Problems confronted by Turkish teachers and principals working at Temporary Education Centers (TECs)

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Abstract

The purpose of this study is to determine the difficulties in professional development and professional needs of Turkish teachers at Temporary Education Centers (TECs), difficulties confronted by them during educational and instructional processes, their working conditions and difficulties confronted in the administration of Temporary Education Centers (TECs) according to the opinions of Turkish teachers and Temporary Education Centers (TECs) principals. Qualitative research methods and techniques are used in this study. From the qualitative research designs, a case study is conducted. The participants of the study consist of seven Turkish teachers and two Temporary Education Center (TEC) vice-principals and a TEC principal working at a TEC in Ankara. Data is collected in-depth, and multiple sources of information are consulted. Data of the study is collected through interviews and observations, and this data is analyzed by using content analysis. As a result, according to the participant ideas, three main problem areas at TECs are determined as professional development, education-training process and working conditions.

Keywords: Temporary Education Center; Turkish teachers; refugee students; Syrian children; education

1. Introduction

1.1. The situation of the refugee school-age children in Turkey

Turkey has faced one of the greatest migrations of its history in recent years. This migration is made up of the Syrians who are hosted by Turkey because of the war conditions in Syria. In the first half of 2016; 2,778,878 Syrian refugees were reported to be in Turkey. Approximately 10% of the Syrian people in Turkey were housed in 26 Temporary Welfare Centers established in 10 cities in Turkey. There have been 2,521,907 Syrian foreigners who are out of these centers (General Directorate of Immigration, 2017). The fact that the number of asylum seekers and the length of the asylum are too much over what has been foreseen and that the process is in a great

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uncertainty makes it imperative to give more importance to the issue of education of Syrian children in Turkey.

According to a survey conducted by AFAD with the United Nations High Commissioner for Refugees (UNHCR), 83% of the children of these Syrians and 14% of those outside the camps can continue to study (AFAD, 2013). The real problem with education is the education of those who live outside the camp, not in the camp. It may be said that refugee children (especially those in the 10-14 age range) do not have access to educational facilities due to the cost of the school, security problems and working needs (The Office of the United Nations High Commissioner for Refugees, UNHCR, 2016a). A great deal of activity has started to take place in relation to the educational status of asylum seekers who could not find much space on the agenda until 2013, especially since September 2013. Important decisions have been made by the organizations directly affiliated to the Prime Ministry, the Ministry of National Education (MONE) and the Council of Higher Education (YÖK). It is seen as an obligation to provide education to the Syrians, which Turkey accepts in terms of international legal norms, humanitarian approach, historical, cultural, geographical ties and healthy sustainability of the asylum process (Seydi, 2014). For this, it is tried to overcome obstacles in the education sector by expanding formal and informal education opportunities.

Through schools, safe spaces for refugees, learning opportunities and interactions are provided (Matthews, 2008). Syrian children's being deprived of education may cause more significant threats in terms of social aspects in the future. Within the scope of education policies for refugees; the provision of education and training services at primary, secondary and lower secondary levels taking into account the needs of refugees is of great importance in terms of ensuring the integration of refugee children into society. In this regard, the educational opportunities offered to refugee students in Temporary Education Centers (TECs) in Turkey can be evaluated in the context of educational policy of Turkey for Syrians or refugees.

The presence of Temporary Education Centers in the field of education broadens the cultural foundations and understanding of schools, provides a more positive approach to differences and enriches school life. However, curriculum, pedagogy and evaluation are culture-specific and content-dependent, and for this reason, many Turkish teachers working at TECs may have difficulty in teaching Turkish to Syrian children. In this context, the working conditions of Turkish teachers at TECs, the difficulties these teachers and principals face are issues that need to be considered in terms of ensuring the functioning of TECs.

1.2. Theoretical Framework

1.2.1. Demographic Profile of Syrian Children at School Age

According to the statistics, there were 663.000 registered Syrian children in Turkey during the school year in August 2015, and about 433.000 of them did not go to school. As of April 11, 2016, there were approximately 2.500.000 registered Syrians in Turkey. 20% of this population (10.3% male, 9.9% female) is in the 5-11 age range. 14% (7.2% is male, 6.8% is female) is between 12-17 years of age; 20% (10.5% male, 9.5% female) is between 0-4 years of age (The Office of the United Nations High Commissioner for Refugees, UNHCR, 2016b). By the date February 27, 2020, the population of Syrian people in Turkey has risen dramatically and 3.587.000 Syrian people are accommodated in Turkey. 46.21% (1.657.936) of this population consisted of the children at the ages of 0-18. 14% of this population is at the ages between 0-4, 14% is in the 5-9 age range, 11% is between 10-14 years of age, 7% is between 15-18 years of age. Considering this data, it is understood that 32% of the Syrian refugees in Turkey are at primary school, middle school and secondary school age. UNCHR (2018) reports that in the world, the schooling of refugee children at primary school age is approximately 61%; however, this rate in Turkey is 96.3%. Furthermore, in Turkey, the schooling rate of high school age refugee children is 26.4%, while schooling rage at pre-school age is 33.6%, and at middle school age, it is 58.1% (UNHCR, 2018).

1.2.2. Temporary Education Centers (TECs) in Turkey

There are various alternatives for Syrian children who want to study in Turkey. Outside the children who are educated in camps, the children in the school-age are able to receive education together with their Turkish peers in the National Education-affiliated public schools or attend the Temporary Education Centers (TECs). According to the MONE (2017) statistics, by the year 2017, 348.964 Syrian and Iraqi students continue to study in public schools in Turkey with Turkish curriculum. However, when we look at the research on the subject, it is seen that children who do not have an obstacle to going to public school theoretically prefer Temporary Education Centers instead of public schools. There are 338 TECs in 21 different cities of Turkey and 255.581 Syrian students are registered to these centers (Ministry of National Education [MoNE] General Directorate of Basic Education, 2017). The main reason for these children to prefer TECS rather than public schools is that the language of education in the TECs is Arabic and the curriculum is the Syrian curriculum (Emin, 2016; HRW, 2015).

UNICEF is working with Turkey in the areas of "system strengthening", "accessing support" and "increasing inclusive education quality" which are accepted as basic components of education (UNICEF, 2015a). As a result of UNICEF's studies, 31 schools, called TEC, were established with a capacity of 36,720 students. 18 of TECs are in the host communities. Monthly encouragement support was provided to 5600 Syrian

teachers working in the host communities and the camps and 6500 Syrian teachers were provided with psychosocial support training (UNICEF, 2015a).

1.2.3. Legal Arrangements for the Education of Syrian at TECs

According to the Notice of the Ministry of National Education on "Educational Services for Foreigners" (2014/21), foreigners who come to Turkey with mass influx can get education at TECs and educational institutions affiliated to the Ministry. In provinces and districts affected by mass flux, TECs may be formed with the approval of the governorship as a part of National Education Directorates. In the notice, it is written that the purpose of the education given at TECs is to ensure that the students who come to the country with mass flow do not leave their education in case they return to their country or if they want to continue their education in Turkey. Another purpose is to make them able to go to the educational institutions affiliated to the Ministry (Ministry of National Education [MoNE] General Directorate of Basic Education, 2014).

1.2.4. Legal Arrangements for the Teachers Working at TECs

1.2.4.1. Legal Arrangements for Syrian Teachers

Concerning the refugee teachers working at TECs, the notice with the title "Educational Services for Foreigners" (2014/21); a commission under the presidency of a Provincial Director of National Education or Branch Director will be responsible for carrying out educational activities for foreigners in the province of the Provincial Directorate of National Education. It is stated that the Provincial Commission will evaluate foreigners who volunteer to support the education and training activities at TECs, together with the education coordinator, and that the eligible ones will work under the supervision of the education coordinator. At the same time, the information of the volunteers who provide support is recorded on the information system of foreign students. It is also stated that the ethics contract prepared by the Ministry to the volunteers will be signed and they will act in accordance with the commitments in the contract (Ministry of National Education [MoNE] General Directorate of Basic Education, 2014).

1.2.4.2. Legal Arrangements for Turkish Teachers

In the same notice, there have been some arrangements for Turkish teachers who are working at these centers. It is stated on this notice that for Turkish courses, the commission will choose teachers from Turkish language and literature teachers, classroom teachers and foreign language teachers to work at TECs.

1.2.4.3. Working Conditions of Teachers at TECs

In the notice about TECs, it is stated that Syrian teachers cannot be paid under minimum wage for foreigners working at these centers (Article 10). The United Nations International Children's Emergency Fund (UNICEF) and the Postal and Telegraph

Organization (PTT) cooperate and the UNICEF fund is transferred to PTT. Prepaid cards are distributed to the teachers determined by the Ministry of National Education (MEB) and paid by PTT (220 USD) (Emin, 2016).

The economic conditions of Turkish teachers are better than Syrian teachers working at TECs because Turkish teachers are assigned to these centers with a nationally held central exam called KPSS and with interview points. Moreover, the difference is that Turkish teachers are teachers who have graduated from education faculties of universities though Syrian ones may be from various occupations.

The purpose of this study is the analysis of views of Turkish teachers and principals working at TECs related to Turkish teachers' professional development needs, their working conditions and difficulties they confront in educational processes and within this context, difficulties confronted in the administrative processes of TECs.

For this purpose, the following questions are searched in the research:

1. What are the professional development needs of Turkish teachers and principals working at TECs?

2. What difficulties do Turkish teachers and principals working at TECs face during the education-training process?

3. What are the difficulties that influence the working conditions of Turkish teachers and principals in managing the TECs processes?

According to the findings of the study, the professional development needs of Turkish teachers are going to be determined. In order to eliminate these needs, some suggestions will be given. The problematic issues with regard to administrative processes of TECs within the context of the professional development of Turkish teachers will be discussed. Based on the findings of the study, it will be suggested that policymakers and implementers for TECs take some precautions in order to handle with the problems, needs and challenges that await Turkish teachers and principals working at centers where only Syrian students are educated.

In short, the analysis of the qualities and attitudes of Turkish teachers working at TECs and problems which they confront beginning from their being employed according to the views of Turkish teachers and TEC principals is considered to provide essential data for making policies towards TECs.

2. Method

2.1. Research design

The study is conducted as a single case study, which is one of the qualitative research designs. Qualitative research methodologies have become increasingly important modes of inquiry for social sciences and applied fields (Marshall & Rossman, 2014). Moreover, a case study is not only a particular data collection method but also a comprehensive research strategy. Within qualitative methodology, the case study design is widely used when investigating a specific phenomenon. Therefore, in this study, single case study approach has been adopted. The case may be a thing, a single entity, or a unit around which there are boundaries. In this study, the case is a kind of school. The school that is the subject to the study is specific because it is one of the Temporary Education Centers in Ankara which has the highest population of Syrian students and so many Turkish teachers. Case studies focus on the way particular groups of people confront specific problems and take a holistic view of the situation (Emerson, Fretz & Shaw, 2011). For this reason, in order to determine the problems of Turkish teachers at TECs, the case study is picked.

A case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Bogdan & Biklen, 2007). As a case study requires a detailed description of the setting of the research conducted and presentation of the participants, detailed information about the setting and the participants is provided (Yin, 2009). Data is collected in-depth, and multiple sources of information are consulted.

2.2. Participant (subject) characteristics and sampling procedure

The participants of the study are 7 Turkish teachers and 2 vice-principals and 1 principal working at a TEC. Purposeful sampling from non-random sampling methods has been preferred. Particular subjects are chosen to be included because they are believed to facilitate the expansion of the developing theory in purposeful sampling (Bogdan & Biklen, 2007). Participants are determined on a volunteer basis using criterion sampling method. Criterion method includes all cases that meet some criterion which is useful for quality assurance (Miles & Huberman, 1994). In order to provide interactional interviews, having been experiencing problems both with the students and with the education-training process has been taken as criteria for Turkish teachers. For principals, sampling has not been applied because all three of the principals/vice principals have been reached.

2.3. Data collection

The data sources for this study included observations, field notes and interviews. Forms were prepared to gather data to be using interviews and observation techniques. Interview and observation forms applied to the teachers were prepared as a result of a search on the related literature in the direction of the research purpose. Three teachers were applied as pilot to ensure validity and reliability. After the necessary corrections were made, expert opinion was taken and the related forms were finalized. Individual interviews with all seven teachers and three principals/vice principals were held with the finalized interview forms. The interview form used in the research consisted of two parts; the first section of the form consisted of personal information about the professional background of the participants and the second section included some questions that served the purpose of the study.

Moreover, observation at TEC was conducted on different days to be able to define the problems more evidently. In the case studies, direct observations and participant observations are considered primary instruments in which field notes are constructed (Heath & Street, 2008). With this purpose, the school was observed with all school communities; students in the school garden and classrooms, teachers in the teachers' room and classrooms, principals in the school. The designated center was observed on three different days (at least two hours) at different time intervals. The observer took written notes about the environment, positioning, verbal and nonverbal communication in parallel with the purpose of the case study. 'The Stream of Behaviour Records' approach was used in the data collection process, so all events observed during the course of the school was recorded. In addition to written notes, the researcher's comments and thoughts were also recorded in order to be descriptive. Data was collected on four aspects of TEC environment: a) context (information about the physical setting-layout of chairs, tables, desks and other objects in the rooms and information about the human setting), b) interaction (ways of communication among the teachers/ the language preferred and interaction patterns among the teachers), c) cognitive patterns (reflections on teaching, the share of experiences and exchange of pedagogical knowledge), d) behavioural patterns (respectful climate and confidence atmosphere in the room).

2.4. Data analysis

Data were analyzed using the content analysis method. Content analysis was realized under three levels; codes, sub-themes and themes. Coding is the method of connecting data, issues, and interpretations (Denzin & Lincoln, 2005). Therefore, first interviews were transcribed and then were coded line-by-line, and paragraph-by-paragraph and categories and themes were created, accordingly. Teachers are referred as T1, T2, …., T7 and principals are referred as P1, P2 and P3 in the analysis part.

While the themes were determined in the direction of research problems; the codes were determined based on the questions used in the interview and the data obtained from the interview and observation. For this reason, coding started with a pre-prepared code list and as a result of the analysis of the data codes which were not included in the list were also included into the code list. Then, the relation between the codes in the prepared code list was examined and sub-themes and themes were obtained in this way.

2.5. Reliability and validity

Creswell and Miller (2000) identify eight validation requirements for qualitative researches and stated that at least two of them should be engaged in a qualitative study. These strategies are: (1) prolonged engagement and persistent observation, (2) triangulation, (3) peer-review or debriefing, (4) negative case analysis, (5) clarifying researcher bias, (6) member checking, (7) detailed and thick description, and (8) external audits.

For this study, prolonged engagement and persistent observation, triangulation and peer-review were engaged in order to provide validity. In the interviews conducted within the scope of the research, it was tried to keep the negotiations as long as possible if they did not bother, so long-term interaction with the participants was provided. In order to confirm that the participants' statements were understood correctly during the interview, the meanings of the participants' statements were asked and the correctness of these inferences was confirmed by the participants. In this way, research was tried to be strengthened in terms of credibility. In prolonged engagement and persistent observation, the researcher explores a problem or describes a setting, process, social group, or pattern of interaction with in-depth and precise identification of the problem (Marshall & Rossman, 2014).

The data in this study were collected in multiple ways through individual interviews, observations, field notes, so triangulation was tried to be provided. Also, participants were determined by criteria sampling method and the processes of collecting and analysing data were explained in detail. Thus, the transferability of research results was tried to be provided.

Interview questions, the data obtained from the interviews and the codes were presented to a specialist in the field of Educational Administration who was not involved in the study process. At the same time, oral explanations were made, together with an explanatory report on how the research was conducted. The field expert conducted a confirmatory review by examining the consistency and the relationship between the raw data and the coding, from the design of the research process to the conclusion of the results. As a result of these examinations, a positive opinion was obtained and the validity and reliability of the research was tried to be provided.

2.6. Limitations of the study

The study may have some limitations. One of them is that direct observation of the students, teachers and principals during their work at school were conducted; however, shadowing of all school members would have added useful information to the study. The family members of Syrian students could be included in the study to holistically explore the educational experiences of Turkish teachers and also family engagement. Secondly, this study could be enlarged with different participants, such as Syrian teachers at TECs. It would help to gain a better understanding of the experiences of Turkish teachers at TECs.

3. Results

Interview results show that there are three main subjects that Turkish teachers and principals face while working at Temporary Education Centers (TECs). They are most commonly about *Professional Development, Education-Training Process and Working Conditions* at TECs. They are all related to the problems those teachers experience, but to different degrees. While one of them plays the most crucial role in the difficulties they face, the other or others may influence them superficially.

Moreover, observation results show that there are two main subjects that Turkish teachers face while working at Temporary Education Centers (TECs). They are most commonly about *Professional Development* and *Education-Training Process* at TECs. The subject that TEC principals issue is about *Working Conditions* at TECs. The data related to each aspect are analyzed separately below.

3.1. Professional Development

The professional development problems experienced by Turkish teachers working at TECs are given in Table 1.

Table 1. Problems Experienced By Turkish Teachers and Principals Working at Temporary Education Centers (TECs) – Professional Development

	a)	Difficulties in professional development	Lack of experience
			Lack of training/education
	b)	Professional development needs	Classroom management education/training need
			Crisis management

		education/training need
Professional Development		
	c) Difficulties about material	Lack of material
		Inappropriate material
		Higher-up material
		Unavailable material
		Not having a curriculum

Most interviews emphasize on the special education or training need for Turkish teachers working at TECs. These teachers have difficulties about their professional development such as lack of experience and lack of training and they have some professional development needs about subjects such as classroom management education and crisis management education. A teacher mentions that they have taken a course for these subjects for a short period of time but it hasn't been enough for them. She utters these words about this issue:

T1: "…drama course, as in university, the professor gave the course on training methods and techniques and some other professors gave some pedagogical courses, and we made drama. Some of our professors came mostly from universities. …. We had teachers who studied foreign languages, we had teachers who taught Turkish. They told us about their experiences. If you ask if it was productive, it wasn't actually productive. Because you know when you're involved in the action yourself..."

3.2. Education-Training Process at TECs

The education-training needs of Turkish teachers working at TECs are given in Table 2.

Table 2. Problems Experienced By Turkish Teachers and Principals Working at Temporary Education Centers (TECs) – Education-Training Process

		Cultural background of students
	a) Difficulties about culture	Religious priorities of students
		Religious beliefs of students
		Sexism among students
		Language obstacle
Education-Training	b) Difficulties about language	Language translator need

Process

			Violence
	c)	Difficulties in managing student attitudes	Continuous complaints
			Reluctant students
			Lack of authority on students
	d)	Difficulties in social interaction of students	In classroom/school
			In society

According to the replies of the interviewees, most of the problems the teachers confront at TECs are about education-training process. The first issue they struggle with is about materials. They tell that they need more material which is appropriate for the level, especially for their age and language level, of Syrian students. According to their utterings, it may be said that the level of the materials is so high that they cannot use them. Also, the appropriate-level material is not available in the market. Together with not having a particular curriculum to follow, teachers have difficulty in sustaining the courses. They emphasize this situation saying that:

T1:"… *After that, I'm teaching reading because there are no books now. I'm teaching some of our Turkish letters.*"

T2: "*Some topics are given on first level book, but it's not possible to teach in 2nd class, the level of the book is not appropriate for the students…*"

Other than material, the teachers have difficulties with the culture of students. As far as they tell, the students cannot leave their own countries' culture behind and so cannot adapt to the social necessities of being at a Turkish school. Moreover, the students have some religious priorities which affect their school life in many ways. Because of their religious beliefs, male and female students have difficulty in being together and getting education in the same classroom. Therefore, it may be said that there is sexism among students. One of the interviewees explains this situation with these words:

T6:"… *Boys think they're superior to girls and this reflects on their communication. Sexism is too much. They don't care about girls.*"

Also the observation findings support this finding. Most of the problems the teachers confront at TECs are about education-training process. The first issue they struggle with is about the culture of students. As far as it is seen, the students cannot leave their own countries' culture behind and so cannot adapt to the social necessities of living in a Turkish school. Moreover, the students have some religious priorities which affect their school life negatively, sometimes such as going to the courses late, praying during class time, etc.

One of the most common problems Turkish teachers have difficulty in is about language. Because of being speaking different languages, they have a language obstacle and generally, the teachers need a language translator to transfer what they tell to students and also the observation findings show that they have this difficulty not only with Syrian students but also with Syrian teachers. The teachers tell this problem nearly

in all their answers to the questions. One of them tells her problem in communicating with Syrian students like that:

T5: "Language is becoming nuisance, I try to explain with hand and arm movements."

Another teacher tells her problem in communicating with Syrian teachers like that:

T3: "...For example, there is Rana Hodja who knows Turkish, I am communicating with her and with the other teachers of my own class, but you know how much you can understand. I'm trying to learn some Arabic phrases on my own such as 'How are you?', 'Hello' and 'What's your name? I'm trying to understand things like that just for communicating with them."

The teachers also have difficulty in managing student attitudes in the school. They have a lack of authority on students, so classroom management may sometimes be a problem in the school. They describe the lack of authority within these words:

T1: "…Yeah, well, they don't treat me like a teacher, so sometimes I threaten them. I say, 'I'll call the principal and he'll come.' Then they get scared and start listening to me."

Most of the students seem to be reluctant in the school according to the view of Turkish teachers and the students always complain about something. Other than these, violence is one of the most affecting problems in the school. Over the observation, it may be said that what mostly affect the school atmosphere and Turkish teachers is violence. It is so evident that you can face it on the street, in the school garden, in the school building or even in the classroom. Because these TECs are very crowded, it happens in many ways; violence among students both in the school and the classroom, violence against students from Syrian teachers and also from parents. This causes a chaos in the school. On top of these, teachers seem to be having a lack of authority on students and generally need support from the principal or coordinator, or from a Syrian teacher. Interviewees describe violence in the school in many ways:

T7: "…Of course, there is violence. They don't understand kindness. I went to class in the first weeks, I could not keep silence the classroom, and I asked one of the Arab teachers if she could tell them something in Arabic, she went into the classroom and she resorted to violence."

T2: "…There is often a fight among Syrian students themselves. Continuous fight, even if they accidentally crash each other, they turn it into a fight. It's not a small-scale fight. It usually happens in the form of facial bruising and lip blasting. Typically, the boys do not have communication with the girls, but when they fight, they also fight with the girls. There is something nonsense between boys and girls."

There are also some difficulties in social interaction or integration of students. It is seen in the observation that Syrian students cannot integrate either into the school community or into society. In the school, there is the lack of unity among students and the lack of interaction among students between different genders. Moreover, they have difficulty because many different age-students get education all together in the same classroom. One of the teachers tells it so:

T1: "I also have a lot of trouble, for example, I tell them to make a circle or line up in pairs when it is time to play games... Girls and boys never come together. In the circle, the girls are on one side of the circle and the boys are on the other side of the circle. There is enough space for two people to pass between them. Then, I say okay, I solve the problem

by putting the sisters/brothers together in line. By the way, there is no age-based class, 8 years and 11 years can be in the same class..."

Also in society, these students are not integrated into Turkish children because there is racist attitude against Syrian ones. They are socially isolated. This is mostly affected by the preclusion of Syrian children by their parents. They tell it with these words:

T5: "The Turkish students are seeing at Syrian students as plague-stricken. Turkish teachers do not want Arab students anyway."

T1: "So you cannot do this integration, even if you try hard, the child or his/her parents don't want. For example, I also suffered a lot about that the students sometimes don't have notebooks and when I ask the reason, she says that my mother does not buy me any notebooks because she doesn't want me to learn Turkish."

3.3. Working Conditions at TECs

The working conditions problems experienced by Turkish teachers and principals working at TECs are given in Table 3.

Table 3. Problems Experienced By Turkish Teachers and Principals Working at Temporary Education Centers (TECs) – Working Conditions

Working Conditions at TECs	a) Dissatisfaction with legal rights	Unhappiness with occupational identity
		Uncertainty in employment
		Concern for future
		Unhappiness with legal rights
	b) Problems with Syrian colleagues	Racist attitude among teachers
		Lack of confidence among teachers from different races
		Lack of communication/interaction among teachers
		Religious beliefs of Syrian teachers
		Religious prejudice towards Turkish teachers
		Lack of support from government

	c) Difficulties in managing TECs	Lack of teacher-parents interaction

Other than professional issues, Turkish teachers at TECs confront some problems about their working conditions. They are dissatisfied with their legal rights with the reason that they experience ambiguity in their jobs. They are not titled as 'teacher' because they are working at a TEC rather than a school, so they are unhappy with their occupational identity. According to the observation conducted in the teachers' room, it can be said that Turkish teachers do not know where they are going to be in their future life and they reflect it in their daily speech with other Turkish teachers. They explain their dissatisfaction within these words:

T1: *"In the related contract, we are not titled as a teacher, but as a Turkish trainer, the title of teacher is not used for us. I think it's a dire situation."*

They have ambiguity in their future job because they are employed for a short period of time. Therefore, they are uncertain for their future life and concerning about it:

T1: *"The ministry has now hired us as a temporary teacher. So how it will go on is unclear now. We do not know if we will be recruited or not. You know, other teachers have a contract for 6 years, but we do not have any. So it's very vague right now. I wonder if we will be given a personnel cadre or the ministry will employ us just for two years... If we are left unemployed in two years what can we do then because we will be in our 30s. We have a lot of anxiety for the future."*

They are unhappy about not only legal rights but also their interaction with their Syrian colleagues. As far as they tell, Syrian teachers adopt a religious prejudice towards Turkish teachers. They have a lack of communication and the lack of confidence in Turkish teachers. This is caused mostly by language obstacle and language translator need as well as other obstacles. As a result of these issues, mistrustful and insincere atmosphere dominate the teachers' room. One of the teachers explains this situation in these words:

T2: *"I've had something like this. One day I had the girl and the boy lined up in the same row on the desk. They complained about me because they see it as haram. They see me as unbeliever as I do not have a headscarf. For example, when I say something religious, they approach me like, "Oh, you know that?" Children and parents have the same attitude..."*

Finally, there are also some difficulties in managing TECs. These types of schools are having difficulties in having support from government in many ways. They tell it in these words:

P1: *"...Some people from ministry come and talk to us from time to time, and they organize meetings about TECs. They ask us some questions just like you and receive our answers. But nothing happens. There is no solution to the problems. Maybe because it's new, but nothing, frankly. Ultimately, we try to solve our problems with our own efforts... "*

Moreover, there is a difficulty in managing TECs about providing teacher-parents interaction. However, the parents are so reluctant on this subject, so the school management can't have any activities together with them. It is told in short like that:

P2: "Disaster. Families are very closed, excessive. I have searched and called the families of students with problems as the principal. I have invited them to the school; however, none of them appeared."

In short, Turkish teachers confront many problems while working at TECs and the principals of these centers try hard to handle with issues while managing TECs. However, most of the problems they utter seem to be of vital importance and to be handled with quite delicacy.

4. Discussion

When the problems confronted by Turkish teachers and principals working at TECs are analyzed, it is concluded that this personnel has been experiencing problems on *professional development, education-training processes and working conditions* at TECs. Especially, the teachers stated issues on language obstacle, lack of material, violence in the centers and their legal rights. On the other hand, the principals of this center stated problems in managing TECs. It can be said that in these centers, both the Turkish teachers and the principals have been experiencing different kinds of problems while training Syrian students and managing these centers with Syrian students.

The problems related to the actions, behaviors and attitudes of Syrian children such as prejudice, violence etc. need to be handled within the context of social and psychological status of these children. Social injustice, lack of sense of belonging, alienation, exclusion, differences between old and new living conditions can cause developmental disorders and damage in many aspects of Syrian children's inner worlds (Gencer, 2017). It is quite expected that these children at very young ages reflect these feelings into their social life, which means school life for them. Inclusion in a new country brings many challenges as well as some differences in language, religion, race, ethnicity and culture. What is expected from teachers in these centers is to handle with these issues patiently. In this process, the school principals in these centers may need to consult to diversity management, which can help solve problems. It is a known fact that Syrian children in Turkey are disadvantaged in many ways and in order not to cause the loss of future generations, they need to be cared delicately. Because these children are in contact with the school staff in most of their time, the teachers and the principals are the best choices to get this responsibility. It is possible not to violate the UN Convention about Children Rights only by meeting the needs of Syrian children in Turkey, solving structural problems, and bringing Syrian children into society with their families and supporting them (Gencer & Özkan, 2017). At this point, Turkish Ministry of Education has the biggest responsibility to support these centers in many ways, create better training environments for these children and provide transition of Syrian children into Turkish public schools to integrate them to train together with Turkish children.

Mostly, getting education in the mother tongue of them is preferred by the Syrian children and their parents. It is concluded by some studies that children with different cultural values and different mother tongue fail in education with the official/national language if they get education according to national cultural values prevailing in the country (Çiftçi & Aydın, 2014). Therefore, the studies should be conducted within the context of multi-diversity by both the teachers and the principals working at TECs. Multi-cultural education includes elements such as increasing respect and tolerance for differences in society, providing equal educational opportunities for all, rejecting racism and assimilation, and ensuring cultural pluralism (Kaya & Aydın, 2014). In a report of Human Rights Watch (HRW) (2015), it was stated that "The vast majority of Syrian children, who theoretically could have gone to state schools in Turkey, do not go to public schools in practice. Discriminatory attitudes towards Syrians, which can be seen in Turkish students and teachers, are also a reason for the low preference of these schools (İstanbul Bilgi Üniversitesi, 2015). The students who are afraid of this discrimination have preferred to go to TECs, so what is expected from TEC teachers is to minimize the negative discrimination towards these children. Within this context, Turkish MONE, as of 2016-2017 academic year, switched to the "Inclusive Education" model for Syrians. With the inclusive education model, Syrian students are aimed to prevent discrimination by going beyond just teaching Turkish and to provide education by considering the differences of the students (Özcan, 2018).

Another issue concerning Turkish teachers working at TECs is about their professional development. In another study conducted at schools with Syrian students, 69% (n=57) of the administrators and teachers suggested that in-service training activities should be organized in order to gain the competence to work with foreign students (Eren, 2019). Most of the teachers declared that many people from various organizations such as Immigration Department and universities visit TECs to interview about issues at these centers. According to the statements of teachers, aids, offers and projects from many different institutions are provided to these centers; however, there is not an organized plan because of redundant bureaucracy and disorganization (Eren, 2019).

According to Chmielewski (2014), the advantages and disadvantages of dividing socio-economically disadvantaged students into groups should be considered well. There are applications of this type of practice in different education systems in the form of separating immigrant students into different institutions or different classes, groups and courses within the same school. Undoubtedly, these temporary education centers, which are implemented with an understanding of 'education for each', also have some disadvantages. While this is reflected in the students, it should not be forgotten that the teachers and the principals of these institutions are also affected by this situation. With the decision of the Ministry of National Education to gradually close the TECs, the fact that immigrant children are directed to public schools shows that 'education together'

attitude is adopted. In the studies conducted on the obstacles to the participation of immigrant children in education in the world, the main findings are as follows; education is not considered as a priority due to difficult economic living conditions, difficulties in access to education, lack of educational institutions in the surrounding area or nearby, or documentation and registration problems, even if they can access, uncertainty in its status due to prolonged immigration, language and cultural conflicts, low quality of education provided for immigrants, insufficiency in meeting their needs, teachers' low expectation of success in migrant children's capacities, unrealistic high expectations of school and teachers from families, inappropriate educational materials and lack of sufficient and qualified translation resources in their language (He, Bettez & Levin, 2015; Peterson, 2011; UNICEF, 2015b). It is expected in this process, by knowing these global problems, to take necessary precautions by Turkish MONE and to improve the working conditions of teachers of immigrant students.

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