

INTERNATIONAL JOURNAL
of
CONTEMPORARY
EDUCATIONAL RESEARCH


JCER


International Journal of Contemporary Educational Research (IJCER)


www.ijcer.net

A Review on the Opinions of Teachers on Refugee Children's Social Skills

Nermin Temel¹, Sezgin Temel², Ceren Çevik Kansu³

¹Ministry of National Education,  0000-0003-0307-6265

²Ministry of National Education,  0000-0001-8317-8629

³Ondokuz Mayıs University,  0000-0003-4444-7165

Article History

Received: 30.03.2023

Received in revised form: 23.06.2023

Accepted: 12.08.2023

Article Type: Research Article



To cite this article:

Temel, N., Temel, S. & Çevik Kansu, C. (2023). A Review on the Opinions of Teachers on Refugee Children's Social Skills. *International Journal of Contemporary Educational Research*, 10(3), 581-595. <https://doi.org/10.52380/ijcer.2023.10.3.425>

This article may be used for research, teaching, and private study purposes.

According to open access policy of our journal, all readers are permitted to read, download, copy, distribute, print, link and search our article with no charge.

Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles.

The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.

A Review on the Opinions of Teachers on Refugee Children's Social Skills

Nermin Temel¹, Sezgin Temel², Ceren Çevik Kansu^{3*}

¹Ministry of National Education

³Ondokuz Mayıs University

Abstract

This research aims to analyze the opinions of primary school teachers on the social skills of refugee students. The case study method from qualitative research designs was used in the research. Within the scope of the research, interviews were conducted with 22 primary school teachers who have knowledge about the concept of social skills, who work in Sivas, which was selected with regard to the method of convenience sampling, and who have refugee students in their classes, which was selected with regard to the method of criteria sampling. Data were collected using semi-structured interview and observation forms. The descriptive analysis method was used in the analysis of the data. As a result of the research, it was observed that refugee students have language problems and are shy and introverted. It was determined that the communication and social skills of the students are weak, yet they obey school and classroom rules. The number of teachers who stated that refugee students' ability to solve the problems they face is sufficient and the number of teachers who stated that refugee students' ability to solve the problems they face is not sufficient are very close to each other. While the teachers state that they do not do any extra exercise in the classes to increase the social skills of refugee students and that they do not find themselves competent as they do not have knowledge on this subject, they also suggest that students learn Turkish before they attend school. By the research results, it can be recommended to provide in-service training to teachers, to support teachers, and to teach Turkish to refugee students.

Keywords: Refugee students, Social skills, Refugee problems.

Introduction

People might be obliged to migrate to other places or other countries for various reasons. Some of these people migrate in order to obtain better living conditions, while others migrate due to reasons such as natural disasters, terrorism, and war (Başar et al., 2018). As a matter of fact, there are approximately 4 million refugees and asylum seekers in Turkey, which is one of the countries affected by this type of migration (United Nations High Commissioner for Refugees [UNHCR], 2020). It is known that these refugees and asylum seekers in Turkey have difficulties adapting to their environment and establishing social relations.

In recent years, it has been observed that the number of refugee students in our country has increased considerably (Yılmaz, 2020). It is seen that these refugee students have many problems with regard to education. These problems are related to language, adaptation to school, inability to communicate with parents, low socioeconomic level, and exposure to peer bullying (Ağcadağ Çelik, 2019; Aktın, 2018; Aykut, 2019; Erdem, 2017; Er & Bayındır, 2015; Kultaş, 2017; Levent & Çayak, 2017; Şeker & Aslan, 2015; Yavuz & Mızrak, 2016). Also, it can be thought that refugee students have experienced many traumatic events, which may prevent them from socializing (Barrett & Berger, 2021). Another way refugee student can achieve academic success is to socialize with their peers (Karkouti et al., 2021). In addition, refugee students are also exposed to peer bullying at school (Bešić et al., 2020).

The adaptation of the individual to the society in which he or she lives is among the main aims of education. The realization of this adaptation depends on the social skills of the individual (Çubukçu & Gültekin, 2006). Although there is no accepted definition of social skills (Denham et al., 2006), Gresman (1985) defined social skills as a child's ability to interact appropriately with her or his peers and adults. Social skills training, on the other hand, is a psychological intervention focusing on the development or improvement of social interaction, social performance, or interpersonal skills (Turner et al., 2018).

* Corresponding Author: Ceren Çevik Kansu, ceren.ckansu@omu.edu.tr

Social skills ensure that relationships established between people are healthy (Samancı & Uçan, 2017). It is necessary and important for children to acquire these skills (Gresham, 2016; Little et al., 2017). In this respect, social skills play an important role in the acquisition of basic knowledge, skills, and habits in the primary school period (Çubukçu & Gültekin, 2006). Acquiring social skills also contributes to the success of students in the education process (Field, 2003). In light of the relationship between social skills and academic outcomes, effective teaching and intervention for students with social skill deficits is critical (McDaniel et al., 2017). Most of the students who are regarded as disadvantaged in acquiring social skills are refugee students (Fazel & Stein, 2002). Especially for refugee children, it is a difficult process to adapt to the education system and social structure of the new society (Emin, 2019). Refugee students, in particular, need social interactions. It can be said that by meeting these needs, cognitive, affective, and language skills can also develop (Biasutti et al., 2020). Schools are essential for the socialization of refugee students (Baak, 2019).

In the studies conducted about refugee students, it is observed that education contributes to the individual and social development of children. For this reason, it is highly important to analyze the situations with respect to the adaptation of children to school and to determine the factors affecting their adaptation to school (İzol, 2019). As one of these factors is social skills (Çubukçu & Gültekin, 2006), it is considered important to conduct research on the social skills of refugee students. When the literature is analyzed, it is observed that there are studies on topics such as refugee children's language development (Ataseven, 2019), school adaptation (Aykut, 2019), and participation in education (Kranrattanasuit, 2020; McIntyre & Hall, 2020; Meda et al., 2012; Mwangi, 2014; Ndijuye & Rao, 2018). However, a study analyzing the social skills of refugee students in terms of the opinions of primary school teachers has not been found. In the study, it was also effective and important that the classroom teachers had experience teaching Turkish, especially in the selection of primary school fourth-grade students. Because if we consider that classroom teachers are more experienced in teaching literacy than other branch teachers, refugee students can be considered advantageous in learning Turkish. The social skills of refugee students learning Turkish may be easier to interpret. By considering the level of social skills of refugee students in their educational environments, this study aims to analyze the opinions of primary school teachers on the social skills of refugee students. We sought answers to the following questions in line with this purpose:

- What is the general state of refugee students?
- How are the relationships of refugee students with their friends and teachers?
- What are the communication skills of refugee students?
- Are refugee students able to express themselves effectively?
- What are the problem-solving skills of refugee students?
- Do refugee students behave in line with the rules?
- What are the social skills of refugee students?
- What kinds of activities are carried out by teachers to improve the social skills of refugee students?
- What should be done to improve the social skills of refugee students?
- Are teachers competent enough to improve the social skills of refugee students?

Method

Research Model

The case study method from qualitative research designs was used in the research. In the case study design, the factors related to a case are studied with a holistic approach, and how they affect the situation and how they are affected by the situation are focused on (Yıldırım & Şimşek, 2018). A case study is a qualitative approach in which detailed information is collected, and a situation is described by using more than one source of information about a current situation in real life or multiple situations at a particular time (Creswell, 2021). Within the scope of the case study design, their opinions on the social skills of refugee students were obtained from 22 primary school teachers in this research.

Study Group

Within the scope of the research, interviews were conducted with 22 primary school teachers who have knowledge about the concept of social skills and who have refugee students in their classes, which were selected with regard to the method of criteria sampling. According to the method of criteria sampling, on the other hand, the participant is determined in accordance with the designed criteria (Yıldırım & Şimşek, 2018). The professional seniority of the participants varies between 1 and 40 years. The majority of these participants stated

that they have taught refugee students for four years or less. In addition, there are participants who have taught refugee students for more than five years.

Data Collection Tools

Research data were collected through a semi-structured interview form developed by the researchers. Interviews are conducted with people to reveal things we cannot directly observe. The purpose of these interviews is to reach the perspective of other people (Patton, 2018). Qualitative researchers may formally interview participants as part of their data collection efforts. In a structured interview, the researcher has a specific set of questions that elicit the same information from the respondents (Gay et al., 2012). Interview questions were created by scanning the literature in detail, and to ensure the validity of the form, expert opinions were received from two researchers working with refugee children and two independent researchers with qualifications in qualitative design. In the final version of the form, a semi-structured interview form consisting of ten open-ended questions was created. The pilot scheme of the research was conducted by interviewing three participants.

Within the scope of the research, an observation form was created by the researchers to support the opinions of teachers. In unattended observation training, students do not participate in the activity they observe but rather travel "on the sidelines"; they are not directly involved in the situation they observe (Fraenkel et al., 2012). While creating the observation form, the Student Observation Form of the Directorate General for Special Education and Guidance Services of the Ministry of National Education (https://orgm.meb.gov.tr/meb_iys_dosyalar/2017_08/08142123_YYRENCY_GYZLEM_KAYDI.pdf) and the observation form prepared by Ergin and Dişçi (2018) were used. The draft observation form, consisting of two categories with 20 items in total, was prepared in line with expert opinions. Although the observation form consists of two dimensions, it has 20 items. It consists of two dimensions: communication skills and the ability to act according to the rules. Observations were made at the beginning, middle, and end of the semester. The items in the form are marked as yes or no and include a section that will be accompanied by an explanation if necessary.

Data Collection

Data were collected through interviews carried out with 22 participants working in primary schools in the city center of Sivas. In interviews, questions were directed to the participants in a certain order because, according to Patton (1987), each interviewee should be asked questions in the same style and in the same order. Interviews were recorded using a technological device. In addition, in order to support the opinions of teachers, an observation about the social skills of refugee students was made by five teachers and one researcher who were interviewed. The observation form consists of three stages. These stages cover three different time periods, namely the beginning of the semester, the middle of the semester, and the end of the semester. The teachers and the researcher filled out the relevant form by making observations about the social skills of the students at these three different stages.

Data Analysis

The descriptive analysis method was used in the analysis of the data. In this approach, the aim is to present the data obtained as a result of interviews and observations to the reader in an organized and interpreted way. Data are classified, summarized, and interpreted in accordance with themes determined before. A cause-and-effect relationship is established between findings, and, if necessary, comparisons are made between cases (Yıldırım & Şimşek, 2018).

In order to ensure external reliability in the research, detailed explanations about the teachers participating in the research were included, and to ensure internal reliability, the data were coded separately by two different coders, one of whom was the researcher. The reliability formula suggested by Miles and Huberman (1994) ($\text{Reliability} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{number of disagreements}}$) was used to calculate the inter-coder agreement percentage, and reliability was calculated as 92%. This result proves that the reliability of the coded data is sufficient (Miles & Huberman, 1994). Pseudonyms given to the participants were used in the direct quotations provided in the presentation of the data.

Findings

The opinions of the teachers on the general evaluation regarding the refugee students are given in Table 1.

Table 1. General Evaluation Regarding the Refugee Students

Evaluation	Teacher	f
There are individual differences	Ayşe, Mehmet, Nur, Nazan, Veli, Zeynep, Merve, Faik	8
Adapts over time	Ayşe, Hülya, Mutlu, Nur, Nazan, Zeki, Deniz, Dilek	8
There is a language problem	Ayşe, Hakan, Musa, Nur, Halis, Deniz, Dilek	7
Knows Turkish	Gamze, Hülya, Yeliz, Ahmet	4
Shy, introverted	Emre, Hakan, Halis	3
Well adjusted	Emre, Latif, Vildan	3
There is a problem with distance education.	Mutlu, Nazan	2
Reluctant in classes	Latif, Halis	2
Cannot express her/himself	Musa	1
Unsuccessful	Musa	1

When Table 1 is analyzed, the participants emphasize that there are individual differences between students. Most of the participants stated that they had had problems with the refugee students in the beginning, but the problems decreased over time as other students also accepted refugee students. It was stated that the primary school teacher has an important role in ensuring adaptation between refugee students and other students. In addition, the language problem and the fact that even families do not know Turkish are among the important problems. Some of the participants' opinions on this issue are as follows:

Faik: "I have two students. They are very different from each other. One is very shy, and the other is very sociable. Even the social one was texting so constantly that it became uncomfortable for me."

Musa: "They were crying silently. They cannot express themselves. Their success level is low because they do not know the language."

Hakan: "They do not speak Turkish, they feel alienated. The family does not speak Turkish. She and her family are shy."

Ayşe: "We had difficulties in the beginning. Language is the biggest issue."

The opinions of the teachers on the relationship between the refugee students and their friends and on the relationship between the refugee students and their teachers are given in Table 2.

Table 2. Relationship of the Refugee Students with Their Friends and Their Teachers

Social relations	Teacher	f
Only speaks when asked a question	Emre, Latif, Musa, Mutlu, Halis, Merve, Dilek	7
Has limited relationships with other students	Musa, Mutlu, Veli, Zeynep, Deniz, Ahmet	6
Has good relationship with teacher	Gamze, Nazan, Zeki, Vildan, Faik	5
Has good relationship with friends	Gamze, Nazan, Zeki, Vildan, Merve	5
Initially timid and then better in her/his relationships	Ayşe, Hülya, Yeliz, Deniz, Faik	5
Has no relationship with the teacher	Hakan, Veli	2
Constantly argues with her/his friends	Hakan	1

When Table 2 is analyzed, it can be stated that the refugee students have weak social relations. The majority of the participants stated that the refugee students only answered questions when asked. It was stated that these students isolate themselves, do not participate in other students' games, and exhibit timid attitudes, especially when they are first introduced to the classroom. However, there are opinions revealing that the refugee students establish better relations with their teachers and friends as they start learning Turkish. The opinions of the participants on the subject are as follows:

Mutlu: "She was shy in her or his relationship with me because of her or his lack of self-confidence. He or she cannot openly express any of her or his problems. He or she only talks to one of her or his friends in the class and not much to the others. S/He does not participate in games much."

Veli: "S/He does not speak at all. I include her or him in the games, but then I see s/he is gone. Other children do not communicate either."

Ayşe: "These students are shy in the beginning. But as they learn Turkish and begin to understand what we are saying, we can communicate."

In addition to these opinions of the teachers, as a result of the observations made, it was observed that the refugee students generally had poor relations with their friends and teachers at the beginning of the semester,

that some of them started playing games by making friends in the middle of the semester, and that some of them were able to make friends at the end of the semester. It is also among the observation results that, while the refugee students had been excluded at the beginning of the semester, they had many friends who wanted to sit with them at the end of the semester.

The opinions of the teachers on the communication skills of the refugee students are given in Table 3.

Table 3. Communication Skills of the Refugee Students

Communication skills	Teacher	f
Shy because of a language problem	Musa, Faik, Nur, Yeliz, Vildan, Deniz, Latif	7
The ones speaking Turkish are good, sociable	Dilek, Veli, Gamze, Halis, Emre, Nazan	6
Some are shy and introverted, some are sociable	Ayşe, Veli, Zeynep, Ahmet, Merve	5
Communicates in time	Zeki, Mutlu	2
Girls are more talkative than boys	Mehmet	1
Afghans are more sociable than Syrians	Hülya	1

When Table 3 is analyzed, most of the participants stated that the refugee students are shy because they have language problems. The most effective factor in deciding whether the communication skills of these students are strong or weak depends on their knowledge of Turkish. Participants drew particular attention to individual differences between refugee students. Individual differences between these students are due to their personality traits, their gender, and the countries they come from.

In addition, some participants stated that the communication skills of the students are directly related to their families. According to the participants, attitudes of families, socioeconomic level, and the state of adaptation to the country are considered factors affecting the students. Some opinions on the subject are as follows:

Nur: "Language is the most important element that awakens a person's sense of belonging to a country and enables one to adapt to that land. The language problem unfortunately alienates these children from us."

Veli: "There are those who are very good, those who learn Turkish, those who are at an intermediate level, and those who do not communicate at all."

Zeynep: "Her or his communication skills are very good. The fact that a student's parents are literate, or that they are primary, secondary, or high school graduates, makes a lot of difference in children."

Regarding this finding, it was observed that the communication skills of the refugee students were quite weak at the beginning of the semester. It was observed that some students communicate with their friends and teachers in the middle of the term, while others do so at the end of the term as they learn the language. It is among the observation results that there are students whose voices have not been heard for months, but these students started speaking as they learned the language.

The opinions of the teachers regarding the self-expression skills of the refugee students are given in Table 4.

Table 4. Self-Expression Skills of the Refugee Students

State of self-expression	Teacher	f
Cannot express her/himself because s/he does not know Turkish	Nur, Hakan, Latif, Musa, Ahmet, Faik	6
Those who know the language can express themselves, those who do not know cannot	Ayşe, Mehmet, Veli, Zeynep	4
Cannot express her/himself because s/he is introverted	Ayşe, Nur, Yeliz, Ahmet	4
Can express her/himself very comfortably	Gamze, Zeki, Halis, Vildan	4
Expresses because s/he knows Turkish	Nazan, Gamze	3
Has problems because s/he does not have proficiency	Hülya	
They are shy because they have language problems	Ayşe, Merve	2
Afghans express themselves better than Syrians	Mehmet, Zeki	2
Expresses her/himself in time	Deniz, Dilek	2
Those who do not know the language use translators	Veli	1
Answers only when asked	Emre	1
Those who do not know the language use body language	Zeynep	1

When Table 4 is analyzed, it is stated by the participants that most of the students have problems expressing themselves. The fact that refugee students do not know Turkish is shown as the biggest reason for this situation. Looking at the table, it is observed that introverted and shy students have problems expressing themselves. Refugee students' shyness and isolation from other students are considered obstacles to expressing themselves.

The fact that families do not speak Turkish at home and that some students do not make the necessary efforts to learn Turkish are among the factors affecting refugee students' ability to express themselves. In addition, the teachers stated that Afghan students are better adapted to society than Syrian students and thus express themselves better. Looking at the table, it is observed that there are also refugee students who express themselves very comfortably. The reason for this situation may be that these students know Turkish. In addition, the students develop various methods to express themselves. These methods are stated as using an interpreter and body language. Statements from the teachers supporting this issue are given below:

Zeynep: *"S/He does not know Turkish, but the child says something by using her/his hand, arm, and objects."*

Musa: *"They cannot express themselves since they do not know Turkish."*

Ahmet: *"Actually, her or his Turkish is not bad, but the child is introverted as a person. It is clear when s/he speaks. But s/he seems afraid to speak."*

According to the results of the observations made, it was observed that at the beginning of the semester, some refugee students did not speak at all, while others only spoke in their own language with other refugee children like themselves. It was observed that some students who knew Turkish talked to their friends and teachers even at the beginning of the semester. It was also observed that the students who had not expressed their feelings and thoughts at the beginning of the semester started expressing themselves at the end of the semester.

The opinions of the teachers on the problem-solving skills of the refugee students are given in Table 5.

Table 5. Problem-Solving Skills of the Refugee Students

Problem-solving skills	Teacher	f
Cannot solve her/his problems because s/he is introverted	Ayşe, Mehmet, Musa, Ahmet, Deniz, Faik, Dilek	7
Solves problems by getting support	Mutlu, Nazan, Zeki, Halis	4
Can solve her/his problems because s/he knows Turkish	Vildan, Gamze, Merve	3
Can solve her/his problems because s/he adapts	Emre, Mehmet, Veli	3
Tries to solve her/his problems with violence	Zeynep, Nur	2
We had no problems but I do not know her/him enough	Latif, Hakan	2
Introverts cannot solve their problems, sociable ones can.	Hülya	1
Started to solve her/his problems in time	Yeliz	1

When Table 5 is analyzed, it is seen that, according to the participants, the fact that the refugee students are shy and introverted, as well as feeling alienated, causes them to be inadequate in solving the problems they face. Some participants stated that the refugee students solve their problems by asking for help from different people, such as their teachers, friends, and school management. It was stated that the students who can solve their problems have high self-confidence, are sociable, do not distinguish themselves from Turkish students, and can speak Turkish. In addition, the participants emphasized that some students resorted to violence to solve problems. However, there are also opinions stating that this situation was brought under control over time. The opinions of some teachers on the subject are as follows:

Zeynep: *"Some of them are too violent. They go for everyone's throat as a defense mechanism. I was mad at this kid, but it did not work. Then I tried a different method. I showed the child constant attention and love. Her or his attitude towards her or his friends has changed a lot. I gave awards and took her or him around with me. He felt that he was valuable. His tendency for violence was so great that I was afraid he would kill someone one day. Now, s/he talks with her/his friends in a very nice manner; s/he thanks."*

Musa: *"There was another kid taking her or his lunchbox. S/He did not tell me that; he was crying all the time. I found that out months later."*

Nazan: *"S/He knew that s/he could go to the teacher when s/he had a problem and that s/he could go to the hall monitor when it was break time."*

According to the results of the observations, it was observed that the refugee students became more successful in solving the problems they faced over time. For example, it was observed that in the middle of the semester, when a student was criticized by his or her friends for forgetting to raise her or his fingers, s/he said, "I can forget sometimes, but I am learning." On the other hand, it was stated that some of these students still could not solve their problems even at the end of the term. It was observed that there was one student who intervened between her or his friends while standing in line at the canteen, and as a result, the refugee student returned

without receiving anything. It was also observed that some of these students had shown violence to their friends when they had a problem at the beginning of the semester, but this tendency to violence disappeared at the end of the semester.

The opinions of the teachers regarding whether the refugee students obey the rules or not are given in Table 6. Table 6. Behaviors of the Refugee Students Regarding Obeying Rules

Do they obey the rules?	Teacher	f
Obeys the rules such as class entry and exit timings, raising hands and taking permission	Musa, Halis, Hakan, Mutlu, Vildan, Emre	6
As s/he adjusted, s/he learned the rules of the classroom and school over time	Nazan, Veli, Zeki, Zeynep, Hülya, Deniz	6
Follows the teacher's instructions and obeys the rules	Yeliz, Gamze, Musa, Merve	4
Acts mously, waiting for the teacher's command	Latif, Faik	2
Does not obey the rules regarding school attendance and course entry-exit timings.	Nur, Dilek	2
Afghans obey the rules more than Syrians do.	Mehmet	1

When Table 6 is analyzed, it is seen that most of the participants stated that the refugee students obey the rules. It was stated that these students take permission when they need to use the restroom, ask to speak by raising their hands, do not throw rubbish on the floor, pay attention to the entrance and exit timings of the class, and do not talk among themselves during the lesson. It was explained that some students did not know the classroom and school rules in the beginning but learned them over time. Some participants indicated that if the classroom and school rules are explained appropriately, these students will obey the rules. There are also teachers who stated that there were students who did not obey the rules. It was also stated that Afghan students generally obey the school and classroom rules more than Syrian students. The opinions of some teachers on the subject are as follows:

Emre: "S/He is very good. I would even say better than others. S/He is very good during classes. Just as we want. S/He speaks when I say 'speak', s/he keeps quiet when I say keep quiet. S/He gets up when I say get up."

Nur: "S/He does not obey the rules. The biggest problem in our school, especially for relatives and immigrant families staying in the same house, is that students come to school late."

Deniz: "For example, s/he used to stand up and walk around the classroom without permission. S/He got used to the rules over time. We experienced the same thing with many rules. S/He used to speak without raising a hand. I always warned in a nice way. Then s/he started acting in accordance with the rules."

According to the results of the observation, it can be concluded that the refugee students generally had not raised their hands at the beginning of the semester, yet they mostly started to speak by raising their hands in the middle of the semester. The reason why the students had not raised their hands at the beginning of the semester was that they had not spoken Turkish at all and had not known the rules. It was deduced that the behavior of walking around the classroom during lesson time, which had been a problem encountered at the beginning of the semester, disappeared through the middle of the semester. It was also observed that the refugee students mostly threw their trash in the trash even at the beginning of the semester, yet some of them had put the trash of their sharpened pencils on their desks. However, it also changed through the middle of the semester as they stopped keeping pencil trash on their desks and started using rubbish bins. It was revealed that the refugee students observed did not damage any classroom or school belongings. Also, according to the results, it was observed that most refugee students did not come to the classes on time at the beginning of the semester as well as in the middle and end of the semester. Some of them were 15 minutes late, while others were late for up to one class period. The reasons for this are that the family is indifferent to their child and that both parents work. In addition, it was observed that the majority of refugee students did not complete their homework. This problem could not be solved even at the end of the semester.

The opinions of the teachers on the social skills of the refugee students are given in Table 7.

Table 7. Social Skills of the Refugee Students

Social skills	Teacher	f
Take part in activities, go to the canteen with friends, and play games	Mehmet, Zeynep, Ahmet, Deniz	4
Their skills are weak, and they expect socialization from the	Musa, Vildan, Hülya, Halis	4

Social skills	Teacher	f
opposite party		
Although they do not speak the language, they build up friendships	Hakan, Latif	2
Avoid activities and do not take part in friendships	Ayşe, Merve	2
Have good social skills and be sociable	Nazan, Zeki	2
Have good relationships with their friends	Gamze, Faik	2
Started building up friendships over time	Yeliz, Dilek	2
Establish a relationship with a few people; do not go out of that	Mutlu	1
Close with those who are like themselves; do not build friendships with others	Nur	1
Afghans have very good social skills; they are very enthusiastic and good at activities	Veli	1
No socialization, as time was short	Emre	1

When Table 7 is analyzed, it is observed that some participants stated that the refugee students participate in activities, play games with their classmates by establishing relationships with their friends, and go to the canteen and shop with them. On the other hand, a number of participants stated that some students have weak social skills. They explained this situation as such: refugee students cannot build friendships but mostly wait for the first step from the other party. In addition, it was also stated that the refugee students avoid participating in activities organized in the school and classroom. Apart from that, some participants claimed that Afghan students are more enthusiastic than Syrian students in terms of social skills.

Mutlu: *“S/He is still shy. There are three students s/he talks in the class. S/He especially plays with these three friends, not with the others. S/He watches the others but does not play with them.”*

Mehmet: *“They talk to other students. They can shop with them, go to the canteen together, play together in the hallway, and they can even go and show what they do to their friends who sit in front of or behind them while there is any activity in the classroom.”*

Merve: *“I prepare group activities for them to get together. But they do not participate at all. They cannot even make friends. They do not even talk to the students I have grouped them together.”*

According to the observations carried out, the social skill levels of the refugee students vary by their level of Turkish, their adaptation to the school, their relationships with their friends, and their compliance with the rules. For instance, it is among the observation results that the refugee students who had not had friends at the beginning of the semester and could not speak much started making friends as they learned Turkish and started using courtesy expressions to their friends such as ‘thank you’ and ‘I am sorry’.

The opinions of the participants regarding the activities carried out by the teachers to improve the social skills of refugee students are given in Table 8.

Table 8. Activities Carried Out to Improve the Social Skills of the Refugee Students

Things done to improve social skills	Teacher	f
I do not carry out extra activity	Ayşe, Gamze, Latif, Musa, Mehmet, Mutlu, Nazan, Yeliz, Zeki, Deniz, Ahmet, Merve, Faik	13
I make them play games	Emre, Hakan, Veli, Halis	4
I give simple in-class tasks	Nur, Zeynep, Dilek	3
I make them have short interviews	Hülya	1
I visit homes	Halis	1
I make them perform theatre plays	Vildan	1
Box of Kindness project	Vildan	1

When Table 8 is analyzed, it is clear that most of the participants stated that they did not include any extra activity for the improvement of the refugee students' social skills. The teachers stated that they make the refugee students do the same activities and practices which they make other students do in the classroom. Some teachers explained this situation by stating that they did not think there was a need for separate activities special for the refugee students, on the contrary, they emphasized that this should be a natural development process that all students shall be involved in. On the other hand, some teachers stated that they gave these students simple tasks such as preparing boards and distributing photocopies in the classroom while some others stated that they wanted to improve social skills of these students with different type of games such as snatching handkerchief. One of the teachers stated that she made refugee students have interviews by giving them the role of journalists. Opinions of some teachers on the subject are as follows:

Ayşe: "Whatever we do with our students, we try to include them. We do not have any extra activity."

Mutlu: "I did not do any other activity. I did not need this because I think her/his development is normal. We have the same type of students in the classroom who are not even refugees. But they can be different in the environment of friends, in the classroom, or in the garden. We can see that more actively."

Veli: "For example, we have games in physical education classes such as snatching handkerchief. I make them play these games."

The opinions on the suggestions of the participants to increase the social skill levels of the refugee students are given in Table 9.

Table 9. Suggestions to Increase the Social Skill Levels of Refugee Students

Things to do to increase social skills	Teacher	f
Turkish should be taught	Ayşe, Hakan, Latif, Musa, Nur, Nazan, Zeki, Halis, Ahmet, Merve, Faik, Dilek	12
The family should be educated	Emre, Gamze, Hülya, Musa, Nur, Zeki, Ahmet, Faik	8
A separate education should be provided before participating in school	Hülya, Musa, Nazan, Faik, Dilek	5
Various courses should be provided	Ayşe, Zeynep, Ahmet, Merve	4
They should be informed about their environment	Nur, Deniz	2
Guidance should be provided first	Nur, Halis	2
A sense of belonging should be gained, and inclusiveness should be ensured	Ayşe, Halis	2
Other institutions should be involved in the process	Veli	1
Theater plays should be performed	Vildan	1

When Table 9 is analyzed, it is obvious that most of the participants stated that Turkish should be taught to these refugee students first in order to increase their social skills. In addition to this, most of the participants claimed that the family factor is also effective in improving the social skills of refugee students because it was stated that some families did not allow their children to participate in social activities due to economic reasons or prejudices. Moreover, some participants stated that the entire burden of the education of the refugee students is on their shoulders, and they are left alone in this regard. Therefore, it was emphasized that these students should be prepared for the normal educational process by receiving training beforehand in separate classes. Some participants expressed that it is necessary to provide students with a sense of belonging and integrate them into society. Expressions emphasizing that other institutions should have an active role in the education process of refugee students also come to the fore. The opinions of some teachers on the subject are as follows:

Veli: "It does not work only with teachers. School administration and authorized units also need to take some responsibility."

Nur: "First of all, refugee students should be provided education to learn Turkish."

Musa: "They need to develop more language skills and get to know our country. I believe that once both the family and child are provided with the necessary information about the school, they will be successful."

Vildan: "I prepare drama activities for students. They like it very much. In the beginning, they did not want to participate, but now they are very willing, even when casting roles. After a while, I noticed that they also improved their friendship relations."

The opinions of the teachers on their own efficacy in increasing the social skill levels of the refugee students are given in Table 10.

Table 10. Opinions of Teachers on Their Own Efficacy

Do you find yourself competent?	Teacher	f
I am incompetent due to a language problem	Deniz, Hakan, Latif, Merve	4
I am incompetent for time-related reasons	Veli, Zeynep, Gamze	3
I am competent because I have good communication with students	Halis, Mutlu, Yeliz	3
I am incompetent because I do not know how to approach refugee students	Musa, Nur, Faik	3
I am competent because the student knows the language	Ayşe, Nazan	2
I am competent because I love children and my profession	Mehmet, Dilek	2
I was not at the beginning, but now I am competent enough as I have improved myself over time	Hülya	1

Do you find yourself competent?	Teacher	f
I am incompetent for reasons arising from the physical environment	Veli	1
I am incompetent because of introverted students	Ahmet.	1
I am competent as I am trained on how to approach refugee students	Zeki	1
I am competent because I have good communication with her/his family.	Mutlu	1

According to Table 10, most of the participants stated that they did not find themselves competent at increasing the social skills of refugee students. It was put forth that the reasons for this situation are the language problem, the lack of time, and the lack of necessary information and education about refugee students. Teachers stated that they could not communicate with these students and that they did not have enough information about how to teach or help refugee students. Some teachers indicated that in order to teach refugee students, it is necessary to specialize in this field by going through some training. There are also opinions indicating that it is necessary to know the living conditions of refugee students and to get to know their cultures closely. Additionally, it was explained that distance education was provided due to the pandemic and that this education process prevented social skills studies. Some participants stated that if refugee students did not have language problems, they would be competent; some of them stated that they communicated well with them; and some others stated that they were educated about refugee students. Some opinions on the subject are as follows:

Hakan: “We are not competent enough at school. The teacher needs to communicate first. If we know the other party’s language, we can improve their social skills. Either they will learn our language or we will learn their language. I do not think teachers are successful in general.”

Musa: “I do not find myself competent because I do not know about their culture and living conditions. I cannot understand many things because they cannot express themselves well. I think this requires an area of expertise. I think the socialization process should be experienced in the presence of a psychologist and a counselor.”

Yeliz: “I think I am competent because I get on well with students.”

Conclusion and Discussion

Education plays an important role in the progress and development of a society. The target audience of education differs in the process of gaining desired behaviors. One of these differences is that refugee students have a place in the education system. Within the scope of this research, the opinions of teachers about the social skills of refugee students can shed light on the problems experienced.

When the teachers evaluated refugee students in general, they drew attention to the language problem. The fact that these students do not speak Turkish prevents them from understanding what is explained in the classes and being able to express themselves. There are various studies confirming that refugee children have language problems during the adaptation process to school (Alkalay et al., 2021; Almadani, 2018; Biçer & Özalın, 2020; Bunar, 2019; Erdem, 2017; Graham et al., 2016; Kardeş & Akman, 2018; Sağlam & Kanbur, 2017; Sarıahmetoğlu & Kamer, 2021; Yurdakul & Tok, 2018). There are findings in the literature indicating that refugee students living in different countries also experience similar problems (Graham et al., 2016; Bajaj & Bartlett, 2017; Almadani, 2018; Koehler & Schneider, 2019). In the study of Erçakır-Kozan (2019), it was found that refugee students have difficulty understanding what is going on during class hours due to their low language proficiency. According to Dryden-Peterson (2015), language proficiency of refugee students often falls behind age-appropriate academic content. For this reason, it is clear that refugee students should be placed in classes with younger children. In the study conducted by Başar et al. (2018), it was concluded that the fact that refugee students do not know the language of the country they live in prevents them from understanding the teacher and causes them to isolate themselves from the classroom environment. In addition, it was explained in the study conducted by Ağcadağ Çelik (2019) that the reason why Syrian refugee students cannot integrate with the education system is the language problem. Another point that teachers expressed when evaluating students is that refugee students are shy and introverted. They stated that they had not even heard the voices of some students for months. Indeed, these students’ feelings of alienation, the traumas they have experienced, and the living conditions they are in can be considered the reasons for this situation. In addition to this, in the study carried out by Sakız (2016), it was indicated that teachers recommend that refugee students be taught Turkish. Teachers stated that refugee students do not generally talk much; they only answer when they are asked a question. This can be attributed to their lack of proficiency in Turkish and being shy. Besides, there are opinions indicating that refugee students have limited relationships with their friends and teachers. However, it was stated

that they establish relationships with students who are refugees like themselves. According to Çopur (2019), there is a significant difference in the social environment of refugee students before and after language acquisition because students, who had relations only with their friends who spoke in their native language before learning the language, were involved in different social environments when they learned the language, and hence, their adaptation process to the country increased. Similarly, in the research conducted by İzol (2019), it was concluded that refugee students can easily build up friendships with students from their own culture. At this point, the cultural structure and similar living conditions students have might be effective in increasing their closeness to each other.

Most of the teachers stated that the communication skills of refugee students are weak (Kaya & Ok, 2021). It can be stated that the main reason for this situation is that they do not speak the language. However, there are also teachers who stated that the communication skills of refugee students have improved over time because these students started learning the language over time and started having dialogues with their teachers and friends. In the study of Çopur (2019), it was emphasized that refugee students were accepted more by their other friends as they overcame the language barrier. Similarly, in the study conducted by Aykut (2019), the fact that refugee students do not speak the language is considered the biggest obstacle to communication. Sever (2020) also stated that although refugee students initially had problems with their classmates, they communicated with their friends as time passed.

The number of teachers who stated that refugee students' ability to solve the problems they face is sufficient and the number of teachers who stated that refugee students' ability to solve the problems they face is not sufficient are very close to each other. Teachers stated that students who can solve their problems are self-confident and have high communication skills. According to the study conducted by Serim (2019), refugee students are very enthusiastic about learning and are dedicated to being successful. Additionally, the teachers pointed out that students produce solutions by getting help from someone else. Findings from the research revealed that students who cannot solve their problems are prone to violence. These students may lead to the emergence of peer bullying in the classroom environment. In the study of Jusufbašić (2019), it was revealed that refugee students display aggressive behaviors in their communication with other students and teachers and also a tendency to violence (Nar, 2008; Saritaş et al., 2016). In contrast with this, in their studies, Rossi (2008) and Avcadağ Çelik (2019) drew attention to peer bullying against refugee students.

Most of the teachers stated that refugee students obey the school and classroom rules. However, according to the observation data, it is clear that the majority of refugee students come to school late in the morning at every stage of the academic year. Some teachers described refugee students as quiet students who do what the teacher says. The fact that refugee students do not speak the language, that they consider themselves foreigners, and that they are not able to express themselves may cause them to isolate themselves from their environment (Başar et al., 2018). The fact that these students fall into a passive position and do not stand out enough may cause them to seem like they are following the rules. According to the research of Karaağaç (2018), teachers generally stated that refugee students exhibit positive behaviors in obeying the classroom and school rules; yet, some teachers stated that these students come to school late and do not obey the classroom rules. There are also studies discussing refugee students who do not attend school (Hing et al., 2014) and refugee students who are forced to work at an early age (Baş et al., 2017).

Most of the teachers stated that refugee students are weak in terms of social skills. It was stated by the teachers that these students are included in the games and activities only when they are invited by other classmates or guided by the teacher. The study of Aykut (2019) also shows similarities with this finding. Based on this finding, it can be stated that other students and teachers have an important role in the development of social skills in refugee students. There are some opinions supporting the idea that the social skills of Afghan students are better than those of Syrian students. The fact that these students are from different cultures might be the reason for this situation. However, according to the research carried out by Gülceğül (2020), the problems experienced by refugee students do not differ by their nationality.

Teachers generally stated that they do not carry out any different activities to increase the social skills of refugee students. There are opinions defending the idea that it is more appropriate for refugee students to take part in the activities done for the whole class rather than treating them as different students. In the interviews she had with teachers, Karaağaç (2018) also concluded that it is right for refugee students to be in the same class with Turkish children and that this situation will strengthen their sense of belonging and contribute to their social cohesion. Some teachers stated that they do not know what to do because either there is not enough time, or they do not have enough information about these students. Similarly, in the study conducted by Er and Bayındır (2015), it was found out that the teachers did not receive any training for the education of refugee students, therefore they

had problems in the education of these students. Undoubtedly, teachers have the most important task of increasing the social skills of refugee students. For this reason, all teachers teaching refugee students should be provided with training, and they should not be given the feeling that they are on their own in the education of these students. In their study, Gürel and Büyüksahin (2020) revealed that none of the teachers received undergraduate training on the education of refugee students. For this reason, according to the research of Mogli et al. (2020), the inability of teachers to provide psychological support to refugee students and communication difficulties experienced due to language problems cause many problems that hinder the education process.

Teachers made various suggestions in order to increase the social skills of refugee students. The most expressed among these suggestions is to ensure that refugee students learn Turkish before they attend school. There are opinions defending the idea that refugee students should be included in the education system with a certain level of adaptation to society, which can be ensured by providing adequate education beforehand. In the study carried out by Yılmaz (2020), it was argued that since it is easier for pre-school children to learn a language, if refugee students start learning Turkish in preschool, it will contribute both to their cultural and academic adaptation. Similarly, et al. (2018) suggested in their study that refugee students should be provided with an education before school. In addition to this, according to the research conducted by Şeker (2020), it was concluded that expert psychologists should provide psychological support to refugee students. In some studies (Alkalay et al., 2021; Lawrence et al., 2019; Tümtaş & Ergun, 2016; Vanore, 2015) in the literature, it was observed that refugee students have difficulty adapting because they experience post-migration trauma and have psycho-social problems.

Research findings reveal that most teachers do not find themselves competent to increase the social skills of refugee students. Er and Bayındır (2015) stated that some teachers cannot get along with refugee students because these students have language problems. They also pointed out that teaching refugee students requires separate expertise and that it is difficult to contribute to this process only with expertise in primary school teaching. Supporting this finding, Gichiru (2014), Bacakova (2012), and Kanbur (2017) found out in their studies that teachers in general lack knowledge and skills in the education of refugee children. Contrary to this argument, there are also teachers who consider themselves competent to increase the social skills of refugee students. These teachers stated that they can contribute adequately because they teach students who can speak Turkish and have no communication problems.

Recommendations

In accordance with the results of the research, the following recommendations can be made:

- It can be suggested that teachers be provided with in-service training on improving the social skills of refugee students;
- that teachers should be supported by various institutions, organizations, and individuals;
- and that refugee students should be taught Turkish in order to improve their social skills.

Acknowledgements or Notes

This study is an extended version of the paper presented at the 8th International Eurasian Educational Research Congress (EJER Congress) 07-10 July 2021.

Author (s) Contribution Rate

All authors contributed equally to the article.

Conflicts of Interest

No potential conflict of interest was declared with respect to the research, authorship, and/or publication of this article.

Ethical Approval

Ethical permission (27.08.2021-2021/639) was obtained from Ondokuz Mayıs University for this research.

References

- Agcadağ Çelik, İ. (2019). Sınıf öğretmenleri gözünden Suriyeli mülteci çocuklar. *The Journal of International Social Research*, 12(66), 662-680. <http://dx.doi.org/10.17719/jisr.2019.3615>

- Aktın, K. (2018). Sığınmacı çocukların mutluluk temalı resimlerinden yansımalar. *Elementary Education Online*, 17(3), 1524-1547. <https://doi.org/10.17051/ilkonline.2018.466381>
- Alkalay, G., Kırıl, B., & Erdem, A. R. (2021). İlkokul yönetici ve sınıf öğretmenlerine göre Suriyeli sığınmacı öğrencilerin yaşadıkları sorunlar ve çözüm önerileri. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi [MSKU Journal of Education]*, 8(1), 231-249. <http://dx.doi.org/10.21666/muefd.809182>
- Almadani, D. S. (2018). *Syrian refugee students academic and social experinces in American public schools*, [Doctoral Dissertation]. DePaul University. <https://via.library.depaul.edu>
- Ataseven, H. (2019). *Dil gelişimini destekleyici oyun etkinlikleri programının 5-6 yaş grubu mülteci çocukların dil gelişimlerine ve günlük yaşam becerilerine etkisinin incelenmesi*, [Master's Thesis]. Selçuk University.
- Ayktut, S. (2019). *Türkiye'deki Suriyeli çocukların eğitim sorunları: farklılıklara saygı eğitimi odağında okul sosyal hizmeti önerisi*, [Doctoral Dissertation]. Hacettepe University.
- Baak, M. (2019). Racism and othering for South Sudanese heritage students in Australian schools: Is inclusion possible?. *International Journal of Inclusive Education*, 23(2), 125-141. <https://doi.org/10.1080/13603116.2018.1426052>
- Bačáková, M. (2012). Vzdělávání děti-uprchlíků: podpora nabízená základními školami v Norsku a ČR. *Orbis Scholae*, 6(1), 81-93.
- Bajaj, M., & Bartlett, L. (2017). Critical transnational curriculum for immigrant and refugee students. *Curriculum Inquiry Journal*, 47(1), 25-35. <http://dx.doi.org/10.1080/03626784.2016.1254499>
- Barrett, N. & Berger, E. (2021). Teachers' experiences and recommendations to support refugee students exposed to trauma. *Social Psychology of Education*, 1-22. <https://doi.org/10.1007/s11218-021-09657-4>
- Baş, M., Molu, B., Tuna, H., & Baş, Ğ. (2017). Göç eden ailelerin sosyo-kültürel ve ekonomik değişiminin kadın ve çocuk yaşamına etkisi. *Itobiad: Journal of The Human Social Science Researches*, 6(3), 1680-1693.
- Başar, M., Akan, D., & Çiftçi, M. (2018). Mülteci öğrencilerin bulunduğu sınıflarda öğrenme sürecinde karşılaşılan sorunlar. *Kastamonu Education Journal*, 26(5), 1571-1578. <http://dx.doi.org/10.24106/kefdergi.427432>
- Bešić, E., Gasteiger-Klicpera, B., Buchart, C., Hafner, J., & Stefitz, E. (2020). Refugee students' perspectives on inclusive and exclusive school experiences in Austria. *International journal of psychology*, 55(5), 723-731. <https://doi.org/10.1002/ijop.12662>
- Biasutti, M., Concina, E., & Frate, S. (2020). Working in the classroom with migrant and refugee students: The practices and needs of Italian primary and middle school teachers. *Pedagogy, Culture & Society*, 28(1), 113-129. <https://doi.org/10.1080/14681366.2019.1611626>
- Biçer, N., & Özaltun, H. (2020). Mülteci ortaokul öğrencilerinin Türkçe dil becerilerine ve okula uyum süreçlerine ilişkin Suriyeli ve Türk öğrencilerin görüşleri. *International Journal of Eurasian Research*, 8(23), 348 - 364.
- Bunar, N. (2019). Education of refugee and asylum-seekin children. *Oxford Research Encyclopedias*, 10, 1-10. <https://doi.org/10.1093/acrefore/9780190264093.013.118>
- Creswell, J. W. (2021). *Nitel araştırma yöntemleri, beş yaklaşıma göre nitel araştırma ve nitel araştırma deseni* (Çev. Ed: S. B. Demir & M. Bütün). Siyasal Kitabevi.
- Çopur, D. A. (2019). *Mülteci öğrencilerin uyum sürecinde karşılaştıkları sorunlar ve çözüm önerileri*, [Master's Thesis]. Düzce University.
- Çubukçu, Z., & Gültekin, M. (2006). İlköğretimde öğrencilere kazandırılması gereken sosyal beceriler. *Bilig*, 37, 155-174.
- Denham A., Hatfield S., Smethurst N., Tan E., & Tribe C. (2006). The effect of social skills interventions in the primary school. *Educational Psychology in Practice*, 22(1), 33-51.
- Dryden-Peterson, S. (2015). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and research in education*, 14(2), 131-148. <https://doi.org/10.1177/1477878515622703>
- Emin, M. N. (2019). *Türkiye'deki Suriyeli çocukların eğitimi* (1th Edition). SETA Foundation for Political, Economic and Social Research.
- Er, A. R., & Bayındır, N. (2015). İlkokula giden mülteci çocuklara yönelik sınıf öğretmenlerinin pedagojik yaklaşımları. *International Journal of Social and Educational Sciences*, 2(4), 175-185.
- Erçakır-Kozan, B. (2019). *A case study: Exploring the experiences of educational stakeholders in relation to refugee education at a public school in Mamak*, [Master's Thesis]. Middle East Technical University.
- Erdem, C. (2017). Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri. *Journal of Civilization Studies*, 1(1), 26-42.
- Ergin, D., & Dişçi, S. (2018, Mart, 24-25). Okul öncesi dönemde sevgi-saygı değerleri kazanımı gözlem formunun geliştirilmesi. VII. IBANESS Congress Series, Tekirdağ, Türkiye.

- Fazel, M. and Stein, A. (2002). The mental health of refugee children. *Archives of Disease in Childhood*, 87(5), 366-370. <http://dx.doi.org/10.1136/adc.87.5.366>
- Field, J. (2003). *Social capital*. London: Routledge.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. Mc Graw Hill.
- Gay, L. R., Mills, G. E., & Airasian, P.W. (2012) *Educational research: Competencies for analysis and application*. 10th Edition, Pearson.
- Gichiru, W. (2014). Struggles of finding culturally relevant literacy practices for Somali students: Teachers' perspectives. *New England Reading Association Journal*, 49(2), 67-74.
- Graham, H. R., Minhas, R. S., & Paxton, G. (2016). Learning problems in children of refugee background: A systematic review. *American Academy of Pediatrics*, 137(6), 1-15.
- Gresham, F.M. (1985). Utility of cognitive-behavioral procedures for social skills training with children: A critical review. *Journal of Abnormal Child Psychology*, 13(3), 411-423.
- Gresham, F. M. (2016). Social skills assessment and intervention for children and youth. *Cambridge Journal of Education*, 46(3), 319-332. <http://dx.doi.org/10.1080/0305764X.2016.1195788>
- Gülceğül, S. (2020). *Sınıfta mülteci öğrenci olan sınıf öğretmenlerinin yaşadığı problemlerin incelenmesi*, [Master's Thesis]. Kırıkkale University.
- Gürel, D., & Büyükaşahin, Y. (2020). Education of Syrian refugee children in Turkey: Reflections from the application. *International Journal of Progressive Education*, 16(5), 426-442. <http://dx.doi.org/10.29329/ijpe.2020.277.26>
- Hing, V., Lun, P., & Phann, D. (2014). *The impacts of adult migration on children's wellbeing. The Case of Cambodia*. Cambodia Development Resource Institute, Final Report, 1-36.
- İzol, N. (2019). *Suriyeli mülteci çocukların eğitim hayatına uyum sürecinin değerlendirilmesi*, [Master's Thesis]. Üsküdar University.
- Jusufbašić, S. (2019). *Examining the role of education in the social inclusion of syrian refugees in turkish middle schools*, [Master's Thesis]. Marmara University.
- Kanbur, N. İ. (2017). *İlkokulda görev yapan öğretmenlerin mülteci öğrencilere yönelik tutumlarının incelenmesi*, [Master's Thesis]. Sakarya University.
- Karaağaç, F. C. (2018). *Educational problems of syrian refugee students in elementary schools*, [Master's Thesis]. Yeditepe University.
- Kardeş, S., & Akman, B. (2018). Suriyeli sığınmacıların eğitimine yönelik öğretmen görüşleri. *Elementary Education Online*, 17(3), 1224-1237. <https://doi.org/10.17051/ilkonline.2018.466333>
- Karkouti, I. M., Wolsey, T. D., Bekele, T. A., & Toprak, M. (2021). Empowering teachers during refugee crises: Social support they need to thrive. *Teaching and Teacher Education*, 107, 103471. <https://doi.org/10.1016/j.tate.2021.103471>
- Kaya, D., & Ok, G. (2021). Problems encountered by mathematics and science teachers in classrooms where Syrian students under temporary protection status are educated and suggestions for solution. *International Journal of Contemporary Educational Research*, 8(1), 111-127. <https://doi.org/10.33200/ijcer.774094>
- Koehler, C., & Schneider, J. (2019). Young refugees in education: the particular challenges of school systems in Europe. *Comparative Migration Studies*, 7(28), 1-20. <https://doi.org/10.1186/s40878-019-0129-3>
- Kranrattanasuit, N. (2020). Emergency, exclusion, and inequity in education of refugee and asylum seeker children in Indonesia. *The Social Science Journal*, 1-16. <https://doi.org/10.1080/03623319.2020.1728504>
- Kultaş, E. (2017). *Türkiye'de bulunan eğitim çağındaki Suriyeli mültecilerin eğitimi sorunu (Van İli örneği)*, [Master's Thesis]. Yüzüncü Yıl University.
- Lawrence, J. A., Dodds, A. E., Kaplan, I., & Tucci, M. M. (2019). The Rights of Refugee Children and The un Convention on The Rights of The Child. *Laws*, 8(20), 20, 1-22. <https://doi.org/10.3390/laws8030020>
- Levent, F., & Çayak, S. (2017). Türkiye'deki Suriyeli öğrencilerin eğitimine yönelik okul yöneticilerinin görüşleri. *HAYEF: Journal of Education*, 14(27), 21-46.
- Little, S. G., Swangler, J., & Akin-Little, A. (2017). *Defining social skills*. In *Handbook of social behavior and skills in children* (pp. 9-17). Springer, Cham.
- McDaniel, S. C., Bruhn, A. L., & Troughton, L. (2017). A brief social skills intervention to reduce challenging classroom behavior. *Journal of Behavioral Education*, 26(1), 53-74. <https://doi.org/10.1007/s10864-016-9259-y>
- McIntyre, J., & Hall, C. (2020). Barriers to the inclusion of refugee and asylum-seeking children in schools in England. *Educational Review*, 72(5), 583-600. <https://doi.org/10.1080/00131911.2018.1544115>
- Meda, L., Sookrajh, R., & Maharaj, R.B. (2012). Refugee children in South Africa: Access and challenges to achieving universal primary education. *Africa Education Review*, 9(1), 152-168. <https://doi.org/10.1080/18146627.2012.755287>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage Publications.

- Mogli, M., Kalbeni, S., & Stergiou, L. (2020). "The teacher is not a magician": teacher training in greek reception facilities for refugee education. *International e-Journal of Educational Studies (IEJES)*, 4(7), 42-55. <https://doi.org/10.31458/iejes.605255>
- Mwangi, L. (2014). *School factors influencing refugee children access to primary education in Kasarani District Nairobi, Kenya*. A Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Masters in Education Education in Emergencies: University of Nairobi.
- Nar, B. (2008). *Göçün eğitime ve eğitim yönetimine etkileri*, [Master's Thesis]. Sakarya University.
- Ndijuye, L. G., & Rao, N. (2018). Pre-primary education policy in Tanzania: Does it meet the educational needs of newly naturalized refugee children?. *Global Education Review*, 5(4), 36-54.
- Patton, M. Q. (1987). *How the use qualitative methods in evaluation*. Newbury Park: SAGE.
- Patton, M. Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri* (Çev. Ed: M. Bütün & S. B. Demir). Pegem Akademi.
- Rossi, A. (2008). The impact of migration on children in developing countries. Paper presented at the Youth Migration Conference, 24-26 April, Bellagio, Italy.
- Sağlam, H. İ., & Kanbur, N. İ. (2017). Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. *Sakarya University Journal of Education*, 7(2), 310-323. <https://doi.org/10.19126/suje.335877>
- Sakız, H. (2016). Göçmen çocuklar ve okul kültürleri: Bir bütünleştirme önerisi. *Migration Journal*, 3(1), 65-81.
- Samancı, O., & Uçan, Z. (2017). Çocuklarda sosyal beceri eğitimi. *Journal of Graduate School of Social Sciences*, 21(1), 281-288.
- Sarıahmetoğlu, H., & Kamer, S.T. (2021). Yabancı uyruklu öğrencilerin eğitimi ve uyumu: Sorunlar ve çözüm önerileri. *MSKU Journal of Education*, 8(1), 612-634. <https://doi.org/10.21666/muefd.852569>
- Sarıtaş, E., Şahin, Ü., & Çatalbaş, G. (2016). İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar. *Pamukkale University Journal of Social Sciences Institute*, 25(1), 208-229.
- Serim, S. (2019). *The educational well-being of syrian refugee children in public schools: A qualitative study in istanbul*, [Master's Thesis]. Boğaziçi University.
- Sever, M. B. (2020). Suriyeli mülteci çocukların eğitim durumu ve sosyal uyum örnekleme. *Journal of European Education*, 10(1-2), 1-16.
- Şeker, B. D., & Aslan, Z. (2015). Refugee children in the educational process: An social psychological assessment. *Journal of Theoretical Educational Science*, 8(1), 86-105. <http://dx.doi.org/10.5578/keg.8234>
- Şeker, S. (2020). *Mülteci öğrencilerin karşılaştığı eğitim sorunları: Yozgat ili örneği*, [Master's Thesis]. Yozgat Bozok University.
- Turner, D. T., McGlanaghy, E., Cuijpers, P., Van Der Gaag, M., Karyotaki, E., & MacBeth, A. (2018). A meta-analysis of social skills training and related interventions for psychosis. *Schizophrenia bulletin*, 44(3), 475-491. <https://doi.org/10.1093/schbul/sbx146>
- Tümtaş, M. S., & Ergun, C. (2016). Göçün toplumsal ve mekansal yapı üzerindeki etkileri. *The Journal of Faculty of Economics Administrative Sciences*, 21(4), 1347-1359.
- UNHCR (2020). UNHCR Turkish Statistics. <https://www.unhcr.org/tr/unhcr>
- Vanore, M. (2015). *Family-member migration and the psychosocial health outcomes of children in Moldova and Georgia*, (PhD degree). Maastricht University.
- Yavuz, Ö., & Mızrak, S. (2016). Acil durumlarda okul çağındaki çocukların eğitimi: Türkiye'deki Suriyeli mülteciler örneği. *Migration Journal*, 3(2), 175-199. <https://doi.org/10.33182/gd.v3i2.578>
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11th Edition). Seçkin Publications.
- Yılmaz, M. (2020). *Suriyeli mülteci öğrencilerin okul ortamına uyumu*, [Master's Thesis]. İstanbul Medeniyet University.
- Yurdakul, A., & Tok, T. N. (2018). Öğretmen Gözüyle Mülteci/Göçmen Öğrenci. *Adnan Menderes University Faculty of Education Journal of Education Sciences*, 9(2), 46-58.