

PROBLEMS FACED IN THE EDUCATION OF SYRIAN IMMIGRANT STUDENTS AND RECOMMENDATIONS: THE TURKEY CASE

Abstract: The purpose of this study is to put forth the current situation of studies examining the problems faced in the education of Syrian students attending schools in Turkey within the scope of formal education through meta-synthesis. In line with the study purpose, studies with qualitative findings and results related to the subject were examined and synthesized, and the results related to the subject were presented with a holistic perspective. The keywords of Syrians, foreign students, immigrants, refugees, asylum seekers, and temporary protection were used during the literature review search conducted to determine the studies to be discussed within the scope of the study. The searches were carried out on online databases and search engines between February 15, 2020 and April 18, 2020. Google Scholar, Sobiad, Dergipark, ULAKBİM, YÖK National Thesis Center, ERIC, Academia, Researchgate, EBSCOhost, and Web of Science were the online search engines used for the searches. The studies found as a result of the literature review were re-examined considering the criteria determined for the study. A total of 80 studies (61 articles and 19 theses) formed the studies from which the study data were collected. The data obtained by paying attention to the main study purpose and study questions were analyzed using the content analysis method. According to the study results, the problems encountered in the education of Syrian students and the recommendations given were examined under six categories, namely classroom management, academic achievement, communication, family, administration, and students' psychosocial status. Recommendations for practitioners, policymakers, and researchers were developed based on the results obtained from the studies examined within the scope of the study.

Keywords: Turkey, Syrian students, problems, meta-synthesis, immigrant students

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INTRODUCTION

The civil war in Syria, which Turkey has the longest land border, started a migration wave towards Turkey. With the deceleration of the migration wave, Turkey became the country with the highest number of Syrian migrants in the world. 55% of the 6.6 million Syrian refugees currently live in Turkey, 15% in Lebanon, and 10% in Jordan (Erdoğan, 2020). At the beginning, the immigrants who arrived were expected to return to their country in a short time, and long-term policies were not determined. However, in later years Syrians living in Turkey were given temporary protection status because of the ongoing civil war in the Syrian Arab Republic and were legally protected. With the policies developed afterwards, the works on Syrian immigrants' adaptation to Turkey began.

According to the Directorate General of Immigration Management's data dated August 27, 2020, 3.610.022 Syrians with temporary protection are living in Turkey. There are 1.187.946 school-aged Syrian children, that is, between the ages of 5 and 18. There are 501.626 children within the 0-4 age range (Directorate General of Immigration Management, 2020). In other words, an increasing number of Syrian students will be participating in the Turkish education system every year. Immigrant children whose numbers are more than the total student number of some European countries have to be enrolled in an education system in which they are foreigners. It is natural that children who are foreigners of an education system because of their characteristics such as language, culture, and habits experience many problems, and lead to many problems. Therefore, teachers working in schools with immigrant students may also encounter various problems.

Immigrants who had to leave their home country and live in the lands of another country in which they are the foreigners face many problems. Ereş (2015) stated that immigrant families have disadvantages such as poverty, lack of social security, low education level, and language and cultural differences, making it difficult for their children to integrate into the host country. Hamadeh (2019) expressed that Syrian immigrants' situation has been getting worse, children start to work at an early age to earn money, and girls have to marry at an early age. According to the report prepared by OECD (2015), the academic achievement of immigrant children is low, and their participation rate in pre-school education is less than others. United Nations High Commissioner for Refugees data showed that one of the common issues of all immigrants is that they have less access to education in the host country (Dryden-Peterson 2015). According to Dryden-Peterson (2017), immigrant education that helps immigrant students prepare for their unknown future needs to be rethought as a long-term effort.

Many studies were conducted on the education process of Syrian immigrant children. In these studies, the problems faced by the countries in the education of Syrian immigrants and immigrant education policies were examined in general. Buckner, Spencer, and Cha (2017) and Hamadeh (2019) analyzed the education policies and practices of Lebanon, the second country with the highest number of Syrian immigrants after Turkey. Campbell III (2017) explored the attitudes towards refugee education and its link to xenophobia in the United States. Madziva and Thondhlana (2017) identified the opportunities and challenges in providing quality education to Syrian immigrant children in the United Kingdom. Wofford and Tibi (2018) examined the results of the literacy education given to Syrian immigrant children, whereas Alkhaldeh (2018) determined the educational problems of Syrian immigrant children in Jordan and recommendations given. While Streitweiser, Schmidt, Gläser, and Brück (2018) investigated the needs, limits, and support systems for immigrant students living in Germany, Schneider (2018) investigated Syrian immigrants' experiences of entering higher education in Germany, and Green, King, and Fischer (2019) investigated acculturation, social support and mental health among immigrants in Germany. Stewart, Chaar, McCluskey, and Borgardt (2019) explored the adaptation of Syrian immigrant students living in Canada by focusing on settlement, education, and psychosocial support, whereas Guo, Maitra, and Guo (2019) explored the adaptation of Syrian students to the Canadian school system. Albakri and Shibli (2019) investigated why education is critical for Syrian migrants to survive.

There are also many studies conducted on immigrant children's education in Turkey that has been hosting the highest number of Syrian immigrants in the world (United Nations Refugee Agency, 2020). Tezel-McCarthy (2017) examined the role of faith-based organizations in the education of Syrian refugees in Turkey. Erdem (2017) explored the instructional problems of classroom teachers regarding Syrian students and the recommendations given. Sirin, Plass, Homer, Vatanartiran, and Tsai (2018) determined the impact

of a digital game-based education for Syrian immigrant children. Özcan (2018) examined Turkey's policy towards Syrian immigrant students. Cirit-Karaağaç (2018) investigated the educational problems of Syrian children attending elementary schools. Tezel-McCarthy (2018) also explored the education policies implemented for Syrian refugees in Turkey. Furthermore, Yamamoto (2018) examined the schools managed by Syrian refugees in Turkey in order to research the educational opportunities for children affected by the conflict. Yenilmez and Çöplü (2019) investigated the problems teachers face in the education of immigrant students, whereas Özenç and Saat (2019) and Kara and Özenç (2020) focused on the problems faced by classroom teachers in the education of Syrian students. While Kaya (2020) explored the problems faced by classroom teachers with Syrian students in terms of classroom management, Aydın Gürler (2020) explored the problems faced by classroom teachers while teaching Science to Syrian immigrant students and the recommendations offered. When the studies conducted in Turkey are examined, it is seen that these studies mostly focused on the problems encountered in the education process of Syrian students.

Some of the studies on the education of Syrian immigrant children in both national and international literature are mentioned above. However, researchers' interest in the education of Syrian immigrants continues to increase. In the literature, the number of studies on the problems faced in the formal education of Syrian immigrant students especially in Turkey has been increasing. In terms of methodology, most of these studies are qualitative studies (Şimşir and Dilmaç, 2018; Yenilmez and Çöplü, 2019; Yıldız Yılmaz and Kaplan, 2019). However, these studies are either completely disconnected from each other or focused on similar issues. In this context, there is a need for bringing together the studies conducted on problems faced in the education of Syrian immigrant students living in Turkey and the recommendations given, and a need for the analysis and synthesis of the results obtained from these studies and the recommendations offered. According to Suri and Clarke (2009, 395), research syntheses play an important role in disseminating research information and in shaping further research, policy, practice, and public perception. Gümüş (2018) stated that meta-synthesis, a qualitative systematic review research method, attracted attention especially in health research in the first years of its emergence, but its use in education has remained limited. A meta-synthesis study examining the problems encountered in the formal education of Syrian immigrant students was not found in the related literature. With this study, it is believed that a very important data repository will be provided for other researchers, and their future research will be guided. In addition, it is believed that gathering the results and recommendations of previous studies under certain categories will clearly reveal the problems and recommendations and provide an important data source for policymakers and practitioners.

The main purpose of the present study is to put forth the current situation of studies examining the problems faced in the education of Syrian students attending schools in Turkey within the scope of formal education through meta-synthesis. In order to realize this purpose, the answers to the following questions were sought:

1. How are the results of the studies examining the problems faced in the education of Syrian students shaped?
2. How are the recommendations regarding the results of the studies examining the problems faced in the education of Syrian students shaped?

METHOD

RESEARCH DESIGN

Studies synthesizing research play an important role in the dissemination of research information and in shaping more research, policy, practice, and social perception (Suri and Clarke, 2009, 395). Çalık and Sözbilir (2014, 34) divides research syntheses into three categories, namely meta-analysis, meta-synthesis, and descriptive content analysis. Meta-synthesis is the reinterpretation of the qualitative findings/results of previous studies using certain principles and criteria (Dinçer, 2018, 186). In other words, meta-synthesis is the synthesis and explanation of qualitative research results again with a qualitative understanding (Zimmer, 2006; Thomas and Harden, 2008). Aiming to reinterpret the findings of qualitative studies examining problems faced in the formal education of Syrian students living in Turkey, this study employed the meta-synthesis approach. Ethics committee approval is not required for meta-synthesis studies.

DATA COLLECTION

Before starting to collect the study data, keywords and criteria to include the studies were determined. Without any limitations, all studies that met the criteria for the study were accepted in the study. In order to find the studies in journals publishing in English, the English equivalents of the keywords were also determined. To realize the study purposes and reach all related studies in the literature, key concepts were also examined. For this, a preliminary search was conducted in the literature. As a result of this preliminary search, the concepts in the titles and keywords section of the studies were determined, and the keywords to be used in identifying other studies to be included in this study were determined. The keywords determined were Syrian, foreign student immigrant, refugee, asylum seeker, temporary protection. After the keywords were determined, the search stage started. The searches were carried out on online databases and search engines between February 15, 2020 and April 18, 2020. Both Turkish and English equivalents of the keywords were entered into online databases and search engines, and searches were carried out. Google Scholar, Sobiad, Dergipark, ULAKBİM, YÖK National Thesis Center, ERIC, Academia, Researchgate, EBSCOhost, and Web of Science were the online search engines used for the searches. After the online literature review was completed, many studies were identified according to the keywords. These studies were downloaded to the computer and subjected to preliminary examination according to the determined criteria. Sandelowski, Docherty, and Emden (1997) stated that one of the problems encountered while conducting meta-synthesis studies is determining which of the similar studies will be included in the project. They expressed that determining criteria is also important to overcome this problem. In the present study, scientific articles and theses were included in the study, and papers presented at symposiums and congresses were not included. The reason for this is that the abstracts were generally translated into articles, some of them were presented as an abstract, and the reviewed presentations did not have findings appropriate for the meta-synthesis approach. The following criteria were used in determining the studies to be included in the present study in line with the study purposes:

1. The study must be related to the Syrian immigrant students living in Turkey.
2. The study must include findings regarding the problems faced in the formal education of Syrian immigrant students.
3. The articles must be published in scientific refereed journals. Theses must be registered in YÖK national thesis center.
4. The study must have qualitative findings.
5. The scientific processes followed in the study must be clearly stated.
6. The study must be accessible or the full text must be accessible.

As a result of the examination, 61 articles and 19 Master’s theses constituted the studies from which the study data were collected. The studies included in the present study and their codes are presented in appendix 1.

DATA ANALYSIS

After the studies to be included in the study were determined, the analysis process began. Codes were assigned to the studies examined in order to comply with research ethics. Article number 1 was coded as A1, and thesis number 1 as T1. A form in Excel format was developed for the systematic progress of the analysis process and the holistic analysis of the data in the studies. The studies were examined holistically in order, and the data obtained were recorded on the form instantly. The developed form example is given below.

Table 1. The Form in Which the Study Data Were Collected

Code	Year	Language	Study design	Study group	School level	Data collection tools	Analysis methods	Main purpose	Results	Solution recommendations
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The data about the problems faced in the formal education of Syrian immigrant students and the solution recommendations were analyzed with content analysis. As a result of the content analysis, two themes were

determined, namely “Problems” and “Recommendations”. Six different categories were determined under these two themes, and codes were determined under each category.

VALIDITY AND RELIABILITY

In order to ensure the reliability of the study, which data was obtained from which coded study were presented. Annex 1 given at the end of the study shows which code was identified which study. The findings of the content analysis are given in figures in order for them to be more memorable, striking and in order for the relationship between codes-categories-themes to be clearly seen. The analysis of the study data took six months. Before developing a form for collecting the study data, five articles and five theses were examined, and a pilot form was developed. The developed form was sent to two academicians who had conducted meta-synthesis before, and their opinions were asked. The form was finalized in line with the expert opinions. The two researchers examined and recorded the same studies. Then, the data recorded on the forms were compared, and the reliability between each other was examined. The following formula of Miles and Huberman (1994, 64) was used for the reliability calculation.

$$\text{Reliability} = \frac{\text{Number of agreement}}{\text{Total number of agreement} + \text{number of disagreement}}$$

The reliability between the data recorded by the two researchers was found 87%. The keywords of the studies were also recorded on the form where the study data were collected. However, since there were too many keywords and since they were distributed, the keywords of the studies were not included in the study findings. The codes, categories, and themes obtained as a result of the analysis of the data subjected to content analysis were sent to two academicians who had conducted qualitative studies before. After the recommendations of the academicians, the data was finalized, and the study findings were written. The processes performed during the data collection and analysis of the study data are summarized as follows.

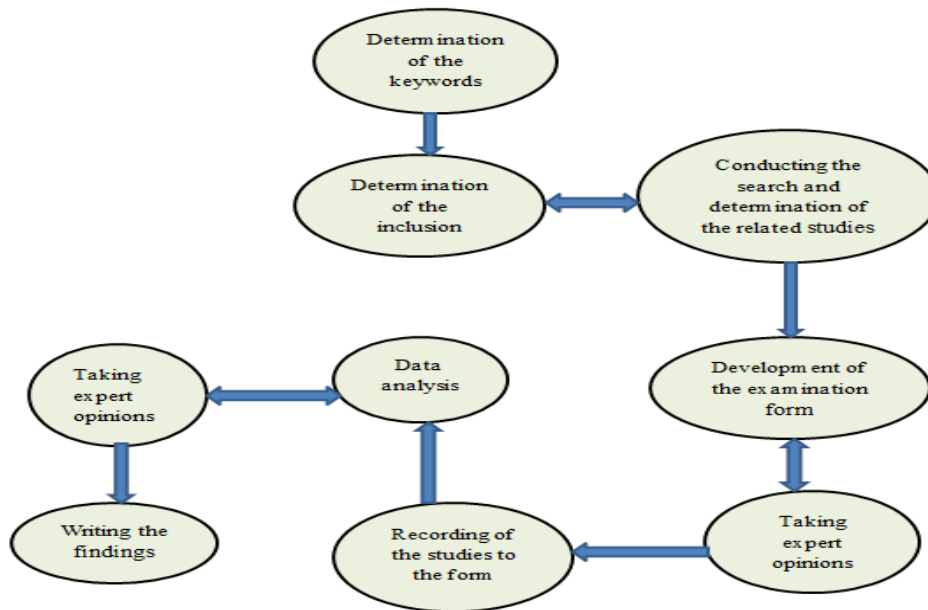


Figure 1. Data Collection and Analysis Process

FINDINGS

The findings resulting from the analysis of the data obtained from research examining the problems faced in the education of Syrian students are presented in figures. The explanations are given at the bottom of the figures. The findings obtained as a result of the content analysis of the studies focusing on the problems encountered in the education of Syrian students are given in Figure 2 and Figure 3.

As seen in Figure 2, the theme of problems faced in the education of Syrian students theme was divided into six categories based on the reviewed studies: Classroom management, academic achievement, communication, family, administration, and students’ psychosocial status. A total of 510 codes were formed

in these six categories. In the Problems theme, most codes were formed in the category of “communication” (115).

In the classroom management category, the codes of participation in lessons and activities (27), compliance with classroom rules (21), teachers’ resource, equipment, textbook problem (16), absenteeism (13), grouping (11), increase in classroom size (6) and not being able to finish the curriculum (5) were formed. In this category, the codes of participation in lessons and activities, compliance with classroom rules, and teachers’ resource, equipment, and textbook problem came to the fore.

In the academic achievement category, the codes of failure (21), academic level difference (10), and not understanding what was read/the lesson (8) were formed. The code of failure came to the fore in this category.

In the category of communication, the codes of not knowing Turkish (59), with other students (15), general (15), understanding-explaining (14), with teachers (10), and with school administrators (2) were formed. In this category, the codes of not knowing Turkish, communication problems with other students, general and understanding-explaining were at the forefront.

In the family category, the codes of low income (19), insufficient family support (18), not being able to communicate with teachers (13), being ostracized by other parents (11), general (4), and broken family (4) were formed. In this category, the codes of low income and insufficient family support came to the fore.

In the administration category, the codes of teachers not getting training-being inadequate (19), grade-age incompatibility (15), inadequate legislation (14), curriculum incompatibility-inadequacy (10), high number of immigrant students (9), deterioration of school structure (9), physical inadequacies (4), and reaction to the Turkish education system (3) were formed. In this category, the codes of teachers not getting training-being inadequate, grade-age incompatibility and inadequate legislation were at the forefront.

In the category of students’ psychological conditions, the codes of adaptation problem-being ostracized (48), using violence-being subjected to violence (22), cultural difference (19), and psychological problems (16) were formed. All codes in this category had high frequencies. The most striking was the code of adaptation problem-being ostracized.

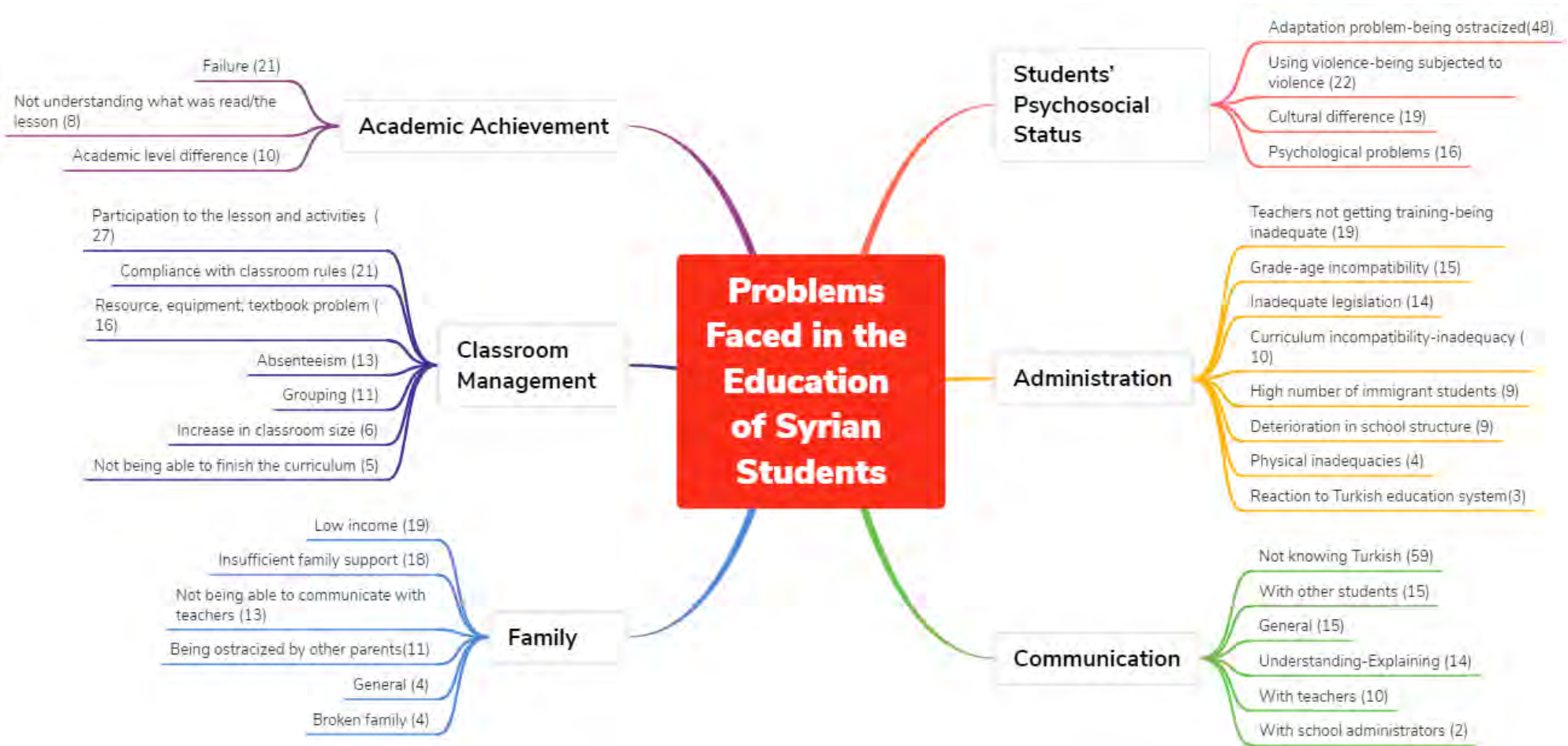


Figure 2. Problems Faced in the Education of Syrian Students

As seen in Figure 3, the theme of recommendations given for the problems faced in the education of Syrian students theme was divided into six categories: Classroom management, academic achievement, communication, family, administration, and students' psychosocial status. A total of 477 codes were formed in these six categories. In the Recommendations theme, the most codes were formed in the category of "administration" (182).

In the classroom management category, the codes of the classroom environment should be improved-a rich learning environment should be provided (18), the lack of textbooks and equipment should be remedied (15), participation in classroom activities should be supported (6), family visits-rules should be imposed (for absenteeism) (5), teachers should know their students (5), they should be given an education appropriate for individual differences (4), they should be able to express themselves easily (2), and they should be made to obey the rules (1) were formed. In this category, the codes of the classroom environment should be improved-a rich learning environment should be provided, and the lack of textbooks and equipment should be remedied came to the fore.

In the academic achievement category, the codes of make-up lessons should be provided (12), and additional courses should continue (4) were formed. In this category, the code of make-up lessons should be provided came to the fore.

In the category of communication, the codes of Turkish courses should continue (open) at the weekend (29), preparatory classes should be opened for Turkish teaching (24), Turkish courses should be opened during the summer break (10), communication should be established (4), their native language should be taught (2), and the hours of Turkish courses should be increased (1) were formed. In this category, the codes of Turkish courses should continue (open) at the weekend and preparatory classes should be opened for Turkish teaching came to the fore.

In the family category, the codes of Turkish should be taught to families (21), social activities for families should be organized (14), parent-teacher cooperation should be increased (12), they should be informed about education opportunities (9), financial support should be provided (7), their views should be asked (2), and mentor Turkish families should be supported (2) were formed. In this category, the codes of Turkish should be taught to the parents of Syrian students and social activities for families should be organized came to the fore.

In the administration category, the codes of teachers should be given in-service training (41), curricula should be developed for social-emotional development-deficiencies (16), long-term-holistic regulations-policies should be developed (16), planning should be done for the increasing classroom sizes and piling up (15), They should be directed towards preschool education (15), trainings should be provided for school administrators (13), teachers should be supported (13), Grammar and readiness should be taken into consideration during registration to the appropriate grade (10), Programs against ostracization-public service announcement-parent briefings should be developed (10), interpreters should be available in schools (9), Courses on multiculturalism should be given at education faculties (8), legal legislation should be passed (7), they should receive education in the same classroom and school (3), information should be shared between teachers and schools (3), Migration centers should be founded at Counseling and Research Centers (2), and teachers should be provided with language education (1) codes were formed. In this category, the codes of teachers should be given in-service training, curricula should be developed for social-emotional development-deficiencies, long-term-holistic regulations-policies should be developed, and planning should be done for the increasing classroom sizes and piling up came to the fore.

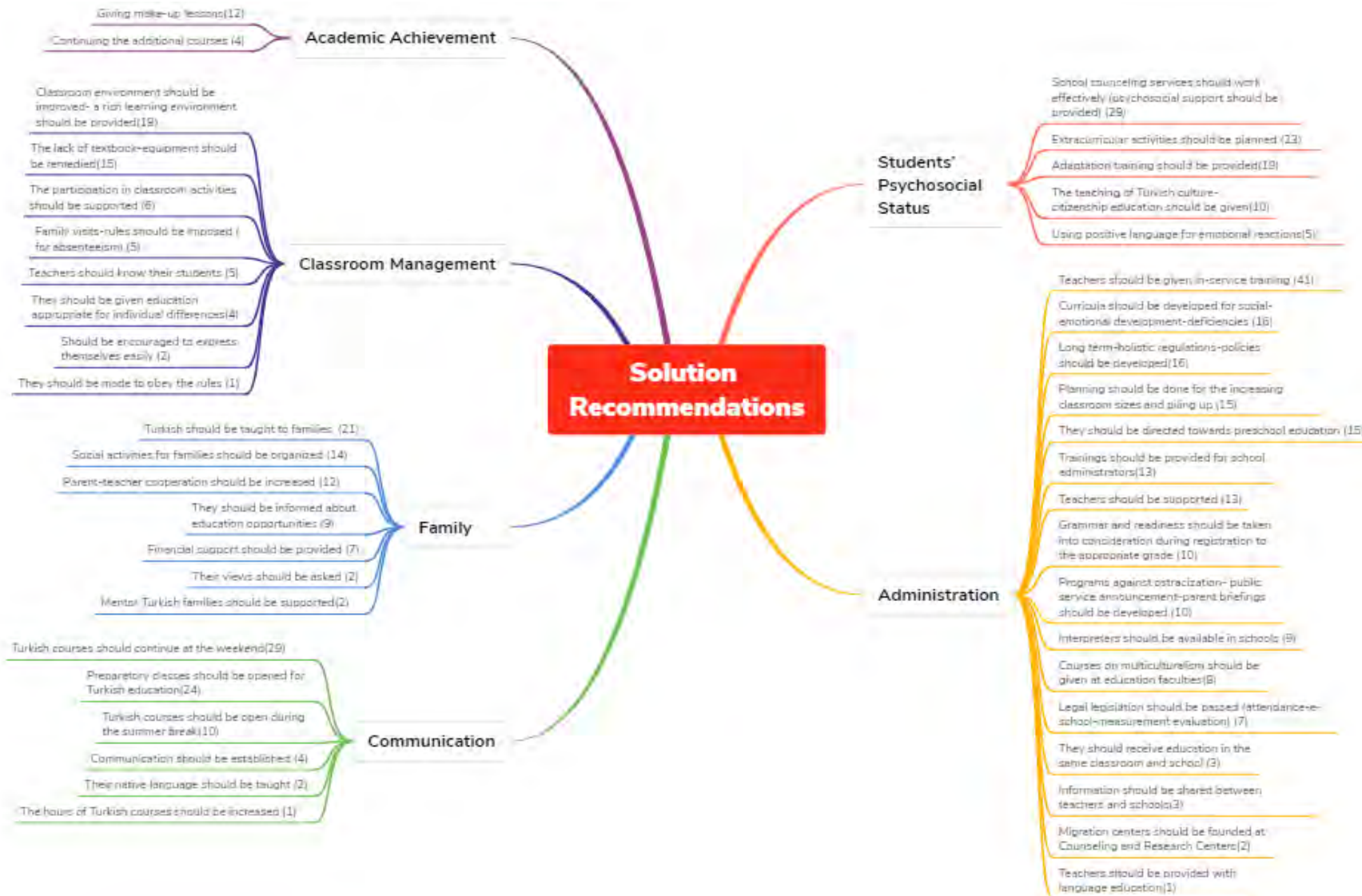


Figure 3. Recommendations Given for the Problems Faced in the Education of Syrian Students

DISCUSSION AND CONCLUSION

In line with the first and second research questions of the present study, problems faced in the education of Syrian students within the scope of formal education and the recommendations given were presented with a holistic perspective using content analysis. As a result of the analysis, the themes of problems encountered in the education of Syrian students and recommendations were formed, and each theme was examined under six categories, namely “classroom management, academic achievement, communication, family, administration and psychosocial status”. Below, the problems experienced in each category are addressed separately, and the study results are discussed by citing studies that would be considered as proofs to the reviewed studies that examined the problems faced.

The present study determined that the most important problem faced by teachers regarding Syrian students in the classroom management process is about participation in lessons and activities (Şahin and Doğan 2018; Aydın and Kaya 2019; Yenilmez and Çöplü 2019). The study conducted by Aydın and Kaya (2017) revealed that Syrian students participated to the class according to their Turkish speaking level. However, it may not be correct to attribute the problem of Syrian students’ participation in classes only to their level of Turkish speaking. As revealed in the reviewed studies, because of reasons like Syrian students being absent from school (Sariahmetoğlu, 2019) and increasing class sizes (Aydın and Kaya 2017; Kaya 2020), there is no continuity in the participation of these students in the classes and teachers cannot spare enough time to them. Due to these reasons, it can be believed that Syrian students cannot participate in classes and activities adequately because teachers cannot pay attention to these students at the desired level and because their education processes do not proceed in a planned manner. In addition, various studies determined that Syrian students have problems in compliance with classroom rules (Özer Aytekin and Sönmez Ektem 2019) and that they group among themselves (Şimşir and Dilmaç 2018; Eren 2019). These findings from different studies showed that teachers face problems about enforcing classroom discipline and time management because of Syrian students. The teachers who have increased class size and who have to devote more time to unwanted student behaviors also face the problem of not being able to finish the curriculum (Cırt Karaağaç and Güvenç 2019). Furthermore, with the participation of Syrian students in their classes, the needs of teachers in terms of equipment in the classroom and in conducting the lessons in a healthy way increased and became varied. A significant number of the reviewed studies put forth that teachers who have Syrian students in their classes face resource, material and textbooks problems (Erdem 2017; Moralı 2018). This result can be interpreted as schools could not make the necessary equipment and physical preparation for the education of children Syrians coming to Turkey with a mass migration. For the classroom management problems, most of the reviewed studies recommended that classroom environment should be improved and a rich learning environment should be provided, the physical and hardware deficiencies (textbook-equipment) should be remedied, and participation in classroom activities should be supported. It is believed that the recommendations given are generally compatible with the problems that arise and can be effective in solving the problems.

Studies examined in the present study (Ciğerci and Güngör 2016; Jafari, Tonga and Kışla 2018; Yıldız Yılmaz and Kaplan 2019) showed that Syrian immigrant students face the most problems about failure in the academic achievement category. Many factors causing immigrant students to academically fail can be mentioned. While the reason for the academic failure of immigrant students was largely attributed to language problems by Ciğerci and Güngör (2016), it was also linked to emotional and personal difficulties in the lives of these students by Hos (2020). The other two findings of the reviewed studies also support these explanations. In the reviewed studies, it was determined that Syrian students read but did not understand the lessons adequately (Aykırı 2017; İçöz 2019). This problem basically stems from language-related problems, as stated by Ciğerci and Güngör. Another finding showed that Syrian students had problems academically with other students due to level difference (Ereş 2016; Demir and Aliyev 2019). This problem may be tied to reasons such as students not being able to receive education due to the war, students not being enrolled in classes appropriate to their age, and the academic level gap between them and the other students getting wider every day because of language problems. In the reviewed studies, recommendations were given about offering make-up lessons and continuing the additional courses for the

solution of these problems faced by Syrian students in terms of academic achievement. It can be said that the recommendations given in this category are quite insufficient. More concrete and functional recommendations should be put forward by focusing on the factors that negatively affect the academic achievement of Syrian students and their reasons.

The communication that immigrant students establish is very important in terms of being able to exist in a new culture and to get equal education with other students. However, according to the reviewed studies examined in the present study, the most encountered problems are in the “communication” category. According to Pryor (2001), communication problem constitutes an important obstacle for immigrant students to benefit from educational opportunities equally. The reviewed studies revealed that the main problem the Syrian immigrant students in Turkey experience in terms of communication was not knowing Turkish (Cigerci and Güngör 2016; Tösten, Toprak and Kayan, 2017; Soylu, Kaysılı and Sever 2020). In addition, the students who did not speak Turkish had communication problems with other students (Yurdakul and Tok 2018), teachers (Mercan Uzun and Bütün 2016) and school administrators (Şahin and Şener 2019). Various reviewed studies for the present study (Sinan and Gültekin 2018; Cırtı Karaağaç and Güvenç 2019) showed that Syrian students had problems understanding what was being said and conveying their thoughts because they could not understand and speak Turkish. These problems experienced by immigrant students regarding communication and especially Turkish can be interpreted as the policies implemented on Turkish teaching do not have sufficient effect. It is believed that the reasons such as students’ use of their native language within the family, watching television content in their native language, and mostly making friends with Syrian children outside school are thought to reduce the effect of practices regarding Turkish teaching. According to the present study’s results, reviewed studies mostly recommended the offering of weekend Turkish courses, offering preparatory classes for Turkish education, and offering Turkish courses during the summer break in order to address the problems related to communication. Two reviewed studies (Aykırı 2017) made suggestions about teaching Syrian students their native language. It can be said that the recommendations made about communication in the reviewed studies are generally in the context of school and are superficial, and the effect of outside-school factors is neglected.

A significant number of Syrian children suspended their education due to the civil war in their country and were out of school for a long time. While establishing a new life in the countries they migrated to as a result of the civil war, their most important supporters in terms of social life and education were their families. However, according to the reviewed studies in the present study, Syrian immigrant students faced various problems during their education process related to their families. Among these problems, families’ low income (Avcı 2019) was emphasized the most. It can be said that families having low income causes various negative consequences for students. Since families with economic problems cannot buy all their children’s educational tools and equipment, it can be believed that they do not want to send their children to school. This situation appears as a factor preventing immigrant students from attending school regularly. Furthermore, the reviewed studies showed that Syrian immigrant students did not receive sufficient support from their families during their education (Sinan and Gültekin 2018; Aydin and Kaya 2019). The possible consequences of immigrant students not receiving sufficient support from their families during their education is them having problems in their adaptation to school and having low their academic achievement. However, it should not be forgotten that parents who migrate also face various problems. Families of Syrian immigrant students faced various problems in the countries they migrated to, such as language barrier, cultural problems, loss of culture and not being able to get effective support from teachers (Jun 2020). The fact that Syrian children have broken families due to the civil war in their country (Delen 2018; Alkalay 2020) was identified as another factor that adversely affects their educational processes. These problems experienced by Syrian parents can be considered as factors preventing their children from providing adequate support to their education processes. The studies reviewed revealed that Syrian parents who are faced with language barriers and economic and cultural problems cannot communicate adequately with teachers (Eren 2019; Özenç and Saat 2019) and are also ostracized by other parents (Mercan Uzun and Bütün 2016). It can be said that the problems related to the families of Syrian immigrant students, who are disadvantaged in various aspects during the education process, further deepen this situation. Regarding

the problems experienced by the families of Syrian students, the reviewed studies recommended that Turkish should be taught to families, social activities for families should be organized, parent-teacher cooperation should be increased, they should be informed about education opportunities, financial support should be provided, their views should be asked, and mentor Turkish families should be supported. It can be said that the family factor was also taken into consideration with the students in the recommendations, and functional recommendations were put forward for the problems experienced.

The reviewed studies in the present study revealed that the training that teachers, who are the most important helpers of administrators in the education process, received for Syrian students was insufficient (Ereş 2016; Cirit Karaağaç and Güvenç 2019; Aydın Gurler 2020). The fact that teachers do not receive or receive insufficient training regarding the education of Syrian students makes it difficult for them to find alternative solutions to the problems they experience. The problems that cannot be solved by the teachers are reflected to the administrators who are at the top of the hierarchical structure in the school, and the administrators become also a part of the problems experienced. Another issue that poses a problem for teachers and school administrators is the incompatibility between the ages of Syrian immigrant students and their grades (Tamer 2017; Taskin and Erdemli 2018). Due to this problem, it is possible that various discipline problems will arise inside and outside the classroom. In addition to the discipline problems, the difference between the curriculum used in Syria and curriculum used in Turkey taxed both the students and the teachers (Sahin and Dogan 2018; Aydin and Kaya, 2019). Finding a solution to this problem for school administrators, who have a role to lead the teaching processes in the school, is important in terms of affecting the academic achievement of the school. The high number of Syrian immigrant students (Sinan and Gültekin 2018) and the inadequacy of legislation for these students (Erdem 2017) make it difficult for school administrators to solve the problems. As a result of the large number of Syrian immigrant students, it is expected that many physical needs will arise at school. The reviewed studies showed that physical deficiencies (Çakmak, 2018) arise in schools due to Syrian students. From an administrative point of view, because of the constantly increasing number of Syrian immigrant students due to the ongoing civil war, it is seen that administrators experience problems during decision-making and planning processes and that various needs changed. Therefore, it becomes difficult for schools to maintain their existence in a certain order. The reviewed studies determined that the existing order of schools was damaged due to Syrian students (Şimşir and Dilmaç 2018; Takır and Özerem, 2019). For the solution of these problems, these studies recommended providing in-service training to teachers and school administrators, developing curricula for social deficiencies, developing long-term policies, planning for increasing class sizes and directing towards pre-school education. It is seen that the recommendations for the education of Syrian immigrant children, which cause various administrative problems nationally and school wise, are also discussed in terms of both the school and the Turkish education system. In this respect, it can be said that the recommendations made have a guiding nature in terms of the solution of the emerging problems.

Schools are seen as safe environments in terms of reducing the traumas and effects of these traumas of children exposed to migration. In order to reduce the psychosocial effects of traumas, the attitudes and practices of students, teachers and school administrators in the classroom and school towards immigrant students are of great importance. However, the reviewed studies showed that Syrian immigrant students encounter various psychosocial problems. Many of the reviewed studies revealed that the most important psychosocial problems experienced by Syrian immigrant students were their inability to adapt and the ostracization they experienced (Yüce 2018; Demir and Aliyev, 2019). It is believed that communication problems play an important role on Syrian immigrant students' adaptation and ostracization problems. A study conducted by Human Rights Watch (2015) stated that Syrian children faced problems such as not being able to communicate with their teachers at school and being ostracized by their peers because they do not speak Turkish. Furthermore, the differences between the culture of their home country and the culture of the country they migrated to (Çelik 2019; Dolapcioğlu and Bolat, 2019) also negatively affect socialization and adaptation in the education of Syrian immigrant students. In addition to the problems such as adaptation, ostracization and cultural differences, the psychological problems Syrian students experience due to their past life and the troubles and difficulties they experienced in the country they migrated to prevent the healthy execution of their education process. Some of the reviewed studies (Eren 2019; Ozen

2019) determined that Syrian students are in a constant state of depression and trauma due to war and migration. The Syrian students who have problems in adaptation and communication resorting to violence in order to solve their problems in school and classroom and being subjected to violence (Sariahmetoğlu 2019) is a thought-provoking result that should be further examined. The study conducted by Taskin and Erdemli (2018) tied the violence experienced among Syrian students to the age differences between students, whereas Arar, Örucü and Küçükçayır (2019), tied it to violence being a natural occurrence in Syrian culture. The reviewed studies in the present study recommended that school counseling services should work effectively, extracurricular activities should be planned, adaptation training should be provided, education towards Turkish culture should be given, and positive language should be used for the emotional reactions of Syrian students. It is seen that the recommendations made are mostly for the social adaptation of Syrian students. The reviewed studies believed that the psychological problems experienced by Syrian immigrant students can be reduced with a healthy adaptation process.

RECOMMENDATIONS

The recommendations for practitioners, policymakers, and researchers based on the results of the reviewed studies' findings are presented below.

- The reviewed studies revealed that the most important problem experienced by Syrian students in the education process is related to communication. Before Syrian students are included in formal education, they should be subjected to a preparation process that includes topics such as speaking and understanding Turkish, learning Turkish culture and social adaptation. It is believed that this preparation process will positively affect the social adaptation of students to formal education and their academic achievement in this process.

- It was seen that there is an important need to close the academic level gap between Syrian immigrant students and their peers. For Syrian students who are disadvantaged in this respect, programs and other supporting practices such as remedial education and Remedial Education Programme in Elementary Schools can be implemented.

- Families should be financially supported in order to ensure the regular attendance of Syrian immigrant students to schools. Also, meeting the various needs of students in school can be effective in terms of school attendance.

- Turkish reading, writing, speaking and comprehension courses can be offered in schools, public education centers and municipalities so that the parents of Syrian immigrant students can communicate with other parents and contribute to the education process of their children.

- Teachers who have Syrian students in their classrooms can be given training on multicultural education and classroom management in a multicultural classroom. In addition, giving similar trainings regularly to school administrators may be important in terms of raising awareness.

- Syrian students' concentrating in certain schools should be prevented. If these students can be distributed to schools regularly and fairly, both the emergence of the physical needs of the schools and the excessive increase in class sizes will be prevented. Also, teacher's problem of not being finish the curriculum can be solved in this way.

- The legal gaps in the education of Syrian students should be filled by passing the needed legislation. In this way, school administrators and teachers can make more systematic practices for the benefit of the students in their tasks.

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* It shows the studies included in this research and cited in the text.

APPENDIXES

Appendix 1. Studies Included in the Present Study and Their Codes

Study	Code	Study	Code
Ağcadağ Çelik, 2019	M1	Tamer, 2017	M41
Altunay ve Dede, 2019	M2	Mercan Uzun ve Bütün, 2016	M42
Avcı, 2019	M3	Yenilmez ve Çöplü, 2019	M43
Aykırı, 2017	M4	Yıldız Yılmaz ve Kaplan, 2019	M44
Özer Aytekin ve Sönmez Ektem, 2019	M5	Yurdakul ve Tok, 2018	M45
Baloğlu Uğurlu ve Akdovan, 2019	M6	Zayimoğlu Öztürk, 2018	M46
Baltacı, Coşkun ve Ceylan, 2019	M7	Aydın ve Kaya, 2017	M47
Baltacı, Coşkun ve Ceylan, 2019	M8	Cin ve Doğan, 2020	M48
Başar, Akan ve Çiftçi, 2018	M9	Dolapcioglu ve Bolat, 2019	M49
Bulut, Kanat Soysal ve Gülçiçek, 2018	M10	Ergin, 2016	M50
Ciğerci ve Güngör, 2016	M11	Soylu, Kaysılı ve Sever, 2020	M51
Çelik, 2019	M12	Aydın ve Kaya, 2019	M52
Çerçi ve Canalıcı, 2019	M13	Bozkırlı, Er ve Alyılmaz, 2018	M53
Demir ve Aliyev, 2019	M14	Ereş, 2016	M54
Demir ve Demir, 2020	M15	Ozen, 2019	M55
Demir ve Okşar, 2018	M16	Sinan ve Gültekin, 2018	M56
Erdem, 2017	M17	Şahin ve Sümer, 2018	M57
Eren, 2019	M18	Taskin ve Erdemli, 2018	M58
Göktuna Yaylacı, Serpil ve Yaylacı, 2017	M19	Toker Gokce ve Acar, 2018	M59
Gün ve Baldık, 2017	M20	Tösten, Toprak ve Kayan, 2017	M60
İmamoğlu ve Çalışkan, 2017	M21	Aydın Gurler, 2020	M61
Jafari, Tonga ve Kışla, 2018	M22	Özdemir, 2016	T1
Cırt Karaağaç ve Güvenç, 2019	M23	Delen, 2018	T2
Karadağ, 2016	M24	Çakmak, 2018	T3
Kardeş ve Akman, 2018	M25	Yüce, 2018	T4
Kaysılı, Soylu ve Sever, 2019	M26	Alpaslan, 2019	T5
Keskinkılıç Kara ve Şentürk Tüysüzer, 2017	M27	Uysal, 2019	T6
Kiremit, Akpınar ve Tüfekci Akcan, 2018	M28	Özgün, 2019	T7
Koçoğlu ve Yanpar Yelken, 2018	M29	Şen, 2019	T8
Levent ve Çayak, 2017	M30	Sariahmetoğlu, 2019	T9
Moralı, 2018	M31	Savaşkan, 2019	T10
Öngören, Özkan, Yüksel ve Sever, 2017	M32	İçöz, 2019	T11
Özenç ve Saat, 2019	M33	Çakmak, 2019	T12
Yanık Özger ve Akansel, 2019	M34	Erten Özalp, 2019	T13
Sarıtaş, Şahin ve Çatalbaş, 2016	M35	Somuncuoğlu, 2019	T14
Şahin ve Doğan, 2018	M36	Sekin, 2019	T15
Şahin ve Şener, 2019	M37	Anis, 2019	T16
Şimşir ve Dilmaç, 2018	M38	Çopur, 2019	T17
Takır ve Özerem, 2019	M39	Kaya, 2020	T18
Takır ve Özerem, 2020	M40	Alkalay, 2020	T19

Appendix 2. Table That Was the Source for Figure 2 (Problems Faced in the Education of Syrian Students)

Themes	Categories	Codes	Article-Thesis Code	f	%
PROBLEMS	Classroom management	Participation to the lesson and activities	A3, A5, A6, A9, A10, A11, A12, A13, A15, A18, A21, A25, A28, A35, A38, A39, A40, A43, A45, A52, T5, T7, T8, T11, T12, T13, T19	27	5.29
		Compliance with classroom rules	A5, A6, A7, A8, A11, A21, A23, A29, A32, A35, A38, A39, A43, A45, A49, A57, A59, T5, T11, T14, T18	21	4.12
		Resource, equipment, textbook problem	A10, A17, A18, A19, A20, A23, A25, A29, A31, A36, A43, A49, A59, T8, T10, T14	16	3.14
		Absenteeism	A1, A2, A3, A4, A9, A11, A19, A33, A37, A53, A57, T5, T9	13	2.55
		Grouping	A5, A7, A10, A15, A18, A27, A32, A38, A57, T18, T19	11	2.16
		Increase in classroom size	A2, A23, A28, A47, A60, T18	6	1.18
		Not being able to finish the curriculum	A1, A23, A36, A43, A57	5	0.98
	Academic Achievement:	Failure	A1, A11, A12, A16, A19, A22, A31, A35, A37, A44, A45, A49, A51, A52, A54, A57, T1, T3, T7, T9, T13	21	4.12
		Academic level difference	A8, A14, A18, A29, A38, A47, A54, T4, T12, T18	10	1.96
		Not understanding what was read/the lesson	A4, A7, A38, A46, A47, A60, T5, T12	8	1.57
	Communication	Not knowing Turkish	A1, A2, A6, A8, A11, A12, A13, A14, A16, A18, A19, A20, A21, A23, A25, A26, A27, A28, A29, A30, A32, A33, A34, A35, A36, A37, A39, A40, A41, A42, A43, A44, A46, A47, A50, A52, A54, A55, A56, A57, A58, A59, A61, T2, T3, T4, T5, T6, T7, T9, T10, T11, T12, T13, T14, T16, T17, T18, T19	59	11.57
		With other students	A1, A6, A7, A13, A18, A21, A22, A37, A38, A39, A42, A45, A50, T4, T8	15	2.94
		General	A2, A3, A4, A5, A24, A32, A54, A57, A60, T2, T3, T5, T11, T15, T18	15	2.94
		Understanding-Explaining	A1, A9, A10, A13, A16, A18, A23, A25, A29, A38, A39, A43, A49, A56	14	2.75
		With teachers	A1, A7, A10, A18, A23, A28, A29, A37, A42, A57	10	1.96
		With school administrators	A1, A37	2	0.39

Appendix 2. Cont.

Themes	Categories	Codes	Article-Thesis Code	f	%
PROBLEMS	Family	Low income	A1, A2, A3, A11, A14, A18, A20, A22, A26, A35, A42, A48, A51, A54, A59, T2, T3, T4, T9	19	3.73
		Insufficient family support	A1, A3, A4, A5, A19, A28, A32, A34, A35, A45, A49, A51, A52, A54, A56, T2, T8, T19	18	3.53
		Not being able to communicate with other parents	A9, A18, A19, A22, A35, A38, A41, A51, A56, A57, T6, T16, T18	13	2.55
		being ostracized by other parents	A9, A10, A18, A19, A22, A33, A34, A42, A48, T3, T4,	11	2.16
		General	A3, A32, A41, T1	4	0.78
		Broken family	A4, T2, T6, T19	4	0.78
	Administration	teachers not getting training-being inadequate	A4, A8, A10, A17, A18, A23, A25, A43, A51, A52, A54, A55, A57, A60, A61, T3, T4, T8, T14	19	3.73
		grade-age incompatibility	A1, A10, A17, A23, A30, A41, A47, A54, A58, A59, T6, T9, T11, T17, T19	15	2.94
		inadequate legislation	A9, A10, A17, A19, A21, A25, A30, A33, A41, A46, A57,T3, T6, T10	14	2.75
		curriculum incompatibility-inadequacy	A8, A25, A29, A36, A38, A47, A52, A61, T8, T19	10	1.96
		high number of immigrant students	A2, A28, A56, A57, T3, T6, T7, T9, T19	9	1.76
		deterioration of school structure	A7, A26, A38, A39, A53, A57, T3, T4, T9	9	1.76
		physical inadequacies	A2, A52, T3, T8	4	0.78
		reaction to the Turkish education system	A1, A39, A58	3	0.59
	Students' psychological conditions	adaptation problem-being ostracized	A3, A4, A7, A8, A10, A11, A12, A14, A15, A19, A20, A22, A23, A25, A27, A28, A29, A30, A32, A33, A34, A35, A36, A37, A38, A39, A40, A42, A44, A45, A46, A48, A49, A53, A54, A57, A59, A61, T2, T3, T4, T6, T9, T15, T16, T17, T18, T19	48	9.41
		using violence-being subjected to violence	A1, A2, A13, A14, A21, A25, A26, A27, A32, A33, A35, A38, A40, A43, A45, A53, T4, T9, T15, T17, T18, T19	22	4.31
		cultural difference	A12, A14, A22, A28, A32, A36, A39, A40, A42, A45, A49, A51, A57, A58, T2, T4, T6, T8, T16	19	3.73
		psychological problems	A1, A2, A9, A14, A18, A19, A25, A32, A45, A47, A52, A55, A59, A60, T4, T6	16	3.14
			Total	510	100

Appendix 3. Table That Was the Source for Figure 3 (Solution Recommendations for the Problems Faced in the Education of Syrian Students)

Themes	Categories	Codes	Article-Thesis Code	f	%
SOLUTION RECOMMENDATIONS	Classroom Management	Classroom environment should be improved- a rich learning environment should be provided	A8, A12, A15, A17, A22, A23, A27, A29, A46, A53, A58, A61, T1, T4, T5, T7, T17, T18	18	3.70
		The lack of textbook-equipment should be remedied	A18, A28, A29, A32, A36, A41, A43, A53, A58, A61, T2, T8, T12, T13, T17	15	3.09
		remedied, The participation in classroom activities should be supported	A6, A15, A16, A29, A51, A58	6	1.23
		Family visits-rules should be imposed (for absenteeism)	A1, A19, T1, T4, T9	5	1.03
		Teachers should know their students	A7, A39, A45, A58, T1	5	1.03
		They should be given education appropriate for individual differences	A7, A17, A23, A39	4	0.82
		Should be encouraged to express themselves easily	A6, A29	2	0.41
		They should be made to obey the rules	A6	1	0.21
	Academic Achievement	Giving make-up trainings	A7, A18, A20, A22, A23, A38, A47, A54, A57, T6, T7, T11	12	2.47
		Additional courses should continue	A2, A18, T1, T2	4	0.82
	Communication	Turkish courses should continue at the weekend (opened)	A2, A3, A4, A7, A13, A15, A16, A18, A20, A21, A22, A25, A27, A30, A33, A37, A38, A39, A47, A49, A53, A61, T1, T3, T6, T8, T12, T14, T16	29	5.97
		Preparatory classes should be opened for Turkish education	A1, A7, A10, A17, A19, A23, A27, A28, A32, A33, A41, A42, A43, A44, A45, A54, A58, T5, T6, T9, T11, T13, T17, T19	24	4.94
		Turkish courses (students) should be open during the summer break	A1, A9, A23, A29, A35, A41, A47, A50, A51, A52	10	2.06
		Communication should be established	A6, A12, A15, A29	4	0.82
		Their native language should be taught	A4, A15	2	0.41
		language should be taught, The hours of Turkish courses should be increased	T3	1	0.21
	Family	Turkish education	A5, A9, A20, A21, A22, A25, A27, A32, A35, A41, A45, A53, A57, A59, T5, T8, T9, T11, T12, T14, T18	21	4.32
		Social activities for families	A2, A20, A25, A27, A33, A34, A35, A36, A54, A56, T4, T6, T12, T15	14	2.88
		Parent-teacher cooperation should be increased	A1, A8, A38, A39, A44, A54, A56, A57, T1, T6, T9, T12	12	2.47
		They should be informed about education opportunities	A19, A28, A29, A35, A41, A56, T9, T12, T19	9	1.85
		Financial support	A2, A20, A22, A33, A59, T6, T17	7	1.44
		Their views should be asked	A3, A39	2	0.41
		Mentor Turkish families should be supported	A14, A17	2	0.41

Appendix 3. Cont.

Themes	Categories	Codes	Article-Thesis Code	f	%
SOLUTION RECOMMENDATIONS	Administration	In-service training for teachers	A1, A3, A5, A7, A8, A10, A12, A15, A16, A17, A19, A20, A21, A22, A23, A28, A29, A30, A32, A36, A39, A40, A45, A46, A49, A51, A52, A56, A61, T2, T5, T6, T7, T8, T9, T10, T13, T14, T15, T17, T19	41	8.44
		Curricula should be developed for social-emotional development-deficiencies	A8, A17, A25, A27, A28, A29, A32, A40, A41, A46, A52, A58, A59, T6, T8, T13	16	3.29
		Long term-holistic regulations-policies	A1, A10, A15, A30, A39, A42, A49, A52, A56, A57, T1, T6, T11, T14, T15, T19,	16	3.29
		Planning should be done for the increasing classroom sizes and piling up	A2, A29, A30, A33, A41, T1, T2, T3, T4, T6, T7, T9, T16, T18, T19	15	3.09
		They should be directed towards preschool education	A1, A3, A5, A8, A9, A25, A32, A34, A35, A38, A57, A61, T7, T11, T18	15	3.09
		Trainings for school administrators	A2, A15, A19, A30, A41, A45, A52, A56, T6, T9, T15, T17, T19	13	2.67
		Support for teachers	A8, A17, A25, A37, A40, A43, A51, A52, T1, T7, T8, T11, T17	13	2.67
		Grammar and readiness should be taken into consideration during registration to the appropriate grade	A19, A32, A43, A54, T2, T6, T9, T11, T12, T13	10	2.06
		Programs against ostracization-public service announcement-parent briefings	A9, A22, A28, A34, A45, A54, A56, T6, T9, T15	10	2.06
		Interpreters should be available in schools	A3, A4, A30, A32, A33, A34, A58, T8, T16	9	1.85
		Courses on multiculturalism at education faculties	A5, A15, A23, A30, A51, A54, T6, T8	8	1.65
		Legal legislation should be passed (attendance-e-school-measurement evaluation)	A9, A29, T1, T5, T8, T11, T13	7	1.44
		They should receive education in the same classroom and school	A35, A38, T11	3	0.62
		Information should be shared between teachers and schools	A2, A21, T12	3	0.62
		Migration centers should be founded at CRC	A2, A35	2	0.41
	Teachers should be provided with language education (foreign)	T2	1	0.21	
	Students' Psychosocial Status	School counseling services should work effectively (psychosocial support should be provided)	A1, A8, A14, A17, A18, A20, A21, A23, A27, A30, A32, A35, A38, A39, A40, A41, A45, A47, A52, A53, A56, T1, T2, T4, T8, T9, T17, T18, T19	29	5.97
		Extracurricular activities should be planned	A6, A13, A15, A27, A32, A33, A34, A38, A39, A45, A50, A54, A56, A58, T1, T2, T4, T5, T6, T8, T9, T13, T19	23	4.73
		Adaptation training	A12, A23, A28, A34, A36, A39, A45, A46, A51, A58, A59, A61, T1, T2, T4, T9, T11, T15, T16	19	3.91
		Teaching of Turkish culture-citizenship education	A5, A12, A15, A27, A32, A45, A50, A52, T9, T11	10	2.06
Using positive language for emotional reactions		A6, A12, A32, A44, A45	5	1.03	
		Total	477	100	