

**ANKARA UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL
SCIENCES**

**DEPARTMENT OF EDUCATIONAL SCIENCES
PROGRAM OF SOCIOLOGY OF EDUCATION**

**THE EDUCATIONAL EXPECTATIONS OF IMMIGRANT
STUDENTS IN TURKEY**

MASTER'S THESIS

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**ANKARA
AUGUST, 2022**



**ANKARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

**EĞİTİM BİLİMLERİ ANABİLİM DALI
EĞİTİM SOSYOLOJİSİ (İNGİLİZCE) PROGRAMI**

**TÜRKİYE'DEKİ GÖÇMEN ÖĞRENCİLERİN
EĞİTİMLE İLGİLİ BEKLENTİLERİ**

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**ANKARA
AĞUSTOS, 2022**

To the Graduate School of Educational Sciences of Ankara University,

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APPROVAL

This thesis was accepted by the jury members on 19/08/2022 and by the Graduate School of Administrative Board on .../.../20... in accordance with the relevant articles of the Graduate Education Regulations of Ankara University.

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STATEMENT OF COMPLIANCE WITH THE ETHICAL PRINCIPLES

I hereby declare that I have reported all the information in the thesis in accordance with the academic writing rules and that I have obtained and presented them in accordance with ethical principles (including all cited works in the sources, accessing the information and documents used in the thesis through official means and using them without destroying the originals, etc.)

Selda Eryılmaz

ÖZET

TÜRKİYE’DEKİ GÖÇMEN ÖĞRENCİLERİN EĞİTİMLE İLGİLİ BEKLENTİLERİ

ERYILMAZ, Selda

Yüksek Lisans Tezi, Eğitim Bilimleri Anabilim Dalı

Tez Danışmanı: Doç. Dr. Mustafa SEVER

Ağustos, 2022, xii + 134 Sayfa

Eğitim beklentileri eğitim başarısı ile ilişkilidir. Bu nedenle, bu beklentileri geliştirmeye veya oluşturmaya yardımcı olan faktörleri anlamak son derece önemlidir. Bu çalışma, Türkiye'deki eğitim politikası, eğitim sistemi ve okulların, ebeveynlerin çocuklarının eğitime ilişkin beklentilerinin ve bireysel belirleyicilerin rolünü belirleyerek, Türkiye'de lise eğitimi alan Suriyeli göçmen öğrencilerin eğitim beklentilerini analiz etmeyi amaçlamaktadır. Göçmen öğrencilerin eğitim beklentilerini etkileyen bu faktörlerin incelenmesi ve okullaşma sürecinde beklentilerini nasıl oluşturup şekillendirdiklerini, yükseltip düşürdüklerini belirlemek bu çalışmanın odak noktasıdır.

Çalışma boyunca, Türkiye'de sayıları giderek artan Suriyeli öğrencilerin eğitim ihtiyaçlarına dair eğitim politikacılarına, eğitimcilere, okul müdürlerine ve öğretmenlere pratik çıkarımlar sağlayacak veri toplanması da amaçlanmıştır. Bu nedenle, 20 Suriyeli lise öğrencisiyle yarı yapılandırılmış bir görüşme yapılarak, Suriyeli öğrencilerin eğitim beklentilerini incelemek ve kapsamlı bir analiz yapmak amacıyla nitel bir araştırma yöntemi olan vaka çalışması uygulanmıştır.

Sonuç olarak, Türkiye’deki eğitim politikası, eğitim sistemi ve okullar, ebeveyn beklentileri ve bireysel belirleyicilerinin rolünün incelenmesi ile, üzerind dil bariyerininin büyük etkisi olan eğitime erişim, derslere yönelik tutum, öğretmenler ve arkadaşlarla ilişkiler, ailelerin sosyo-ekonomik durumu ve göçmen statüsünün Suriyeli öğrencilerin eğitim süreci ile eğitimle ilgili beklentilerini önemli derecede şekillendirdiği ortaya çıkmıştır.

Anahtar Sözcükler: Göçmen Öğrenciler, Eğitim Beklentileri, Eğitim Sistemi, Ebeveyn Beklentileri, Okullar.

ABSTRACT

THE EDUCATIONAL EXPECTATIONS OF THE IMMIGRANT STUDENTS IN TURKEY

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August, 2022, xii + 134 Pages

Educational expectations are associated with educational achievement. Thus, it is highly important to understand the factors that develop or form those expectations. This study aims to analyze the educational expectations of the Syrian immigrant students who receive high school education in Turkey by identifying the role of the education policy, educational system, and schools in Turkey, the role of the parents' expectations about their children's education, and the individual determinants. Examining these factors that influence immigrant students' educational expectations and indicating how they shape, form, raise and lower their expectations in the process of schooling is the focus of this study.

Throughout the study, the aim was also to collect enough data to provide practical implications about the educational needs of the growing number of Syrian students in Turkey for educational policymakers, educators, school principals, and teachers. Therefore, by conducting a semi-structured interview with 20 Syrian high school students, a case study which is a qualitative research method was applied to give a thorough analysis of the educational expectations of Syrian students.

In conclusion, the examination of Turkey's education policy for immigrants, Turkish education system, schools, parental expectations, and individual determinants revealed that access to education, attitudes toward school subjects, relationships with teachers and peers/friends are significantly influenced by the language barrier, socioeconomic status of families and immigrant status shaped the educational process and educational expectations of Syrian students to a great extent.

Key Words: Immigrant Students, Educational Expectations, Educational System, Parental Expectations, Schools.

ACKNOWLEDGEMENTS

It has not been easy to complete this thesis, but without some people, it would be impossible to have this piece of work now. First of all, I must thank my supervisor, Mustafa SEVER who taught me and contributed to this study a lot. He helped and guided me a lot through this process. With his guidance, support, and constructive feedback, I was able to handle this tough and challenging period. I also would like to give special thanks to the lecturers of the department Prof. Dr. Hasan ÜNDER, Assoc. Prof. Dr. Berna ASLAN, Assoc. Prof. Dr. Celal Deha DOĞAN, Assoc. Prof. Dr. Tuğba ÖZTÜRK, Dr. Ayşegül BAYRAKTAR, Dr. Ahmet KAYSILI, and Dr. Ayşe SOYLU for helping me expand my horizon and learn new things about education, sociology, teaching, society, technology, how to conduct research and how to write like a researcher. I owe them a lot.

My family gave me endless support to complete this study. I can't thank them enough for everything they did for me during this process. My mum, sisters, brother, and even my nieces and little nephew shared the burden and stress I felt. And the words of encouragement from my partner, Yakup EZER, motivated me and made me believe in myself more. I also want to extend my heartfelt thanks to my dear friends and colleagues Suat AKSU, Keriman KİRT, Kübra AYTAÇ, Hande KOZOK, Ayşe ÇETİNOĞLU and Pınar KAVAKLIOĞLU. They encouraged me to do better and never hesitated to help or advise me when I needed it most. Another dear friend Harun YILMAZ made it possible for me to find and reach the participants. Without his help, it would have been hard for me to complete this thesis. I am grateful to him. It is a great blessing to be surrounded by such precious, supportive, and lovely people.

I also have to thank TUBITAK for granting me a scholarship to complete this master's thesis. Thank you for the support you provide for researchers and students.

To my father who never gave up on me ...



TABLE OF CONTENTS

	Page
STATEMENT OF COMPLIANCE WITH THE ETHICAL PRINCIPLES.....	iii
ÖZET	ivv
ABSTRACT	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	Error! Bookmark not defined.
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER 1	1
INTRODUCTION	1
Statement of the Problem.....	2
Purpose of the Study	5
Significance of the Study	6
Assumptions.....	7
Limitations	8
Definitions	8
CHAPTER 2	11
CONCEPTUAL FRAMEWORK.....	11
Migration	11
Migration, Immigrants and Education	13
Education Policy of Turkey	15
Inclusive Education in Turkey	17
The Context of Immigration in Turkey	19
Syrian Immigrants in Turkey	22
Immigrant Education Policy in Turkey	25
Educational Expectations.....	30
The Role of the Education System in Educational Expectations	31
The Role of Schools in Educational Expectations	33
The Role of Parental Expectations	35
The Individual Determinants of Educational Expectations for Immigrant Students	36
CHAPTER 3	39
METHOD	39
Research Design	39
Participants.....	40
Data Collection	41
Data Analysis	44
Study Context	45
Reflexivity	50

CHAPTER 4.....	533
RESULTS AND DISCUSSION.....	533
Access to Education.....	544
The Need for Linguistic Support.....	577
Child Labor	655
Girls vs Boys	666
Attitude towards School Subjects	677
Liked and Disliked/Difficult Subjects.....	688
Study Habit	700
Relationship with Teachers.....	711
The Key to Success	722
Teachers' Interest in Students' Goals and Expectations/Aspirations	766
Relationships with Friends.....	788
Disturbing Behavior by Other Students	778
Socialization in/outside School	800
Future Expectations	822
Educational Aspirations	823
Career Expectations	855
The Role of Families in Educational Expectations of their Children	888
Socio-economic Status of Families.....	888
Parental Involvement	955
CHAPTER 5.....	99
CONCLUSION AND RECOMMENDATIONS	99
Conclusion	99
Recommendations.....	1055
REFERENCES	10909
APPENDICES.....	12929
APPENDIX 1. Ethics Committee Approval.....	1300
APPENDIX 2. Interview Questions	1311
APPENDIX 3. Research Permit by the Ministry of National Education	1333
APPENDIX 4. Informed Consent Form	1344
APPENDIX 5. Originality Report	1345
RESUME.....	Error! Bookmark not defined.

LIST OF TABLES

Table	Page
Table 1. Immigrants to Turkey by Years.....	21
Table 2. The Details about the Participants Interviewed.....	41
Table 3. Themes and Categories	53



LIST OF FIGURES

Figure	Page
Figure 1. Syrians under Temporary Protection in Turkey	25
Figure 2. The Number of Enrolled Syrian Students in Turkish Schools in Academic Years.	28
Figure 3. The Number of Enrolled Syrian Students in Turkish Schools in the 2021-2022 Academic Year	29
Figure 4. The Coding System of Participants.....	43
Figure 5. The Cities with the Concentration of Syrian Students under Temporary Protection in Turkey.	46

LIST OF ABBREVIATIONS

COCA	İstanbul Bilgi Üniversitesi Çocuk Çalışmaları Birimi
DGLL	The Directorate General of Lifelong Learning
DGMM	The Directorate General of Migration Management
EAHCA	The Education for All Handicapped Children Act
EU	The European Union
IDEA	The Individuals with Disabilities Education Act
IEP	Individual Education Plan
MoNE	The Ministry of National Education
OECD	The Organization for Economic Cooperation and Development
PICTES	Promoting Integration of Syrian Children into Turkish Education System
TEC	Temporary Education Center
TUIK	Türkiye İstatistik Kurumu (The Turkish Statistical Institute)
UNICEF	The United Nations International Children's Emergency Fund
YOS	Yabancı Öğrenci Sınavı (The University Exam for Foreigners)

CHAPTER 1

INTRODUCTION

Turkey, after the breakout of the civil war in 2011 in Syria, has received a massive influx of refugees fleeing the conflict in their home country and the Turkish government has implemented the ‘*open door*’ policy toward the Syrian people. With thousands and later millions of refugees arriving and taking shelter in the country, Turkey has had to manage this process by developing new and effective policies concerning the education of refugees and asylum seekers. Moreover, since a regulation called *the Temporary Protection Regulation* was put into effect in 2014, the legal status of the Syrian refugees has been established and certain rights including health, social, and education have been granted to the immigrants. ‘Despite the high economic and social costs of hosting the largest Syrian refugee population’ in the world, Turkey has put in a great deal of effort to provide access to education for children of school age (Jalbout, 2015).

It is a well-known fact that the education of immigrant children poses great importance to the immigrants’ host country. The success of these children is as important to the country as they are for individuals. However, there are factors leading to or reinforcing inequality between immigrant and nonimmigrant students. Despite the existence of educational policies and practices, there is still a lot to be done to remove or reduce this disparity. That is why one of the first steps to be taken is to analyze immigrant children’s families’ expectations for education.

Expectations and aspirations are very similar concepts and they are sometimes used interchangeably, but they are distinguishable. Aspirations are defined as idealistic hopes or desires whereas expectations refer to realistic plans or goals set for the future. Educational aspirations point to the achievement level an individual ideally wants to reach and expectations have the probability that a goal like ‘a university degree’ will be attained by taking the real-life into account (Reynolds & Pemberton, 2001). What people desire to achieve and expect to succeed are different issues. In this study, in light of these definitions, the educational expectations of immigrant students in Turkey will be focused on.

Certain factors such as individual determinants, parental expectations for education, the education policy of the receiving country, the educational system implemented, and the composition and context of schools play a pivotal role in the educational expectations of immigrant students in Turkey. It is also essential to point out the process of integration of those children into the educational system in Turkey and their adaptation to schools, culture, and language as they are difficult barriers for immigrants to overcome, particularly the language of the host country is the most complicated issue to handle when they relocate to a new country.

Throughout this study, the focus is to indicate whether immigrant students living in Turkey hold high or low expectations for education, to reveal how the educational process shapes their expectations for education, to analyze the reflection of the education policy Turkey follows and changes made in the education policy for immigrants, to display whether families of immigrant students have low or high educational expectations for their children and the role of parental expectations in lowering or heightening their children's expectations for education, and also to establish the individual determinants of educational expectations for immigrant students. It is also intended to provide education policy or decision makers, teachers, educators, school principals, education consultants and curriculum developers with significant data to be cognizant of the importance of the fundamental right to education for immigrants and for the re of Turkey and to fulfill the educational needs of immigrant students.

Statement of the Problem

Education is one of the basic needs of human beings and has a significant role in ensuring social mobility, status attainment, or in determining the welfare of people. However, it can be hindered due to wars, natural disasters, migration, etc. For immigrants, the role of education is vital. Policies and issues regarding immigrant children are highly important. Educational institutions or places and educational processes help immigrant students to adapt and integrate into the social life in the host country. In order to ensure that immigrant students achieve a successful and complete integration into society, effective educational policies are required. Wells (2010) stated that the success of immigrants and their children is vital not only to those individuals' well-being but also to the country's success. In education, where immigrants are often

‘overlooked and undeserved’ (Ruiz-de-Velasco & Fix, 2000, as cited in Wells, 2010), issues regarding those children are crucial.

Immigration has been a politically and socially important issue for Turkey. The fact that it is located in a place connecting three continents and its location on international migration routes has made Turkey an immigrant-receiving country. For the last 25 years, it has witnessed the influx of immigrants and refugees coming from neighboring countries due to wars, invasions, occupations, or regime changes. During the late 80s, as a consequence of the collapse of the Soviet Union, 10.000 students from Turkic states were invited and brought to Turkey to provide them with higher education so that they could make a contribution to their native countries (Seçgin, 2019). Nearly 300.000 Turks from Bulgaria sought asylum in Turkey towards the end of the 1980s, about half a million Iraqi asylum seekers left Iraq in 1991 and came to Turkey as well. In the 1990s wars that broke out in Bosnia and Kosovo forced thousands of Bosnians and Kosovars to leave their countries and start living in Turkey. In 2010 the Arab Spring in the Middle East affected Syria adversely and the civil war in the country started the huge immigration wave to Turkey. In 2011 Turkey opened its borders to Syrian refugees escaping conflict in Syria. Immigration Administration General Directorate of the Interior Ministry announced that the number of Syrians under temporary protection in Turkey as of May 16 2019, was 3 million 606 thousand 737 people. The Turkish government pursued a policy based on the expectation that those refugees would return to their homeland when the war was over. However, the situation in Syria worsened significantly and the government’s initial plan to keep the refugees at camps was abandoned. Three years later, in 2014, the government officials confronted the fact that they were not guests and could not return to Syria within the expected amount of time as planned. In the same year, Temporary Protection Regulation in law no 6458 was put into effect. With this regulation, the government attempted to solve the matter concerning immigrants.

Turkey did not pursue comprehensive education policies for immigrant students until 2013. Education policies for immigrants were generated after determining the status of Syrian refugees as permanent. The official data shows that the population of Syrians under temporary protection in Turkey in March 2021 is 3 million 665 thousand 946. Children aged 0-18 make up 47,4 % of the population which equals 1 million 737 thousand 502. The total number of children aged 0-18 and women is 2 million 596 thousand 3 equal to 70,8 %. The population of people aged between 19-24 is 493

thousand 896. The numbers given illustrate the need for an effective policy for educational issues. Involving Syrian children at school age in educational processes, their adaptation to the education system and schools in Turkey, the language and cultural barrier, the educational background, socioeconomic status of families, parental involvement, ages of entry into school, the need to work to support the family, the lack of teachers, educators, school administrators or staff to address their problems or barriers confronted by them are all significant and separate components of educational issues to deal with. Immigrant families and children experience numerous issues or problems. Likewise, educational institutions or schools face challenges that might limit their capacity to help immigrant students (Wells, 2010). The difficulties experienced by immigrant families, along with the limitations of current educational institutions, may result in children of immigrants being kept and tracked to lower levels more frequently (Stewart, 1993). The educational needs of children of immigrants are a concern much broader than that of teachers, administrators, and educational policymakers. Quality and skilled workforce is vital for continued international economic competitiveness (Erisman &Looney, 2007). How can we facilitate their adaptation to the host society? How can we benefit from their energies and make them ready for the future? How do we ensure that they become good members of the society contributing to its development? All of these questions revolve around education (Suarez-Orozco & Suarez-Orozco, 2015).

Studying the educational expectations of immigrant students can make it possible to respond to the challenge of achieving the desired learning outcomes for immigrant children (Wells, 2010). High expectations are considered to be necessary to pave the way for college education and upward mobility in society. Research indicates that immigrant students usually hold higher expectations than children of nonimmigrants. Nevertheless, it also displays that as immigrant children live longer in the host country, their expectations lower in time (Goyette & Xie, 1999). Several factors including the socioeconomic status of parents, parental involvement in the educational process, expectations of parents, education systems, school compositions, school context, educational and cultural background, being first or second generation immigrants, and linguistic barrier can reflect how children of immigrant families form their expectations, whether those expectations stay high or get lower as they adapt and integrate to the society they are part of, how they meet those expectations, how many of those children have expectations for higher education. The roles of the immigrant education policy and the education system in Turkey, the roles of schools, parental expectations, and

individual determinants in shaping the educational expectations of the Syrian students are the main problem in this study.

Purpose of the Study

Educational expectations of immigrant children have to do with their academic achievement. Understanding the factors that play a significant role in the process of developing or forming those expectations is highly important (Chykina, 2019). The studies focusing on the expectations of immigrant students concerning their education suggest that immigrant students hold higher expectations than their local friends, maintaining their success and socioeconomic status (Feliciano & Lanuza, 2016 as cited in Chykina, 2019). One reason might be that immigrant parents are more optimistic about their children's future in the host countries (Kao & Tienda, 1995). They believe there are more opportunities for their children and if they attain higher education and get a college degree, it is very likely for them to improve their socioeconomic status.

Along with other social institutions, school plays a central role in the integration of immigrant students into society (Ricardi, Giannantoni & Le Rose, 2019). The success of the integration process might depend on 'the social success of young children of immigrants' (Crul & Vermeulen, 2003, as cited in Ricardi, Giannantoni & Le Rose, 2019, 84). Choosing the right school is, therefore, a tough and important step which shapes the path for students. This transition is crucial for all young people as their future career or job and 'life perspectives' lay upon their choices. Nevertheless, educational choices are especially important for immigrant students since such decisions determine the extent of their integration into the host country. Their educational expectations for the future are 'a strong predictor of educational attainment', and a reflection of 'self-perceptions and attitude toward school' since educational expectations and educational attainment are highly related to each other (Ricardi, Giannantoni & Le Rose, 2019, 90).

The aim of this study is to analyze the educational expectations of Syrian high school students in Turkey by identifying the role of the education policy for immigrant students, the educational system in Turkey, schools, parental expectations, and individual determinants of Syrian students comprehensively with the following four questions;

1. To what extent do the educational system and the educational policy for immigrants in Turkey reflect in the educational expectations of the Syrian students?

2. How are school characteristics, i.e. school composition and school context, associated with the educational expectations of Syrian students?
3. What is the role of family expectations in determining Syrian students' educational expectations?
4. What is the role of individual determinants of Syrian students in raising and lowering their educational expectations?

By addressing these questions, this study is also aimed at discovering whether Syrian students have high or low educational expectations in their schooling process.

Significance of the Study

The process of migration brings out social, cultural, political, and economic changes, and this process 'driven by economic and social reasons' has effects on the education of children (Giani, 2006:1). Immigrant children confront several challenges posed by the education system of the host country, and financial hardship, language barrier, post-war trauma, etc. also make it very difficult for them to adapt to and integrate into school and social life.

Education is a key area in handling many issues and is a basic need for immigrant children as well. It can reduce discriminative, prejudiced, intolerant, or racist attitudes toward immigrants. More importantly, education for immigrants is an investment in the future of the host country as it can help to build a harmonized, integrated society and through education, they can obtain assistance, reconstruct their lives, and learn the skills necessary to secure future employment (Watkins & Zyck, 2014). With the highest Syrian refugee population in the world, Turkey needs to figure out how to deal with the education issue. According to the latest figures provided by the Ministry of Education Directorate General of Lifelong Learning (DGLL, 2022), the population of school-age Syrian children is 1.124.353, but 65 % of those children can receive education in public schools. Besides providing education, it is essential to analyze the needs of these children and to make attempts to figure out the problems or challenges experienced by them in this process. Making analyses and interviewing individuals on their experience as an immigrant and as a student will undoubtedly bring benefits for both immigrants and nonimmigrants in society.

In Turkey, there are studies that focus on the problems and challenges Syrian students experience in their access to and integration into the Turkish education system. However, there are not many studies that investigate the educational expectations of Syrian students comprehensively. This study aims to extend the literature in a way that is based on the examination of the impact of the education system in Turkey, the educational policy for immigrants, school characteristics, parental expectations and individual determinants on Syrian students' expectations for education.

Furthermore, the studies that have been carried out show that educational systems that are likely to influence the goals and expectations of immigrant students for education are not often taken into consideration (Chykina, 2019). This study, on the other hand, is much more comprehensive and enormously important to gain a deep understanding of the factors that influence and shape their expectations for education. With the findings gathered, it is hoped that this study can be an important step to shed a light on the educational needs of immigrant students and can help to use the existing, current policies to meet those needs to the greatest possible extent. The results achieved might enable policymakers, school administrations, curriculum developers, teachers, or families to gain a better insight into the importance of the expectations of the Syrian students for academic success and for more equal educational opportunities.

Assumptions

It was assumed that the statements and explanations made by the target group, which was, Syrian immigrant students in high school, would be candid and would reflect their situation clearly. They were interviewed about educational expectations, and the questions focused on the role of the education policy, education system, immigrant, school, their parental expectations and individual determinants. Furthermore, the semi-structured interview type for data collection allowed each respondent to express his/her opinions freely and thus, provided reliable data to be analyzed. Since the interview contained open-ended questions, it was useful and practical to record the interview with the individuals, and turned out to be easier to transcript those responses for data analysis following the interview.

Limitations

This study includes the responses of young Syrian immigrants who reside and attend high school in Turkey. The interview was planned to be conducted face-to-face interviews with the participants residing in Ankara depending on the Covid-19 pandemic affecting the whole world seriously. However, it was possible for me to interview students via online video conferencing, e.g. Zoom or Skype in order to reach more students easily. Also, face to face interviews can take much more time and preparation to carry out. Time and scheduling might be a challenge for people taking part in the interview and the researcher, but thanks to the winter break in January I could arrange online interviews more easily. Sometimes their working hours caused me to postpone the interview for a few days, yet eventually, it was done. Also, from time to time the interviews were interrupted due to the internet connection problem. Not all of the participants had a computer or a smartphone; they had to borrow it from their mothers or brothers. However, online interviews are feasible, more practical, and less time-consuming and I could extend my study by including high school students in other cities of Turkey as well. Consequently, I could reach more generalizable points concerning immigrant students.

Furthermore, data collection is dependent on the skill of the interviewer and the quality of the questions affects the quality of data collected. As an inexperienced interviewer, I needed to be able to probe into the situation and remain objective, but sometimes the stories told by the participants made it very difficult to stay so. Lastly, it is not possible to guarantee the honesty of the participants of the interview and it is rather difficult to analyze the open-ended questions.

Definitions

Migration: Migration is a factor that causes social, cultural, economic, or political changes in societies. Wars, conflicts, regime changes, political upheavals, natural disasters, poverty, and famine lead to migration. Porumbescu (2013) does not define migration as a concept limited to basic spatial movements although migration is generally referred to as the movement of people across borders, It is a highly complicated subject that encompasses a variety of population migrations, each of which is influenced by a variety of motivations and acting energies, the causes and effects of which are

exceedingly different. According to Lee (1966) migration is a change in where you reside permanently or semi-permanently. International Organization for Migration (IOM) (2004) categorizes migration depending on size, field, time, intention/reason, and legal status. The criterion of size classifies migration as individual and mass, internal and external/ international migration is under the criterion of field, time classifies migration as temporary and continuous, voluntary and forced migration rises out of the intention/reason criterion, and the criterion of legal status has components of regular (legal) and irregular (illegal).

Immigrant Students /Children: Immigrant students and children are used here interchangeably to refer to the children of Syrian immigrant families that reside in Turkey. After the civil war in their native country Syria, the government of Turkey granted them legal status and the permit to live in Turkey. They have been provided with basic human rights and education is one of them. They have the right to receive education in schools located in Turkey.

Educational Expectations: Aspirations are the levels of education that students wish to achieve, whereas expectations are more realistic assessments of how far they believe they will be able to go (Wells, 2010). Expectations are thought to be more realistic while aspirations are more idealistic. The answer for ‘How far in school do you think you will get?’ is an example of a realistic plan. According to Hanson (1994), expectations reflect the knowledge we have about the real world.

School: Schools were analyzed in terms of composition and context. The composition of schools consists of three categories; student population, teaching team, and school leader. While the student population is concerned with the level, heterogeneity, and gender of students, the quality of the teaching staff, and cohesion in the teaching unit, and cooperation among teachers or educators are to do with the teaching team. Personal characteristics, beliefs and leadership style are important features of a school leader. School context characteristics are classified as descriptive and physical-material. Denomination, location and parent participation are part of descriptive characteristics whereas school size, physical characteristics of the school, study program offerings and facilities show physical and material characteristics of a school (Opdenakker & Damme, 2007).

Parental Expectations: The expectations of parents for their children's academic achievement can contribute to the educational expectations of children. Since parents or family teach the significance of education earlier than schools, their expectations help the youth to form their expectations for education (Aceves, Bámaca-Colbert&Robins, 20). With parental expectations, children begin to shape their own expectations (Kirk, 2011). However, as a consequence of interaction with a bigger world than family, gaining different experiences, and developing cognizance of their abilities or skills, the expectations from parents might maintain their profound influence or their impact may lessen (Andrew & Hauser, 2011).

The findings of the study carried out by Hao and Bonstead-Bruns (1998) show that the level of parental expectations determines the educational expectations of the children and the interaction between parent and child has an important role in this transmission, high level of parent-child interactions in educational tasks help them to heighten their expectations and build a stronger relationship, the immigrant status might have a positive effect for some nations, and the existence of disparity between the expectations of parents and children might lower the academic success of the children.

CHAPTER 2

CONCEPTUAL FRAMEWORK

This part provides a review of the main concepts and issues that focus on migration, the relationship between migration and education, the context of immigration in Turkey, Syrian immigrants in Turkey, and Turkey's national and immigrant education policies. Educational expectations of immigrant students were explained by highlighting the role of education systems, the role of schools, parental expectations, and individual determinants of immigrant children.

Migration

Migration is not a new issue. People have been migrating for thousands of years for different reasons. It is an important sign of basic change in society (Jansen, 1970). It is the movement of people across boundaries and leads to profound social, economic, and cultural implications in native and host countries (Ozden & Schiff, 2006). Throughout the historic wars, invasions, religious or political persecutions, significant developments in industrialization or colonization have brought out huge migration waves and likewise, today World War II and its post-effects have made big migration movements inevitable (Thomas, 1983). Although migration has been defined as the mobility of groups of people across borders or territories, it is not such a simple issue to be confined to the movement of people. Several methods may start or impact it, and there are numerous outcomes that it may produce. Such implications have an impact on many aspects of humans including their social life, religion, culture, economy, and politics. These impacts must occur at two points in the migration process: at the place of origin, when potential migrants are kept, and at the point of destination (Porumbescu, 2013). According to Lee (1966), migration can be defined as a permanent or semi-permanent change in where you live and there is no restriction made on the distance or the nature of the act as it can be voluntary or forced. Nevertheless, nomadic people and migratory workers who do not have a long-term residence or moving to the mountains temporarily for the summer cannot be included.

There are various factors that cause people to move to other places. They can be divided into five categories: financial, political, demographic, socio-cultural, and miscellaneous. Studies indicate that it is primarily the economic factors that lead to people to leave their countries of origin. Low income, unemployment or underemployment are the factors that push people to financially more developed countries. The main economic factors can be categorized as 'push factors' and 'pull factors' (Lee, 1966). The typical push factors are low levels of productivity, unemployment, unfavorable economic conditions, a lack of opportunities for progress, the depletion of natural resources, and natural calamities. Another major factor influencing migration is the absence of other sources of income in rural regions. The pull factors which entice migrants to move to a specific place are job opportunities, higher salaries, decent living or working conditions, amenities, etc. The demographic factor is the movement of population from rural regions to cities. An increase in population, the population growth rate in regions, or marriage are some reasons that bring about internal migration. Social and cultural factors also lead to migration. Due to domestic conflicts, the need for independence, the influence of television and urban-centered education, and change in values and views, migration occurs. Sometimes political factors or political agenda compel people to migrate to different regions or places. There are also other factors concerning family members and education opportunities in cities (Thet, 2014).

Castles and Miller (2008) argue that migration will take new forms as a consequence of economic and political struggles, and conflicts. Today the number of countries affected by migratory movements is increasing day by day. A greater number of migrants are arriving in destination countries from a greater number of source countries (globalization). While international movements of people are increasing in all areas (acceleration), most nations have a variety of kinds of immigration, such as labor migration or refugees, at the same time (differentiation). Women have an important role in all areas and the majority of kinds of immigration (feminization). International migration is progressively influencing state policy at all levels, from domestic to regional to national. There is a growing recognition that migration policies need improved global governance and coordination among receiving, transit, and sending nations (politicization) (Capello & Dentinho, 2012).

People might move to new places as individuals, in small or in large groups. Wars or conflicts especially cause a huge influx of people to migrate to destination countries. Compared to voluntary migration which occurs at people's own free will, in search of

economic opportunities and better living conditions, involuntary or forced migration is the displacement of people who are compelled to leave their country of origin to avoid armed conflicts or violence (Betts & Kaytaz, 2009). Displacement is not simply migrating from place to place. It should be viewed as an effort to settle in the new place as compensation for the life lost and left behind, as a process of adaptation, maintaining order, the desire and willingness to have basic rights, and an attempt to adapt to the new society (Jansen & Löfving, 2009).

Migration, Immigrants and Education

Societies have dynamic structures and one of the most significant characteristics of them is change; migration can be viewed as a sign of societal change (Kagitcibasi, 2003; Yalcin, 2004 as cited in Adams and Kirova, 2006). Immigrants try to adjust to a new culture and a new lifestyle. The process of adaptation to the host country and its cultural values or norms, and the socialization process or being accepted socially are important issues to deal with. Acceptance by the new society and system is especially difficult for children of immigrants. Despite the fact that migration affects people and children are viewed as the passive actors of migration, they are the one who are influenced by this decision and process (Giani, 2006).

Migration is an economic and political phenomenon, and it poses great importance in education and educational policy. The issues of education such as educational programs, curriculum development, implementation of certain curricula, an educational practice are shaped by political decisions. Therefore, education is of great significance in the process of migration. One of the big issues in education is to agree on whether the educational system has to go through a complete change for the children of immigrants or not (Luchtenberg, 2004).

Education is not only a vital entitlement for the children of refugees and immigrants, but it also plays an important part in rehabilitating and mending them (OECD, 2015). Teachers and schools are the keys to socialize the children of immigrant families and essential in the process of acculturation of immigrant children. In schools, children generally establish close contact with the host culture, which makes schools an important part in their lives (Hones & Cha, 1999). Immigrant children hold the opportunity to observe and learn about the everyday conventional acts and new ways of doing things (Corson, 1998).

The children of immigrant families shape their educational experiences based on what they bring with them. With their cultural practices, beliefs, mother tongues, family relationships and ties to the community in their homelands, experiences of war etc. they bring with them, they begin to develop a relationship with the new culture. The diversity of cultural backgrounds and languages they possess has a great influence on this relationship (Good, 2008). The events the immigrant children have experienced before they participate in the education system and the schooling experiences in the host country affect how they start to shape their identities (Adams & Kirova, 2011).

The children of immigrants contribute to the national tapestry to be rich and diverse. The schooling and welfare of these children influence a large part of the child population. Their situation is closely connected with the future of the nation (C. Suárez-Orozco & M. Suárez-Orozco, 2015). Thus, their access to basic services like education poses great importance both for their future and for the welfare of the country they have moved to.

Schools are viewed to play two significant roles in integrating immigrant children into the new society: First, they make use of an explicit curriculum that include the common values of the new country and knowledge to gain to turn them into productive members of society. Along with that, schools are one of the best places to build group contact and start friendships among children at an early age when their identities, attitudes, or certain behaviors begin to shape (McAndrew, 2007).

When they attend new schools in a new country, immigrant children and particularly newcomers might encounter a set of social-emotional challenges, including concerns over adaptation and restoring relationships with the family after long separations (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). The challenge of adaptation has to do with language acquisition to some extent (Olsen, 2010). Before the child gains the ability to express her/himself effectively, s/he often experiences a silent phase where s/he gets invisible in the classroom (Merchant, 1999). During this period, students can also be exposed to peer bullying (Scherr & Larson, 2010).

Analyzing and then meeting the needs of students during the critical transition phase is an important area to intervene in. The research shows that schools which help newcomer students to adjust to their new settings are more likely to help them be more successful in their psychosocial adaptation and have better educational outcomes (Sadowski, 2013). As Crul (2007) puts it, immigrant children oftentimes experience drawbacks when they start school. It takes them a long time to overcome these obstacles.

Children in countries where they are provided with the support, materials, and time they need to bridge the gap are more likely than their peers in other nations to enroll in preparation programs for higher education.

For immigrant students to overcome those challenges and disadvantages, teachers and educators should be adequately trained to comprehend and be fully cognizant of the difficulties those children go through. They should avoid misinterpreting the attempts of those children and their families to be successful in an environment that is completely new to them (Hones, 2002; Lee, 2002; Trueba, Jacobs & Kirton, 1990 as cited in McBrien, 2005).

Another important issue is cultural misunderstandings. Misunderstanding or misinterpreting the culture of newcomers might bring about prejudice and discrimination. The children of immigrants who are surrounded by new cultural values and norms, and people speaking an unfamiliar language, have to withstand the impact of negative attitudes (Fisher, Wallace, & Fenton, 2000; Ogbu, 1982; Olsen, 2000). Discrimination was found to be an enormous obstacle to adaptation for immigrant students and it might have adverse effects on their motivation and achievement (Portes & Rumbaut, 2001).

Education Policy of Turkey. Education can be defined as a process in which individuals learn the desired behaviors. In another word, it is a process that aims to shape or mold the behavior of young people. For some, it has a socialization function. According to Durkheim (1956:71), education ‘consists of methodical socialization of young generation’. For Hamm (1991), education /learning is an activity that involves the purpose and intention of reaching a certain standard. It also has the goal of helping individuals adapt to the norms and values of society. Peters (1966) claims that education is delivered in a way that is ethically acceptable. It means that achieving the desired result is also a significant component of this process.

The importance of education in today’s world cannot be denied. It is highly linked with the financial, political, and social aspects that have a great influence on societies. The word ‘policy’ means an action or management plan. Education policy implies a set of decisions and rules that have to do with the functionality of the education system available. Education policy is defined as a detailed set of directions for future action (Inbar, 1997). Wadi and Demsky (1995) claimed that planning and policy are related terms. Planning, which is a sort of education policy, involves a comprehensive goal-

oriented and structured nature. Education planning aims to analyze the current circumstances, evaluate various options and observe the process of implementation in order to better the policy. The classified three important factors of education policy: institutions – that is, who holds the power to shape the process, interests- that is, what groups attempt to have an effect on the policy formation, and ideas – in other words, values and strategies of the proposed policy, and assumptions about the results to be achieved (McDonell, 2009).

Bell and Stevenson (2006:9) argue that ‘policy is political’ in the sense that it is about who can decide what is done. It determines what side gains benefits, for what reason, and who pays. It gets to the center of educational philosophy: What is the aim of education? Who is it for? Who makes the decision? According to Apple (2003), the government mostly organizes and controls formal education. This means that the entire educational process – the way it is financed, the aims it attempts to fulfill and how they will be assessed, who holds the power and control over it, what coursebooks are accepted, who has a good academic performance and who fails, who is entitled to ask and answer those questions is political by definition. As a result, because it is intrinsically part of a number of political institutions, the continuous discussions over what constitutes democracy, what constitutes legitimate authority and culture, and who should profit most from governmental policies and practices will entangle the educational system.

Education policy in Turkey has undergone great changes. Following the foundation of the Republic of Turkey in 1923, Ataturk, the founder of the Republic, knew how important education was to modernize and westernize the country, and emphasized that he initiated the process of secularization. Since he believed that ‘to think freely’, the influence of religion on education and educational institutions had to be removed. These reforms and dramatic changes in education policy paved the way for creating a progressive, modern, secular, and Western society.

To unite the nation by common objectives and to help individuals be good citizens, high priorities were determined: Science was of the utmost importance in the new era. Religious schools were closed down, education was free and compulsory for girls and boys, and schools were united under a centralized administration. Today the Ministry of National Education is in charge of developing and analyzing programs framed by education policies. At times, policy changes in education are inevitable as social, economic, political, or cultural issues are effective in policy analysis and making. Turkey, for instance, designed the eight-year program to compensate for the flaws of the five-year

compulsory education and to increase the rate of literacy and schooling among young people. Authorities believed the new program and system would improve the learning opportunities, motivate students to adapt to the contextual learning practices, develop good citizenship and ease Turkey's integration into the modern world. However, in 2012 the number of compulsory years was extended to twelve from eight and the education system was divided into three levels '4+4+4' (primary, lower and upper secondary education), which made compulsory education 12 years. The change was made to improve the quality in education and increase the participation rates throughout Turkey.

Inclusive Education in Turkey. Education is significant for all children. It helps children with special needs and disadvantaged students to be part of social life and have a job (Katitas & Coskun, 2020), and it is one of the most important components in restoring children's sense of normality and returning to regular life for those who have been forced to leave their countries (Talbot, 2015). Individuals with special needs can benefit from social relationships created in social and educational settings, which can help to improve their condition and indirectly safeguard their rights. Other children, for instance, who interact with children with special needs in inclusive classes might learn not to be prejudiced against them and to appreciate differences. Therefore, inclusive education might play a critical role in building an equal community (Katitas & Coskun, 2020).

The term inclusive education has been defined and interpreted in various ways by researchers in the literature. Recognizing and respecting diversity in schools is the most commonly used definition of inclusive education, but some scholars confine it to students with disabilities (Ciyer, 2010). It is defined by Farrell (2000) as a type of education service in which children with special needs engage in the mainstream education system alongside their typically developing classmates. Inclusive education is also described as the process of boosting the involvement of all students, cultures, and communities in learning while lowering prejudice within the educational system (Duskun, 2016). The aim of inclusive education is 'remove barriers to learning and participation, allocate resources to support learning and participation and provide support for diversity with a perspective providing ground for the voice of marginalized individuals and groups to get heard' (Sakız, Ekinci & Baş, 2020:297). It centers around 'belonging, membership, and acceptance' (Singh, 2009:13).

Turkey's rapid socioeconomic growth is motivating efforts in the Turkish education system to give educational services to those who have been marginalized in the system and community (Melekoglu, Cakiroglu & Malmgren, 2008). Great efforts have been made to include those experiencing the risk of being excluded or those who have been excluded from education (TUIK, 2013b). Among the efforts to enhance Turkey's general education system, the focus has been on the education of people with disabilities. Children with disabilities were formerly excluded from school and thought to be unable to benefit from any type of education (Ozgur, 2004).

Children with Special Education Needs Law, which was declared in 1983, was the first to address inclusive education. Article 4 of this law specifies that children with special needs should be taught alongside their classmates in regular schools (MoNE, 2000). Major decisions were taken about inclusive education by Special Education Committee in 1991. Developing an individual education plan (IEP) for every child with a disability was one of the significant decisions. Also, the recruitment of special education teachers for children with special needs was another important step and decision taken (National Education Congress Report, 1999). Furthermore, compliance with international frameworks such as the Salamanca Statement (UNESCO, 1994) in which 92 governments and 25 international organizations pledged to implement inclusive education at schools, shaped activities on the education of children with disabilities in regular schools. The biggest step was the publication of *the Special Education Regulation* (No. 573) in 1997 which determined the principles concerning the education of children with disabilities in regular schools (Donmez, 2000 cited in Melekoglu et al. 2008). The Ministry of National Education carried on increasing the efforts concerning the education of children with disabilities. In 2004 and 2008, the publication of *the Regulation for Inclusive Practices* (2004/2007) and of the Regulation for Educational Practices through Inclusion (2008/60) was completed (MEB, 2008).

Furthermore, as part of the inclusive education policy, in 2016 the Ministry of National Education (MoNE) announced to integrate Syrian children into public schools and gradually close down temporary education centers (TECs). Until 2013, short-term policies were implemented as Syrians were expected to return to Syria and they were regarded as 'temporary guests'. Until then, temporary education centers had been established for Syrian children to continue their education in Turkey (Arik Akyuz, Aksoy, Madra & Polat, 2018). The MoNE issued the "Education for Foreigners" circular, which guaranteed to give refugee children uninterrupted education (MoNE, 2014). In order to

support the inclusion and integration of Syrian children into the Turkish education system, many activities were carried out by the Turkish government within the scope of the Promoting Integration of Syrian Children to the Turkish Education System (PICLES) project funded by the European Union. Turkish language courses, remedial/ extra classes, transportation, course materials, training for teachers and school administrators, counseling program were provided to facilitate their adaptation. With the changes and developments in educational policies for foreigners made by the government, the number of Syrian students enrolled in schools has gone up. The recent data provided by the Ministry of Education Directorate General of Lifelong Learning (DGLL) (2022) indicate that the population of Syrian school-age (5-17 years) children is 1.124.353 and 65 % of it which equals 730,806 students have access to education in Turkey in 2022. The number of female Syrian students enrolled in schools is 359,735 and the number of male Syrian students 371,071. Despite the growing number of enrolled Syrian students at schools, 35 % of them which equals 393,547 are still deprived of education. Current and previous studies show that various reasons and factors prevent or restrict their access to education in Turkey. The language barrier and socio-economic status of families have been found to be two significant problems that influence their education and schooling process negatively.

The Context of Immigration in Turkey

Turkey, due to its significant position on international routes of migration, is a country that has been exposed to the flows of migration throughout its history. Since the 20th century, Turkish society has been primarily molded by migratory movements. After the foundation of the Turkish Republic, the modernity of Turkey was based on Westernization which led millions of people to cities or from Turkey to other different countries. However, recently Turkey has started to attract lots of people from various countries and it has lately developed as a country of transit and destination for immigrants, thus obliging the government to develop new immigration policies. Migration patterns in Turkey can be analyzed through four critical periods: The immigration and emigration flow during the early decades of the Turkish Republic, the migration boom after the 1950s, new patterns of emigration in the 1980s, and new forms of migration transition since the 2000s (İçduygu & Aksel, 2013).

The period between 1950-1980 witnessed a great number of Turkish citizens to industrialized countries like Germany, France, Austria, or the Netherlands to meet labor shortages. From the 1920s until the 1990s Turkey was regarded as an ‘immigrant sending’ country rather than an ‘immigrant receiving’ country. Kirisci (2003) stated that Turkey has been a destination country for immigrants and asylum seekers, which is not very well known. From 1923 to 1997, about 1.5 million people, mostly from the Balkans, moved to Turkey. Following World War II, people from Greece and Bulgaria, and European Jews seeking asylum arrived in Turkey or came to Turkey during their journey to Palestine (Mannaert, 2003). Political conflicts and economic crises forced the movement of people to more secure, peaceful, or developed countries and Turkey was in the position of being a passage for those people. The strict political situations in Afghanistan, Iraq, and Iran, and the Gulf War forced people to come to Turkey to seek asylum, and the collapse of the Soviet regime and socialism in Eastern Europe compelled people to look for temporary jobs in Turkey.

Certain global developments and internal factors have influenced Turkey’s experience with immigration in the period following the Cold War. Globalization has played a great role in turning Turkey into a “migration transition” country (İçduygu & Aksel, 2013). Turkey’s liberal market economy with the feature of informality and the policies of the government caused entry or arrival in Turkey much easier (İçduygu & Keyman, 2000). For irregular migrants from Middle Eastern countries, Turkey has become a transit country to European countries (Kirişçi, 2003).

Table 1

Immigration to Turkey by Years

Country/ Region	Year	Number of People
Greece	1922- 1938	384,000
The Balkans	1923-1945	800,000
Bulgaria	1925-1949	218,998
Germany	1933-1945	800
Bulgaria	1949-1951	156,063
Bulgaria	1969-1979	116,521
Iraq	1988	51,542
Bulgaria	1989	345,000
Iraq	1991	467,489
Bosna & Herzegovina	1992-1998	20,000
Kosovo	1999	17.746
Macedonia	2001	10,500
Syria	2011-2020	3,600,000

Source: Directorate General of Migration Management, 2022

However, in 2010 Turkey started to go through a major transformation which made it a country of immigration. The number of people migrating to Turkey for various reasons surpassed the number of those who moved to Europe from Turkey (İçduygu & Aksel, 2013). The conflict in Syria that broke out in 2011 changed the nature of migration to Turkey. Initially, hundreds of Syrians fled to Turkey, particularly to the border cities. Following the announcement of the open door policy by the Turkish government, a huge influx of refugees arrived in Turkey intermittently. A huge number of Syrians ended up in camps built for them near the border.

After the transformation into a country of immigration, Turkey began to face challenges concerning its foreign policies. In terms of regulation on immigration, as discussed by the experts, one policy is to implement the open door policy and thus benefit from immigration whereas the other policy is to put restrictions on immigration by taking certain preventive measures. As İçduygu and Aksel (2013) predicted, Turkey appears to be attempting to practice the two policies mentioned above. Turkey has long been a non-immigrant country, which has resulted in a lack of comprehensive migration regulations. Following the period of negligence between 1934 and 1994, rules and laws on immigration have been formed again. Between 1994- 2001 especially the issue of asylum was handled. At the beginning of 2001, due to the efforts to gain EU membership, talks

were held on reshaping the immigration policies of Turkey (Korfali, Üstübici & De Clerck, 2014). Turkey's 'conventional migration policy' did not let itself formulate a vigorous policy on migration, yet 'daily political or economic concerns' mostly influence the Turkish migration policy (Erder & Kaska, 2012).

The basis of Turkey's 'conventional migration policy' was immigration to Turkey and emigration to Europe. During the 1930s the influx of Turkish and Muslim people fleeing to Turkey from the Balkans and restrictions on immigration from other countries, also in the 1960s the labor migration to Europe from Turkey framed Turkish migration policy (Erder & Kaska, 2012). Moreover, other important historic events such as the invasion of Afghanistan by the Soviet Union, the Gulf War, the collapse of the Soviet Union following the end of the Cold War, and the Big Excursion between 1988-1994 compelled Turkey to deal with the consequences by issuing new regulations and laws. It was in the 2000s when Turkey started to pass new laws relating to migration as follows: In 2003 Law on the Work Permit for Foreigners No. 4817, in 2005 Turkish National Action Plan for Asylum and Migration, one year later in 2006 Law 5543/2006 on Settlement, in 2009 Law 5901/2009 Turkish Citizenship Law, and lastly in 2013 Law 6458/2013 on Foreigners and International Protection was passed (İcduygu & Aksel, 2013). The Law on Foreigners and International Protection enacted in 2013 is important in keeping regular and irregular immigration to the country under control, and that is why it is the most significant law adopted until now (Kilberg, 2014).

Syrian Immigrants in Turkey

The outbreak of war in Syria in 2011 has displaced millions of Syrians and Turkey has become the country that hosts the highest Syrian population in the world (UNHCR, 2016). The current Syrian population in the country is 3,739,859 (DGMM, 2022). Due to the influx of millions of Syrians into Turkey that started in 2011, the government gave them 'temporary protection status' in 2014. However, Turkey did not limit the duration of temporary protection whereas it is limited to 1 to 2 years in EU countries. As they were expected to be 'guests', policies concerning their status were not analyzed carefully (İcduygu, 2015).

Immigrants and refugees confront a new culture upon arriving in the migrated country. Such a cultural change they are exposed to affects their social and educational lives in the host country. The cultural change individuals experience can be classified into

four different groups; marginalization, separation, assimilation, and integration. The process of marginalization involves an individual unable to keep his/her culture or interact with the dominant culture, in the process of separation an individual can keep his/her culture but interact with the dominant culture, during the process of assimilation an individual is unable to keep his/her cultural identity, but achieve interaction with the dominant culture and lastly, the process of integration involves an individual able to interact with the dominant culture and keep his/her cultural identity in this process. Interaction with the dominant culture means maintaining one's cultural values or norms. In education, students are anticipated to be interacting with the dominant culture as well (Berry,1999).

Immigrants and refugees need support in the process of adaptation to the host country. In order to facilitate integration into and adaptation to the receiving country and its education system, children and their families are provided with support determined by the policies of the host country. Covering the fundamental needs of immigrants in the receiving country is critical in adapting to and integration into the society happen since deprivation of economic resources and the right to work legally lead to social exclusion (Łodzinski & Bartoszynska, 2009). Adaman & Keyder (2006) argue that immigrants' mental health and social adaption are directly affected by economic, social, and cultural marginalization. Therefore, Turkey has made efforts to integrate the Syrian people into Turkish society after it was understood that they were not 'guests' anymore. In order to help them be 'accepted part of the society' (Penninx, 2004), Syrian immigrants were provided with services like housing, employment, healthcare, and education. It should be noted that the high population of Syrians in Turkey makes education a critical issue (Kilic, 2017). Education not only helps them to integrate into the host society, but also it is essential for re-establishing their social, financial, and emotional well-being (Sinclair, 2001).

However, one of the biggest challenges for immigrants' integration is the language of the host country. Those who are not able to speak the language cannot adapt easily and might confront with social exclusion (Topgül, 2016). Apart from social exclusion, the language problem of the immigrant students might cause academic failure and consequently, it might impact their education strongly (Saritas, Sahin & Catalbas, 2016). In order to be close to people who share a similar culture or experience as immigrants and who might help newly arrived migrants to settle and find work, they might prefer to live in neighborhoods densely populated with other immigrants who come from the same

country of origin or have the same or similar socio-economic status. Consequently, this might lead to the number of immigrant students being high in the same schools and it might exacerbate the language problem (Schleicher, 2015).

Another challenge for Syrian immigrants, particularly for children, is the cultural differences between Syrian and Turkish societies. It was observed that children are not familiar with Turkish traditions and norms. Thus, it causes them to be excluded from school activities, not to socialize with their local peers, and might lower their involvement in class (Ciğerci and Güngör, 2016) so it might influence their educational process negatively. The other important issue for children is psychological problems due to the war in their country and the migration they experienced afterward (Hassan, Ventevogel, Jefee-Bahloul, Oteo-Barkil & Kirmayer, 2016). Although guiding and therapy services are provided in Turkey for refugee children, they are not sufficient to address the profound traumas Syrian children have been through (COCA, 2015).

Furthermore, the financial situation of Syrian families makes the process of integration and children's access to education hard for them. The primary reason for the financial difficulty is lack of employment opportunities for Syrian refugees in Turkey due to limitations in obtaining a work permit and the high level of the unemployment rate (HRW, 2015; Yavcan, 2016). Due to restrictions on acquiring a work permit and high unemployment rate in Turkey, there are not many job opportunities available for Syrian immigrants, which is the primary cause of the financial hardship they go through (Yavcan, 2016). Syrian children from low-income families are more likely to work or drop out of school to provide for their family. Enrollment rates are significantly impacted by the economy and child labor, which has a significant impact on a kid's academic achievement (Uyan-Semerici & Erdogan, 2018). When children are deprived of their education due to financial reasons, child labor and child marriage are the common risks families take to ease their burden (Emin, 2016).

To sum up, Syrian families and their children confront serious problems concerning their integration process and children's access to education in Turkey. There are big barriers they need to overcome during this journey. However, offering linguistic and academic support, giving support to families and providing training for teachers on various cultures, informing them about the different cultures in school curricula, and establishing interaction between immigrant and nonimmigrant students might contribute to immigrant students' education and their living conditions in Turkey (Funda & Gurkan, 2021)

Immigrant Education Policy in Turkey

Immigration is an important part of the history of humanity. Various factors or reasons such as political turmoil, wars, conflicts, safety, education, etc. force people to migrate. In 2015 International Human Rights Clinic Report demonstrated that there were more than 3 million registered refugees from Syria and Iraq while the unregistered number of refugees exceeded 1 million (Sule Caglar, Conoir, Murray, Thomas, & Ulkuer, 2016). With an enormous number of refugees, Turkey has been facing a lot of challenges politically, financially, socially, and culturally. Nevertheless, education is the most delicate issue to be dealt with.

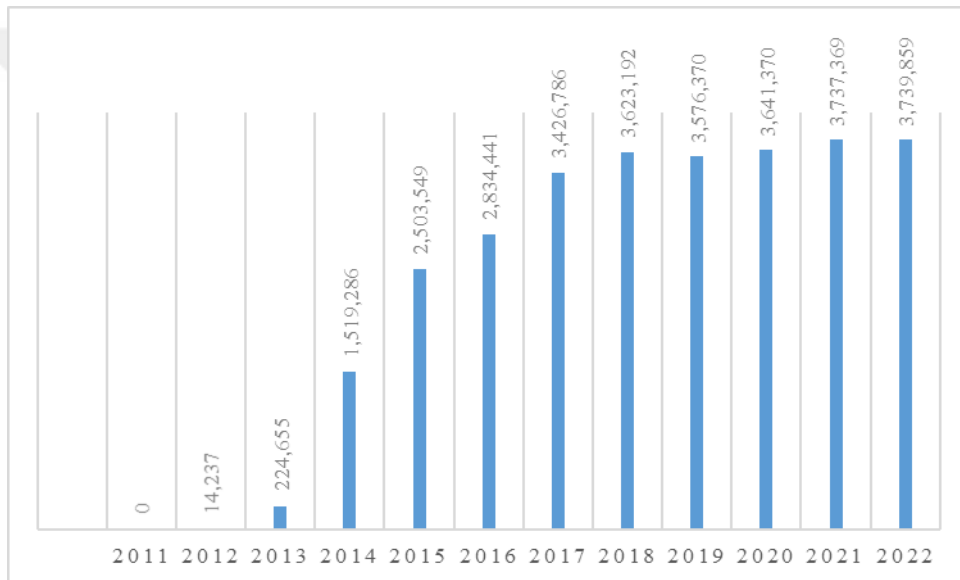


Figure 1. Syrians under Temporary Protection in Turkey

Source: The Directorate General of Migration Management, 2022

When Figure 1 is analyzed, it is observed that the number of Syrians in Turkey increased drastically between 2013 and 2017, but since 2008 there has not been a dramatic change in the Syrian population. Syrian school-age children make up nearly half of the population documented (DGMM, 2022).

The Turkish government has taken various steps to solve the education problem of Syrian children for nearly a decade. With the first wave of Syrians in the beginning, Turkey opened its borders to provide temporary protection for them in 2011. They were expected to return to their countries when the internal conflict ended in the country. Initially, they were allowed to stay in refugee camps. The education of Syrian children in and outside camps was provided by Syrian teachers in temporary education centers

(TECS), but they did not possess adequate teaching and pedagogical skills to teach those students. The medium of instruction was Arabic and the Syrian national curriculum was applied (Emin, 2016). In 2013, new temporary Education Centers (TECs) were opened in cities home to a big Syrian population (Kirişçi, 2014). Short-term solutions to respond to the educational needs of Syrian children were brought due to the assumption that their stay would be temporary in Turkey.

However, it was stated by the Turkish government that Syrian immigrants could not return to their country and that their stay would be permanent. Therefore, the government started to shape education policies accordingly. The huge increase in the Syrian population necessitated to adopt a more inclusive approach to educational policies, and urged the policymakers to make more comprehensive and long-term policies.

In 2014, the Turkish government put the Law on Foreigners and International Protection into effect. Temporary legal status was granted to the Syrian people through this law. The Ministry of National Education introduced the circular numbered 2014/21 entitled *Education and Training for Foreigners* in order to standardize educational services provided, protect Syrian children's educational rights, to systematize and regulate the establishment and operation of TECs. With that circular, Syrian students were given different alternatives to fulfill their educational needs: They could attend Turkish public schools, Temporary Protection Centers (TECs) in or outside the camps, or Syrian private schools (MoNE, 2014). Also, TECs continued to function under the control of the MoNE and they started to provide at least 15 hours of Turkish language for Syrians.

The Ministry of National Education initiated the 'inclusive approach' which enabled Syrian children to receive education in Turkish public schools so as to ease their integration into Turkish culture and language, fulfill their needs, and prevent the gap between Syrian children and their Turkish peers (Yasar & Amac, 2019). During the panel *Education for Syrian Children in Turkey*, the importance of schooling Syrian children was highlighted in order not to have a 'lost generation'. As a result of this significant decision made in the panel, Syrian children at kindergarten age and in the first-grade level were enrolled in Turkish schools. Then, students in the fifth and ninth grades were accepted in public schools. Also, teaching the Turkish curriculum in TECs was the other important decision announced by the MoNE (The Panel of Education of Syrian Children in Turkey, 2016). With a view to increasing the number of Syrian children in public schools, the Ministry of Education has been conducting studies since 2016. The decision by the

Ministry to enroll Syrian students in public schools had a positive impact on their education.

Turkey has been cooperating with international organizations to handle the education issue of Syrian children. UNICEF is one of the most important partners of the government to standardize the education of Syrian students and to improve the conditions. Teacher training for both Syrian and Turkish teachers, founding money for educational needs, devising effective educational plans and strategies are the areas MoNE and UNICEF cooperate in (Jalbaut, 2015).

The project ‘Promoting Integration of Syrian Children to the Turkish Education System (PICTES)’ is also very important. It is an educational project carried out by the Ministry of National Education in cooperation with the European Union (EU). The project is funded by the European Union through direct grants within the framework of the agreement called the “Financial Assistance Program for Refugees in Turkey (FRIT)” agreement. The Project which started on October 3 2016, is currently being carried out in 26 provinces of Turkey. The second phase of the project started in December 2018 and will continue until October 2022. The two objectives of the PICTES are to contribute to the access of Syrian children under temporary protection to education in Turkey and to support the Ministry of National Education in its efforts to integrate those children into the Turkish education system so that they can access quality education. Within the first phase of the project which took 33 months, the main activities covered;

1. Offering Turkish and Arabic Language courses for Syrian children in and outside school.
2. Offering remedial courses for Syrian children out of school.
3. Offering additional courses for Syrian children in schools and TECs.
4. Providing school transfer for Syrian students.
5. Providing complementary school materials to Syrian children.
6. Raising awareness of educational opportunities for Syrian students.
7. Revision, development, and purchase of school materials.
8. Designing an examination system to determine the academic levels and Turkish language skills of Syrian teachers and students.
9. Providing secure, hygienic, and proper learning environments in schools and education institutions.
10. Offering education equipment to schools and TECs.

11. Organizing training for teachers, administrative and other staff of MoNE.

12. Monitoring and evaluation activities.

The second phase of the project which is 36 months long not only includes the same activities as the first phase, but it also organizes social integration activities for Syrian and Turkish peers and families (PICTES, 2022).

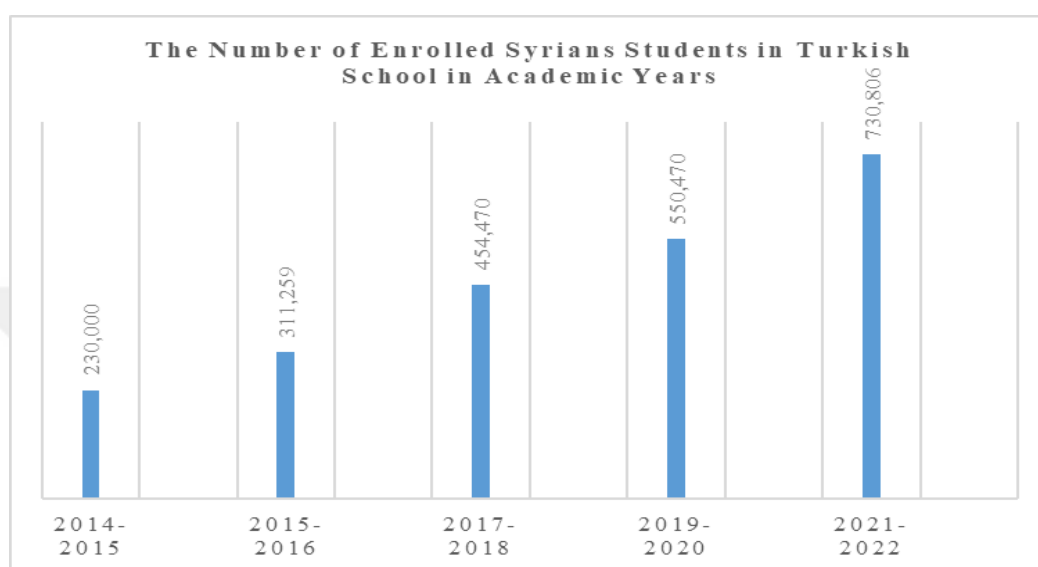


Figure 2. The Number of Enrolled Syrian Students in Turkish Schools in Academic Years.

Source: The Directorate General of Lifelong Learning, 2022.

Statistics and data available in Figure 2 indicate that the number of Syrian students at schools has gone up each academic year. The current number of Syrian students who attend public schools in Turkey is 730,806 which equals 65 of the whole population. Almost half of these schooled children go to primary school. The number of high school students is the lowest of the three levels as indicated in Figure. Compared to high school education, however, the enrollment rate of preschool education is lower. To respond to this problem, MoNE and German International Cooperation Agency conducted a project called Early Childhood Education (ECE) in 2020. The project was funded in order to increase the number of kindergartens and raise parents' awareness of this problem (MoNE, 2022).

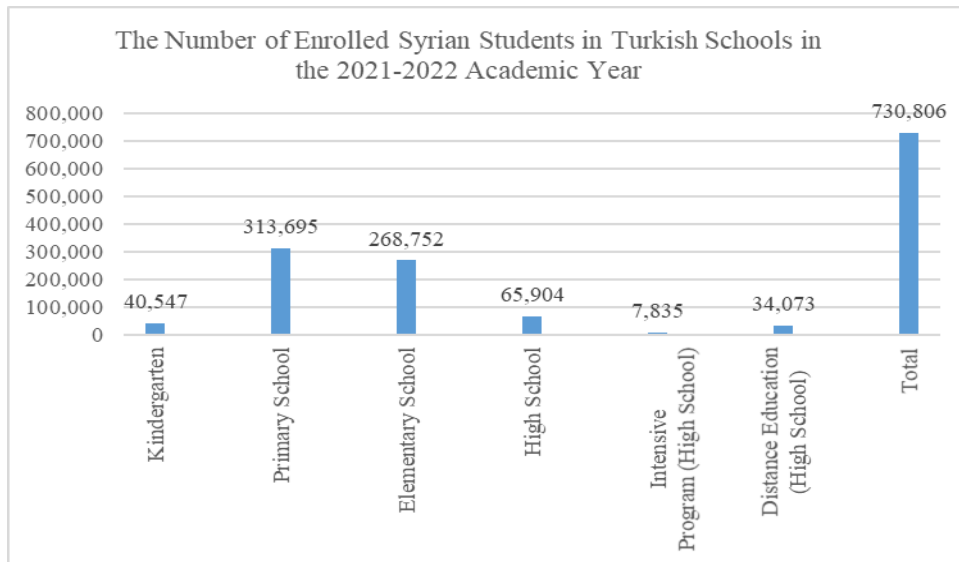


Figure 3. The Number of Enrolled Syrian Students in Turkish Schools in the 2021-2022 Academic Year

Source: The Directorate General of Lifelong Learning, 2022.

Concerning Syrian students, certain problems remained unsolved. They have limited or no Turkish language skills, some received little or disrupted education in Syria, having lost some family members and violence experienced in the chaotic situation in their home country led to post-traumatic stress disorder among Syrian children and there were not adequate qualified teachers to teach them at schools, which made the process of transition difficult. Apart from that, the transition to public schools from education centers caused another problem to arise: the problem of infrastructure. Lack of classrooms and overcrowding in schools forced school principals and authorities to make use of laboratories or storage rooms as classrooms. This, as a result, had a negative impact on the quality of education (Sahin & Sumer, 2018).

On the other hand, the number of Syrian students, as displayed in Figure 3, is the lowest in high school and various reasons account for this situation. Financial problems that families of immigrant children face are one of the most important barriers. Children have to work and earn money to support their families financially. The difference between Turkish and Syrian education systems explains why Syrian students do not prefer to continue their education. In Syria, compulsory education was nine years and high school was not part of this mandatory schooling. The language barrier also makes it challenging and tough for Syrian students to adapt to the education system in Turkey. Lastly, in order to ease the financial burden or to alleviate poverty, and due to safety issues and cultural reasons, families force their daughters to marry at a young age. Thus, they deprive them of their right to education and to grow up in a healthy way (Bartels et al., 2018).

Educational Expectations

Educational expectations are claimed to have a great influence on educational outcomes. They have been studied by various disciplines to show educational inequalities and factors that have been found to be the predictor of academic achievement or failure (Domina, Conley & Farkas, 2011). Although there is no consensus on the definition of the term ‘educational expectations’, and the words ‘expectation’ and ‘aspiration’ are sometimes used interchangeably, Goyette (2008) explains that educational expectations are assumed to gauge both a student's desire to achieve a specific level of education and they show student's evaluation of his or her chances of obtaining that level of education. As a result, academics have claimed that educational expectations are stronger predictors of success than educational aspirations, which are thought to assess primarily wishes for more education. Some students’ educational expectations might represent their goals of accomplishment, but for others, there may be a realistic assessment of the possibilities of acceptance, finance, and completion of a four-year degree.

Students’ educational expectations pose great importance in the research literature as it concerns entry into college and social mobility. As argued by some scholars and researchers, they are important predictors in terms of achieving status and attaining an occupation (Spenner & Featherman, 1978). By and large, researchers have recognized educational expectations of students as one of the most potent ‘predictors’ of future academic achievement (Reynolds & Burge, 2008).

In sociology, the Wisconsin model gives educational expectations of students a central role in the process of gaining academic achievement (Sewell, Haller & Portes 1969). This model explains that family variables and intellectual skills have an influence on academic performance. These factors, along with the role of ‘significant others’ form their educational expectations, which consequently, affect their ‘educational and occupational attainment’ (Domina et al., 2011, 95). Wisconsin model assumes that expectations have a causal influence on student attitude and achievement, in another word how students perceive advantages and disadvantages of academic achievement is the determining factor (Manski & Wise, 1983). On the other hand, in psychology, theories of motivation argue that expectations for higher education mold their beliefs and attitudes, and this, then, impacts their achievement (Eccles, 1983).

When students are not ready to fulfill their expectations, sociologists state that students’ expectations are “misaligned.” Aligned expectations might be compatible with

the aims that students desire to achieve and with their skills or those which stay the same or unchanged throughout high school (Schneider and Stevenson, 1999). Former studies show that it is more likely for some groups to hold misaligned expectations. To illustrate, less alignment exists between urban students' expectations for education and their plans for life such as marriage or having children (Malcolmson, 2007). Therefore, researchers suggest updating expectations based on their academic performance and abilities.

The Role of the Education System in Educational Expectations

Scholars and researchers agree on the fact that the education system has effects. Education systems can be classified as stratified and open systems. It has been found by researchers that stratified education systems influence the educational expectations of students (Buchmann & Park, 2005). Compared to open systems like the one in the United States, stratification of education may help students to hold more realistic expectations. However, the open system of education can arbitrate the impact of socioeconomic level, skills, and gender (Mateju, Soukup, & Basl, 2006). In stratified education systems, for instance, the effects of socio-economic status are more powerful whereas the parent variables might be more noticeable in more open systems.

Native and immigrant students generally have better academic performance and receive higher scores in more open educational systems than in stratified systems of education which place and 'track' students at an early age in different educational categories to determine their educational path. Studies show that 'ability grouping or tracking' of students increases inequality in education (Gamoran, 2004, 3). Nevertheless, in countries with comprehensive or open education systems, early selection of students based on their abilities is not of concern but at schools, the same curricula are implemented until the age 16. Thus, they obtain higher exam results at school in contrast to students tracked in stratified systems.

School performance and achievement of immigrant students is also better in open educational systems as parental education and socioeconomic status affect them less than in stratified systems (OECD, 2005). Spring created the term 'sorting machine' to explain the function of educational institutions: they determine who is qualified for particular jobs and then arrange them accordingly. Educational institutions and education systems place students into different paths to shape their education and career opportunities (Spring, 1976 as cited in Kerckhoff, 2001,3). This mechanism or organization is used in

industrially developed countries to track students in a hierarchically arranged way, yet the nature and duration of those mechanisms differ from one another. Hopper (1968) holds the view that the organization of educational systems, particularly those seen in industrial societies, may be studied largely via the structure of their selection procedures.

Turner (1960) defined educational systems as being ‘contest mobility’ or ‘sponsored mobility’ systems. He described open education systems, e.g. the US education system, as ‘contest mobility’, that gives a chance to all individuals to attain high status at different stages in their education and aims to educate them to have a chance to compete. However, in selective education systems, as in the UK, ‘sponsored mobility’ selects recruits to elite status early and carefully to teach them elite culture thoroughly (p.856)

The primary distinction between sponsored and contest mobility is the student selection policies in secondary schools. In comprehensive or open education systems implemented in the USA, segregation between strong and weak students is avoided. Nevertheless, in stratified education systems, they attempt to separate ‘the promising from the unpromising’ early in the school program. The first group receives special training and a small number of students is selected each year through exams and interviews to be educated at special schools. Also, under sponsored mobility, the value is placed on education for creating and developing elite culture whereas under contest mobility education helps people to have the opportunity to make changes or get ahead and they can be prepared better for the unexpected situations or circumstances in the real world (Turner, 1960, 861).

As mentioned before, in comprehensive education systems the role of parents is greater and parental knowledge plays a great role in guiding students to make the right choices. However, in stratified systems due to the presence of clear-cut borders or lines, this may not pose a problem for families and students. Therefore, immigrant students who desire to realize ‘upward mobility’ might be more successful as the parental effect is weaker, not as strong as in open education systems because of the lack of unclear borders. They are provided with information about the conditions or requirements related to their education or academic path to follow. Consequently, this helps to improve their school performance (Dunne, 2010). Although immigrant children are more likely to succeed and have significant gains in highly stratified education systems, educational inequality remains a major problem as Pfeffer (2008) stated that educational opportunities appear to

be hampered by restrictive educational institutions and educational courses that go nowhere.

The level of stratification in the educational system establishes the socioeconomic composition of schools and the significance of those schools in academic the achievement of students. Enrolling at a school with a higher socioeconomic level is probably the most important condition for success in highly stratified systems. In comprehensive systems, the level of success among students is very similar in schools with a different socioeconomic pattern; thus, this is a benefit for those in schools with low socioeconomic composition in comprehensive systems in comparison with schools with the same characteristic in highly stratified education systems. However, the socioeconomic status of students influences their academic success more profoundly in comprehensive or open education systems (Dronkers, Van Der Velden & Dunne, 2012).

The Role of Schools in Educational Expectations

The role of schools can refer to different characteristics of schools. There are characteristics with respect to school composition, school context, and school practice. School composition and school context influence school practice (Opdenakker & Van Damme, 2007). School occupies a pivotal role in providing access to funds, programs and services that are delivered to individuals by the state via educational institutions and in establishing relations with distinct cultures or values (Crosnoe & Lopez-Gonzalez, 2005). School composition effects refer to the overall impact of school peers on a student's academic experience. (Portes & Hao, 2004).

Opdenakker and Van Damme state that schools impact the effort and academic success of students as class characteristics, and the relationship between class characteristics and achievement is influenced by them. Three types of school characteristics can be presented as follows; (1) composition of schools which consists of the population of student, teaching staff, and school administrators, (2) school context which refers to 'physical and descriptive characteristics of schools', and (3) school practice which involve 'educational framework, organization and management, work and learning climate' (2007, p.181). The focus will be on school composition and school context to explain the role of schools in students' expectations for education.

In school composition, level, gender, and nation/ethnicity/race of students are the components of student population. Level and coherence among the members of the

teaching staff is a concern for the teaching team. Also, personality traits, ideas and leadership characteristics concern school administration. With respect to school context, denomination, location and parental involvement indicate descriptive features whereas school size, the condition of the building, what curricula are implemented and facilities available for them are connected with the physical characteristics. Furthermore, there are two types of contextual effects of schools which are normative and comparative. Normative effects have a positive impact on the educational expectations of students whereas comparative effects bring a negative influence on their expectations (Shavit & Williams, 1985). Regarding the comparative effect, it has been discussed that students are likely to compare their own performance at school with their peers in their school or classroom. In top-notch schools, students confront intense competition and this causes them to have poorer grades and low expectations than in low quality schools, where students have poor academic skills, and competition is rarely seen (Alexander & Eckland, 1975). Research on the 'frog pond' effect usually boosts the comparative effect of schools and demonstrates a negative relationship between academic skills and students' expectations (Marsh, 1991). As for the normative effect, its influence on students' educational expectations is positive. High-quality schools can have students belonging to the elite groups, who tend to have high expectations owing to their cultural and human capital. Other students in the same schools are assumed to bring their expectations to the level of the majority of these privileged groups of students (Nelson, 1972). Thus, their expectations will be as high as their 'high-status peers' and the level of expectations at school will exert a positive effect on each student's expectations consequently. However, some research has revealed that the effects of schools are not important or of little significance (Hauser, Sewell & Alwin, 1976).

The immigrant composition of schools has been analyzed in the past, yet it has not been studied as a determinant of students' expectations for education. Research on racially mixed schools in the US indicates this is a complicated matter. Studies carried out have shown that Afro-American students are likely to hold higher expectations than in integrated schools. Also, studies show that white students are likely to have greater expectations than black students in integrated schools with the white majority. The results of some other studies were entirely different suggesting that black students in white schools had higher expectations while white students in black majority schools held lower expectations. The other results displayed that expectations of black students varied depending on socioeconomic status (Spady, 1976).

There are few studies available that have focused on how school composition and school context influence immigrant students. Research on the immigrants who reside in the USA has indicated that the type of high school immigrant children attend is an important factor. Students in private and suburban schools, compared to schools which have a black majority, have higher expectations for education (Perez, 2011).

In another study on immigrant students, they have been found to hold lower expectations due to the school environment. When the learning setting or environment is not safe and education is interrupted or if there are issues and activities concerning drug intake or drug dealing around, there is clear evidence of lowered or low expectations (Rumbaut, 2006).

The Role of Parental Expectations

By many researchers, the term parental expectations have been defined as realistic views of parents on their children's academic success, for instance, high course grades or university attendance (Goldenberg, Gallimore, Reese & Garnier, 2001). Evaluation of children's academic skills and the resources available to support their achievement level is the basis for the expectations of parents. Concerning parental expectations, most researchers or scholars ask parents how far their children will go at school and to predict their children's level of achievement, e.g. their school grades (Yamamoto & Holloway, 2010).

Parental expectations and parental aspirations are distinguishable terms. Reynolds and Pemberton (2001) state that the basic difference existing between expectations and aspirations is that aspirations refer to what one desires to achieve. However, expectations involve what one aims to accomplish by taking the circumstances into consideration. According to Seginer (1983), aspirations are goals, desires or wishes that parents have concerning their children's future achievements. Unrealistically, they set goals for children which are about personal goals, education related norms in the community and the role of schooling in bringing success and in being key to upward social mobility (Carpenter, 2008).

Parents' expectations are the most important family characteristic that affect children's success at school as reported by Fan and Chen (2001). Children who perform better and achieve higher scores at school are more likely to come from families that raise great expectations for their children and make big demands on them at a young age

(Boocock, 1972). High expectations of parents also have a positive influence on children's motivation for their children's education and academic achievement, and they encourage them to attend university (Kirk, Lewis-Moss, Nilsen, & Colvin, 2011). The ethnicity of parents, socioeconomic status, education level, the child's gender, and the previous school performance of children might influence the expectations of parents (Yamamoto & Holloway, 2010 as cited in Lindberg, Yildirim, Elvan, Ozturk & Recepoglu, 2019).

Parental expectations might also show the importance parents attach to achievement. This is why students can internalize this value and make great efforts to achieve it. As argued by the early sociologists, parental expectations motivate students and consequently lead them to academic success (Haller & Portes, 1973). Agreement on educational goals between children and parents, more involvement of parents in their children's educational activities and parents' frequent discussions held with the children result in having similar expectations compared to those who report interacting less often with their kids (Hao & Bonstead-Burns, 1998). However, as stated by Garcia Coll and Marks (2009), it might not be very easy to talk about education for immigrant parents since they are as not informed about the education system of the host country as non-immigrant families. The language barrier and acculturation process may affect family ties. Though most families view education as an important tool through which it is possible to change economic and social status, immigrant families sometimes fail to convey their thoughts on education to children in an emphatic way. In a study carried out among immigrant families, Mexican parents were less likely to discuss their educational expectations with children than Japanese parents (Matute-Bianchi, 1986). The lack of interactions between parents and children leads to a decline in the academic achievement of the children (Hao & Bonstead-Burns, 1998).

The Individual Determinants of Educational Expectations for Immigrant Students

A great number of researchers and academicians have focused on student expectations in their studies in the USA and other developed countries. It is not a new area to explore for them. The formation of educational expectations by students in a country with a different social structure than that of the United States can be analyzed to gain a greater insight into the field. Studies and research on educational expectations indicate that academic achievement, socio-economic status, parental expectations and

significant others such as teachers, peers and family members, affect the expectations of students (Cheng & Starks, 2002). Immigration status, ethnicity, school background, school performance, gender and family variables are other variables that are also discussed in terms of their influence on educational expectations (Conway, 2010).

Immigration status can influence expectations positively or negatively depending on the circumstances. Studies have suggested that immigrant children generally have higher expectations than children of nonimmigrant families as they believe education provides them with the opportunity to lead a better life. However, their expectations might change over time. One of the reasons for lowering expectations is the assimilation process. In time, immigrants fully adapt to the local culture and the distinguishing cultural values vanish (Gordon, 1964). This indicates that immigrants can lower their expectations over time as a consequence of going through a more rapid acculturation process (Qin-Hilliard, 2003). Nevertheless, a good command of the native language among immigrant children whose mother tongue is different and the use of that language at home is connected to having high expectations (Plunkett & Bamaca-Gomez, 2003). Also, Gibson and Ogbu (1991) report that there are two types of immigrants: voluntary and involuntary. Individuals who have arrived freely are far more motivated to succeed than those who have been forcibly removed from their nations.

Research on ethnic differences does not give definite results. Some research show that students of color have higher aspirations for their schooling than do white individuals while other research show that white students' expectations are higher than black students or no differences exist between these two parties when their family income and parental education is analyzed carefully (Cheng & Starks, 2002). Nonetheless, some researchers claim that socioeconomic status and education in the native country might play an important role in shaping expectations. Feliciano (2006) revealed that "the pre-migration educational status of the national-origin group, as a collective whole, not at the individual level, significantly affected the respondents' educational expectations" (p.293). Additionally, some immigrant groups such as Latinos have been generally shown to have poor academic performance due to various reasons. Low socioeconomic status, language barrier, involuntary immigration, parental expectations, lack of parental involvement in their education all influence their educational expectations. However, it is critical that families, educators or teachers keep high educational expectations of children, especially for children of families with low socioeconomic status (Do & Mancillas, 2006).

Minority students in public schools might be influenced by their peers and community more, thus leading to negative perceptions towards school and education (Qian & Blair, 1999). Top-notch schools are likely to have a positive impact on students' expectations due to the majority of parents have high status and high levels of education (Nelson, 1972). Furthermore, Alwin and Otto (1977) argued that curricula implemented in schools and being surrounded by peers who set the goal to study at college influence expectations more.

The most critical variable that has to do with family is income. The higher level the family income reaches, the higher educational expectations children hold. Family composition is another determinant of educational expectations for immigrant students. Growing up with two parents helps children set major goals for themselves and heighten their expectations for education. Additionally, being single, and/or not marrying at a young age is important, particularly for white and Hispanic children since marriage brings adverse effects on educational goals or expectations (Conway, 2010).

CHAPTER 3

METHOD

In this part; the research method, participants, data collection, and data analysis have been explained.

Research Design

Case study which is a qualitative research method has been applied in this study. Qualitative research is about uncovering how individuals interpret the experiences they have gained, how they build their worlds, and the meaning they give to those experiences (Merriam & Tisdell, 2015). In contrast to quantitative research which uses numbers as data, qualitative research is about words and meaning in simple terms (Braun & Clarke, 2013). Qualitative research methods allow the researcher to explore the phenomena in their natural setting (Denzin & Lincoln, 2000). The researcher is able to gather data in the field where the participant faces the problem or the issue studied. Also, the researcher has the key role as the data collector through analysis of the documents, by observing and interviewing participants, and by interpreting the data gathered (Cresswell, 2005).

Case study is defined as an endeavor to analyze an event or a series of linked events methodically to depict and understand these phenomena (Bromley, 1990). According to Berg (2004), case study is a means of obtaining enough data about an individual, social setting, event, or group to allow the researcher to properly comprehend the way the subject behaves or functions. Sturman defines case study as a broad term for exploring a person, group, or phenomena (1997). It gives a detailed picture of an individual case and its analysis which comprises the portrayal of the case and the events, the explanation of 'the discovery process' (Mesec, 1998, 45 as cited in Starman, 2013).

The case study can give a thorough analysis of a situation or a context and holds explanatory power. Researchers should employ a case study approach when they attempt to 'explore new areas' with an insufficient amount of knowledge, explain 'the effects of an intervention and circumstance', and answer 'how and why questions' (Kohn, 1997,3). Thus, the researcher can gain a deep insight into the relevant topic (Patton, 2002). With

the employment of the case study, this study aims to discover how the education policy applied, the current education system, school characteristics, parental expectations, and individual determinants of Syrian students shape their educational expectations in the Turkish setting. It is aimed at revealing it by using questions in the semi-structured interview which helped to show each participant's perception and experience.

Participants

The selection of participants was based on purposive sampling which provides researchers with in-depth and detailed information about the phenomena/case under study and enables them to include specific subjects or elements that have certain characteristics relevant to the study. Purposive sampling involves selecting a group that belongs to the same subculture or has similar features (Ritchie, Lewis & Elam, 2003). In purposive sampling, subjects are chosen for study purposes, with the intention that every participant will bring new and valuable information to the study (Zhi, 2014).

Purposive sampling was applied to select the group to be interviewed. The group was composed of 20 (twenty) Syrian high school students in Turkey. The reason for selecting high school students was that they can be more cognizant and aware of the problems or barriers they experience in their educational life. They were selected from seven different state high schools located in Ankara, Kilis, Malatya, Mersin, and Çorum in Turkey. The participants were reached via convenience sampling which enables the researcher to reach the target population who are easily accessible, available at a certain time, and eager to participate (Etikan, Musa & Alkassim, 2016).

The details about the Syrian students who form the focus of this study are given in Table 2. It shows that the number of female participants is three whereas 17 of the participants interviewed are male. The cities the students reside in Turkey are Kilis, Ankara, Malatya, Mersin and Corum. Ten students interviewed live in Kilis, five participants live in Ankara, three students live in Malatya and the number of participants from Mersin and Corum is equal; it is one.

The data also show that Anatolian imam and preacher high schools are preferred by five students, which makes it the most popular high school type listed on the table. Anatolian, sports, and vocational technical Anatolian high schools follow Anatolian imam and preacher high schools with four students enrolled in each one. Fine arts and medical vocational high schools are at the bottom of the list with just one student in each.

The freshman and junior students are the biggest groups with seven students in each grade. Sophomores compose the second biggest group with four students and two students are in their senior year.

Table 2

The Details about the Participants Interviewed

Gender		Family Variables			
Female	Male	Father		Mother	
3	17	Employed	11	Employed	2
City		Unemployed	7	Housewife	18
Ankara	5	Not alive	2		
Kilis	10				
Mersin	1				
Çorum	1				
Malatya	3				
High School Type		Grade			
Anatolian Imam and Preacher High School	6	9	7		
Anatolian High School	4	10	4		
Sports High School	4	11	7		
Vocational & Technical Anatolian High School	4	12	2		
Fine Arts High School	1				
Medical Vocational High School	1				

Most of the students and their families are in financial straits. Nearly all of the participants are a member of large families. When parents are not able to work or find a job, elder siblings try to earn a living to support their families. S/he has to work part-time after school or at the weekends. Table 2 indicates that only 2 out of 20 mothers work and the rest of them are housewives. The number of employed fathers is 11.7 out of 20 fathers that are unable to work due to physical or health issues. Two participants' fathers are not alive. Seven participants also have to work part-time to contribute to the family income and to cover their school expenses.

Data Collection

In this study, the data collection tool is a semi-structured interview. To collect detailed information about the Syrian immigrant students' educational expectations, high

school students in various cities of Turkey including Ankara, Çorum, Mersin, Kilis and Malatya were interviewed. Thus, through semi-structured interviews, the participants' views on their educational experience in Turkey and their expectations for education were gathered. Inquiring about people's lives is one of the most efficient methods to learn about them (Lune & Berg, 2017). Questions in a semi-structured interview can reveal that individuals can perceive the world in a variety of ways (Gubrium & Holstein, 2003). Researchers attempt to view the world through the eyes of the subject. They can achieve this by altering the level of language of arranged or with unplanned questions that emerge from the interview process (Lune & Berg, 2017).

In this study, a semi-structured interview form that consists of open-ended questions was applied to collect data since it is one of the ways to collect data in the case study approach of qualitative research that was carried to analyze immigrant students' expectations for education. The in-depth interviews were the data collection tool and the majority of the interviews were conducted via online tools and applications. The interviews took place between January and February 2022. During the interviews, data were primarily collected in Turkish. However, three immigrant students did not have a good command of Turkish. As the researcher, I am not able to speak Arabic, those students' friends and family members translated the questions into Arabic and their responses into Turkish.

During the interview, voice recordings were taken at the request of each participant, and identity information was kept confidential. Socio-cultural and socio-economic status of immigrant students and cultural norms were taken into consideration during the preparation of the questions. To carry out the interview with the participants effectively, it is advised to be prepared beforehand and get to know the target group. Since people are culturally sensitive, they might have different assumptions about the interview and the interview content. Interviewees may feel comfortable or uncomfortable during one-to-one interviews. It is very important to consider individual, cultural or ethnic norms. Building trust between the interviewer and the interviewee might have an impact on the process as well. Thus, before I started the interview and recorded it, I ensured them that they would not be forced to do anything or would not see any harm. I explained why I was conducting this research and the purpose of my research as well. Participation in the study was voluntary. The participants were assured that they could stop answering the questions if they did not wish to keep answering the questions. They would not continue unless they desired to do so.

My study is concerned with Syrian students who receive high school education in Turkey. Prior to the interviews, the researcher is required to apply to the Ethics Committee and the Ministry of National Education to receive approval. Therefore, approval by the Ethics Committee and the Ministry of National Education was obtained to do the fieldwork. In addition, teachers and school principals were notified of the process. I obtained their consent and started interviewing the students. As I stated earlier, the interviews were voice recorded after the consent of the participants and the parents was gained. The interviews were held by adhering to the ethical rules and procedures. Each participant was informed about the interview process and what they were required to do. I, as the researcher of this study, assured the participants that nothing would be shared with third parties, and their personal information and responses to the interview questions would be kept confidential. This was essential to remove their doubt so that I could collect more data on the topic. Also, during the whole interview, I avoided giving personal comments so as not to influence the responses provided by the participants. The interview consists of 25 questions answered by 20 Syrian immigrant high school students.

The data recorded during the interviews were transferred to the computer and each participant was given a different code on an excel file. I used these codes to quote from the participants. The coding system was created to analyze the collected data. The code system for the interviewed students was developed to include the initial of each participant's name, grade, gender abbreviations, and the initial letter of the city they reside in.



Figure 4. The Coding System of Participants

The interview consists of 25 questions that focus on revealing the role and importance of the education policy and the education policy implemented for immigrants, the significance of parents' educational expectations, and the role of schools. This study

also attempts to indicate the role of individual determinants for immigrants such as gender, immigrant status, ethnicity, educational background, or family variables (especially family income and family composition) in the process of shaping their educational expectations. I, as the researcher of this study, did my best not to influence or distort the statements and responses of the participants. This is extremely important to collect objective data.

Data Analysis

Data analysis is an attempt to recap the data gathered and display the findings of the research accurately and reliably. It is also defined as ‘the most complex and mysterious of all of the phases of a qualitative project’ (Thorne, 2000). The researcher is required to be patient, careful, and reflective as there is a variety of data ranging from observations, questionnaires, and pictures to interviews to use. Therefore, it is a crucial phase to comprehend and know the data gathered. In the process of analysis and interpretation of the data, the researcher needs to explore every aspect, identify patterns and gain new insights.

In qualitative data analysis, the researcher must analyze every single detail. The researcher then attempts to narrow them down into little and significant groups of key data. S/he constructs meaning by identifying patterns and themes. Thematic analysis was used to analyze the data collected. According to Braun and Clarke (2006), thematic analysis is a technique for studying qualitative data that comprises looking through a data set to find, examine, and document recurring themes. It is an effective tool to employ when attempting to analyze a group of experiences, ideas, or actions across a data set (Braun & Clarke, 2012).

After each recorded interview with a participant, transcription was done on an Excel file. During the process of transcription, the exact words of the interviewee were transferred directly from the recorder to the file. Since the interview was held in Turkish, the initial transcription of the responses were saved in Turkish. The first step of thematic analysis is familiarizing yourself with the complete data. To be familiar with the available data, frequent and active reading of the data was done (Braun & Clarke 2006). As the second step, I developed the initial codes which were reduced later. I created various codes by using phrases or words and I labeled the whole transcribed text with these codes. The coding was done manually. The third step entailed examining the coded text to search

for potential themes. The codes were analyzed, combined, grouped, and compared to generate themes. For this purpose, inductive analysis was employed. Thus, themes developed were more closely related to the original data and representative of the complete data set (Braun & Clarke, 2006). The fourth step required to review the related codes and data under each theme in order to ensure that each theme has enough data and that the data were coherent. As a result of reviewing process, themes were added, modified, or omitted. The researcher re-read the full data set to reassess themes and re-coded for additional data that fits under the newly generated or updated themes in this step (Braun & Clarke, 2006). Following this, each theme was named and finally, findings were presented under 6 themes which are access to education, attitude towards school, relationships with teachers, relationships with peers, future expectations, and the role of parents in students' educational expectations.

Study Context

The interview was conducted with 20 Syrian students who attend high schools located in Çorum, Mersin, Kilis, Ankara, and Malatya. There is 1 participant from Corum and Mersin, 10 participants from Kilis, 5 participants from Ankara, and 3 participants from Malatya. According to the 2022 data from the Directorate General of Lifelong Learning (DGMM), the Syrian population in Corum is 3436 which composes 0.65 % of the city's population. As Figure 5 shows, there are 582 Syrian students in the city (DGLL, 2022). However, the registered Syrian population in Mersin is 243.915 and it makes up 11.42% of the city's population. The total number of Syrian students in the city is 37.000 as circled in the figure below. As for Kilis, it is home to the densest Syrian population in Turkey. The Directorate General of Migration Management (DGMM, 2022) data indicate that there are 91.073 Syrians in the city and the number is equal to 38.44 % of the city population. It hosts 21.212 Syrian students, too. In Ankara, the capital city, there are 100.247 registered Syrians and it is 1.71% of the city's population. The number of Syrian students in the capital is 20.466 (DGLL, 2022). Malatya, the last city listed in the study, is home to 32.767 registered Syrians and it is 3.89% of the city's population (DGMM, 2022). The number of Syrian students in Malatya is 7206 (DGLL, 2022).



Figure 5. The Cities with the Concentration of Syrian Students under Temporary Protection in Turkey.

Source: The Directorate General of Lifelong Learning, 2022.

Çorum

In the study, one student from Corum was involved and the information collected about the school is given below:

It is an Anatolian high school located in Central Corum. There is one Syrian student in this school, but there are also Iraqi students attending it. The total number of students at school is 585 and there are 47 teachers. The number of classrooms available is 22. A science laboratory and smartboards are available in classrooms, too. Though no computer laboratories or hobby rooms are available at school, there are 39 desktop computers and 2 laptops. The school also has counseling services. It has two sports halls and a library which contains 1747 books. The foreign languages taught at school are English and German, and the internet connection is available. There are sports clubs for students and the school has achievements in volleyball and badminton in provincial competitions. Safety is not a concern for teachers or parents in this school. Students are content with the way the teachers treat them. On the other hand, remedial courses start very early or there are not enough cultural/social activities held for students. Also, students are not very successful academically. The school building is old. Parents are not totally involved in their children's education. The school budget and socio-economic status of families are very low.

Mersin

One student from Mersin took part in the interview and the information about the school is given below:

It is a medical vocational high school and it is located in Erdemli district. The total number of students in this school is 417, and there are 2 Syrian students in this school. There are 45 teachers, 17 classrooms and 2 vocational training laboratories available at school. The school has a library which contains 1700 books, but it has no internet connection. On the other hand, the school started an international project called care4mobility in partnership with Erasmus in 2015. The objective of the project is to promote the efficiency of vocational education and training learner mobilities in health and social professions and to improve mobility projects in social care and health. The other project it is involved in is eTwinning which is a platform for teachers and principals to collaborate, communicate and develop projects.

Kilis

There are 10 participants from Kilis. 4 participants attend a sports high school, 1 participant goes to a fine arts high school, 3 participants go to a vocational and technical Anatolian high school and 2 participants go to an Anatolian imam-preacher high school. The data collected about those schools are given below:

High School 1: It is a sports high school located in Central Kilis. The total number of students is 114 and there are 4 Syrian students at school. There are 12 teachers and 4 classrooms. The school has achievements in basketball and dart in provincial competitions. It has handball and basketball teams, but it has not formed a football team yet. It does not possess a sports hall and football pitch, either. The foreign language taught at school is English.

High School 2: It is a fine arts school located in Central Kilis. There are 50 students, 15 teachers, and 7 classrooms at school. The number of Syrian students attending the school is unspecified. The school has 7 workshops, 1 vocational training laboratory, 1 multi-purpose hall, 1 sports hall, 1 science laboratory, 3 music rooms, and 1 library which contains 121 books. The school educates and trains students in art and music. The foreign language taught at school is English and the internet connection is available, too.

High School 3: It is a vocational and technical Anatolian high school located in Central Kilis. The school has 993 students, 93 teachers, and 54 classrooms. The number of Syrian students attending the school is unspecified. Students are trained and educated in

information technologies, electrical-electronic technologies, metal technology, motor vehicle technology, machine technology, textile technology, furniture, and interior design technology, goldsmithery, installation technologies and airconditioning, and land registry and cadastre. The school has 7 workshops, 3 meeting rooms, 13 vocational training laboratories, 1 Biology and Chemistry laboratory, 3 drawing rooms, 1 dining hall, 1 library which contains 1635 books, and the internet connection is available. The foreign language taught at school is English. There is also a hostel available with a capacity of 256 students. A basketball court, a football pitch, and a fitness center is also available. The school hired an interpreter for Syrian students and families, too.

High School 4: It is an Anatolian imam-preacher high school located in Central Kilis. There are 785 students, 54 teachers, and 32 classrooms. I could not reach the exact number of Syrian students enrolled in this school, but during the interview with the participant, s/he stated that there were 24 students in his/her class and all of them were Syrian. The school has 1 meeting hall, 3 science laboratories, 1 multi-purpose hall, 1 gym, a library with 2722 books, and also a hostel with a capacity of 300 people. The internet connection is available and the foreign language taught is English. Furthermore, various sports activities are carried out in different branches. The school team won the cross-country running race and the general knowledge competition organized in the city in 2013.

Ankara

4 students from Ankara participated in the study. 3 participants go to Anatolian high school, 1 participant goes to vocational and technical Anatolian high school and 1 participant goes to Anatolian imam-preacher high school. The data about the schools are provided below:

High School U: It is an Anatolian high school located in Yenimahalle. It is situated 11 km away from the city center. The number of Syrian students at school is not known, but the total number of students is 623. The school has 56 teachers, 23 classrooms, 2 science laboratories, 1 art room, 1 conference hall, 1 multi-purpose hall, and 1 library which contains 1200 books, but the internet connection and a sports hall are not available. English is the foreign language taught at the school. The students do not experience the adaptation problem as they come from the same area and thus it contributes positively to their education. The convenience of the school location does not cause transportation problems for students. Due to the social structure of the surrounding environment, the

number of working mothers is low and it enables them to establish close parent-teacher or parent-school communication. However, the physical conditions of the school, and the students' talents and skills cannot be discovered easily. Teachers do not prefer to integrate technology into their teaching and not many parents are aware of the importance of education.

High School X: It is a vocational and technical Anatolian high school located in Beypazari district of Ankara. The total number of students in this school is 472 and there is 1 Syrian student enrolled. There are 54 teachers and 24 classrooms. Students are trained and educated in information technologies, electrical-electronic technologies, metal technology, machine technology, furniture and interior design, and chemistry technology. These departments manufacture products and contribute to the school budget. However, the results of the survey conducted by the school administration indicate that the students are not at the desired academic level, they do not have reading habits and attendance is an important issue. School-parent cooperation is not sufficient as the number of parents involved in their children's education is rather low.

High School Y: It is an Anatolian imam-preacher high school located in Beypazari. There are 94 female students, 18 teachers, and 20 classrooms. The school also has 1 conference hall, 6 multi-purpose halls, a dining hall, the internet connection, and a library which has 908 books. However, guidance and counseling teacher is not available in this school. The foreign languages taught at school are English and Arabic. Also, the lack of academic competition due to the small number of students, the school's location, lack of parents' involvement in the educational process, lack of infrastructure, and lack of equipment including computers, printers, projectors, and smartboards are the observed negative features of the school.

High School Z: It is an Anatolian high school located in Beypazari. It is situated 100 km away from the city center. There are 2 Syrian students at school and the total number of students is 550. The school has 38 teachers, 24 classrooms, 4 science laboratories, 2 music rooms, 2 art rooms, 1 conference hall, 1 sports hall, 3 infirmaries, and 1 library which contains 2100 books. There are clubs, sports activities and social/cultural excursions organized for students. English and German are the foreign languages taught at school.

Malatya

The three participants from Malatya go to Anatolian imam-preacher high schools. The information about these schools is given below:

High School A: It is an Anatolian imam-preacher high school situated 1 km away from the city center. The total number of students at school is 417 students. There are also Afghan and Syrian students enrolled, but I could not reach their number. 51 teachers teach in this high school. There are 23 classrooms, 1 conference hall, 1 multi-purpose hall, 1 Biology and Physics laboratory, 1 music classroom and 1 library consisting of 3125 books. English and Arabic are the foreign languages taught. Smartboards and the internet connection are also available. The rate of success in university entrance is 20 %. Erasmus and TUBITAK projects abroad are also being carried out within the school. The use of technology in education, adequate technological infrastructure, preparation for exams, uncrowded classrooms, excursions, and sports activities, counseling services, and school-family partnership are the strengths of the school. Nevertheless, students are not academically very successful, the foreign language acquisition is not at the desired level, students do not have the reading habit, some parents have socio-economic status is low and they do not have adequate information about different professions or jobs.

High School B: It is an Anatolian imam-preacher school for boys and is situated in downtown Malatya. There are 579 students, but the exact number of Syrian students is not known. 47 teachers work in the school. There are 25 classrooms, 1 Chemistry and Physics laboratory, 1 conference hall, 1 meeting room, 1 art room, 1 game room, 1 dining hall, 1 infirmary, 1 library which contains 7500 books and 1 gym. The foreign languages taught are English and Arabic. The internet connection is available. There are sports and scientific activities held at the school. The convenience of school location, small class size and availability of a smartboard in each classroom are the positive aspects of the school. However, the low success rate of university entrance and lack of reading habits among the students are the negative features.

Reflexivity

The aim of qualitative research is to comprehend the complexity and depth of human experience (Denzin & Lincoln, 2000). Qualitative research is contextual; it takes place between two or more people at a certain time and place. The researcher must demonstrate all of the parts of the study environment so the context can be understood. It is considered that the researcher influences the outcome of the research and they are regarded as the main research tool (Dodgson, 2019). The concept described here is

reflexivity. It has been developed as the gold standard for assessing trustworthiness (Teh & Lek, 2018). Reflexivity ‘means turning the researcher’s lens back onto oneself’ in order to acknowledge and accept responsibility for one’s position within the research and the potential influence it might have on the setting and people studied, questions posed, findings gathered, and its interpretation (Berger, 2015, 220).

The topic of my thesis ‘Educational Expectations of Syrian Students in Turkey’ emerged with the guidance of my supervisor after a series of research and readings. Migration, immigrants, and education drew my attention and I began to focus on Syrian immigrants and their education in Turkey. Since the Syrian war in 2011 and the influx of millions of Syrian people into Turkey, a new area was born to explore and study. As the Syrian population went up year by year, the issue of education gained more and more significance. Education and immigrants are two important current issues today. The arrival of Syrian people has made the existing problems bigger because the education system in Turkey already has deficiencies. Teacher shortage, lack of physical infrastructure, overcrowded classrooms, examination system, nonstandard application of national curriculum, inequality between private and state schools, the quality of teacher education/training, and preschool education can be listed as problematic areas to resolve. However, unlike most studies conducted which often focus on the problems of Syrian students in their access to education, I decided to investigate the educational expectations of Syrian students. Therefore, it has been exciting for me to work on a topic that has not been studied before.

First of all, I started reading articles and studies on educational expectations, immigrants, and Syrians in Turkey. Since I did qualitative research and chose the semi-structured interview technique as the data collection tool, I needed to do extensive reading to be able to prepare the interview questions. Since it was the interview questions that would construct the basis for the data I would obtain, they had to be inclusive, highly detailed, and topic-oriented. The other difficult and important part was to reach the students to be interviewed, which was not easy for me. Although I received the official permission from the Ministry of National Education and the Committee of Human Ethics, the semester break arrived until I reached the students going to school in Ankara. Consequently, I reached the participants through my colleagues and close friends, who helped me a lot in this process, and I conducted online interviews.

I considered it would be easier and more practical to conduct the interview online both for me and the participants, but their economic conditions made it a bit hard. They

participated in the study through their teachers and I obtained their families' permission to include their children. A big barrier to their participation was that some children had to work during the semester break. Some participants did not have a phone, and could not afford to buy a computer or have access to the internet.

The participants interviewed were high school students. Since their native language was not Turkish, from time to time they had difficulty in comprehending the interview questions and expressing their thoughts. I realized that I had to make more simplifications in certain questions. Also, I had to interview 3 students through a translator. We could communicate with the help of their family members or close friends who acted as a translator. They did not interrupt the process, make any comments or react to the questions; they worked like professional translators.

As the researcher of this study, being an instructor was to my advantage and disadvantage during the interview process. It was very important for me to have participants who could respond to the questions with confidence. However, upon hearing about my job, some participants hesitated to talk openly because they might have assumed that they would be treated badly for what they said during the interview. Therefore, I explained the purpose of the study and why I wanted to interview them before each interview. I also stated that their credentials would be kept confidential and that they would not be judged by anyone due to their responses. Otherwise, they might have not been inclined to be open and express their thoughts. Introducing myself and the topic played a big role in gaining the trust of the participants. Being an English instructor, to my advantage, helped me remain patient, calm, and smiling in order to be able to establish effective communication with them. I know how hard it is to express oneself in another language. Seeing that they did not receive any comment from me on their remarks, their timidity and hesitation went away gradually. This was effective in shaping research interactions between me, as the researcher, and the participants.

Another disadvantage about the online interview was that I did not have the opportunity to observe the participants in their learning environments due to having to conduct the interviews via Zoom. Due to the lack of field observation, I could not transfer their positive or negative schooling experience from the field.

CHAPTER 4

RESULTS AND DISCUSSION

The interviews were conducted with 20 Syrian high school students. During the interviews, each interviewee answered 25 questions concerning their educational expectations in the host country, Turkey. This field study aims to explain the factors and variables that are highly important in forming and shaping the expectations of those immigrant students for education and aims to present the findings connected with the role of the education system, education policy for immigrant students, school context and composition, parental expectations for education and individual determinants. As a result of the evaluation and analysis of the data collected, the categories were created under 6 main themes and 13 categories: ‘access to education’, ‘attitude toward school subjects’, ‘relationships with teachers’, ‘relationships with friends’, ‘future expectations’ and ‘the role of parental expectations in children’s educational expectations’. The findings were presented in an organized and structured way to reflect the picture as objectively as possible.

Table 3

Themes and Categories

Themes	Categories
Access to Education	The Need for Linguistic Support
	Child Labor
	Girls vs. Boys
Attitude towards School Subjects	Liked and Disliked Subjects
	Study Habit
Relationships with Teachers	The Key to Success
	Teachers’ Interest in Students’ Goals and Expectations/Aspirations
Relationships with Friends	Disturbing Behavior by Other Students
	Socialization in/outside School
Future Expectations	Educational Aspirations
	Career Expectations
The Role of Parents in Students' Educational Expectations	Socio-Economic Status of Families
	Parental Involvement

Access to Education

Education is regarded as the key issue to deal with. It gives the physical and mental strength to refugee or immigrant children to be able to handle stress, and depression, and provides hope and expectations for them to establish and have a brighter future in the new country. Education also prevents children from being abused and it functions as a mechanism for those children by protecting them from early marriage or child labor (Watkins & Zyck, 2014). Facilitating the integration into the host society and helping them gain the necessary skills or qualifications for a good job are two important roles education plays in their lives. Turkey, as the host country, has been working on providing education for Syrian students at various stages ranging from preschool to university. Since 2011, with the influx of Syrians, the government has been implementing policies to include Syrian students in education. The current population in Turkey is 3.744,139 (DGMM, 2022). They were expected to return to Syria after the conflict was resolved.

Short-term policies were followed until 2013. However, the “Law on Foreigners and International Protection” passed in 2014. With this law, the Ministry of National Education [MoNE] was held responsible for the educational activities of Syrian students in schools. The MoNE issued the "Education for Foreigners" circular, which guaranteed to give refugee children uninterrupted education (MoNE, 2014). Syrian students were given the chance to attain university education as well. In order to attend university, they have to pass a test called Baccalaureate if they have a high school diploma. The test consists of 180 questions and the test duration is three hours. It has been administered since 2015. They also have to take the YOS (University Exam for Foreigners) to assess their cognitive and learning skills before admission to the university.

Moreover, in 2016 the Ministry of National Education (MoNE) decided to apply an inclusive policy and to shut down temporary education centers (TECs) in order to integrate the Syrian students into the Turkish education system since it was made clear that Syrian refugees were not ‘temporary guests’ anymore (MoNE, 2016). Until then, temporary education centers had been established for Syrian children to continue their education in Turkey (Akyuz, Aksoy et al, 2018). Nevertheless, the 2016-17 academic year witnessed a dramatic decrease in the number of Syrian students enrolled in TECs.

With the support of the European Union, the Turkish government conducted a variety of activities within the scope of a project called PICTES (Promoting Integration of Syrian Children into Turkish Education System) to support the integration of Syrian

students into public schools in Turkey. Turkish language courses, remedial/ extra classes, transportation, course materials, training for teachers and school administrators, and counseling programs were provided so as to make the transition easier and quicker.

Turkey has made great changes and improvements in educational policies for refugees and foreigners. To illustrate, Syrian children were provided with access to education at public schools with the new policies and laws passed. However, the schooling rate has not reached 100% yet. The statistics provided by the Directorate General of Lifelong Learning (DGLL), Ministry of Education (2022) indicate that the population of Syrian school age (5-17 years) children is 1.124.353 and 65 % of it which equals 730,806 students have access to education in Turkey in 2022. The number of female Syrian students enrolled in schools is 359,735 and the number of male Syrian students is 371,071. The total number of students receiving preschool education is 40,547 composing 34,34 % of the population that is 118,083. The female population schooled is 19,930 and the male population is 20,617. The total number of students attending primary school is 313,695 composing 75,13 % of the population that is 417,546. The female population schooled is 151,572 and the male population is 162,123. The student population at elementary school is 268,752 which forms 80 % of the whole population which is 335,952. Girls make up nearly half of this schooled population, 132.103 and the number of boys is 136,649. The number of students enrolled in high school is 107,812 which is 42,65 % of the total population which is 252,772. The number of female high school students is 56,130 and of male students is 51,682. It is important to note that among different stages of schooling, girls have a higher rate than boys in high school education. The highest schooling rate is among elementary school students with 80 percent, but a sharp decline is observed in the schooling rate of high school students with 42,65 percent which is nearly a 50 % decrease in the number of students. The lower rate of education among Syrian students in high school depends on various factors including the need to support the family financially and it is mostly the boys' responsibility to take care of the family if the father is wounded, dead, or has health problems due to the war in Syria. On the other hand, despite the growing numbers of enrolled Syrian students at schools, 35 % of them which equals 393,547 are still deprived of education.

One of the primary factors that have a negative impact on the access of Syrian children to education is the language barrier. As the medium of education is Turkish, they are required to learn Turkish, and proficiency in Turkish helps them to be integrated into

the mainstream education, and thus being less exposed to exclusion or prejudice. Language plays a vital role in establishing good communication between individuals.

Another significant barrier to Syrian children's education is the low socioeconomic status of Syrian families. Many students must work to support their families. Boys in particular have been obliged to labor, even at a young age as fathers of many children died or got wounded in the war and thus they are unable to work (Ozer 2019). Young family members are made to contribute to the family income due to the expenses and low income of the family. Financial hardships profoundly influence their educational opportunities (Culbertson & Constantine, 2015 as cited in Orakci & Aktan, 2021). The results of studies indicate that young Syrians start to work at a younger age, work long hours, and receive poor salaries and as a result, they have limited access to education. Syrian families are increasingly dependent on child labor as a result of the prevalent poverty among them in Turkey, which is largely caused by relocation, unemployment, and a lack of effective social safety measures (Yalcin, 2016).

Child labor has been a serious problem for Turkey and worsened with the arrival of Syrian children. The research by the State Institute of Statistics, the number of children working in poor conditions is nearly one million and 400,000 of them work in seasonal agriculture (Turkish Statistical Institute [TUIK], 2012). Another TUIK child labor survey conducted in 2018 indicates that 720,000 children between the age of 5-17 work in a job and 65,7 % of those children can pursue their education (TUIK, 2019). Recent revelations about the involvement of large Syrian child labor in the supply chains of prominent worldwide brands, in particular, provide tangible insight into the scope of the problem. Turkey's textile sector is increasingly reliant on the cheap labor of Syrian youngsters. One of the underlying causes for the predominance of child exploitation among refugees in Turkey is the informal and dangerous structure of the labor market (TUIK, 2019). There is a lack of data or statistics on the dropout rates of Syrian children and the number of those who are indeed out of school.

Additionally, many Syrian families plan to migrate to third countries such as Germany, France, or Italy from Turkey. They aim to stay in Turkey for a temporary period and therefore, they do not want to send their children to Turkish public schools due to their short stay in Turkey. Planning to move to a European Union country disrupts their children's schooling, too (Peguero & Bondy, 2011).

The Need for Linguistic Support

Competency in the official language of the host country is influential in integration into the society. Immigrants who do not have enough fluency in the local language are less likely to integrate economically and socially. Low levels of language competence build a significant barrier to participation in the labor market, political participation, and daily social interactions. Language skills have a significant impact on education as well (Isphording, 2015).

What influences the acquisition of a new language? One of the key factors that contribute to learning a new language is age. For individuals, the age of entry into the host country plays a crucial role in facilitating or making language acquisition difficult. Another determining factor is the level of exposure to the language. Additionally, the degree of similarity or difference between the native and the host country's language is critical. Also, motivation affects the process of acquiring a new language (Isphording, 2015).

Linguistic competency is one of the most significant issues for Syrian students in education. It is known that several linguistic differences exist between Arabic and Turkish as the two languages belong to different language families. Distinctions in such aspects as grammar, pronunciation, vocabulary, and even the alphabet between two languages build variation in language acquisition. The age of entry into the host country, as mentioned above, is of great importance in developing proficiency in the local language as the capacity to acquire a language is restricted to the years preceding puberty, after which it reduces (Moskovsky, 2001) and it was argued that language learning is most dynamic before the age of 9, when "the human brain becomes stiff and inflexible" (Penfield & Roberts, 1959, 236). Although the participants interviewed stated that they had been living in Turkey for a while, they still had difficulty in understanding lessons at school. It should be noted that the medium of instruction is Turkish in Turkey so Syrian students have to receive their education in Turkish at public schools contrary to the TECs where the Syrian curriculum was utilized and the instruction was in Arabic. The participants also added that they could only understand the content of lessons when it was repeated several times. In addition, within the scope of this research, several participants in this study were interviewed through an interpreter, and it was observed that some students had difficulty in understanding and answering the interview questions.

R-11-M-K: I am in the 11th grade. I have been living in Turkey for 8 years. It is difficult for me to understand some lessons, especially Literature. It is hard so I can't learn much.

M-9-M-K: I am in the 9th grade. I have been living here for 8 years, but I don't understand some lessons like Literature at school. I love literature, but I don't understand it. The lesson is very difficult. Also, I am the only Syrian in our class; everyone, except for me, is Turkish. The teacher doesn't use the blackboard. S/he lectures, reads a little and we note down immediately. Since all the students are Turkish, they understand quickly and nothing is repeated. I'm taking notes, but I don't understand anything. I talked to the teacher about this situation. I said 'I can't understand the subject until it has been repeated twice'. 'When it is repeated, the other students get bored' the teacher said. We asked the teacher to use the board a few times, but s/he didn't accept to do it. As we are in high school, the teacher expects us to understand the lesson content.

M-9-M-K: I am in the 9th grade. I have been living in Turkey for 9-10 years. I don't really understand my lessons. Mathematics and Turkish are especially difficult. I don't speak much Turkish. (He was interviewed through an interpreter)

B-10-M-K: I am in the 10th grade and I have been living in Turkey for 4 years. I don't understand some lessons like Philosophy and History. The language is hard.

A-9-M-K: I am in the 9th grade. I have been living in Turkey for 8 years. I'm experiencing a bit of a language problem. I have difficulty in understanding the lessons. Math is the hard one for me and I got a low grade on the exam.

M-12-M-M: I am in the 12th grade. I have been living in Turkey for 8 years. I had a hard time with the language at first, it was very difficult for me. But our teachers gave us additional Turkish lessons and our Turkish improved this way. In the 9th and 10th grades, instead of Arabic lessons, we took Turkish lessons because we already knew Arabic. This is how my Turkish improved.

It was stated by the participants that verbal lessons were especially difficult and they had difficulty in these lessons. It has been stated that quantitative courses such as mathematics are their favorite courses, and it is easier to understand them. They also added that they are better and more successful in these courses. This implies that those students might have key positions or achievements in the future. Some students' views are as follows:

M-9-M-K: My favorite course is Mathematics and Chemistry. There's a teacher who's been most helpful to me, a math teacher. For example, during the recess, he asks me: 'Do you understand? '. I say 'I got it, teacher'. I mean, I wish all teachers were like this math teacher.

H-10-F-M: My favorite course is Physics, Chemistry, and Mathematics. I love quantitative lessons, but I don't like verbal lessons; I don't like Geography or History. I study for them, though.

M-11-M-K: I love Mathematics and I am doing well. There are vocation-related courses, too. I love them in general. Yet, I do not like philosophy. It is my least favorite lesson because I don't understand it that much.

M-10-M-K: My favorite course is Mathematics, the course I don't like is History and Geography. I don't like verbal lessons. History sounds very confusing, but it is easier to figure out Math problems.

B-10-M-K: My favorite course is Mathematics, but my least favorite course is Philosophy.

B-12-M-M: My favorite course is Mathematics, but I am not interested in Geography and History.

The fact that Syrian students have difficulty in understanding the content of the lessons taught in public schools in Turkey, especially verbal lessons, is an important indicator that they do not have adequate proficiency in Turkish. As stated before, the degree of exposure to Turkish determines the level of proficiency individuals acquire. The majority of immigrants learn the local language via daily exposure and participation in everyday activities (Isphording, 2015). Daily exposure happens at home, in the neighborhood immigrants moved into, at school or it might occur at work as long as they prefer to do a job that requires them to use the local language. However, it seems that most of the Syrian students who participated in this study do not get exposed to Turkish at home. Most of the participants' parents are not able to speak Turkish and consequently, they have to speak Arabic at home. Parents' resistance to learning and speaking the host country's language, Turkish, might stem from their intention to return or from the possibility of returning to Syria. Moreover, they might be concerned about assimilation and losing their own language. Fluency in their own language or using their native language in different domains like home, neighborhood or workplace could be a sort of resistance strategy employed by families to handle assimilation and to maintain the national identity (Alarcón Alarcón & Parella Rubio, 2012).

Additionally, the family members' inability to speak Turkish deprives the children of the support they need to do their school assignments or it does not allow parents to participate in teacher-parent conferences at school as long as there are no interpreters available at schools.

H-9-F-M: My parents can't come to teacher-parent conferences because neither mum nor dad speaks much Turkish. I do my own homework, and no one at home can help me.

B-10-M-K: My parents do not understand the language, they do not participate in teacher-parent conferences. My brother speaks Turkish a little bit and he takes part in those meetings instead of my parents. There's no one at home to help with homework, but friends.

M-10-M-K: My mother cannot speak Turkish, but there is a teacher, from Hatay, who can speak Arabic at school and I help her with the language. She doesn't come to school much. I have brothers studying at university in Syria. I don't ask anyone for help with homework, I do it on my own.

T-9-M-K: My mother cannot come to the teacher-parent conferences because she does not speak Turkish and I'm the eldest child, no one can come. I do homework without anyone's help, sometimes I get a minus when I can't.

M-11-M-K: There is no one who can help me with my homework, because my mother does not speak Turkish, but I have the internet connection. I'm looking online for whatever it takes.

H-10-F-M: Since I tell my parents what happens at school, they know my situation. They come to the school and try to control everything. Sometimes they can't participate because they don't have a command of the language, and most of the time they can't come because of their work. When they come, I translate and interpret for them. Since my parents do not know the Turkish language, they cannot help me with my homework. I do it myself. But if I get in trouble or if I can't do it at all, they provide the support I need. For example, they can hire a tutor for me, but I didn't need such a thing until now.

Z-11-M-K: My father comes to the teacher-parent conferences. There's an interpreter at school to help Syrian families. I do my homework by myself.

It is also important to maximize exposure to the host language at school. Therefore, the number of immigrant students placed in the same classroom might determine the degree of the local language usage among them. As long as the number is high, students are very likely to speak their mother tongue with their other immigrant classmates. This might cause them to have problems in speaking Turkish and to experience the language barrier longer. The inevitable consequence of this situation is the grouping and isolation of Syrian students from the rest. The information about the class size provided by the participants is given below and it is important to note that three of these schools are imam preacher high schools.

Z-11-M- K: There are 13 students in the classroom; 5 Turks and 8 Arabs.

Z-9-M- K: There are 34 students in the classroom; 4 Turks, 30 Syrians.

A-9-M-K: There are 24 students in the classroom; they are all Syrians.

H-9-F-M: There are 22 students in the classroom; 8 Turks, 13 Syrians, and 1 Afghan.

Moreover, another technique to measure exposure to the local language is to look at residential concentration (Stevens, 1992). The notion is that immigrants who reside in areas with a large immigrant population are less exposed to the local language and utilize it less in their everyday interactions. (Espenshade & Fu, 1997). The choice to live in such places might extend the period that is needed to acquire the host country's language. The studies carried out about Syrian refugees indicate that they are generally clustered in areas that are economically disadvantaged (Erdoğan, Şener, Sipahioğlu, Kavukçuer & Başçeri, 2017). Two participants made emphasis on this situation:

A-11-M-A: When we first arrived here in 2014, there were no Syrian refugees. We were just two families, but more and more Syrian families started to move in the upcoming years. Now there are a lot of Syrian refugees where we live so people began to call the neighborhoods where Syrian population is concentrated Syrian neighborhoods or depending on the population they might call it Turkish neighborhood. There used to be no classification before. As I said before, there weren't any Syrians here when we came. The Syrian population grew higher in time.

M-11-M-A: He lives in the same neighborhood as Ahmet and provided similar information about Syrians' residential choices.

Additionally, the establishment of TECs (temporary education centers) and the education provided in these centers caused a challenge for Syrian students as the Syrian curriculum was implemented and the medium of instruction was Arabic. In the 2016-2017 academic year, it was agreed on allocating 15 out of 35 hours of education to Turkish language teaching. They did not take any Turkish language classes in TECs before this decision. With this decision, the number of hours for other compulsory classes decreased. At the high school level, two hours are devoted to mathematics and two hours to natural sciences, with foreign language becoming an optional course. With the exception of Turkish language, all courses at TECs are taught by Syrian instructors using the Syrian curriculum (DGLL, 2017). The decision of MoNE in 2016 about the education of Syrian children in Turkish public schools allowed the 1st, 5th and the 9th grade students to enroll in schools. Consequently, Syrian students with no or little Turkish language knowledge were put into the same classrooms as Turkish students. They were not able to speak or understand Turkish properly so they could not understand the content of the lessons. This also caused them to fall behind their classmates academically. Some participants in this

study expressed that it took a long time for them to catch up and some even stated that it is still difficult to understand some lessons.

A-10-M-A: When I first started, I didn't understand a single word spoken. Everything was so strange to me and I hated school. I think it would be great to have an interpreter at school. It could help Syrian students adapt to school and understand Turkish. If I were a school principal, I would design an orientation program, perhaps a class for Syrian students.

A-11-F-A: In Turkey, I started school when I was in the 6th grade. I didn't go to primary school here so it was quite difficult for me. Neither did I know the alphabet nor did I speak Turkish. From time to time I asked for help from my teachers, but they couldn't help me much. Elementary school was a tough period for me. When I started high school, I bounced back. My reading and writing improved, yet Literature is still the most difficult school subject for me. It is difficult because I can't understand it. I couldn't learn the previous topics covered in class.

R-11-M-K: My Syrian friends could understand neither teachers nor school subjects. They can't understand Turkish at all. Some of them are going to fail since they can't understand the language or they don't attend classes. So they will face disciplinary action for this.

The statements of the participants show that the transition to public schools in Turkey was not easy for them. The previous education and the curriculum implemented in TECS created certain disadvantages and made the integration process harder for Syrian students. As I stated before, the medium of instruction, which was Arabic, and the decision to provide Turkish language education in TECs three years after their establishment were two important drawbacks Syrian students suffer from in their adaptation to the schools in Turkey.

Hence, it is clear that refugees or immigrants need language support as it can help Syrian children's integration. Language skills are necessary for academic accomplishment (Cerna, 2019). Nevertheless, it is significant to collect data about the level of proficiency in the host language since students might be good at daily or colloquial language, yet rather weak in academic language (McBrien, 2005, 342). During the interview with the participants, some of them put that they are unable to understand some lessons even though communication with their friends is not an issue to deal with. Therefore, it is important to determine the language level of Syrian students after they enroll in schools as well.

B-10-M-K: I don't have language problems at school. I just don't understand some lessons like Philosophy and History. The (academic) language is hard to understand.

M-9-M-K: I have good communication with my friends, but I don't understand my lessons very much. Mathematics and Turkish lessons are especially the most difficult.

Z-9-M-K: No, I don't have communication problems, but I don't understand the lessons very much. Literature and Physics are particularly difficult for me.

R-11-M-K: I didn't have any communication problems, but I'm having a little trouble understanding the lessons. I'm having a little trouble with Literature. It's hard, I don't understand it very well.

It is important to note that the Syrian students who participated in the interview are also aware of the language barrier. When the question "What would you like to do if you were a principal or a teacher at your school?" was raised, they drew attention to the issue of language education and the lack of proficiency in Turkish and explained the actions that should or could be taken to deal with it. The statements of the participants are as follows:

A-11-M-A.: Additional Turkish lessons can be given to them or a separate class can be opened. For example, I took Turkish lessons before entering the school, a Turkish proficiency course. After I completed this course, I started school. The same should be done to other Syrian students. They have to reach a certain level so that they can start school. Because it will be much harder to understand if he listens to the lesson in a language he cannot speak. So language training must be completed first.

M-11-M-A: The student goes to school without taking any Turkish lessons beforehand. This will affect their grades, their lessons, and social skills. Some students go to school without fully mastering the Turkish language, which affects their grades. When the grades are affected, they are also affected. They should not start school until they have proficiency in Turkish.

I-9-M-A: If I were an administrator, I would include Turkish language lessons for Syrian students in the curriculum.

B-12-M-M: Since Syrian students do not understand the Turkish language at school, they should have one or two additional Turkish language lessons because they have language problems.

M-12-M-M: If I had the authority, I would recommend providing foreign students with extra Turkish language lessons.

As the participants stated, it seems very difficult to remove the language barrier if the students do not receive additional Turkish language support during their education.

Lack of proficiency in the Turkish language is also undoubtedly effective in their failure or lack of interest in classes mentioned before. Along with spoken language, academic language including the terms and concepts taught in classes should be integrated into the language class. It is also a common belief among the participants that extra Turkish lessons added to the curriculum might enable Syrians to understand the discourse of the subjects taught at schools. The statements of some participants are provided below:

M-12-M-M: Our teachers gave us extra Turkish lessons and we improved our Turkish this way. Instead of Arabic language lessons in the 9th and 10th grades, we had Turkish language lesson because we already know Arabic. Our Turkish language teacher was so good that we began to understand the school subjects more easily, but History is still the hardest subject for me.

H-9-F-M: Additional Turkish language lessons for Syrian students are a must. Some students can't understand until the teacher explains or lectures twice or three times. They have a language problem.

A-11-M-A: Syrian students should have extra Turkish language lessons at school or they should be put in a separate classroom. They should receive the language lesson before they receive mainstream education at schools. For example, I had Turkish proficiency lessons before I went to school here. The same thing should be applied to other Syrian students. Before reaching a certain level in Turkish, it isn't possible to understand the instruction taught in Turkish.

B-12-M-M: We will take YOS (University Exam for Foreigners), only Math, but it would be better for Syrians who have a language problem and who can't understand Turkish. They can provide one or two hours of Turkish language classes for those students.

Officials need to take extra measures to address this problem as the medium of instruction is Turkish in schools. Without resolving the language barrier issue, the goal of the integration into education cannot be accomplished. The system is regulated and supervised by the Ministry of National Education so the officials need to respond to the educational needs of Syrian students because it is known that curriculum cannot be isolated from the society and its structure. Considering the current situation in Turkey after the arrival of millions of people from Syria and granting their children access to education, taking the presence of 1.124.353 Syrian school-age children into account and making particular alterations in the national curriculum seems to be necessary.

Child Labor

One of the biggest obstacles to the education of Syrian students is the finance of the family. Low income and expenses to cover restrict the family's ability to pay for their children's education. As families cannot afford to take care of the household expenses and provide for their children's school equipment, course materials, food, or transportation, the need for additional income arises. Consequently, children are required to work to support their families and the concern for the children deepened as they drop out of school or cannot regularly attend their classes. Some families also have to send their children to work since the breadwinner is not able to work because of the physical injury the war caused or the loss of fathers in the war. Children are increasingly expected to contribute to family income as many families fight to meet their needs (Yalcin, 2016).

Children under the age of 15 are not permitted to work in Turkey, but the present high rates of child labor among the Syrian population 46 % of which is under the age of 18 (Dayioglu, Kirdar & Koc, 2021). Child labor is likely to be used as a coping technique by Syrian families as a result of poverty and low income. Many Syrian families had a significant drop in income as a result of the conflict, as they lost or abandoned their properties and were forced to abandon their revenue-generating activities (World Bank, 2017 as cited in Dayioglu et al., 2021). As a result of it, child labor has become a common issue among Syrian immigrants residing in Turkey. Syrian children begin to work at an earlier age, have fewer education opportunities, and work long hours for low pay (Fehr & Rijken, 2022). Also, the participants' statements confirm that it is generally the boys' responsibility to provide financial support for the family.

B-10-M-K: We have been living in Turkey for four years and I'm in the 10th grade. We have a few problems. I have two younger siblings going to school. My mum and dad don't work, but I have an elder brother and he works. I also work part-time.

M-11-M-K: I am in the 11th grade. Mum works from time to time. When we arrived, she used to work seasonal olive picking, but not anymore. She is 52. We get by, it is okay. I have a younger sibling in the 7th grade and my elder brother is disabled. So I work from time to time to support my family.

T-9-M-K: I am in the 9th grade. My dad died and there are four members in our family; my brothers, me and my mum. My brothers go to school. My mum doesn't work. I am the only one working in this family.

B-10-M-K: I am in the 10th grade. I have two younger siblings; one is in the 7th grade and the other is in the 8th grade. My elder brother works for the family.

Furthermore, among Syrian refugees, female participation in the labor force is quite low, which raises the possibility that child labor may be used as a coping method. (Dayioglu, Kirdar & Koc, 2021). The statements of participants show that 2 out of 20 mothers are employed and the highest percentage of these women do not participate in the work force but stay as housewives as the dominant role attributed to Syrian women is to take care of children and carry out domestic responsibilities. The descriptions concerning the employment rate of mothers made by the participants are provided below:

M-10-M-K: I am in the 10th grade. My mum is a housewife and my dad can't work as he was seriously injured in the war.

M-9-M-K: Both mum and dad are old so they can't work.

Z-11-M-K: My dad works as a greengrocer and my mum is a housewife, she doesn't work.

M-9-M-K: Mum is a housewife and dad is a hairdresser.

Girls vs Boys

One of the biggest obstacles to the education of Syrian children is the low socioeconomic status of their families. Depending on their gender, children have different responsibilities to carry out and the primary purpose is to give support to the family. Boys of the family, particularly the elder boys, are expected to earn money if the father of the family is seriously injured in the war, lost his life, or has health issues. Sometimes, however, they need their children to be employed since the amount of money earned is not enough to take care of the expenses of the family.

H-10-F-M: People around them and family members might stand in their way to school. Their poor financial situation might be a barrier. It depends on the situation your family is in, and your financial status.

T-9-M-K: My father is dead. There are four members in the family, three boys and my mum. My brothers go to school, too. They are younger than me and the youngest one is a bit naughty. He skips school. My mum doesn't work; I am the only member working.

R-11-M-K: Life is tough. I can't study for my lessons at the weekend or after school because I go to work.

M-10-M-K: I have two brothers and sisters, mum and dad are alive too. One of my sisters is too young to go to school, but the other one is in the 6th grade. My brother studies at university. Mum is a housewife and dad can't work as he was seriously injured in the war. I can't get any pocket money, but I work.

Girls, on the other hand, are expected by families to do house chores in order to help their mothers. While families have the tendency to favor education for boys, sometimes parents or other family members might not be very eager to encourage girls' education. They might deprive girls of their fundamental right to education or their chance of education. One female participant complained about the situation she was in and touched about the financial difficulties as well. Her explanation is given below:

A-11-F-A: It would be good to give material support like books to some Syrians. And it could be what they need. Sometimes there are family issues that prevent our education. Most families do not want their children to go to school. Some of them are 16 or 17-year-old children, they need to work if their siblings are very young. Sometimes they can't get support so parents don't let them go to school. As for me, my parents want me to do house chores and get high marks at the same time. I don't know for sure but I think my brothers are a little bit against me going to school. I don't expect them to send me to college. They look at my report card at the end of the year. They get mad if it isn't good. 'You can't do it' they say to me. It demotivates me a bit, but I never lose my desire.

Although it was not mentioned by the limited number of female participants in my study which was three, another barrier to the education of Syrian children is child marriage, particularly for girls, which reflects gender inequity, limits their education, jeopardizes their health, and puts them at the risk of abuse and poverty (UNICEF, 2019). It rises as a result of disasters, wars, conflicts, and post-conflict situations, and migration, as it is thought to protect them against financial and social problems such as poverty and security issues such as rape or abduction (Wringe et al., 2019). Child marriage is a strategy to secure the child's future, obtain a bride price, and reduce refugee families' expenditures. Poverty among Turkey's refugee population is a significant risk factor for child marriages (Orhan & Gündogar, 2015). Families spend less on girls' education because they believe they will be protected by the groom's family and will be expected to handle housework (Cankurtaran & Albayrak, 2019).

Attitude towards School Subjects

When students' attitudes and relationships towards the courses were examined, it was discovered that various factors have a role in the formation of the attitude. It is generally

quantitative subjects that Syrian students are more successful and interested in than verbal courses. Also, the obligation of children to work to contribute to their families influences their ability and opportunity to study for their lessons regularly. Lastly, due to the economic factors their families go through, the highest percentage of Syrian students cannot afford to receive the support required to gain academic success or pursue higher education.

Liked and Disliked/Difficult Subjects

Proficiency in Turkish language or language barrier, teachers' support for and their interest in students' achievement, behaviors and attitudes toward Syrian students, students' interests, talents and educational background, disrupted schooling are the factors that play an important role in the fact that Syrian students like and/or dislike certain school subjects. The transition to distance education due to the pandemic declined some students' interest in particular subjects and caused the level of success to decrease. It is understood that the subjects that students like are mainly quantitative courses such as Mathematics. The participants expressed their opinions about the courses they like and dislike as follows:

M-11-M-K: I love Math and I'm doing pretty well. The subject I don't like is Philosophy, yeah I don't like it. Plus History, I can't understand it. But I can say the subject I dislike most is Philosophy.

M-10-M-K: My favorite subject is Math, but the subjects I dislike most are History and Geography. I don't like verbal subjects and History is complicated for me. But if you get the question or problem in Math, you can answer/solve it.

A-11-F-A: I don't understand Literature much so it is not my favorite class. I had a hard time in elementary school. I didn't know Turkish. It was hard. After I started high school, things got better. I improved my reading and writing. My favorite subjects are History and Geography, plus Philosophy because the teachers explain and teach so well and it makes those subjects fun to learn.

Although a number of courses are liked by students, they find them difficult to learn. The best example of these courses is Literature. Students express that they like the subject, but they have difficulty understanding the content of the lesson. The educational background of the students, lack of prior basic knowledge, teachers' planning and teacher-centered teaching approaches like lecturing can be cited as the reasons. The participants' statements are as follows:

R-11-M-K: I still have difficulty in understanding the content of some lessons like Literature though it is one of my favorites. It is hard, I can't get it much.

M-11-M-C: There aren't any subjects that I dislike, but there are difficult lessons like Literature. It is very difficult for me.

T-9-M-K: My favorite subject is Physical Education. History and Physics are the ones that I don't like most. It is not that I don't love Literature, but the problem is that I can't understand the lesson. In elementary school, I was doing well at the Turkish Language and my exam score was good. Now it is so bad. My first exam score was 2 and I got 25 out of 100 on the second exam.

M-9-M-K: My favorite subjects are Math, Chemist, and English. I don't understand Literature, it's so hard. The teacher just lectures; s/he doesn't use the board or s/he doesn't repeat as I'm the only Syrian student in the class. The Turkish students understand faster than I and I miss what the teacher is teaching.

Z-11-M-K: My favorite subject is Math and I love all the subjects, but History is the most difficult one. In History class, we just write down what the teacher says. S/he doesn't teach or explain anything. All we do is to note down.

Future goals, expectations about education, interests, and hobbies of students are thought to play a big role in students' interest in school subjects while teachers' attitudes and behavior might cause students to dislike and lose their interest in their lessons. For instance, three participants remarked that they were good at drawing pictures and one of them shared his goal of becoming an art teacher in the future. One participant even showed the pictures he drew in his free time. The statements of the participants about the courses are given below:

M-11-M-C: My favorite subject is Art because I'm very good at it.

M-9-M-K: My favorite subject is Art and I want to be an art teacher, but I am very bad at Math.

M-10-M-K: When I come home after school, I draw pictures if I have free time. I draw very nice pictures.

Z-9-M-K: My favorite subject is Physical Education and I want to be a football player in the future, but the subjects I don't like are Literature and Physics. I don't understand these subjects much because I don't love the teachers and that's why I don't pay my attention to them.

B-10-M-K: My favorite subject is Math, but I don't like Philosophy at all because its language (discourse) is hard to understand, and also I don't like the Philosophy teacher. S/he doesn't draw any attention to or show any interest in us and said 'I don't like you, Syrians'.

H-9-F-M: My favorite subjects are Physics, Chemist and Math. I love quantitative subjects, but I don't like verbal subjects like Geography or History. I study for these lessons too, though.

A-11-M-A: I am interested in science so I love Biology. I also have a literary side and that's why Literature is one of my favorites, but I'm not very good at Math.

Due to the pandemic, distance education has led to a change in the attitude of some students toward certain subjects. The inability to focus on the lessons as much as before also made it difficult to understand the topics or units and caused the student to be less engaged in the subject in question. The participant expressed his/her situation below:

M-11-M-A: I love all the subjects; I don't have a favorite. But maybe it's because of the content, the topics and units, I can't understand Physics much and it makes me feel bad. So I have started to have a disliking for this subject. I can't focus much and it might be because of online/distant education for one and half year.

Study Habit

Syrian students are aware that studying and educational achievement are important for their future expectations and goals. It is clear that students with aspiration of going to university and to have a good job usually tend to do their homework regularly. In addition, their families check and ensure that their children complete school tasks and study for their lessons. The research carried out showed that parents valued education in spite of poverty, race, or ethnicity, yet obstacles like "poverty, inadequate educational knowledge, and lack of confidence" were still prevalent, especially for mothers. They continued to provide their kids constant support and encouragement though (Reay, 2000, 575). Parents may engage in their children's educational process in various ways which help their children achieve academically and motivate them, even if they do not take part in school-related activities themselves (Kiyama et al., 2015) due to linguistic and cultural barriers as in the case of Syrian families. Lack of competence in Turkish prevents communication and cooperation between Syrian parents and school staff. Such family factors as proficiency in the host country's language, educational attainment of parents, and family structure might shape family engagement which means, through activities and behavior, connecting with and giving support to children in an interactive, determined and goal-oriented way for meaningful learning. However, for family engagement to give good results, cooperation and two-way communication between schools and families are

essential (Hindman, Miller, Froyen, & Skibbe, 2012; Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011).

Though effective communication and cooperation have not been established between schools and families, what the participants of the study stated reveals that parents prioritize their children's education. Family engagement in the home is very important for students' learning. Parent-child conversations are some examples of family engagement (Hindman et al., 2012). These conversations clarify that their parents find out if their children have schoolwork, remind them to take care of their tasks, and when they figure out that they did not get their work done, they respond angrily and encourage them to do their homework regularly. The statements of the participants on the issue are provided below:

H-10-F-M: I do my homework and study regularly. My father trusts me and he says 'You know I can't force you to do anything, but you must do your homework'. My parents don't put pressure on me, but I do my homework. I never skip doing it.

R-11-M-K: When I don't do my homework or study, my parents get mad at me. Their reaction influences me, but I sometimes fail to do it as I work after school and at the weekends.

A-10-M-A: My mum always asks me this question 'Have you done your homework'. I don't think this is pressure, it is for my own good. When they notice that I didn't do my assignments, they say 'Why didn't you do your homework? Now go and study. Then, you can do whatever you want'. They don't put pressure on me.

M-12-M-M: My parents don't force me to do my homework. As I generally do my homework, I don't have a problem. I guess I am an organized student.

A-11-M-A: I usually complete my homework and then focus on my personal stuff. In such situations, mum comes and asks me 'Don't you have homework? Why don't you keep yourself busy with school?'.

M-11-M-A: As soon as I come home, they ask me 'Do you have homework? I usually do my homework; I don't want to look like an irresponsible individual.

Relationship with Teachers

The influence of teachers on students and students' achievement is undeniable. Relationships between students and teachers can bring positive results in terms of education and motivation (Juvonen, 2006). When they have sound interactions, it creates a positive learning atmosphere (Opdenakker, Maulana, & den Brock, 2012), higher exam

scores (Goodenow, 1993), and higher motivation (Goodenow, 1993). However, a poor teacher-student relationship might have a detrimental influence on a student's success (Hamre & Pianta, 2001) and learning environment. Students will be more driven if the relationship is favorable (Opdenakker et al., 2012). The quality of communication between teachers and students influences a student's entire school life (McCroskey & Andersen, 1976).

The teacher-student relationships in this study show that most of the participants, the Syrian high school students in Turkey, have positive relationships with their teachers and they think that their teachers are of great importance in being successful at school and achieving their educational goals/expectations, and they believe that teachers treat their students equally whereas a small number of students hold the view that their teachers discriminate against them.

The Key to Success

Teachers are important and play an important role in students' lives. The statements made by the participants demonstrate that they need teachers to attain academic achievement. The students are cognizant of the fact that educational achievement is possible with the help of teachers. When the interviewees were asked 'What makes someone successful at school?', most of them including those who have negative relationships with their teachers listed a number of things to be done and one of them is related to teachers. The participants' teacher-related responses to what needs to be done to be successful at school:

R-11-M-K: You have to have good relationships with teachers if you want to be successful.

Z-9-M-K: I need to have understanding teachers to be successful.

T-9-M-K: If you want to be successful at school, go and ask the teacher when you can't understand something.

I-9-M-A: Ask teachers for help with things that you can't understand.

M-10-M-K: The behavior and attitudes of teachers are effective.

B-10-M-K: Study, do your homework and listen to your teachers in class.

A-10-M-A: One of my teachers gave me strong support. Without his/her support, I wouldn't be doing well at school now.

M-12-M-M: You need to have good teachers.

H-9-F-M: Attend your classes regularly and listen to your teachers.

It is evident that they make a direct link between their educational achievement and teachers. For some students, there is a degree of relevance in the link between school accomplishment and teacher-student relationships (Peguro & Bondy, 2011).

Good relationships have a close association with the performance of students with low socioeconomic status and different cultural background (Collins & Parsons, 2010). In schools where teachers and students can interact with one another properly, fewer behavioral problems occur (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013). When children are challenged to study and feel supported by a loving, caring adult, the level of educational achievement rises. Several studies display that a healthy learning environment with supportive and helpful adults reduces the rate of student dropout, suspensions, and absenteeism (Maxwell, 2016).

The majority of the Syrian students interviewed stated that their teachers do not adopt any negative attitudes toward them. On the contrary, as the students expressed, they are quite supportive, helpful, kind, and understanding. They do not hesitate to ask for help if they need it or if they cannot comprehend the topic or subject covered in class. The way their teachers support or help them and the positive relationships with their teachers motivate them a lot. Some Syrian students expressed that they could not be where they are right now without endless patience and great efforts put in by their teachers.

A-11-M-A: Teachers don't hesitate to help us when we have difficulty in understanding lessons, they care to explain them again if we can't understand it. The teachers are trying to help as much as they can. For example, in elementary school (we couldn't speak Turkish much at the time), teachers were helping us when we were stuck. They were such understanding people.

M-11-M-A: When I have something to ask a teacher, s/he definitely answers that question. There is no doubt about it.

B-12-M-M: I am attending an Anatolian imam and preacher high school in Malatya. I am very happy with my school. I'm happy with my teachers, the way they treat students is nice. I was given a chance to transfer to another school, and there are also schools close to where I live, but I didn't go. I am happy with my school.

M-12-M-M: Our teachers are very supportive and caring, which motivates me. I had a hard time in learning the language at first, it was difficult for me. But our teachers gave us extra Turkish language lessons and thus we improved our Turkish. As Arabic is our mother tongue, in the 9th and 10th grades we took Turkish language lessons instead of the Arabic language. This is how I improved my

Turkish. Extra lessons turned out to be very beneficial for us thanks to our teachers who were so good and helpful.

M-11-M-K: Teachers hold different views about how to pass or attain high grades in the exams. However, they have one thing in common. They say ‘If there is something difficult to understand for you, I can explain again’.

H-10-F-M: The teachers in my school help students a lot and they can communicate with us effectively. They advise us to study for the tests and to do what is good for us. They give us tips and I follow them. All the teachers and even the deputy principal supports and helps me.

M-11-M-C: Our teachers help and support us. Let me give an example. When I ask the teachers even the slightest details that I don't understand, they never lose their temper.

A-10-M-A: My teacher supported and helped me a lot. S/he helped me to adapt to the school. When I started school, I used to hate it. Without her/him, I wouldn't be so successful.

R-11-M-K: Our teachers are fair in grading our exams or papers no matter what our nationality is. All students are equal for them. If you obey the rules and deserve a high grade, you get it. They say to us ‘It's not us awarding you with a high mark, you deserve it’.

H-9-F-M: The best thing I love about my school is the teachers and the way they teach us.

A-11-F-A: My favorite lessons are History, Geography, and Philosophy because the teachers of these courses teach very well.

The students expressed their positive experiences. The teachers obviously dedicated their attention to their students. Some students define their teachers as caring, supportive and helpful people. They left a positive impression on them by supporting them, providing them with academic guidance, and carrying out their responsibility as an educator. They made the students feel welcomed in their new learning environment. Various studies have discovered that a student's school performance and success are related to the quality of the school they attend and the positive or negative relationships/interactions they have with their teachers and peers (Rubie-Davies, 2015 as cited in Hynds et al., 2017). Good relationships or interactions between teachers and students have a significant impact on learning (Hattie, 2009 as cited in Hynds et al., 2017).

On the other hand, students might be frequently subjected to unfair treatment in schools. Socio-economic and immigrant status might be regarded as a reason for being treated differently. Children from low-income homes, for example, may mistakenly

believe that students from higher-income families would receive greater academic support from instructors and non-academic personnel. Students from ethnic minority groups may perceive that they attain lower grades in some cases (Datu, 2018). Different types of discrimination have been conceptualized based on previous research; racial and gender discrimination (overt discrimination). Racial discrimination occurs when individuals are faced with offensive and prejudiced views or beliefs based on their racial background (Clark et al., 1999)

During the interview of this study, most students expressed the support teachers provided for and contributions they made to them, and how supportive and helpful they were. However, several Syrian students stated they were subjected to unequal treatment at school. They complained about unfair and unequal treatment by some of their teachers. They claimed that better students or students with better educational outcomes are treated differently and they are valued over other students, especially in comparison to immigrant students like Syrians. Teachers are thought to be biased by those students in terms of grading or performance evaluation as immigrant students attain poorer grades compared to their native peers. The explanations made by the participants are as follows:

M-11-M-C: Teachers in my school treat all the students well and kindly, but they treat successful students even better. For me, this makes sense. Yes, they should treat everyone in an equal way, but they should pay more attention to hard-working and successful students.

M-9-M-K: I have a Turkmen classmate who was about to fail, but he was awarded the certificate of honor. He wasn't hardworking, but was always busy with his mobile phone during class. To my surprise, he is the literature teacher's favorite. Also, there are other problematic students who smoke, carry a knife with them, and aren't engaged in class. They make a fuss about everything, they never study for the exams and get zero in the exam, but somehow they get the full point in the verbal exam and pass. It is not fair that they can pass without making any effort, but we have to study hard and obey the school rules.

B-10-M-K: I don't like the Philosophy and English teachers at school. The philosophy teacher said to me 'I don't like you Syrians'. The teacher just care about Turkish students, not us.

For some students, success or expectations might have to do with the relationship between students and teachers. Two participants imply that the reason for their failure is the negative teacher-student relationships. They do not aim to achieve academic success or receive higher education, but their main goal to attain is to become a football player after graduating from high school.

A-9-M-K: Math is very difficult for me. If I were the principal, I would change the math teacher. I failed on the math exam. Actually, I don't like the teacher and school much, I want to be a football player. On the other hand, my teachers advise me not to be a football player. For them, the only thing that matters is school.

Z-9-M-K: I don't like my teachers, so I don't listen to them in class. I just want to finish high school and be a football player.

Studies indicate that individuals confronting discrimination or discriminatory attitude might have lower success at school (Brown & Chu, 2012), educational expectations, lower rate of enrollment at university (O'Hara et al., 2012), motivation and involvement (Wong et al., 2003), self-respect (Fisher et al., 2000) and sense of belonging (Faircloth & Hamm, 2005). As mentioned above, those students who do not have positive relationships with their teachers do not have high educational expectations because positive relationships between teachers and students are the foundation for academic achievement (Baker, 2006). Clearly, the participants interviewed do not prioritize their education or do not intend to go to university. Pursuing a career as a football player appeals to them more and it seems to be their priority. Holding such lower educational expectations or goals might happen due to feeling that their learning environments are not safe places (Peguero, 2008) as students believe that their teachers discriminate against them by giving less care, support, advice or attention compared to their native peers (Foster, 2008).

Teachers' Interest in Students' Goals and Expectations/Aspirations

Teachers are influential in a student's school life, in motivating and encouraging students to set some goals or have aspirations/expectations and to achieve them. Today, teachers are not only traditionally responsible for teaching a particular curriculum. On the contrary, they assume several roles ranging from informer to motivator.

The majority of the students interviewed as part of this study stated that their teachers show interest in their educational goals or aspirations/expectations, motivate them, offer their support and guide them on how to reach these goals. The responses show the way a teacher approaches his/her students can foster student motivation and involvement in classes.

M-11-M-C: I have two goals to attain; I want to be a coach, this is my dream and I am planning to take the university entrance exam. I am thinking about becoming a computer engineer or a program designer. My teachers support me in this. They even give me advice on how to realize them. They tell me what to do.

M-9-M-K: I want to be a football player. If my problems are sorted out, I will continue my education and I would like to study physical education and be a teacher. My PE teacher is supporting me. He pays close attention to me during every game and training session.

M-11-M-K: I want to study engineering and become an electronic engineer in the future. A few days ago one of my teachers asked me about my goals and he said 'If you aim to go to university, start studying from this year on. Start studying for the entrance exam'. Teachers give us such advice.

R-11-M-K: I am studying for the university entrance exam now and I want to be a nurse or emergency department nurse. I have a teacher called Elif and she helps us.

B-10-M-K: I want to be a football player and study the English Language in Samsun. I share this with my teachers and a few of them try to help me.

A-11-M-A: My first educational goal is to enter university. As you know, it is one of the steps to be taken for my career and future. I have a school in my mind that I plan to go to. I share my goals with my teachers and they show great interest in them. They do their best to help me. They are good people.

The expressions of the participants show that their teachers do not stay indifferent to their goals or aspirations. When students ask for advice on continuing their education and what university to go into, they are attentive and they do not hesitate to give students their support. They do not express any low expectations for them or discourage them to receive higher education. Apparently, they avoid stereotyping their (Syrian) students as low-performing individuals and this is very important for those students since students from racial and ethnic minorities place greater importance on how the teacher perceives them (Hamre & Pianta, 2001). Stereotypes are overly generic descriptions or depictions of the traits of particular groups (Bordalo et al., 2016). Stereotyping might lead to prejudice and discrimination against some groups. Discrimination may influence the discriminated groups and might cause them to behave in the direction of preconceived ideas. For instance, individuals or young people may put forth less effort, have lower self-confidence, and be less productive when they experience bias or prejudice (Carlana, 2018). Ultimately, they might end up believing that effort does not bring any benefit to school or to society at large (Alesina et al., 2018). However, the participants hold on to the belief that their educational expectations and goals will help them to pursue the career they wish to have in the future.

In short, it is quite important to build confidence and motivation in students since students are sensitive to teachers' behavior or attitude and genuine concern reflected by them for their learning, aspirations/expectations, or goals. Teachers can assist students in developing personal interest, participation, and taking control over their work by supporting and showing interest in students' choices and interests (Schuitema et al., 2013).

Relationships with Friends

Friendships and relationships between Syrian and Turkish high school students play a crucial role in students' engagement and achievement as the interviews with Syrian students show. Depending on the positive or negative relationships built with their native peers, Syrian students might attend school more regularly and perform much better at school. Based on their statements which focused on peer relationships at school, this part was analyzed under two categories: 'disturbing behavior by other students and socialization with friends in/outside school'.

Disturbing Behavior by Other Students

Students expect and want to feel secure at school to be able to study and perform well. Students can achieve academic success in a safe school environment. Safety is one of the basic needs of human beings. In schools without a safe and supportive environment, students might encounter violence, bullying, and other disruptive behaviors. Low attendance and suspensions may also increase among these children, leading to low academic performance. Students learn best in schools that have positive, systematic, respectful, and safe learning environments (Sugai & Horner, 2001). In order to build a safe learning environment to promote achievement, bullying, discrimination and violence are issues that need to be tackled carefully as they not only limit students' capacity to complete their school tasks but also lower their classroom involvement (Thapa, et al., 2013; Kutsyuruba, et al., 2015).

Olweus (1993) refers to bullying as repeated, aggressive actions that an individual is exposed to and it has three significant characteristics which are intentionality of the bully, power imbalance between the bully and the bullied, and repetitive malice actions. Bullying causes individuals to lose their self-confidence and self-respect. There are

numerous forms of bullying such as mocking, spreading stories, calling someone names, threatening acts, being excluded from a group, and sending harsh emails and text messages (Bradshaw et al., 2014).

In this study, some participants expressed their experiences of racist bullying and discriminatory attitude that they were exposed to at school. They were bullied by their peers and were exposed to racial discrimination in the school setting due to their nationality and their lacking Turkish language skills. For example, sometimes when Syrian students mispronounce particular Turkish words and are unable to understand their Turkish friends' wording or jokes, they are mocked by their native peers. Also, what results from the participants' explanations is that bullying and discrimination are regarded as minor issues by some teachers and school principals. However, bullying is a serious issue to deal with as it can result in low confidence, stress, despair, lower school performance, dropout, drug abuse, and behavioral issues among refugee students (Oxman-Martinez et al., 2012). The participants stated that though some bullying and discrimination cases were reported to teachers, preventive measures or necessary actions were not taken to protect children and stop incidents in the school context.

M-12-M-M: I know that it isn't everyone that does this to us, but we are exposed to discrimination and racism. I don't care about their discriminatory or racist remarks. I must carry on. They can say whatever they want.

Victims of bullying respond to bullying in different ways such as retaliation, helplessness, and nonchalance. When a victim reacts to bullying by fighting back, this is known as counter-aggression or retaliation. Helplessness, on the other hand, happens when victims do nothing to protect themselves or be supported in dealing with the bullying they are subjected to. Nonchalance occurs when the victim does not regard the bullying they are subjected to as a serious concern but prefers to stay calm and quiet (Salmivalli, Karhunen, & Lagerspetz, 1996). The participant chose to ignore the words and their racist remarks and to remain calm by following the third type of response, nonchalance. The other participants shared their experiences below:

M-9-M-K: I feel strange at school because when I speak with my Syrian friends, Turkish students look at us in shock and raise questions such as 'Aren't they Turkish? What language are they speaking?'. Some students don't call us by our real names, but keep calling us 'Arab'. We talked to our teacher about this issue, not to the principal because we don't want to have any problems with them at school. But nothing happened. We also talked to our Turkish friends, but it didn't work out either.

H-9-M-K: I don't have close Turkish friends. All my close friends are Syrian. Some Turks discriminate against us. It feels odd to be a Syrian at school because they make fun of us as we sometimes don't understand the words they use.

The expressions of the participants reveal the use of 'us, we' vs 'them, they'. Such pronoun dichotomies 'us' vs 'them' are the most obvious language techniques utilized in othering. Othering is used to explain how social group dichotomies are conveyed through words (Padney, 2004). It is defined as the power relations that weaken the other by defining them as the other and excluding them from the larger "we" of society, or as regular members of society. (Nilsen, Fylkesnes & Mausestagen, 2017). Othering is frequently employed to justify inequality between various groups (vanDijk, 1993). It is an instrument used in the construction of the 'collective portrayal of groups' (Padney, 2004, 176).

Being othered by the larger and more powerful group can undermine confidence, support, and encouragement which are essential for success in education (Lesser, 2014). Othering might cause Syrian students to feel lonely, introverted, and unable to communicate and socialize with their friends, and as a result, their success level might go down or they may drop out of school. Othering, in particular, can harm students' education and educational achievement by causing them to believe that they do not fit in and their level is not the same as their classmates' (Borrero et. al., 2012).

There are several factors that lead to the emergence of bullying, discrimination, and prejudice against Syrian students, or othering them at Turkish public schools. Taking a discriminatory or prejudiced approach depends on where individuals live, cultural diversity in the neighborhoods or cities they reside in, how tolerant people are towards the diversity, and the representation of the Syrian refugees in the media. In addition, the attitude of Turkish families towards Syrians may also be effective in making their children adopt a similar attitude. However, by increasing and promoting communication between the two groups and enabling them to get to know one another more closely, these prejudices and exclusionary attitudes can be reduced even if not eliminated completely.

Socialization in/outside School

Some participants are not able to socialize with their friends outside school as they have to support their families by having a part-time job, working after school, and at the weekends. They do not have the opportunity to spend time with either their Turkish

or Syrian friends due to the low income of their families. The participants stated their situation as follows:

R-11-M-K: I have two or three close Turkish friends, but I can't spend time with my friends. I go to work.

T-9-M-K: We can't go anywhere because I work. I always work on holidays, too. I start to work from noon until midnight. My Turkish friends are my classmates.

For some participants, school is the only place where they can see their friends and spend some time together. Social activities they take part in with their friends generally range from studying in the library to playing football. Distance between the neighborhoods they live in also influences their meetings and gatherings. Due to the physical distance, the only opportunity for students is to see and meet one another at school. The statements of the participants are given below:

H-10-F-M: I respect my friends and they respect me in return, too. We get along well. Some of my friends live away and some live nearby. We spend most of our time at school, I mean it is more about lessons. We study in the library. Sometimes we spend some time in the schoolyard. You know, we mostly see each other at school.

M-9-M-K: I can't stay at home; I am always with my friends. I have Turkish friends, too but only at school. They live far away from my house. We just play football together.

A-10-M-A: I meet my Syrian friends outside school and at school, I have just one Turkish friend. We just see each other at school, but we don't meet outside school.

For boys, socialization centers around sports activities, particularly on playing football in or outside the school setting. Educators and school principals need to notice the benefit of such activities for Syrian and Turkish students. These activities can ease the adaptation process of many Syrian children into society and they can talk and communicate with people easily (Makarova & Herzog, 2014). This is because sports create an atmosphere in which young people may more readily express themselves, construct and actualize their social identities, and develop an emotional connection with other individuals (Walseth & Fasting, 2004). Intercultural interaction, collaboration, and mutual respect may be promoted via physical education activities and sports events organized in schools (Tolgfors, 2020).

M-10-M-K: I have both Syrian and Turkish friends at school. For example, I have a Turkish friend called Fatih. I love him so much. We practice archery and mostly play sports. Just it. I come home and then go to work.

B-10-M-K: I have Turkish friends. There is a football club and we play football there. I have Turkish friends in this club, too.

A-9-M-K: I and my friend train every morning. We go to the same school and we are classmates, too. I have two Turkish friends and I play football with them.

B-12-M-M: I don't have many Turkish friends, just classmates. Sometimes we play football on the football pitch nearby.

For girls, on the other hand, sport is not a social interaction tool to bring them together. The choices are more limited for girls; it is usually the school setting where they see their friends. Chatting or studying is a leisure time activity they can do with their friends because cultural and economic factors or the education level of families might be effective in allowing girls not to go out with their friends. Instead, doing house chores might seem more appropriate for girls to do.

A-11-F-A: We get along well in the classroom; we chat, but outside school, I can't see my friends. I can only see my friends at school.

H-10-F-M: We spend most of our time at school, I mean it is more about lessons. We study in the library. Sometimes we spend some time in the schoolyard. You know, we mostly see each other at school.

Future Expectations

Despite the challenges and obstacles they experienced and still go through, many Syrian students aspire and desire to achieve that might go beyond the expectations of their families. Their future expectations include education and career, and via them expectations of upward mobility. In this part, the analysis of future expectations comprises educational aspirations and career choices/expectations.

Educational Aspirations

There is no exact definition of educational aspirations available. In spite of the widespread usage of the word, aspirations which refer to the goals set by students to accomplish, there is no universally agreed definition or consensus on what the term implies. Plans, decisions, preferences, and expectations are frequent phrases that are occasionally used interchangeably (Trebbels, 2015). Studies on educational expectations

and aspirations have indicated that compared to their native peers, immigrant children hold higher educational expectations or aspirations (Suarez-Orozco et al., 2009).

Considering the Syrian students, the participants of this study, their expressions clarified that the majority of them pursue high educational goals and expectations. They aim or aspire to receive higher education and have a job that might help them to have an economically brighter and secure future. Their statements include the motivation to have a specific job like an engineer, doctor, nurse, or a football player.

M-11-M-C: I have two goals to attain; I want to be a coach, this is my dream and I am planning to take the university entrance exam. I am thinking about becoming a computer engineer or a program designer.

M-11-M-K: I want to study engineering and become an electronic engineer in the future.

R-11-M-K: I am studying for the university entrance exam now and I want to be a nurse or emergency department nurse.

B-10-M-K: I want to be a football player and study the English Language in Samsun, but my parents want me to be a doctor or an engineer.

H-10-F-M: I am planning to go to university and want to study chemical or computer engineering. I haven't decided yet, but my family wants me to study medicine. Mum wants me to be a nurse, but dad wants me to be a doctor.

M-10-M-K: I want to be a nurse, but mum wants me to be a doctor.

A-10-M-A: I want to study pharmacy or computer engineering, but mum wants me to study medicine at university and become a doctor.

A-9-M-K: I want to be a football player and dad supports my decision, but mum wants me to be a doctor.

Their career choices indicate altruism, utility, and a desire to financially support family members who are struggling in the host country (Shakya et al., 2010). Such key factors impact their educational goals or expectations. Altruism, the desire to help people in one's own country or attempts to be useful, can fuel their educational goals and expectations (McWilliams & Bonet, 2016); and aiming for well-paying jobs can allow them to help other people in the new country, too. Additionally, parents fear that their children might attain low-paying jobs in the labor force like themselves, and therefore, they push and encourage their kids to pursue university education (Salikutluk, 2016). For families that attempt to improve their socio-economic situation, education is utilized as a

tool for upward mobility (Caplan, Whitmore & Choy, 1989 as cited in Duran and Weffer, 1992).

Aspirations or expectations may rise or fall in the new country, depending on whether positive school experiences or educational barriers are available (Caplan et al., 1989 as cited in Duran and Weffer, 1992). Language differences, discriminatory or positive approaches/attitudes by teachers, bullying experiences in the school environment, etc. all influence the educational expectations or goals set by students. It is clear that aspirations or expectations do not often arise in a vacuum, but are “affected by significant persons” like parents, teachers, or friends through direct contact or as role models (Kao & Tienda, 1998, 352). Below are some experiences the participants expressed:

A-10-M-A: I love school so much and I am happy when I am at school, but some Turkish students bully me for being a Syrian. Except for this, everything is all right. I want to pursue my education.

B-10-M-K: I don't like Philosophy at all because its language (discourse) is hard to understand and also I don't like the teacher. S/he doesn't draw any attention to or show any interest in us and once said 'I don't like you, Syrians'.

A-11-M-A: Teachers don't hesitate to help us when we have difficulty in understanding lessons, they care to explain them again if we can't understand. The teachers are trying to help as much as they can. For example, in elementary school (we couldn't speak Turkish much at the time), teachers were helping us when we were stuck. They were such understanding people.

M-11-M-A: When I have something to ask my teacher, s/he definitely answers that question. There is no doubt about it.

M-12-M-M: Our teachers are very supportive and caring, which motivates me. I had a hard time in learning the language at first, it was difficult for me. But our teachers gave us extra Turkish language lessons and thus we improved our Turkish.

Moreover, not having enough knowledge about the education system in the host country might influence how students perceive their chances and thus explain why they have unreasonably optimistic or low expectations (Salikutluk, 2016). To illustrate, individuals should be informed that the high school they attend might change or hamper their university plans. As mentioned before, their higher education goals might remain unrealistic or nearly impossible to reach. One Syrian participant attending medical vocational high school complained that the subjects like Math, History, Physics, etc. that

compose the important parts of the university exam scope are not available in the 11th and 12th grade curriculum.

H-10-F-M: As we mostly have vocational courses, I don't know how to study or prepare for the exam. I didn't know about the curriculum when I chose this school. I guess it'd be unfair for students in vocational high school to take the same entrance exam. The officials are supposed to administer a different exam for them. They should make some changes in the system.

Career Expectations

High school is important in making career decisions, what career to choose and what university to go into in order to gain the knowledge and expertise to do a job. Students focus on planning their future so it is a critical process of decision-making. For Syrian students, this period is much more challenging. While they are trying to adapt to society, a new culture, and a different language, and handle racist or discriminatory attitudes at school or in the street, they also attempt to focus on their education. There are critical elements that influence Syrian (immigrant) students' decision-making process. Race/ethnicity, sex, generation, family support or lack of family support, immigrant/refugee status, and socio-economic status might impact their academic and career expectations (Ma & Yeh, 2010).

The interview with the Syrian students shows that the majority of them desire to receive higher education and their parents support their decision to study at university. The most striking finding about the students is that football, medicine and engineering are believed to help them attain the social mobility that they want to achieve. They believe they will not only earn money but also gain a higher or privileged status. There might be some other reasons behind focusing on these three specific fields: football, medicine, and engineering. As those children witnessed the destructive power of war and the loss of their family members, relatives or friends, football might be able to erase those painful memories or moments in their lives and it might also help them have a brighter future. Furthermore, it might be effective in healing their trauma, and in handling difficult situations and stress (King, 2022). The decision to become a doctor or a nurse indicates altruism as mentioned before. They want to help people, save lives and treat people in need. In case of returning to their homeland, they believe, as future engineers or doctors, they can contribute to Syria's reconstruction or can help to improve the living conditions of their own people in this process.

The Syrian high school students interviewed have various expectations and goals regarding their career choices. A group of students expressed that they want to become football players, some of them consider high school education sufficient for this, and some of them also want to study sports at university. A number of participants dream of becoming a football player or a coach, but besides this, they also want to get higher education in order to have expertise in a different field. A group of students stated that they want to choose a profession in the field of engineering and health. Their parents also expect their children to get higher education and choose a profession that they want and expect them to have. The opinions of the participants are as follows:

H-10-F-M: I'm thinking about studying at university. I think everyone should go to university, get a diploma, and must reach a certain level of success. I sometimes think of studying engineering like chemical or computer engineering, but I can't decide between them. My family value education, especially my father is very supportive. He always tells me 'You will be a doctor'. They set me a goal. In particular, my father wants me to study at university. Mum also wants it very much. They say 'You have to go to university and study hard'. That's what mum says. She says 'Be a nurse at least'. They want me to be a member of medical staff.

M-11-M-C: My main goal is to become a coach because this is my dream. I'm thinking about taking the college exam. I am thinking of becoming a computer engineer or a program designer. My parents definitely want me to go to college, too, but I've talked to them. I'm going to be a coach at first. After graduation, I will earn my money and go to college. I want to go to Istanbul or Ankara.

M-11-M-K: I want to study engineering, and become an electrical and electronics engineer in the future.

R-11-M-K: I'm preparing for the college exam right now. I want to become an emergency department nurse or a nurse. Mum wants me to go to college. She wants me to be a nurse.

M-10-M-K: I want to be a nurse. Mum wants me to study at university and become a doctor.

B-10-M-K: I don't have Turkish citizenship yet, but I want to be a football player and study at the university in Samsun. I want to study the English language. My parents also want me to get into university and become a doctor or an engineer. But my goal is to become a football player.

A-10-M-A: I have always wanted to become a pharmacist or a computer engineer since I was a child. These are my plans. I want to study one of them at university.

M-12-M-M: I plan to enter college with a good score and graduate with a good score. If the war ends, I want to return to Syria, and if it doesn't end, I want to

work here in Turkey. I want to study pharmacy, but if my score is not high enough, another department (such as teaching).

B-12-M-M: I want to become a pharmacist, but it's not clear. My family wants me to go to college and my mum wants me to study medicine.

M-9-M-K: I want to become a football player and study sports teaching at university.

Z-11-M-K: Being successful is not important. I don't have that ambition. I don't have a goal like studying at university. I'm gonna finish school and be a football player. High school education is enough.

An important finding about Syrian students is that most of them are from families with a low socioeconomic status, and a low level of education, but unlike their parents, they prefer to choose prestigious professions or jobs. When it comes to the jobs their parents do, 18 out of 20 participants' mothers are housewives, only one of them is a teacher, and one mother works in seasonal olive picking. As for the fathers, 12 out of 20 participants' fathers are employed, six fathers are incapacitated due to health problems or injuries the war inflicted upon them, and the two participants' fathers died in the war. Only one participant's parents had university education: the mother is an English language teacher and the father is an Arabic language teacher.

The meaning attached to the past and current experiences of individuals, and their future expectations influence their career decisions (Savickas, 2013). Also, the expectations held by the environment and the norms available might change the choices, and consequently, decisions made may not reflect individuals' true expectations, but instead expected choices (Sen, 1992 as cited in Fedrigo et al., 2021). It is the similar case with Syrian students and their career aspirations and choices. They do not want to do their parents' jobs; girls do not want to be housewives like their mothers, and boys do not want to be artisans or workers like their fathers. They aim to have professions/jobs with high income and prestige, which their families expect and encourage them to attain. They have high aspirations and expectations despite the destruction, trauma, brutality, and chaos they witnessed and experienced in the past due to the war in their homeland, Syria. Compassion and social benefit are common in their goals, with many of the individuals aspiring to be doctors, nurses, or psychologists (Tlhabano & Schweitzer, 2007) and in this case, pharmacists. In addition, several participants indicated that, with the possibility of return, their professions will help to rebuild their and thus, contribute to its future.

The Role of Families in Educational Expectations of their Children

Students are more likely to finish school, obtain higher grades, increase their attendance, and attend university when their family takes an active role and gets engaged in their children's education. Establishing communication with children about school, helping children with their homework, talking about areas that need to be improved and how to make progress, having effective communication with school and teachers, and holding clear expectations for education are various forms of parental involvement. The most effective parental expectations appear to be those that are high but take the child's abilities and skills into consideration (Seginer, 1983). Socio-economic status, competency in Turkish, the level of adaptation to the host country, knowledge about the education system, cultural values or norms, the importance they attach to education, and holding high or low educational expectations for their children influence the immigrant families' role in their children's school life. However, in this part, the family role has been discussed under two categories; socio-economic status of Syrian families and parental involvement.

Socio-economic Status of Families

Socio-economic status (SES) refers to an individual's or a family's position in a social hierarchy that relies on accessing to or taking control over a set of valuable commodities like affluence, power, and social standing (Mueller & Parcel, 1981). A number of researchers agree on Duncan's (1972) definition that the three key indices of SES are parents' income, education, and jobs (Hauser, 1994).

Parental income as a measure of socioeconomic status shows the student's access to social and economic resources. Since income and education are significantly connected, parental education is a predictor of parental income (Hauser & Warren, 1997). The third conventional SES component, job, is rated depending on the level of education and income necessary to do a certain job (Hauser, 1994). Home resources are not as often utilized as the other three primary indicators. Nevertheless, scholars have recently stressed the importance of diverse household resources as indices of socioeconomic status (Duncan & Brooks-Gunn, 1997). Books, laptops/computers, a study room, and educational services attended after school and over summer holidays, are examples of these resources (McLoyd, 1998).

When I look at the four components of socio-economic status (SES) owned by Syrian families as the participants of this study, the data gathered and their statements indicate that they have low income, not well-paid jobs, and most of those families' children are deprived of home resources such as computers/laptops, the internet connection, study rooms or educational activities that expand over the summer. To provide for and help their families, they have to work. The remarks of some participants show this situation:

B-10-M-K: We have been living in Turkey for four years. We have a few problems. I have two younger siblings going to school. My mum and dad don't work, but I have an elder brother and he works. I also work part-time.

R-11-M-K: I have been living in Turkey for about eight years. Life is so tough. I go to work after school and at the weekends. My dad is a stallholder; I help him in the market. I have an elder sibling studying at university and three younger siblings. We are a big family with nine members.

A-11-F-A: My mum suffers from a hernia and my dad has diabetes. They can't work, but I have an 18-year-old brother. He is older than me, but we are in the same class. He works at the weekends and I also work in summer, to earn my allowance. We live with my married brother and his family in the same apartment.

M-12-M-M: I have four siblings and we live with my two uncles. One of them is married. My mum is a housewife and my dad is in Syria now. My uncles work in the textile industry. My dad is a high school graduate and my mum finished elementary school.

B-10-M-K: I have two siblings going to elementary school. My parents don't work, but I have an elder brother who works. I work part-time as well.

M-10-M-K: There are seven members in my family; two elder brothers and two younger sisters. One of my sisters doesn't go to school as she isn't school-age now, but my other sister is in 6th grade. My elder brothers study at university. My mum is a housewife, but my dad cannot work as he got injured in the war.

Z-9-M-K: I have three siblings; two brothers and one elder sister. She is a university graduate and a nurse. My father is a grocer and my mum is a housewife.

In addition, parents' low level of education also makes it difficult for them to help their kids with their school assignments; only one participant's parents are university graduate, and among the rest, only one participant's father finished high school. An amount of research has indicated that educational and professional success are heavily influenced by people's familial backgrounds and school experiences (Kerckhoff, 1996 as cited in Tramonte and Willms, 2010). Children from low-income families cannot usually

get help from their families to reach academic achievement (Farkas, 2003). Such families are unable to provide support for their kids in achieving educational success as they do not own the necessary skills, practice, and education to help their children (Swindler, 1986) or in other words, they lack cultural capital which describes skills, knowledge, rules, and values that might be utilized to advance in education and life (Thompson, 2016).

A-10-M-A: My mum is trying to help me with my homework, but she can't because she doesn't know Turkish.

M-9-M-K: I do my homework at school, I don't study at home because I don't understand how to do it. I can't ask my parents for help, either. Sometimes I don't know how to complete a task because I can't understand the instructions from the teacher.

M-11-M-K: I don't have anyone to help me with my homework. I do an online search when I need.

A-11-F-A: I sometimes forget to do my homework and I am accountable for it. There is no one to help me in the family. Sometimes I ask my friends for help or search on the internet. You know we have Google.

H-9-F-M: I do my homework on my own, I don't have anyone in the family to help with it.

As their responses indicate, it is the fathers' or elder brothers' responsibility to earn money for the family. Although most Syrian families go through financial straits, generally it is the fathers and/or elder sons of the family who have to work to support the family financially. If the father cannot work due to health issues, it is generally the duty of the eldest brother to work. Culturally it does not seem to be very appropriate for mothers to work. Most of the students interviewed expressed that they have to work part-time after school or at the weekends. Otherwise, their families cannot afford to send them to school or cover their expenses. The working member of the family, the father or the eldest son, usually works in low-paid jobs due to their education level and immigrant status. The socioeconomic and cultural standing of the parents has a significant impact on the child's education and academic progress, interest and talents, interest in lessons, attendance, and adaption to school. Immigrant families have a greater socioeconomic disadvantage than natives since they are unable to quickly integrate into the host country's social and economic life (Rong & Preissle, 1998).

As Conger and Donnellan (2007) claim, unlike immigrant families with low income, wealthy families own the necessary resources to support their children's

educational development. Therefore, children of those disadvantaged families have to work. The participants who have to work part-time cannot achieve high academic performance because of not being able to allocate enough time for their lessons and school assignments. They cannot study as much as they wish. Due to the obligation to work, they cannot spend much time with their friends after school, either. If they are lucky to have time to spend with their friends, they meet their Syrian friends. Many participants add that their close friends are Syrian. Generally, their Turkish friends are their classmates and the place they spend time with their Turkish friends is limited to school. Another important issue arising out of the obligation to work is attendance. Feeling tired after work causes students to get late for school and thus to be marked absent. The students interviewed complain about this attendance policy of schools which causes them big trouble concerning attendance.

R-11-M-K: I have 2 or 3 good Turkish friends. I can't spend time with my friends because I go to work.

T-9-M-K: My Turkish friends are my classmates. I work at an artificial turf pitch after school. I leave school at 4 and work till midnight. As I said, I can't go anywhere because of working. I always work on holidays, too. Due to work, I sleep late at night and so every day I get late for school. The total number of days I didn't attend school is 18,5. This is a huge problem for me, but I talked to the vice principal and he decreased the days of absence to 9,5 days. Also, if I don't work, I can study for the exams at home but I can't because of work.

M-10-M-K: I have Turkish friends at school as well. For example, I have a friend called Fatih, but most of the time we just train together. After school, I come home and then I go to work. In the morning, I get late for school and so do some of my friends. I talked to the principal about this issue which is marking students absent without waiting at all. What if they wait for 10 minutes before taking attendance? For instance, I get late by 2-3 minutes for school and I can't arrive on time. I will most probably fail this year because of the attendance issue. The most important thing, you know, is time. If I had time, I would study every day.

B-10-M-K: I work part-time at a mobile phone store. I have Turkish friends. We have a club and I play football in that club. And sometimes I don't feel like going to school because I am working. I don't have any energy at all after work, I feel exhausted. I try to do my homework, but sometimes I forget to do it.

H-9-F-M: Sometimes I work on Saturday and Sunday. I don't have close Turkish friends, all my close friends are Syrian.

A-11-F-A: We get on well in the classroom, we chat but I can't see any friends outside school.

Although the participants express their satisfaction with the schools they attend in general, they also point to the presence of some problems. It is not possible to say that those schools are well-equipped or very disciplined. The participants' remarks indicate that discipline, lack of equipment and facilities, and teacher shortage are the primary issues to deal with and the school's distance is also a problem for them.

M-11-M-C: I go to Corum Eti Anatolian High School. Sometimes there are fights among students like in any school. Actually, I would like to go to a better high school if I could. For example, in terms of education, Fatih High School is better than Eti Anatolian High School and I can say students in Fatih A.H.S are smarter. My score wasn't high enough to enroll in this school. I heard that it is a better school.

R-11-M-K: If I were the principal of this school, I would make it a fair place. I wouldn't let students fight and would remind them that they are not different. I would increase some course hours like Mathematics and Literature because these the courses are in the scope of the university exam.

T-9-M-K: I want to be a physical education teacher. There's a lot to change. For example, we need to build a school team. There's a lot to do. For instance, a team needs to be formed. This year, our teacher did not form a futsal or handball team. We have two teachers and they say they can't keep up with everything. If I were them, I would have a team. We could have been the champion. Our school won the basketball championship this year. We couldn't play, but they're our friends. We're playing football. We don't have a football pitch and I would deal with this issue if I were a principal. Since our school is a sports high school, we should have all the sports equipment. I would complete what is missing and what the school lacks if I were the principal.

M-10-M-K: The outside of the school is not beautiful, I would change it if I were the principal. It's very far away from my house as well.

B-10-M-K: We don't have a gym or an astro pitch. I'd like to change that. Our school doesn't have a football club. We have various teams like handball, basketball, etc., yet we don't have a basketball team. My elementary school came first in Turkey, but now there is nothing in sports high school.

I-9-M-A: I go to the industrial vocational high school in Beypazari, Ankara and I study furniture. I am having some trouble with going to school. It takes about 30-40 minutes to get there. What I don't like about school is that it's far away. Also, we don't have lockers at school to put our stuff in.

M/A-11-M-A: The school is not bad, I think it's good. Since the school moved to a new building this year, we are in a building that is out of town. Other than that, there's nothing wrong with the school. I am very satisfied with the teachers and the way they teach.

A-11-F-A: I need to study for the university entrance exam, there is still a gap that I need to close. There's a guidance counselor at our school, but she is not at school

every day. I wish she would come more often. S/he comes to school to help us three days a week. We need to use the internet to do some assignments. I don't have either a laptop or a tablet. We have a computer lab at school, but there is no internet access.

Private education centers which are claimed to be very effective in attaining a high score in the university exam for students still exist in Turkey. To support their education and get prepared for the university exam, students in Turkey go to such places. However, the majority of Syrian students cannot afford to go to private teaching centers or receive private tutoring due to their families' low socioeconomic situation and consequently the obligation to work after school. Families do not own the resources to sponsor their children's education. Only one student can go to a private teaching center and one student can attend extra or remedial classes given after school.

H-9-F-M: Yes, remedial classes are organized for us, but the content is the same as our school objects. We receive two-hour long classes, and extra classes.

B-12-M-M: I am going to school and I am gonna take the university exam so I sometimes go to the private teaching center. I stay at home after school.

A-11-F-A: Half of my classmates are going to a private teaching center; they have this opportunity, but I don't. And we have YOS (University Exam for Foreign Students) exam for immigrant students. The books and resources are very expensive, and you have to pay 400-500 liras to take the exam.

Their socioeconomic situation of Syrian families does not allow families to lead a comfortable and decent life in Turkey. The data obtained through the interview in this study revealed that the large size of Syrian families, low income, unemployment and consequently living in disadvantaged neighborhoods are common issues for immigrant families. Although most Syrian families go through financial straits, the participants and their families believe that generally it is fathers and/or elder sons of the family who have to work to support the family financially. Culturally, it does not seem to be very appropriate for mothers to work. Most of the students interviewed expressed that they have to work part-time after school or at the weekends. Otherwise, their families cannot afford to send them to school or cover their expenses.

B-10-M-K: We have been living in Turkey for four years. We have a few problems. I have two younger siblings going to school. My mum and dad don't work, but I have an elder brother and he works. I also work part-time.

R-11-M-K: I have been living in Turkey for about eight years. Life is so tough. I go to work after school and at the weekends. My dad is a stallholder; I help him

in the market. I have an elder sibling studying at university and three younger siblings. We are a big family with nine members.

M-11-M-C: I have been living in Turkey for eight or nine years. I am in the 11th grade. My life here is not bad, but we have economic difficulties to overcome. So I have to work. My dad and elder brothers work as well, yet we still can't get by. My dad is now working at construction sites, but he doesn't have a regular job. One of my elder brothers fixes white goods as a job, but now he is also working at construction sites. My other brother works at PVC windows repair and service. Six family members go to school now.

M-10-M-K: I have been living in Turkey for ten years. I am in the 10th grade and going to sports high school. I have four siblings; two elder brothers and two younger sisters. One of my sisters is not old enough to go to school, but the other one is in the sixth grade. My brothers are studying at university. My mum is a housewife and my dad cannot work as he was wounded in the war. I can't get any pocket money from my parents, but I work.

Most Syrian students, despite their financial difficulties and low socioeconomic status, have high academic expectations to fulfill and their expectations are not limited to high school. They are eager to receive higher education and major in fields such as medicine, engineering, teaching, health, or physical education. As Wigfield and Eccles (2000) stated, they stay focused on their goals and they are driven by their educational expectations. They want to receive a good education and accomplish educational achievements. Their parents also expect them to be successful at school and graduate from university. The poor and harsh economic conditions they have to live in discourage neither Syrian children nor their parents from holding heightened educational expectations. They believe in the critical role schools play in their lives; making social mobility happen. As Sorokin (1927) argued, schools had a critical role in educating people to find a job, and in grouping and selecting those who would be given access to more desired professions as well. A society was regarded open to the degree that schools promote the movement of brilliant individuals from lower socioeconomic origins to high-powered jobs. Social mobility occurs when people from lower socioeconomic backgrounds achieve high occupational positions with social benefits like status, prominence, and revenue. Schools are significant in fostering social mobility. The participants' statements are provided below:

B-10-M-K: I don't have Turkish citizenship yet, but I want to be a football player and study the English Language at Samsun University. My family wants me to go to college and study medicine or engineering.

R-11-M-K: Now I am studying for the university entrance exam and want to be a nurse or emergency department nurse. My mum wants me to be a nurse, too. She wants me to be successful at school and receive high grades. We have similar expectations.

M-11-M-C: My dream is to be a coach. I am planning to take the university entrance exam. I want to study computer engineering or programming, too. My parents definitely expect me to go into college, but I talked to them about my goals. First, I will study coaching. After graduation, I will earn money and get a second degree. My parents encourage me to be better and more successful.

M-10-M-K: I want to be a nurse. My mum wants me to get into a college and become a doctor. 'You are free to do what you want, but I want you to be a doctor' she keeps telling me that. I don't want to see the things that happened in Syria again. I saw so many awful things, but I don't want my kids to experience such things in the future so I want to be very successful.

A-10-M-A: I have always wanted to be a pharmacist or a computer engineer since I was a kid. This is my plan and I want to study one of them at university. My parents also want me to pursue my education and go to university. My mum wants me to be a doctor, but my father advises me to do what I desire: 'Don't listen to your mum, be what you want to be' he says to me.

Due to the war in Syria, millions of Syrians had to flee their home and resettle in different countries. Many people lost their lives or their family members, relatives, or close friends and the war left some people disabled. People had to leave behind everything they had in Syria. They experienced and witnessed the destruction, trauma, and loss the war inflicted upon their lives. Syrian students want to get over the trauma caused by the war, desire to erase the war memories, and help people in need in the future. Lots of participants stated that it is their future goal or expectation to be a doctor or a healthcare professional such as a nurse or a pharmacist. It can be said that their goals and expectations on education and their desire to become a doctor or a nurse to help and treat people are connected with the Syrian war, casualties, and carnage it caused. As Thomas (2016) points out, education holds the unique power to assist young people to rebuild their lives by providing them with protection, a sense of normality, and essential skills to overcome adversity.

Parental Involvement

Due to their limited language skills and educational background, immigrant parents frequently encounter more challenges and obstacles in communicating with

schools and teachers or in having active, direct involvement in their children's education and school life. Not being informed about the education system of Turkey and a lack of awareness about the great importance their active role plays in their children's education or educational expectations need to be eliminated. It is essential for them to be enabled and to beware of their critical roles in supporting their children's learning and performance.

It is also significant for school principals and educators to be sensitive to cultural differences in order to foster the relations between the two. By considering their socio-economic status, race or ethnicity, culture, and language proficiency, certain methods should be employed to establish effective communication with immigrant families. The advantages the parents' participation can bring for their children and their education process should not be ignored, either. It should be noted that the involvement of immigrant families in educational processes results in harmonious relationships between home, school, and society (Rong & Preissle, 1998).

The families of Syrian children I have interviewed have limited involvement in their children's education life due to the language barrier and having a limited amount of knowledge about school events and the education system in Turkey. Families cannot talk or communicate with teachers or school principals about any issue associated with Syrian students and their education. Sometimes their children act as an interpreter during parent-teacher conferences, schools rarely employ bilingual interpreters or parents sometimes cannot take part in conferences organized for them to be informed about their children's school performance.

M-9-M-K: My parents can't attend parent-teacher conferences. They can't understand Turkish. When I was in secondary school, my father used to take part, but we had an interpreter at school. He couldn't come to school this term and could not ask any questions about me like 'How is my son doing at school?'. My father told me one day 'If you want to study, go ahead. If you don't want to study, you lose'.

M-10-M-K: My school is very far away from where I live. My mum can't attend teacher-parent conferences very often. When she does, I help her or there is a teacher at school who can speak Arabic. My mum can't speak Turkish.

H-9-F-M: My parents can't participate in teacher-parent conferences because they can't really speak Turkish. I do my homework on my own, no family members can help me with my school assignments.

A-11-F-A: My parents can't speak Turkish, but sometimes my elder brothers join teacher-parent conferences. They can speak Turkish.

A-10-M-A: My father is busy working so my mum attends all teacher-parent conferences. She constantly gives me support. She can't speak Turkish, but she never stops helping and supporting me.

H-10-F-M: I share everything about school with my parents so they know everything about me. They always try to check if everything is okay at school, but they can't speak Turkish. Because of the language problem and being busy with work, they are not able to come to school very often. If they come to school one day, I can be their interpreter to translate what is being expressed during this program.

Although most immigrant parents cannot take an active role in their children's educational processes, their children's education is highly important and it is a prioritized concept for them. They hold high expectations for their children's future education and they give their children firm support. They share their expectations and hopes with their children and try to keep them motivated. Most Syrian parents' desire is to see their children graduate from university, get a proper job, lead a decent life or have a higher status in society. They generally associate (higher) education with economic power, wealth, respect, superiority, hope, and future. The Syrian students interviewed expressed that they are happy to see the value and importance their families place on their education. The high educational expectations and hopes their parents raise mean a lot to them and this motivates them to do better at school.

H-10-F-M: My family gives great importance to education. Especially my father supports me a lot. He wants me to be a doctor. I mean he sets me a goal to achieve. Both my mum and dad want me to study at college. They even force me to do this (*laughing*). Mum also wants to be a doctor or at least a nurse. I respect them and their expectations. I love all professions. I will do my best to do whatever job I have in the future. The fact that they want me to perform better at school encourages me to study harder. It definitely motivates me much more.

M-11-M-C: My parents want to be the best of all. They tell me to study hard and be successful. They feel proud when I do great at school and it doesn't matter to them even if I am not the best one. They absolutely want me to graduate from university, but first I need to earn some money. I will do training to be a football coach. Then, I will get into college. They encourage me to be better. They tell me 'You can be better. The better you become, the better it is for you.'

A-10-M-A: I told my parents that I wanted to work. They said no. They wanted me to go to school and continue my education. My mum wants me to become a doctor, but my dad said to me 'Choose what you want. Don't listen to your mum. Do the job you want to do'.

M-12-M-M: My family wants me to go into college, major in whatever I want, and graduate from school. They usually share their expectations with me and say

‘This is for you. It is not about our future, but yours’. Their support always motivates me.

For Syrian immigrant/refugee families and their children who escaped from bloodshed, carnage, conflict, chaos, or poverty and started a new life in Turkey, education is a powerful instrument that gives them the will and strength to move on and hope for a brighter future.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter will conclude the study by summarizing the key findings collected in relation to the research aim and the research questions. It will also propose several practical implications and policy recommendations, and opportunities for further research.

Conclusion

This study that focuses on the educational expectations of Syrian students attending high school in Turkey aimed to analyze the role of the education system in Turkey, Turkey's educational policy for immigrants, schools, parental expectations, and individual determinants in their expectations. Education is an important tool that can ease the integration into the host society, bring social mobility, and function as a protection mechanism for children (Watkins & Zyck, 2014). Syrian students, who are the main focus of this research, had to relocate with their families due to the war in Syria in 2011 which seriously affected their education. The education of many children was interrupted and therefore, they lagged behind their peers. For Syrian children who were displaced with their families because of the war, having access to education in Turkey is essential and the challenges they face do not stop them from holding high educational expectations and/or aspirations.

Access to education is one of the greatest factors that influence the educational expectations or goals of Syrian students in Turkey. In 2016, inclusive education policies started to be implemented for Syrian kids who were not 'temporary guests' anymore in Turkey, and the Ministry of National Education (MoNE) took the decision of closing down temporary education centers (TECs) where Syrian national curriculum was applied and the medium of instruction was Arabic. With 'Promoting the Integration of Syrian Children into Turkish Education System' (PICTES), a project sponsored by the European Union, the aim was to support the adaptation and integration of Syrian students into public

schools in Turkey. Within the scope of PICTES, one of the most important opportunities provided for Syrian students was Turkish language courses as the language is a great obstacle to their education. Although the number of students going to Turkish public schools gradually increased thanks to educational projects and activities supported by both the Ministry of National Education and the European Union, as of January 2022 the rate reached was unfortunately still 65%, that is, 730,806 out of 1,124,353 Syrian students are enrolled in schools. The number of female students is 359,735 while the number of male students is 371,071.

First of all, with the inclusive education policy implemented, a number of significant issues in relation to Syrian students' education have arisen. It is understood that one of the biggest challenges confronted by Syrian students is the language barrier; it is the key issue to be resolved. Like previous national and international studies carried out, this study demonstrates that the lack of language proficiency affects school success, and the relationships with teachers and friends profoundly. It was discovered that some participants had difficulty in understanding and learning verbal lessons due to the language barrier, but they were more interested and engaged in quantitative lessons such as Mathematics. Clearly, various factors influence proficiency in the language such as the age of arrival in the host country in question, the degree and extent of exposure to the language, the similarities or differences between the native language and the local language, and the motivation to learn the language (Isphording, 2015). It was determined that Syrian families and their children speak Arabic at home and in neighborhoods where the Syrian population is generally dense, and for children, the use of Turkish is limited to the school setting. The fear of assimilation and of losing the national identity, and/or the intention to return might explain the resistance to speaking or learning the local language (Turkish) among Syrian families. As a consequence, children cannot get help from their parents with a school-related issue or their homework. Parents' inability to speak Turkish reveals that they cannot take a very effective role in the education of children in this study. They cannot or do not participate in activities such as parent meetings, school activities, etc., and often it is their children who interpret for them in such events when there is no interpreter available at schools. Additionally, as part of the inclusive education policy, Syrian students were placed in Turkish public schools. However, this study reveals the distribution of Syrian students in schools and classrooms must be managed carefully as it affects their language acquisition. It might isolate Syrian students from Turkish students and may cause them to form separate groups of friends if their placement is not conducted

carefully. In order not to cause public schools to turn into Syrian schools, the number of Syrian students in schools and classrooms must be managed effectively.

Secondly, the education system in Turkey plays a critical role in the education and educational expectations of Syrian students. The compulsory education model in Turkey is based on 4+4+4 and it comprises of three stages; primary, elementary, and high school. Of the three stages, the number of high school students is the lowest since children usually need to work after elementary school to contribute to their families' budgets. In primary school, the number of enrolled Syrian students is 313,695 and in elementary school, it is 268,752. However, there is a dramatic decrease in the number of students enrolled in high school and it is 65,904. Thus, adding extra Turkish language courses to the curriculum for Syrian students who are not competent in Turkish, and teaching academic language as well as the spoken language in these courses are necessary. In the interviews, it was observed that the participants also had demands for linguistic support.

To better understand the role of schools, it is important to acknowledge that lessons, teachers, and classmates/friends are crucial components of a school. This study shows that the relationship with teachers and classmates/friends, and attitudes toward school subjects influence the schooling process and expectations/goals of Syrian students significantly. Language proficiency should be taken into consideration as well in order to explain the function of these school components. The majority of the participants in this study expressed their gratitude for their supportive, helpful, and understanding teachers who paid great attention to their goals and expectations/aspirations without discriminating against them. Positive teacher-student relationships affect the learning process, academic achievement, and performance of students (Hattie, 2009; Rubie-Davies, 2015 as cited in Hynds et al., 2017) for good interactions between the two sides strengthen students' motivation. On the other hand, a few participants described a number of teachers as discriminative, unsupportive, or intolerant. The studies carried out confirm that biased or unfair treatment toward students by teachers might decrease their success at school (Brown & Chu, 2012), may lower their expectations for higher education, enrollment rate at university (O'Hara et al., 2012), motivation and engagement among students (Wong et al., 2003). It is interesting to notice that these participants do not have as high expectations as the other participants who are in good relationships with their teachers. Having a job as a football player is what they want to achieve as individuals; they neither aspire to have higher education in the future nor regard higher education as a priority. Another important finding in this study is that when the participants were asked 'What

makes someone successful at school?', teachers were believed by most of them to assume this critical role. The students who are not in a good relationship with their teachers held the same view, too.

Relations with friends also affect the motivation, success, and engagement of Syrian students at school. Depending on the positive or negative relationships they have established, the school might or might not become a safe environment for them. In this study, some participants expressed that they were exposed to racial discrimination and bullying. The underlying reasons are their inability to speak Turkish or to use the language fluently and their nationality. They stated that they were teased by some of their Turkish friends when they could not understand a word or a joke used by their local friends or when they were unable to utter/ pronounce some Turkish words correctly. Although they shared this problem with their teachers, no measures were taken to prevent such incidents from occurring again. Consequently, discriminatory and bullying cases caused Syrian students not to have a sense of belonging and to use pronoun dichotomies 'us' vs 'them', 'we' vs 'they' which resulted in othering. They are not accepted as part of the big 'we' society (Nilsen, Fylkesnes & Mausethagen, 2017: 47). By othering, inequality between various groups is justified (Van Dijk, 1993). It is a tool utilized in portraying groups of people (Padney, 2004:176). More importantly, othering might weaken individuals' confidence, motivation, and encouragement which are crucial for academic achievement (Lesser, 2014) by making students feel as though they do not fit in (Borrero et. al., 2012). Besides, depending on gender, this study shows that the opportunity to socialize with their Syrian or Turkish friends was limited for Syrian children. Therefore, they cannot form close friendships with their Turkish peers. It is generally the school where they can meet, talk to and socialize with their local friends. Whereas boys can socialize by playing football in or outside the school setting, girls have fewer options, and usually, it is school that enables them to see and interact with their friends. Football or other sports do not have the same function as it does for boys. Finally, attitude towards school lessons is, to a great extent, shaped by language proficiency. As stated before, verbal lessons like Literature and History are disliked by many participants as it is hard for them to understand the content. On the other hand, quantitative lessons like Math are the favorite lessons for a great number of students. However, in terms of liking and disliking subjects, a number of other reasons such as students' future goals/expectations, interests or hobbies, teachers' attitudes, educational background, interrupted education, and online education process due to the pandemic are important as well. The final thing that has to

do with schools, as put by the participants, is that the distance between school and home, lack of sports facilities and equipment, shortage of teachers, and disciplinary problems are other concerning issues to pay attention to and to be resolved.

What is more, the role of family expectations in their children's educational expectations is undeniable, but the most effective parental expectations appear to be those that are high and those that take the child's abilities and skills into consideration (Seginer, 1983). This study indicates that the socioeconomic status of families, their involvement in their children's education and their involvement is influenced by the level of proficiency in the host country's language, the level of adaptation to the host country, knowledge about the education system, the value they place on education and cultural values, or norms are significant. The socioeconomic status of their families is effective in forming the educational expectations and motivation of students. Parents' income, level of education, and occupations/jobs are important components of socioeconomic status. The low socioeconomic status of their parents forces Syrian students to work in order to support their families and education. It is generally fathers who provide for the family, but as the war inflicted damage on many families and caused loss of lives, children, especially the elder boys in the family have also the responsibility to work and earn money. It is not regarded as appropriate for mothers to work despite the financial problems families experience. Responsibilities are shared among family members based on gender: Boys are required to work and earn money whereas girls are supposed to help their mothers with housework. Boys' obligation to work for the family brings about other problems concerning their education. Due to having to work, they can neither study hard enough nor socialize with their friends. The dropout and absence rate goes up as well. Laws in Turkey forbid children under 15 to work, yet the dependence of many families on children to support them financially makes the situation worse for children. To combat poverty and to increase family income, child labor is used as a coping mechanism by families. Another drawback for those children who have to work is that they can mostly meet and see their Turkish friends only at school and this takes away the opportunity to practice Turkish with their local peers. Consequently, it slows down their adaptation process and building friendship with the locals might take a longer time. Though families cannot speak Turkish or take part in school events, they support their children's education and hold high educational expectations. They check and make sure that children fulfill their school responsibilities such as completing school assignments. They make efforts to engage in their education even though they are not able to establish cooperation or

effective communication with school staff. Raising questions like ‘Have you done your homework? Are you studying? Why haven’t you finished your homework yet?’ indicates the presence of family engagement. Also, families do not hesitate to share their educational expectations with their children. This study reveals that many families expect their children to have decent and prestigious jobs after completing their university education. They expect them to have an ‘upward social mobility’ through education. They usually relate (higher) education with economic power, wealth, respect, superiority, hope, and future. They believe that education holds the power to pave the way for social mobility. The findings display that many families want and expect their children to be a doctor, a nurse, a pharmacist or an engineer and this might be connected with the suffering and loss they experienced because of the war in Syria. Altruism and utility are evident in these career expectations and choices as they want to help other people and be useful to the community they serve. In case of returning to Syria, they believe they can rebuild it as future engineers or doctors. Football is also a popular sport among Syrian students and becoming a footballer is one of the professions they want to have in the future. However, it is not favored much by their families compared to medicine or engineering.

Lastly, immigration status, ethnicity, educational background, school performance, gender, and family variables (i.e. family income, family composition) are other variables that are discussed as individual determinants that influence educational expectations (Conway, 2010). Concerning the role of individual determinants in Syrian children’s educational expectations, this study discovered that gender, immigrant/refugee status, and family composition have a big impact. Family income and school-related issues have already been analyzed and discussed. Due to gender based roles, girls are supposed to give support to their families by doing house chores and boys are expected to earn money. While families generally favor and support their sons’ educations, girls are sometimes deprived of their right to education. Furthermore, according to UNICEF, child marriage is a barrier to the education of children, particularly for girls though findings concerning this issue could not be gathered as the number of female participants is three in this study. Child marriage is a strategy to secure a child’s future and to reduce refugee families’ expenditures. Poverty among Turkey’s refugee population is a significant risk factor for child marriages (Orhan & Gündogar, 2015). However, their immigrant/refugee status, despite many challenges and difficulties, motivates and encourages them to have high expectations and big goals to attain. As this study suggested, they might desire to have a proper job and well-paid salary in order to attain a

higher status in the host society. The findings of this study found that the majority of the participants expect/aim to have prestigious jobs/professions after completing their university education. Family composition is an influential determinant, too. It is important to grow up with two parents as it helps children set major goals for themselves and heighten their expectations for education (Conway, 2010). In this study, there are some students who lost their fathers in the war and it forced them to start to work in order to help their families. Thus, it brought additional challenges for them.

To conclude, this study confirms that the education policy of Turkey for immigrants, the education system implemented in the country, schools where students and teachers are in constant interaction with one another and curriculum is an indispensable part, socioeconomic status of families, and parental involvement which are the significant factors influencing family's educational expectations from their children, and lastly individual determinants ranging from gender and immigrant/refugee status to family composition all shape and influence the education and educational expectations of Syrian students in Turkey.

Recommendations

The education of Syrian students and their access to education is of great importance for Turkey. Though the number of enrolled Syrian students at schools increases year by year, the rate of enrolled students has not reached 100 %. The reason why Syrian students and their educational expectations are analyzed is that as of January 2022, the number of Syrian school-age children is 1,124,353, so for their integration, and for the welfare and future of Turkey, their adaptation into the Turkish society is extremely important. That is why educational institutions play a critical role in facilitating their adaptation and integration. In order to make it happen, the barriers and challenges should be identified. I believe this could be done by analyzing their educational expectations and by exploring whether they hold high or low expectations and whether they aim/expect to receive higher education and have proper jobs so they can contribute to the society and the community they are part of now. This is why this study targeted Syrian high school students as they can be more cognizant and aware of the problems or barriers they face with.

Nevertheless, the number of participants was limited in this study; the interviews were held with 20 participants. In order to give a broad picture, more comprehensive

studies that focus on larger sampling groups should be conducted. Child marriage and child labor are barriers to children's education, but in my study, detailed findings on child marriage are not available. Further studies might be carried out to analyze these two issues and thus, more detailed findings must be collected: Questions such as 'How common is child marriage in Turkey? How does it influence children and their education? What are the jobs children are forced to work in? What is the total number of child laborers in Turkey?' can be investigated. A study concerning both Syrian and Turkish children might be useful to get a deeper understanding of the challenges and barriers children experience. For instance, a comparative study that compares Turkish and Syrian students' educational expectations might be carried out as well by implementing both qualitative and quantitative research methods. Additionally, the reasons why Syrian students prefer to attain particular jobs and why their families expect their children to do so might be the focus of another study.

As this study indicates clearly, Syrian students are not proficient enough in the Turkish language and some of them have experienced interrupted education. Consequently, they need to catch up with their peers and the support policies to be implemented should be determined after the needs of immigrant students have been analyzed carefully and comprehensively. Having a good command of the medium of instruction is a prerequisite to continuing their education in Turkish public schools. Turkish language classes or courses should address the needs of immigrant students. There is a need for a comprehensive strategy that includes curricula and school activities as well. Therefore, designed curricula should consist of objectives that combine language and content learning, or curricula should be designed to make language and content learning possible.

In order to give effective language and academic support, things to do might include the following:

- Conducting language assessment/ proficiency tests developed for immigrant students by the Ministry of National Education.
- A language induction program for Syrian students that is similar to the model implemented in Malta can be developed. It is a one-year induction program that focuses on teaching the official language of the host country. The teaching of school is based on the Content and Language Integrated Learning (CLIL) approach that enables students to learn the language and subject simultaneously. The subject is taught and subject-related terms, vocabulary, and other linguistic

skills are gained at the same time. Due to its holistic approach, the program can help students develop sociocultural competencies as well. Also, regular assessment is carried out during the year and the academic staff decides on the students' transfer into the mainstream education at the end of the program.

- The placement of immigrant students into the right groups is significant. Following the assessment tests on their language and education level, they should be placed into a class matching their level and ability.
- Continuous language support should be provided even if the language induction program is applied in schools. Even though students are prepared for the mainstream education for one year in the induction program, the curriculum should provide 2 to 4-hour optional or compulsory language classes per week.
- Monitoring immigrant students' progress and school performance might be necessary to identify students that need additional support. This is critical in decreasing or preventing dropouts and achievement gaps between students.
- Teacher training is also critical. Both language and subject teachers must receive training on how to teach immigrant students. They can cooperate and work in a coordinated way to prevent delay in language or content learning as well. This training should not be limited to teaching methods or approaches. Also, teachers should be trained to recognize the cultural values of the immigrants, and cultural differences between the Turkish society and the Syrian community, and thus, they can eliminate or minimize their prejudices or inaccurate stereotyping of immigrant students and their families.
- The provision of educational materials is another important issue to handle. Language teaching materials should be redesigned or new materials should be developed considering the needs analysis and the education program to be implemented.
- Parental involvement and engagement can be fostered with the actions or measures taken by schools. They can provide language courses for families to take on a more active role in their children's education. Interpreters might be recruited to inform families about the education system in Turkey. These language courses might ease the adaptation to the host society as well.
- Free activities can be held in schools for Turkish and Syrian families to attend. To illustrate, Syrian and Turkish students can perform in a play and families can be

invited to this event. Such events can help improve communication between Turkish and Syrian parents and these events can be organized at regular intervals. These extracurricular activities can also be effective in improving the communication between the locals and immigrants.

- A series of training or conferences might be organized for Turkish students and their parents to raise their awareness of cultural differences and this might pave the way for decreasing and/or eliminating bullying and discrimination cases at school. The negative attitude of local families towards the Syrian population may arouse prejudice among their children. The training or conferences held in order to minimize or diminish prejudice among Turkish parents and their children can be effective. Consequently, it might create a healthy, safe and positive learning environment for both sides.
- Syrian students who fled the civil war in Syria and started to lead their lives in Turkey can still experience the negative effects of catastrophic events they witnessed in their country; they might still have psychological vulnerabilities resulting from the war and this might cause some disciplinary issues at school. Therefore, they should receive support to adapt to their schools and the network of new friends.
- Syrian students should be informed about the education system and curricula by counseling and guidance teachers. Thus, they can be better guided in terms of their educational goals and expectations.
- Attendance and performance of Syrian students should be tracked and families should be informed on a regular basis by the school administration.
- If the number of language teachers is not sufficient at schools, the ministry of education, municipalities, and education centers can cooperate to assign educators to the related schools.
- The inclusive education policy for immigrant students can be evaluated annually by the Ministry of National Education; the merits and drawbacks can be compared.

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APPENDICES

APPENDIX 1. Ethics Committee Approval

ANKARA ÜNİVERSİTESİ SOSYAL BİLİMLER ALT ETİK KURULU KARAR ÖRNEĞİ

Karar Tarihi : 15/11/2021
Toplantı Sayısı : 18
Karar Sayısı : 350

350-Üniversitemiz Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı yüksek lisans öğrencilerinden **Selda Eryılmaz**'ın "Türkiye'deki Göçmen Öğrencilerin Eğitimle İlgili Beklentileri" başlıklı tezi ile ilgili "İnsan Üzerinde Yapılan Klinik Dışı Araştırmalar Başvuru Formu" Etik Kurulumuzca incelendi.

Üniversitemiz Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı yüksek lisans öğrencilerinden **Selda Eryılmaz**'ın "Türkiye'deki Göçmen Öğrencilerin Eğitimle İlgili Beklentileri" başlıklı tezinin araştırma protokolüne uyulması ve etik onay tarihinden itibaren geçerli olması koşuluyla uygulanmasının etik açıdan uygun olduğuna oybirliği ile karar verildi.

ASLININ AYNIĞIDIR
15/11/2021

Prof. Dr. Muharrem ÖZEN
Ankara Üniversitesi
Etik Kurulu Başkanı

APPENDIX 2. Interview Questions

1. What is your grade? How long have you been living in Turkey?
2. Tell me about your life, please.
3. Could you please talk about your family (occupations, education, financial situation etc.)?
4. Tell me about your school, please Which school are you attending? How did you find it? Would you change it if you had a chance? Why?
5. Tell me about your friends. What do you do together? Do you have any Turkish friends? Where do they live? What do you play?
6. What are the courses you like and hate?
7. What are the characteristics of your school that you love or hate?
8. Are you experiencing any language and communication related problems at school? Can you understand courses/ course materials in Turkish available in the curriculum? What course is especially difficult and why?
9. Does being an immigrant student at this school make you different at school, in your family or in your environment?
10. Have you ever said, "I wish I didn't go to school today"? What makes you feel this? What is the total number of students in your class? How many immigrant and Turkish students are there?
11. What would you do or change if you were a teacher or a principal in your school?
12. Do you think that the lessons you have at school will be of any use for you in the future?
13. Does achieving something as an immigrant mean anything for you? Why is it important? How does your school support you to succeed and achieve as an immigrant?
14. What helps immigrant students to be successful at your school? What are the difficulties or obstacles?
15. What are your goals? What plans and expectations do you have? Do you think your school and your teachers are interested in your goals, plans and expectations? Explain why or why not.
16. If you had a chance, what would you change about education of immigrant students in your school and why? What about the school in general?

17. Do your parents come to school? For what reasons and how often?
18. Do they help you with your school work? How about your siblings?
19. Do you get pocket money?
20. What are your parents' educational expectations from you? Do they want you to study at university?
21. How often do your parents track/monitor your education, e.g. your achievements/success or failures, parent conferences, university entrance exam and what university to select, where to study, career choice etc.? Do they push or expect you to be successful at school?
22. What are the differences /similarities between your and your parents' educational expectations? Do they share their expectations with you? What expectations are they?
23. Most of the children say that their parents/guardians expect them to get high grades/marks in school. Do you believe family expectations help children have high scores? How much should they expect from their children?
24. Many children say that their parents are strict and disciplined about having them get their schoolwork done. What were the consequences for not getting your work done in the past? Is there always a consequence for you?
25. What makes someone successful at school?

APPENDIX 3. Research Permit by the Ministry of National Education



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-40207623
Konu : Araştırma İzni

30.12.2021

ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü)

İlgi : a)MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.
b)15.12.2021 tarihli ve 344189 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü, Eğitim Bilimleri Ana Bilim Dalı Eğitim Sosyolojisi Yüksek Lisans Programı öğrencisi Selda ERYILMAZ'ın "**Türkiye'deki Göçmen Öğrencilerin Eğitimle İlgili Beklentileri**" konulu çalışması kapsamında İlimiz 25 ilçesindeki Okul ve Kurumlarda, uygulama talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Milli Eğitim Müdürü

Dağıtım:
Gereği:
Ankara Üniversitesi

Bilgi:
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İnternet Adresi: Faks:

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APPENDIX 4. Informed Consent Form

Araştırmanın Adı: Türkiye’de Göçmen Öğrencilerin Eğitimle İlgili Beklentileri

Sayın gönüllü,

Ankara Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Sosyolojisi Yüksek Lisans Tez çalışması kapsamında planlanmış olan yukarıda adı yazılı araştırmaya katılmak üzere davet edilmiş bulunuyorsunuz. Bu araştırmada yer almayı kabul etmeden önce, araştırmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme çerçevesinde özgürce vermeniz gerekmektedir. Aşağıdaki bilgileri lütfen dikkatlice okuyunuz, sorularınız olursa sorunuz ve açık yanıtlar isteyiniz.

Çalışmanın amacı Türkiye’de lise eğitimi alan, Suriye kökenli lise öğrencilerinin eğitimle ilgili beklentileri ve bu beklentilerin belirlenmesinde rol oynayan önemli faktörleri analiz etmek. Çalışmaya katılmak için Suriye kökenli ve Türkiye’de lise öğrencisi olmak koşullardır. Çalışma kapsamında lise eğitimi alan göçmen öğrencilerle yüz yüze veya çevrimiçi görüşmeler yapılarak, beklentileri ve bu beklentilere yansıyan unsurlar incelenecek, görüşme esnasında öğrencilerin sesleri kayıt altına alınacaktır. Araştırmaya 20 gönüllünün dâhil edilmesi planlanmaktadır. Görüşmenin yerine getirilebilmesi için her gönüllünün harcayacağı süre 15-20 dakika olarak öngörülmektedir. Gönüllülerin, araştırmaya katılmaları halinde herhangi bir riskle karşılaşmaları mümkün değildir. Gönüllülere, araştırmaya katılmamaları veya araştırmadan ayrılmaları ihtimaline karşı herhangi olumsuz bir sonuçla karşı karşıya kalmazlar.

“Bu araştırmada yer almak tümüyle sizin isteğinize bağlıdır. Araştırmada yer almayı reddedebilirsiniz ya da başladıktan sonra yarıda bırakabilirsiniz. Bu araştırmanın sonuçları bilimsel amaçlarla kullanılacaktır. Araştırmadan çekilmeniz ya da araştırmacı tarafından araştırmadan çıkarılmanız halinde, sizle ilgili veriler kullanılmayacaktır. Ancak veriler bir kez anonimleştikten sonra araştırmadan çekilmeniz mümkün olmayacaktır. Sizden elde edilen tüm bilgiler gizli tutulacak, araştırma yayınlandığında da varsa kimlik bilgilerinizin gizliliği korunacaktır.”

“Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllülere verilmesi gereken bilgileri içeren metni okudum (ya da sözlü olarak dinledim). Eksik kaldığını düşündüğüm konularda sorularımı araştırmacılara sordum ve doyurucu yanıtlar aldım. Yazılı ve sözlü olarak tarafıma sunulan tüm açıklamaları ayrıntılarıyla anladığım kanısındayım. Çalışmaya katılmayı isteyip istemediğim konusunda karar vermem için yeterince zaman tanındı.

Bu koşullar altında, araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.”

İmza/Tarih

Katılımcının/ların adı/soyadı

İmza/Tarih

Araştırmacının/ların adı/soyadı

APPENDIX 5. Originality Report

The main part of my thesis titled “ Educational Expectations of Immigrant Students in Turkey” (excluding cover pages, preface, abstract, table of contents, abbreviations/symbols, index of tables, index of figures, footnotes, appendices, curriculum vitae) through “Turnitin Plagiarism Prevention Program” examined and the relevant report was also checked by my supervisor. During the control (1) “Similarities of less than seven words” (2) “References” (3) “Direct Citations” were excluded. The results obtained from the report on similarity control are presented below.

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I hereby declare that I have submitted the original report of the Turnitin Plagiarism Prevention Program, which shows the above-mentioned results, to the Graduate School without making any changes in the results, as an appendix to this statement, and that I accept the legal responsibility that may arise if it is determined that my thesis contains more than 10% similarity rate, I present my respects.

Name & Surname: Selda ERYILMAZ

Date:19.09.2022

Signature:

RESUME

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English Teacher	İngiliz Kültür Derneği Exclusive (İst./Ataşehir)	2012-2013
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Education:

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Bachelor of Arts	Tranlastion & Interpreting Studies	Marmara University	2007-2011
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Certificate	CELTA	ITI (Istanbul Training Institute)	2016
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Publications:

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