

## Multifaceted Educational Needs of Primary School Students Moving to Istanbul Due to Earthquake

Nurhüda Sözen\*<sup>ID</sup>*Teacher Training and Development Branch, İstanbul Provincial Directorate of National Education, İstanbul, Türkiye***Corresponding author:** Nurhüda Sözen, E-mail: nurhudasozen@hotmail.com

### ARTICLE INFO

#### Article history

Received: June 29, 2023

Accepted: October 10, 2023

Published: October 31, 2023

Volume: 11 Issue: 4

Conflicts of interest: None

Funding: None

### ABSTRACT

This study seeks to reveal the multifaceted educational needs of primary school students who left their hometown due to the earthquake and continue their education in Istanbul. The research was carried out with 35 classroom teachers teaching primary school students forced to leave their city due to the earthquake that occurred in Kahramanmaraş and continue their education in public schools in Istanbul. In this qualitative research, a semi-structured interview form prepared by the researcher was used as a data collection tool. The data were analyzed via the descriptive method. Within the scope of the research, findings related to the educational needs of the earthquake survivor primary school students, the role of the classroom teachers in the classroom climate in the context of the earthquake experience, the support training needs of the classroom teachers regarding the education of the earthquake survivor students, the teacher guidance for the well-being of the earthquake survivors' parents, and the teachers' expectations from different ministries under the theme of the earthquake were determined. As a result, suggestions were offered on various activities that education stakeholders can do to minimize or eliminate the effects of the trauma experienced by primary school students due to the earthquake.

**Key words:** Earthquake, Education, Primary School Students, Teachers

### INTRODUCTION

However, the strongest earthquake that occurred in Turkey and caused the loss of life was in Kahramanmaraş with two successive earthquakes of 7.7 and 7.6 magnitude and devastating effects on almost 10 other provinces on February 6, 2023. It can be argued that the earthquake that caused the death of 45,000 Turkish citizens severely damaged emotional and cultural assets with some of them destroyed, and great material losses were experienced.

Natural disasters such as earthquakes can be worrisome for all age groups, but they can be a source of higher levels of anxiety especially for primary school-aged children. This is because of the destructive power and fear that children feel even before they know about the earthquake. In addition, it can be suggested that as a result of implicit learning, children may have fears of earthquakes with increased levels of anxiety and negatively affected emotional development. In particular, monitoring the response of rescue and emergency teams during an earthquake can cause children to develop greater anxiety. Children may have experienced traumatic events such as being near death, injured, or losing their homes as a result of the earthquake. These events can cause behavioral disorders such as aggression, loneliness, constant feeling of an earthquake, nightmares, night sweats, or sleep disorders among children.

If children feel that the adults around them are also vulnerable, traumatic, and weak against earthquakes during the primary school period, then this may impair trust or cause children to exhibit excessive attachment attitudes (Sönmez, 2022, p. 342). This may indicate that their coping strategies are not sufficient. The primary reason for traumatic reactions in younger students is that their experience of coping with cognitive and emotional difficulties does not develop depending on their age (İşmen, 2001, p. 81). The studies on how students perceive earthquakes (Aydın, 2010; Demirkaya, 2007a) report that the earthquake is not perceived well, and various difficulties are experienced in earthquake education (Öcal, 2005). Societies pursuing to raise healthy generations are supposed to reveal the psychological effects such as anxiety, anxiety, and depression that natural disasters including earthquakes may create in children's minds through various studies as well as to prepare and implement emergency response programs (Kıratlı, 2001).

The earthquake, whose epicenter was the Pazarcık district of Kahramanmaraş province, occurred on 6.02.2023 and at 04:17 in the morning with a magnitude of 7.7. Subsequently, around 09:00, an earthquake, whose epicenter was the Elbistan district of Kahramanmaraş province, occurred with a magnitude of 7.6 and is described as the biggest disaster in the history of the Republic. The earthquake brought with

it multifaceted problems such as education, health, security, and migration, as well as death, injuries, and material and moral losses. The number of students who experienced the earthquake in February 2023 and migrated to Istanbul was determined as around 15,000 (MEB, 2023).

### Objectives and Research Questions

This study seeks to reveal the multi-dimensional education needs of the children who migrated to Istanbul due to the earthquake with suggestions for meeting their education needs. Within the scope of this purpose, answers to the following questions were sought:

1. What is the situation of primary school students affected by the earthquake in the classroom climate?
2. What are the support needs of primary school students affected by the earthquake?
3. What is the role of classroom teachers, who are students of earthquake victims, in the school and classroom climate?
4. What are the training needs of classroom teachers who are students of earthquake victims?
5. According to the teachers, what is the situation of the parents who experienced the earthquake?
6. How is teacher guidance for parents' well-being?
7. What are their expectations from the Ministry of National Education and different ministries?

Within the scope of these purposes, interviews were conducted with primary school teachers teaching earthquake survivors in Istanbul. This study is significant in terms of contributing to other scholars, teachers, parents, MEB (The Ministry of National Education), and relevant authorities as it has been designed to help students who have settled in Istanbul due to the earthquake to survive the trauma of the earthquake, provide multi-faceted guidance for their psycho-social education needs, support their emotional-social development, carry out activities to ensure the well.

### METHOD

In this research paper, designed with a qualitative method, a semi-structured interview technique was used. As part of the semi-structured interview technique, in-depth information can be obtained on a pre-determined theme. In this context, the questionnaire can remove the limitations in scales and tests. Since it is important to obtain in-depth information about the determined subject in this research paper, a semi-structured interview technique was used (Yıldırım & Şimşek, 2016). The research was carried out with primary school teachers teaching earthquake survivors in 39 districts of Istanbul.

### Participants

The criterion sampling method, which is one of the purposive sampling methods, was used to determine the study group. The basic criterion determined by the researcher is the selection of schools with primary school students who are earthquake survivors of the 6 February 2023 earthquake and continue their education in Istanbul. For, the goal was to

determine the teachers teaching the earthquake survivor primary school students. In this context, the criteria for the selection were as follows: to be a permanent classroom teacher in public schools and to have students who are earthquake survivors. Table 1 shows the demographic information of the participants.

### Ethical Clearance

This research was carried out with the permission of Istanbul University-Cerrahpaşa Social and Human Sciences Ethics Committee with the decision numbered E-74555795-050.01.04-667833 dated/2023/68.

### Collection Tools

Scale a semi-structured interview form was developed as a data collection tool. A head teacher with an experience of

**Table 1.** Demographic information

Codes	Gender	Seniority	Codes	Gender	Seniority
Ö1	F	11 Years	Ö19	F	13 Years
Ö2	M	5 Years	Ö20	F	19 Years
Ö3	M	17 Years	Ö21	F	7 Years
Ö4	F	6 Years	Ö22	M	14 Years
Ö5	F	4 Years	Ö23	M	18 Years
Ö6	F	8 Years	Ö24	M	24 Years
Ö7	M	13 Years	Ö25	F	22 Years
Ö8	M	18 Years	Ö26	F	3 Years
Ö9	F	6 Years	Ö27	F	14 Years
Ö10	F	12 Years	Ö28	F	13 Years
Ö11	F	14 Years	Ö29	M	19 Years
Ö12	F	6 Years	Ö30	M	28 Years
Ö13	F	7 Years	Ö31	M	21 Years
Ö14	M	11 Years	Ö32	F	5 Years
Ö15	F	20 Years	Ö33	M	6 Years
Ö16	F	14 Years	Ö34	F	8 Years
Ö17	F	22 Years	Ö35	M	16 Years
Ö18	M	16 Years			

30 years in the field and a professor were asked about their opinions on the questions in the semi-structured interview form developed through a review of the relevant literature. Based on their opinions, two questions in the form were revised. Once the necessary arrangements were made after the expert opinion, the form took its final form. The Appendix includes the interview questions asked from the classroom teachers.

### Process

To find out whether the questions were applicable, a pre-application was carried out with 3 teachers. In this context, there was an investigation into the level of clarity of the questions and whether the responses given by the teachers reflected the questions or not. As a result, it was revealed that the responses measured the desired feature, and the data were collected in April 2023. The interviews with the teachers lasted an average of 25-40 minutes. The questions thought to be incomplete were noted and revisited at the end of the interview. Interviews were held on Wednesdays, Saturdays, and Sundays with 13 classroom teachers in a social facility, 7 classroom teachers in a quiet place close to their homes, and 15 classroom teachers at the Provincial Directorate of National Education. The interviews were transferred to the computer exactly, in order, and without any correction. Transferability was ensured by making the descriptions in detail. The consistency of the study was ensured by comparing the codes obtained by three different researchers. In addition, the confirmability of the research data was made possible through archiving (Yıldırım & Şimşek, 2016, p. 277). The reliability of the data was achieved after a field expert academician compared the research data with the responses given by the teachers participating in the research to the semi-structured interview form.

### Data Analysis

The responses given to the semi-structured interview form by the classroom teachers participating in the study group were analyzed via the descriptive method and the topics were converted into themes based on frequency weights. The participants were coded to analyze the interviews. Teachers were coded as Ö1, Ö2, Ö3, etc.

According to Bogdan and Biklen (1992), the concepts obtained from the research data are expressed as themes. Themes were formed based on the expressions used during the interviews with the classroom teachers. Following the examination of the data obtained from the coding files, the related data were included in the same title, and then the research data were finalized once the opinions of the teachers in the same title were quoted. While the titles that emerged after this study formed the themes of the study, the sub-titles formed the sub-themes of the study.

In the next process, themes and sub-themes were created within the scope of three coding files randomly selected by an expert with 25 years of experience in the field, and the themes and sub-themes determined by the field expert and the researcher were compared. The themes about which a

consensus was available based on the comparison were left as they were. Then, the researcher and the expert worked together to rearrange the themes of disagreement. Finally, the themes and sub-themes put forward by the field expert and the researcher were examined by a different field expert with 32 years of experience. The second expert combined two sub-themes to make the research simpler and more understandable and to facilitate the interpretation of the findings. At the end of these processes, data analysis was completed, and the findings of the study were reached.

### FINDINGS

Under this heading, first of all; the classroom climate and educational needs of primary school students who experienced the earthquake are included. Subsequently, the roles and educational needs of classroom teachers who have students who were earthquake victims in the school and classroom climate were mentioned. Then, the situation of the parents who experienced the earthquake and the teacher's guidance on the well-being of the parents were discussed. Finally, the findings regarding the expectations from the Ministry of National Education and different ministries are given.

#### The Situation of Primary School Students Affected by the Earthquake in Classroom Climate

In this section, the situation of primary school students affected by the earthquake in the classroom climate is given.

According to Table 2, students who experienced the earthquake during the lesson; It was determined that they had problems in reading, comprehension, patching and listening processes. The opinions of the teachers in this direction are as follows:

*He's having trouble understanding. He is reluctant to ask questions when he does not understand the lesson. [Ö-3]*

*There is a reluctance to study. He thinks he will fail even when I ask simple questions. [Ö-13]*

*Unwilling to write. He doesn't want to write anything. [Ö-7]*

*When he doesn't understand what he's reading, he doesn't go back and read it again. He doesn't make the effort to understand. [Ö-2]*

According to the opinions of class problems, in the psychological state of those who came to Istanbul due to the earthquake; It was determined that situations such as anxiety, silence, fear, anxiety, sleepless and stress were observed. Teachers' opinions in this direction are as follows:

*I never forget the moment the kid got scared when it rained. S/he sometimes cried and told me about it. It turns out that it rained a lot after the earthquake, which means that whenever it rains, s/he thinks that an earthquake happens in Maraş again. [Ö-17]*

*When s/he first came to the class, s/he was a very quiet boy. I told her/his mother that I guess she's a quiet child. In fact, s/he was very active and broth of a boy; however, s/he became introverted after the earthquake. [Ö-1]*

**Table 2.** The situation of primary school students affected by the earthquake in classroom climate

Theme	Categories	Participants	f
The Classroom Climate of Primary School Students Affected by the Earthquake	Feeling of Loneliness	Ö7, Ö6, Ö14, Ö19,	4
	Quietness	Ö1, Ö2, Ö8, Ö16, Ö22, Ö32	6
	Sadness	Ö13, Ö12, Ö10, Ö5	4
	Having Difficulty Reading	Ö19, Ö3, Ö2, Ö11, Ö9, Ö30 Ö22, Ö10	8
	Having Difficulty Understanding	Ö30, Ö2, Ö5, Ö19, Ö22, Ö14 Ö11, Ö19, Ö30, Ö22, Ö10	11
	Not Studying	Ö30, Ö2, Ö5, Ö9, Ö3, Ö2, Ö1	7
	Feeling of Failure	Ö30, Ö13, Ö12, Ö10, Ö5, Ö1	6
	Not Listening	Ö12, Ö11, Ö15, Ö32, Ö5, Ö1	6
	Reluctance to Write	Ö7, Ö6, Ö14, Ö19, Ö22, Ö14	6
	Unwillingness to Ask Questions when Not Understanding the Lesson	Ö3, Ö13, Ö12, Ö10, Ö5, Ö1 Ö2, Ö15, Ö19, Ö30, Ö22, Ö11	12
	Not Making the Necessary Effort to Understand what You Read	Ö2, Ö13, Ö19, Ö10, Ö22, Ö11 Ö13, Ö12, Ö3	9
	Normal behaviour	Ö23, Ö24, Ö25, Ö28, Ö30	5
	Fear	Ö9, Ö17, Ö3, Ö13, Ö18, Ö27,	6
	Stress and anxiety	Ö21, Ö14, Ö31, Ö27	5
	Crying	Ö18, Ö1, Ö27, Ö17,	4
	Earthquake speeches	Ö4, Ö31, Ö20, Ö11, Ö26, Ö29, Ö34	7
Earthquake anxiety	Ö19, Ö4, Ö1, Ö21, Ö7, Ö15, Ö33	7	

*S/he was chatting about the earthquake and sometimes asleep in class. My student, who couldn't sleep at night, was dozing off at school. S/he did not listen to me in the lesson. [Ö-34]*

Due to the images broadcast on television and social media, students who have not experienced the earthquake may be affected by the earthquake. Regarding the subject, the thoughts of the teacher coded Ö-19 are as follows:

*The students affected by the earthquake were not the only ones who physically experienced the earthquake. The entire class was under the influence of the news and images circulating on TV channels and social media. To reduce the stress experienced by children, I gave more space to activities such as entertainment and games. When my earthquake survivor student joined us, s/he was on the alert as if an earthquake would happen again. [Ö-19]*

*I think children adapt very quickly. My student acts normally, smiles, and has fun as if s/he had not experienced the earthquake. [Ö-23]*

### Findings Regarding the Support Needs of Primary School Students Affected by the Earthquake

In this section, the support education needs of primary school students affected by the earthquake are included.

According to Table 3, teachers stated that children who experienced the earthquake experienced reluctance to read, write, understand and listen. In this context, teachers' views on the support education needs of students are as follows:

*I chose texts according to my student's interest. I made it read the texts that will create a reading request. Sometimes he was reading the life of a football player.*

*Sometimes he read about the life of a wrestler. My student was curious about the earthquake. The earthquake happened while he was sleeping. So, he couldn't remember anything. How the earthquake occurred, what happened underground. I gave him texts about the earthquake. appropriate texts. After reading it, he shared it with the class. The whole class was reading the same text together. In the evening, they were writing comments about the text on PADLET. Texts and books about earthquakes and natural disasters were read in our class for about a month. We read texts about earthquake drills and made applications. We shared our comments with the PADLET application. [Ö-8]*

*I had activities to create writing. He was writing down his feelings. Writing according to the rule intrigued him. Next came. Creative writing activities It also helped them generate questions. [Ö-21]*

*I generally used creative drama in text processing. I aimed to make him understand and be happy while expressing himself. [Ö-10]*

*He didn't listen to me when he first came to class. We acted together with the guidance teacher. When you asked a question, I answered it. Then I started asking questions. I asked simple questions about how his day was going and what he was doing. Later, he started to be more active in the classroom. [Ö-19]*

*2<sup>nd</sup> year student is my student. I had a successful student seated next to him. I made them do the lesson activities together, read the text they read together and tell them to each other. They were playing games and having fun together during breaks. His desk mate gave the greatest support to my earthquake survivor student. [Ö-29]*

**Table 3.** The support needs of primary school students affected by the earthquake

Theme	Categories	Participants	f
Educational Needs of Students	Affection and attention	Ö7, Ö6, Ö14, Ö19, Ö17	5
	Texts that will create a reading request	Ö8, Ö21, Ö1, Ö7, Ö5	5
	Creative writing activities to create a desire to write	Ö10, Ö2, Ö6, Ö13, Ö28	5
	Have them generate questions	Ö11, Ö12, Ö16, Ö23, Ö18	5
	Comprehension activities	Ö19, Ö29, Ö13, Ö23, Ö1	5
	School counsellor	Ö9, Ö17, Ö3, Ö13, Ö21	5
	Healthy communication	Ö7, Ö6, Ö14, Ö19	4
	Psycho-social support	Ö21, Ö16, Ö7, Ö9	4
	Game activities	Ö18, Ö19, Ö33, Ö21, Ö7, Ö15	6
	Alternative education	Ö7, Ö6, Ö29, Ö12	4
	Music support	Ö7, Ö6, Ö24, Ö7	4
	Art therapy	Ö13, Ö3, Ö21, Ö6, Ö33	5
	Sports support	Ö1, Ö27, Ö11, Ö28, Ö7	5
	Story Books	Ö28, Ö4, Ö1, Ö21, Ö17	5

Classroom teachers should consider the social and emotional development of the students affected by the earthquake. After the earthquake, students' stress and anxiety levels may be high. Therefore, students should be provided with psychological support. Schools can help students reduce their stress and anxiety by offering psychological counselling services. In addition, after the earthquake, students' relationships with their friends and families may also be affected. Therefore, schools should meet the social and emotional needs of students affected by the earthquake by organizing social activities and interactions. The opinions of the teachers on the subject are as follows:

*I thought that funny things would be good. I allowed them to listen to and watch some jokes and funny videos including animals. We also played a lot of games in the garden. S/he needs psychological support more than education. [Ö-16]*

*S/he needed psychological support and social acceptance both because of the earthquake and because s/he left her/his old school and friends. [Ö-7]*

*I, together with the assistant principal and school counsellor, visited my students' house. I tried to make her/him feel that I was with her/him. [Ö-14]*

Primary school students should be informed about earthquakes. Earthquake is one of the natural disasters and can be experienced frequently in our country. For this reason, it is important to inform students about earthquakes, to explain what an earthquake is, how it happened and what to do, and to ensure that they are prepared in this regard. Therefore, students should be informed about the signs of the earthquake, what to do during the earthquake and the precautions to be taken after the earthquake. Regarding the subject, the thoughts of the teacher coded Ö-31 are as follows:

*S/he was wondering about the earthquake. Since s/he is a 2nd-grade student, s/he has not experienced an earthquake drill before. S/he was asleep during the earthquake and did not know why the earthquake happened and how it occurred. I gave simple answers to her/his*

*questions. I also organized earthquake drills for the whole class and gave earthquake preparedness training. [Ö-31]*

Books teach children about safety, social norms, and other life skills, while helping them develop their imaginations, develop empathy, and be emotionally healthier. Regarding the subject, the thoughts of the teacher coded Ö-1 are as follows:

*Books support children to protect and strengthen their mental health. [Ö-4]*

Educational needs of earthquake survivors may vary according to their interests. For this reason, artistic, sportive and social activities can be organized according to the interests of the students. The opinions of the teachers on the subject are as follows:

*In this process, it may be beneficial for children to benefit from artistic activities such as music and to be fed with art as music is a powerful tool for emotional and social healing. [Ö-24]*

*I did not reveal that s/he came to our classroom because of the earthquake as I thought her/his friends would ask countless questions about the earthquake. But we played games in the garden almost every day. I also left my phone on my student's desk for 4 weeks so that s/he could call her/his mother whenever s/he wanted, without asking me. [Ö-19]*

*Art therapy can help children express their feelings, feel safe, and reduce their anxiety. Of course, our counsellor's art therapy workshops were both very effective and productive for my earthquake survivor and other students attending the workshop. [Ö-13]*

Some students may not have been affected by the earthquake. Therefore, they may not have experienced any psychological problems. Regarding the subject, the thoughts of the teacher coded Ö-23 are as follows:

*It was as if my student had not experienced the earthquake. [Ö-23]*

### Findings Regarding the Role of Classroom Teachers Teaching Earthquake Survivor Students in School and Classroom Climate

In this section, the role of classroom teachers, who are earthquake victim students, in the school and classroom climate is mentioned.

Table 4 highlights the role of classroom teachers teaching earthquake survivor students in school and classroom climate. After a natural disaster such as an earthquake, children may experience fear and anxiety. In this case, considering the opinions of the classroom teachers about their role in the school and classroom climate, the following findings were reached.

*My student, who has a large family, was absent from school. I struggled to ensure her/his attendance at school. I asked her/him to come to school with a friend close to her/his house. I had students exercise with music between classes and let her/him join the football team. [Ö-28]*

*I had some exercises done in the classroom for 2-3 minutes in each lesson with music. I observed that s/he was happy doing them. I also observed that all of them were happy during storytelling sessions. [Ö-26]*

*I had fun activities done so that her/his sadness would end. Helping such kids get back to their normal routines can help them relax and reduce their anxiety. For this reason, I warned my student's parents so that s/he should not be absent. [Ö-12]*

Psycho-social support activities should be carried out for students who are grieving the loss of their mother and/or father in the earthquake, to firmly overcome the trauma of the earthquake under the supervision of experts. The right language of communication with children who have experienced an earthquake can help them get over their trauma.

The opinions of the teachers on the subject are as follows:

*An earthquake is a natural disaster that affects people of all ages. However, earthquake survivor children are at greater risk than adults and may be affected more psychologically. At the time of or after an earthquake, children may experience anxiety, fear, panic, confusion, and even thoughts about death. Therefore, as a classroom teacher, I listened to my student when s/he expressed her/his feelings. I listened to her/his worries, fears, and concerns. I expressed that I understood how s/he felt and that I was with her/him as her/his closest teacher at school. I hugged my student and made her/him feel that I was just with her/him. I tried to support her/his mental well-being with fun conversations. [Ö-29]*

*I told her/him that s/he could express her/his feelings, that her/his fears and anxieties are natural, that s/he should ask questions without hesitation, and that I would be much happier if s/he asked questions without hesitation. In addition, I prepared social learning environments where s/he could talk to other friends and share feelings, and we did fun activities. [Ö-27]*

### Findings Regarding the Educational Needs of Classroom Teachers Teaching Earthquake Survivor Students

Children experiencing earthquakes often feel a range of emotions, including shock, fear, panic, anxiety, and sadness. These feelings can affect children's psychosocial needs and make it difficult for children to feel safe and return to normal life. And the opinions expressed about the training needs of classroom teachers teaching such students are given below.

According to Table 5, the opinions of the classroom teachers who teach the earthquake survivors regarding their educational needs were examined. Teachers can feel

**Table 4.** The role of the teacher in the classroom in the focus of the students surviving the earthquake

Theme	Categories	Participants	f
The Role of Classroom Teachers Teaching Earthquake Survivor Students in School and Classroom Climate	Healthy communication	Ö29, Ö16, Ö24, Ö19, Ö17, Ö8, Ö23, Ö32, Ö35	9
	Return to normal life	Ö17, Ö30, Ö3, Ö20, Ö7, Ö6, Ö19	7
	Continuation of the routine	Ö13, Ö24, Ö30, Ö19, Ö17, Ö34	6
	Exercise	Ö22, Ö26, Ö28	3
	Entertaining activities	Ö12, Ö22, Ö15, Ö25, Ö27, Ö31, Ö32, Ö10	8
	Psychological support in the classroom	Ö28, Ö29, Ö17, Ö8, Ö10, Ö6, Ö16, Ö32, Ö33	9
	Expression of feelings	Ö18, Ö11, Ö20, Ö17, Ö27, Ö29	6

**Table 5.** Students who experienced the earthquake, educational requirements of teachers

Theme	Categories	Participants	f
The Educational Needs of Classroom Teachers Teaching Earthquake Survivor Students	Educational Materials	Ö5, Ö27	2
	Training for correct and healthy communication	Ö34, Ö33, Ö13, Ö16, Ö2, Ö14, Ö23, Ö24	8
	Psychosocial education support	Ö7, Ö11, Ö10, Ö2, Ö5, Ö12, Ö15, Ö22, Ö26, Ö6, Ö27, Ö29, Ö30, Ö33, Ö34, Ö35	16
	Customized instruction design	Ö18, Ö1, Ö6, Ö3, Ö27	5
	Coping with fear and anxiety in the classroom	Ö13, Ö3, Ö16, Ö17, Ö31	5
	Teacher communication in parental loss	Ö32	1

educational support to understand the emotional needs of their students, to enable them to express their feelings, and to answer children's questions about earthquake and death, and most importantly, to do all these in the most correct way. It has been determined that classroom teachers generally feel the need for training on correct and healthy psychological support. The opinions of the teachers on the subject are as follows:

*Not only me, but all other teachers teaching earthquake survivor students should receive training to better understand the emotional states of the students after the earthquake and communicate with them correctly and healthily. [Ö-34]*

*Actually, I was confused about what to do. I needed training. As a teacher, I am supposed to understand their emotional needs and be able to answer their questions and let them express their feelings. To do all these in the most correct way, I need training. [Ö-33]*

*I also asked for help from our school counsellor about how I should behave and what I should pay attention to. I even asked if the questions I would ask about the earthquake would affect my student psychologically. I shared all my concerns with our school counsellor. [Ö-16]*

In order to evaluate the education of earthquake survivor students as healthy, teachers; they may need flexible education programs, differentiated education designs and alternative assessment and evaluation techniques. The opinions of the teachers with code Ö-18 and Ö-27 on the subject are as follows:

*After the earthquake, some of the students may have difficulty continuing their education immediately, particularly in academic classes. For this reason, students can be given time in courses such as Mathematics, Science, Social Studies, and Turkish, and should be gradually included in the learning process, perhaps by offering a flexible program. Therefore, classroom teachers can be trained in flexible education designs. [Ö-18]*

*I gave emotional support to my student because s/he was emotionally affected, and I tried to make her/him happy. However, I needed one-to-one attention for her/his academic deficiencies. In my opinion, if the learning processes of the students were adversely affected due to the earthquake, teachers should differentiate the educational materials and present them to the students. Training can be provided through the ÖBA on this issue. [Ö-27]*

### Findings Regarding the Frame of Mind of Parents Having Experienced the Earthquake from the Eyes of Teachers

In this section, the situation of the parents who experienced the earthquake in the eyes of the teachers was expressed.

In Table 6, teachers' views on the situation of the parents who experienced the earthquake through the eyes of the teachers are expressed. Parents who experienced earthquakes; they may feel a range of emotions such as shock, fear, panic, anxiety, and sadness. These feelings are both limited, and their psychosocial characteristics may change, making it difficult for them to feel safe and return to normal. In order to meet the psychosocial needs created by the earthquake, children should be provided in a safe school environment and permanent healthy communication should be established.

*My student's parent waited for the child in the garden for the first two weeks when s/he started school. Then we talked, s/he was afraid of the possibility of an earthquake in Istanbul. [Ö-35]"*

*S/he had anxiety and curiosity about the future. They also needed solidarity. They needed to feel that someone was there for them, that they were not alone. [Ö-25]*

*S/he doesn't know what to do, keeping saying that Istanbul is also at risk of earthquakes. On the one hand, s/he wants to return, on the other hand, s/he does not know for sure whether s/he has to go or whether s/he can live in a tent. It's so painful, I'm so sorry. [Ö-5]*

Classroom teachers stated that parents who experienced the earthquake experienced a trauma. The teachers quoted what the parents said:

*I was on duty in the taxi when the earthquake happened and only my wife and child survived. We buried many people. I wonder how I can support a man who says I'm not good. [Ö-4]*

*When we first met, s/he told us everything that happened to them after the earthquake started. Their conversations about the earthquake and their feelings of gratitude to God are quite pathetic, heartfelt, and sincere. [Ö-20]*

*Even I, a teacher of 28 years, did not know what to do. I called her/his father, and we talked like brother and sister. The 6-month-old baby saved the whole family. Before the earthquake, s/he started screaming and woke everyone up. A few seconds later, an earthquake*

**Table 6.** The situation of parents who experienced the earthquake through the eyes of teachers

Theme	Categories	Participants	f
The Frame of Mind of Parents Having Experienced the Earthquake from the Eyes of Teachers	A safe and healthy educational environment	Ö7, Ö20, Ö7	3
	Concerns about their children's safety	Ö11, Ö3, Ö4, Ö35	4
	Gratitude	Ö 24, Ö14, Ö15, Ö19, Ö20, Ö22, Ö23	7
	Sleep Problem	Ö9, Ö6, Ö12, Ö17, Ö26, Ö29, Ö31, Ö33	8
	Stress and Trauma	Ö16, Ö5, Ö7, Ö4, Ö12, Ö13, Ö27, Ö35	8
	Loss and separation	Ö19, Ö4, Ö11, Ö10, Ö32, Ö27, Ö30, Ö32	8
	Anxieties about the future	Ö9, Ö5, Ö7, Ö25, Ö28, Ö34	6
	Fear and panic	Ö22, Ö1, Ö3, Ö6, Ö2, Ö17	6

occurred. I had a parent who was crying and didn't know what to do. [Ö-30]

### Findings Regarding School Counselling for Parents' Well-Being

In this section, it is stated how teacher guidance should be in order for parents to feel good about themselves.

According to Table 7, when the teachers' views on teacher guidance regarding the well-being of the parents who experienced the earthquake are examined; It was stated in the interviews that the earthquake victims' parents visited the houses they lived in, had one-on-one interviews with them, and directed them first to psychologists and then to social, sportive and artistic activities. The opinions of the teachers on the subject are as follows:

*At our school, two students experienced an earthquake. One is in my class. The other kid is in the 4<sup>th</sup> grade, I think. In the meeting we had with the school principal, we decided to keep such information confidential. We privately provided psychological support and aid. We didn't want our parents to feel grateful. We did not want the other parents to ask various questions about the earthquake and upset our parents who were affected by the earthquake. That's why we kept everything secret. [Ö-22]*

*I talked to the parent almost every day after school. I visited their house. I can recommend that psycho-social support works with such interviews. [Ö-4]*

*I had my parent enrolled in the sports centre I went to myself. I can say that it does well. Sports events, social, artistic, and cultural activities can be organized, and*

*trips can be made. I think that all these activities will be good for earthquake survivors. [Ö-1]*

Some teachers kept it a secret that the parents who experienced the earthquake came from the earthquake region so that they would not experience post-traumatic stress disorder. Opinions of the teacher coded Ö-22 are as follows:

*I included my student's parents who settled in Istanbul due to the earthquake in school-class-based trips. What are your expectations from the Ministry of National Education, the Ministry of Youth and Sports, the Ministry of Health, and the Ministry of Family and Social Policies to support the well-being of students? [Ö-23]*

### Findings Regarding Expectations from the Ministry of National Education and Different Ministries

In this section, expectations from ministries are given.

In Table 8, the views of the classroom teachers regarding the earthquake related expectations from the Ministry of National Education and different ministries are described. Classroom teachers primarily provide a safe education environment, then multi-faceted training with the theme of healthy communication about earthquake-affected children and parent guidance; they needed psychosocial support training through the Teacher Cognition Network (ÖBA). The opinions of the teachers on the subject are as follows:

*My student's psychological state is not as it was when s/he first came, and the support of the school counsellor worked. However, there is not even a desk in the house where s/he lives as a guest now. The Ministry of National Education should not limit the educational needs of*

**Table 7.** School counselling for parents' well-being

Theme	Categories	Participants	f
School counselling for Parents' Well-Being	Psychological support	Ö10, Ö17, Ö31, Ö1, Ö4, Ö6, Ö7, Ö13, Ö33, Ö26, Ö27, Ö28, Ö29, Ö31, Ö32, Ö33, Ö3	17
	Seminar, interviews	Ö18, Ö4, Ö20, Ö12	4
	Confidential support	Ö4, Ö22, Ö15, Ö30	4
	Spirit of Solidarity	Ö24, Ö10, Ö4, Ö16, Ö18, Ö19, Ö20, Ö21, Ö25,	9
	One-to-one conversations	Ö34, Ö13, Ö16, Ö2, Ö34	5
	Home visits	Ö7, Ö11, Ö10, Ö2, Ö5, Ö27	6
	Social, sportive, and artistic activities	Ö21, Ö14, Ö1, Ö2, Ö7, Ö23	6

**Table 8.** Expectations from the ministry of national education and different ministries

Theme	Categories	Participants	f
Expectations from the Ministry of National Education and Different Ministries	Earthquake Awareness	Ö7, Ö6, Ö4	3
	Courses	Ö9, Ö17, Ö3, Ö13, Ö21, Ö8, Ö6, Ö21	8
	Scholarship Support	Ö18, Ö24, Ö31, Ö20, Ö7, Ö28, Ö30, Ö32	8
	Safe educational environment	Ö2, Ö1, Ö4, Ö25, Ö13, Ö6, Ö35	7
	Educational materials	Ö5, Ö19, Ö27, Ö34, Ö18, Ö34	6
	Teacher Training	Ö22, Ö33, Ö3, Ö2, Ö12, Ö23, Ö33	7
	Psycho-Social Support	Ö14, Ö11, Ö16, Ö32, Ö5, Ö12, Ö15, Ö20, Ö25, Ö26, Ö27, Ö29, Ö31, Ö32,	14



earthquake survivors to stationery aid and book aid but should also meet their needs such as psychologist aid and study table. [Ö-19]

*The education necessary to understand the students who experienced the earthquake, to communicate with them correctly and healthily, and to support their adaptation to their new school should be transferred to the teachers through the ÖBA. In addition, activity suggestions for psychological support activities in the school climate should be conveyed.* [Ö-33]

*The earthquake did not only affect primary school students from Maraş, Hatay, Adana, Antep, and Adiyaman. Most of the students in my academic class were affected by the earthquake. First, we should make sure that students are safe. The earthquake resistance status of schools in Istanbul should be examined by the Ministry of National Education and necessary measures should be taken immediately.* [Ö-2]

Classroom teachers stated that they needed summer courses, teaching materials and scholarship support to prevent earthquake survivors from falling behind in academic courses after receiving psychological support activities. The opinions of the teachers on the subject are as follows:

*The Ministry of National Education should continue education in the summer because children are affected by the conversations at home. If they go to various courses in the summer, they may be less affected by the conversations at home. Although my student is in the 2<sup>nd</sup> grade, her/his anxiety level is high. During lessons, s/he sometimes looks at the flowerpot in the classroom and asks if there was an earthquake because the leaves were shaking. In fact, s/he seems to have been affected by her/his mother's earthquake fears. My student has a one-to-one meeting with our school counsellor: I often encourage her/him to take part in game activities in lessons and assign enjoyable tasks. After providing psychological support, I have to focus more on her/his academic development. I guess that s/he will not be able to reach the same level with her/his peers academically this term. It would be beneficial if summer courses were opened for both academic learning losses and social development.* [Ö-5]

*I am a primary school 4<sup>th</sup> grade teacher. My student currently resides in her/his grandfather's house. Her/his grandfather, grandmother, uncle, aunt, and cousins live in the same house. 9 people live in an apartment with their own parents. Since earthquakes and buildings that are not resistant to earthquakes are discussed in the home environment, s/he also talks about what is spoken at home in the lesson. In this process, I strive to provide psychosocial support rather than focus on the academic development of my student. My suggestion is that our education program can be adjusted as a more flexible program according to the negativities and trauma experienced by the students. For example, my student can be allowed to study at different times with summer semesters, weekend courses, or individual courses.* [Ö-17]

Ö-7 coded classroom teacher He stated that earthquake drills and preparations will help primary school first grade students to cope with natural disasters and develop a safe attitude against natural disasters. The opinions of the teachers on the subject are as follows:

*The Ministry of National Education should ensure that the earthquake drills are held in the first week of the school in order for the students to be prepared for earthquakes. In addition, the activity of preparing an earthquake bag should be done in the first grade of the students in the schools. As a result, informing primary school 1st-grade students about earthquakes and ensuring that they are prepared helps them cope with natural disasters such as earthquakes and develop a safe attitude.* [Ö-7]

## DISCUSSION AND CONCLUSION

The earthquakes experienced negatively affected the attitudes of primary school students and their families, increased their anxiety levels, and caused them to experience fear, panic, anxiety and trauma. This has had negative consequences in many areas such as school success, social relations and general quality of life. When the literature is examined, it is seen that students and parents who experienced the earthquake; There are research results revealing that they experience intense sadness, stress, social and psychological problems. (Limoncu & Atmaca 2018; Şahin & Sipahioğlu, 2002, pp. 36-37; Köknel, 1987, p. 217). Therefore, the results of the research are in line with the results of the studies in the literature. When the situation of the primary school students who experienced the earthquake in the classroom climate is analyzed; It was concluded that they were reluctant to read, did not listen to the lesson, had difficulty in understanding, did not want to repeat the parts they did not understand, and did not study. In addition, it has been revealed that students are reluctant to write in the classroom climate and have negative perceptions about what they can achieve.

The findings regarding the educational needs of primary school students affected by the earthquake revealed that such students need a safe home and school environment against the possibility of an earthquake, school counsellor support, the interest and affectionate language of the classroom teacher, good relations with friends, psycho-social support, which would reduce stress and anxiety, alternative education options as well as social, artistic, and sportive activities, and play activities and therapies. As a matter of fact, in studies examining the effects of disasters on children, the results of psychological problems in children after a disaster (Osofsky et al., 2009) and that disobedience or excessive attachment behaviors can be observed (İşmen, 2001) show parallelism with the results of this research.

When the support needs of primary school students who experienced the earthquake were examined, at the time deemed appropriate by psychologists; It was concluded that in order to cope with the trauma they experienced, they needed texts that had an earthquake theme, strengthened the child spiritually, and created a desire to read. It was stated that in order for the child to get used to his new class and to

continue his daily routine, teachers asked the child questions while teaching the reading texts and encouraged the child to generate questions. It was also stated that creative writing and creative drama activities were carried out to create a desire to write. Therefore, it has been concluded that doing activities that make the child active, such as asking questions, generating questions, creative writing and creative drama, help the child overcome the earthquake trauma. Primary school students are among the groups with the least awareness of disaster events such as earthquakes. This can have negative consequences in many areas such as school success, social relations and general quality of life. Therefore, it was concluded that a structured social environment supported by art, sports and music is needed in the school climate for the students who experienced the earthquake. This result supports the results of the earthquake-themed research conducted by in another study, it was revealed that a structured social environment (Edelbrock & Achenbach, 1984) was needed to determine the psycho-social support needs of children due to the earthquake. In the studies that analyzed the depression and anxiety of primary school students who experienced the earthquake, it was concluded that increasing the quality and quantity of psycho-social support activities and providing protective support services in order to minimize the negative effects of earthquake trauma would make significant contributions to the affective development of children (Erkan, 2010, p. 56)

The findings regarding the role of classroom teachers teaching earthquake survivor students in the school and classroom climate revealed that such students should be communicated with well to make them feel that a school is a safe place, support them to continue their normal lives and routines, find solutions for them get help from an expert once they observe that their earthquake fears and concerns continue, and refer them to the school counsellor. In addition, as classroom teachers, they listened to the students while they express their worries, fears, anxieties, and other feelings, organized fun games to make children feel happier in the classroom and school climate, added some normality to the daily routines of earthquake survivors with fairy tales and anecdotes, and helped children overcome their traumatic experiences with videos.

The findings regarding the training needs of the classroom teachers teaching earthquake survivor students revealed that the teachers felt the need for support education to act up to the emotional states of their students, provide psycho-social support to the earthquake survivors, establish a correct and healthy communication, and fully support them in coping with fear and anxiety. Moreover, the interviews also revealed that they were willing to receive training from field experts to be more beneficial to students who have lost their parents. Finally, it was concluded that the teachers felt the need for training regarding the implementation of flexible education programs and offering a customized instructional design to the students by differentiating the educational materials and taking into account the existence of the earthquake survivor students in the classroom climate.

In the study of Demirkaya (2007b), earthquake; It has been expressed as great disasters that affect people's

psychology, experience pain for a long time in our nation as a nation and threaten societies. In this research, after the earthquake, the parents; angry, restless, anxious states were expressed by the teachers. The findings regarding the frame of mind and well-being of the parents through the eyes of the teachers revealed that the parents need psychological support and a safe and healthy educational environment for their children, have concerns about the safety and future of their children due to loss and separation, and experience fear, panic, stress, and trauma.

The findings regarding the school counselling for the well-being of the parents having experienced the earthquake revealed that the teachers carried out social, sports, and artistic activities to support the spirit of solidarity with the participation of all parents in the classroom and school climate, made home visits, and organized one-to-one meetings to provide psychological support. In addition, it was concluded that a team was formed by the school administration with the participation of the classroom teacher, school counsellor, and education administrator to support the well-being of the parents and that the support given to the parents was based on confidentiality. To support the well-being of parents, the teachers not only provided psycho-social support with parent meetings but also provided benefits for the emotional and psychological needs of parents with seminars. Necessary guidance and counselling were provided by teachers for grieving parents to participate in educational activities under the theme of psychological resilience. In addition, face-to-face or online interviews were conducted to meet the psycho-social support needs of the parents with the teachers providing the necessary guidance and counselling to the parents about their participation in these activities.

Another finding was that the teachers felt the need for support to be provided by the Ministry of National Education in an attempt to help earthquake survivors adapt to the school and receive psychological support. These needs are listed one-to-one support training courses, in-service training for classroom teachers on psychosocial support to earthquake survivors and their parents, and weekend and summer courses.

## RECOMMENDATIONS

Under this heading, suggestions have been developed for the needs of primary school students, classroom teachers and parents who experienced the earthquake and have different needs. In addition, suggestions are presented regarding what the Ministry of National Education, the Ministry of Family Social Policies and the Ministry of Youth and Sports can do.

1. Psychologists can be advised to support the well-being of children who lost their relatives in the earthquake. Art therapy, play therapy, and creative drama activities related to loss and grief can be organized for children who have experienced an earthquake. Besides, hypnotherapy activities can be done for these children. In this context, institutional collaborations are needed. In order to encourage quiet and introverted students who were particularly affected by the earthquake to speak and

support their well-being, fun game activities can be organized to ensure that they can communicate with their peers. Active participation of students in school social activities is recommended. The well-being of students can be supported through workshops (marbling, calligraphy, wood painting, origami, terrarium, model making, etc.). In addition, activities likely to make the child happy such as museum visits, excursions, festivals, and kite festivals can be organized. Rehabilitation workshops can be organized through art with children having chronic diseases.

2. If the counsellor deems it appropriate, necessary guidance regarding library promotions and registrations can be provided to earthquake-affected students who do not have a study environment at home. It can be ensured that book sets consisting of earthquake themed story books are included in classroom and school libraries according to each grade level. Storybooks can be structured to strengthen children spiritually.
3. The places of residence of primary school students forced to go to Istanbul due to the earthquake can be determined for home visits. If there is no desk that they can use at home for students who have settled near their relatives, a study corner where they can do activities such as reading a book and painting at home can be built with corporate collaborations. For example, a wall-mounted work desk consisting of quarter circles with a radius of 60 cm and a corner bookcase consisting of quarter circles at the top of the table can be made. Particularly after the determination of the attendance-absence status of the students staying with their relatives, the reasons for the absenteeism, if any, can be investigated to find solutions.
4. Sports activities organized for children can help children overcome earthquake traumas more easily, gain confidence, and adapt to society. In order to provide sports support to children after the earthquake, cooperation with institutions such as the youth sports directorate, sports centers of municipalities, local sports clubs, or non-governmental organizations is recommended. These institutions have the power to organize free sports events or provide sports equipment for children.
5. With the support of academicians who are experts in the field, child psychologists, and psychological counsellor/school counselors, an intervention program can be designed regarding the post trauma studies, activities, and language of communication in the classroom and school climate along with implementation-based training for classroom teachers related to the program. Educational videos related to the designed intervention program can be published by the Ministry of National Education in the ÖBA (Teacher Information Network). In-service training on attitudes towards earthquake survivors is strongly recommended in particular for classroom and school counselors. In-service training can also be carried out in the form of watching training videos prepared in the ÖBA. In this context, training videos of academicians specialized in the field can be prepared by the Ministry of Education and made available to teachers. A platform for teachers to share experiences is also recommended.
6. It is recommended that works be continued to ensure the continuity of education for children who have settled in Istanbul due to the earthquake, that the absent students be determined on a district basis every month, and that plans be made for the reporting of the absent students according to their grade level and school type. Where necessary, interpreter support can be provided in the psychotherapy processes of primary school students who are under temporary protection status, lack knowledge about the Turkish language or proficiency in the Turkish language, and experience earthquake trauma.
7. There may be children staying with their relatives or in love houses because they lost their mother and/or father in the earthquake. Houses of love are houses that enable children and young people whose relatives have died to continue their social lives, develop their skills and prepare for life. Therefore, the education of students living in love houses is very important. After their psychological recovery is ensured, talent screening tests can be conducted for students who lost their parents in the earthquake, and courses can be organized for the areas they are both talented and interested in. It can be ensured that the academic development of students in the younger age group is followed by the state throughout their education life, one-to-one studies are carried out by their teachers to increase their course success, and their course-based academic development can be supported. In this context, the "My Hope is My Teacher Project" carried out by the Istanbul Provincial Directorate of National Education can be expanded.
8. A new planning can be made for mothers assigned to homes of love. For example, maternity program can only be organized as an undergraduate program opened in certain and few universities with strong academic infrastructure. In-service trainings supported by the Ministry of National Education can be opened to improve the quality of mothers working in love homes. In this context, the Ministry of National Education Teacher Information Network can be used. In the Teacher Information Network, training can be provided for the professional development of foster mothers who are interested in students living in love houses. Apart from these, a module similar to the Teacher Information Network can be opened by the Ministry of Family and Social Policies for the professional development of foster mothers.
9. To social events; on the contrary, they are frequently affected by social events. In this context, the Ministry of National Education can support the well-being of children who have settled in Istanbul due to the earthquake and attended BİLSEM (*Science and Art Centers*) centers before the earthquake through psychological support. Students can be provided with education at BİLSEM centers in Istanbul. In this context, in-service training can be organized for BİLSEM teachers with the

- theme of communication and psychosocial support with children who experienced the earthquake.
10. Since the attitudes and behaviors of family members with whom the child lives in the same house may affect the personality development of the child, Parent Support Programs designed to support the spirit of solidarity are recommended especially for families affected by the earthquake. In this context, conferences, online interviews, applied workshops, and consultancy activities are recommended. "Harmony and Solidarity"-themed training is also recommended for parents who have settled in Istanbul due to the earthquake and individuals with whom they share the same house.
  11. Psycho-social support and moral counselling can be provided to parents who have settled in Istanbul due to the earthquake. Online meetings can be organized to direct parents to Public Education Centers, and invitations can be sent to them for social, cultural, and vocational courses offered in Public Education Centers and schools within the scope of Lifelong Learning Neighborhoods. Links and images of the courses can be shared on the School's Website and Social Media Accounts. Parents who receive a certificate at the end of the vocational course can be included in the grant programs where they can start their own businesses.
  12. Teacher guidance can be very useful for earthquake survivor parents. In addition, the ÖBA (Teacher Information Network) module as well as the VBA (Parent Information Network) module can be created by the Ministry of Education. The module may contain programs and online seminars that parents can train for situations such as earthquakes, disasters, and epidemics. The parent guidance module can be designed as a series of programs to meet the education needs of primary school students with special needs during and after the earthquake disaster and help parents. Particularly during such periods, it can offer information and support to parents to help them cope with the effects of the earthquake.
  13. Utilizing the relevant program (Parent Information Network), parents and teachers can acquire the necessary knowledge and skills to cope with post-earthquake challenges. A parent training program that will meet the support education needs can be created by the Ministry of National Education including issues such as parents' concerns about the educational status of their children after the earthquake, the role of the parent in the changes in their children's education life, what they should pay attention to in an attempt to support their children's psychological well-being, how they can provide communication, psychological support, that is, the relationship between the child and the parent before, during, and after the earthquake.
  14. In-service and/or face-to-face training can be provided by the Ministry of National Education to teachers via the ÖBA (Teacher Information Network) to understand the emotional states of the students after the earthquake and to establish correct and healthy communication. In addition, in extraordinary situations such as migration, epidemics, earthquakes, floods, and loss of parents, a program including activities that support the well-being of the students as well as the attitudes of the classroom teachers towards the students can be designed as an undergraduate course for the students of the education faculty.
  15. Plans can be made for what to do in crises such as earthquakes, epidemics, etc. in the MEB Strategic Plan. In this context, coordination planning can be made on the basis of MEB, region, province, district, and school. In fact, the theme of earthquakes can be included in the city, district, and school strategic plans.
  16. Student Identification Forms and Observation Forms can be prepared and applied for students who experienced the earthquake. It is recommended that the student's mental state be followed up and processed into the e-School by taking into account the teacher changes.
  17. A committee can be set up to follow up on the support activities in schools where earthquake-affected students are present. Board members may consist of an education administrator, classroom teacher, and guidance counselor. In addition, a provincial-based central committee can be set up.
  18. Institutional collaborations can ensure that private schools allocate full scholarship quota for earthquake-affected students.
  19. In order to provide psycho-social support to primary school students, in-service training videos can be created to inform classroom teachers about what to do in eliminating post-traumatic stress disorder, depression, and anxiety disorders. For example, programs focusing on the role of the classroom teacher in supporting students' well-being can be videotaped with expert psychologists and broadcast in the ÖBA. In addition, sample videos of game activities that classroom teachers can perform in the school climate can be uploaded to the ÖBA.
  20. The number of schools serving the field, such as Darüşşafaka School, can be increased under the supervision of the Ministry of National Education. In this context, priority can be given to the provinces most affected by the earthquake.
  21. Students who come to Istanbul after leaving the city they live in due to the earthquake can be directed to the sports courses opened by the Youth and Sports Directorates.
  22. In consultation with municipalities, associations and aid organizations, various activities such as sports activities for children who have experienced earthquakes, trips to make social life happy, courses, and event practices can be organized.
  23. When earthquake survivor primary school students start a new school in a different city, being forced to get used to a new environment, new friends, and teachers following the earthquake trauma may strain them psychologically. If the MEB establishes a teacher guidance program for earthquake-affected students, then it is possible for teachers to understand from a professional perspective how to communicate effectively

with earthquake-affected students and support students' needs. In conclusion, a teacher guidance program can be a useful program to support the lives of earthquake survivors from the perspective of primary school teachers.

24. Psychologists, social workers, nurses, and dietitians can be employed by the Ministry of National Education, primarily in every crowded school located in socioeconomically disadvantaged regions. These specialists can support both students and parents regarding students' psychological support needs and health needs.
25. The training program can be rearranged under post-earthquake conditions. Post-earthquake life skills, emergency plans, and our responsibilities to nature and disaster preparedness can be included in the curriculum.

## REFERENCES

- Aydın, F., & Coşkun, M. (2010). Observation of the students' "earthquake" perceptions by means of phenomena graphic analysis (primary education 7<sup>th</sup> grade – Turkey). *International Journal of the Physical Sciences*, 5(8), 1324- 1330.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Allyn and Bacon.
- Demirkaya, H. (2007a). Examination of primary school 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade students' attitudes towards earthquakes according to various variables. *Turkish Journal of Social Studies*, 11(3), 38-49.
- Demirkaya, H. (2007b). Elementary school students' perceptions of the concept of earthquake and their views on earthquakes. *Journal of Mehmet Akif Ersoy University Faculty of Education*, 16 (8), 68-76.
- Edelbrock, C. S., & Achenbach, T. M. (1984). The teacher version of the child behavior profile: I. Boys aged 6-11. *Journal of Consulting and Clinical Psychology*, 52, 207-217.
- Erkan, S. (2010). A comparative study of the behavioral/emotional problems of preschool children who experienced and did not experience earthquakes. *Pamukkale University Faculty of Education Journal*, 28, 56-62.
- İşmen, E. (2001). Experience-related trauma and its effects on children earthquake. *Abant İzzet Baysal University Journal of Education Faculty*, 1(2), 80-104.
- Kıratlı, D. (2001). Examining the anxiety and depression levels of young people who were and were not affected by the earthquake. Master's Thesis, Ankara University.
- Köknel, Ö. (1987). *Forced Person*. Golden Books Publishing House.
- Limoncu, S. & Atmaca, A. B. (2018). Child-Centered Disaster Management. *Megaro*, 13(1), 132-143.
- Öcal, A. (2005). Evaluation of earthquake education in primary school social studies course. *Journal of Gazi Education Faculty*, 25(1), 169-184.
- Osofsky, H. J., Osofsky, J. D., Kronenberg, M., Brennan, A., & Hansel, T. C. (2009). Posttraumatic stress symptoms in children after Hurricane Katrina: Predicting the need for mental health services. *American Journal of Orthopsychiatry*, 79, 212–220.
- Şahin, C., & Sipahioğlu, Ş. (2002). *Natural Disasters and Türkiye*. Gündüz Education and Publishing.
- Sönmez, M. B. (2022). Psychological effects of the earthquake, psychological support and coping with, *TOTBİD Journal*, 21, 337-343. <https://doi.org/10.5578/totbid.dergisi.2022.46>
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative Research Methods in the Social Sciences* (10.th). Seçkin.

## APPENDIX

## Research questions and interview questions

Interview Questions	Related Interview Questions
1. What are the support needs of primary school students affected by the earthquake?	<p>Probe 1: Do you have any students who experienced the earthquake?</p> <p>Probe 2: Could you share with us your views on the student's attitudes and behaviors in the classroom climate?</p> <p>Probe 3: What do you think are the educational priorities of the students who experienced the earthquake?</p> <p>Probe 4: What are the educational needs of the students who experienced the earthquake?</p>
2. As a classroom teacher who has a student defined as an earthquake survivor, what should your role be in the school and classroom climate?	<p>Probe-1: How do you define your approach to your student who experienced the earthquake in the classroom climate?</p> <p>Probe-2: Can you spare time outside of class for your student who experienced the earthquake?</p> <p>Probe-3: What do you do to improve the peer relations of the new student who came to your class due to the earthquake?</p>
3. In your opinion, what are the educational needs of classroom teachers who have students defined as earthquake survivors?	<p>Probe-1: As a classroom teacher who has a student defined as an earthquake survivor, do you think you have enough information about the healthy communication you are supposed to establish with your student?</p> <p>Probe-2: As a classroom teacher who has a student defined as an earthquake survivor, do you feel the need to receive training to properly answer your student's questions?</p> <p>Probe 3: Have you ever received in-service training on the educational needs of students who experienced the earthquake?</p> <p>Probe 4: Would you like to receive in-service training on such a subject?</p>
4. How do you reckon the frame of mind of the parents as teachers?	<p>Probe-1: What kind of impressions did you have when you first met your parent as an earthquake survivor? Could you share them?</p> <p>Probe-2: Did you visit the house where your parent as an earthquake survivor lived? Could you share your impressions with us?</p> <p>Probe-3: How is the frame of mind of your earthquake survivor parent?</p>
5. In your opinion, how should teachers guide the well-being of the parents who experienced the earthquake?	<p>Probe-1: How often can you meet with your earthquake survivor parents?</p> <p>Probe-2: How is your relationship with your earthquake survivor parents? Could you tell?</p> <p>Probe-3: What did you do to support your earthquake survivor parents' well-being?</p>
6. As a teacher, what are your expectations from the Ministry of National Education, Ministry of Health, Ministry of Family and Social Policies, Ministry of Youth and Sports, and other ministries for your students who experienced the earthquake?	<p>Probe-1: How do you think different ministries can work on this issue with an interdisciplinary study?</p>