Social Studies Teachers' Opinions on Inclusive Education in the Context of Immigrant Children: Swot Analysis

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To cite this article:

Abstract: The aim of this study is to determine social studies teachers' views on inclusive education in the context of immigrant students. For this aim, the opinions of 16 social studies teachers who previously had immigrant children in their classrooms were taken. Phenomenology (phenomenology) design, one of the qualitative research methods, was used in the study. A data collection tool was prepared in line with expert opinion to obtain the views of the participants by taking into account what inclusive education is and the four dimensions of SWOT analysis: Strengths, weaknesses, opportunities, and concerns. A descriptive analysis technique was used to analyze the data. As a result of the study, social studies teachers expressed inclusive education as equality of opportunity and individual differences. Regarding the strengths and opportunities offered by inclusive education in the context of migrant children, teachers stated that it offers equal opportunities, takes into account individual differences, and develops social skills. As for the weaknesses and worrisome aspects of inclusive education, problems arising from overcrowded classrooms, peer bullying, and language problems are among the answers given by teachers. In line with the results obtained in the study, recommendations for inclusive education were presented.

Keywords: Inclusive education, migrant student, social studies teacher, swot analysis.

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Introduction

Education is a concept that has evolved with the progress of human history, taking on different meanings. Education is a lifelong learning process that continues from birth to the end of an individual's life. This learning process is a socialization journey where individuals are provided with information and various skills are developed (Arslan, 2018; Course, 2014;). Education is the most crucial investment that enables countries to build their futures. In order to realize this investment in the best possible way, every person living in society should be included in the education process (United Nation, 2023). In addition to being a fundamental human right, education also has important functions in society. In this context, education is one of the most important tools for ensuring the inclusion of groups that have been ignored due to their various differences and disadvantages (United Nations International Children's Emergency Fund, 2023). In this context, education was first recognized as a right in the Universal Declaration of Human Rights in 1948. The 1960 UNESCO Convention against Discrimination in Education obliges countries to eliminate explicit and implicit barriers to education. In this convention, discrimination is defined as "any distinction, exclusion, limitation or preference based on race, color, sex, language, religion, political or other opinion, national or social origin, economic status or birth which results in unequal treatment of individuals in education" (UNESCO, 2020). The 1989 United Nations Convention on the Rights of the Child defined the special needs of a child with disabilities and emphasized the need to provide free and designed assistance to these children. In addition, it is stated that a child with disabilities should be educated in an educational environment that will enable him/her to meet his/her social needs, socialize and develop individually in a healthy way, and that access should be ensured (UN, 1989; UNESCO, 2020).

The steps taken to ensure equal opportunities and possibilities in education have brought the concept of inclusive education to the forefront. Inclusive education means that all children receive education in the same classrooms, in the same schools. Moreover, it provides a fair opportunity for all students to develop the skills they need to learn and succeed. This educational approach also aims to empower education and provide quality education (UNESCO, 2009; UNESCO, 2020). It particularly aims to find solutions to the educational problems faced by groups perceived as different and disadvantaged in society during the education process (Singh & Kumar Prajapati, 2021; UNESCO, 2009). In this context, the focus is particularly on the inclusion of individuals with special needs in the education process and ensuring that they receive education in the same classrooms alongside other students. Over time, inclusive education has evolved beyond meeting the needs of individuals with special needs, reaching a broader point (UNESCO, 2001; UNESCO, 2009). Inclusive education encompasses all individuals with differences related to income inequality, gender, religion, disability, ethnic background, language, migration, displacement, imprisonment, sexual orientation, gender identity, religion, and other beliefs and attitudes. It aims to overcome issues in the educational context, such as social exclusion, peer bullying, and adaptation

challenges faced by these individuals due to their differences, and to integrate them into educational institutions (UNESCO, 2020). In this context, the Basic Law on Turkish National Education addresses this issue through the article on equality of opportunities and possibilities in education. In the context of this article, "Equal opportunities and possibilities are provided to everyone, regardless of gender, in education. Measures such as free boarding, scholarships, loans, and other assistance are taken to ensure that successful students without financial means receive education up to the highest educational levels." Additionally, there are provisions that 'Special measures are taken to raise and educate children in need of special education and protection" (Basic Law on National Education, 1973). Under this law, inclusive education has come to the forefront. Inclusive education was first mentioned in the Law on Children in Need of Special Education with the number 2916 in 1983. This law specifies that children with special needs who have suitable qualifications should receive education in the same schools as their peers (Education Reform Initiative, 2016; Law on Children in Need of Special Education, 1983). However, the real need for the inclusive education approach in Turkey emerged from the impact of the refugees arriving from Syria, particularly starting from the year 2011. Especially in the year 2016, the Turkish Government decided that this situation is not temporary and that long-term permanent solutions for refugees, including education, need to be developed (Keleş, 2019). In this context, the initial focus was on resolving the language, education system, teacher, and peer adjustment issues faced by refugee students and integrating them into the Turkish education system. During this process, the fundamental goal of the Turkish education system, which is to nurture good citizens, has also been taken into consideration (Gür et al., 2022).

The subject that plays a crucial role in achieving this goal is the social studies course. The social studies course is fundamentally focused on nurturing good citizens for their country and globally fostering responsible individuals. In this context, adapting inclusive education in the social studies course is crucial for the inclusion of both refugee students and other disadvantaged groups in education. There is a connection between the social studies course and inclusive education in terms of purpose, the process of teaching and learning, as well as dimensions of values and skills. The social studies course is fundamentally one of the most important subjects that addresses socialization, socialization processes, and social integration. Therefore, the social studies course aims to raise awareness about stereotypes and prejudices, recognize personal rights and freedoms, promote respect for individuals from different cultures, and instill the understanding that cultural differences are a source of richness (Öner, 2022). Additionally, inclusive education aligns with the goals and achievements of the social studies course, aiming to create a more just and inclusive society (Fırat, 2021). Therefore, implementing the concept of inclusive education in the social studies course will contribute to solving the problems faced by disadvantaged individuals and accelerate socialization processes. Social studies teachers have important responsibilities in ensuring that the inclusive education approach is applied in the social studies course. Social studies teachers need to recognize disadvantaged students in their classrooms,

find solutions to the problems these students are facing, and most importantly, address and resolve issues related to peer integration. Teachers should explore the abilities, interests, and skills of typical or gifted children in their classrooms and employ the necessary strategies, methods, and techniques for their development (Dağlıoğlu et al., 2017). Moreover, they should collaborate effectively with special education and guidance teachers when necessary. However, research shows that social studies teachers find their self-efficacy in inclusive education insufficient, have difficulty in identifying disadvantaged groups (Fırat, 2021), face difficulties due to language differences (Yıldırım, 2017; Yenilmez & Çöplü, 2019; Doğan & Avcı, 2022), cannot communicate with students (Kiremit et al., 2018), and have difficulty integrating inclusive education into their teaching processes. In addition, it has been determined that teachers have difficulties in combating the traumas of refugee students due to psychological reasons (Yenen & Ulucan, 2020), inability to attend classes due to absenteeism (Doğan & Avcıoğlu, 2022), refugee students' feeling inadequate in education (İmamoğlu & Çalışkan, 2017), and inequality of opportunity due to reasons such as housing conditions. They also mention various difficulties, such as insufficient class hours and crowded classrooms (Öner, 2022).

In this context, although there are studies in the literature on the difficulties experienced by social studies teachers in inclusive education, there is no research that includes all aspects of inclusive education. However, there is a need to evaluate all aspects of inclusive education in order to make it a part of the social studies course. When planning inclusive education, it is very important to consider the views of social studies teachers, who are the most important part of the process. In this context, the study aims to determine social studies teachers' views on inclusive education. In line with this objective, answers were sought for the questions below:

1. What are the opinions of social studies teachers regarding what inclusive education is?

2. What are the opinions of social studies teachers regarding the strengths of inclusive education?

3. What are the opinions of social studies teachers regarding the weaknesses (areas that need improvement) of inclusive education?

4. What are the opinions of social studies teachers regarding the opportunities offered by inclusive education?

5. What are the opinions of social studies teachers regarding situations/elements that could pose threats or concerns for inclusive education?

Method

Research Model

In line with the purpose of the study, phenomenology design, one of the qualitative research methods, was used. Phenomenology is a qualitative research design that aims to reach a common understanding of the experiences of a certain group of people about a phenomenon or concept (Creswell, 2013). Within the scope of this method, the perceptions of social studies teachers towards inclusive education were examined, and a comparison was made within the scope of the dimensions of SWOT analysis.

Study Group

The study group consisted of 16 social studies teachers working in public secondary schools between 2022 and 2023.. The study group of the research was selected using the purposive sampling method. Purposive sampling is a sampling method used to enable in-depth study of situations that are thought to have rich information (Patton, 1987). Therefore, when selecting social studies teachers for the study group, attention was paid to their existing or previous experiences with immigrant students in their classrooms. In this context, the information related to the study group is presented in Table 1:

Tablo 1.

Descriptive Information about the Study Group

		n
Gender	Female	8
	Male	8
Duration of Providing Inclusive Education	1-5	13
	5-10	2
	10-15	1

Sixteen of the social studies teachers in the study group taught social studies courses to students who had migrated to Turkey for different reasons.

Data Collection Tools

In the study, a SWOT analysis form was used to draw a general framework for inclusive education. This form includes the four dimensions of the SWOT analysis: Strengths, weaknesses, opportunities, and potential threats or concerns. Additionally, it addresses the question of what inclusive education is. After the draft form was prepared, the

questions were finalized by taking the opinion of 1 social studies teacher. In order to determine whether the questions in the SWOT analysis form were understood, whether they were suitable for teachers to produce answers, and whether they were appropriate in terms of language and expression, the form was finalized by taking the expert opinion of 3 social studies educators. In addition, the form also included descriptive information about the study group, including gender, duration of inclusive education, and the target group(s) for which inclusive education was provided. Accordingly, the following questions were included in the SWOT analysis form.

1.What is inclusive education?

2.What are the strengths of inclusive education?

3.What are the weaknesses (areas that need improvement) of inclusive education?

4.What opportunities does inclusive education provide?

5.What are the situations/elements that could pose threats or concerns for inclusive education?

Before the SWOT analysis form was applied, social studies teachers were contacted by phone and informed about the research. Then, the SWOT analysis form was delivered to social studies teachers via Google Forms.

Data Analysis

A descriptive analysis technique was used to analyze the research data. In this context, categories were first created based on the dimensions of SWOT analysis. Considering these categories, the data were read and organized by the researchers. The organized data were coded by the researchers, and direct quotations were determined. During this process, the data were reviewed again by making direct quotations. In this direction, codes were created by reaching a final decision as a result of two codings (Merriam, 2009).

Validity and Reliability

Within the scope of the research, expert opinion was utilized to ensure validity and reliability. In addition, the findings of the research were supported with direct quotations to ensure the validity and reliability of the research.

Findings

The findings of the study were analyzed and presented under the titles of what inclusive education is, strengths of inclusive education, weaknesses (areas that needed

improvement) of inclusive education, opportunities provided by inclusive education, and elements that could pose threats or concerns in inclusive education.

1.The Findings Regarding What Inclusive Education Is

Table 2 presents the opinions of social studies teachers on what inclusive education is.

Table 2.

Social Studies Teachers' Opinions on What Inclusive Education is

What is Inclusive Education	f
Equal Opportunity	12
Individual Difference	8

When the findings in Table 2 are analyzed, social studies teachers defined inclusive education as equality of opportunity and individual difference. In this context, P1 defined inclusive education as *"focusing on other groups facing difficulties in receiving equal and quality education, such as children from impoverished backgrounds, those with different ethnic and cultural backgrounds, and girls living in rural areas."* P2 defined inclusive education as *"Ensuring that all students in the education system receive education in line with their interests and needs. It is to embrace all students equally."*

2.Findings on the Strengths of Inclusive Education

Social studies teachers' opinions on the strengths of inclusive education are given in Table 3.

Table 3

Social Studies Teachers' Opinions on the Strengths of Inclusive Education

Strengths of Inclusive Education	f
Considering Individual Difference	4
Equal Opportunity	3
Accelerating Social Cohesion	1
Facilitating the Learning Process	1
Strengthening Communication	1
Achievement Self-Efficacy	1

Peer Learning	1
Supporting Individual Development	1
Respect for Differences	1
Ensuring Socialization	1
Preventing Social Segregation	1
Providing Self-Confidence	1

According to the findings in Table 3, one of the participants, P1, described the strengths of inclusive education as "...*It allows the individual to socialize. It prevents social segregation. It enables the individual to realize himself/herself and create an environment of self-confidence...*". P4 stated that "*Inclusive education is valuing diversity and not excluding anyone from educational processes due to reasons such as gender, ethnicity, social class, health, social participation and achievement and embracing everyone by the system*", P15 stated that "*All students benefit from educational opportunities under equal conditions, there is equality of opportunity, students learn from each other, increase self-confidence ...*", and P16 stated that "*It sees students of all abilities as valuable...*".

3. Findings on the Weaknesses of Inclusive Education

Table 4 includes the opinions of social studies teachers regarding the weaknesses (areas that need improvement) of inclusive education.

Table 4

Opinions of Social Studies Teachers on the Weaknesses (Areas that Need Improvement) of Inclusive Education

The Weaknesses (Areas that Need Improvement) of Inclusive Education	f
Problems arising from overcrowded classrooms	3
Ignoring Individual Differences	2
Time Problem	2
Failure to Provide Equal Opportunity	1
Reducing Academic Success	1
Problems arising from Adaptation	1

Peer Bullying	1
Superficialization of Content	1
Lack of Resources	1
Low Number of Guidance Counselors	1
Insufficient Guidance Services	1

According to the findings in Table 4, one of the participants, P2, expressed the weaknesses (in need of improvement) of inclusive education as "*The lack of organized resources that we can get help for planning during extracurricular time...*". P3 of the participants said "*Inadequacy of school guidance services in student identification and the scarcity of guidance teachers in schools...*", P5 said "*I think that it can remain much more superficial under a single educational roof*", according to P12 "*Good students can go backwards in terms of success...*".

4. Findings on the Opportunities Provided by Inclusive Education

Social studies teachers' opinions on the opportunities offered by inclusive education are presented in Table 5.

Table 5

Social Studies Teachers' Opinions on the Opportunities Provided by Inclusive Education

Opportunities of Inclusive Education	f
Ensuring Equal Opportunity	5
Improving Social Skills	3
Increasing Academic Success	2
Increasing Self-Confidence	2
Improving Communication Skills	1
Providing a Different Perspective	1
Increasing Respect for Differences	1

According to the findings in Table 5, P2 of the participants stated that "*...Teachers and students have contributed to the development of social skills by entering into effective communication with different cultures, races and ethnic groups*", P3 underlined that "*It*

enables students to socialize, it is a great opportunity for asocial students", P14 stated "*Equality of opportunity, providing education by taking into account the needs of the child, increasing the child's self-confidence*".

5. Findings Regarding Situations/Elements that Could Pose Threats or Concerns to Inclusive Education

Table 6 presents the opinions of social studies teachers on the situations/elements that may pose a threat or concern towards inclusive education.

Table 6.

Findings Regarding Situations/Elements that Could Pose Threats/Concerns to Inclusive Education According to Social Studies Teachers

Situations/Factors that may pose threats/concerns to inclusive education	f
Peer Bullying	4
Language Problem	2
Discrimination	1
In-Class Conflict	1
Decreasing Academic Achievement	1
Teacher Insufficiency	1

According to the findings in Table 6, P1 expressed his opinion as "...*I may have concerns about whether I am sufficient to implement inclusive education...*" regarding the situations/elements that may pose a threat/concern for inclusive education. P2 one of the participants said, "*Problems are observed more for migrant students. Such as discrimination and marginalization. There is a language problem. This situation causes their academic success to weaken*", P4 stated that "...*The exclusion of these students among students is a threat to inclusive education...*" P10 said "*In-class conflicts and peer bullying may occur...*".

Results and Discussion

This study was conducted to determine social studies teachers' opinions on immigrant students in the context of inclusive education. In the study, teachers were asked what inclusive education is, its strengths, the opportunities it offers, and the weaknesses of

inclusive education, and the data were analyzed in line with the answers given, and the results were reached.

While in the past, inclusive education was expressed as an education for children with disabilities who need special education and children who do not need special education to be educated together, today, it includes the studies carried out for the education of children who we can call disadvantaged groups and who have difficulties in terms of education (UNESCO, 2009; UNESCO, 2020; Singh & Kumar Prajapati, 2021). In the study, teachers were first asked what inclusive education is. It was determined that teachers expressed inclusive education as equality of opportunity and individual differences. In Fırat's (2021) study, teachers were asked to define inclusive education, and it was observed that teachers highlighted features such as providing equal opportunities and considering individual differences in their definitions, similar to what is emphasized in this study. In the study of Doğan and Avcıoğlu (2022), in which they examined the problems of immigrant students based on inclusive education, it was concluded that teachers from different branches expressed equality of opportunity the most in their explanations about inclusive education.

As a result of the study, social studies teachers have expressed that the strong aspects of inclusive education in the context of immigrant students include considering individual differences, providing equal opportunities, accelerating social integration, facilitating peer learning, fostering respect for differences, promoting socialization, and enhancing self-confidence. Furthermore, teachers have stated that inclusive education, in line with what they expressed as its strengths, provides equal opportunities, enhances communication skills, and increases students' self-confidence. Among the opinions of teachers, it is also noted that inclusive education enhances students' social skills, provides them with different perspectives, increases academic achievements, and fosters sensitivity to diversity. The conclusion drawn in the study, indicating that inclusive education supports peer learning in line with teachers' opinions, parallels the results of other studies in the literature. In the study conducted by Tosun et al. (2018), which addresses the challenges related to the education of immigrant students, it is revealed that teachers highlight the exchange of information among students in classrooms with immigrant students as an advantage of a multicultural environment. Alpaslan (2019) examined the views of social studies teachers on Syrian students and stated the importance of peer learning in line with the views of teachers. In the study, the teachers stated that one of the ways they follow in solving Syrian students' problems related to learning is peer support, and in doing so, they ask Turkish-speaking Syrian students to translate and explain the subjects explained by the teacher to their friends, and they ensure that students receive support from each other while doing activities. This situation contributes to the solution of the communication problem to a certain extent. Yıldırım (2020) examined inclusive education for refugee students in social studies courses and found that teachers emphasized the need to support peer learning for inclusive education.

As a result of the study, one of the responses provided by teachers regarding the opportunities offered by inclusive education is that it strengthens communication. In their study to determine the educational challenges faced by migrant students, Tosun et al. (2018) found that migrant students reported teachers encouraging them to communicate with peers by using simple sentence patterns and involving them in various projects within the classroom environment. This also contributes to reducing the communication problems experienced by migrant students.

People migrate to other countries for many different reasons, such as wars, economic reasons, disruption of social order, unfavorable health conditions, and natural disasters. These migrants try to adapt to the culture and living conditions of the society they migrate to by reshaping their own conditions. In this sense, education is an important tool for migrants to adapt to their new environment and living conditions (Doğan & Avcıoğlu, 2022). Another result of the study is that teachers stated that inclusive education accelerates the social adaptation of migrant students as one of its strengths. Children constitute the group most affected by migration. In this sense, the arrangements to be made in the education and school environment, especially for children, will accelerate and facilitate their adaptation process to society, and in this sense, inclusive education is a structure that includes all these features. Inclusive education not only improves learning environments but also provides opportunities for all students to succeed in their learning experiences. Inclusive learning environments provide equal and adequate learning opportunities to all students who have differences in terms of their learning levels, interests, needs, cultural characteristics, and past experiences without any discrimination (Saka & Çelik, 2022). Individual differences in education can be related to students' readiness levels, interests, abilities, and learning styles; being a child of a broken family; being exposed to disasters; needing special education; gender inequality; as well as having disadvantages such as being a refugee-asylum-seeker-migrant. Inclusive education is considered necessary because it accepts all these individual differences and acts with the understanding of education for all and will help to ensure the integration of all individuals who have difficulties in self-realization, access, and participation in education and who are subjected to discrimination (Fırat, 2021). One of the answers given by social studies teachers regarding the strengths of inclusive education is that inclusive education takes into account individual differences. Today, due to phenomena such as social movements, migration, coexistence of people from different origins, and globalization, it has become inevitable for educational environments to be multicultural. This situation necessitates an educational approach where individual differences are perceived as richness and are sustained (Kozikoğlu & Yıldırımoğlu, 2021). In this regard, the results of the study indicate that teachers, in the practitioner position, hold the view that inclusive education supports individual differences. This suggests that teachers, in their practical roles, implement inclusive education in a way that supports individual differences.

The study's results reveal that social studies teachers, in the context of immigrant students, have expressed concerns about the weak aspects of inclusive education. These concerns

are related to problems arising from overcrowded classrooms, neglect of individual differences, peer bullying, and the inability to provide equal opportunities. Teachers mentioned the time problem as one of the weaknesses of inclusive education in the context of migrant students. This result of the study is supported by other studies in the literature. In a study conducted by Alpaslan (2019) that examines the opinions of social studies teachers on Syrian students, some teachers expressed that they experienced various problems with immigrant students in terms of academic or adaptation but mentioned that they could not always allocate enough time to students when faced with such situations. In Aydeniz and Sarıkaya's (2021) study on the educational problems of migrant students, teachers expressed the time problem in the education of migrant students and stated that in order to ensure educational equality for students, the necessary time as well as the necessary environment should be provided. Bayram and Öztürk (2020) examined the opinions of social studies teachers on inclusive education and found that one of the obstacles in organizing the learning-teaching process with an inclusive approach was the intensity of the curriculum and the lack of class hours. Ünal and Aladağ's (2020) study, where they examined teachers' views on problems and solutions in the context of inclusive education practices, aligns with Fırat's (2021) study on inclusive education in social studies. Both studies seem to parallel each other in terms of their outcomes. One of the main problems of migrant students is language. The language problem that students experience brings many problems for them in the school environment, such as not being able to communicate, not being able to understand the lessons, and not being able to express themselves, are just a few of them. These problems may not be addressed by teachers for students during the available class hours, which is why teachers cite the time problem as one of the weaknesses of inclusive education.

It can be said that the opinions of social studies teachers about the weaknesses of inclusive education in the context of migrant students, such as adaptation problems, peer bullying, and low academic achievement, are based on the language problem experienced by the students and the inability of their parents to fully realize their roles in the education process. As a matter of fact, immigrant students cannot adapt to the environment they live in due to the language problem they face, they cannot succeed academically because they cannot understand the lessons, and they may be exposed to peer bullying because they cannot communicate with other students in the classroom. The result of this study aligns with Zayimoğlu Öztürk's (2018) evaluation of the education-teaching services offered to refugee students based on the views of social studies teachers. It also parallels the findings of Doğan and Telli (2022), who determined perspectives on inclusive education, Seçgin and Eren Özalp's (2020) examination of the problems faced by immigrant students in social studies classes, and Uysal's (2022) meta-analysis of research on social studies and immigrant students. Again, Dryden (2015), in his study on immigrant/refugee students, stated that students have language problems both in daily life and in the school environment, especially in the country they immigrated to. In addition, he stated that students spend a lot of effort to overcome the language problem they experience, that this effort is disproportionate

and as a result, they fall behind in the course content. In his study, Yıldırım (2020) indicated that the shyness of refugee students based on language problems directly affected their participation in classes. He also mentioned the issue of resource shortage and concluded that in classes, materials such as textbooks and activity books were used. Similarly, in this study, teachers have expressed that there is a lack of resources in the context of immigrant students.

One of the significant findings obtained in the study is the teachers' observation and reporting of inadequacies in their ability to address the education of immigrant children within the context of inclusive education. In the studies conducted by Tosun et al. (2018), a significant portion of teachers who teach foreign national students in the education process express that they have not received any in-service or supplementary training on how to educate these students in terms of multiculturalism, intercultural education, and similar aspects. When this result is evaluated, it can be said that teachers have not received sufficient training regarding the education of immigrant students. Indeed, in the study conducted by Temur and Özalp (2022), where they assessed the problems and solution proposals of classroom teachers for immigrant students, they indicated that, despite the inclusion of topics such as inclusive education, individual differences in education, and differentiated instruction in teacher education in Turkey, the results of their research showed that the training was insufficient or remained theoretical. In the study conducted by Ünal and Aladağ (2020), teachers expressed feeling inadequate in planning education for students under temporary protection. They also mentioned that in-service training activities on inclusive education were not sufficient. Additionally, the results of the studies by Erden (2020), Bayram and Öztürk (2021), Doğan and Telli (2022) and Doğan and Avcıoğlu (2022) demonstrate similarity. Lew (2012), in his study in which he examined the mandatory requirements in teacher training for the education of migrant students, states that teacher training is an important requirement for the education of migrant students to fully achieve its purpose. In addition to the effectiveness of teachers in the education of migrant students, the study also states that teachers have important duties in terms of evaluating the learning process of students. Rutkowski et al. (2014), in their study on immigrant students in Europe, state that the positive relationships that immigrant students establish with teachers facilitate their adaptation to school as well as increase their academic achievement.

In the process of inclusive education, it is very important that stakeholders within the school, especially guidance services, are involved in the process. Guidance services have important roles in facilitating the adaptation of migrant students to school, identifying the source of problems, and eliminating them. As a result of the study, teachers stated that the guidance services in schools were inadequate, and that this situation affected them as much as the students and that they could be insufficient in some issues related to students because they could not receive the necessary guidance service support. These results of the study are in parallel with the studies in the literature. Ayan Ceyhan (2016), Bayram and Öztürk (2021), Saka and Çelik (2022) stated in their

studies that the quality of guidance services provided for inclusive education in schools on both a teacher and student basis is insufficient.

Recommendations

In recent times, the increase in migrations to our country has led to a rise in the number of immigrant students, consequently impacting the overall population of these students in the educational environment. School plays an important role in the social adaptation of these students. The importance of inclusive education in schools in ensuring the adaptation process of students to society is very important, and as a result of the study, teachers mentioned the positive aspects of inclusive education in schools in this sense, but also expressed the problems experienced. As one of the most important of these problems, teachers emphasized the inadequacy of their own training, and in this case, it can be said that seminars or trainings given to teachers on inclusive education in the context of migrant children should be increased. However, teachers particularly drew attention to the language problems and lack of materials that children experience. In this sense, cooperation between schools and the Ministry of National Education can be improved. In this study, social studies teachers' opinions on inclusive education in the context of immigrant children were evaluated. In the study, it was determined that social studies teachers evaluated the weaknesses, threats and concerns of inclusive education together. Research can be conducted to analyze the weaknesses, threats and concerns of inclusive education by social studies teachers in detail.

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Genişletilmiş Türkçe Özet

Sosyal bilgiler dersi tarihi, kültürü, toplumsal sorumlukları vb. öğrencilere kazandırmayı, toplumsal uyumu sağlamayı ve öğrencilerde içinde bulundukları toplumu karşı biz duyusunu geliştirmeyi amaçlayan, ülkesi için iyi vatandaşlar ve küresel bağlamda iyi bireyler yetişmeye odaklanan bir derstir. Bu nedenle, sosyal bilgiler dersi, göçmen öğrencilerin toplumsal entegrasyonuna sağlama ve eğitime adaptasyonunda oldukça önemli bir konumdadır. Sosyal bilgiler dersini kapsayıcı eğitime uyarlamak hem göçmen öğrencilerin hem de diğer dezavantajlı grupların eğitime dahil edilmesinde oldukça önemlidir. Bu nedenle, bu ders kalıp yargı ve ön yargıları fark etmeyi, kişisel hak ve özgürlükleri farkına varmayı, farklı kültürlerden gelen bireylere saygılı olmayı ve kültürel farklıkların zenginlik olduğunu benimsetmeyi amaçlamaktadır (Öner, 2022). Bununla birlikte, kapsayıcı eğitimin daha adil ve kapsayıcı bir toplum oluşturma amacı sosyal bilgiler dersinin de amaçlarıyla örtüşmektedir (Fırat, 2021). Kapsayıcı eğitim anlayışının sosyal bilgiler dersinde uygulanabilmesi için sosyal bilgiler öğretmenlerine önemli görevler düşmektedir. Sosyal bilgiler öğretmenlerinin sınıflarında bulunan dezavantajlı öğrencileri fark etmeleri, bu öğrencilerin yaşadıkları sorunlara çözüm üretmeleri ve akranlarıyla yaşanan uyum sorunlarını çözmeleri, sınıflarında bulunan tipik ya da üstün yetenekli çocukların yetenekleri, ilgileri ve becerilerini keşfetmeleri ve bunların gelişmesi için gerekli strateji, yöntem ve teknikleri kullanmaları gerekmektedir (Dağlıoğlu vd., 2017). Bununla birlikte, gerektiğinde özel eğitim ve rehber öğretmenleriyle uyum içinde çalışmalıdırlar. Ancak yapılan araştırmalarda sosyal bilgiler öğretmenlerinin kapsayıcı eğitim anlamında kendilerini yetersiz buldukları (Fırat, 2021), dil farklılığından dolayı sorunlar yaşadıkları (Yıldırım, 2017), kapsayıcı eğitimi eğitim-öğretim süreçlerine entegre etmekte zorlandıkları, ders saati azlığı ve sınıf mevcudunun kalabalık olmasından dolayı (Öner, 2022) çeşitli sorunlar yaşadıkları tespit edilmiştir. Bu kapsamda, araştırmada sosyal bilgiler öğretmenlerinin kapsayıcı eğitime yönelik görüşlerini belirlemek amaçlanmıştır.

Bu dersin uygulayıcısı olan öğretmenler bu sürecin sağlıklı yürütülebilmesini etkilemektedirler. Bu nedenle, araştırma kapsamında sosyal bilgiler öğretmenlerinin kapsayıcı eğitime yönelik görüşlerini belirlemek amaçlanmıştır. Bu amaç doğrultusunda aşağıda yer alan sorulara cevap aranmıştır:

1.Sosyal bilgiler öğretmenlerinin kapsayıcı eğitiminin ne olduğuna ilişkin görüşleri nelerdir?

2.Sosyal bilgiler öğretmenlerinin kapsayıcı eğitimin güçlü yönlerine ilişkin görüşleri nelerdir?

3.Sosyal bilgiler öğretmenlerinin kapsayıcı eğitimin zayıf (geliştirilmesi gereken) yönlerine ilişkin görüşleri nelerdir?

4.Sosyal bilgiler öğretmenlerinin kapsayıcı eğitimin sunduğu fırsatlara ilişkin görüşleri nelerdir?

5.Sosyal bilgiler öğretmenlerinin kapsayıcı eğitime yönelik tehdit/endişe oluşturabilecek durumlar/unsurlara ilişkin görüşleri nelerdir?

Araştırma nitel araştırma yöntemlerinden fenomenoloji (olgubilim) deseni kullanılarak gerçekleştirilmiştir. Feomenoloji; belli bir insan topluluğunun bir fenomen ya da kavramla ilgili deneyimlerini ilişkin ortak anlama ulaşmayı amaçlayan nitel araştırma desenidir (Creswell, 2013). Araştırmanın çalışma grubunu 2022-23 Mîlli Eğitim Bakanlığı'na bağlı devlet ortaokullarında görev yapan ve sınıflarında göçmen öğrenciler bulunan 16 sosyal bilgiler öğretmeni oluşturmuştur. Araştırmanı verileri yarı-yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Bu form oluşturulurken; SWOT analizi kapsamında, kapsayıcı eğitimin güçlü yönleri, zayıf (geliştirilmesi gereken) yönler, sunduğu fırsatlar ve tehdit/endişe oluşturabilecek durumlar/unsurlar boyutları ve kapsayıcı eğitim nedir soruları esas alınmıştır. Araştırmanın verileri betimsel analiz tekniği kullanılarak analiz edilmiştir. Betimsel analiz kapsamında, ilk olarak SWOT analizinin boyutları esas alınarak kategoriler oluşturulmuştur. Bu kategoriler göz önünde bulundurularak veriler araştırmacılar tarafından okunmuş ve düzenlenmiştir. Düzenlenen veriler araştırmacılar tarafından kodlanarak doğrudan alıntı yapılacak yerler belirlenmiştir. Daha sonra aradan bir hafta geçtikten sonra veriler tekrar okunarak kodlanmıştır. Bu esnada doğrudan alıntı yapılarak veriler tekrar gözden geçirilmiştir. Bu doğrultuda iki kodlama sonucunda nihai karar varılarak kodlar oluşturulmuştur (Merriam, 2009). Araştırmada geçerlik ve güvenirliği sağlamak amacıyla uzman görüşü alınmıştır. Bununlar birlikte, araştırmanın bulguları doğrudan alıntılar yoluyla desteklenmiştir.

Araştırmanın sonucunda elde edilen sonuçlar şu şekildedir; sosyal bilgiler öğretmenleri kapsayıcı eğitimi; fırsat eşitliği ve bireysel farklılık olarak tanımlamışlardır. Kapsayıcı eğitimin güçlü yönlerine öğretmenler; bireysel farklılığı dikkate alma, fırsat eşitliği sunma, toplumsal uyumu hızlandırma, öğrenme sürecini kolaylaştırma, iletişimi güçlendirme, bireysel gelişimi destekleme, farklıklara saygı, sosyalleşmeyi sağlama, toplumsal ayrışmayı önleme ve özgüven sağlama olarak görüş belirtmişlerdir. Kapsayıcı eğitimin zayıf (geliştirmesi gereken) yönlerini; bireysel farklıkları göz ardı etme, zaman problemi, fırsat eşitliği sağlayamama, akademik başarıyı azaltma, uyum probleminden kaynaklı sorunlar, akran zorbalığı, içeriğin yüzeyselleştirilmesi, kaynak eksikliği, rehber öğretmen sayısının az olması ve rehberlik servislerinin yetersiz olması olarak ifade etmişlerdir. Kapsayıcı eğitimin sunduğu fırsatları; fırsat eşitliği sağlama, sosyal becerileri geliştirme, akademik başarıyı arttırma, özgüven duygusunu arttırma, iletişim becerisini geliştirme, farklı bakış açısı sağlama, farklıklara saygıyı arttırma olarak belirten öğretmenler kapsayıcı eğitime yönelik tehdit/endişe oluşturabilecek durumlar/unsurlara yönelik; akran zorbalığı, dil sorunu, ayrımcılık, sınıf içi çatışma, akademik başarıyı azaltma ve öğretmen yetersizliği olarak görüş bildirmişlerdir. Araştırmanın sonuçları doğrultusunda, öğretmenlere verilen kapsayıcı eğitimi konusunda eğitim ve seminerlerin artırılması, göçmen öğrencilerin yaşadıkları dil sorununa, materyal eksikliklerine yönelik Millî Eğitim Bakanlığıyla iş birliğinin geliştirilmesi şeklinde önerilerde bulunulmuştur.

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