SYRIAN STUDENTS' EDUCATIONAL ASPIRATIONS AND SENSE OF SCHOOL BELONGINGS: A MIXED METHOD RESEARCH

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SYRIAN STUDENTS' EDUCATIONAL ASPIRATION AND SENSE OF SCHOOL BELONGING: A MIXED METHOD RESEARCH

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ABSTRACT

SYRIAN STUDENTS' EDUCATIONAL ASPIRATION AND SENSE OF SCHOOL BELONGING: A MIXED METHOD RESEARCH

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The current study investigated the Syrian students' educational aspirations and sense of school belonging to the school. In this mixed-method study, the quantitative strand was based on a background survey and the Sense of School Belonging Scale and gathered data from 318 Syrian middle and high school students. The qualitative strand was composed of semi-structured interviews carried out with 15 voluntary Syrian middle school and high school students and open-ended questions posed in the interview form.

The study examined the relationship between educational aspiration and sense of school belonging of Syrian secondary and high school based on student responses. One middle and three high schools from Altındağ district of Ankara included in the study. High Syrian student enrollment was a factor in the selection. Exploratory Factor Analysis, Cronbach Alpha were used for validity and reliability. Pearson Correlation Coefficient was used to analyze the correlation between the variables in the study. Moreover, Multiple Linear Regression (MLR) was used to determine the relationships between dependent and independent variables.

Based on findings, it was concluded that students' perceptions about educational aspiration and sense of school belonging were at a medium level. Additionally, students' educational aspirations significant related to family socioeconomic status, social alienation, school acceptance, parental education, and the gender of the students. Finding on the sense of school belonging was also indicated that students' perceptions about the variables in the study differed according to their gender, duration of stay in Turkey, and the school participants were currently enrolled. Moreover, the feelings of rejection, social integration, feeling the acceptance, educational expectation, general satisfaction, and teacher-student relationship factors at the student level had significant effects on students' sense of school belonging.

Keywords: Educational aspiration, Sense of belonging to school, Feeling of rejection, Teacher-student relationship.

ÖZET

SURİYE'Lİ ÖĞRENCİLERİN EĞİTİM HEDEFLERİ İLE OKULA AİDİYET DUYGULARI: KARMA YÖNTEM ÇALIŞMASI

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Danışman: Prof. Dr. Ahmet AYPAY

Bu çalışma, Suriyeli öğrencilerin eğitim hedefleri ve okula aidiyet duygularını araştırmayı amaçlamıştır. Bu karma yöntemli çalışmada, nicel veriler bir anket ile Okula Aidiyet Duygusu Ölçeğiyle, 318 Suriyeli ortaokul ve lise öğrencisinden toplanmıştır. Nitel kısım, 15 gönüllü Suriyeli ortaokul ve lise öğrencisi ile gerçekleştirilen yarı-yapılandırılmış görüşmelerden ve anket formunda sorulan açık uçlu sorulardan oluşmaktadır.

Bu çalışmada, Suriyeli ortaokul ve lise öğrencilerinin eğitim hedefleri ile okula aidiyet duygusu arasındaki ilişki, öğrenci yanıtlarına dayalı olarak incelenmiştir. Çalışmada Ankara'nın Altındağ ilçesinden 1 ortaokul ve 3 lise, Suriyeli öğrencilerin yoğun olması ve ulaşılabilir olması nedeniyle seçilmiştir. Araştırma geçerlik ve güvenirlik analizinde, Açımlayıcı Faktör Analizi ve Cronbach Alfa kullanılmıştır. Araştırma değişkenleri arasındaki ilişkiler, Pearson Korelasyon Katsayısı ile ortaya konmuştur. Ayrıca, bağımlı ve bağımsız değişkenler arasındaki ilişkilerin belirlenmesinde, Çoklu Doğrusal Regresyon (MLR) kullanılmıştır.

Örneklemin tamamından elde edilen araştırma bulgularına göre, öğrencilerin eğitim hedefleri ve okula aidiyet duygusuna ilişkin algılarının orta düzeyde olduğu sonucuna varılmıştır. Ek olarak, öğrencilerin eğitim hedefleri, ailenin sosyoekonomik durumu, sosyal yabancılaşma, okula kabul, anne-baba eğitimi ve öğrencilerin cinsiyeti arasında anlamlı ilişkiler bulunmuştur. Okula aidiyet duygusu ile ilgili bir diğer bulgu ise, öğrencilerin araştırmadaki değişkenlere ilişkin algılarının cinsiyetlerine, Türkiye'de kalış sürelerine ve halen öğrenim görmekte oldukları okula göre farklılık gösterdiğidir. Öğrenci düzeyinde reddedilme duygusu, sosyal bütünleşme, kabul görme, eğitim beklentisi, genel doyum ve öğretmen-öğrenci ilişkisi faktörlerinin öğrencilerin okula aidiyet duygusuyla anlamlı bir biçimde ilişkili olduğu belirlenmiştir.

Anahtar Sözcükler: Eğitim hedefleri, Okula aidiyet duygusu, Reddedilme hissi, Öğretmen-öğrenci ilişkisi.

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Nigar MAMMADOVA

27.12.2021

18/01/2022

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Nigar MAMMADOVA

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LIST OF ABBREVIATIONS

Et al. : An abbreviated form of et alia, Latin for "and others."

IDP : Internationally Displaced People

MoNE : Ministry of National Education

PIKTES : Promoting Integration of Syrian Kids into the Turkish Education System

PSSM : Psychological Sense of School Membership Scale

SSBS : Sense of School Belonging Subscale

UNCHR : The United Nations High Commissioner for Refugees

1. INTRODUCTION

The current study seeks to unveil Syrian middle and high school students' educational aspiration and sense of school belonging to school. In this chapter, the statement of the problem, the purpose of the study along with the research questions, the significance of the study, the definitions of the terms, and limitations are provided.

1.1. Statement of the Problem

People have been displaced or forced to migrate for various reasons throughout the centuries. The meaning of migration undoubtedly internationally significant and inevitably political, which has lots of personal stories in itself (Moore, 2015, p.1). Defining the word migration from Taylor's (1986) and Gatehouse's (1987) dictionaries, it can be explained in four various but overlapping concepts:

1. a type of locomotor activity that is notably persistent, undistracted, and straightened out;
2. a relocation of the animal that is on a much greater scale, and involves movement of much longer duration, than those arising in its normal daily activities;
3. a seasonal to-and-fro movement of populations between regions where conditions are alternately favorable or un-favorable (including one region in which breeding occurs); and
4. movements leading to redistribution within a spatially extended population (Dingle and Drake, 2007, p. 114).

Apart from migration refugee people do exist in the world. "Refugees are indeed vastly diverse groups of people" (Bal, 2009, p.15). "They have long histories, ethnicities, and cultural practices." However, the fact that makes them different is have to leave their homelands go through sociocultural, linguistic, religious, political, and economic challenges in a new country. In another word, "Refugee is a legal identity recognized by national and international laws and regulations" (Yu, 2012, p.18). UNHCR's efforts are aimed to improve the lives of more than 31.7 million people such as refugees, internally displaced persons (IDPs), returnees, the stateless and others of concern. In this regard, UNHCR's global strategic objectives and performance targets provide benchmarks against which to gauge the effectiveness of its work (UNHCR Global Report, 2007, p.9).

The war is the combination of health, educational, political, and economic crisis all over the world. According to the most recent numbers from UNHCR, “Turkey hosted the largest number of refugees worldwide, with 3.6 million people” (UNHCR, 2019, p.3). But what causes displacement? Why people are obliged to flee from their own countries? The main factors leading to the conflict are displacement include the followings: Armed conflict, generalized violence, the systematic violation of human rights and the forced displacement or ‘dislocation’ of people as a primary military or political objective of either government or rebel forces. (Hampton, et al., 2002, p.5)

Therefore, Turkey plays a crucial role in the Syrian crisis, it hosts at least 54%, and 64.8% when considering only the neighboring countries, of the more than 6.6 million Syrian refugees. Notably, in 2011 before the outbreak of the Syrian Crisis, the number of foreigners under international protection in Turkey was merely 58,000 (Erdoğan, 2019, p.2). Turkey became one of the countries exposed to migration flows and it began in small groups and turned into a massive migration movement. This migration expressed as "open door policy", welcomed millions of Syrians, met the needs by hosting people, and provided every kind of support (Seydi, 2014, p. 268). Turkey is one of the biggest countries, which legally bound itself to provide schooling to refugee children. Policies for educating Syrian children in 2012 were first developed on the assumption that Syrians would return to their motherlands. Thus, these short-term policies were tailored for them only inside the camps (Emin, 2016, p.7).

Including refugee children in regular classes and provide the best chances to them can be evaluated as school success. PIKTES project, which is about Promoting Integration of Syrian Kids into the Turkish Education System gives a huge opportunity for the children who were far from education for a long time after fleeing from their own countries. The project was implemented by the Ministry of National Education (MoNE) of the Republic of Turkey for enhancing the access of education of refugee children in Turkey.

People all over the world are forced to flee their homes due to violent conflicts and how does that movement fit into their educational hopes, dreams, and opportunities? The initial aim of this study was to explore the relationship that exists between students' educational aspiration and sense of belonging to a school. Since the crisis and debate continue, Turkey continue providing the best educational opportunities, arising refugee students' educational aspiration and sense of belonging to the school.

1.1.1. PIKTES project

When the difficulties of managing the education of Syrian students with temporary policies began to emerge, paramount steps were taken to increase the schooling rates and educational aspiration with permanent policies (Hüseyin, 2020, p.27). One of the steps of this action is PIKTES (Project on Promoting Integration of Syrian Kids into the Turkish Education System), that was a European Union-funded project implemented by the Ministry of National Education (MoNE) of the Republic of Turkey since 2016. The first phase of the project started in 2016 and the second phase will be completed in 2022. The total budget was €800 million.

PIKTES project is carried out in 26 provinces where the Syrian population under temporary protection is the highest. The project provides Turkish language education for Syrian children in and out of school, Arabic language training, remedial and supportive training courses, transportation service, provision of educational materials, raising awareness on educational opportunities, preparing an examination system to determine the education levels of students and teachers, including Turkish language, guidance services. Providing necessary educational equipment, teacher training, training for administrative and other personnel of the Ministry of National Education, monitoring and evaluation (Coşkun et al., 2017, p. 39).

The main target of the project is to integrate Syrian children into the Turkish education system. At this point, with the completion of the project, Syrian children are planned to continue their education within the Turkish education system (Karaman, 2018, p. 86). Activities under PIKTES are not limited and as an example of good practice, workshops and seminars were organized to provide both remedial and Turkish language education to Syrian children during the summer within the scope of PIKTES project (Taştan and Çelik, 2017, p. 21).

1.2. Purpose of The Study

This study emerged as a result of increasing IDP persons' and refugee children's rate all over the world. As record numbers of children and their families find themselves as a refugee in other countries, the question arises, what can meaningful education look like for those refugee children? "According to McBrien (2005), there is not enough research on refugee students' education in literature" (Yu, 2012, p. 10). In this regard, the present study specifically aimed at examining the extent to which teacher-student

relationships, peer relationships, and family involvement, social status of family, and predicted Syrian students' sense of school belonging to school and educational aspiration. With this aim, the main research questions of this study were determined as follows:

- Difficulties encountered by Syrian refugee children in educational institutions?
- What effect does Syrian student feeling of school belonging have on teacher–student interactions, peer relationships, family engagement at school, and family involvement at home?
- How good is the secondary and high school students' sense of belonging to school and their level of commitment to their friends?
- How does parents' socio-economic status affect the educational aspiration of their kids?
- Is there a significant influence of students' gender, grade level, parental education level and family income status, and bilingualism on educational aspiration and sense of school belonging of students?
- To what extent do students' sense of belonging to school affect their educational aspiration?

1.3. Significance of the Study

This research focuses on the educational experiences of Syrian students who attend schools in Turkey. There are studies about the previously mentioned topic both Turkish and international literature. However, to the author's best knowledge, little or no study examined the relationship between refugee student aspirations and their sense of belonging. This study was expected to address this gap in the literature and guide future researchers and teachers.

This study used both qualitative methods, primarily interviews of Syrian students who have an educational aspiration for attending Turkish schools, and quantitative method, using a scale to identify the sense of school belonging of Syrian children. Furthermore, this research examined the educational barriers and supports, from the students' perspectives, by understanding their educational and social experiences. Because the Syrian crisis has been recent and ongoing. Therefore, focusing on exploring the successes and challenges of this group, tracking the progress of educational aspiration, and finding a sense of school belonging of Syrian kids are highly significant.

1.4. Limitations

The limitations of this study are as follows:

1. The data used in this study is limited to examining Syrian refugee students' both educational aspirations and sense of belongings to school who are studying in state middle and high schools in Altındağ district of Ankara province.
2. Private secondary and high schools are not included in the research universe.
3. This research is limited to the 2021-2022 academic year fall semester.
4. This research is limited to a mixed-method study.

1.5. Definitions

Educational Aspiration: Syrian middle and high school students' educational aspiration level who are getting their education in Altındağ district of Ankara province within the scope of the PIKTES project in the 2020-2021 academic year fall semester.

Sense of School Belonging: Syrian middle and high school students' sense of school belonging who are getting their education in Altındağ district of Ankara province within the scope of the PIKTES project in the 2020-2021 academic year fall semester.

Students - Syrian students studying at secondary and high schools in Altındağ district of Ankara province within the scope of the PIKTES project in the 2020-2021 academic year fall semester.

Refugee Students - Syrian children who are studying in Turkish schools.

2. LITERATURE REVIEW

This chapter focuses particularly but not solely on exploring both Educational Aspiration and Sense of School Belonging. In this chapter, literature review was firstly summarized. Next studies related to both educational aspiration and sense of school belonging were presented. theoretical perspectives or models of resilience in different adolescent populations were firstly summarized.

The literature review examined what we know about the educational aspirations and the feeling of school belongings that challenge and benefit Syrian refugee students through their educational live in Turkey. Furthermore, it also examines what educational challenges and successes Syrian refugee students have faced in Turkish schools. Since the war started, this will help compare the experiences of past and recent Syrian refugee students today. While reviewing the literature, there are many powerful and paramount concepts meriting discussion to demonstrate the progression of ideas and the possibility of what is to come. According to the literature review, the following contents shall be discussed; what is a refugee, definition of refugee protection, Syrian refugee backgrounds, educational aspiration, and finally the sense of belonging to a school.

Literature review for a proposal or research study means locating and summarizing studies on a topic. Usually, these summaries are research work (because you are conducting a research study), but they can also contain conceptual articles or thought pieces that provide fireworks for thinking about topics. There is no single way to do a literature review, but many scientists proceed systematically to capture, evaluate, and summarize the literature (Creswell, 2003, p. 37).

The early study on educational aspiration in Turkey introduces family characteristics of the educational aspirations and perceptions of educational disabilities of last grade students in terms of school characteristics and gender. The result of the study is categorizing students and dividing them decreases their educational aspiration and suggests that certain judgements may not be made at this age of students (Yelin, 2013, p. 63).

Alaca (2011) researched the relationship of bilingual and non-language students' perception of school-life quality and sense of belonging to the school and the study found that the perception of school life quality was related to the sense of school belonging and that the sense of school belonging significantly predicts students' perceptions of school life quality. Besides the income level of the family highly influential on the student's

sense of belonging towards the school. Because high-income families may also not care much about the long-term benefits that education will bring to their children due to the good living conditions they already have. These perspectives of families may have affected their children's attitudes towards their schools, as a result, the sense of belonging to school decreases dramatically.

Another dimension introduced by Aydın (2018), was the relationship between secondary school students' sense of belonging to the school and school satisfaction. Based on the findings of the researcher, practices can be arranged according to the relative effect of parental, environmental, individual supportive factors. It means, that self-esteem was the best predictor of the resilience of adolescents in low socio-economic districts among all variables. Among the extrinsic supportive factors, the factor that best predicted resilience was the feeling of belonging to the school. Considering these data, practices that support adolescents' self-esteem or sense of school belonging can be improved.

2.1. Educational Aspiration

It is essential in research to solve the problems encountered in education and keep continuous improvement. John Dewey defines education as an active and constructive process, not a matter of saying and repeating in his book that is called "Democracy and Education" (Clive and Kosnik, 2006, p.7). Hellenga, et al. (2002) define educational aspirations as an important variable in predicting academic achievement and may be seen as an element in academic motivation (Abiola, 2014, p. 225). On the other hand, Freeman and Philipps (2002) describe the success of an organization depends on establishing a good relationship with the groups that affect the achievement of its goals, namely stakeholders, while balancing their interests and making the organization a place of interest. Therefore, it is important for educational administrators to know the students well with their different dimensions, as well as every stakeholder that is effective in achieving the organizational goals of the school. Educational and professional gains are among the important achievements that the school aims for students. The fact that education administrators can create an environment that will enable students to achieve these achievements requires a good knowledge of the factors that affect these achievements. According to studies on the sociology of education, educational and professional wishes and expectations are among the strongest determinants of both educational and work-related gains.

Andres, et al. (2007) state educational expectations are formed by evaluating individuals' abilities, past academic performance, ambitions and family status. In a way, it is possible to interpret that educational expectations are realistic educational demands. In other words, as Harrison (1969) explains the desires and wishes of the students about drawing their future educational paths point to the educational wishes, and the realistic plans they create by taking into account the conditions point to the educational expectations. Harrison also mentioned that although thinking that both researchers and theorists divided aspirations into two parts, real and ideal aspirations, neither of them know the specific ways in which these two orientations relate to performance in school when the socioeconomic status of the students is also taken into consideration (Harrison, 1969, p. 70).

Educational aspirations and their significance can be explained with different theoretical perspectives. Strand and Winston (2008) think that "The dominant model is the "status attainment" model which stresses aspirations are a cognitive state that motivates or drives young people to strive for academic success" (Strand and Winston, 2008, p. 250). However, Leslie and Drinkwater (1999) describe it from a very different perspective as assessing the level of pupils' educational aspirations can influence these aspirations. "Even in the absence of any economic benefit from education, individuals with lower earnings potential and lower employment probability in the investment phase are more likely to stay on" (Leslie and Drinkwater, 1999, p. 65). Although most studies have studied the determinants of idealistic wishes and realist expectations separately, it is agreed that these two concepts are highly parallel and produce similar results. Spencer handled educational desires in a two-dimensional way as idealistic and realistic, the difference between the two concepts was eliminated (Spenner and Featherman, 1978, p.394).

According to Yelin (2013) both educational aspirations and perceptions of educational impediments exhibit significant relationships with family socioeconomic variables, school type and program, and gender, according to the data obtained from the entire sample. In his study, female students wish to pursue education that takes longer than male students after high school, and they believe they face difficulties connected to self-efficacy judgments. On the contrary, male students believe that they do not receive the essential assistance from their reference groups in order to achieve their postsecondary educational goals.

Although educational goals are rarely investigated as a result of research, the broader literature has placed a strong emphasis on the family as a factor in educational achievement difference. Beginning with the work of Blau and Duncan (1967), they discovered characteristics of the family environment that are linked to children's schooling.

On the other hand, while Teachman and Paasch (1998) point out the general safety and health of visitors, staff, and students is influenced by the school environment. A positive school atmosphere benefits kids' health, reduces safety threats, and promotes learning. Various studies have shown that the school atmosphere can have a negative or good impact on kids' academic achievement.

To conclude, the concept of aspirations determines and not only based on dreams, but Berzin (2010) and Tafare (2010) also point out that educational aspirations are one of the most ultimate determinants of educational attainment and powerful factor that push children to be more successful. Eventually, factors affecting students' educational aspirations indirectly influence their educational and professional achievements (Yelin, 2013, p. 5). Understanding how children's wishes and expectations about their future are shaped is highly significant for individuals and society, and it is possible to say that the role of educational experiences is important in shaping the wishes and expectations of students about their future work and educational life.

2.2. Sense of School Belonging

Schools have the ability to give chances for early adolescents to develop their intellectual capacities, to feel competent, make them belong, and engage with supportive, non-parental people in the institutions. Unfortunately, exactly when these chances are most needed, the school learning environment frequently fails to give students those opportunities (Roeser, Midgley, Urdan, Timothy, 1996, p.408).

While describing the social climate, the main aim is considering relationships between teachers and pupils, or just among students. Fraser (1986) points out that the quality, quantity and directions of this social climate further affect students' self-concept, motivation and performance (Allodi, 2010, p. 89). Holen et.al (2013) explain as "Children spend a considerable amount of time at school, where they work together and interact socially in classrooms" The social relations and ambiance at schools also in classes both influence and are influenced by the children. The significance of a positive school climate

is recognized totally by the teachers. However, school climate, psychological conditions in the classrooms, and school atmosphere can be described variously (Holen, et al., 2013, p. 421). Additionally, Tavşanlı et al. (2016) state that teachers' supportive and positive perceptions determine the development of a positive school atmosphere. Since teachers play a major role establishing relationships with children, children feel sincerity and positivity in that school atmosphere. Research shows that all these affect children's sense of belonging undoubtedly (Yavuz, 2020, p. 38-39). Hoy and Miskel (2010) define school climate as the whole of internal dynamics that shape up the behavior of the individuals in a school. It does not only create a sincere atmosphere, but also accommodate numerous variables such as health, academic success, job security, peace and institutional affiliation in the schools (Tavşanlı, et al., 2016, p. 823).

Although the sense of school belonging is highly important in all age groups, it is even more essential especially in adolescence. As Hamm and Faircloth (2011) stated, individuals feel valuable when they feel belonging to a community and trust one another (Özgök and Sarı, 2016, p. 72). The supportive nature that developed between teachers and students in the school environment, will increase their activity, will see education as a valuable investment, and make efforts to achieve their goals. Considering all these evaluations, it is seen that school belonging is a means of both self-expression and socialization for a student (Ünal and Çukur, 2011, p. 549). All those will result students' sense of school belonging.

3. METHODOLOGY

This chapter provides a research design, research questions, sample and population, data collection instruments, and data analysis procedures.

3.1. Research Design

In the current study, mixed method research design was adopted in order to obtain further in-depth information on both Educational Aspiration to school and Sense of belonging of Syrian students. Mixed research methods have been described in a variety of ways such as Tashakkori and Creswell (2007) define as: “Research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study” (Doyle, Brady, and Byrne, 2009, p. 176).

On the other hand, Creswell and Plano Clark state that the educational researcher needs a large toolkit of methods to address interdisciplinary research problems. These skills are needed to assist the researcher to get ready for the increasingly complex problems facing educators and social scientists (Creswell and Garrett, 2008, p. 321). However, Johnson et al. define it as: “Mixed research the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (Johnson et al., 2007, p. 123).

A paradigm is a collection of beliefs that drive a person's activities and represents the researcher's worldviews that mixed methods study uses. To address research problems, the mixed methods study design utilizes the capabilities of both quantitative and qualitative methodologies. This design consists of quantitative and qualitative stages, each of which is completed separately before integrating quantitative and qualitative data for a more comprehensive knowledge of the study questions and phenomena (Othman, Steen, and Fleet, 2020, p. 75-76). On the other hand, Tashakkori and Teddlie (2003) defined mixed method as a as a form of research design in which QUAL and QUAN techniques are utilized in types of questions, research methodologies, data collecting and analysis procedures, and findings. In this regard, it is worth mentioning that mixed method research yields more accurate conclusions (Subedi, 2016, p. 570-571).

It is a problematic approach to try to understand such a complex structure with purely quantitative and empirical findings or to argue that every human being is a set of generalizable principles. It was thought that it would be more appropriate to explain the human being with a holistic approach, considering the ever-changing emotional, thought and mental structure and the complexity of his response to dynamic relationships in the social field (Baltacı, 2019, p. 368-369).

Since the quantitative data described a bigger picture by giving results of students' sense of school belonging, the qualitative data helped in providing rounded, detailed illustrations with the details regarding the educational aspiration of them. Therefore, mixed method design was deemed more appropriate to collect deep and broad information in examining educational aspiration and sense of school belonging that is experienced by Syrian students studying in the Ankara province in Turkey in the 2021-2022 academic year and in investigating the expectations for the solution of these problems.

In addition to the different classifications in the literature, Creswell (2015) classified the most commonly used mixed method research in educational sciences under six headings. The classification of mixed method research and its features are summarized below based on Figure 1.1. and Figure 1.2. (Cresswell, 2015, p.543).

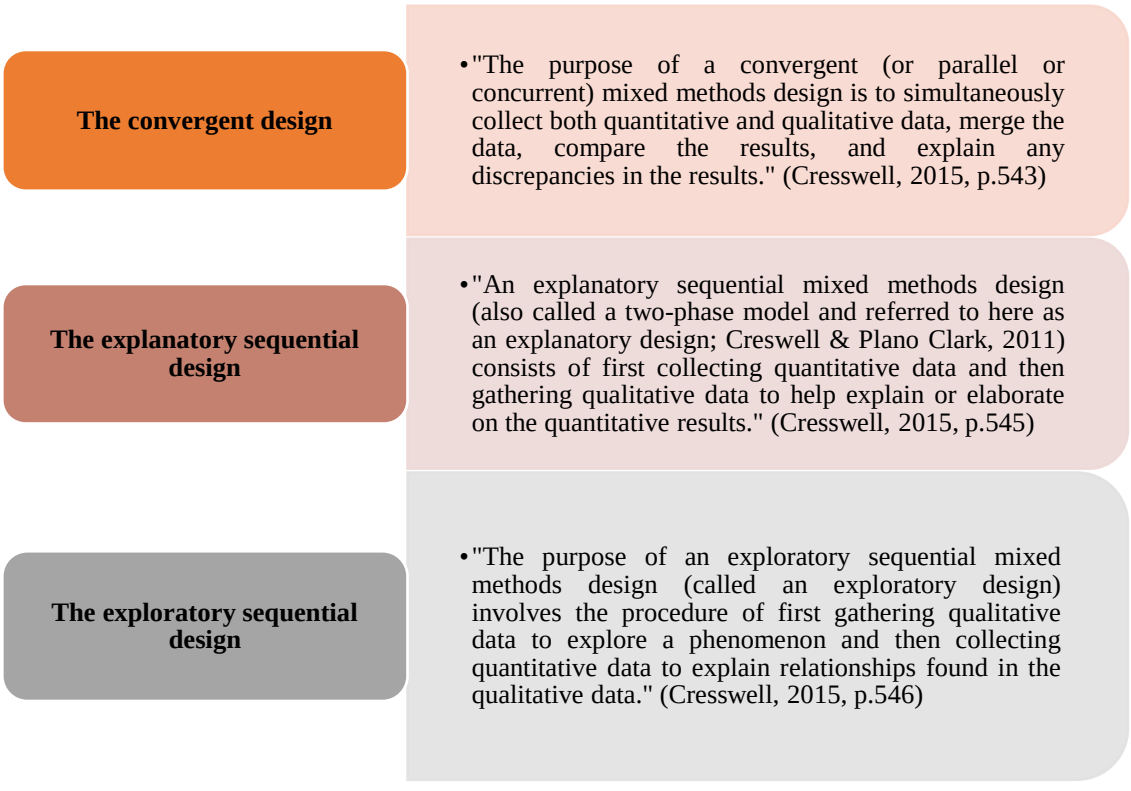

Figure 3.1. *Classification of mixed methods research (Cresswell, 2015, p.543-546)*

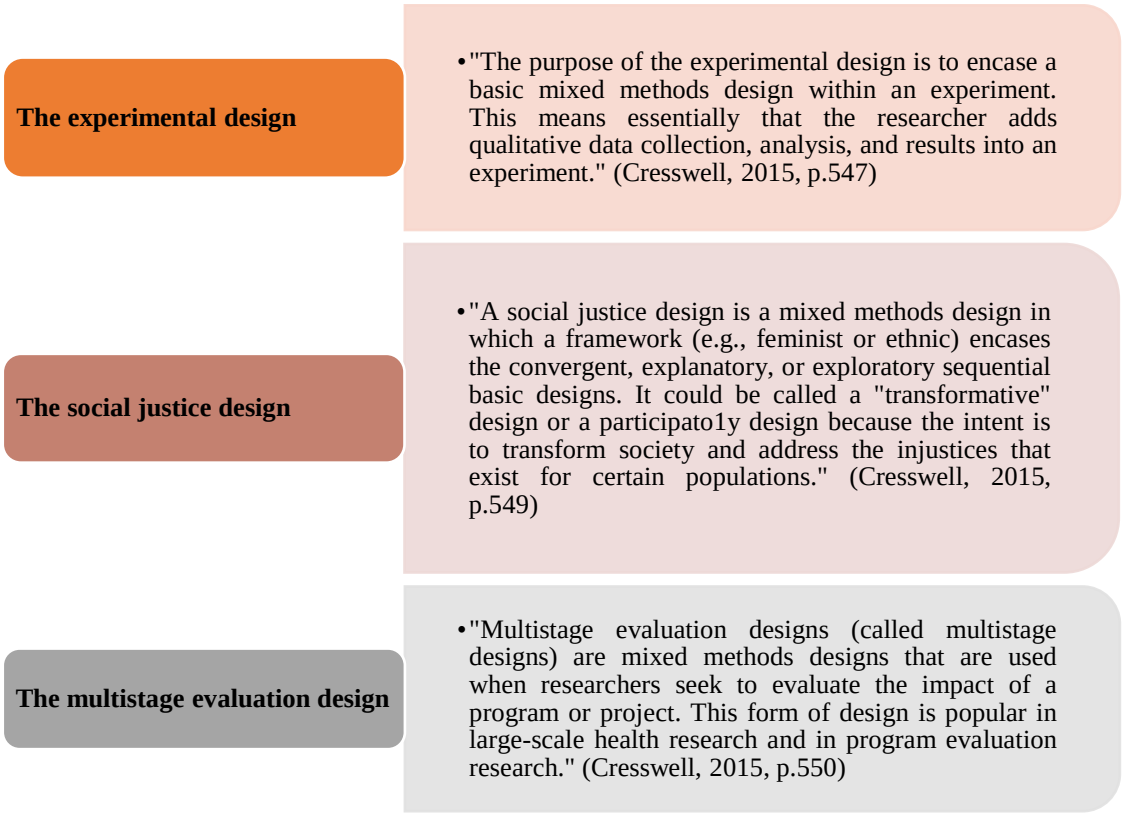

Figure 3.2. *Classification of mixed methods research (Cresswell, 2015, p.547-550)*

3.1.1. Explanatory sequential design

Many authors have attempted to create typologies for mixed method research designs used in educational research. Especially after the 2000s, the interest in mixed method research has increased and the authors advocated research with this method as a separate design with its own rules (Tashakkori and Teddlie, 2003; Creswell, 2003). Tashakkori and Teddlie's (2003) book, which is names "Handbook of Mixed Methods in Social and Behavioral Research" 2003) is devoted to discussions on this subject, methodological issues of mixed methods research, its application in different disciplines, and the future direction of this method (Baki and Gökçek, 2012, p.8).

The current study fell into the category of "explanatory sequential design" which is defined by (Creswell, Plano Clark, et al., 2003) as "two-phase mixed methods design". The rationale for this approach is that quantitative data and findings give a broad image of the study topic; more analysis, particularly qualitative data gathering, is required to improve, expand, or explain the broad quantitative picture (Cresswell, 2015, p.545). Figure 2.1. displays the procedure for gathering and analyzing data in sequential explanatory mixed-methods design.

Phase	Procedure	Product
Quantitative Data Collection	• Conducting surveys, tests, scales or other sources	• Numeric Data
Quantitative Data Analysis	• Data Screening • SPSS quantitative software	• Descriptive statistics, normality, missing data • Factor loading
Connecting Quantitative and Qualitative Phases	• Purposefully selecting participants based on relevant criteria • Developing interview questions	• Number of participants • Interview protocol
Qualitative Data Collection	• Interviews • Attitude scales or surveys • Focus Groups • Documents	• Text data (interviews, transcripts, documents)
Qualitative Data Analysis	• Coding and thematic analysis • Theme development	• Visual model of qualitative analysis • Codes and themes • Similar and different themes and categories
Integration Quantitative and Qualitative Results	• Interpretation and explanation of the quantitative and qualitative results	• Discussion • Implications • Future research

Figure 3.3. *Visual model for mixed-methods sequential explanatory design [Adapted and revised from Ivankova et al. (2006, p.16)]*

The quantitative strand gained precedence in this study since the survey and sense of school belonging scale were administered first, marking the start of the data collection procedure. The qualitative data was then gathered through semi-structured interviews. During this process, the quantitative and qualitative data were gathered separately; therefore, timing was sequential as well. These findings led the acquisition of qualitative data after the quantitative data had been collected and analyzed. The findings from the qualitative strand were combined with the conclusions based on the quantitative data during the data interpretation phase when the analysis was done on qualitative data.

Overall, the present study was carried out in the procedure as it is demonstrated in Figure 2.2. to explore secondary and high school Syrian students' educational aspiration and then evaluate their sense of school belonging level. First, quantitative data collection instruments such as pre-survey and the Sense of School Belonging Scale were prepared and administered, and then qualitative strand was designed and carried out with the help of interviews, by providing students with semi-structured interviews.

Phase	Procedure	Product
Quantitative Data Collection	• Conducting pre surveys • PSSM scale	• Numeric Data
Quantitative Data Analysis	• Data Screening • SPSS quantitative software	• Descriptive statistics, normality, missing data • Pearson Correlation Coefficients • Multiple Linear Regression (MLR)
Connecting Quantitative and Qualitative Phases	• Selecting the participants for the interviews based on the convenience sampling method • Developing interview questions	• 15 participants for the interview • Interview protocol
Qualitative Data Collection	• Interviews	• Interview transcripts • Recordings • Comments
Qualitative Data Analysis	• Coding and content analysis	• Visual model of qualitative analysis • Codes, themes, and categories
Integration Quantitative and Qualitative Results	• Interpretation and explanation of the quantitative and qualitative results	• Discussion • Implications • Future research

Figure 3.4. *Visual model for the present study [adapted and revised from Ivankova et al. (2006, p.16)]*

Lastly, one-on-one semi-structured interviews were held with fifteen participants in order to gain further insights into their first-hand experience. During these interviews, the interviewees were posed the open-ended questions which were prepared beforehand by the researcher. Along with the data obtained through the surveys and interviews, data triangulation method was utilised to ascertain the reliability and validity of the findings.

3.2. Participants

This study was carried out at the schools that was supported by the PIKTES project because large numbers of Syrian students enrolled. Thus, the population of this study consists of Syrian students studying at secondary schools and high schools in Altındağ, the district of Ankara province in the fall semester of the 2021-2022 academic year. However, as reaching all these Syrian students was not efficient in terms of time, cost, and the most significant factor was pandemic (Covid-19), participants of this study had been chosen according to convenience sampling method. It would be ideal to include the whole population in every sort of the study, but most of the time this is not feasible due to the population's finite size. Most of the researchers use the rational way by using convenience sampling. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a kind of nonprobability or nonrandom sampling in which individuals of the target population who fulfill certain practical requirements, such as ease of access, geographic closeness, availability at a specific time, or desire to participate, are included in the research (Etikan et al., 2016, p. 1-2). On the other hand, the quantitative research method was used to determine the level of aspiration of Syrian students to education with the sense of school belonging scale. Totally 4 public secondary and high schools affiliated to the Directorate of National Education were selected from Altındağ district of Ankara to measure students' sense of school belonging to school.

3.2.1. Demographics of participants based on sense of school belonging scale

The quantitative phase of the present study was carried out during the fall semester of the 2021-2022 academic year with the participation of 318 Syrian secondary and high school students studying at the schools of Altındağ district in Ankara. As illustrated in Figure 3.1., female students (72,96%) outnumbered their male counterparts (27,04%) in the current study. The results also display that, most of the students’ duration of stay in Turkey were 7 years (23,27), and the others are 6 years (18, 55%), 8 years (16,67%), 5

years (14,15%). However, the results indicate that there are also a few percentages of participants who are living in Turkey and the duration of stay presented in Figure 3.2. such as 4 years (7,23%), 9 years (6,60%), 3 years (5,35%), and 10 years (3,46%).

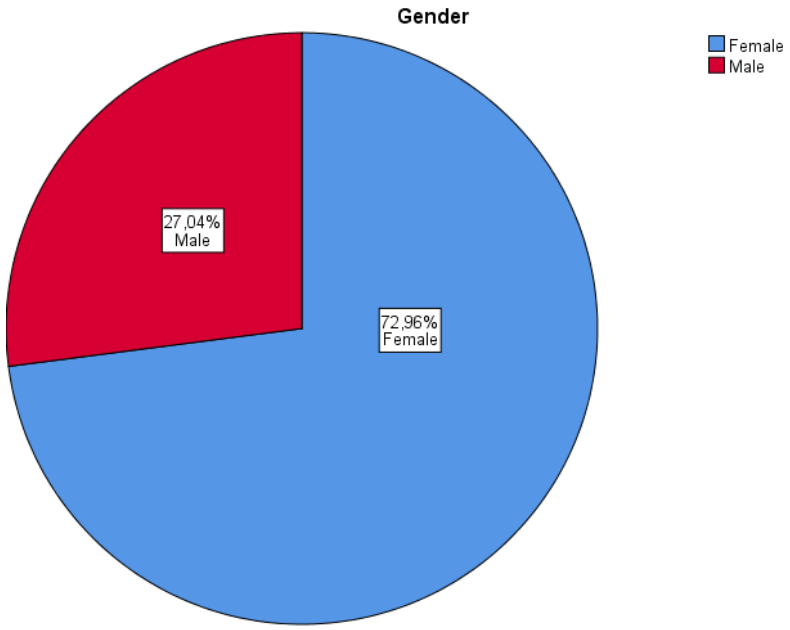

Figure 3.5. *Gender distribution of Syrian middle and high school students in quantitative phase*

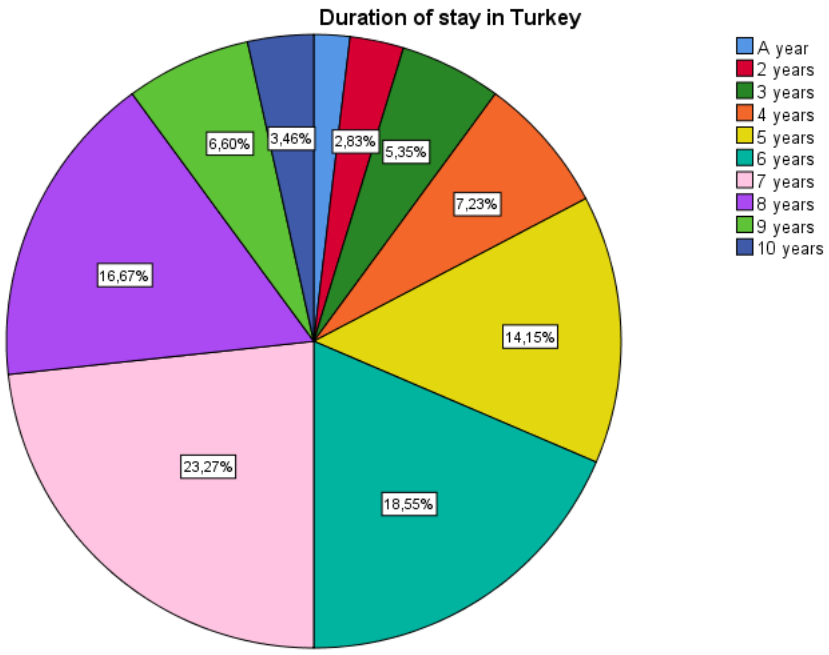

Figure 3.6. *Syrian middle and high school students' duration of stay on a year basis in quantitative phase*

The pie chart (Figure 3.3.) reveals that the participants were predominantly high schoolers who are 11th graders (27,99%), followed by 9th graders (25,16%), 10th graders

(24,53%), and 12th graders (10,06%). The remaining population was made up of middle school students; 8th graders (12,26%). Moreover, Figure 3.4. demonstrates the years of studying at the current school. While 28,93% of study population have been studying in the school for 2 years, 27,04% of respondents' studying time is just a year, and 25,79% of them are getting education for 3 years. The rest of the participants' duration of studying at the current school is as 9,75%, 4 years and 3,14% for 6 years. The last but not the least, 0,63% of respondents are studying at the school for 7 or 8 years.

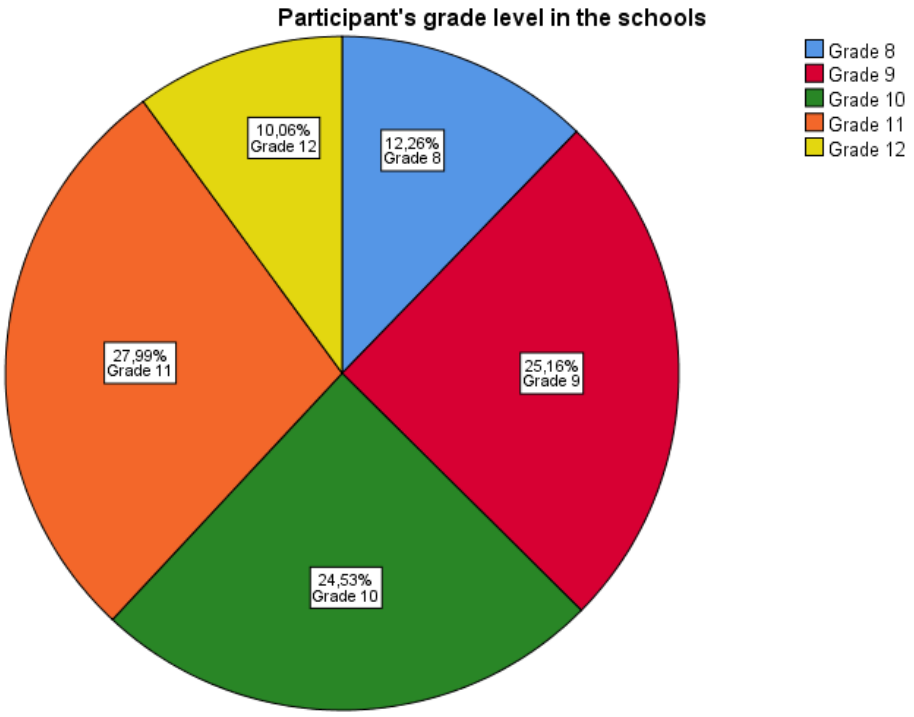

Figure 3.7. *The class status of Syrian middle and high schoolers in quantitative phase*

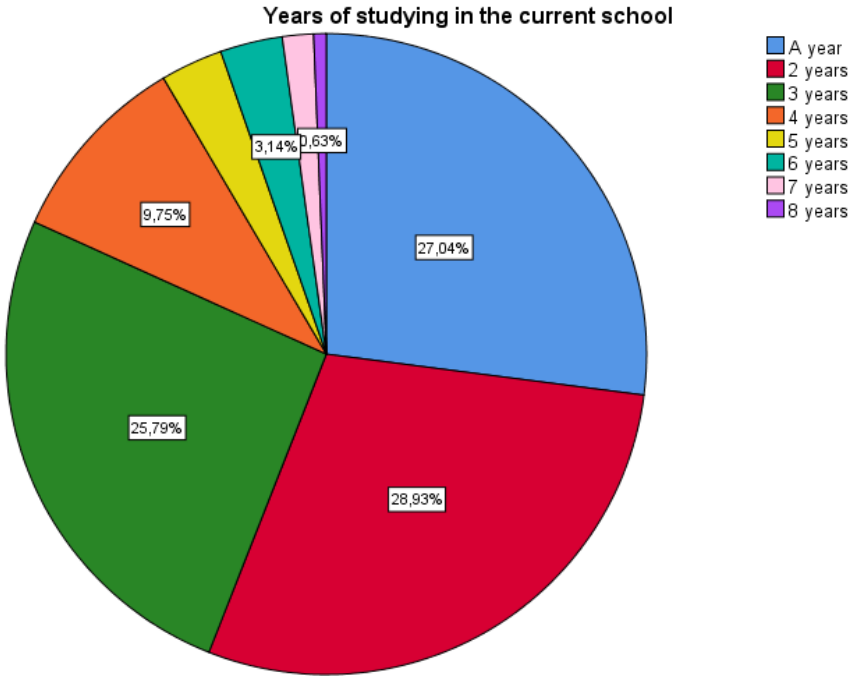

Figure 3.8. *Syrian middle and high school students' length of studying in the current school in quantitative phase*

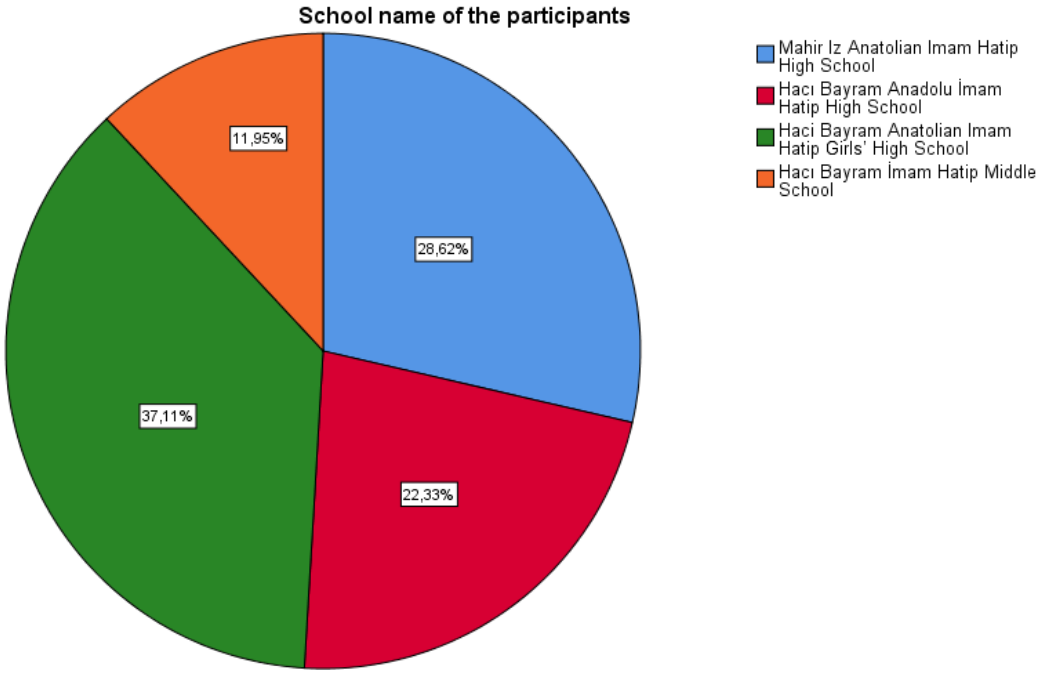

Figure 3.9. *Names of schools that the Syrian middle and high school students enrolled*

The Figure 3.5. summarizes the percentages for middle schooler and high schoolers' school name and the results are varying depending on their grade, social status, and their field of interest for their future. Among the respondents the vast majority of them (37,11%) participating in the survey are studying at Haci Bayram Anatolian Imam Hatip Girls' High School. Besides, the students (28,62%) studying at the Mahir Iz

Anatolian Imam Hatip High School are also showing its high participation. The rest of them (22,33%) joined the survey from Haci Bayram Anadolu Imam Hatip High school. Finally, only a few respondents (11,95%) are studying at Haci Bayram Imam Hatip Middle School.

3.2.2. Demographics of participants of the qualitative phase

After gathering quantitative data, the qualitative phase of the present study was carried out during the fall semester of the 2021-2022 academic year with the participation of 15 Syrian secondary and high school students studying at the schools of Altındağ district in Ankara. Their ages ranged between 13 and 18. As far as gender is concerned, out of the 15 participants, 11 female and 4 male students agreed to take part in the present study. The table below reveals that the interviewees were predominantly high school students, studying between 9th and 12th grades but only 3 of them were secondary students who were also eager to participate. The information regarding the Syrian students' age, gender, education status, and the length of stay in Turkey are presented in Table 3.1. Also, instead of using their original names, participants were coded as Participant 1, Participant 2, etc. in order to provide confidentiality.

Table 3.1. *Students' age, gender, education status, and the length of stay in Turkey in qualitative phase*

	Gender	**Age**	**Education Status**	**Length of stay in Turkey**
Participant 1	Female	17	12th grade	6 years
Participant 2	Female	17	12th grade	9 years
Participant 3	Female	17	12th grade	7 years
Participant 4	Female	15	10th grade	9 years
Participant 5	Male	12	7th grade	5 years
Participant 6	Female	17	11th grade	8 years
Participant 7	Female	17	12th grade	8 years
Participant 8	Female	16	11 grade	9 years
Participant 9	Male	13	8th grade	9 years
Participant 10	Male	13	8th grade	8 years
Participant 11	Female	17	11th grade	7 years
Participant 12	Female	17	11th grade	8 years
Participant 13	Female	15	9th grade	8 years
Participant 14	Male	16	9th grade	5 years
Participant 15	Female	15	9th grade	7 years

3.3. Data Collection Instrument

In the current study, both quantitative and qualitative data were obtained with the help of surveys and interview. In addition, the details of each data gathering tool are summarized in the following two parts. The Table 3.2. below gives detailed information about research questions and their procedure of analyses.

Table 3.2. *Research questions, data collection instruments, methods, and data analyses procedures*

Research Questions	Instrument	Method	Analysis
1. Difficulties and discrimination encountered by Syrian refugee children in educational institutions?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics
2. What effect does Syrian student feeling of school belonging have on teacher–student interactions, peer relationships, family engagement at school, and family involvement at home?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics
3. How good is the secondary and high school students' sense of belonging to school?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics
4. How does parents' socio-economic status affect the educational aspiration of their kids?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics
5. Is there a significant influence of students' gender, grade level, parental education level and family income status, and bilingualism on educational aspiration and sense of school belonging of students?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics
6. To what extent do students' sense of belonging to school affect their educational aspiration?	Interview Survey SSBS	Quantitative Qualitative	Descriptive Statistics

3.3.1. Survey

The primary goal of survey research is to "explain the characteristics of a population by analyzing a sample of that group" (Dörnyei, 2007, p. 96). Surveys and questionnaires are used by decision makers and researchers in all academic and industrial areas to get answers to particular, necessary questions (Taherdoost, 2019, p. 2). This sort of study provides for a wide range of ways for recruiting people, collecting data, and using various instrumentation techniques (Ponto, 2015, p. 168). Large samples of the population may

be gathered with the use of surveys. They're also great for obtaining demographic information that describe the composition of the sample (McIntyre, 1999, p. 74). That is why pre-survey was conducted before in order to get information about their demographic data and to explore the length of stay in Turkey. That is the significant part for this research for analyzing the data and see how effective Turkish education is for Syrian students.

In the demographic data of the survey, the students were expected to fill in the parts asking for their age, gender, the length of stay in Turkey, and the duration of studying at the school. “The Sense of School Membership Scale” was used to analyze quantitative data. “Sense of School Membership Scale”, which was developed by Goodenow (1993) was measured Syrian refugee students' sense of belonging to the school.

3.3.2. Sense of school belonging (PSSM) scale

School connectivity and belonging has been proven to be second only to family connection in preventing mental distress, eating disorders, and suicide in children and adolescents (Whiting et al., 2017, p. 163). Carol Goodenow (1993) developed the PSSM in other words Psychological Sense of School Membership scale to investigate student feelings of belonging and how they relate to academic motivation in school. Researcher describes the construct measured by the scale as the degree to which children in the school setting feel individually welcomed, respected, included, and supported by others (Goodenow, 1993, p. 80). In this study, the Psychological Sense of School Membership Scale (PSSM) (Goodenow, 1993a) was utilized to collect data, which referred to analyze students’ level of school belonging and the extent to which students feel like an accepted, respected, and valued part of their school context. The survey contains 18 items related to the construct of school belonging have been included in the survey. The Sense of School Belonging Scale was designed on 5-point Likert scale format. One stands for “Totally Disagree” while five stands for “Totally Agree”. The participants were asked to read each statement and self-rate their sense of belonging to school for each situation on a scale from 1 to 5. Negatively worded five items (items 3, 6, 9, 12, and 16) are reverse scored. Cronbach Alpha internal consistency coefficients of the scale were ranging from .77 to .88 for different samples (Goodenow, 1993a). “The PSSM scale was found to be reliable for other cultures and languages as much as the original English version. For

instance, alpha values ranged from .71 to .94 for English versions; alpha value was .77 for Spanish version and it was .89 for Chinese version (Cheung, 2004)" (Sarı, 2012, p.3).

In the process of adapting the scale to Turkish, that version of the PSSM scale was also found to be reliable. As a result of the factor analyses conducted by Sarı (2015), it was seen that the items were collected in two dimensions, and these two factors explained 38.49% of the total variance (28.90% and 9.59%). The first factor (Sense of Belonging to School) includes 13 positive items in the scale, while the second sub-scale (Feeling of Rejection), five negative items in the scale came together. Cronbach Alpha internal consistency coefficients for the sub-dimensions consequently were determined to be .84 and .78. In addition, when the negative items were reversed and scored, the Cronbach Alpha internal consistency coefficient of the scale scores was found to be .84. The item-total score correlations of the items ranged from .31 to .61. As a result of the t-test performed for the lower and upper 27% groups, it was observed that all items were able to distinguish the groups respectively ($p<.001$).

In the current study, although Varimax in the part of Rotated Component Matrix was utilised, 12^{th} item in the scale was not correlated properly and consequently sub-dimensions were not shown clearly. A 4-factor structure was extracted as a result of Exploratory Factor Analysis (EFA). Henson and Roberts (2006) state EFA as a "tool intended to help generate a new theory by exploring latent factors that best accounts for the variations and interrelationships of the manifest variables" (Matsunaga, 2010, p.99). The factors were found that known as a Sense of School Belonging (Factor 1); Feeling of Rejection (Factor 2; 3 (12^{th} item was eliminated) out of 17 items); Teacher-student relationship (Factor 3; 5 out of the 17 items). However, the 4th factor, Peer relationship (Factor 4), was not included in the analysis because of its low reliability (2 out of the 17 items, α =.38). Within the scope of this study, Cronbach's alpha coefficients were re-examined for the reliability of the scale and the result was as follows: Factor 1 α =.74, Factor 2 α =.55, and Factor 3 α =.68. Moreover, the internal consistency (Cronbach Alpha) for the entire Sense of Belonging to School scale was found to be .85. "Cronbach Alpha is referred to as a measure of "internal consistency" reliability" (Bonett, Douglas, Wright, Thomas, 2015, p. 3)

3.3.3. Interviews

Interviews are frequently employed to obtain data in qualitative research. They are commonly used as a data collection method on participants' experiences, opinions, and beliefs regarding a specific research topic or phenomena of interest (Lamber and Loiselle, 2007, p. 229). According to Sandelowski (2002), one-on-one interviews are the most often utilized data collecting technique in qualitative research (Ryan et al., 2009, p. 309). Babbie (2007) distinguishes three types of interviews: standardized interviews, semi standardized interviews, and unstandardized interviews. Many of the distinctions between each kind are related to the format of the interview (Ryan et al., 2009, p. 310).

Semi-standardized (or semi-structured) interviews are ideal for a variety of activities, especially when several open-ended questions necessitate follow-up inquiries. A researcher should apply semi-structured interviews in the following situations:

- If you need to ask probing, open-ended inquiries and want to know each person's particular opinions in a group;
- If you need to ask probing, open-ended questions on issues that your respondents may not be open about if they're in a focus group with their colleagues;
- If you require one-to-one interviews with key program administrators, employees, and front-line service providers as part of a formative program review;
- If you're investigating new area with unknown but potentially significant concerns, and your interviewees need as much freedom as possible to discover and pursue relevant leads (Adams, 2015, p. 494).

Semi-structured interviews can be used to augment and provide depth to other methodologies in mixed methods research as follows:

- If you need to do some preliminary research before developing a large-scale survey, setting up a focus group, or putting together overall research strategy;
- If you realize that critical topics cannot be properly addressed without additional open-ended questions and longer probing after designing a standardized survey questionnaire.
- If you wish to investigate "puzzles" that arise (or persist) after you've reviewed survey or focus group results (Adams, 2015, p. 494).

3.4. Data Collection Procedure

Prior to commencing the study, the Sense of School Belonging scale and interview protocol were designed by the researcher and checked by the supervisor of the researcher and an expert on qualitative methodology. Following this, the ethical approval was obtained in April 2021 from Applied Ethics Research Centre located at Anadolu University (See appendix A).

The data for the current study was gathered during the fall semester of 2021-2022 academic year. This was an explanatory sequential mixed method study, and both quantitative and qualitative data were gathered to carry out the research. While qualitative data were collected with the help of semi structured interviews, the quantitative data were obtained through the Pre- survey and Sense of School Belonging scale.

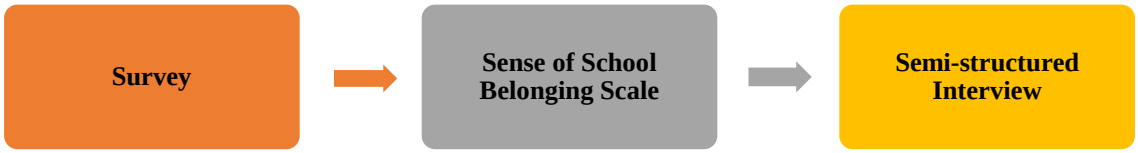

Figure 3.10. *The data collection process*

As demonstrated in Figure 4.1. there were three steps to follow in data collection process. The process started by meeting with either school principals or vice principals and informing the participants about the research and what they are expected to do if they were to participate in the study. Researcher provided school principals, teachers, and parents were with the consent forms. Hereby they were ensured that the data gathered from them would be used for the thesis study that the researcher carried out. They were also told that participating to the research was on voluntary basis and they may leave the survey undone without stating any reason. Thus, it was made sure that they do not have to participate to the research (See Appendix C).

3.4.1. Collecting data with the sense of school belonging scale

The quantitative data of the present research was collected through an existing sense of belonging scale. Within the scope of this research, necessary permissions were obtained before starting the implementation process. On obtaining the informed consent form from the participants, the instrument was introduced to the students and the instructions for how they were supposed to fill in the surveys and what is expected from

them were explained. If they had any questions about the research or the surveys, they were encouraged to ask beforehand. In total, 318 Syrian secondary and high school students accepted to take part in the study.

3.4.2. Conducting the interviews

With the aim of obtaining information and analyzing educational aspiration of Syrian students thoroughly, semi-structured interviews were carried out with fifteen participants. The interviews were held one week after the survey and Sense of School belonging scale administered. At the beginning of the interview, it was explicitly indicated that participating into the interview is on voluntary basis and they can withdraw from the interview at any point without any reasons if they feel uncomfortable. It was also stated that their voice will be recorded, and they provided oral consent at the beginning of each interview. The interviews were conducted in both Turkish and Arabic.

In semi-structured interviews, it is tried to find answers to predetermined questions. However, the order of the questions may change depending on the progress of the interview. That is, it is not rigid like the Structured interview type: the questions are open-ended and may not be asked in the same way or in exactly the same order to each participant (Campion, Campion, and Hudson, 1994, p. 999). In order to prepare the questions to be given in the interview, a literature review was made by the researcher and the interview schedule consisted of thirteen open-ended questions were prepared based on the general purpose of the research. Semi-structured interview questions were asked to an experienced expert in the field, and after essential feedback, corrections were made in the questions. In this way, the semi-structured interview took its final form. As a result, the following open-ended questions were asked in the interviews, aiming to reveal secondary and high school Syrian students' educational aspiration:

1. Can you tell us about yourself? (family, educational status, income status, siblings, etc.)
2. When did you come to Turkey? Can you tell us about your story of arrival?
3. Can you tell us about your life in Syria?
4. How did you start school, how did you decide?
    - What did you experience?
    - Does anyone else in your family go to school?
    - Which schools do they go to?

- Do your parents speak Turkish?

5. Can you tell us about your home life?
    - What kinds of music do you listen to?
    - What do you watch on TV?
6. What do you think of your school?
    - Can you tell us about your class?
    - What do you do during break time?
    - Who do you make friends with more?
7. Can you tell us about your experiences in language learning? What was the most challenging for you?
8. Is there an event that you have experienced in class/at school that became unforgettable for you?
9. Could you tell us about your relationships with your teachers?
    - Can you talk about the lessons you like and dislike?
    - Why?
    - Which courses challenge you the most?
10. Do you receive any academic support outside of school?
    - Does your family (or anyone) help you with your studies?
    - Does your family attend parent-teacher meetings?
11. What do you do on weekends and holidays?
    - Who do you spend more time with (family members)?
12. How is your school attendance?
    - How many absences do you have?
    - Can you follow the lessons online? How?
13. Do you plan to continue school from now on?
    - Which schools do you want to go to?
    - What do you want to be in the future?
    - What does your family think about it, do they support you to continue your education?

Before the interviews were conducted with the students who agreed to participate in the research, a suitable day and time was determined for the participants and an opportunity was provided for the interview to pass comfortably and for the questions to

be answered. Care was taken to attend the interviews conducted by the researcher in a prepared manner and to ensure that the questions given to the participants were understandable. In order to obtain broad and deep data, the interviews with the researcher students were carried out in the form of mutual communication. No intervention was made during the interviews to guide the answers of the students. The answers of the participants who gave permission in the interviews were recorded with a voice recorder and note-taking technique. Only note-taking technique was used to record the answers of the participants who did not allow audio recording. The interviews were carried out on one-on-one basis and face to face. In order to eliminate any ethical concerns, the participants were provided pseudonyms to address them during the interviews. Moreover, each interview lasted about 20-25 minutes. Within the ethical rules, instead of the names of the participants, code names such as Participant 1, Participant 2, Participant 2 etc. were used in this research.

3.5. Data Analysis

Since the mixed method design was used in data analysis procedures, both quantitative and qualitative data were analyzed separately and merged later for corroboration and interpretation purposes. Equal status had been given to both quantitative and qualitative methods. As the current study was based on explanatory sequential mixed method design, quantitative data was collected to make known the sense of school belonging, while qualitative data was collected to reveal the educational aspirations of Syrian secondary and high school students. The main aim was to reveal how much Syrian students could adapt to the Turkish education system during the last decade.

3.5.1. Quantitative data analysis

Quantitative research examines the situation in its connections using a holistic perspective. The variables affecting the event are revealed in the research. Quantitative research design is determined before the study and carried out in steps. In terms of sampling, quantitative research is used with many samples due to the statistical situation. Data collection time in quantitative research is shorter because data are collected collectively by ready-made data collection tools such as questionnaires and question lists (Akarsu and Akarsu, 2019, p. 28).

Goodenow (1993) developed the Psychological Sense of School Membership (PSSM) scale to assess students' feelings of belonging at school. This scale was created with early- to mid-adolescent students in mind to assess their subjective sense of school membership. The PSSM measures how often students feel welcomed, appreciated, and valued as members of society (Sarı, 2015, p. 60). Sense of School Belonging Subscale (SSBS) is one of the subscales of Psychological Sense of School Membership (PSSM) Scale, which was developed by (Goodenow, 1993) to measure the students' perceived sense of belonging or psychological membership in school environment. The scale also helps to measure students' perception of themselves as an important part of the school, their feelings about being accepted, valued and being included in peer groups; school, teacher and it aims to measure relationships with friends. The scale, which consists of 18 items, is a five-point Likert type instrument (1= Totally Disagree, 5= Totally Agree). Five of the items (3, 6, 9, 12 and 16) of the scale contain negative statements. As a result of the adaptation study carried out by Sarı (2015), the sense of belonging, which is the first factor of the scale, includes 13 positive items of the scale, the feeling of rejection, and the second factor includes five negative items of the scale.

Turning back to the current research, certain assumptions must be classified for conducting a parametric test. The data is assumed to be regularly distributed in the first place. Descriptive statistics were created to assess the normality of the data gathered. The normality of data was assessed using skewness and kurtosis (Muzaffar, 2016, p.51). In order to determine the construct validity of the PSSM a principal component analysis (PCA) with varimax rotation was conducted using the statistical software SPSS 11.5 package program, for windows. In this research, the quantitative data were gathered with the help of Sense of School Belonging Scale. After descriptive statistics were completed, the normality of the data distribution was checked.

The Kolmogorov-Smirnov (KS) test and the Shapiro-Wilk (SW) test are two examples of tests that can be used to determine normality. These are two of the most prevalent methods for determining whether the data in the research is normal. Both tests assume that the data is normal, H_0. As a result, the null was not expected to be rejected. Büyüköztürk et al., (2014), Demir et al., (2016), Razali and Wah (2011) point out that, when the sample size is big, the KS test is advised, but when the sample size is small, the SW test is recommended. Meanwhile, Park (2008) mentions that the SW test is not reliable when the sample size is greater than 2000, however the KS test is useful when

the sample size is greater than 2000. Another technique to check for data normality is to look at the skewness and kurtosis numbers. Despite the widespread usage of skewness and kurtosis readings in practice, there is no consensus on the values that imply normality (Fatih, 2020, p.256).

In order to decide on the parametric/nonparametric tests to be used in the research, it was tested whether the total scores of the Sense of School Belonging Scale and the scores of its sub-dimensions provided the assumption of normality. For this purpose, the values of the kurtosis and skewness coefficients of the scores obtained from the scales were examined. It has been observed that the coefficients obtained are in the range of -2 to +2. According to George and Mallery (2010), if the kurtosis and skewness coefficients are between -2 and +2, it can be said that the data show a normal distribution. Kim (2013) describes, "Skewness is a measure of the asymmetry and kurtosis is a measure of 'peakedness' of a distribution. Most statistical packages give you values of skewness and kurtosis as well as their standard errors" (Kim, 2016, p.52).

As for the data of PSSM (Psychological Sense of Belonging to School) scale, following the descriptive statistics, whether the data were normally distributed was checking the skewness and kurtosis numbers. Once the data from the reflection form was descriptively analyzed, the normality was calculated by the numbers. Moreover, in order to unveil Syrian middle and high school students' sense of belonging to school the data from was analyzed with the regression analysis.

"Regression analysis is performed so as to determine the relationship between two or more variables having cause-and effect relationships and make predictions for the topic by using the relationships" (Uyanık and Güler, 2013, p.234). When a regression model incorporates numerous variables that are substantially linked not only with the dependent variable but also with each other, multicollinearity arises. The occurrence of high inter-correlations among the components in a multiple regression model is known as multicollinearity (Shrestha, 2020, p.39). Büyüköztürk defines regression analysis as "the process of explaining the relationship between two or more variables with a mathematical equation by distinguishing one of them as a dependent variable and the others as independent variables." If a dependent and an independent variable is used in the analysis, it is called simple linear regression analysis. However, a multiple linear regression model considers the problem of regression when the studied variable is reliant on numerous explanatory or independent factors (Büyüköztürk, 2005, p.91).

In the current study, School Belonging Scale scores were considered as a dependent, gender, name of the current school, years of studying at schools, and the length of stay in Turkey of Syrian secondary and high school students were considered as independent variables and standard multiple linear regression analysis was performed. In the standard approach, all variables are taken regardless of whether they have a significant contribution to the equation and the explained variance in the dependent variable. The essential part of the study is to examine the common effects of all predictor variables on the dependent variable (Büyüköztürk, 2005, p.99).

3.5.2. Qualitative data analysis

"Qualitative research is holistic, in the sense that it attempts to provide a contextual understanding of the complex interrelationships of causes and consequences that affect human behavior". As a result, it prevents both the intentional manipulation of variables (a hallmark of educational research in the experimental tradition) and the analysis of behaviors or measures as separate variables from the larger totality (characteristic of the survey tradition). Therefore, the qualitative approach is considered as a part of social research (Haskestad, 2013, p.25).

Glesne considered learning to do qualitative research as learning to paint. He defines as, "study the masters, learn methods and techniques, apply them correctly, and then reconsider and adapt them for your purposes when you have learned enough to describe the work of those who influence you and the ways that make up your adaptations that create new possibilities" (Ersoy and Yalçınoğlu, 2013, p.4). Qualitative research is more flexible in design and offers different designs throughout the research. In terms of sampling, the overall sampling structure in qualitative research is smaller. In this research method, data is collected by methods such as observation and interview (Akarsu and Akarsu, 2019, p. 28).

In this study semi-structured interview as a qualitative research data collection method was used to conduct Syrian refugee students' educational aspiration. Semi-structured interviews are neither as rigid as fully structured interviews, nor as flexible as unstructured interviews, they are between the two ends. Semi-structured interview technique had been conducted because it provided this flexibility and still remains best for the researchers. Adams also defines semi-structured interviews as "Semi-structured

interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries" (Adams, 2015, p.493). The data obtained in the study were analyzed by content analysis technique. Content analysis is a type of systematic, rules-based technique used to analyze the information content of textual data and identify parts of it that are considered important (Forman and Damschroder, 2007, p.39). Content analysis is a versatile research approach that may be used to solve a variety of problems in information studies, either on its own or in combination with other techniques (White and March, 2006, p.23). While conducting the content analysis, the data obtained from the semi-structured interviews were written down in the Microsoft Word program, after reading and examining them repeatedly, classified into sub-categories according to the basis of the interview questions. The opinions expressed by the participants regarding each question were summarized and subcategories were determined. Consequently, subcategories were used to code the responses of students and the codes set for each sub-categories were presented by quoting from the response of the participants.

4. RESULTS

In this chapter, the findings of the current study are presented under two main sections. The chapter contains statistical analyzes of the data obtained from the participants for the solution of the problem examined within the scope of the research purpose. The finding and related comments to the findings, which obtained from the qualitative analysis are included. The results of quantitative data gathered through pre survey and Sense of School Belonging Scale and qualitative data collected from semi-structured interview analysis are presented below. The findings based on the analysis are presented for each instrument, respectively.

4.1. Quantitative Results in Relation to Syrian Students' Sense of School Belonging Scale

In this section, the findings related to the values obtained from the total score and sub-dimensions of the Sense of Belonging to School Scale was in the range considered normal. Table 4.1. shows that skewness and kurtosis values of sub-dimensions of PSSM scale are within the permitted range of -2 to +2, indicating that the data is fairly normal, and that the main assumption of parametric testing is met.

Table 4.1. *Descriptive analysis: The conformity of the sense of belonging to school scale and its sub-dimensions to normal distribution*

Scale	No of Participants		Skewness		Kurtosis	
			Statistics	Std. Error	Statistics	Std. Error
PSSM	318	Factor I	"-,499"	",137"	",189"	",273"
		Factor II	"-,321"	",137"	"-,542"	",273"
		Factor III	"-,441"	",137"	",041"	",273"

4.1.2. Findings of descriptive statistics in relation to Syrian students' sense of school belonging scale

In order to understand the results of descriptive statistics for PSSM scale 3 sub-scales were extracted from 17 items in the scale.

Table 4.2. *Descriptive statistics (mean and standard deviations) for PSSM scale*

Sub-Scales	N	Mean	SD	Variance	N of items	Cronbach Alpha
Factor I Sense of School Belonging	318	"24,43"	"4,89"	"23,99"	7	.74
Factor II Feeling of Rejection	318	"10,49"	"2,90"	"8,42"	3	.55
Factor III Teacher-Student Relationship	318	"18,21"	"3,74"	"14,00"	5	.68
Total Variance of PSSM Scale Explained= 53.373						

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization

In analysing the results of the Table 4.2., it is obvious that number of participants for the whole scale are 318. Moreover, the Table reveals that the descriptive statistics for sub-scales are as follows: Factor 1 (Sense of School Belonging), M= 24,43, SD= 4,89, Variance=23,99, Factor 2 (Feeling of Rejection) M= 10,49, SD= 2,90, Variance=8,42, and for Factor 3(Teacher-Student Relationship) M= 18,21, SD= 3,74, Variance=14,00. while the descriptive statistics of the post survey for the same part were N=50, M= 28.82, SD= 3.07. On the other hand, as seen from the Table 4.2. Cronbach's alpha internal consistency coefficient for the first factor was .74, for the second factor was .55, and for the third factor .68. However, for the full PSSM it was also acceptable, 0.84. Also, as a result of the Exploratory Factor Analysis (EFA), Factor 4 (Peer Relationship) sub-scale was not included in the analysis because of its low reliability (.38)

4.1.3. Findings related to Syrian secondary and high students' gender, name of the current school, years of studying at school, and duration of stay in Turkey predicting their sense of school belonging

In this part of the study, the predictive power of Syrian students' gender, name of the current school, years of studying at school, and duration of stay in Turkey, which are the independent variables and sense of school belonging, and its sub-dimensions (Sense of School Belonging, Feeling of Rejection, Teacher-Student relationship) were examined. Regression analysis technique was used to reveal the predictive power of students' perceptions. The Pearson Correlation Coefficients between the predicted variable, which is the sense of school belonging to school (and its sub-scales) and the predictor variables for the 318 secondary and high school Syrian students who make up the total sample are presented in Table 4.3.

Table 4.3. *Pearson correlations coefficients of variables*

Variables	M	SD	1	2	3	4	5	6	7	8
1. Sense of school Belonging	3.4	.69	.19**	-	-	-	.30**	-	-	.02*
2. Feeling of rejection	3.4	.96	.16**	-	.02*	-	.21**	-	.01*	.03*
3. Teacher-Student Relationship	3.6	.74	.18**	-	-	-	.28**	-	.04*	.08

*p<0.05. **p<0.01.
r= Correlation Coefficient
Independent Variables:
1: Female; 2: Male; 3: Mahir Iz Anatolian Imam Hatip High School; 4: Haci Bayram Anatolian Imam Hatip High School; 5: Haci Bayram Anatolian Imam Hatip Girls' School; 6: Haci Bayram İmam Hatip Middle School; 7: Participants' grade level in the current school; 8: Duration of stay in Turkey.

When Table 4.3. is examined, it is observed that there are significant and positive relationships among some variables. In this study, predictive variables, which are also independent ones are: Syrian Students' gender, School name of the participants, their grade level in the school, and duration of stay in Turkey. First sub-scale, Sense of School Belonging has significant and positive relationship both in the students who study in the Haci Bayram Anatolian Imam Hatip Girls' School (r=.30, p<.01). However, while analysing the table, it is observed that the correlation between sense of school belonging sub-scale and duration of stay in Turkey is low (r=.02, p<.001). Similarly, correlation results show that the second subscale, feeling of rejection has not only positive and significant, but also very small correlations on different between variables, such as Mahir Iz Anatolian Imam Hatip High School (r=.02, p<.01), Participants' Grade level in the schools (r=.01, p<.01), Duration of Stay in Turkey (r=.03, p<.01). On the contrary, Haci Bayram Anatolian Imam Hatip Girls' School (r=.21, p<.001) has a small and positive relationship. While analysing the relationships between third subscale, Teacher-Student Relationship, and other variables are examined, it is seen that teacher-student relationship and the students studying in Haci Bayram Anatolian Imam Hatip Girls' School had a small (r=.28, p<.001), Participants' Grade level in the schools (r=.04, p<.001) and Duration of Stay in Turkey (r=.08, p<.001) has a very small, significant and positive relationship.

Table 4.3. also shows that there are significant small and positive bivariate correlations among the dependent variables and the gender of the participants for the total sample. Moreover, the bivariate results between the independent variables, sense of school belonging (r=.19 p<.01), feeling of rejection (r=.16, p<.01), and teacher-student

relationship (r=.18, p<.01), showed that although they were weak, they were positively and significantly related to the dependent variable for girls.

For the total sample, sense of school belonging, feeling of rejection, and teacher-student relationship, and the independent variables were tested through multiple regression analysis. The results of the multiple regression analysis conducted to determine to what extent students' gender, school name of the participants, their grade level in the school, and duration of stay in Turkey, predict the perceptions of the sense of school belonging. The analysis of the results is demonstrated in Table 4.4.

Table 4.4. *Results of a multiple regression for predicting the perceptions of the sense of school belonging*

	Non Standard Coefficients		Standard Coefficients			
Variables	B	Standard Error	Beta (β)	t	p	VIF
Constant	3.665	.252	-	14.542	.000	
Female	.156	.101	.099	1.545	.123	1.433
Male	-	-	-	-	-	-
Participants' grade level in the school	-.021	.051	-.036	-.409	.683	2.636
Duration of Stay in Turkey	.015	.020	.043	.778	.437	1.082
Years of studying in the current school	-.033	.034	-.067	-.956	.340	1.735
Mahir Iz Anatolian Imam Hatip High School	-.306	.098	-.198	-3.117	.002	1.410
Hacı Bayram Anatolian Imam Hatip Girls' High School	-	-	-	-	-	-
Haci Bayram Anatolian Imam Hatip School	-.451	.109	-.269	-4.141	.000	1.471
Haci Bayram Imam Hatip Middle School	-.260	.193	-.121	-1.349	.178	2.800
R: .333	R^2: .111	Adjusted R^2: .091	F: (7.31)=5.523		p: .000	

One of the instruments used to measure the degree of collinearity existing for each factor is the variance inflation factor (VIF) (Craney and Surles, 2002, p.392). According to Daoud (2017) "The VIF is a tool to measure and quantify how much the variance is inflated" (Daoud, Jamal, 2017, p.4). Craney and Surles (2002) state that although there are no formal standards for determining when a VIF is too large, generic cut off values such as VIF≥5 or VIF≥10 are sometimes used to assess whether the collinearity is severe enough to necessitate remedial action. On the other hand, some references indicate that VIF value should be 4 or less by explaining "Any variable with a VIF that exceeded 4 was excluded from the model" (Pan and Jackson, 2008, p.423).

A multiple linear regression analysis was performed to predict the Y variable (Sense of School Belonging Sub-scale) using X Variables (Syrian Students' gender, School name of the participants, their grade level in the school, and duration of stay in Turkey). To start with the analysing, the results of the Table 4.4. show that as a result of the regression analysis, the scores obtained from the Sense of School Belonging Sub-scale and the Syrian Students, gender, School name of the participants, their grade level in the school, and duration of stay in Turkey do not significantly explain the variance (R= .333, R^2=0.11, Adjusted R^2=.091 $F_{(7.31)}$ = 5.523, p<.000). A coefficient describes the direction of the relationship between a predictor and the response variable. Therefore, results showed that according to the standardized regression coefficients (β), the relative importance of the predictor variables on the perceptions of sense of school belonging has a moderate effect on Female (.099) and Duration of Stay in Turkey (.043) and have negative predictive effect on Participants' grade level in the school (-.036), Years of studying in the current school (-.067), Mahir Iz Anatolian Imam Hatip High School (-.198), Haci Bayram Anatolian Imam Hatip School (-.269), and Haci Bayram Imam Hatip Middle School (-.121). When the t-test results regarding the significance of the regression coefficients are analysed, it is seen that both independent variables did not significantly predict the scores obtained from the Sense of School Belonging. Meanwhile, while analysing the p results, the strength of an association between two variables (X and Y), it is seen that Y variable (Sense of School Belonging Sub-scale) is significantly predict the X variables (Hacı Bayram Anatolian Imam Hatip Girls' High School and Haci Bayram Anatolian Imam Hatip School). Moreover, the Table 4.4 also demonstrates that no variable was detected with VIF greater than 4.

For the total sample, sense of school belonging, feeling of rejection, and teacher-student relationship, and the independent variables were tested through multiple regression analysis. The results of the multiple regression analysis conducted to determine to what extent students' gender, school name of the participants, their grade level in the school, and duration of stay in Turkey, predict the feeling of rejection. The analysis of the results is demonstrated in Table 4.5.

Table 4.5. *Results of the multiple regression for predicting the perceptions of feeling of rejection*

	Non Standard Coefficients		Standard Coefficients			
Variables	B	Standard Error	Beta (β)	t	p	VIF
Constant	3.747	.355	-	10.542	.000	
Female	.121	.142	.056	.850	.396	1.433
Male	-	-	-	-	-	-
Participants' grade level in the school	-.046	.072	-.057	-.643	.521	2.636
Duration of Stay in Turkey	.020	.028	.041	.714	.475	1.082
Years of studying in the current school	-.015	.048	-.022	-.306	.760	1.735
Mahir Iz Anatolian Imam Hatip High School	-.189	.098	-.088	-1.363	.174	1.410
Hacı Bayram Anatolian Imam Hatip Girls' High School	-	-	-	-	-	-
Haci Bayram Anatolian Imam Hatip School	-507	.154	-.218	-3.297	.001	1.471
Haci Bayram Imam Hatip Middle School	-616	.272	-.207	-2.263	.024	2.800
R: .274	R^2: .075	Adjusted R^2: .054	F: (7.31) =3.607		p: .001	

A multiple linear regression analysis was performed to predict the Y variable (Feeling of rejection) using X Variables (Syrian Students, gender, School name of the participants, their grade level in the school, and duration of stay in Turkey). To start with the analysing, the results of the Table 4.5. presents that as a result of the regression analysis, the scores obtained from the Feeling of Rejection Sub-scale and the Syrian Students' gender, School name of the participants, their grade level in the school, and duration of stay in Turkey do not significantly explain the variance (R= .274, R^2=.075, Adjusted R^2=.054, F (7.31) = 3.607, p<.001). A coefficient describes the direction of the relationship between a predictor and the response variable. Therefore, according to the standardized regression coefficients (β), the relative importance of the predictor variables on the perceptions of feeling of rejection are as follows: Female (.056) and Duration of Stay in Turkey (.041). Independent variables such as Participants' grade level in the school (-.057), Years of studying in the current school (-.022), Mahir Iz Anatolian Imam Hatip High School (-.088), Haci Bayram Anatolian Imam Hatip School (-.218), and Haci Bayram Imam Hatip Middle School (-.207) show that there is no significant relationship between X and Y variables. When the t-test results regarding the significance of the regression coefficients are analysed, it is seen that both independent variables did not significantly predict the scores obtained from the Feeling of Rejection sub-scale. Meanwhile, while analysing the p values, the strength of an association between two

variables (X and Y), it is seen that Y variable (Feeling of Rejection Sub-scale) significantly predicted the X variable (Haci Bayram Anatolian Imam Hatip School). Moreover, the Table 4.5. also illustrates that no variable was detected with VIF greater than 4.

For the total sample, sense of school belonging, feeling of rejection, and teacher-student relationship, and the independent variables were tested through multiple regression analysis. The results of the multiple regression analysis conducted to determine to what extent students' gender, school name of the participants, their grade level in the school, and duration of stay in Turkey, predict teacher-student relationship. The analysis of the results is demonstrated in Table 4.6.

Table 4.6. *Results of a multiple regression for predicting the perceptions of teacher-student relationship*

	Non-Standard Coefficients		Standard Coefficients			
Variables	B	Standard Error	Beta (β)	t	p	VIF
Constant	3.212	.268	-	11.969	.000	
Female	.203	.107	.121	1.889	.060	1.433
Male	-	-	-	-	-	-
Participants' grade level in the school	.058	.054	.092	1.063	.289	2.636
Duration of Stay in Turkey	.036	.021	.094	1.698	.091	1.082
Years of studying in the current school	.017	.037	-.033	.470	.639	1.735
Mahir Iz Anatolian Imam Hatip High School	-.342	.105	-.207	-3.266	.001	1.410
Hacı Bayram Anatolian Imam Hatip Girls' High School	-	-	-	-	-	-
Haci Bayram Anatolian Imam Hatip School	-.535	.116	-.298	-4.609	.000	1.471
Haci Bayram Imam Hatip Middle School	-.011	.206	.005	.053	.958	2.800
R: .345	R^2: .119	Adjusted R^2: .099	F: (7.31) =5.965		p: .000	

A multiple linear regression analysis was performed to predict the Y variable (Feeling of rejection) using X Variables (Syrian Students, gender, School name of the participants, their grade level in the school, and duration of stay in Turkey). To start with the analysing, the results of the Table 4.6. illustrates that as a result of the regression analysis, the scores obtained from the Teacher-Student Relationship Sub-scale and the Syrian Students' gender, School name of the participants, their grade level in the school, and duration of stay in Turkey do not significantly explain the variance ($R=.345$, $R^2=.119$, Adjusted $R^2=.099$, $F(7.31) = 5.965$, $p<.000$). A coefficient describes the strength of the

association between a predictor and the response variable. Therefore, according to the standardized regression coefficients (β), the relative importance of the predictor variables on the perceptions of feeling of rejection are as follows: Female (.121), Participants' grade level in the school (.092), Duration of Stay in Turkey (.094), and Haci Bayram Imam Hatip Middle School (.005). Independent variables such as Years of studying in the current school (-.033), Mahir Iz Anatolian Imam Hatip High School (-.207), and Haci Bayram Anatolian Imam Hatip School (-.298) indicated that there was no significant relationship between X and Y variables. When the t-test results regarding the significance of the regression coefficients are analysed, it was seen that both independent variables did not significantly predict the scores obtained from the Teacher-Student Relationship sub-scale. Meanwhile, while analysing the p values, the strength of an association between two variables (X and Y), it is seen that Y variable (Teacher-Student Relationship Sub-scale) significantly predicted the X variables (Mahir Iz Anatolian Imam Hatip High School and Haci Bayram Anatolian Imam Hatip School). Moreover, the Table 4.6. also demonstrates that no variable was detected with VIF greater than 4.

4.2. Results in Relation to Educational Aspiration of Syrian Students

In this part of the research, there are findings and comments on the results of the analysis of the data obtained from the Syrian secondary and high school students who voluntarily participated in the study. The findings were tried to be examined under 13 main headings in line with the purposes of the research.

These main topics are;

1. Information pertaining on personal data (family, educational status, income status, siblings, etc.);
2. The story of arrival and reasons for fleeing to Turkey;
3. Life in Syria before moving to Turkey;
4. Decision of going to school: Educational challenges, experience, and Turkish proficiency level;
5. Home life: Music genres and mostly watched TV programs;
6. School experiences and impressions: Activities at break time and making a friendship;
7. Language learning experience: The most difficult aspect of this process;
8. Encountering an unforgettable moment at school or in class;

9. Relationship with the teachers: The reason of favorite and challenging subjects;
10. Receiving academic support out of the school (parent support) and teacher-parent meeting;
11. Holiday and weekend activities and spending time with family members;
12. School attendance and following online lessons;
13. Future plans about education and getting family support.

Researchers can measure or analyze the presence, meaning, and association of certain words, themes, or concepts by utilizing content analysis. Content analysis is a very useful research technique, which focuses on the content of any recorded form of communication under consideration. This technique is powerful especially in analyzing the quality of social interaction through direct texts and/or narrative analyses (Gül and Nizam, 2020, p. 182). In this study, content analysis technique was used and the path followed in the qualitative data analysis is explained with three stages and presented below in Figure 5.1.

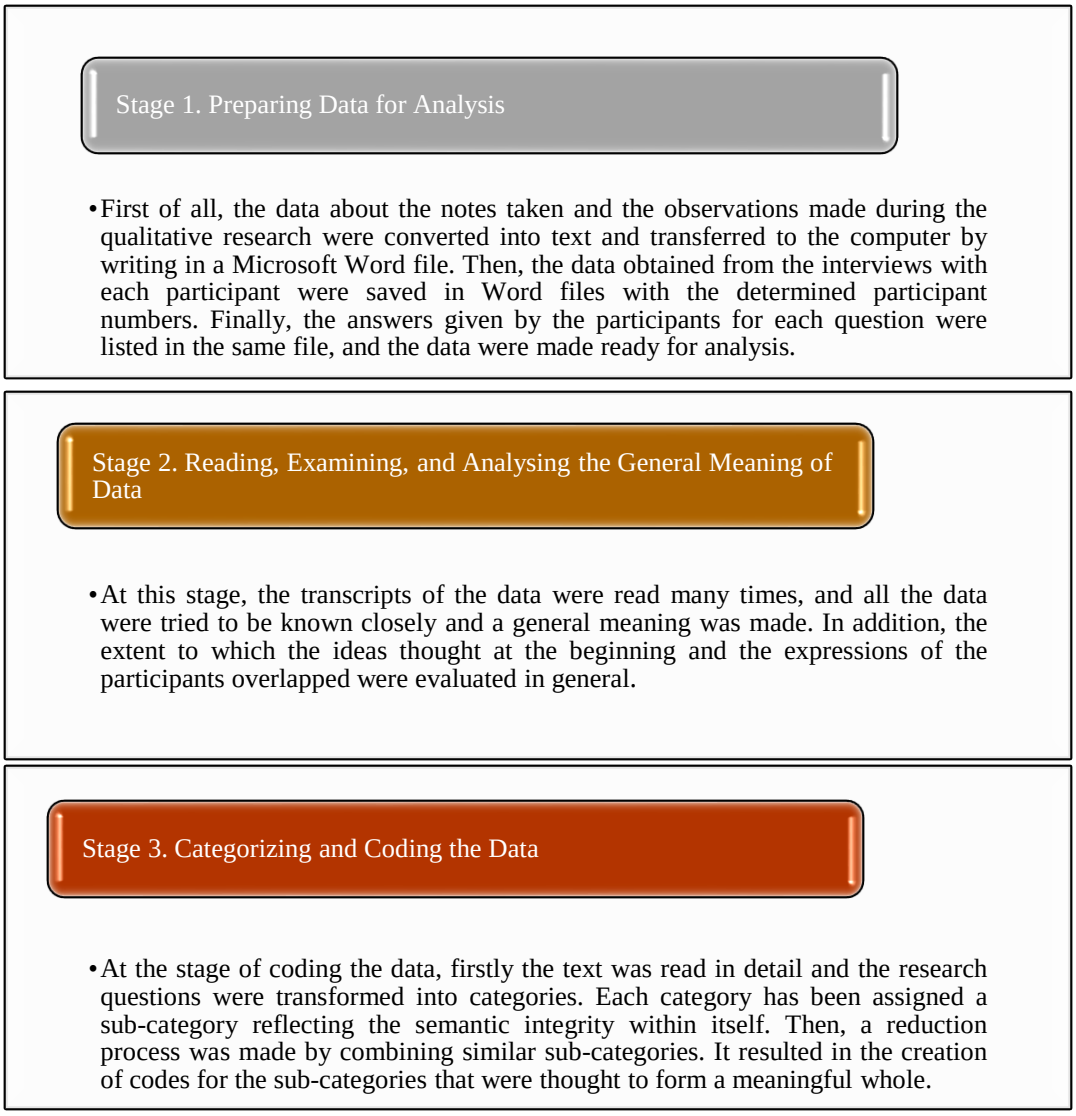

Figure 4.1. *The stages of content analysis technique (Gül and Nizam, 2020, p.182)*

The relevant data were gathered with the help of semi-structured interview. When the qualitative data were analyzed, thirteen major headings, sub-categories and the codes were created as they are demonstrated in Tables below. The process of creating categories, sub-categories and codes for the qualitative data analysis is as follows.

4.2.1. Findings about information pertaining on personal data (family, educational status, income status, siblings, etc.)

As a result of the findings obtained from the analyzes, the opinions of the students were first gathered under the category of " Information pertaining on personal data (family, educational status, income status, siblings, etc.)". The information of the students within the framework of this title is presented in Table 4.7.

Table 4.7. *Information pertaining on personal data (school name, family, educational status, income status, siblings)*

What school are you studying in?	Mahir Iz Anatolian Imam Hatip High School		26%
	Haci Bayram İmam-Hatip Middle School		20%
	Haci Bayram Anatolian Imam Hatip Girls' High School		54%
How many members are there in your family?	1-5 members		13%
	6-10 members		87%
What is income information of your family?	1000-5000 TRY		46%
	5000-10000 TRY		54%
What is the educational level of your family?	Father's educational level	Educated/Literate (University degree)	27%
		Dropped out	60%
		Uneducated	13%
	Mother's educational level	Educated/Literate (University degree)	25%
		Dropped out	60%
		Uneducated	15%
	Siblings' educational level	Educated/Literate (University degree)	27%
		Dropped out	40%
		Uneducated	33%

As seen on the Table 4.7. the first research question was asked in order to elicit students' personal data, which are about their school name, family members, income status of their family, and finally family's educational level. According to the results of the content analysis, 26% of the interviewees are studying at Mahir Iz Anatolian Imam Hatip High School, 20% of participants are taking part in from Hacı Bayram Anadolu İmam Hatip High School, and 54% of them are getting education in Haci Bayram Anatolian Imam Hatip Girls' High School. Additionally, when obtaining the data about students' family members, it was found out that only 13% of students' family consist of 1 to 5 members, while 87% of them have 6 to 10 people in the family. When it comes to the income status of the family, 46% of students' family monthly salary is between 1000-5000 TRY (Turkish lira) and 54% of respondents' family get the salary between 5000-10.000 TRY (Turkish lira). Within this scope, the most highlighted part of this heading is to gather the data about the educational level of students' parents and siblings. Concerning this, the majority of 60% of the respondents' fathers were dropped out of the school and only 13% of them are uneducated, which means that they do not have a university degree, and 27% of them had gone to university. Unfortunately, the level of dropping out (60%) school and being uneducated (25%) have increased while getting the information about

their mothers' educational status. Only a few respondents (15) indicated that their mothers have graduated from university and have a diploma. Lastly, the education level of students' siblings can vary because of their age. Some of them are either infants or babies, who are not able to go to school that the results have shown on the Table 4.7. above.

4.2.2. Findings about the story of arrival and reasons for fleeing to Turkey

As a result of the findings obtained from the analyzes, the opinions of the students were first gathered under the second category, which is "Story of arrival and reasons for fleeing to Turkey". For this category, the answers given by the students to the interview questions were analyzed and analyzed. The findings obtained as a result of the analyzes are summarized in Table 4.8.

Table 4.8. *The story of arrival and reasons for fleeing to Turkey*

Category	Sub-category	Code
Story of arrival and reasons for feeling to Turkey	S.C.1: Syrian Civil War	Code 1: Infectious diseases Code 2: Conflicts among people Code 3: Widespread destruction Code 4: Conflicts among people Code 5: Becoming homeless Code 6: Innocent prisoners Code 7: Grief Code 8: Conscription
		Code 9: Mandatory military enlistment Code 10: Constant fear Code 11: Child kidnapping Code 12: Bombing civilians Code 13: Unemployment Code 14: Mandatory military enlistment
	S.C.2: Improving the quality of life	Code 1: Conflicts among people

When the Table 4.8. is examined, it is highly obvious that the core reasons for coming to Turkey from Syria have the painful and frightening effects of the war on human life. The unemployment, increasing the rate of child kidnapping, witnessing the death of their family and relatives, and the call of their brothers to the compulsory military service during the war forced them to leave their country. Some of the students' opinions expressing these ideas are given below:

> "People died not only from the war, but also from the infectious diseases it caused. We have lost many relatives. We were so desperate" (Participant 1) "They were going to take my brother to war, so we had to leave the country. We were very afraid because there was war."

(Participant 2) “The government were going to put my father in prison for no reason, and my father fled to Turkey, and then we came. (Participant 3) “In a war-torn country, there is no job, no food, no place to live. That's why we came here to live well. (Participant 6) “There was war in Syria, my brother was going to die, we had to leave there. Because there was no life left to live anymore. Our house was destroyed; we didn't even have a shelter to stay” (Participant 11).

One of the respondents highlighted that during the war civilians were being targeted by military. Extreme brutality caused civilian population to flee.

> “We came to Turkey in 2013. Before we came here, we had a hard time the last 3 years. A bomb came to our house, my house had 3 floors, my parents, grandfather and grandmother were living in the same house. We lived on the top floor, but my grandparents were downstairs. So when the bomb was coming to the house, it passed from the top floor, but Alhamdulillah we were downstairs. My uncle was outside. 2 bombs dropped. My uncle did not lose his foot but he is still injured, still receiving treatment. My father also had wounds on his back. My aunt was in a safe place; we all went there. We stayed there for 1 month. Then we moved to another house in Aleppo, then my father decided to come to Turkey. My uncle and grandma came out first. Then we came” (Participant 13).

Most of the students described their arrival as a result of fear and frightening situation in homeland, Syria.

> “At the beginning of the war, we stayed in different places at first. Aleppo is a very big city and we started to move in it. We had a house in the village, we stayed there. Even 3 families lived in the same house. Then that house was destroyed as well, even my father and grandfather were injured in the foot, but both are fine now.” (Participant 4) “We were not safe there, so we came” (Participant 8).

Since there are numerous reasons why people leave their lands and migrate to new regions, Table 4.8 has shown that Syrian students fled across the border for security problems.

4.2.3. Findings about the Syrian students’ daily life in Syria before moving to Turkey

The second category in which the data obtained as a result of the analysis of the research findings were collected is the lives of Syrian students before they came to Turkey. For this category, the answers given by the students to the interview questions were analyzed and written below. The findings obtained as a result of the analyzes are summarized in Table 4.9.

Table 4.9. *Syrian students' daily life in Syria before moving to Turkey*

Category	Sub-category	Code
Syrian students' daily life in Syria before moving to Turkey	S.C.1: Socializing	Code 1: Visiting Family and Friends Code 3: Playing games with friends
	S.C.2: Going to the countryside	Code 1: Making traditional food Code 2: Cooking and tasting meals
	S.C.3: Fear	Code: Death anxiety
	S.C.4: Unforgettable childhood games	Code 1: Playing board and outdoor games Code 2: Playing with pets Code 3: Riding a bike

While analysing Table 4.9 the students' memories on their daily life in Syria before moving to Turkey were almost positive. Some of them are remembering their relationship and celebration of holy days with family members, some remember unforgettable childhood memories, school memories; their teachers, schoolmates and games that they were playing with them.

> "I remember Syria and my childhood very well. We spent a lot of time with relatives, we used to visit them during the holidays, we prepared delicious meals, and played interesting games." (Participant 1) "I just remember that I used to play outdoor games with my friends. We were best friends. But after war I have not seen them anymore." (Participant 6) "I vividly remember my first day at school. Teacher was so gentle to all first graders that I wanted to learn and be an A-grade student." (Participant 8) "My grandparents lived countryside, which was far from Damascus and we were going there to have a picnic, spending time with my grandmother and grandfather." (Participant 9) "I had a cat and I loved her. After school I was spending too much time with her. She was lovely" (Participant 15).

Unfortunately, not all of the Syrian students' memories are wonderful and full of pleasure about their homeland. Most of them only remember fear and anxiety, which were caused by war.

> "All I remember is fear. Oh, the fear that we're going to die now or later" (Participant 3) "Syria will always remain in my mind as a land of war. Because, as a family, we witnessed the sounds of bombs and the injuries of people." (Participant 4) "I was too young when I came to Turkey with my family, I was only 6 years old. So all I remember are the sounds of fire, battles, and the guns" (Participant 5).

4.2.4. Finding about the decision of going to school: Educational challenges, experience, and Turkish proficiency level

According to the results of the fourth category of the research, which was gathered under the title of "Decision of going to school: Educational challenges, experience, and Turkish proficiency level" there have been various sort of reasons. For this category, the answers given by the students to the interview questions were analysed in depth. The findings obtained as a result of the analysis of the research findings are presented in Table 4.10.

Table 4.10. *Decision of going to school: Educational challenges, experience, and Turkish proficiency level*

Category	Sub-category	Code
Decision of going to school: Educational challenges, experience, and Turkish proficiency level	S.C.1: Feeling of uncertainty	Code 1: Cultural Affinity Code 2: Language barrier
	S.C.2: School phobia	Code 1: School avoidance Code 2: The language barrier Code 3: Not knowing anyone
	S.C.3: Unemployment	Code 1: Losing jobs Code 2: Not being able to continue working Code 3: Financial Distress
	S.C.4: Seeking a purpose of life	Code 1: Studying at university
	S.C.5: Cultural Affinity	Code 1: Religion Code 2: Language
	S.C.6: Living in Arabic speaking cities in Turkey	Code 1: Gaziantep Code: 2: Hatay Code 3: Adana
	S.C.7: Fear of being successful at school	Code 1: Monolingual Parents
	S.C.8: Living in Arabic speaking cities in Turkey	Code 1: Gaziantep Code: 2: Hatay Code 3: Adana

As presented in the Table 4.10. students' opinions on decision of going to school: educational challenges, experience, and Turkish proficiency level can vary such as uncertainty of living another country, a language barrier, and monolingual parents. Some examples of student responses regarding these characteristics are shown below:

> "I do not know; I even do not remember…. Ermmm. A, yes, my father took me and my little brother and enrolled us in a new school. That was how I started going to school." (Participant 1) "We came here 8 years ago. I have just started to learn Turkish. I did not understand the language at all. I mean, it was too difficult to express myself. It was the main reason that I could not make friends. But, I mean…. I got used to it over time" (Participant 7).

Students' views about educational challenges, experience, and Turkish proficiency level also were related with financial distress and issues, unemployment, and school avoidance.

> "I was very scared at first, then I got used to it. Because I made friends. My younger brothers are studying in middle school of this school." (Participant 2). "After fleeing to Turkey, I did not start school immediately. We had neither financial income nor help from the government. My father was not working. My mother is already a housewife. Now my father works as an employee in the mini market." (Participant 8) "At first I was very scared, because I never went to school in Syria. Then I got used to it, my school, my friends… My two younger brothers are studying in middle school." (Participant 2) "My brother was coming to school, but he quit because he has to work" (Participant 10).

Other students stated their opinions about being lucky enough to live Arabic speaking cities such as Hatay, Gaziantep, and Adana. Moreover, they only communicate in Arabic and making a frıendship with Syrians.

> "When we first came to Turkey, I studied in Gaziantep for 2 months, there are already too many Syrians like Aleppo in Gaziantep. Then we came to Kayseri and lived there for 3 years, but the house rent was very expensive and there was no work. My mother and father used to know Turkish, but they forgot it after we came to Ankara. Because there are families in our neighbourhood who only speak Arabic" (Participant 11).

4.2.5. Findings about home life: Music genres and mostly watched TV programs

In this category of the research the answers given by the students to the interview questions were analyzed, categorized, and coded in depth. Consequently, the analysis of the research findings is presented below in Table 4.11.

Table 4.11. *Home life: Music genres and mostly watched TV programs*

Category	Sub-category	Code
Home life: Music genres and mostly watched TV programs	S.C.1: Not preferring to listen to secular music	Code 1: Reading and listening to Quran Code 2: Listening to religious Music Code 3: A sin
	S.C.2: Finding time to spend well	Code 1: Watching educational programs Code 2: Reading books Code 3: Using YouTube Code 4: Watching documentaries and listening to music
	S.C.3 Studying	Code 1: Working hard to get the bachelor's degree Code: 2: Being successful student Code 3: A wish to achieve the goals
	S.C.4: Watching TV	Code 1: Listening to Folklore Turkish music

Under the subheading of “Home life: Music genres and mostly watched TV programs”, students emphasized watching educational programs on YouTube, doing their homework, watching documentaries, working hard in order to be an A-grade student, realizing dreams, and not being able to find time for the leisure activities. Some of the student opinions expressing these ideas are presented below:

> “I am reading a book at home. I mean…. (thinking) short story books. Also, I love listening to music, I love Arab songs and Syrian artists. I don't watch TV because I can access what I want from the YouTube app on my phone.” (Participant 2) “I'm trying to be good in my classes. That's why I do my homework on time.” (Participant 6) “I'm doing my homework. Meeting online, have conversations with my friends, and ask about the subjects that I do not understand.” (Participant 7) “I love watching documentaries. Well, it is about space, animal world and etc. It is very interesting. I like it because it helps me to discover and learn new things. Very funny.” (Participant 8) “I do not watch any TV series or movies right now, because I am just studying. I am preparing to YÖS exam, and I want to get a university degree.” (Participant 11) “I am studying hard to get good grades. I want to realize my dreams. Also, I listen to Arabic songs in my leisure time” (Participant 14).

Although a clear majority of the participants noted that they love spending their time by reading books, improving themselves, and preparing to exam, some of them prefer watching TV, listening to music, and welcoming guests.

> “I watch TV series, TV series about history and politics. I only listen to Turkish folklore songs.” (Participant 4) “There are always guests in our house, I take care of them. If I have time, I watch comedy and sitcoms on TV” (Participant 12).

A few of them stated their opinions about listening only religious songs, but not secular music.

> “I don't listen to music at all, mmmmm. I watch videos on YouTube. It is said that listening to music is a sin.” (Participant 1) “I don't listen to music at all, I only listen to the Quran. Some songs oppose Allah. I do not like” (Participant 3).

When the opinions about home life, most-streamed music genres, which students prefer listening to, and mostly watched TV programs are examined, the students have determined that they oftentimes study, read books, prepare to YÖS exam in order to get the bachelor’s degree. Apart from this, some students avoid listening to the secular songs, but prefer the religious ones. They believe listening to Quran is glorifying God. Students’ further opinion about their home life were listening to music, watching TV series, and welcoming guests as well.

4.2.6. Findings about school experiences and impressions: Activities at break time and making a friendship

According to the results of the sixth category of the research, which was gathered under the title of "School Experiences and Impressions: Activities at Break Time and Making a Friendship" there have not been variety of responses. For this category, the answers given by the students to the interview questions were analysed in depth. The findings obtained as a result of the analysis of the research findings are presented in Table 4.12.

Table 4.12. *School experiences and impressions: Activities at break time and making a friendship*

Category	Sub-category	Code
School Experiences and Impressions: Activities at Break Time and Making a Friendship	S.C. 1: Friendship	Code 1: Having wonderful classmates Code 2: Developing friendship skills
	S.C.2: Educational differences	Code 1: Syrian and Turkish students
	S.C. 3: Key to successful future	Code 1: Good grades
	S.C.4: Safety	Code 1: Wellbeing Code 2: Respect
	S.C.5: Educational differences	Code 1: Syrian and Turkish students.
	S.C.6: Feeling of uncertainty	Code 1: Uncertainty of education system Code 2: Fear of rejection

As it is obvious from Table 4.13. the views of the respondents about "School Experiences and Impressions: Activities at Break Time and Making a Friendship" are presented as follows: happiness, feeling of surprise, friendship between teachers and students, a good behaviour.

> "I remember my first day at school, I was never afraid or ashamed, because I had a circle of friends. No, I never tell my friends about my school. My school means good things to me." (Participant 1) "I have a good impression about my school, there is a teacher who always listens to me, especially for a student with problems like me. I always look for a teacher when I am sad or under pressure, they listen to me, understand, and solve my problems." (Participant 4) "There was a math exam, but the teacher was speaking Arabic. I was very surprised that they also speak Arabic in this school. He spoke to me in Arabic. I got 30 on the exam. I was not satisfied with my score, because I was always getting 100 at the other school in Turkey. In fact, I was the best student, always getting good grades. I'm surprised here" (Participant 12).

The general overview and impressions bout school are highly good. However, a few of them stated that their hesitation resulted from the conditions and cultural differences.

> "Our school is nice, but when all the Syrian students came here, the school was bad. Our real Syrians are not like that at all. It's like he came from the village, he doesn't know anything, he doesn't know technology at all. Normally, people are more knowledgeable in Turkey." (Participant 6) "The teachers welcomed me very well, my school is very good, my friends had studied here before, but they dropped out because they claimed that education here was not good. I was also impressed by it, but my teachers and lessons are very good. I love my school" (Participant 12).

In the answers given by the students, it is seen that almost all of them think positively about studying in Turkey and their schools. According to the information obtained as a result of student opinions, they can easily make a friendship, have a good communication and relationship with their classmates. Although only a few of students have hesitations about school, see the difference between two cultures, and have adaptation problems, most of them are satisfied with their education.

4.2.7. Findings about language learning experience: The most difficult aspect of this process

The seventh category of the research was gathered under the title of " Language Learning Experience: The Most Difficult Aspect of this Process". For this category, the answers given by the students to the interview questions were analyzed in depth. The findings obtained as a result of the analyzes are presented in Table 4.13.

Table 4.13. *Language learning experience: The most difficult aspect of this process*

Category	Sub-category	Code
Language learning experience: The most difficult aspect of this process	S.C.1: Being excited to learn a foreign language	Code 1: Hardship of making up a sentence Code 2: Difference between alphabets and letters Code 3: Code 1: Common suffixes in Turkish
	S.C.2: Lack of motivation	Code 1: Incapable of learning a foreign language Code 2: The effects of shyness
	S.C.3: Getting academic support	Code 1: Easy to understand and speak Code 2: Working on yourself Code 3: Communicating
	S.C.4: Advantage of the boarding schools	Code 1: Speed up learning English and Turkish Code 2: Having a constant conversation with native speakers/classmates
	S.C.5: Disadvantages of e-learning	Code 1: Internet issues

As can be seen in Table 4.14. in the student mentioned views on Language learning experience: The most difficult aspect of this process such as: being excited to learn English, but not having a support, Easy to understand and speak, Advantage of the boarding schools, and getting academic support, Communicating with locals. The views of participants on this issue are given in the quotations below;

> "I don't know a foreign language, but I want to learn English. I only make an effort at school, do homework, work at home, but it is not productive because I do not understand unfortunately. The thing that challenges me in English is making sentences." (Participant 1) "No, I didn't have any difficulties. Because I know Turkish since I was little, I could understand it. I just had a hard time reading and writing because of the letters.... A yes, I had a hard time reading the words." (Participant 4) "I had no difficulties in learning the language, because I was in boarding school. Ganime Cebeci boarding school." (Participant 6) "Yes, I've had some. I could not understand the Turkish language and the teachers. I didn't know how to spell words. But then I worked on myself, and I made a lot of Turkish friends. I don't have any trouble now" (Participant 15).

Most of the participants stated that the hardest aspect of language learning process is lack of motivation: incapable of learning language, having difference between alphabets and letters, the feeling of shyness, and negative effects of online lessons.

> "I can't learn a foreign language because when I learn it, I forget it right away. I couldn't learn Turkish either, I've been here for 9 years, but I can't learn it. Because it is really difficult to learn letters that is totally different from Arabic." (Participant 2) "I could not read the letters *I* and *Ü* in the Turkish language, I pronounce them all as *O*. In Arabic those letters do not exist, but only the letter U. I cannot avoid slip of the tongue. My English was good, but I can no longer speak. I think, it is because of Turkish." (Participant 5) "Here's the thing that I'm a very shy and introverted person. I am afraid of making mistakes. I do not want to pronounce or say something incorrectly. I think that's why I can't learn a language. Even when the teacher talks to me, I feel ashamed." (Participant 7) "I was very good at learning languages. But unfortunately, online lessons during pandemic were not productive. When I was studying in Gaziantep, I was very successful and advancing Turkish language. Because I was only Syrian student, and there was no one to translate from Arabic to Turkish in the classroom. I helped my teachers and improved myself. I cannot say the same things now" (Participant 10).

In these statements, it is inferred that they have difficulty in four skills of language. Since only a few of the students communicate with locals and have Turkish friends. According to the information obtained as a result of students' opinions it is vividly shown that online classes have its disadvantages and affected badly in learning process.

4.2.8. Findings about encountering an unforgettable moment at school or in class

In this category of the research the answers given by the students to the interview questions were analyzed, categorized, and coded in depth. The views of the participants on the "Encountering an Unforgettable Moment at School or in Class" is presented below in Table 4.14.

Table 4.14. *Encountering an unforgettable moment at school or in class*

Category	Sub-category	Code
Encountering an Unforgettable Moment at School or in Class	S.C.1: Talking bad about Syrians	
	S.C.2: Social alienation by teacher	
	S.C.3: Impressing teacher	Code 1 Make a teacher to notice during the lesson
	S.C.4: School bullying	
	S.C.5: Graduation party	Code 1: Dancing with teachers Code 2: Having party at school
	S.C.6: Hardship of adaptation	

When analyzing Table 4.14. some students expressed their views about Encountering an Unforgettable Moment at School or in Class that they have a lot of remarkable and impressive days at school such as graduation day, certification day, a good friendship with teachers and getting teachers' attention. The views of participants on this issue are given in the quotations below:

> "Ohh yes….. I graduated from the 8th grade in Istanbul, that day was very beautiful and enjoyable. We took photos, danced halay, which is very popular Anatolian folk dance, sang songs, ate food with the teachers. In general, I liked my teachers very much." (Participant 8) "Yes, the day we got our report card in 10th grade was very nice, I remember well, we had a lot of fun" (Participant 9).

Majority of students' statements suggest that the participants do not only have good memories, but also have unwanted ones. While analyzing the findings students also encountered with some undesirable and unfavorable moments at school.

> "Yes, we had an Arabic teacher here, she started talking badly about Syrians and blaming us. I also had Asthma. When I remember the old war days and Asthma exacerbation had started." (Participant 1) "Recently students have started to tell us that you we Syrian, go back to your hometown. This is something that never happened before. We are feeling isolated from the environment." (Participant 2) "The bullying started especially this year, 2021. The 12th graders next to us came and kicked us out of our classroom. Generally Turkish students are always in a fight with the Syrians. I remember, they did not allow us to enter the classroom. Because we have to live however, they wish. I went to the school principal, said my concerns

and complaints. Thankfully, he solved the problem." (Participant 4) "We were sitting with Syrian friends. We made a noise because we played a game. At this time, our classmates from Turkey ordered us to be quiet, because Turkey is not our land. And if we want to make noise we should go back to our hometown." (Participant 7) "I had the adaptation issues that every student faced, but then I adapted immediately. Everything is good now" (Participant 13).

From the above-mentioned statements, it is inferred that students are anxious about various issues during studying, playing games with their mates, and concerned about their friendship.

4.2.9. Findings about relationship with the teachers: The reason of favorite and challenging subjects

According to the results of this category of the research, which was gathered under the title of "Relationship with the teachers: The reason of favourite and challenging subjects" there have been various sort of reasons. For this category, the answers given by the students to the interview questions were analysed in depth. The findings obtained as a result of the analysis of the research findings are presented in Table 4.16.

Table 4.15. *Relationship with teachers: The reason of favorite and challenging courses*

Category	Sub-category	Code
Relationship with the teachers: The reason of favorite and challenging subjects	S.C.1: Having a bad relationship	
	S.C.2: Getting along with teachers	
	S.C.3: Favorite school subjects	Code 1: Turkish Code 2: Quran lessons Code 3: Biology Code 4: Chemistry
	S.C.4: Challenging school subjects	Code 1: Mathematics Code 2. Mathematic Code 3: Physics Code 4: English Code 5: History Code: 6. Chemistry

When analyzing Table 4.17. relationship with the teachers: The reason of favorite and challenging subjects of the students is discussed under four sub-categories. Those sub-categories are: getting along with teachers, having a bad relationship with teachers, favorite lessons, and the most challenging lessons. The answers given by the students are examined and concluded that the students do experience academic failure due to relationship with teachers. It is clarified by the participant's view as;

> “My teachers are very good. I love them very much. I've never had any trouble.” (Participant 2) “My relationship with my teachers is very good. I've been talking a lot in class in the past years, but my teachers loved me. I think it's because I'm a hardworking student.” (Participant 3) “My relationship with my teachers is amazing. We have a daily talk; they listen to me. I look at my teachers as friends and elder sisters of mine. They tell us about our mistakes.” (Participant 4) “I love my teachers and I am a very friendly and adaptable person.” (Participant 4) “My relationship with my teachers is wonderful, Alhamdulillah. I respect them. Well…. They teach us something. Even when we do not understand the anything, they try to explain us many times, they help us a lot” (Participant 15).

When the answers given by the students are examined, it can be concluded that they are satisfied with the education, and that they do not experience any failure due to the teachers' feedback and tolerance. Some of the answers given by the students under the heading "The most favorite lessons" are given below:

> “I love Quran lessons because the teacher is very kind and helping me a lot” (Participant 1) “My favorites are Biology and Chemistry. Because I've been interested in them since I was little.” (Participant 3) “My favorite subjects are philosophy. It teaches me to look critically at what is happening around world. (Participant 4) “I only love literature. Because it is easy to understand.” (Participant 7) “Yes, I love all the subjects and I study hard” (Participant 10).

Students views on experiencing failure, it is seen that there are reasons such as the fact that they speak different language difference between the education systems of Turkey and Syria. The answers of some of the students who experienced academic failure are given below as an example:

> “I love math class. Chemistry and math challenge me. It is difficult to understand, and Turkish is a foreign language for us. I no longer like those lessons because we are educated in a foreign language. The education here challenges me as well, even though my origin is Turkmen, I can't fully understand it.” (Participant 1) “I don't like Physics at all. It is difficult to understand, and Turkish is a foreign language for us. Understanding Physics in a foreign language is very extremely difficult to understand.” (Participant 2) “The subjects that I dislike are Philosophy and History. I think they are too unnecessary subjects. I mean…. It's also hard to remember.” (Participant 3) “I don't like Math. Actually, I used to like it a lot, but I don't like it anymore because of the incident happened between me and my math teacher. I don't really want to share it because it is something personal. But am I am giving a try to work hard, I go home, study, but I can't do it, I just can't understand it.” (Participant 4) “I don't like English at all. I have a hard time learning a language.” (Participant 8) Actually there is one lesson, which is History, because it requires memorization, and I am very bad at memorizing” (Participant 10).

Only one student expressed their opinions about not having a good relationship with teachers as follows; “There are too many teachers I can't get along with; I can't love them all. But I love the Quran teacher very much” (Participant 1).

In these statements, it is inferred that they do not have difficulty in concentration on the lessons and being successful at their studies. With the reference to those opinions teachers can devote time to their students and they apply enough strategies in the class. Most of the students stated that they the core reason of having challenging lessons is a language problem. Since students also confessed that, the language puts the barrier in front of them and hinder them to understand the subjects properly.

4.2.10. Findings about receiving academic support out of the school (family support) and teacher-parent meeting

In this category of the research the answers given by the students to the interview questions were analyzed, categorized, and coded in depth. The views of the participants on the “Receiving academic support out of the school (family support) and teacher-parent meeting” is presented below in Table 4.18.

Table 4.16. *Receiving academic support out of the school (family support) and teacher-parent meeting*

Category	Sub-category	Code
Receiving academic support out of the school (family support) and teacher-parent meeting	S.C.1: Preparing to exams	Code 1: Private Turkish classes Code 2: Using YouTube for studies Code 3: Preparing to YÖS exam
	S.C.2 : Lack of family engagement	Code 1: Limited Turkish proficiency Code 2: Financial problems Code 3: Not participating in parents’ meeting
	S.C.3: Getting support from siblings	Code 1: Support from an elder sister Code 2: Support from elder brother Code 3: Support from an uncle
	S.C.4: Having a parental support	Code 1: Constantly participating in parent meeting

When analyzing Table 4.19. for getting the answer of the research question ten: Receiving academic support out of the school (family support) and teacher-parent meeting, students’ opinions about this varied. Many of them do receive academic support out of the school, some of them getting support from either their relatives or siblings, or most of them do not have a parental support at all. The good point from the students’ answers is, their parents never miss the teacher-parent meeting and try to see the development of their children. When the answers given by the students are examined

subcategories divided into three parts: students who have a family or relative support, students who use technology, and the students who are preparing to YÖS exam. It is clarified by the participant's view as;

> "Yes, I am preparing to YÖS exams, I only get mathematics at the course. I want to continue my education. When I study and have difficulty of understanding, my older brother from my family helps me because he is studying at Karabuk University." (Participant 1) "I am preparing for the YÖS exam. And apart from this I do not take any private lesson. I'm taking a math class only at YÖS courses. No, I do not have a help, since I am the eldest child in the family. Yes, I have an elder brother, but he is not studying, he is working." (Participant 2) "Yes, I am preparing for YÖS courses. My family and my sister help me a lot. When I don't understand something, I go and ask him. My sister is like my second teacher." (Participant 3) "Yes, I am taking private lessons to improve my Turkish." (Participant 9) "Apart from that, I repeat my lessons on YouTube." (Participant 10) "I only take mathematics courses in the YÖS course. No, my family can't help me, because of the language" (Participant 11).

Moreover, some students' opinions about not getting family support and private lessons are as follows;

> "No, I don't get any private lessons. Our financial income is not enough. My family cannot help me with my studies because they do not understand Turkish, but I help my siblings." (Participant 4) "I do not take private lessons. My family can't help because they don't speak Turkish, but when I do translate for them, yes they try to help" (Participant 5).

From the statements above, it is noted that some students do get academic support and want to improve themselves, but some of them do not have satisfactory financial income in order to continue their education out of the school.

4.2.11. Findings about holiday and weekend activities and spending time with family members

In this category of the research the answers given by the students to the interview questions were analyzed, categorized, and coded in depth. Consequently, the analysis of the research findings is presented below in Table 4.20.

Table 4.17. *Holiday and weekend activities and spending time with family members*

Category	Sub-category	Code
Holiday and weekend activities and spending time with family members	S.C.1: Make time for family	Code 1: Doing housework Code 2: Playing with younger siblings/cousins
	S.C.2: Catch up with studies	Code 1: Taking Turkish and Mathematic classes Code 2: Taking online Mathematic lessons Code 3: Doing homework Code 4: Improving English skills Code 3: Improving Match skills
	S.C.3: Enjoying the leisure time	Code 1: Reading novels and books
	S.C.4: Learn to recite Quran	Code 1: Become a Hafiz of the Quran

When analyzing Table 4.20. some students expressed their views about holiday and weekend activities and spending time with family members. Weekends serve as a reset button for many students in terms of school, examinations, homework, and life in general. For most school students, though, this beautiful weekend is a rarity. As there are numerous ways to be more productive on weekend, students either choose to make time for their families or doing homework. That means making the most of those two days off and returning to school rejuvenated and ready to perform at your best. The views of the participants on doing homework and making time for their studies are presented below:

> "I work on my lessons at the weekends. I want to be successful in school." (Participant 2) "I am working on my English skills and doing my homework during weekend." (Participant 3) "Yes, I'm having trouble with math, and watching YouTube to improve my skills on it." (Participant 6) "Since I love to read books, I spend a lot of my time on doing that activity. A yes… I'm also doing my homework." (Participant 8) "The YÖS course is next to our house, so I go to the course and study for my lessons." (Participant 10) "I always get low scores in math classes. That's why I'm working on it. I hope I can make it" (Participant 13).

Most of the participants pointed out their weekend activities as making time for their families, learn to recite Quran, and taking care of their younger siblings. Participants certified their opinions on these ideas as follows:

> "My mother is a housewife. She has a lot of work to do. Thus, I take care of my little brother and spend time with him." (Participant 1) "On weekends, I spend time with my family, I clean the house, I help my mother. Since I love my mother very much, I spend more time with her. We are just like friends." (Participant 3) "I am the only eldest child in the family and I help my mother at home. I don't go out: I only do my lessons. Sometimes I go to the Quran course, to be a hafiz." (Participant 4) "Sometimes I don't have homework, this time I

mostly read novels, spend time with my family, go to the park, and take a walk" (Participant 8).

Weekends are a time for most families to spend time together and unwind after a hectic week of activities. Parents have generally been at work, while children have been occupied with schoolwork, after-school activities, or before- and after-school care. The weekend is frequently a time when you may all be in the same area at the same time. In these statements, it is pointed out that during the weekend students enjoy their free time, by doing what they love, such as improving language skills, reading, walking, or doing their homework.

4.2.12. Findings about school attendance and following online lessons

In this category of the research the answers given by the students to the interview questions were analyzed, categorized, and coded in depth. The views of the participants on the "School attendance and following online lessons" is presented below in Table 4.21.

Table 4.18. *School attendance and following online lessons*

Category	Sub-category	Code
School attendance and following online lessons	S.C.1: Full participation	Code 1: Even if when feeling sick Code 2: Having an excused absence before pandemic Code 3: Having guests to stay Code 4: Good internet access and technological equipment
	S.C.2: Lack of internet access	Code 1: Not having a computer Code 2: not having technological devices
	S.C.3: Pandemic	Code 1: Having difficulties to keep focusing on studies
	S.C.4: Disadvantages of online lessons	Code 1: Learning loss during pandemic Code 2: Not joining online lessons because of low productivity

When analyzing Table 4.21. some students expressed their views about School attendance and following online lessons that they had full participation even if they were feeling sick. Although students were actively involved in face-to-face lessons, pandemic affected their participation. Therefore, they were not able to join online lessons properly, because of permanent internet issues. Participants' comments about school attendance, which was happening before pandemic are presented below:

"Absolutely! I always come to school, participate in my lessons, even when I'm sick." (Participant 1) "I love my school. I love my teachers. I always come" (Participant 2) "I come to school every day, only when I am feeling bad or sick I cannot participate in the lessons."

(Participant 3) “I come to school all the time, I have never been absent. But I can't come when I'm sick. Yes, I attended all the classes. But we rarely had internet problems. I couldn't attend then.” (Participant 6) “I always come to school, but I remember when I was in the 9th grade I had an excused absence.” (Participant 7) “I try to come to school every day, and I’ve never been absent. But oftentimes we have guests to stay, so it is not possible for me to study” (Participant 12).

Problems in accessing online education are more serious. Participants emphasized that as they did not have online education tools, which are computer, tablet, internet, television and electricity, joining to the online lessons and showing full participation was almost impossible. Some of the participants stated their opinions as follows:

“My internet is very weak and not working properly, there was no computer at home, and I attended classes over the phone.” (Participant 2) “When I have an internet access, I attend the classes because sometimes it gets cut and the classes shut down. I mean… online courses require more time than on-campus classes.” (Participant 5) “At first, I attended in online classes. But then I quit. Because I did not understand the online lessons, the internet was disconnected, the lessons were not efficient at all.” (Participant 7) “I was attending online classes rarely, because we had internet problems and I could not follow the lessons.” (Participant 8) “I could only attend when I did not have internet issues. Unfortunately, the place where I live, does not have a stable internet access. When it gets cut and the teacher was telling something, but I didn't understand, I could not progress during pandemic” (Participant 11).

The pandemic has prompted innovative approaches to education. Educational institutions all around the world are turning to online learning platforms to continue the process of educating pupils. The new normal currently is a changed educational model, with online learning at its heart. However, some schools cannot provide students with technical devices such as computer, telephone or tablets. It can obviously be understood from these expressions of students that their attendance throughout pandemic was not regular. They had difficulty either with their internet or having a computer in order actively follow the online lessons.

4.2.13. Findings about future plans about education and getting family support

According to the results of this category of the research, which was gathered under the title of “Future plans about education and getting family support” there have been various sort of reasons. For this category, the answers given by the students to the interview questions were analysed in depth. The findings obtained as a result of the analysis of the research findings are presented in Table 4.22.

Table 4.19. *Future plans on education and getting family support*

Category	Sub-category	Code
Future plans about education and getting family support	S.C.1: Future plans (family or friends' support, financial support	Code 1: Becoming an engineer Code 2: Becoming a dentist Code 3: Becoming a dietitian Code 4: Becoming a gynecologist Code 5: Not continue studying Code 6: Becoming a guidance counselor Code 7: Becoming child development specialist Code 8: Becoming a pharmacist Code 9: Becoming a teacher Code 10: Not continue studying Code 11: Becoming a dentist Code 12: Becoming a doctor Code 13: Becoming a dentist Code 14: Becoming a lawyer Code 15: Becoming a computer engineer Code 16: Getting support from siblings and parents
	S.C.2: Being undecided	Code 1: Higher tuition fees Code 2: Wishing to live another country Code 3: Cultural estrangement Code 4: Financial issues Code 5: Family support Code 6: Family customs and traditions Code 7: Continue studying theology

When analyzing Table 4.22. some students expressed their views about Future plans about education and getting family support that they have dreams, which they are willing to realize. Since every parent wishes they could provide their children with the greatest education possible. They want to ensure that their children have access to all they desire in life, from the finest chances to the career of their dreams, and it all begins with education. The category of "Future plans about education and getting family support" was discussed under two subcategories. Those subcategories are: future plans, which includes family or friends' support, financial support as well and being undecided. The opinions of students are examined, concluded, clarified, and presented below:

> "I want to continue my education at university, but I don't think I will be able to. Because tuition fees are very high. I want to study engineering. Everyone in my family supports me to get my degree at university, but if we can afford it, I will continue." (Participant 1) "Of course I want to go to university! I'll choose a medical specialty, because want to be a dietitian. I am so in love with this profession! And of course, my family supports me!" (Participant 3) "Yes I want. I will be a guidance counselor. My family also supports me in this." (Participant 6) "Before, I wanted to be a lawyer. But this year I want to study child development specialist. My family supports me in everything. Whatever I want, they support." (Participant 7) "Yes, I think. I want to be a pharmacist. My family supports me in this, and they always tell me

> that if someone in the family gets sick or I can help them." (Participant 8) "Yes, my main aim is to be a dentist. My family supports me a lot in this regard." (Participant 11) "I want to go to university; I want to be a computer engineer. My family said yes, and they want me to follow my dreams and do this job" (Participant 12).

Only one of the participant's opinions about the education she gets in Turkey and current problems they have was highly intriguing. She expressed her thoughts about her future and whether she want to continue her education or not are as follows:

> "I really, really want to go on to university, but I don't think I'll be able to. Because university fees are very high. I would like to be a dentist. Everyone in my family supports and wants me to attend university, but if we can afford it, I will continue. (crying) If not, I'll marry, since I would have no choice. I know that my family don't have the money to support me to go to college. Indeed, I do not want to live here, but go outside of Turkey. I don't see future life here. Because living here is very difficult, life is very hard. My parents are not working, only my elder brother works. Neighbors, my classmates at school always humiliating us by saying go to Syria, never come back. I also feel bad….." (Participant 2).

On the other hand, one of the participants indicated that she has a family who are too conservative, and they have a huge influence on her decisions. She expresses her thoughts about her future and the impact of her family as follows:

> "Of course, teacher. I have many dreams. Teacher I want to be a gynecologist. My family also supports me in this. My uncle is a doctor, and he assists me in studying, makes me work as much as he can. He's trying to help me when I have a hardship to understand or solve a problem. Since my mother had not studied at university, she wants me to continue my studies and get the educational achievements. But you know…, my elder brothers do not want me to go to school, they always complain about me, say something to my parents, they are lying. My mother does not want to get stressed, feel this pressure on herself, and get hurt because of me. So in this case she does not want to send me the school because of my brothers..." (Participant 4).

5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the findings of the current study are discussed with reference to previous studies along with the implications for practice in the following three sections. After the discussion and conclusion parts are provided in this section, this chapter will be finalized with the recommendation section. When the results obtained in this study were summarized in general, the sense of school belonging and the level of educational aspiration of secondary and high school Syrian students were investigated. In line with these results, recommendations developed for practice and future research are presented below.

When the findings obtained from the analyzes made within the scope of this research are examined, it is seen that the results of educational aspiration of Syrian students' parental support, family income, school environment, and teacher-student relationship are highly obvious factors that are affecting in their educational aspiration. When considered in the context of these issues, it is seen that family income, parental support, teachers, and schools are important sources in students' educational aspiration and perceptions of obstacles, consistent with both the relevant literature and the general judgments shared about education. It is observed that, the higher education level of both parents and siblings, the higher level of education students wants to receive.

In this study, it was tried to obtain information about the social and economic background of the students, based on the data about the education level and income level of the parents of the students. Families are micro-social contexts that shape how children interact with others in the larger social world. As a result, patterns of parent-child and sibling contact set the stage for evaluating and reacting to events and circumstances in the outer world. Parents' preconceptions about schooling and the support they provide their children about learning, for example, have an impact on their children's motivation to learn (Teachman and Paasch, 1998, p.705). Findings indicate that students whose families do not have a regular income perceive higher levels of disability than students whose families have a regular income, and they want to receive a shorter education after high school. In other words, the educational demands of the socioeconomically disadvantaged students are at a low level and these students believe that they have obstacles in fulfilling their educational desires. In addition, when the subject is considered in terms of gender, it is revealed that students differ in their perceptions and wishes regarding the transition

to higher education. Female students are more willingly want to continue their education and achieve their goals in life.

Moreover, while analyzing the findings it was observed that school environment also played a crucial learn to analyze Syrian students' educational aspiration. As a connection to the outside environment and the site where students spend a considerable portion of their day, schools have a huge impact on students' education and advancement. The school environment, defined as a school's intellectual, psychological, and social climate, has been linked to students' well-being and academic progress in a variety of studies. Crump, Simons-Morton, Saylor, and Haynie (1999) suggested that a positive school atmosphere could boost students' ability to establish a social relationship with their school, which in turn predicts academic progress. Healthy developmental outcomes, such as good mental health and a low risk of wrongdoing, have also been linked to students' personal observations of positive psychosocial school environments.

5.1. Conclusion and Discussion for Variables Predicting Sense of School Belonging for the Total Sample

The purpose of this study was to determine the relative contributions of sense of school belonging of Syrian middle and high school students. As a result of the analyzes made for the total sample group, it was found that the independent variables of sense of school belonging, feeling of rejection, and teacher-student relationship have different levels of effect on the school belonging. However, as a result of multiple linear regression analysis, it is observed that the teacher-student relationship is the variable with the highest predictive power among all predictive variables. Considering the predictive power of students' belonging to their school, the order of other variables is sense of school belonging and feeling of rejection. When the literature is examined, it is observed that the research findings on the related subject are in parallel with the findings of this research.

Furthermore, among other characteristics, teacher-student relationship was found to be the most important predictor of middle and high school students' sense of school belonging. This demonstrates that teachers have significant effect over a student's sense of belonging to the school. According to Wentzel (1999), at the most basic level, a student may have a tendency to see classrooms as loving and benevolent environments, and hence opt to pursue the social and intellectual goals that his or her teachers value. Teachers, on the other hand, are likely to differ in how they promote specific classroom goals as well

as their attitudes about how to attain academic achievement. The important point is that to understand the importance of multiple goal that the students bring to the classroom and teachers expect students to achieve.

Osterman (2000) proposed that students who feel acceptance are more motivated and interested in learning, as well as more devoted to school. These principles of commitment and engagement are inextricably tied to student achievement and, more crucially, the quality of student learning. The advantages are obvious from an individual standpoint. There is also evidence that this individual sense of acceptability extends to and influences the quality of interpersonal interactions, particularly when the social context's norms and values encourage and facilitate supportive student interaction. This is a crucial factor if students apply the interpersonal skills and attitudes they learn in school to their connections with other individuals and groups as members of society.

Moreover, the relationships of students who spend most of their time at school with their teachers have a greater impact on the quality of education and the academic success of students compared to their relationships with others (Arastaman, 2006; Brich and Ladd, 1998). On the other hand, (Elias, 1989 and Marsh, 1991) argue that teachers praise the honor society's function, as well as unique advantages for gifted pupils and recognition for outstanding performance. These are frequently regarded as "incentives" that promote greater standards. In practice, these incentives may undermine students' judgments that their schools regard and care for them as individuals, decreasing the number of kids who feel successful and belong at school.

5.1.1. Conclusion and discussion for educational aspiration

One of the initial purposes of this study was to determine educational aspiration level of Syrian middle and high school students. When the literature on educational aspirations and gender relations are examined, a mixed result is shown. According to some studies, girls have higher educational aspirations than boys. Conclusion and discussion related the effect of socio-economic status to the educational aspiration of students is that parental monthly income has a huge impact on their children's careers, and parental qualifications have an impact on their children's interest in pursuing a career path.

According to (Mau and Bikos, 2000), the educational level of the parents is favorably associated to the aspirations of female students. Furthermore, (Signer and

Saldana, 2001) found a positive correlation between adolescent females' professional ambitions and their mother's educational achievement. As a matter of fact, (Sewell, et al., 1969, Marini and Greenberger, 1978) propose that the educational aspiration levels of boys are higher than the girls.

When the analyzes related to the socio-economic characteristics of the family are examined deeply it is seen that significant results have been reached regarding to both educational status and income status of the parents. While analyzing the educational status of the parents, it is clearly seen that the education level of both the mother and the father is related to the educational barriers. Accordingly, students included in the sample group and both parents have never been to school, thinking that they are more disadvantaged when compared to students whose parents have received university or higher level of education. More specifically, students whose parents have never been to school believe that they have more barriers than other groups, both financially and in terms of support from reference groups. In addition, when the relevant analyzes are examined, it is seen that there is a relationship between the education level of the parents, socio economic status and the educational aspiration of the students are highly correlates. As the level of education of the parent's increases, it immediately affects the duration and quality of the education that the students want to achieve. (Gil-Flores, Teresa, Magdalena, 2011) state that "students gender, educational attainment and family context are significantly related to the educational aspirations of both the students and their parents". They also indicate that because educational accomplishment has such a strong influence on the growth of students' and parents' educational goals, higher school achievement could lead to higher aspirations and, as a result, higher college admission/entry rates. "Some of the key factors associated with low aspirations are those related to the home environment". (Mau and Bikos, 2000, Marjoribanks, 2002, Marjoribanks, 2003, Trusty and Niles, 2004) explain that the relationship between students' aspirations and academic attainment. Higher aspirations are linked to higher success, and higher achievement is linked to higher aspirations, according to the findings of this study. However, we must consider the potential that academic achievement is linked to other factors that influence educational and professional goals.

The results of the analysis on school characteristics show that students' educational aspiration and the obstacles they face with may differ both in terms of school type and field. Generally, they do face with the language problems, problems of adapting to school

and not understanding the subjects due to the academic level of Turkish. (Campbell, 1983) explains that academic expectations and academic self-concept are intimately linked to educational aspiration; in fact, educational aspiration refers to a student's opinion and perception of his or her goal to pursue or gain additional education in the future.

The most important purpose of education and training activities is to raise children, who are capable of their good skills and have better feeling for their future. Factors such as school, family, environment, teacher and education system are effective in the educational aspiration of the students. As a result of this study, it was indicated and found that significance of school-family-environment cooperation can play a crucial role for making them feel more encouraged. It has mostly become more vital in recent years. Unfortunately, after interviewing the Syrian middle school and high school students, the results were obviously show that there has not been enough cooperation between school-family-environment. Both schools, families and the environment have a great impact on this. This situation especially affects students negatively. The decrease in student success, unwillingness to the education, and not having educational aspiration may lead the students start to acquire harmful habits at a younger age, and many problems in schools are the most important results of this situation.

To summarize, the findings of the present study, there is no unanimous agreement on how to define educational aspiration. Trebbels (2015) points out that phrases like "plans," "decisions," and "preferences" are frequently used interchangeably. Researchers define educational aspiration as a combination of future optimism and agency that motivates goal-oriented behavior to help these aspirations come true (Lynnebakke and Pastoor, 2020, p.3).

5.2. Recommendations

In this part of the research, when the results obtained in this study were summarized in general, it was found that the sense of belonging to the school and educational aspiration were significant factors that should be improved. In line with these results, recommendations are presented to both practitioners and researchers under two separate headings, based on the results obtained from the findings of the study.

5.2.1. Recommendations for practitioners

- The results of the research show that the Syrian middle and high school students' sense of belonging to the school is not even average. In line with this finding, it can be said that measures should be taken to improve students' sense of belonging to the school. In this regard, schools can be improved in terms of physical structure and equipment. In addition, increasing the number and quality of social and cultural activities, trainings, organized in schools can contribute to students' feeling of belonging to their school.
- Being in cooperation with the Guidance Services in schools, teachers and the schoolmates for the students who have communication problems with their friends, hardship to feel the belonging to school, and hardly have educational aspiration.
- In this study, it was examined whether gender, grade level, years of studying in the current school, and duration of stay in Turkey influenced Syrian students' school belonging. In similar studies, variables such as the educational and socio-economic status of the family, the size of the family, the school year, and whether the parents are together or divorced can be taken into consideration and more various findings on the subject can be obtained.
- There are a lot of studies abroad that use different research designs on educational aspiration. It is striking that there is hardly any research on the subject in Turkey. It can be suggested that different kinds of studies should be carried out in addition to the studies on the conceptualization of educational aspiration

5.2.2. Recommendations for researchers

- While determining the universe and sample within the scope of this study, the schools in only one district and almost in the city center were taken into consideration. However, when the studies abroad are examined, it has been observed that many studies have been conducted on young people living in rural areas, children of immigrated families, students from ethnic origins or socioeconomically disadvantaged. In Turkey, the subject can be reconsidered according to the different characteristics of the sample group.

- In this study, it was revealed that as the sense of belonging to the school increases, the desire for education also increases. In other studies, these variables can be handled with a comprehensive perspective, and it can contribute to the realization of the improvement studies to be planned on the subject with a multi-faceted understanding.
- This research was carried out in four schools in Ankara and is limited to 318 Syrian students studying in Altındağ, Turkey. A more comprehensive study can be conducted by including Syrian students studying in other provinces of Turkey.
- In this study, the relationships between the sense of belonging to school and educational aspiration were examined. In other studies, more comprehensive procedural studies can be carried out by using different variables (teacher-student friendship, school functioning and internalizing) or by increasing the number of variables considered. Thus, more variables that affect students' sense of belonging to school can be determined and measures can be taken to improve students' sense of school belonging.
- In addition, since the relevant literature about educational aspiration is not sufficient in Turkey, within the scope of this work it will be highly contributive if the researchers use educational aspiration in their quantitative studies.
- This research was carried out on secondary school and high school Syrian students. Similar by conducting research at other levels, it can be aimed to reach generally accepted findings regarding the relationships between these variables.

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APPENDICES

APPENDIX-A. Approval of the Anadolu University Ethics Committee

Ana.Üni.: 01.04.2021-55089

T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

Sayı : E-54380210-050.99-55089
Konu : 30.03.2021 tarihli 51/52 sayılı Etik Kurul Kararı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22.03.2021 tarihli ve 49700 sayılı yazı.

İlgi yazınız ekinde Rektörlüğümüze gönderilen Prof. Dr. Ahmet AYPAY'ın danışmanlığını yaptığı Yüksek Lisans Programı öğrencisi Nigar MAMMADOVA'nın "Educational Aspiration and Sense Of School Belonging Of Syrian Children (Pıktes Project)" başlıklı yüksek lisans tez çalışmasına ilişkin Üniversitemiz Etik Kurulu Kararı, yazımız ekinde gönderilmektedir.

Bilgilerinizi ve uygulama dosyasının hazırlanmasında, ilgili kurumun izninin, bulunması halinde Etik Kurulu Yönergesinin dikkate alınması konusunda gereğini rica ederim.

Prof. Dr. Saime ÖNCE
Sosyal ve Beşerî Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu Başkanı

Ek:Etik Kurulu Kararı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BE6PN85HK Belge Doğrulama Adresi : https://www.turkiye.gov.tr/anadolu-universitesi-ebys

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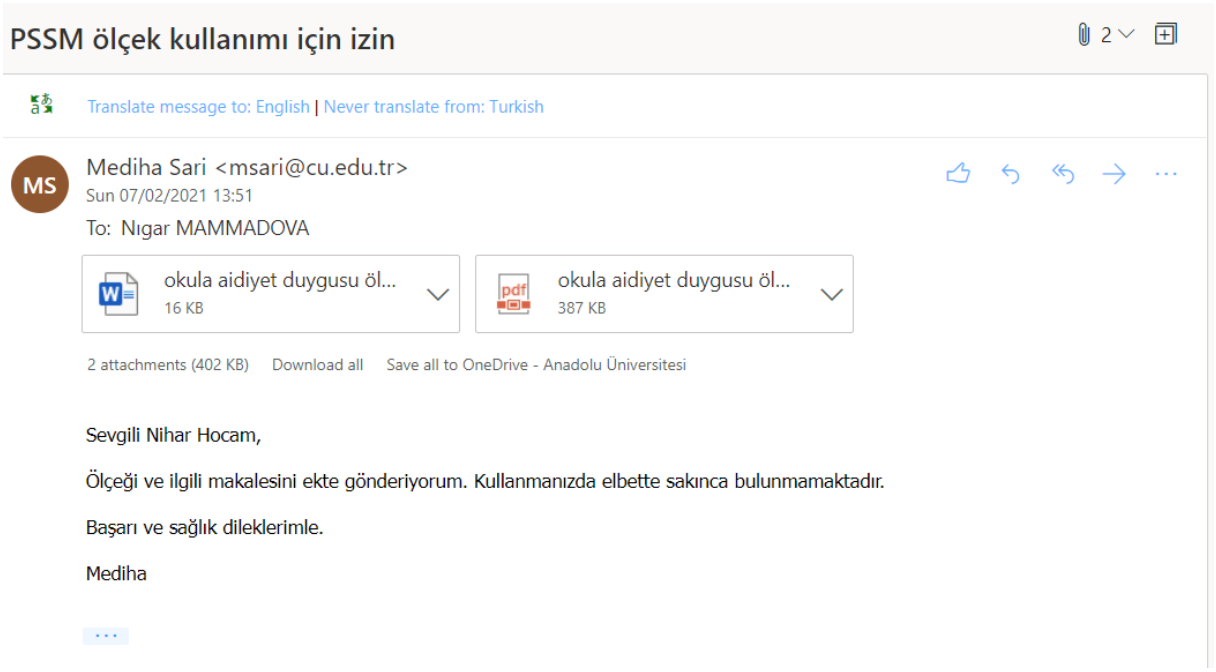
Telefon No:+90 222 335 05 80/4411 Faks No:+90 222 335 36 16
e-Posta:gensek@anadolu.edu.tr İnternet Adresi:gensek@anadolu.edu.tr
Kep Adresi:anadolu.universitesi@hs01.kep.tr

Bilgi için: Özgen Seval BAYDAR
Büro Personeli

Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır

APPENDIX-B. Authors' Permissions of using PSSM scale



PSSM ölçek kullanımı için izin

2

Translate message to: English | Never translate from: Turkish

MS

Mediha Sari <msari@cu.edu.tr>
Sun 07/02/2021 13:51
To: Nıgar MAMMADOVA

okula aidiyet duygusu öl...
16 KB

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387 KB

2 attachments (402 KB) Download all Save all to OneDrive - Anadolu Üniversitesi

Sevgili Nihar Hocam,

Ölçeği ve ilgili makalesini ekte gönderiyorum. Kullanmanızda elbette sakınca bulunmamaktadır.

Başarı ve sağlık dileklerimle.

Mediha

...

APPENDIX-C. Consent Form

GÖNÜLLÜ KATILIM FORMU

Bu çalışma "Educational Aspiration and Sense Of School Belonging of Syrian Children (PIKTES Project)" başlıklı bir araştırma çalışması olup Suriye uyruklu öğrencilerin hem eğitime olan amacını belirlemek, hem de onların okula aidiyet duygusunu araştırıp, bunları ortaya koymak amacını taşımaktadır. Çalışma, Prof. Dr. Ahmet AYPAY, Nigar MAMMADOVA tarafından yürütülmekte ve sonuçları ile alanyazındaki konu ile ilgili boşluğu doldurmayı amaçlanmıştır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, ölçek uygulanacak, kişisel bilgi formu doldurulacak, görüşme ve ses kaydı yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler şifreme yöntemi ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Eğitim Yönetimi bölümünden Nigar MAMMADOVA' ya yöneltebilirsiniz.

Araştırmacı Adı: Nigar MAMMADOVA
E-posta: nigarmammadova@anadolu.edu.tr
Cep Tel: 05539657691

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.
(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:
İmza:
Tarih:

APPENDIX-D. Quantitative Data Collection Scale. Demographic Data of the students

Pre Survey

Sayın Öğrenci,

Bu anket formu, Ankara ilinin Altındağ, Etimesgut, Çankaya, Gölbaşı, Keçiören, Mamak, Pursaklar, Sincan, Yenimahalle ilçelerine bağlı resmi ortaokul ve liselerde öğrenim gören Suriyeli öğrencilerin eğitime olan isteği ile onların okula aidiyet duygusunu incelemeyi amaçlayan çalışmanın veri toplama aracı olarak hazırlanmıştır.

Veri toplama aracı, iki bölümden oluşmaktadır. Birinci bölümde size ait kişisel bilgilere, ikinci bölümde araştırma konusuna dair okula aidiyet duygusu ölçeği ve eğitime olan istek ile ilgili görüşme soruları yer almaktadır. İsim, iletişim adresi, telefon numarası gibi kişisel bilgiler istenmemektedir. Elde edilecek veriler sadece bu çalışmada kullanılacaktır. Soru veya sorunlarınız için nigarmammadova@anadolu.edu.tr adresine e-posta gönderebilirsiniz. Ayırmış olduğunuz zaman ve kıymetli katkınızdan dolayı teşekkür ederim.

Prof. Dr. Ahmet AYPAY

Nigar MAMMADOVA

(Anadolu Üniversitesi Eğitim Bilimleri Bölümü)

I BÖLÜM

KİŞİSEL BİLGİLER

1. **Cinsiyetiniz:**

_____

2. **Kaçıncı sınıfa gidiyorsunuz:**

_____

3. **Kaç senedir Türkiye'desiniz:**

_____

4. Okulunuzun adı nedir?

_____

5. Kaç yıldır bu okulda öğrenim görmektesiniz:

_____

APPENDIX-E. Sense of School Belonging Scale

Okula Aidiyet Duygusu Ölçeği

	Sevgili arkadaşlar, aşağıdaki ifadeler, okulunuz ve öğretmenleriniz hakkındaki duygu ve düşüncelerinizle ilgilidir. Ölçekte, yanıtlaması yaklaşık 10 dakika süren 18 madde bulunmaktadır. Lütfen ifadeleri dikkatle okuduktan sonra, (1) Hiç doğru değil, (2) Doğru değil, (3) Kararsızım, (4) Doğru ve (5) Tamamen doğru seçeneklerinden size en uygun olanı (X) ile işaretleyiniz.	1. Hiç doğru değil	2. Doğru değil	3. Kararsızım	4. Doğru	5. Tamamen doğru
1	Kendimi okulumun gerçek bir parçası olarak hissediyorum.					
2	Buradaki öğretmenler bir şeyi iyi yaptığımda bunu fark etmektedirler.					
3	Benim gibi insanların burada kabul görmesi çok zordur.					
4	Okulumdaki öğrenciler, benim fikirlerimi önemsemektedirler.					
5	Okulumdaki öğretmenlerin çoğu benimle ilgilenmektedirler.					
6	Bazen kendimi sanki bu okula ait değilmişim gibi hissediyorum.					
7	Bir problemim olduğunda bu okulda konuşabileceğim en az bir öğretmen ya da başka bir yetişkin vardır.					
8	Bu okuldaki insanlar bana arkadaşça davranmaktadırlar.					
9	Buradaki öğretmenler benim gibi insanlarla ilgilenmezler.					
10	Okulumdaki sosyal etkinliklerin çoğuna ben de dâhil ediliyorum.					
11	Bu okulda bana da diğer öğrenciler kadar saygıyla davranılmaktadır.					
12	Kendimi okulumdaki diğer öğrencilerden çok farklı hissediyorum.					
13	Bu okulda gerçekten kendim olabiliyorum.					
14	Buradaki öğretmenler bana saygı duymaktadırlar.					
15	Bu okuldaki insanlar, benim iyi şeyler yapabileceğimi bilmektedirler.					
16	Keşke başka bir okulda okuyor olsaydım.					
17	Bu okula ait olmaktan gurur duyuyorum.					
18	Buradaki diğer öğrenciler beni olduğum gibi beğenmektedirler.					

Ölçek formundaki sorular sona ermiştir. Katılımınız için teşekkür ederim.

APPEDNIX-F. Open-ended Interview Questions

No	Suriyeli Öğrencilere Verilen Görüşme Soruları

1. Kendinizden bahseder misiniz? (aile, eğitim durumları, gelir durumu, kardeşler vb.)
2. Türkiye'ye ne zaman geldiniz? Geliş hikâyenizden bahseder misiniz?
3. Suriye'deki yaşamınızdan bahseder misiniz?
4. Okula nasıl başladınız, nasıl karar verdiniz? Okula nasıl yazıldınız? Neler yaşadınız? Ailenizde sizden başka okula giden var mı? Hangi okullara gidiyorlar?
Anne babanız Türkçe biliyorlar mı?
5. Ev yaşamınızdan bahseder misiniz? Hangi müzikleri dinliyorsunuz? TV de neler izliyorsunuz?
6. Okuldaki ilk gününüzü anlatır mısınız? Okulunuzdan (ya da gittiğiniz okullardan) bahseder misiniz? Okulunuz hakkında ne düşünüyorsunuz?
7. Okulunuzda başka Suriyeli arkadaşlarınız var mıydı?
8. Kimlerle arkadaşlık ediyorsunuz daha çok? Sınıfınızdan bahseder misiniz? Ders aralarında neler yapıyorsunuz? Kimlerle birliktesiniz daha çok?
9. Dil öğrenme konusunda yaşadıklarınızdan bahseder misiniz? Sizi en çok zorlayan neydi?
10. İlkokula başladığınızda sizi en çok ne zorladı? Sınıfta yaşadığınız bir olay var mı aklınızdan çıkmayan?
11. Öğretmenlerinizle ilişkilerinizden bahseder misiniz?
12. Sevdiğiniz ve sevmediğiniz derslerden bahseder misiniz? Neden? En çok hangi dersler sizi zorluyor?
13. Okul dışında hiç akademik destek alıyor musunuz? Aileniz (ya da herhangi biri) size derslerinizde yardımcı oluyor mu? Aileniz veli toplantılarına katılıyor mu?
14. Hafta sonları ve tatil zamanlarında neler yapıyorsunuz? Kimlerle daha çok vakit geçiriyorsunuz?
15. Okula devam durumunuz nasıldır? Ne kadar devamsızlık yapıyorsunuz/yapıyordunuz?/Internet üzerinden dersleri takip edebiliyor musunuz? Nasıl?
16. Bundan sonra okula devam etmeyi düşünüyor musunuz? Hangi okullara gitmek istiyorsunuz? İleride ne olmak istiyorsunuz? Aileniz bu konuda ne düşünüyor, okula gitmenizi istiyor mu?
17. Eklemek istediğiniz bir şey var mı?

Görüşme soruları sona ermiştir. Katılımınız için teşekkür ederim.

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND:

(January 2021-April 2021)	English Language Teaching Course North Carolina State University
(2015-2017)	M.A in History and Theory of Pedagogy in Education Baku Slavic University
(May-July, 2017)	English for Business and Entrepreneurship, University of Pennsylvania, Coursera
(2010-2014)	B.A in English Language in Primary Schools Azerbaijan University of Languages
(November, 2013-January, 2014)	CISELT Summer School Cascade Training, British Council

WORK EXPERIENCE:

August, 2021-Present	ESL Teacher at Bestepe College
2018-Present	Online ESL teacher at PREPLY
2018- 2020	ESL teacher at Minidil Kids' Language Club
2017-2018	ESL Instructor at Khazar University
2016-2018	English Languge Teacher at Baku Ataturk High School
2015-2017	English Languge Teacher at Baku-Turk Anatolian Secondary School
2014-2015	ESL Instructor at Azerbaijan University of Economics