

Determining the Educational Needs of International Students Residing in Antalya from the Perspectives of Students, Teachers, Parents and Administrators

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Abstract

The natural beauties of Turkey, the value of foreign currencies compared to the Turkish lira, and the granting of residency rights to foreign citizens are among the most compelling reasons for foreigners to settle in Turkey. Therefore, international students are included in the educational system. This study aims to evaluate the needs of international students residing in Antalya and what could be done to accommodate them. Antalya-based classroom teachers, school principals, international students, and parents of international students comprise our study group. In the study, a semi-structured interview, which is a qualitative research method, was employed. A semi-structured interview form was developed by the researchers in order to collect the research data. The interview data were recorded using a voice recorder, and then decoded, transcribed, and analyzed using the content analysis approach. The analyzed data was divided into categories, themes, and codes. The research findings are presented in three themes: socio-cultural needs, educational needs, and psychological needs. The incorporation of elements of the students' own cultures into the educational environment has been recognized by students, teachers, administrators, and parents as a shared sociocultural need. Students, teachers, administrators, and parents see the language, understanding-explanation, and success needs of their classmates as shared educational and training requirements. Pupils, teachers, administrators, and parents describe success, trust, love and attention, understanding, and communication as common psychological requirements of students. In addition, students, teachers, administrators, and parents proposed solutions for the issues identified in the study.

Keywords: Foreign Student, Need, Education, Multicultural Education

Introduction

Many rights are innate to children (Constitution of the Republic of Turkey, 1982). All children in the world are born with the rights to life, housing, health, and education, as well as the right to be protected from physical, psychological, and sexual exploitation (United Nations Convention on the Rights of the Child, 1989). Today, both international and domestic laws protect the right to education. In the European Convention on Human Rights (1950), to which Turkey is also a member, it states, "No one shall be denied the right to education." In carrying out its responsibilities in the field of education and training, the state respects the right of parents to ensure that their children are educated in line with their own religious and philosophical beliefs. The article highlighted the value of the right to education.

In addition to international laws and conventions, Turkey's right to education also complies with "No one shall be denied the right to education and training.", as stipulated in the 42nd article of the 1982 Constitution of the Turkish Republic. In the world and in our country, the right to education has been sought to be secured by constitutions and contracts, but this has not been adequate to prevent students from being unable to exercise this right (Kandemir & Aydın, 2020).

Migration is the permanent or temporary movement of individuals from one location to another for varied purposes (Sarıtaş, Parlak, & Akbaş, 2009). In recent years, an increase in migration has been observed in our nation, which is home to numerous languages, religions, races, and cultures. This influx to our country can be attributed to tourism, education, health care, settlement, and trade. With this migration, not only individuals but also their culture, language, and way of life enter our country (Turan & Polat, 2017).

Particularly since the turn of the century, a large number of foreign nationals have settled in our nation (See Statistics of the General Directorate of Migration Management). Due to their natural beauties and climatic qualities, the Mediterranean and Aegean coasts are the regions most sought after by foreigners (Turan & Polat, 2017). Foreign nationals prefer Antalya more than any other province in Turkey. When individuals migrate, they bring along their children. Migrations have the greatest impact on children (Van de Gling & Kau, 2013). Vulnerable and family-reliant children require additional care and support (Crepeau, 2013).

Each community has its own language, religion, culture, and way of life. The migration activity encompasses not only people, but also the language, religion, culture, and way of life of the society to which they belong. Turkey, a country that attracts immigration for both voluntary and obligatory reasons, is grappling with migration-related issues (Şimşir & Dilmaç, 2018). It is vital for migrants to integrate and adapt to the society to which they have migrated in order to alleviate the difficulties that migration causes. It serves as an educational tool for immigrant integration and socialization. Because international students who adapt to the school

will also adapt to the native customs. In addition to ensuring the educational and psychological adaptation of international students, schools will also ensure their socialization. Teachers, students, and administrators face a variety of issues in Turkish schools with international pupils (Atlıhan, 2019). Although the education provided to international students may appear to be a burden on the country, it will result in many positive outcomes (Rumbaut, 1997).

Migration gives rise to the concept of multicultural education. Our country also has multicultural education, which incorporates love, respect, and tolerance. In accordance with the "Education and Training Circular for Foreigners" issued by the Ministry of National Education (2014), commissions have been established in provincial national education directorates in order to organize and administer the education and training activities of international students in our country. Again, this circular led to the establishment of temporary education facilities in province/district centres with the agreement of the governorship (Atlıhan, 2019).

To create a stronger society, educational activities must be planned with a specific goal in mind. The fact that the education of international students in their home country is compatible with the education in our country would facilitate the social and educational integration of these students into our education system (Yüce, 2018). Prior to achieving this harmony, the demands of international students must be determined. Determining the education and training needs of international students attending primary school and making the required arrangements based on these needs can improve the quality and effectiveness of the education provided to these students (Atlıhan, 2019).

This study was created with the purpose of identifying the needs of international students. By neglecting these demands, the research conducted or to be conducted will be insufficient to solve the problems. This study will provide the essential and sufficient information to develop a radical solution to the reality of international students based on their demands and to create a systematic education-teaching environment for international student education. With this study, which intends

to discover a radical solution to the reality of international students based on their demands, sufficient information will be gathered to establish a standardised education-teaching environment for international students. In the study, the educational, socio-cultural, and psychological requirements of international students, as well as their answers, were examined. According to Ercoşkun and Nalçacı (2005), in order to comprehend human behaviour, it is necessary to identify the underlying need. Because, as mentioned by Egeli and Barut (2020), the lack of applications for the demands of international students would inevitably produce problems in the education system.

When we examine the research on international students, we find that it focuses on the challenges and solutions they present in the classroom (İmamoğlu & Çalışkan, 2017; Güngör & Şenel, 2018; Sarıtaş & Şahin, 2018; Delen, 2018; Kandemir & Aydın, 2020). Nonetheless, identifying the requirements of these students who have been relocated for various reasons is a prerequisite for both enhancing the quality of education and averting difficulties in the educational environment. This study, which focuses on international students, is significant since it is the first domestic study to examine the primary school needs of international students from many perspectives. This investigation is essential for putting the student at the centre, identifying existing problems, and assisting in their elimination. The purpose of this research is to determine the multidimensional needs of foreign primary school pupils studying in Turkey. To do this, responses to the following questions were solicited from educators, students, parents, and administrators:

- What are the social and cultural needs of international students?
- What are the psychological needs of international students?
- What are the educational needs of international students?

Method

Research Model

This qualitative study examined the psychological, socio-cultural, and educational needs of international students from the perspectives of

classroom teachers, administrators, parents, and students. To comprehend the human person, who is a dynamic entity having physical, cultural, social, and psychological qualities, a holistic approach is required (Yıldırım & Şimşek, 2013). Qualitative research allows for a multidimensional examination of events in their natural environment (Saban, 2007). One of the most significant contributions of this method is that it enables events to be viewed from the perspective of the individuals involved (Yıldırım & Şimşek, 2013). The study employed the case study approach, one of the qualitative research methods. The case study is a strategy that focuses on the “why” and “how” of events; the researcher’s interest in the events is minimal; and the persons being studied are in the foreground (Yin, 2003). Typically, a state may have more than one substrate or unit. In this instance, there will be numerous analysis units, hence the nested multiple-state design is utilized (Aytaçlı, 2012). The study employed the nested case study approach because the only available research design involved more than one analytic unit.

Table 1 Analysis of Needs

Needs of International Students
Experiences of Foreign Parents
Experiences of International Student
Experiences of Teachers Educating International Students
Experiences of School Administrators with International Students

(Source: Yin, 2003)

When conducting qualitative research, interviewing is one of the most frequently employed methods. If we wish to understand a subject’s motivations, perspectives, and emotions, the most effective method is to obtain information from the individual or relevant individuals (Türnüklü, 2000). The study employed Interview Technique, and the interviews were supported by both in-class and out-of-class observations.

Participants

Purposive sampling, which is one of the non-probability sampling methods, was used to determine the study’s participants. The goal of the

purposive sampling method is to examine samples and situations based on specific criteria (Yıldırım & Şimşek, 2013). In this context, the administrators who have international students in their school were selected while determining the needs of international students. Again, when determining the teacher, classroom teachers with international students were favored. During the study, 6 international students aged 7 to 11 (1 fourth-grader Iranians, 1 third-grader Russian, 1 third-grader Kazakh, 1 second-grader Ukrainian, 1 second-grader Russian, and 1 second-grader Syrian), 6 classes with foreign students in their class (2 second-graders, two third-graders, and two fourth-graders), 6 administrators with foreign students in the school they manage (2 private schools, 4 public schools), and 6 parents of international students from 5 different schools (1 Kazakh, 4 Russian and 1 Ukrainian) were interviewed.

Data Collection Tools

The data for the study were collected using a semi-structured interview form developed by the researchers and unstructured classroom and school observations. A student interview form was administered to students, a teacher interview form was administered to teachers, a parent interview form was administered to parents, and an administrator interview form was administered to administrators. Semi-structured interview forms administered to students, teachers, parents, and administrators consist of 3 identically-focused questions. The prepared interview questions were presented to the opinions of three professionals, and plans were created based on their responses. (At first, the same form was used for students, teachers, parents, and administrators; however, separate interview forms were established for administrators, teachers, students, and parents, provided the scope of the questions remained unchanged.) Interview forms were translated into Russian, Ukrainian, and Arabic for the benefit of overseas parents and students. The document has been translated into the English language. Before the actual study was done, a pilot application was created to ensure its reliability (Türnüklü, 2000). It was determined that the scope of the questions applied to 1 educator, 1 administrator, 1 parent, and 1 student

was valid for this purpose. To ensure reliability, the interview recordings must be listened to and encoded at different times. Consistency between codes demonstrates the interview's dependability in the coding process (Türnüklü, 2000). In the investigation, coding was performed at different periods, and it was determined that the resulting codes were consistent. It was discovered that the codes created at different times were over 80% identical. According to Türnüklü (2000), validity refers to the precision and veracity of the findings of a study. In the performed research, construct validity is determined by identifying behaviors associated with the measured concept (Kelecioğlu & Şahin, 2014). To establish the construct validity of the study, expert advice was solicited on the interview questions, and it was determined that the questions had construct validity. The content validity of an investigation is proportional to the degree to which the interview questions measure the targeted behavior (Kelecioğlu & Şahin, 2014). According to Karataş (2015), supporting interview data with observation will increase the results' reliability and validity. To strengthen the validity and reliability of the study, semi-structured observation was used to support the interview data. During the observation, researchers sought answers to their study questions.

Data Collection

Participants voluntarily participated in the interviews, which were performed at the time and location of their choosing by making an appointment. With their permission, semi-structured interviews with the participants were recorded with voice recorders or in writing. On average, the interviews lasted between 20 and 25 minutes. Records were transcribed and examined.

Data Analysis

The data collected for the study were analyzed using content analysis. Content analysis is a sort of analysis that permits subjective interpretation of textual or thematic data (Hsieh & Shannon, 2005; cited in Sallan Gül & Kâhya Nizam, 2021). In the process of content analysis, qualitative data that are comparable to each other are first classified under certain themes and categories, and then their interpretation leads to the formation of certain

conclusions (Eroğlu & Bektaş, 2016). The purpose of this study is to obtain truthful responses to the interview questions and to assess these responses. To this end, the data were analyzed in accordance with the three open-ended questions and participant responses on the semi-structured interview form (Eroğlu & Bektaş, 2016). Two researchers independently examined the interviews, and the results were compared. More than 80% agreement was established between the analyses of both researchers. The contradictions that arose during this procedure were reviewed and resolved, and the interview data analysis was completed. Finally, the collected facts were summarized according to the themes established by the interview questions, and were frequently discussed and interpreted using direct quotations. While utilizing the data, “T” codes were utilized for teachers, “P” codes for parents, “A” codes for administrators, and “S” codes for

students. Using content analysis, the gathered data were interpreted. According to content analysis, findings are discussed in depth, and direct quotations are included.

Results

This study attempted to evaluate the needs of international students from the perspectives of administrators, educators, students, and parents. As a result, one main topic, 3 sub-themes, 6 categories, and codes were identified. It was concluded that “Needs of International Students” is the key theme. As sub-themes, “Psychological Needs,” “Educational-Training Needs,” and “Socio-Cultural Needs” were identified. Following are the categories and codes for these sub-themes. Some codes are listed under multiple categories. Table 3.1 displays the themes, sub-themes, categories, and codes derived from the analysis of the research.

Table 2 Themes, Sub-Themes, Categories and Codes Resulting from the Research

Theme: Needs of International Students		
Sub-Theme	Category	Codes
Sociocultural needs	Need	Comprehension, language acquisition, making friends, cultural food, communication, cultural elements, respect for cultural difference, adaptation to the educational environment, and acceptance are crucial components of intercultural competence.
	Suggestions for Solutions	Adjustment of school physical conditions, peer cohesion with a command of the language, part-time language education, including games and activities, should be a language-competent formatter, cultural pro-motion days should be held, culture should be respected, cultural game and activity sharing, culture should be incorporated into the curriculum, support for self-expression, traditional games should be taught, and orientation training should be provided.
Educational Needs	Need	Language requirement, comprehension-explanation, success, proficiency, communication, mother tongue attendance, curriculum compliance, resources and materials, family involvement in education, and a teacher with foreign language proficiency.
	Suggestions for Solutions	Part-time language education, appropriate books, a language-speaking formatter teacher, mother tongue education, foreign language books in the library, appreciation and encouragement, orientation, peer bonding, resources and materials, curriculum introduction to parents and children, and the integration of parents in education should be provided.
Psychological Needs	Need	Acceptance, friendship, the need for success, trust, harmony, love and care, comprehension, communication, play, connection, and a sense of being valued.
	Suggestions for Solutions	There should be language education, a guide, orientation, cultural patterns should be incorporated, a language teaching formatter, cultural promotions, environment and employee support, traditional game teaching, differences should be respected, appreciated-encouraged, children should be accepted as they are, and there should be explanations in games and activities.

Examining Table 2, 9 codes were formed in the need category for the “Socio-Cultural Needs” sub-theme; these codes are included in Table 3 12 codes were created in the solution proposal category for the “Socio-Cultural Needs” sub-theme; these codes are shown in Table 4 10 codes were developed for the sub-theme “Education-Training Needs” in the need category; these codes are listed in Table 5 11

codes were created for the sub-theme “Education-Training Needs” in the solution proposal category; these codes are listed in Table 6 11 codes were developed for the “Psychological Needs” sub-need theme’s category; these codes are listed in Table 7 12 codes were created for the “Psychological Needs” sub-theme theme’s category; these codes are listed in Table 8.

Table 3 Socio-Cultural Needs of International Students

Codes	f	
Cultural elements	16	(3T-5P-4A-4S)
Adaptation to the school environment	9	(3T-1P-5A)
Acceptance	2	(2T)
Being understood	3	(1T-1P-3A)
Language learning	9	(4T-2P-3A)
Making friends	11	(5T-3A-3S)
Cultural cuisine	1	(1P)
Communication	3	(1T-1P-1S)
Respect for cultural differences	3	(1P-2A)

When examining Table 3 and the codes within the “Socio-Cultural Needs” category, “Cultural components” is the code that students, teachers, parents, and administrators all agree on. T6 described the effect of students’ cultural deficiencies on the “cultural elements” code, from students’ adaptation to course success, as follows: “Children have very serious cultural needs, especially in terms of foreign children, not being able to socialize with their friends, feeling something as a deficiency in themselves. There are many factors, such as not being able to express himself adequately, shyness in the classroom, not wanting to talk, and wanting to attend the class.” In other words, the child cannot have a complete sense of belonging, cannot adopt their classmates,

and cannot adopt the class. Regarding the “language learning” code, T1 stated that language learning and comprehension were among the most essential sociocultural demands of the students: “I believe that language learning and comprehension are the most important sociocultural needs of international students. After mastering the language, he will have little trouble integrating to the society over time.” Regarding the effect of cultural similarities or recognition of culture on students’ adaptation to the code of “cultural elements,” P4 used the following expressions: “Since there was no toilet in the school, it was very difficult to meet the toilet needs; however, he became accustomed to the toilets in the school, and we solved the problem in this manner.”

Table 4 Suggestions for Solutions for the Socio-Cultural Needs of International Students

Codes	f	
Physical conditions in schools should be adjusted	3	(1T-1P-2A)
Peer bonding with a proficiency in the language	2	(1T-1A)
Part-time language education	6	(4T-1A-1S)
Must be included in the games and activities	4	(3T-1A)
There must be a language-proficient teacher	2	(2A)
Cultural presentation days should be held	5	(3T-1P-1A)
Cultures must be respected	2	(1T-1A)
Participation in cultural games and activities	10	(5T-2P-2A-1S)

Culture should be adapted to the curriculum	3 (3P)
Support in self-expression	3 (2T-1A)
Traditional games should be taught	3 (2S-1A)
Orientation education	3 (1T-2A)

In Table 4, under the heading “Socio-Cultural Needs Solution Suggestions,” “Cultural game and activity sharing” is the code that students, teachers, parents, and administrators all agree upon. T3 offered their thoughts on the code “Culture promotion days should be implemented” as a solution to the socio-cultural demands of the pupils, recognizing the significance of expressing their own culture as well as studying the culture: On certain days of the year, cultural promotion days such as German Culture Day, Kyrgyz Culture Day, and Syrian Culture Day can be established. Young days, these children can describe the holiday they celebrate in their home country and the activities associated with it. What practices and traditions do they observe today? These may be brought up. In this way, he not only shares their culture with their buddies, but he may also appreciate the environment a bit more. Again, if we consider it, the things supplied in the canteen may be sold by the children, their local products, or the products with which they are more familiar. In this manner, the child can overcome feelings of exclusion and feel like he belongs. When we consider it, a bazaar can be held once a month, for instance. Alternatively, I believe that creating a bazaar with dishes more appropriate for their culture will make these students feel better.” Regarding the “Orientation education” code as a means of addressing the sociocultural needs of pupils, T6 expressed the following: “They

begin why because orientation research is being conducted. The child attends a school where their culture and language are valued. In other words, he is moving, yet an orientation is being conducted with the child even if he already knows where he will receive their education. Looking at these pupils now, in order to bring the school closer together, they begin attending a school where they do not speak the language, which has nothing to do with their own culture, and I believe that this is a momentous occasion for them, a really momentous occasion for a child. I believe that travelling somewhere you do not know is similar to being gone. You do not know the language, you have many classmates your age, but you cannot get along with them, therefore orientation studies can be conducted with these students as a first step. It might differ from our orientation research. How, for example, can cultural days be planned for these children? In other words, it’s not enough that they know our culture; we may also learn about the cultures of international students who come to our country or whom we educate.” P6 articulated the necessity of altering the conditions for the code “The physical conditions of the school should be altered” as follows: “When international students came to our school, they specifically requested bathrooms, so we installed two toilet bowls in each of our boys’ and girls’ restrooms.”

Table 5 Educational Needs of International Students

Codes	f
Language requirement	21 (6T-5P-5A-5S)
Comprehension-explanation	10 (1T-4P-1A-4S)
Success	4 (1T-1P-1A-1S)
Adequacy	3 (2A-1T)
Communication	3 (1P-2T)
Continuation in the mother language	3 (3P)
Compliance to the program	4 (2T-1A)
Source, materials	5 (2T-3P)
Including family in education	2 (1T-1P)
Language-proficient teacher	3 (2P-1A)

The “Language Need,” “Understanding-Explaining,” and “Success” codes within the “Educational Needs” category in Table 5 are the codes that students, administrators, parents, and teachers all agree on. Almost all participants identify “Language need” as a specific educational need. Regarding the “language needs” code, he voiced their opinions on the significance of learning Turkish as follows: “I believe that this process will be completed more quickly and easily if students are taking Turkish classes if necessary and attempt to become more familiar with Turkish culture.” A1 remarked that in order to address the language challenges of international students with the “Language need” code, certain adjustments should be made to the program applied to these students as follows: “These students need to

learn Turkish, I believe some curricular changes are possible.” P2 employed the following lines about the significance and necessity of communication so that students may express their desires and requirements regarding the “communication” code: “I wish teachers with a basic command of those students’ language were appointed in schools with a certain foreigner. At least when he had an issue, we were able to comprehend our child and come up with a solution. For instance, when an incident occurred at school, I did not know Turkish. Their teacher from school contacted me. After learning about my daughter’s difficulty, I would hang up the phone and have my Turkish-speaking friend call her teacher again to inform her of the present situation.”

Table 6 Educational Needs of International Students and Suggestions for Solutions

Codes	f
Part-time language education must be provided	15 (6T-2P-5A-2S)
Books must be compatible with the language	3 (1T-2P)
Mother tongue education should also be provided	2 (2P)
The library must be stocked with books	1 (1P)
There should be appreciation and encouragement	3 (1T-2A)
Orientation	4 (2T-1P-1A)
Integration with peers	4 (1T-2P-1A)
Source, materials, and a dictionary must be provided	3 (2T-1P)
Parents and children should be introduced to the curriculum	1 (1T)
Must be proficient in the language	6 (3P-2A-1S)
Parental involvement in education is essential	2 (1T-1P)

Table 6 reveals that “Part-time language education” is the code that students, parents, administrators, and teachers all agree on. Regarding the “part-time language education” code, A4 expressed their views on the provision of education within the school for students to learn Turkish in some courses as follows: “Just as we do for special education students in our schools, language education can be developed in special rooms for these children, in addition to education with their normal peers. They can receive assistance to continue their studies.”

Regarding the “appreciation and encouragement” code, T6 expressed their views on the significance of eliminating students’ sense of achievement in terms of social and educational aspects as follows: “When this is not the case, there is a problem in education, and the child is alienated from school and unable to make friends. It is also one of the subjects we will discuss that we create activities that are appropriate for the child’s level in the classroom in order to give them a sense of accomplishment and make them appreciate the school more.”

Table 7 Psychological Needs of International Students

Codes	f
Acceptance	6 (3T-1P-2A)
Making Friends	7 (2T-3P-1S)

The Need for Success	7	(2T-2P-1A-2S)
Confidence	7	(2T-2P-1A-2S)
Rapport	5	(2T-3A)
Love and care	7	(1T-3P-2A-1S)
Being Understood	7	(2T-2P-2A-1S)
Communication	7	(1T-2P-2A-2S)
Playing Games	3	(1T-1A-1S)
Bonding	3	(2T-1P)
Feeling Valuable	3	(1T-2A)

Students, parents, administrators, and teachers agree on the codes “need for success, trust, love and care, understanding, and communication,” as shown in Table 7. These pupils cannot speak because to a lack of language proficiency, and they cannot be understood due to their inability to communicate. However, comprehension is essential for every individual. Regarding the “understanding” code, A5 stressed the importance of these students’ ability to comprehend and explain as follows: “You must keep a close eye on the child. Occasionally, the child appears to be socially compatible, but not always. They need to be understood, to be there when they need assistance, and to be familiar with the area. That is your classmate Alanya. She wants to know why she received negative treatment. They frequently wonder why.” T5 included the following phrases concerning the significance of mutual acceptance in the “acceptance” code: “Yes, they are familiar with Turkey. This year, we sponsored a National Anthem reading contest. You would not believe that the entire Russian class participated. They respect us,

are aware of where they reside, and respect the flag. But if you want to address the cultural demands of children, you must respect their culture.” Regarding the “making friends” code, A6 articulated the most crucial psychological requirement for eliminating feelings of isolation as follows: “For example, we can establish an environment conducive to mutual learning by attempting to educate our pupils what the items in their language are, so that he can associate the pen in our language with the pen in their language. You know, only if they learn in our culture, they learn our language, rather than keeping up with us, it’s actually a counter-understanding, a mutual exchange of information; When there is a learning environment, the child attends school with greater enthusiasm because he will value himself, their culture, and their language more. Because he now perceives himself as a teacher. Yes, he is learning, but he is surrounded by people who want to learn their language and culture, and I believe this will greatly improve their enthusiasm.”

Table 8 Psychological Needs of International Students and Suggestions for Solutions

Codes	f
Language education should be provided	5 (2T-2P-1A)
Foreign language guide	7 (4T-3A)
Orientation	5 (2T-1P-2A)
Cultural patterns should be included	5 (3T-2A)
Language tutor	4 (2T-1P-1A)
Cultural presentations	3 (1P-2A)
Environmental and employee support	4 (2T-1P-1A)
Teaching traditional games	2 (1P-1A)
Differences must be respected	4 (1T-2P-1A)
Students must be appreciated-encouraged	1 (1T)
They should be accepted unconditionally	3 (1P-2A)
Description of events and games	3 (1T-1P-1A)

The codes “Language education, orientation, language teaching formater, environment and employee support, respect for differences, explanation in games and activities” are the most frequently stated codes by teachers, parents, and administrators in the “Psychological Needs Solution Suggestions” category of Table 8. On the contrary, they were unable to address the psychological demands of the students. Regarding the “Orientation” code, T4 made the following assertions regarding the pre-information and integration training for students: “What should we do to help international students integrate? A multicultural education should be provided for them. In other words, in order to adapt to a culture, information on that subject and information in this direction must be provided. If possible, their programs’ curricula should incorporate skill-based courses related to this adaptation. I don’t think it makes much sense to teach a student from a different culture the curriculum of that culture. However, if there are more than one student from this side in the school, it would be more helpful to conduct these integration courses at certain times and in certain regions.” T6 stated that the child’s acceptance of the code “It must be accepted unconditionally” will strengthen the child’s relationship with the school as follows: “Therefore, these children must first be comprehended and adopted. I mean, I believe that children should feel valuable in the classroom, that is, not with the approach of a teacher to a child that “you are a must-have if you are, we should win you too, you are valuable for us, you should make us feel like you are the most important thing to us, so that the child goes to school with this desire for value.” A5 stated their thoughts on the code “It should be praised-encouraged” as follows: “When you look at a classroom the other day and ask a question, there are no children speaking Russian. Everyone speaks Turkish; this is a significant encouragement. It is vital to encourage the child when he makes a request, but you must also allow him time to reflect. As a result of encouragement, the child now attempts to speak Turkish.”

Conclusion and Discussion

Among the socio-cultural needs discovered in the study, the need to perceive cultural components,

the need to adjust to the educational setting, and the need to acquire a language stand out. Because the child must speak the language of their own culture in order to comprehend and be understood. According to the results of the observation, these children must describe the culture they come from and their desire to study the culture when they begin school. While learning about the new culture, these children remember their own culture, make comparisons to their own society, and often long for it. It has been observed that international students who can comprehend and speak Turkish are pleased when given the opportunity to convey their culture; they attend class more willingly and overcome adjustment issues with more ease. In their study to assess the cultural demands associated with teaching Turkish as a foreign language, Çelik (2018) defined culture as the set of immutable behavioral patterns that cannot be altered by physical facts, ideas, time, or location. From this perspective, the significance of socio-cultural demands will become clearer. In the study’s conclusions, cultural components are highlighted as a sociocultural necessity. While students and parents express a desire to observe the cultural values and customs of their countries, teachers and administrators can organize festivals, games, and other culturally-specific activities. explained the situation in terms of the students’ requirements. In their research, Polat and Turan (2017) determined that the students maintained the eating habits and holidays of the culture from which they originated. Even if the children have left their homeland, even if time has gone since the migration, even if they have adjusted to the new culture, they will always have a longing for their culture, according to the results of the observations. To this end, there should be a greater emphasis on the cultural exchange of international students in school textbooks and applications. Textbooks must fulfil this requirement. In their study, Çiftci (2019) found that the purpose of spreading culture through textbooks is shaped by including only the names of cultural items. According to the findings of solution proposals for socio-cultural needs, it would be effective to allow international students to present their plays, to organize cultural promotion days for international students, to organize bazaars with

various cultural elements, and to socialize with their peers who are Turkish-speaking foreign nationals. In their research, Polat and Turan (2017) identified sub-themes including culinary culture and holidays. Polat and Turan (2017) interviewed teachers about the cultural difficulties international students have in their studies, and “Teachers report that international students encounter certain difficulties owing to cultural differences. Because the holiday seasons and religious holidays in the student’s home country are different, problems arise when the students do not attend school.”

In light of the study’s conclusions regarding education-training demands, the need for language, the need for comprehension and expression, and the need for achievement came to the forefront. In their study, Zoroğlu (2017) asserts that learning is required to sustain, understand, and explain an individual’s life. In light of the results of the observations conducted, it is vital to prioritize the language demands of international students over the needs for comprehension and explanation and success. In their research, Egeli and Barut (2020) discovered the necessity for language education. Because, regardless of how much knowledge the student has, if he or she does not master a language, he or she cannot comprehend what is said and consequently cannot explain it. Students who cannot articulate themselves and their knowledge cannot achieve success. Students who begin their education and training without addressing their language demands are unable to reap the benefits of the process until they have learned the language, causing them to fall behind their peers. It is difficult to address the language demands of pupils when classroom teachers lack training in language teaching and insufficient time is allotted for language teaching due to the complexity of the curriculum. These students, whose language demands cannot be satisfied, are unable to understand the lessons, create problems, and disrupt the classroom environment. In their study, Delen and Ercoşkun (2019) also determined that international students were unable to comprehend the course due to a lack of language comprehension, and that they exhibited misbehaviors. Considered as a solution idea for the education and training requirements of international students, part-time language education

comes out on top. Participants indicated that it would be useful for students who continue their education alongside their peers to attend Turkish classes part-time in a separate class to address their language needs. He added that this approach was utilized in 5 schools, which were private school administrators, and that it was quite beneficial. 5 reported receiving positive comments from parents regarding this issue. 5 reported that owing to this application, the student was able to mingle with their friends and overcome feelings of isolation by interacting with other students in language education. In their study with classroom teachers to determine the problems experienced by students whose mother tongue is not Turkish in the school environment, Egeli and Barut (2020) discovered that the language differences of the students cause academic failure and communication problems in the students, and that a language course should be given to the students as a solution. Generally, research with international students has been carried out to identify and resolve educational and social issues that arise in the classroom.

When examining the study’s findings regarding psychological needs, success, trust, love and interest, communication, and understanding come to the forefront. If the child’s psychological health is compromised, he cannot adapt to school and interact with their peers. Therefore, it is crucial for the student to communicate with both their teacher and their classmates. In their research, Polat and Turan (2017) determined the importance of developing the teacher-student interaction. International students must have their psychological needs handled in order to adjust to the educational environment. Because psychological needs are equally essential to physical demands. In their investigations on the significance of psychological needs in education, Ercoşkun and Nalçacı (2005) found that psychological needs are useful in personality development, socialization, protection, recovery, and consolidation of the individual. The course settings and social interactions of children whose psychological needs are addressed are more positive, according to the observation data. When a child feels understood, accepted, and loved, he is more motivated to attend class and communicate with their classmates. In addition, it is seen that when these students’ competencies are valued and

promoted, they participate more actively. In light of the findings regarding the proposed solutions for psychological needs, it was determined that first and foremost, it would be beneficial for the student to learn Turkish, to conduct orientation training with a teacher who is fluent in the student's mother tongue when the student begins school, and to inform the students and staff.

Suggestions

These pupils, who had to relocate from another nation at the request of their family or for compulsory reasons, have numerous obstacles during the initial stages of starting school. Parents are attempting to adapt to their new lives while teachers and administrators attempt to prevent deterioration of the school climate and disruption of education-training. Therefore, these children are left to deal with their difficulties alone. The fact that young children, who cannot articulate themselves and do not understand anyone, enter an unfamiliar education-teaching process causes feelings of isolation and inadequacy within the child. The child makes an effort to integrate into the culture and education of the nation from which he or she recently migrated. If the child, who feels inadequate, is unable to get along with their peers, he develops psychological issues and causes scholastic problems. In order to improve the circumstances of these children, classroom teachers should receive training on international students. In addition, when these children begin school for the first time, assigning teachers who are proficient in the children's mother tongue will facilitate both understanding of the school and integration with peers. When international students begin school, it is helpful for teachers to learn about the student's culture in order to get to know the student. In addition, a readiness test should be administered to these pupils in order to establish their grade-level readiness and eliminate any inadequacies, if any. In terms of monitoring and analyzing the student's development, it will be useful for a teacher who is able to interact with the kid to accompany the child's orientation process for one week and to revisit this process one month later. While international students continue their education with their peers, learning Turkish alongside other non-Turkish-speaking

students during particular hours can help them complete their language requirements in a shorter amount of time and allow them to socialize. In an age where it is easy to connect with technology even without understanding the language, parents should be encouraged to teach language and communication with their children should be preserved. The teacher should permit the student to describe and transmit their culture. Integration of pupils with Turkish students should be prioritized, and isolation through grouping should be avoided. And ultimately, the child must be unconditionally accepted, loved, and supported.

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