

Behavioral Problems Observed by Preschool and Elementary School Teachers among Syrian Children and Strategies Teachers Employed for These

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Abstract

The present study aims to determine the behavioral problems, which preschool and elementary school teachers observed among Syrian children, and the strategies they used to address those problems. Sixteen teachers were involved in this study designed with a phenomenology pattern, one of the qualitative research methods. Participants were determined using the criterion sampling method, which is one of the purposeful sampling methods. Study data were collected using the semi-structured interview form developed by the researchers. The data were collected during face-to-face interviews and analyzed using content analysis. The results showed that teachers observed different behavioral problems among Syrian children but most of them put emphasis on the tendency toward violence and social isolation. Teachers stated that they have used various prevention and intervention strategies against these behavioral problems, but they generally utilized social adaptation programs and positive communication with children. Moreover, specifying various suggestions for preventing the behavioral problems among Syrian children, they emphasized the necessity of language education, family education, and adaptation programs.

Keywords: Behavioral problems, Syrian children, qualitative research, strategies, early childhood education.

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Introduction

Given the international definition, war is defined as large-scale physical violence occurring between states or non-state organizations having armed forces (Canan-Sokullu, 2019). The wars constitute an important reason for deaths and injuries deprive people of their fundamental rights and freedoms, create severe damage in many fields including emotional, sexual, economic, social, and cultural domains, and leave irreversible emotional or physical marks on people behind (Masten & Narayan, 2012; Özen & Cerit, 2018). People are forced to migrate to other regions within their country or to a neighboring country because of civil wars or uprisings. Given the report of the United Nations High Commissioner for Refugees, 82.4 million individuals have been subjected to forced migration and are struggling to survive (UNHCR, 2021). The civil war in Syria is an example of this situation. Because of the effects of the civil war in Syria, people were forced to migrate and they had to leave their homes, homeland, and refuge in neighboring countries (Taştan & Çelik, 2017). Turkey, one of these countries, faced a significant migration wave and accommodated many Syrian individuals in different cities (Biçer & Özaltun, 2020).

Refugees forced to migrate to Turkey had social and societal adaptation problems. Although it is normal for individuals, who were subjected to forced migration, to have integration problems in the host country, it loads schools with an important mission regarding ensuring social integration and achieving cultural adaptation (Şahin, 2020). Many children had traumas because of the conflicts in their countries, couldn't continue their education, and were forced to migrate from their homelands. Thus, these children had difficulties in coping with the problems. They had limited educational opportunities and those limitations caused problems during the educational process of children (Sirin & Rogers-Sirin, 2015). These limitations include the inability to adapt to the educational environment because of trauma, equivalency problems because of the inability to document previous education, studying in previous grades because of the disruption of the previous educational process, lack of motivation, and resistance (Şahin, 2020). It was started to meet the educational needs of children, who have been subjected to forced migration since 2011 when the Syrian civil war began, via Temporary Education Centers (GEM) and significant effort was made in order to integrate the foreign children into state schools (Taştan & Çelik, 2017). Undoubtedly, children experience the most severe negative effects of war and migration.

The phenomena such as forced migration that communities are forced into because of their experiences during the war such as death and injury cause deep wounds and traumas among individuals (Eroğlu, 2020). Nowadays, millions of children directly and indirectly experience the effects of war and terrorist incidents (Erden & Gürdil, 2009). The situations arising after the war do not correspond to children's age-appropriate developmental levels and care requirements (Derince, 2019). It is known that the children, who were directly or indirectly subjected to the violent atmosphere created by war and conflicts, complained about psychological problems and those children had

problems with friendship relationships because of their passive or aggressive behaviors (Erden & Gürdil, 2009). Besides the posttraumatic stress disorder, the war-weary children had hyperactivity, behavioral disorders, and an attention deficit (Özdemir, 2017).

These negative reactions to the difficulties during the period of change and development are known as behavioral problems (Sallayıcı & Yöndem, 2020). These problems are discussed under two groups as internal orientation and external orientation (Merrell, 2008). Problems such as attention deficit, anxiety, and introversion are classified as internal orientations, whereas behaviors such as hyperactivity are classified as external orientations (Campbell, 1995). These problems arising during childhood may also cause problems even during adulthood. Thus, it is very important to predetermine the behavioral problems and to take measures (Liu, 2004).

These behavioral problems may be observed in many fields and they can also have reflections in the in-class environment. Taşkın and Erdemli (2018), in their study carried out with teachers having Syrian children in their classes, reported that one of the subjects on which teachers complained the most was behavioral problems. Determining the behavioral problems observed in early childhood, which form the foundation of personality and character development, and understanding the strategies teachers employ to address these issues would be highly beneficial. Such insights can guide future studies focused on these children. In literature, it can be seen that there were studies examining the opinions of teachers about problems that Syrian refugee students in preschool education had (Mercan Uzun & Bütün, 2016), behaviors of unwanted student in school incorporating foreign students (Delen, 2018), relationship between problematic behaviors and social skills of 4-5-year-old Syrian children under temporary protection (Aydın, 2019), comparison between social skills and problematic behaviors of local preschool children and Syrian refugee children in terms of psychometric characteristics (Güllüce, 2019), problems of children migrating in Turkey with their friends in schools and solution offers for those problems (Baysal & Çimşir, 2020), and preschool teachers' opinions about problems that refugee children had about their educational process (Özoruç & Dikici Sığırtmaç, 2022). However, no study examining the behavioral problems that preschool and elementary school teachers observed among Syrian children and the strategies they used against those problematic behaviors could be found. Thus, the present study aims to determine the problematic behaviors observed among Syrian children and the strategies used against those problems by taking the opinions of preschool and elementary school teachers. In parallel with this main objective, the answers to the following questions were sought:

1. What are the behavioral problems that preschool and elementary school teachers observed among Syrian children?
2. What are the strategies that preschool and elementary school teachers used against the behavioral problems they have observed among Syrian children?

Method

Research Model

The present study was designed using the qualitative research method. Qualitative research refers to a research model, in which an event or phenomenon is examined holistically in its natural environment for a long time (Saban and Ersoy, 2019). In the present study, a phenomenology pattern among the qualitative research methods was used. Phenomenology refers to the study pattern focusing on the phenomena that we can recognize but have no in-depth knowledge of. Such phenomena can take various forms like events, experiences, perceptions, orientations, and concepts (Yıldırım and Şimşek, 2018). Phenomenology reveals the experiences of individuals concerning a concept or a phenomenon (Cresswell, 2007). In phenomenological research, data sources consist of individuals who have experienced and can express the phenomenon that the research focuses on (Yıldırım and Şimşek, 2018). This pattern was preferred since this study examines the behavioral problems observed among Syrian children.

Study Group

In this study, 16 teachers working in state schools in one of the metropolitan cities of Turkey's Black Sea Region in the educational year 2020-2021 were involved. While determining the participants, criterion sampling, which is one of purposeful sampling methods, was used. Criterion sampling refers to examining the events that meet the criteria determined before the study (Patton, 2002). The criteria used were professional experience longer than 3 years and having Syrian children in the class. The criterion of experience longer than 3 years was set since participating teachers should be capable of distinguishing the behavioral problems that they observe among Syrian children. The demographic characteristics of participating teachers are presented in Table 1.

Table 1.
Demographic Characteristics of Teachers in Study Group

Teacher		
Sex	Male	4
	Female	12
Age	20-29	1
	30-39	2
	40-49	7
	50-59	6
Professional experience	3-9 years	2
	10-16 years	3
	17-23 years	6
	24-30 years	5
Class size	10-14	2
	15-19	4
	20-24	5

	25-29	4
	30 and more	1
Number of Syrian children in class	1-3	11
	4-6	5
Branch	Elementary school teacher	10
	Preschool teacher	6

Data Collection and Analysis

The face-to-face interview method that is one of the data collection methods used in qualitative research the most, was used by making use of a semi-structured interview form. In this method, although researchers prepared the questions prior, it is also possible to re-organize and diversify the questions (Ekiz, 2020). During the interviews, voice recording was performed with the consent of participants. The participants were informed before the interviews that the interviews would be recorded. Moreover, besides the interview questions, demographic characteristics were also questioned using additional questions. During the participants' interviews, they were each asked questions such as "What are the behavioral problems you observe in Syrian children?", "How Do Behavioral Problems Affect the Education Process?", "What are your strategies to prevent behavior problems?".

Before the study, participants were clearly informed about the objective of the study. The interviews were performed with teachers volunteer to participating. The environments, where participants could feel comfortable and interviews could be performed fluently, were preferred. Participants were given time to think and attention was paid to establishing communication, in which they could clearly express themselves, and allowing them to feel relaxed.

Before the interviews, the general frame of the interview was designed in accordance with the interview form approach and the questions were prepared by reviewing the literature. Additional questions were asked in order to understand the opinions of teachers. The data collection was performed between January and February 2021. The participant interviews lasted for between 30 and 45 minutes.

A content analysis method was used in analyzing the data. In this method, the codes were obtained from frequently stated or emphasized situations. Then, these codes are gathered under specific themes and then interviewed (Tutar & Erdem, 2020). Thus, after transferring the interviews into a computer environment, they were discussed by researchers and coding was performed upon unanimous decision. Themes were determined in accordance with these codes.

Reliability and Validity

In the current study, the researchers attempted to achieve long-term interaction with each participant teacher so as to ensure credibility. First, the teachers were pre-interviewed via telephone, the purpose of the study was explained to them, and a

mutually agreeable appointment was made for a face-to-face meeting with those who accepted to participate in the study. During the teachers' interviews, they were each informed once again about the purpose of the study, and were asked whether or not there was any issues that they were deliberating in their minds.

Validity and reliability are the criteria playing important roles at any phase of a study. In qualitative research, it is important to repeat the assessment process by taking the opinions of specialists and to directly indicate the data obtained from the interviews made during the research to the reader with quotations (Merriam, 2009; Yıldırım & Şimşek, 2018). In this study, various methods were used to achieve validity and reliability. In the first step, research and interview forms were prepared and an expert opinion was asked. Then, they were reorganized in accordance with the feedback achieved. Diversification was utilized in selecting the data sources, and attention was paid to performing interviews with people having different experiences, grades, and class sizes. During the interviews, the opinions that interviewers wanted to express were gathered, and participants' confirmation was sought. Moreover, the results were also prepared using the direct statements of participants.

Findings

In this section, the interviews performed with teachers were analyzed in detail. After analyzing the results achieved, they are presented under two main themes as the problematic behaviors observed among Syrian children and the strategies used against those problems.

1. Behavioral Problems that Preschool and Elementary School Teachers Observed among Syrian Children

In this section, the results related to the behavioral problems observed among the Syrian children, the problems they had with Turkish children, and the effects of behavioral problems on the educational process are presented.

1.1. Behavioral Problems Observed among Syrian Children

The behavioral problems teachers observed in their Syrian students were gathered under the external orientation and internal orientation themes. Examining the external orientation theme, teachers put a special emphasis on the tendency to violence. They think that children had communication problems and their traumatic condition was an important factor in their tendency to violence. Teachers stated that students tried to resolve their problems through violence. Besides the tendency to violence, some teachers also stated that children did not obey the roles and exhibited negative behaviors such as crying, shouting, cursing/insulting, telling lies, and stubbornness.

Examining the internal orientation theme, teachers put a special emphasis on the social isolation, among the behaviors children exhibited. Defining children as 'recessive', 'timid', 'introvert', 'alienated', and 'alone', teachers stated that 'they didn't participate in games' and were 'distant'. Besides that, teachers also emphasized that the children had adaptation problems. They reported that children had difficulties with 'cultural adaptation' and 'school adaptation'. Moreover, a teacher stated that the children were extremely unhappy. On this subject, T.5, and T.7 made the following statements:

They are extremely prone to violence. They try to resolve any problem by hitting, insulting, breaking, or attacking. They are full of hatred. (T.5)

My first impression was of timidity, alienation, and intense loneliness. (T.7)

1.2. Problems Syrian Children had with Turkish Children

Teachers stated that there were communication problems, violence, alienation, and bias between Turkish and Syrian children. Teachers emphasized that, as the language barrier disappeared in the course of time, 'problems with Turkish children disappeared' and, even though there were some problems, they were normal problems between children and there was no 'hostility' between them. However, participating teachers stated that, in cases of ongoing communication problems, Syrian children had problems with Turkish children and those problems arose from 'inability of expressing themselves' and 'misunderstandings'. They said that there were some incidents arising from both cultural differences and 'familial' biases brought to the school environment and children alienated each other because of those reasons. On this subject, T.9, and T.11 made the following statements:

When children try to say something, Syrian children misunderstand it and they immediately start behaving negatively. Then problems begin. (T.9)

Preschool children are very relentless. And they (Syrian children) do not know Turkish. They ridicule them. Children feel discriminated against and they are discriminated against too. (T.11)

1.3. Effects of Behavioral Problems on the Educational Process

Teachers specified the effects of behavioral problems observed among Syrian children on the educational process as disrupting the progression of lessons, disturbing the order in the classroom, and refusing cultural adaptation. Teachers stated that children were always exhibiting behaviors such as 'continuously crying', 'becoming aggressive' because of being unable to communicate, disrupting the 'course of lesson', and 'arguing with friends during the lesson and they (teachers) couldn't concentrate because of these reasons and the course of lesson was interrupted. They also emphasized that such behaviors disturbed the order in the classroom. They stated that children exhibited negative reactions to various achievements because of cultural differences. T.3, and T.5 made the following statements on this subject;

I cannot completely concentrate on the lesson. He couldn't exactly do it during the lesson because he was under my control. But, he was exhibiting behaviors such as keeping books dispersed, not being tidy, and arguing with friends. Hence, I couldn't concentrate. (T.3)

I guess we had a problem related to Atatürk. When I was talking about Atatürk, a student said 'Atatürk is horrible'. Then, other children started staring with aggression. As a teacher, I felt very bad. How can a little child say that sort of statement and how can that child look at you with such hatred? (T.5)

2. Strategies that Preschool and Elementary School Teachers Used against Behavioral Problems They Observed among Syrian Children

In this section, the teachers' strategies to prevent behavioral problems, intervention strategies implemented for behavioral problems, the efficiency of those strategies, the individuals that teachers cooperate with while resolving the behavioral problems, and the suggestions of teachers for preventing the behavioral problems of Syrian children are discussed.

2.1. Teachers' Prevention Strategies for Behavioral Problems

The responses of teachers about prevention strategies addressing behavioral problems were clustered under themes of child-oriented and environment-oriented strategies. Child-oriented prevention strategies were 'establishing positive communication', 'observing the child', 'encouraging the child', 'establishing authority', and 'positive consolidation'. The most important one among them is positive communication. Teachers stated that they 'talked', 'tried to embrace', 'conducted personal talks', 'caressed their heads', and 'made them feel their teacher were with them' in order to establish a bond with them. Teachers also emphasized that they positively consolidated the children through different 'rewarding' methods. They underlined that they 'encouraged' the children into participating in an activity that they necessitated, that they followed the children in case they felt something was going to happen, and that they showed their authority by 'punishing' when needed.

Social environment-oriented prevention strategies include social adaptation efforts, familial support, educational game activities, and social equity efforts. Teachers emphasized that they considered the problems adaptation problems and utilized social adaptation efforts to overcome these problems. Within this context, teachers emphasized that they have students sit with their favorite friends, pay importance to group work, and encourage them to establish communication with other students in the class. Moreover, some teachers stated that they informed the families and received familial support, that they conducted educational game activities such as drama plays and that they tried to establish social equity in the class by telling students that everybody was equal and every student would bear the same consequences in case of a problem. T.2 and T.6 made the following statements on this subject:

As I talked to him and he started trusting me, he stopped telling lies. If he didn't do his homework, he just told me 'I didn't do my homework'. Previously, he was hiding the homework or, as I just saw a

couple times, he left the homework below the desk and left it there. He did those things. As long as he could. He took it to another level since we didn't react or say anything when he couldn't do it. (T.2)

I have them sit with their best friends, if any. It worked very well in my case. Some of them might be very open and easy-going. Even though they cannot understand what we say very well, they are cool with it. They try to do what the student next to them does. Thus, they can adapt to it. And we also try to ensure their adaptation by doing so. (T.6)

2.2. Teachers' Intervention Strategies Addressing the Behavioral Problems

The strategies that teachers implemented in cases of behavioral problems were gathered under the themes of opinions creating a positive image on a child and those creating a negative image. The opinions that create a positive image on a child constitute the majority and they include establishing communication, peer interaction, giving responsibility, encouraging positive behaviors, empathizing, finding the reason, making use of educational games, approaching with affection, informing the family, and encouraging the desired behavior. Teachers stated that they used the strategy of establishing communication especially when they faced negative behavior. They define their behavior during establishing communication as 'informing the child about his wrongdoing without hurting his/her feelings'. Furthermore, they expressed a preference for students to engage in face-to-face discussions with their peers when conflicts arise, encouraging positive attitudes toward the issue. Additionally, adopting an affectionate approach after negative behavior and assigning responsibilities were mentioned as strategies to enhance teacher-student relationships and offer support. Besides that, teachers stated that they also made use of educational game methods such as empathizing and drama in order to have children understand the negative behavior. T.1 made the following statement on this subject:

You intervene right at the moment, try to tell them that it was wrong, try confronting them with the case, and motivate them into making peace. (T.1)

The opinions creating a negative image on children include having them apologize, punishing them, referring them to a school counselor, raising their voice, referring them to the principal's office, warning, monitoring the undesired behavior, threatening, and ignoring them. Teachers reported employing various strategies to address negative behavior, including having students apologize, issuing warnings either verbally or through body language, using consequences such as 'no break time,' and raising their voices when necessary. In some cases, teachers also referred students to the school counselor or principal's office, or threatened to do so. They also stated that they ignored the negative behavior and discouraged them from that behavior by trying to understand if that behavior would repeat itself. T.15 made the following statement:

We ask for the support of school counselor, depending on the severity of violence. Then, if it continues, we try to punish without hurting the feelings of the child. We try to isolate him/her from the friends during the lesson for approx. 10 or 5 minutes depending on the incident... He/she will attend the lesson but understand the objective of and reason for the punishment.... (T.15)

2.3. Efficiency of Strategies Implemented by Teachers

Strategies implemented by teachers were found to be effective for more than half (f=9), partially effective for less than half (f=5), and ineffective for a few (f=2) by the teachers. Teachers stated that the efficiency of their strategy varied depending on the 'children' but the prevalence of negative incidents tended to decrease over time.

2.4. Parties in Cooperation with Teachers in Resolving the Behavioral Problems

Teachers emphasized that they were in close cooperation with school counselors. Moreover, they also stated that they contacted the principal's office when needed and that they also informed and cooperated with the family. Colleagues, translators, and the provincial coordination team of PIKTES are the other parties that teachers reported cooperating with. T.7, differing from the other teachers, stated that T.7 preferred cooperating with the peers of students in order to resolve the problem. T.7 made the following statement;

First, I cooperate with children in my class. Why? OK, they are little children, 3rd-grade students. However, they are also individuals. But they all have different worlds. There are 27 worlds. We close the door of our classroom, and we are a family in that room. The classroom has its own privacy. We do not convey the inner problems outside of the class. We try to resolve them ourselves first. (T.7)

2.5. Suggestions of Teachers for Resolving the Behavioral Problems of Syrian Students

Examining the suggestions and expectations of participants, there are three sub-themes: suggestions for colleagues, suggestions for school administrations, and suggestions for state institutions. Participants recommended their colleagues establish equity and social justice in educational environment, learn Arabic, conduct family visits, make use of drama activities, and cooperate with families. Teachers suggested the school administrations keep the number of Syrian students in classrooms in balance and impose the required action in cases of negative incidents. Moreover, teachers also suggested that the state institutions offer preschool language education to Syrian children, perform school-adaptation trainings, provide education for Syrian students in separate classrooms, perform cultural adaptation activities, continue PIKTES, and provide necessary support for Syrian refugees to go back to their homeland. T.13 made the following statement.

First, they need to learn Turkish language. Any newcomer should attend a Turkish language course and learn Turkish traditions. They should be taken to such a course and then to the school environment. There should be a course on Turkish language and Turkish culture..... (T.13)

Results and Discussion

The present study aimed to determine the behavioral problems, which preschool and elementary school teachers observed among Syrian children, and the strategies they used against those problems. Teachers stated that the behavioral problems observed among Syrian children were the tendency to violence and the social isolation arising from communication problems due to language problems. Galloway and Jenkins (2009) emphasized that the most important problem of foreign students in California and Texas was the language problem. Mercan Uzun and Bütün (2016) emphasized that Syrian children had communication and adaptation problems since they could not communicate with their teachers and peers. Sarıtaş, Şahin, and Çatalbaş (2016) discussed the tendency to violence, ganging up, aggression, and adaptation problems among the problems observed with foreign children. Nur Emin (2016) emphasized that the language problems of children had a significant effect on their adaptation to the educational environment, peer interaction, and academic achievements. Koçoğlu and Yanpar Yelken (2018) discussed the problems arising from Syrian children's level of Turkish language knowledge and the authors emphasized that the most important one among the problems observed was communication and social problems. Similarly, Boylu and Işık (2019) emphasized that the cultural difference and the negative psychological factors arising from war caused a tendency toward violence and aggressive behaviors. Based on teachers' opinions, Aydın (2019) determined that Syrian children had the problematic behaviors of tendency to violence, anxiety, and crying the most. Özoruç and Dikici Sığırtmaç (2022), in their study, reported that refugee children had communication problems and in-class behavioral problems because of language barriers during the educational process. Since they begin their educational life without sufficient knowledge of Turkish, they might have adaptation problems with their peers and go into their shell, as well as exhibiting aggressive behaviors due to their violent background and inability to express themselves.

In this research, it was concluded that Syrian children had various problems including violence, discrimination, and bias due to misunderstandings arising from the communication problems with Turkish children. The alienation of Syrian children by their peers is because of cultural differences and personal biases. One of the factors playing a role in the alienation of Syrian children by their peers might be Syrian children not obeying the rules but causing disputes in schools (Kiremit, Akpınar, & Tüfekci Akcan, 2018). Ergen and Şahin (2019) stated that older Syrian children had problems with adaptation, that they had conflicts within themselves, that there was the problem of grouping, and that there was violence in their communications with Turkish children. Baysal and Çimşir (2020) determined that the most frequent problems that elementary school students, who have migrated to Turkey, had were violence/pushing/hitting, followed by humiliation/bad behaviors, harassment, cursing/insulting, hand gestures (negative)/abuse, and alienation. These problems occurring between children generally rely on communication problems but the negative image on Syrians presented in the

media and discussed in families might affect the children and cause such incidents in schools.

Teachers reported that the effects of these behavioral problems on the educational process emerged in cases of disinterest in the course, that the progression of the course was disrupted by these behavioral problems, and that it caused teachers to lose their concentration frequently. Güder, Alabay, and Güner (2018), in their study on preschool teachers, stated that problematic behaviors observed among children negatively affected the educational process. Moreover, it became more difficult to manage the class and they felt desperate and burnt out.

It was determined that, aiming to prevent behavioral problems, teachers generally preferred establishing a bond of trust with children through positive communication with them, as well as social adaptation efforts. In cases of behavioral problems, the main strategy used was to establish communication with children and to have them apologize. In parallel with the present study, Kuzu Jafari, Tonga, & Kışla (2018) stated that teachers made use of social adaptation efforts and tried to establish communication and a bond of trust with children and they also preferred making less use of punishment and consolidation efforts. Since some teachers stated that they used negative strategies, it suggests that they were not qualified for coping with problematic behaviors.

It was concluded that the majority of teachers were in agreement that the strategies they used were effective or partially effective. Examining the results of the study carried out by Kiremit, Akpınar, and Tüfekci Akcan (2018), it can be seen that, similar to the present study, adaptation could be achieved partially and over time. Given this finding, it can be stated that Syrian children adapted to their new school and the new culture over time. For this reason, teachers should give Syrian children, who recently came to a class, time to adapt to the environment and the social conditions and they should be patient.

In the case of a behavior problem, teachers first prefer resolving the problem but they try cooperating with the school counselor and family when they can not find a way to resolve the behavioral problem. Given the literature, it can be stated that there were studies examining school counselor support and the importance of this service for Syrian children (Eren, 2019; Ergen & Şahin, 2019; Sarıtaş et al, 2016; Tiryaki & Oğraş, 2020; Ünal & Aladağ, 2020) and familial support, its importance, and insufficiency (Çetin, 2016; Erdem, Yılmaz and Kaya, 2017; Eren, 2019; Kara, Tiğit & Ağırman, 2020; Nur Emin, 2016). For teachers, as a part of the world of education, it is important to seek a solution for behavioral problems by receiving the support of family. Especially because the violent behaviors of children with war-weary backgrounds might be because of a negative familial atmosphere, it is thought that receiving familial support and raising awareness of family might be an effective way of resolving the behavioral problems. It can be stated that counseling services are of significant importance, especially for these children with traumatic backgrounds.

It was determined that language problems lay the foundation of behavioral problems and that the children should attend a language education program before school. Moreover, training such as family and adaptation training is recommended. In this parallel, given the results reported by Ergen and Şahin (2019), it can be seen that the authors emphasized the necessity and importance of parent training. Özoruç and Dikici Sığırtmaç (2022) recommended expanding the language education and Turkish activities conducted by preschool teachers. It can be said that the reason why children had difficulties in adapting to school and their social environment was that they started school with insufficient language knowledge.

Recommendations

Based on the results of this study, the following suggestions can be offered:

1. The problems between Turkish and Syrian children should not be waved aside and any activity or program to increase social adaptation should be supported by school administration and also by MEB (Ministry of National Education).
2. Families should be cooperation with families and families should pay the required attention to their cooperation with the school.
3. Teachers might be provided with in-service training in order to inform them about suspending the negative behaviors.
4. In order for children, who have no sufficient proficiency in Turkish to succeed in academic and social fields, supportive language courses might be provided or the extent of PIKTES might be expanded.
5. Preschool education should be promoted in order to accelerate the adaptation of Syrian children to the Turkish language and culture.
6. The present study was carried out using face-to-face interviews with teachers. Future studies might be carried out by monitoring the children and teachers in the classroom environment.
7. The study is limited to one province. The scope of this research, which has expanded to cover other provinces, regions, or Turkey as a whole, can be dealt with in a broad way.

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Genişletilmiş Türkçe Özet

Türkiye'ye göç etmek zorunda kalan mültecilerin sosyal ve toplumsal uyum sorunları yaşadığı bilinmektedir. Zorunlu göçe maruz kalan kişilerin ev sahibi ülkede entegrasyon sorunu yaşaması çok doğal olmakla beraber, bu durum okullara, sosyal entegrasyonun sağlanması ve kültürel uyumun oluşması adına önemli bir misyon yüklemektedir (Şahin, 2020). Birçok çocuk ülkelerindeki savaş sebebiyle travmalar yaşamış, eğitimlerine devam edememiş ve yaşadıkları yerden göç etmek zorunda kalmış, dolayısıyla bu çocuklar yaşanan zorluklarla baş etmekte sıkıntı yaşamışlardır. Yerleştikleri ülkelerde eğitim şartları sınırlı kalmış ve bu sınırlılıklar çocuğun eğitim sürecinde birtakım zorluklar yaşamasına sebep olmuştur (Sirin ve Rogers-Sirin, 2015). Özellikle savaş ve çatışmaların yarattığı şiddet atmosferine doğrudan ya da dolaylı maruz kalan çocukların psikolojik sorunlardan yakındıkları bilinmekte ve bu çocukların pasif ya da agresif davranışları sebebi ile arkadaş ilişkilerinin bozulduğu görülmektedir (Erden ve Gürdil, 2009). Savaş mağduru çocukların post travmatik stres bozukluğu ile beraber hiperaktivite, davranış bozuklukları ve dikkat eksikliği geliştirdikleri gözlemlenmiştir (Özdemir, 2017). Bu davranış problemleri birçok alanda meydana çıktığı gibi, problemlerin sınıf içine de yansıdığı görülmektedir. Taşkın ve Erdemli (2018), sınıfında Suriyeli çocukları olan öğretmenlerle yapmış oldukları çalışmanın sonuçlarına göre ise öğretmenlerin en çok yakındığı konulardan birisinin de davranış problemleri olduğunu belirtmişlerdir. Kişilik ve karakter gelişiminin temelini oluşturan erken çocukluk döneminde olan bu çocuklarda görülen davranış problemlerinin neler olduğunun ve bu problemler karşısında öğretmenlerin hangi stratejileri kullandıklarının belirlenmesi, bu çocuklar için yapılabilecek ileriki çalışmalara yön vereceğinden dolayı önem arz etmektedir. Bu çalışmada okul öncesi ve sınıf öğretmenlerinin Suriyeli çocuklarda gözlemledikleri davranış problemleri ve bu davranış problemlerine yönelik kullandıkları stratejilerin belirlenmesi amaçlanmıştır. Bu çalışmada, nitel araştırma yönteminden olgubilim (fenomenoloji) deseni kullanılmıştır. Bu çalışmada Türkiye'nin Karadeniz Bölgesi'ndeki büyükşehirlerinden birinde 2020-2021 eğitim öğretim yılında devlet okullarında görev yapan 16 öğretmen ile çalışılmıştır. Katılımcılar belirlenirken amaçlı örnekleme yöntemlerinden ölçüt örnekleme kullanılmıştır. Bu çalışma kapsamında çalışma grubunun belirlenmesinde 3 yılın üzerinde mesleki kıdeme sahip olunması ve sınıfında Suriyeli çocuk bulunması ölçütleri kullanılmıştır. Öğretmenler ile yapılan görüşmelerde, nitel araştırmalarda en çok kullanılan veri toplama aracı olan görüşme tekniği kullanılmıştır. Veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Görüşmeler yüz yüze yapılmış ve katılımcılardan izin alınarak ses kaydı ile veriler kayıt altına alınmıştır. Araştırmada elde edilen verilerin analizi için içerik analiz yöntemi kullanılmıştır. Görüşmeler bilgisayar ortamında yazıya döküldükten sonra araştırmacılar tarafından tartışılarak ve fikir birliği sağlanarak kodlama sağlanmıştır. Bu kodlar doğrultusunda temalar belirlenmiştir. Araştırma sonuçları öğretmenlerin Suriyeli çocuklarda saldırganlık, bağırma, ağlama, küfür/hakaret, yalan söyleme, inatçılık, içe kapanıklık, çekingenlik, uyum sorunları, aşırı mutsuzluk gibi davranış problemleri gözlemlediklerini, bu çocukların Türk çocuklarla iletişim problemleri, şiddet, dışlama ve

ön yargı sorunları yaşadıklarını ortaya koymuştur. Türk çocuklar ile Suriyeli çocuklar arasında çeşitli anlaşmazlıklar yaşanmasına karşın bu durumlar ciddi sorunlar yaratmamaktadır. Öğretmenler çocuklarda görülen davranış problemlerinin sınıf düzenini ve ders akışını bozduğunu vurgulamışlardır. Öğretmenler bu davranış problemlerine yönelik çeşitli önleme ve müdahale stratejileri uyguladıklarını, ancak çoğunlukla çocukla olumlu iletişim kurma ve sosyal uyum çalışmalarına yer verdiklerini, kullandıkları stratejilerin genellikle etkili olduğunu ve çocukların davranış problemlerini söndürdüğünü, bu süreçte özellikle rehber öğretmenle işbirliği içinde olduklarını ifade etmişlerdir. Öğretmenler bu süreçte yardım alabilecekleri kişi ve kurumları aktif şekilde kullanmaktadırlar. Ayrıca Suriyeli çocuklardaki davranış problemlerini önlemeye yönelik çeşitli öneriler belirterek özellikle dil eğitimi, aile eğitimi ve uyum programları olması gerektiğine vurgu yapmışlardır.

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