

Full Length Research Paper

Duties of educators and administrators in adapting immigrant students to school

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In this study, the roles of teachers and school administrators in the adaptation of immigrant students to the school organization were investigated. For this purpose, the opinions of teachers and school administrators were taken for the adaptation of immigrant students to the school organization. The interview form used in the research was created by the researcher with the help of field experts. Participants consist of schools with a large number of immigrant students. The data obtained using face to face interview method was analyzed by content analysis technique. The research data were themed as studies on the adaptation of immigrant students to school, the adaptation and academic problems of immigrant students at school, and the solution of the problems encountered in the adaptation of immigrant students to school. Solution suggestions were tried to be found. As a result, there are important problems in the education of immigrant students. It may be suggested to plan serious activities in order to support teachers with in-service trainings on the education of immigrant children, to monitor students' attendance at school, and to eliminate communication problems between immigrant students and other students.

Key words: Quality education, immigrant students, school, right to education, educational adaption.

INTRODUCTION

In the globalizing world, rapid changes are observed in the field of education as in other fields. The common market understanding that emerged as a result of this change in every field also manifests itself in the field of education. An important pillar of this education market is the movement of foreign students (Baxter and Jack, 2008). For the last two decades, universities have become both "playgrounds" and "players" of the global economic market. This transformation has made

universities a part of economic policy rather than being a part of social policy (Beane, 1999). Foreign students are also the most important figures of this market. The number of foreign students, which was approximately three million in 2006 (Organization for Economic Co-operation and Development [OECD], 2010), is estimated to reach eight million by 2025 (Beane, 1999). In 2012, 4.5 million students were found to be enrolled in higher education institutions other than their country of

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citizenship. Alongside the USA, Australia, Austria, United Kingdom, Luxembourg, Switzerland and New Zealand are seen to have the highest proportion of international students in percentage enrollment in total higher education (Castles, 2003).

This increase naturally brings along a series of problems and necessitates that students participating in the exchange program should be approached with a different perspective on the current and future problems they will experience. It is also applied to Turkey's. International students get a better education in different parts of the world and come to Turkey to gain work experience. In addition, each year the number of international students' coming to Turkey is rapidly increasing (Adkins-Coleman, 2010). This process was for those who want to attain higher education in Turkey in 1981. Foreign Students Exam (YOS) started in 1992, after which Turks and Relatives Communities Exam (TCS) continued. In this sense, Turkey launched "Great Student Project" Turkey in the framework of new policies and policies for the world of education sector. It can be considered as an important step in terms of strengthening its place (Black, 1998). Each year, foreign students use ÖSYM to choose higher education in Turkey; TCS is carried out in Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan and Tatarstan. In addition, through the Islamic Development Bank, Turkish Religious Foundation and similar organizations, foreign national students from different countries come to Turkey (Kirođlu et al., 2010). Today, it is seen that the number of foreign students coming to the country for education from different countries has reached 60,642 (Dumlu, 2018).

In places where students go for educational purposes, besides academic pressures, they may also experience economic, health, loneliness and interpersonal conflict. For international students, these are all new challenges and highly stressful situations. Since these students are foreigner, they have problems in separating and adapting to new cultural environment; they are sometimes discriminated against; and they have problems in their academic performance, social interactions and language skills (Curran, 2003).

Foreign students in Turkey have both natural language and education issues related to socio-cultural and economic problems. Studies conducted on foreign students show that these students often experience loneliness, incompatibility, timidity, cultural shock, and psychological problems (Chrispeels and Rivero, 2000). Foreign nationals who came to Turkey to study observed that a limited number of studies have been conducted on students' language and educational problems (Kirođlu et al., 2010).

Also, it is seen that there are few studies on the socio-cultural and economic problems of students. Annaberdiyev (2006) analyzes the students'

psychological help seeking attitudes, needs and adaptations in terms of various variables. Bondy et al. (2007) examines adjustment to the social structure of incoming students in Balkan countries; examined students' adjustment problems in higher education in Turkey and the related stereotypes, on the other hand Boyacı (2009), discussed the relationship between the sources of stress of Turkish and related community students and their coping styles and mental health. Brown (2002) in his research on foreign students revealed that the students had problems related to self, family, future, health and friendship, respectively. On the other hand, Ehristensen and Stanat (2007) determined that as cultural differences increase, compliance behavior is negatively affected; and as cultural similarities increase, students' level of adoption of the culture they live in increases. While Brown and Kysilk (2002) conducted a research on the psychological well-being and life satisfaction of university students from different countries; Cernea and McDowell (2000) examined foreign undergraduate students studying in Turkey that carried out a survey of the socio-cultural and economic problems seen.

In recent years, students from different regions and countries studying in the universities in Turkey seem to be many. In making permanent friendship with the Turkic Republics, Turkish and relative communities, students from the Middle East and Eastern Europe and Russia in the field of "education" carry a special meaning.

In order to see what the basic problem of foreign students in Turkey is, a research was conducted on the basis of the perception of the problems related to language and academic competence. The results of the research mentioned above show that the socio-cultural and economic problems of foreign students. Besides, the thoughts of these students towards the country where they continue their education are undeniably important. In this sense, foreign student's study of the context of the basic issues and the perception of Turkey will provide an important contribution if considered.

The study aim to answer the following questions: what are the opinions of school administrators on researches conducted on the education of immigrant students in schools? What are the teachers' opinions on the researches on the education of immigrant students in schools? What are the views of school administrators on the problems experienced in the education of immigrant students? What are the teachers' views on the problems experienced in the education of immigrant students? What are the school administrators' suggestions for solving the problems encountered in the education of immigrant students? What are the teachers' suggestions for solving the problems encountered in the education of immigrant students? What are the activities carried out for the adaptation of immigrant students to school?

RIGHT TO EDUCATION AND TRAINING SYSTEMS IN TURKEY

Education is perceived as a duty of public education in Turkey from the Ottoman period, it is based on the 1839 Tanzimat period in history. In 1869, it was stated in the Education Regulations that primary education was compulsory and free for every citizen. In 1923, after the 1924 Constitution established in the republic of Turkey, primary education was made compulsory and free for both sexes in the states. Centralism has been the most prominent feature of the Republican era education system. Adopted in 1924, the Education Union Law gathered all scientific and educational institutions under the Ministry of National Education, abolished all religious schools and put foreign schools under state control, and a school system based on a national Western European model was established. Single-party education policies (1923-1946) emphasized the development and modernization objectives, and used schools and adult education programs for political and cultural socialization. In the circular issued by the Ministry of National Education on December 19, 1923, "The loyalty of schools to the principles of the republic" was reported. Programs have been developed for schools aimed at establishing urban social and cultural lifestyle with western view. Textbooks have been prepared within this framework. It is emphasized that education is of vital importance in economically undeveloped countries where physical manpower and financial resources are limited. Individuals in various industrial and service jobs aim to be trained as professionals who can work. Turkey aims to increase agricultural and industrial products programs for people living in rural areas, to improve productivity. Traveling Village Women Courses and Village Male Art courses were initiated by the Ministry of National Education between 1938 and 1939. Education needs in various parts of Anatolia Village Institutes were established in order to support the social and economic development of 40,000 villages in Anatolia. In the newly established nation-state, education is organized, controlled and funded by the government, the Republican People's Party; there are very few private schools. This is stated in the Liberal 1961 Constitution, the right to education, individual rights and responsibilities and social and economic rights and responsibilities sections. In this constitution, the state is given the responsibility of developing the individual in material and spiritual aspects. Religious education is tied to the principle of volunteering; freedom in arts and sciences has been recognized, and it is foreseen that private educational institutions can be at all levels but is limited. At the same time, the 1961 Constitution introduced the autonomy of universities in academic and administrative contexts.

The importance given to education can be clearly seen

from the resources allocated to education from the national budget. Table 1 shows the annual share allocated to national education from the national budget, the number of students, teachers and schools at five-year intervals from 1923 to 2002.

As seen in Table 1, the share allocated to education from the annual national budget started with 3.2% in the early 1920's, increased by 16.6% until the 1960s, and declined to 7.6% in 2002. Despite the increase in the number of schools and students, a decrease in the budget means that the state will spend less on each school and each student in the coming year. When examining the resources allocated to education, what matters is the amount allocated per student. Thus, as a country with rapid population growth rate, the share of the budget allocated to education in Turkey has become an important issue. In 2002, a report on the right to education in Turkey from the United Nations Special Rapporteur Katarina has addressed the same issue in Tomasevski. Tomosevski, who agreed with the proposal of UNESCO on this issue, suggested increasing the share allocated to education from 4 2.7 to 6%. Of course, the resources allocated from the budget and the amount per student is important. However, it does not show who has the right to education and how much. This study obtained important information on who is exposed to what kind of discrimination in education (Cranston-Gingras, 2010).

EXERCISE AND BARRIERS OF THE RIGHT TO EDUCATION

The education system has about 16 million students in Turkey, 60 thousand teachers and 600 thousand schools but is steadily decreasing share allocated from the budget in the face of growing needs. National Education according to Ministry statistics share per student in 2001 was 126 US Dollars. Anyway, 80% of the money that comes to education goes to the salaries of teachers and other staff. Hence, from the share allocated to education, very little money is left for works such as enhancing the school building, increasing school facilities, enriching course materials and teaching tools. Due to lack of allocated funds, school administrations have to ask students for money for heating, cleaning, renovation of the school and many other needs. This situation is pedagogically undesirable because it mostly affects students with limited financial means negatively and causes serious conflicts between schools and parents. Farrell (1992) suggests defining inequality in education in four areas: equality at entry; equality within the school; equality in completing school; equality in after-school facilities. This study will reveal inequalities in these areas; rights-based statistical data were collected

Table 1. An overview of education in the republic period

Consolidated years	Affordable education allocated share (%)	Number of students	Number of schools	Number of teachers
1980	11.5	7,897,309	85,116	326,675
1985	8.4	9,554,205	98,156	350,399
1990	13.21	10,803,033	65,499	396,479
1995	10.17	11,970,053	63,888	448,048
2000	7.13	12,646,693	51,010	492,081
2001	8.37	12,879,507	51,612	528,816
2002	7.6	13,686,616	52,616	557,759

UNESCO Global Education Monitoring Report.

Table 2. Enrollment rates by education level, 1990-1991 and 1996-1997.

School Year	Total	Female	Male
1990-91	7.08	5.53	8.57
1991-92	7.24	5.77	8.64
1992-93	7.62	6.24	8.93
1993-94	9.61	7.58	10.48
1994-95	8.61	7.35	9.82
1995-96	9.35	8.07	10.57
1996-97	9.21	8.35	10.59

UNESCO Global Education Monitoring Report.

systematically, though not available to those who work on the right to education.

National Education Statistics gave the number of students enrolled and we do not have any information about who were excluded and why. Having statistical information about educational equality shows us the quantitative dimension. The qualitative dimension includes subjects such as more complex, sometimes hidden discriminatory subjects, contents, teaching methods, teacher behavior, school culture and school climate, which are issues related to the educational process and daily life at school. These issues can be effective in determining who, what type and how much education right students are entitled to, even in the same school. As one climbs up the stage, compulsory education rate level in Turkey keeps falling and be able to keep the difference between girls and boys has also been increasing (Table 2).

The rate of holding in school is important in terms of showing who stays at school and who is eliminated. A study revealing this rate was published by Boğaziçi University Educational Sciences Department in March 2003. In this study, 1,586,004 students who started primary school in 1987-1988 were followed up by the

Statistics of the Ministry of National Education until 1998-1999, when they were expected to finish high school and enter the university.

Inequality and discrimination

When the statistics presented before are examined carefully, it becomes clear to what extent gender discrimination is valid. However, inequality in education in Turkey is not limited to gender discrimination. Inequality in income distribution, social class, ethnic origin, age and disability are important factors that prevent schooling or obtaining a qualified education in Eastern and Southern Anatolia and rural areas in general. Schooling is offered more in the West.

Gender discrimination in education

Inequality between men and women in education is one of the most striking negative features of the Turkish education system (Dei and Rummens 2012). While the rate of illiterate women in rural areas is 30.4%, the rate of

men is 10.1%. In urban areas, 18.7% of women are illiterate while this rate is 4.5% for men. The lower proportion of women in the education system is only one aspect of gender-based discrimination. The socialization process at school is sexist, and gender-discriminatory curricula support and reinforce already existing patriarchal gender roles and stereotypes. Many aspects of discrimination in schools in Turkey have been investigated in several studies. It is a striking example that the textbooks emphasize the discriminatory social roles assigned to women and men, such as social roles and professions with high status and income, suitable for men and domestic care work for women. It is frequently emphasized that the primary duty of women is motherhood.

Neoliberal policies, privatization and income inequality

Inequality in social class and income distribution has always been effective in determining the right to education. This is also the case for compulsory primary education. As a result of the inequality in income distribution, a dual structure has emerged in education. While private schools provide more qualified education to those who are in better financial conditions, schools where the poor majority attend have increasingly diminishing resources, deteriorating educational conditions and crowding. Faced with the reality of their class size, the quality of education provided in public schools in Turkey, economic restructuring January 24, 1980 started to decrease significantly with the structuring policies. Education service, which was accepted as the responsibility of the state until the 1980s, was put into the background after the 1980s. The grave unequal distribution of distribution and the deterioration of the already unjust balance between capital and labor in favor of capital forces have led to very important changes in the education system. This period, when neoliberal economic policies were implemented, witnessed serious regressions in terms of equal opportunities in education. Resources allocated to education from the state budget have been reduced. Expenditure per student fell to an unprecedented degree. During the same period, religious weight gradually increased in the education system. The number of imam hatip schools increased rapidly, religion classes were made compulsory in primary and secondary education, and this obligation was even stipulated by a constitutional guarantee. Public Education Centers, which were established to provide education opportunities to citizens who did not benefit from this right during the formal education phase, are frequently criticized in terms of quality and quantity (Tati, 2008).

The regular increase in the number of private schools

can be examined by considering how the socio-economic changes reflected in the spending of Turkey's education system. Many parents, whose wages have already been severely devalued as a result of neoliberal policies, have had to sacrifice more to provide quality education to their children due to the decline in the quality of public education. At this point, it should be noted that this period after September 12, 1980 coup is a period in which the culture of protest and opposition was suppressed. Civil society and political organizations advocate and protection of public education, such as the trade unions and the teacher movement, were prohibited. The brutality of the 1980 military coup banned and / or suppressed all social and political organizations and movements that would oppose brutal neoliberal policies. Privatization, which was offered as the only recipe against the economic crisis, was presented to the public as the only remedy in education. One thing is a fact that, in Turkey, the privatization of education is closely related to the decline in the quality of public education. Despite the increase in the number of students enrolled in public schools, it is a great contradiction that in parallel with this increase, teachers and other education personnel in sufficient number and quality are not assigned, and the necessary physical resources and educational tools and equipment are not provided. While extremely insufficient financial resources are allocated to the public education system from the state budget, private schools are allocated state resources in various ways. These resources are in the form of incentive loans, provision of income and corporate tax exemptions, and direct distribution of public funds to these schools. We face a bitter truth about the Right to Education in Turkey which is related to regional differences. (UNESCO, 2015).

School enrollment rates are far below the average in Turkey, especially in East and South East Anatolia. There are problems in the region for children whose mother tongue is not Turkish. There are specific problems caused by migration and poverty. For example, the three cities with the lowest scores in the 2003 University Entrance Exam are Şırnak, Bitlis and Hakkari. As a result, the realization of the right to education as a right, with a public understanding is necessary to conceptualize and implement. The transformation of this right into a form of money that is determined by the conditions imposed by neoliberal policies and by market mechanisms makes it unworthy. It makes education a privilege that can be enjoyed by social classes and strata that have the financial means to purchase it (UNESCO, 2018).

EDUCATION AND LANGUAGE POLICIES APPLIED TO MIGRANTS IN EUROPE

In order to support and accelerate the integration of

students with an immigrant background into the education system, especially for students learning the school language as a second language, most European countries make specific preparations for the best management of their situation. A common practice for immigrant children learning the language used at school as a second language is to integrate students directly into the classroom with additional language support. In most of the countries of study, besides the direct class integration model, there is a second model that provides separate groups or classes for a specified period of immigrant children. In Germany and Romania, the second model is the one used throughout all periods of full-time compulsory education. Although common in primary and secondary education, direct integration with the language of instruction with additional assistance is somewhat more common in primary education. Separate class in lower secondary education in Belgium and Luxembourg model is implemented. In Ireland, where both models are used at primary education level, separate classes' model is preferred in the first level of secondary education. In Spain, the Netherlands and the United Kingdom, regional or local school authorities have the right to use their autonomy to decide the best ways to meet the needs and conditions of their location. Owing to this reason, it shows their participation in regular classes where the direct integration model is common in the UK, although it is the only support model for immigrant children learning English as a second language (UNESCO, 2008).

They follow the curriculum for all students, but language support is provided individually for each immigrant student during normal school hours. For separate groups/classes model immigrant students who learn the language of instruction as a second language are grouped separately from their peers for a period of time (ranging from a few weeks to one or two school years) so that they can receive special education according to their needs for their final integration into regular classes. However, as soon as they are considered ready, they can start taking some lessons in appropriate classes (European Commission, 2012). For these two main models, European education systems divide immigrant children into three categories and offer very broad measures for these categories. For support measures undertaken, in general, it refers to lectures based on 'linguistic immersion' in which students are directly exposed to the target language during normal school hours and receive intensive instruction individually or in small groups (special language support). "Bilingual" lessons are conducted partly in the language of instruction and partly in the students' mother tongue.

Support measures aim at addressing the learning needs of immigrant students in certain areas of the curriculum in their learning situation. Under these

circumstances, the content of the main curriculum and teaching methods can be changed specifically. Curriculum support can be organized and immigrant students are sometimes not treated like other students. Classes can be reduced for a more favorable student/teacher ratio. Countries that provide language support with both models start by teaching the language of the host country. In this respect, it is emphasized that the languages spoken by the immigrant population come from countries that are not the same as one or more of the languages of instruction in the host country. This situation reveals that the definition of immigrant student in Europe is made through language. Language teaching to immigrant students in Europe is given not only in compulsory education age but also in pre-school education. Integration of children in pre-school education, relevant is an issue that authorities have recently taken into account. Some states have launched programs to introduce very young children to the language of instruction before entering compulsory education. In Germany these programs are aimed at children who were born in the country or who came to the country at a really young age. In Belgium, Lithuania, Luxembourg and Norway, practice classes (especially in terms of language) are being established to prepare such children for their transition to primary school. The Czech Republic, Finland and Sweden (in some municipalities) organize special groups for immigrant children at pre-school level to prepare children for transition to compulsory education. It is emphasized that in the United Kingdom (England and Scotland) pre-school staff should pay special attention to the needs of children whom English is taught as a second language. Students with immigrant backgrounds in Europe, it will be useful to look at the studies on schooling and especially learning the language of the host country on a country basis. (UNHCR. 2010)

Germany

Germany is one of the countries that receive the highest immigration in Europe. It has been exposed to a serious immigration flow since the early 1960s. In 2012, 8% of Germany's population was made up of foreign citizens, and 20% of the total population was of immigrant background. According to micro census data, immigrant children made up 33% of the total child population in Germany in 2014. Majority of the immigrants are Turkish, Polish, Italian and Romanian. Germany has developed various strategic plans (education policy and integration policy) that include specific measures for immigrant children. These strategic plans include support for children; regardless of immigration status or duration of stay Access to school is guaranteed. Implementing the immersion model as an integration model from the very

beginning, Germany provides intensive language support in classrooms established at primary and secondary education levels, which are called "Willkommensklassen" and translated as "welcome classes" into Turkish. In the future, it follows the immigrant student in normal classes and develops new integration policies as a result of this follow-up. There is support for schools and teacher training. Financial support is provided to meet the needs of schools for additional staff and lessons. In addition, it pays attention to the professionalization of language teaching, giving importance to intercultural issues and creating and distributing pedagogical materials according to the target audience. School-based education supports usually start when a child is enrolled in school. In cases where the German language skills of immigrant children are not sufficient to continue school, state education ministries have initiated pre-school language training courses. These support courses are taken when children are five years old. Children who start the course are subjected to a verbal language test, and children who are successful in the test have to attend local kindergartens, and children who are not qualified have to attend support language courses for a year (UNESCO, 2005).

The language course is taught by a qualified teacher, on average six hours a week. 50% of immigrant children need this language support (Eurydice, National Description, 2003-04). If the number of immigrant students exceeds one fifth of the class, special classes can be opened for these students for language support according to the German school curriculum. In these special classes, students are classified by age group and all necessary resources are provided for the German language teachers of these classes. Materials prepared for teaching German as a foreign language are provided by local governments, just like other teaching materials. There are three types of private courses in schools; basic courses, advanced courses and support courses. At the end of the advanced course, children should be able to attend classes in all areas. The topics in the materials used in these lessons are linked to formal teaching materials and should benefit the student when the student moves to regular classes. Teacher training programs generally do not include an intercultural dimension, but there are exceptions; educational programs for foreign languages, geography and social sciences. In-service teacher training, in which teachers get to know students with a multicultural background, includes intercultural dimension. The "German as a foreign language" teacher qualification program places special emphasis on the intercultural dimension as the program aims to facilitate the integration of immigrant children (UNESCO, 2010).

Another remarkable study for immigrant students in Germany is the model program "Support for Children and Young People with Migration Background" (Förderung

von Kindern und Jugendlichen mit Migrationshintergrund - FörMig). The program aims to develop and implement innovative ideas for language support at all levels of education. The focal points of the program are: Language support based on individual language assessments; Continuous language support throughout the school system; Language support in the transition from school to the labor market. The program structure is designed to improve cooperation between other stakeholders such as different school levels and types, education management, parents, and local agencies (UNICEF, 2007).

Austrian

In 2015, 17% of the Austrian population was of immigrant background. The proportion of immigrant children in the same year represents 15% of the total child population. When the second generation is included in this ratio, the rate increases to 34.5%. Austria has criticized various policies to support the education of immigrant children. There are four main areas of education policies for immigrant children in Austria; language learning, equal opportunities, teaching support and parenting participation. The legal basis for access to education services is the same for indigenous and immigrant children. However, a newly arrived immigrant child does not have sufficient knowledge of the language of instruction (German), such child requires participation in language support classes outside of the normal program. If, for any reason, an immigrant child is not ready for school at the age of six, pre-school preparation is offered in agreement with the school authority, just like local children at the same school. In this case, language support is provided in the transition phase between kindergarten and primary school, focusing on the assessment of literacy skills and second language acquisition. Language support and USB-DAZ application, located at the University of Vienna Sprachstandsdiagnostikzentrum (Center for language level determination), on behalf of BMBWF (Bundesministerium für Bildung und Frauen) (Federal ministry of education and women), has developed an application that encourages teachers to observe the language skills of children learning German as a second language and encourage teachers to professionalize their language support. This observation tool, USB-Da (Unterrichtsbegleitende Sprachstandsbeobachtung - Deutsch als Zweitsprache) (Language Level Observation Supported Education - German as a Second Language) was published in 2014. It is safe for children aged 6-12 years. Scientifically, it has a foundation and has been designed and piloted by experts.

By observing the trainings given with this application, preliminary information is collected for the next studies.

Teachers observe children's language learning processes and use teaching materials. They can regularly use USB-DaZ to adapt their methods to their language needs. The tool is for children with external and regular status at primary and lower secondary level, which is very useful in language support lessons. BIMM (Bundeszentrum Interkulturalität, Migration, Mehrsprachigkeit) established in 2013 (Federal Center for Intercultural, Immigration and Multilingualism) provides a support system for teacher training in cooperation with universities. The main situation that BMBF supervises is content-based. It plays a role in education and strategic development, as well as in monitoring the implementation of the new teacher education curriculum on immigration education, starts initiatives aimed at an intercultural opening in teacher education and helps to collect the best examples for general use. It also addresses strategic questions related to structural challenges at different levels and the dissemination of good practice for quality education.

For this purpose, BIMM brings together human resources, competencies and knowledge in a team of members from different teacher training schools from all over Austria (Financial and Fiscal Commission, 2009). In Austria (in Vienna), the program "Mom Learn German" (Mum Learns German) is designed to involve mothers and their children in language learning. Mothers take German courses in kindergarten or other schools their children attend. Although there is no data on the effect of this practice on student performance, the evaluations on the program show that the program is highly accepted by school administrators, teachers and parents. The program also has a positive impact on the school environment and school-parent communication. The program "Talk sports" aims to improve the German competence of children aged 6-10. With this program, students are given the opportunity to learn German while doing sports at holiday camps. In Austria (Upper Austria; Salzburg), the "Backpack Parents Project" aims to empower mothers as experts in their mother tongue. Parents are invited to the school to learn how their children are being educated and to get materials to educate their children in their mother tongue. Although there is no quantitative evaluation of the evaluation of the project, the content of the interviews with teachers, parents and children showed that the parents were satisfied with the project and the children felt that they learned (United Nations, 1989).

Estonia

Although Estonia is not recognized as an immigrant country, 15% of its population is of immigrant origin. Immigrant children represent 2% of the total number of children and the majority of immigrants are from

neighboring countries such as Russia, Belarus, Ukraine, Latvia and Finland. There are several programs in Estonia designed to support the special needs of immigrant students. These are programs that provide additional support for teaching immigrant students to Estonian and following individualized curricula. For example, the Language Immersion program, which includes 6,000 students and 1,000 teachers, provides additional Estonian instruction to Russian-speaking students during pre-primary and primary education. The Center for Language Immersion, which had a special curriculum, was established in 2000 to teach Estonian to national minorities. This center implements a language immersion program in schools and kindergartens for national minorities. Since 2004, the number of immigrants coming to Estonia has been increasing and the Language Immersion Center supports the professional development of school personnel who will work with this target group. The main goal in teaching Estonian as a second language is to reach B1 and B2 levels at the end of secondary school. Estonia offers a variety of teachers' competencies in teaching Estonian as a second language.

In order for teachers to have the basic knowledge and skills required to teach in multicultural classrooms, teachers should be informed about multiculturalism in their pre-service education. The language immersion program study conducted by the University of Tartu in 2015 reveals that it is necessary to diversify the Estonian curriculum as a second language in order to meet the language needs of different target groups (including new immigrants). In this study, the Estonian Ministry of Education and Research conducts desk research, surveys and focus group discussions in order to learn the state language effectively as a second language and to understand the related problems in depth. National tests and standardized tests at the end of grades 6, 9 and 12 are available.

The purpose of this practice is to determine to what extent the competencies specified in the national curriculum have been achieved and to receive feedback about the academic success of the student (United Nations, 1948). There are recommended practices for the integration of newly arrived immigrant students into the education system. These practices are based on research data on the language immersion program and successful school practice with immigrant students newly arriving in Estonian schools. Methodological recommendations and examples of best practices are available on the website "Foundation Innove", which include a communicative language teaching approach, task-based teaching and the total physical response language teaching method. Videos of sample lessons and activities with various methods are shown. Learning materials and very specific instructions are provided in a theoretical context. For

example, it has special material available to school staff, explaining what steps to take when a student whose native language is not Estonian joins a class. The steps include what materials (books, stories) can be used in the learning process, what is generally stated so such an evaluation can be made and its effects on school life (Ware, 2002).

France

It is estimated that the rate of immigrant population to the total population in France in 2008 was 19%. Migrant children represent about 18% of the total number of children. Despite being a unitary state, France grants a lot of autonomy to local education units (known as Rectorats) when it comes to implementing its immigrant child education policy. In France, local education units (Rectorats) have a department responsible for the access of newly arrived students to school. These sections are called CASNAV (counseling and education center for immigrant children). The aim of this section is to coordinate children's education at the local level, to carry out teacher training activities, to prepare the education curriculum, to work in coordination with different institutions, to collect data on the arrival of immigrant children. The classes in which support classes are given for immigrant children in France have existed for forty years. Since 2012, these classes have been called UPE2A (pedagogical units for non-French speaking students who have recently arrived). In these classes, immigrant children are taught French as a second language 9-12 h a week. The number of courses varies according to first language skills and school years. Uneducated children can theoretically take 15 h of lessons per week.

The immigrant education policy of France, since 2012, its teaching is based on the idea of "including"; In other words, although immigrant students enter ordinary classes with other students, they can also attend UPE2A at certain times of the day and week. These policies are enforced only when needed, not automatically in all schools. The criteria depend on the number of children who need French as a second language at each school. The higher the number of immigrant children, the greater the need to open a new UPE2A (Tati, G. 2008).

Netherlands

Netherlands has a long history of international migration. First and second-generation immigrants make up 20% of the Dutch population, while immigrant children make up about 24% of the total child population. Immigrant groups have a wide variety, mainly European and African.

Although there is no institution that coordinates the general education policy targeting immigrant children, there is a policy called LOWAN (Ondersteuning Onderwijs Nieuwkomers) (support training for newcomers) that regulates educational support for newly arrived migrants, including refugee children. Since the early seventies, the emphasis has been on learning Dutch for immigrant children. These programs depend largely on a language deficit perspective. It consists of classes (called Schakelklas), part-time and full-time, to improve Dutch language proficiency, mostly among immigrant children (Timngum, 2001).

Aiming to reduce the achievement gaps among students, the policy currently focuses on early childhood education and care. All children from the age of four in the Netherlands attend kindergarten, and there are many programs based on kindergartens and/or centers for disadvantaged families and their children between the ages of one and a half two and four. The idea behind these programs is that it is better to take action in advance rather than tackle language failure gaps. Municipalities are responsible for these policies. An example of best practice in the Netherlands is the policy to reduce dropout.

Although this policy is not directly focused on immigrants, the earliest school leavers; the reduction of drop-out has had a significant positive effect on immigrant schooling, as the vast majority are of immigrant backgrounds. In line with the Lisbon Agenda adopted by the Council of Europe in 2000, the Dutch government implemented an ambitious but decentralized plan to reduce the number of leavers. The government invests between 330 and 110 million Euros per year. In the Netherlands, the Samenspel project aims to improve the mother tongue of both the host country and immigrant children.

The target audience of the project is children around the age of three who are isolated from social life and their mothers. Two educators, one native and one immigrant, support language learning with a fun approach. Mothers buy learning materials to practice at home. Students can choose their mother tongue as a second foreign language as part of the curriculum (OECD, 2010).

Britain

Britain has a long history of international immigration. In 2015, the foreign population in England made up 13% of the total population, and the proportion of children born outside of England and living in England is 8%. While the education of immigrant children remains the responsibility of local governments, the central government is responsible for the implementation and evaluation of the curriculum and the establishment of guidelines. There is

a Standards and Testing Agency under the Ministry of Education in the UK. This agency's aim is to establish an effective and valid testing, evaluation and inspection system to monitor and measure students' progress to the end of the KS2 (national curriculum) in the UK. This agency is responsible for the practices that concern immigrant students in the education system in general. Standards and Testing Agency's general work is to: develop high quality national curriculum tests to meet the requirements of qualifications and examination regulations; support schools to be able to take exams and then manage these exam evaluations; manage teacher evaluation criteria and suggestions; and develop tests for the professional skills of trainee teachers. (Schnepf, 2004)

In 93% of government-run schools in the UK, student assessment system is the National Education Curriculum, which was held in 1988 and underwent a major review in 2014. This curriculum covers three core subjects (English, Mathematics, Science) and seven core subjects. This is a general system for all students that do not allow the achievements of immigrant children to be analyzed relatively. The success criteria are set through the evaluation chart and this situation is standardized at the level. These rubrics are currently available in UK local authorities (Leithwood et al., 2006). The UK focuses on placing students in age-appropriate classes as quickly as possible rather than keeping non-native English students in separate language classes. All teachers are expected to provide immigrant students in regular classrooms with opportunities to develop English as an Additional Language through special curriculum activities. In addition, EAL specialist teachers provide advice and guidance to other subject matter teachers on how to create English language learning opportunities (OECD, 2010).

Sweden

Sweden is a country with a long history of recruiting economic migrants and refugees. In 2010, 15% of the Swedish population is of immigrant background. The immigrant origin child represents 34.3% of the total number of children and the majority of these children are second and third generation immigrants. Studies on the integration of immigrant children into the education system generally include language teaching and teacher training. The central government makes decisions about education of immigrant children. Studies for the integration of immigrant children into the Swedish school system are generally aimed at training school administrators and teachers for immigrant students, conducting individual need study on students and criticizing resources and materials in line with these

studies. In addition, emphasis is placed on different approaches to the teaching of the Swedish language and developing material for the target audience, and more time and financial resources for language teaching. Swedish education policy follows an unsystematic path and tries out new models with occasional studies and student monitoring. Newcomers (four years in Sweden or classification for shorter students) is accomplished in three steps (this is mandatory) and one of the goals is to place students in the right class.

After classification, students' language development must be traceable and monitored as part of continuing education. Some of these types of studies are: the report prepared by the National Agency in 2008 "Swedish as a second language"; in 2010, "A review report of how schools organize, apply and evaluate Swedish as a second language"; "Report on reviewing the education of newly arrived students" in 2014 (Green, 2003).

The aim of monitoring and evaluating studies is to strengthen the capacity to teach immigrant children the Swedish language and to provide a high-quality education. Legal regulations stipulate that newly arrived students must be tested for their level of knowledge within two months. Next, the head teachers place each student in a suitable classroom with a suitable teacher group. Teacher groups focus on learning Swedish; a teacher with specific skills is directed to a maximum of 10 students. The data obtained as a result of the application are collected by the schools at the request of the National Education Agency and combined by the Agency once a year. These data include the results of teachers' tests and national tests. National tests on Swedish as a second language are conducted at the third grade (9 years old), sixth grade (12 years old) and ninth grade (15 years) levels. Sweden has developed the language teaching curriculum "Swedish as a Second Language" for immigrant children and "Swedish for Immigrants" for adult immigrants. The curriculum prepared for early childhood education and care institutions emphasize that multilingual children should be supported in the development of multi-faceted languages in both Swedish and their mother tongue. Immigrant children in early childhood education and care institutions are entitled to mother tongue support. Immigrant students in compulsory education and high school education are entitled to mother tongue education as a course in the curriculum, if some conditions are met (for example, if the school can have more than 5 students who want to study in that language and teachers who will teach the course). The curriculum covers the literature, history and culture of the country of origin. Grades in these subjects are considered equivalent to those in other courses. Sweden uses the web to reduce logistics and cost-related difficulties while providing native language support; using a based curriculum developed by Modersmal

(modersmal.skolverket.se). This website hosts different native language rooms and provides tools to communicate in different languages. These rooms are available for mother tongue teachers at both early childhood education and school levels carried out by OECD (2010).

EDUCATION AND LANGUAGE POLICY APPLICABLE TO IMMIGRANTS IN TURKEY

People's cultural policy contained in the state's migration towards Turkey takes effect, directly or indirectly. The main backbone of the migration movements started in the first years of the Republic and continued until the 1980s was the Turkish noble coming from the Balkans. Since the immigrants are of Turkish ancestry and culture, the arrangements for immigrants are generally made in areas such as settlement, work and health (Meyer, 2000).

No comprehensive study has been encountered in the field of education. The majority of immigrants before 1980 and especially those in the first years of the republic were given citizenship in a short time. In this way, there was no need for a legal regulation on immigration. The dissolution of the Soviets and the political and social situations in the Middle East are effective in the post-1980 migration movements. After this date, majority of immigrants are turning to Turkey or immigrated to other countries through UNHCR by themselves. A permanent immigration situation was not mentioned. This form of migration movement has not created the need for a permanent and inclusive policy. After 2011, it has been a turning point for migratory movements towards Turkey. The number of immigrants with the most serious in the history of the republic of Turkey is confronted with migration; both migration time as well as migrations from Syria to Turkey. Many legal regulations were needed with this migration movement, which is about 3.5 million and most of them are children of school age. In the first years of the migration movement, due to the view that the duration of migration would be short, the measures taken were generally implemented for health, shelter and meeting basic needs. Policies towards the education of Syrian children were initially developed on the basis of the idea that these people will return to their countries after a short time.

The courses are given with an Arabic curriculum. In this way, it was thought that they would not encounter any problems when they return to their countries. However, after 2013, the turmoil in Syria uncertainty as regards protection continued and the problem of 1 million school-age children compelled them to take comprehensive measures in the field of education the state of Turkey. In this direction, the Ministry of National Education tried to find a solution to the education problems of Syrians with

the circular published on April 26, 2013. The circular titled "Measures against Syrian Citizens Hosted outside the Camps in Turkey" is the first official document published by the Ministry of National Education (MEB, 2013a).

However, with this circular, it is seen that it is about determining and providing the environments where these students can be taught, rather than a study about the content of education. Undoubtedly, this circular is the first step in this regard. Later, on September 26, 2013, a more comprehensive program titled "Education and Training Services for Syrian Citizens under Temporary Protection in Turkey" was issued. The main issues mentioned in the circular include the employment of teachers, the curriculum, and the registration of the students and the teaching of Turkish lessons, which were not mentioned in the circular on April 26 (MEB, 2013b). With this circular, Temporary Education Centers were established, and it was decided to assign Syrian teachers and implement the Arabic curriculum, and they were given to those who wanted Turkish lessons.

When we look at applications for immigrant students in Europe and Turkey, it is seen that Turkey is inadequate in many aspects. The main reason for this situation in Turkey, health studies in particular, is related to being unprepared for international migration and migration stems from shelter and safety precautions in the forefront. In addition, the short expectations regarding the duration of the migration but the prolongation of the migration period contrary to the expectations may be effective. Syrian exodus to Turkey that began in 2011, revealed the unpreparedness of the country in the field of migrant education. These and the like in the case of migration occur again in the present and immigrant children in Turkey are in need of a permanent policy of the country (Leithwood and Riehl, 2003).

Legal arrangements made under the migration in Turkey

Turkey, due to geography, strategy, cultural and political position is faced with important immigration raids in history. Increase in the country's economic power, an affinity for creating migration movements towards Turkey, found that ongoing political instability in the region is another factor that encourages migration towards Turkey. Turkey is seen as a "transit country", and in recent years, the increase in economic strength and stability has made the country a good place to immigrate to by "target countries"; thus there has been increase in immigration. With the outbreak of civil war, 252 people came to Turkey from Syria as refugees. Conflicts have increased exponentially from year to year, with increase in number of Syrians taking refuge in Turkey, and eventually began a mass migration flow. Turkey, migration from the country

to the "Open Door Policy" implemented by the Syrians entering the country has no return; incoming "Temporary Protection Status" is given. There are a total of 25 temporary accommodation centers in 10 provinces in the border regions, and as of November 2017, approximately 228,000 Syrians live in these centers. The common opinion of international organizations that come to and examine temporary accommodation centers is that the service provided in these centers is well above the world standards (Osman, 2009). Prime Ministry Disaster and Emergency Management (AFAD), coordination with other institutions for the services provided temporary accommodation centers and carries out its duty. All the needs of the Syrian refugees are under the coordination of AFAD; It is carried out by the joint efforts of the Ministry of Internal Affairs, Foreign Affairs, Health, National Education, Food, Agriculture and Livestock, Transport and Finance, the General Staff, the Presidency of Religious Affairs, the Under secretariat of Customs and the Red Crescent. Care is taken to ensure that all of the services provided in temporary accommodation centers are under the same conditions and in a similar systematic direction (Rivkin et al., 2005). These immigrants under temporary protection are given the opportunity to apply for a work permit in provinces where they are permitted to stay (TBMM, 2018). In this context, it opens up opportunities for immigrants to find a job.

Entry into the country for all to regulate the migration mobility, exit, residence visa, the 5683 Foreign and regulate processes such as a residence permit Passport Law No. 5682 Law on Residence and Travel in Turkey, is dated 1950, and is inadequate in the face of current issues and developments. Turkey, according to the International Migration Law does not accept people from outside Europe as refugees. Therefore, Syrians who took refuge in Turkey experienced a lot of confusion in determining the legal status and uncertainty about their rights and obligations. It failed to produce a solution to the uncertainty of legal regulations concerning international migration with Turkey's new regulations on behalf of the solution to this problem in accordance to Polat and Körpe (2018). This rationale was made 4/4/2013 in order to meet the needs and solve the current problems. In No. 6458, Foreigners and International Protection Act (yucca) was adopted by the National Assembly and on 04/11/2013 (28615) it was published in the Official Gazette (TBMM, 2018). This law has been the guarantee of the rights of immigrants and those seeking international protection by placing an effective asylum and migration management on a solid legal basis. In this context, the legal framework of immigrant and refugee rights has been aligned with international standards. In addition, in line with this law, the Directorate General of Migration Management aimed to be organized in 81 provinces, 148 districts and abroad. Immigration

Administration General Directorate of Turkey implemented development policies and strategies related to immigration, institutions related to these issues and organizations that provide coordination, entry into Turkey by foreigners and their stay in Turkey, outputs and deportees from Turkey in order to carry on with works and procedures related to international protection, temporary protection and protection of victims of human trafficking.

Immigrants to Turkey through illegal immigration are also immigrants. Turkey is among the countries that harbor irregular migration from Afghanistan, Iraq, Myanmar (Burma), Pakistan, Georgia, Iran, Eritrea and Somalia. Until last year, an average of 50,000 irregular migrants was caught annually, while the number of irregular migrants caught in 2015 was about 146,000 (TBMM, 2018). In this context, the Coordination Board for Combating Irregular Migration (established 2015), Turkey's Irregular Migration Strategy Paper and National Action Plan and the EU-Turkey Readmission Agreement Execution has taken decisions on the establishment of a monitoring mechanism for the National Action Plan, with an establishment of an irregular migration database, and establishment of a monitoring and evaluation mechanism. The Directorate General of Migration Management has been authorized to facilitate the adaptation of foreigners into the country in article 91 of the YUKK. In this context, the Foreign Communication Center (YİMER) was established on 20 August 2015 under the Migration Management Integration Department. It is possible to reach the center, which serves in Turkish, English, Russian and Arabic, at any time of the day. This contact center received over 250 thousand calls and in line with these calls, the lives of 2595 people whose boats were sinking were saved in cooperation with the Coast Guard Command. Owing to the educational arrangements for the education of immigrants before the Syrian civil war and migration wave, No. 2010/48, foreign students were being carried out under the circular. However, as of 2011, due to the increase in the irregular entry of Syrians into the country and gaining a new status by taking them under temporary protection, the said circular became unable to meet the needs. As a result, the Circular on Education - Training Services for Foreigners numbered 2014/21 was issued (Education and Training Services Circular for Foreigners, 2014).

Educational integration process of immigrant students in turkey

It is noteworthy that many of these activities are in the fields of education, since all migration movements affect the education and education policies of the countries. According to the documents, one of the rights that should

be offered to children is the right to education. Education offers important opportunities to heal trauma caused by migration (Hanley and Ackley, 2005).

According to the researches, education problem is one of the most recurring problems among the many problems experienced by immigrant children. The knowledge and skills that immigrants acquire through formal education not only increase their economic income, but also facilitate their adaptation to the country in their newly settled country and reduce the risks they may encounter (Şimşek et al., 2020). Therefore, one of the most basic needs of a child living in a different country as a migrant is to be able to adapt to the country of origin. School is one of the places where this harmony can be achieved in a systematic, orderly, controlled and easy way. In addition to feeling socially and emotionally safe and competent, the child's self-confidence increases.

This also facilitates its adaptation processes. When it comes to integration, the school, family and child must all be ready for harmony. Family and school are also expected to be in a structure that understands the concerns of the child and can support the child by trying to find solutions to these concerns (Uğurlu, 2018) such as adaptation to school, academic compliance, including the student's academic success. This is a comprehensive concept that includes social adaptation, which includes the relationships it establishes with individuals in the school, and behaviora adaptation, which includes behaviors such as obeying the rules at school (Zorbaz and Owen, 2016).

A child's level of success, attendance and attitude in schools shows if they have problematic behaviors or not. While teachers provide environment, structure and support for their students, they should pay attention not only to their emotional well-being and to gain personal positive sensitivities, but also to be positive in social life and intellectually (Holland and Reynolds, 2003).

As mentioned before, school adaptation is mostly dependent on the relationship between the school environment and the child. A number of problems may arise due to incompatibility.

Therefore, the best way for both situations is to evaluate the relationship between the school environment and the change that occurs in the student depending on the school life. Many problematic behaviors, such as violence, bullying, sexual abuse, which are associated with school compliance, occurs when there are problems (Walker and Roberts, 2000). In summary, it can be stated that the precondition of a healthy school environment is evident in students who have adapted to the school. This has been raised as the issue of education by migrant policymakers in Turkey and steps have been taken to ensure that there is development in this area. 2015-2019 Strategic Plan published by Ekinci and Aktaş (2011) discussed education of migrants in Turkey was discussed

in the report and specified harmonization efforts will be made on the education system. It is known that the foundation of acculturation for immigrant children depends on schools and educational environments (Berry, 2015).

Schools and educational environments have an important place in terms of representing the culture that immigrant children have recently encountered. In this context, compliance with the school is a priority task and it is an important part of the cultural transformation process. As mentioned before, different institutions carry out studies on the education of immigrant children. However, it is noteworthy that there is no comprehensive, continuous, flexible and useful educational adaptation program implemented for all immigrant students in the country. However, studies conducted in Turkey, the multicultural structure in schools, reveals the need for educational programs that support and enable intercultural interaction, as well as emphasize the common positive aspects of cultures, that is, facilitate the adaptation of students to school (Özservet and Sirkeci, 2016).

METHODOLOGY

Study model

The data constituting the content of the study were obtained using interview technique, which is the basic data collection tool in phenomenological studies. In order to prepare the interview form, first the literature on the subject was examined and the interview form was made ready for application by taking the opinions of the expert academician in order to determine the content validity. The interview form consists of questions prepared for teachers and administrators.

Universe and sample

Public schools in Turkey are considered as the universe group of the research. In the sample group, middle school teachers and school administrators serving the primary school in Mersin participated in the study. From these teachers, data were collected from 5 school administrators and 7 teachers by random sampling method.

Data collection tools

The data constituting the content of the study were also obtained using the interview technique, which is the basic data collection tool in phenomenological studies (Şimşek and Yıldırım, 2001). In order to prepare the interview form, the literature on the subject was examined and the interview form was created by working with the consultant and the researcher. The interview form was prepared to be applied to teachers and school administrators separately. In order to determine the content validity of the interview form, it was made ready for application by taking the opinions of the expert academician. The questions and answers in the interview form were

presented in tabular form in the study.

Data collection

Interview method was used for data collection. Before interviewing the administrators and teachers, the school principals where the teachers worked were interviewed and permission was obtained for the study. After the necessary permissions were obtained, the researcher went to the school the days determined by the school principal and the free course hours of the teachers were determined from the curriculum and notes were taken. Interviews were conducted with the teachers who had free lessons at the determined hours in the teachers' room. The interviews were held in a quiet environment, where the teachers felt comfortable. Administrators and teachers participating in the research were not held under any obligation. The voluntary principle was observed. During the interviews, a tape recorder was used with the permission of the teachers. Together with the voice recorder, important parts were noted during the interviews. Data collection took place in line with the planned period.

Data analysis

The data were obtained using face to face interview method through semi-structured interview form, which were analyzed by means of content analysis technique. After listening to the audio recordings obtained from the interviews, they were transcribed and the opinions were grouped under similar topics. The opinions were coded and placed under certain categories as a result of the analysis process.

The basic process in content analysis is interpreted by gathering similar data within the framework of certain concepts and themes and arranging them in a way that the reader can understand. In addition, quotations were included in the content analysis to indicate the ideas, subjects and concepts (Şimşek and Yıldırım, 2001).

RESULTS

Three main themes were created as a result of this study, which was conducted to examine the views of school administrators and teachers on the roles of administrators and teachers in the adaptation of immigrant students to school. The main themes were Adaptation to School theme, "Studies for the adaptation of immigrant students to school"; Academic Problems theme, "Harmony and academic problems of immigrant students at school"; and Solution Proposals theme, "Solution suggestions for the problems encountered in the adaptation of immigrant students to school". Findings of these categories are listed below.

It expresses the opinions of the teachers symbolized by 'Ö' in the table. Under the main theme of Adaptation to School, 5 sub-themes were formed: class equivalence studies, determination of educational needs, determination of readiness levels, Turkish literacy course, and orientation to social activity courses. Under the main theme of Academic Problems, 5 sub-themes were

formed: language problem, equivalence problem, school attendance problem, adjustment and grouping problems and violence problem.

Under the main theme of Suggestions for Solution, 4 sub-themes were formed: suggestions for teachers, suggestions for language problems, suggestions for adaptation problems, and suggestions for communication problems.

According to the common views of the administrators and teachers, the studies to be carried out on the adaptation of immigrant students to the school were stated as determining the needs of the students and the successful completion of the equivalence procedures. It has been determined that every immigrant student should be sent to a Turkish literacy course. According to the opinions given under the theme of academic problems, it was stated that there are many sub-reasons under the academic failure of immigrant students. Some teachers stated that the students did not understand the lessons and could not attend the lessons due to the language problem. It was determined that the solution of the problems determined in the theme of solution proposals was teacher education and information. Some educators have expressed their views on the completion of language learning in private courses before the distribution of immigrant students to schools. The common views of the administrators and teachers who participated in the interviews were stated that language problems of immigrant students increase their academic failures and communication problems. It has been stated that the communication problems of immigrant students who have difficulties in adaptation and grouping have increased.

Studies on adaptation of immigrant students to school

When the views of school administrators are examined, in the theme of school adaptation, it is seen that the sub-themes of Class Equivalence, Education Needs, Readiness Levels, Turkish Literacy Course, and Social Activity Courses are formed.

Different opinions were expressed on the adaptation studies of immigrant students to the school. While some administrators stated that they are doing level determination studies for such students in their schools, those with different views stated that class placement procedures were carried out with the instructions from the Provincial National Education. It was stated that guiding Turkish literacy courses is one of the important studies carried out to increase the school success of immigrant students. When the opinions of teachers are examined, in the theme of adaptation to school, it is seen that the sub-themes of Class Equivalence, Education Needs,

Readiness Levels, Turkish Literacy Course, and Social Activity Courses are formed.

It was stated that immigrant students being in different classes than their peers caused communication problems in immigrant students, while it was stated that migrant students being in the same class with their peers accelerated their language learning. While analyzing the data, the findings of immigrant students' adaptation to school were divided into sub-themes. It was concluded that social activities and courses are important within the scope of adaptation to the school and the environment in which they live. It was stated that the students who got to know the region they migrated to and participated in social activities adapted faster to the new living conditions. It has been determined that immigrant students who spend their free time in areas such as sports and painting avoid harmful habits.

It has been concluded that the disagreements between students and other individuals who do not see the society they live in will be resolvable. It has been pointed out that in societies with a cosmopolitan nature, communication channels should be kept open in order to reduce conflicts between individuals. In the sub-theme of immigrant students' participation in social activity courses under the theme of adaptation to school, it was concluded that their special abilities and academic success would increase when they were placed in the courses according to their abilities and interests. It is stated that immigrant students who socialize, can recognize the environment they live in and express themselves will become beneficial individuals for the society. Ensuring the unity of immigrants with the local people in almost every field such as education, employment and social areas is also vital in terms of mutual harmony (Tati, 2008).

Adaptation and academic problems of migrant students at school

When the opinions of teachers are examined, in the theme of academic problems, language problem, school attendance problem, adaptation and grouping problems, violence problem, problems arising from educators are seen to occur.

It was stated that not being able to solve the language problem creates the problem of attending school, so there are adaptation and grouping problems. When the opinions of school administrators are examined, in the theme of academic problems, language problem, school attendance problem, adaptation and grouping problems, violence problem, problems arising from educators occur.

It has been stated that the problems caused by the educators depend on the problems of adaptation and grouping in schools. It has been stated that the problem of violence occurs when all these problems are unsolved.

DISCUSSION

The following results are obtained from the data obtained based on the interviews conducted in the study in which the views of school administrators and teachers were investigated in the adaptation of immigrant students to the school organization. It was stated that the lack of legislation for immigrant students also prevents measures that can be taken against these students. Since there is no legislation for immigrant students, it is stated that students are very absent. It was stated that the failure to follow-up attendance due to lack of legislation affects the learning-teaching process and classroom climate negatively, and other students are affected by such negative examples and engage in similar behaviors. It was stated that different suggestions were made to the language problem of immigrant students. Some of these are stated as planning different activities for these students in the classroom. According to different opinions, these students were directed to language courses before starting school and enrolled in schools after completing their language education. It was stated that the teachers' expressing different views on this issue was due to their unwillingness to spare time for such students in lessons.

It was stated that the authorities should support schools in areas where schools are inadequate, and school administrations should use the existing human, financial and material resources in a functional way in order to create environments in which all children together with immigrant children can have positive educational experiences. It is stated that this purpose can be served with larger and accessible classes, more and more qualified teachers, and an effective school management (Özservet and Sirkeci, 2016).

As a result, it is stated that the impact of immigrant students on future generations is an indisputable fact when the studies conducted are examined and the work we have done is considered. It was stated that every step taken for immigrant students will be beneficial for the social order. It was stated that the schooling rates of immigrant students should increase and they should adapt to the social structure without socializing and grouping among themselves. From past to present Turkey as well as many countries in the region under the influence of the battlefield, the worldwide growing population mobility, it is stated that such countries have various problems. It was stated that economic crises, natural disasters and the resulting forced migration movement affected women, children and young people who were involved in this movement most. It has been determined that immigrants, who have left their families and lives behind them, are trying to create an environment where they can adapt and be accepted in a new social order. Immigrant students are reported to

continue their education in Turkey from where they left. When the conditions of immigrant students were examined, it was determined that there were some problems regarding education and social life.

As a result of this study conducted with the aim of examining the views of school administrators and teachers about the roles of teachers and administrators in adapting immigrant students to school; "studies on the adaptation of immigrant students to school", "the adaptation and academic problems of immigrant students at school" and "solution suggestions for the problems encountered in the adjustment of immigrant students to school" 3 main themes were created. Findings under the main theme of school adjustment are class equivalence studies, determination of educational needs, determination of readiness levels, directing Turkish literacy course and social activity courses as subthemes. Findings determined under the main theme of academic problems are language problem, equivalence problem, school attendance problem, adjustment and grouping problems and violence problem as subthemes. Under the main theme of suggestions for solutions, sub-themes of suggestions for teachers, suggestions for language problems, suggestions for adaptation problems and suggestions for communication problems were determined. The joint decision of the administrators and teachers participating in the study was stated as conducting studies to determine the class equivalence, language problems and educational needs of immigrant students in the process of adaptation to the school. With these studies, it was stated that the opportunities of educators to recognize students individually would increase and it was concluded that teachers could meet the educational needs of immigrant students. It has been determined that the class equivalence procedures are carried out by the provincial directorates of national education. It was stated that the determination of the training needs of the students depends on the degree of sensitivity of the managers to the subject. In other words, it was stated that a small number of schools were evaluated with readiness for exams and special studies were conducted on immigrant students. In this study, it was stated that the language problem negatively affected the classroom environment (Yuksel et al., 2017). It was determined that the academic achievement of immigrant students decreased due to the language problem experienced by them. It is stated that immigrant students experience negativities such as loneliness or tendency to violence due to their inability to express themselves in social environments. Regarding school attendance problem (Zhang and Basar, 2018) stated that the lack of legislation for refugee students prevents the measures that can be taken against these students. It has been determined that the problem arising from the lack of legislation is the problem of absenteeism. It has been

determined that failure to follow-up attendance due to lack of legislation negatively affects the learning-teaching process and classroom management. In his study, Kirk (2014) determined that 22% of Syrian refugees living in Jordan are not interested in school and do not attend school due to lack of legal legislation. These findings listed compliance and grouping problems, problems of violence and problems were caused by the educators (Şimşir and Dilmaç, 2018). According to the results of the research, the main language and communication encountered by foreign students problems are lack of understanding Turkish, not communicating with Turkish friends and teachers not communicating with family. The reason for Turkish students' communication problems is the inability to understand their foreign national friends and the inability to communicate with their foreign national friends. The child who loses his trust in adults, society and institutions around him may think that no one can understand him because of the suspicion and alienation of their experiences (Erden and Gürdil, 2009).

It has been stated that students who cannot speak the language of the society they live in and cannot express their needs and wishes tend to group together and experience violence. It has been stated that these students have a high tendency to group and fight in the school environment. It was stated that if the problem of violence is not resolved, there will be deterioration in the social structure. When the solution suggestions were themed, suggestions for the teacher, language problem, adaptation and communication problems were stated. There is no solution suggestion for the equivalence problem of immigrant students. It has been determined that the equivalence procedures are carried out by the studies of provincial directorates of national education. It was stated that teacher training and informing were the leading solutions to the problems identified. It was stated that teachers should be supported with various trainings in order to increase the sensitivity of teachers and increase their awareness of the subject. Minister of National Education (Selçuk and Yılmaz, 2018) drew attention to the following points in his letter to teachers. In today's world, the value attributed to people is directly proportional to the respect for people, the value and respect given to the institution they work for. When we look at the results of the study investigating the roles of administrators and teachers in the adaptation of immigrant students to school, similar results were obtained with other studies on this subject. According to PISA data, immigrant children who have recently migrated to European countries experience difficulties in education due to reasons such as learning a new language, adapting to the social and cultural structure of the host country and not being able to recognize the school system (Ereş, 2015). Sezgin and Yolcu (2016) stated that social, cultural and sports activities to be

carried out with immigrant students will be beneficial for the integration of the cultures of both countries and for the solution of problems. In this study, it was stated that social activities and classroom activities aimed to strengthen the harmony of immigrants and other students with each other.

Migration and education are reported to be interdependent phenomena with sub-dimensions. It has been stated that the skills to be given to the individual through education play an important role in the life of the individual in his new country. It has been stated that the education will enable the immigrant to adapt to the country of residence in a shorter time. In this context, education politicians and planners should focus on migrant children's access to education, participation in education and learning outcomes within the scope of diversity management (Ereş, 2015). In this study, the disorders that immigrant children who have not received education will create in the social structure in the future are stated. It has been stated that individuals who have not received sufficient education and are not settled in a certain job can be restless and aggressive in society. In addition, in both studies, the result of the dissemination of in-service training to increase teachers' sensitivity to the subject was stated. It was stated that increasing the quality of in-service training will increase teachers' willingness to participate in such training (Black, 1998). As a result, it is stated that the impact of immigrant students on future generations is an indisputable fact when the studies conducted are examined and the work done is considered. It was stated that as the participation rate of students in this situation increases, the positive change in the structure of the society will be one of the positive changes observed in the school climate. It was concluded that in order for the studies to be sustainable, the school attendance problems of immigrant students should be resolved first. In the second stage, it was stated that teachers should organize their learning environments by taking into account the characteristics of immigrant students. It was stated that the activities organized should be planned at a level that will improve the social academic success of the students together with the immigrant students. During these exhausting studies, it was determined that teachers should be strengthened professionally and personally with in-service work. It was stated that in-service work should be done by planned, serious, regular and expert trainers (Ware, 2002).

Conclusion

The education rights of students who for whatever reason has to change their city and country, must be protected. It was stated that immigrant students should achieve academic success and impose themselves in the society.

The profession group that has the biggest role in studies in this field is teachers. When adequate support is provided to teachers, immigrant students' adaptation to school and the future will be achieved successfully, and permanent solutions are brought to the language problem of immigrant students and the problem of school attendance.

CONFLICT OF INTEREST

The author has not declared any conflict of interest.

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