*Research Article*

# Evaluation of the problems experienced in multicultural schools from the perspective of school administrators

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The aim of this research is to evaluate the problems experienced in multicultural schools in terms of the views of school administrators (deputy head teachers). The research was designed according to the qualitative method and is a phenomenological study. Within the scope of the research, the views of deputy head teachers working in multicultural schools were obtained through a semi-structured interview form. Easily accessible case sampling was used in the research. Data was analysed via content analysis. Many problems are experienced in schools where the children of foreign nationals who have come from various countries of the world and settled in our country are educated together with Turkish students. In this study, it is aimed to determine the problems experienced in terms of the views of the administrators working as deputy head teachers in these schools. The opinions of fifteen deputy head teachers working in various schools in different cities of Turkey were sought to reveal the problems experienced in terms of students, teachers, families, environment, curriculum, school and local administrations. As a result of the research, it has been determined that the problems are mostly focused on physical facility inadequacies, transportation, teachers' prejudice against students, loss of motivation of teachers, students' ignorance of Turkish language, lack of interest in lessons, tendency to violence, curriculum not suitable for students, prejudice of local people against foreign nationals, planning deficiencies of local administrations, communication problems arising from the fact that foreign families lack of Turkish language.

**Keywords:** Deputy head teachers, education, migrants, multiculturalism, multicultural schools

## 1. Introduction

While the most important reasons for migration in the historical process were natural events, after the Industrial Revolution, economic, political and social reasons shaped by the influence of human beings have become the most important reasons for migration (Keleş, 1983). Moreover, with the facilitation of transportation and developments in communication tools, people's desire to live a better life can be counted among the effective reasons for migration (Sencer, 1979). According to the 2017 data of the International Organisation for Migration, one out of every thirty people in the world lives in a place different from where they were born. As in the definitions of culture, there are no clear and precise boundaries in defining the concept of multiculturalism, while it can be defined as the notion that many cultures within a nation should all be valued (Bradbery, 2015). It can be said that the concept of multiculturalism means that the host society promotes and encourages cultural and social differences within the framework of national unity to some extent (Ramussen & Kolarik, 1980, as cited in Demirçelik, 2020).

Today, developments in communication technologies, international co-operation and cultural interactions, war and the resulting migration have brought societies closer to each other, changed the demographic structures of countries and brought along the necessity for individuals from different cultures to live together. While this situation led to the emergence of multicultural societies, individuals who left their countries for different reasons and migrated to other countries were subjected to various statuses and designations such as immigrants, asylum seekers, refugees, guests, minorities, foreigners, those under protection, irregulars, and undocumented people in

these multicultural societies. In the second half of the twentieth century, with the clarification of identity politics, the concept of multiculturalism has emerged as a new political line (Yiğittürk Ekiyor, 2021). Although the universalist paradigm of modern thought has an approach that centres on the similarities between people, it would be appropriate to say that trends that emphasise differences are at the forefront today. As a result of these tendencies, we see that policies enabling individuals and groups with various ethnic, cultural and religious characteristics to live together are effective (Kaymakcan, 2006).

In the most general definition, education is defined as the process of behavioural change in the behaviour of the individual. Education affects not only those who benefit from it but also the society and for this reason, formal and non-formal education institutions are opened by the states as a public service in order to train the qualitatively and quantitatively educated manpower needed by the society (Kaya, 1993). The formation of societies with a multicultural structure has also made multicultural education policies necessary. Considering that the roles of education and educational institutions have changed in parallel with social and economic changes (Özdemir & Yalın, 1998), multicultural societies that have been re-formed after migrations have also needed forms of education appropriate to this new structure. It is known that countries such as Australia, USA and Canada receive more than half of the legal immigration in the world. This centuries-long migration process has made these countries an immigrant country instead of a nation-state and they have had rich experiences in multiculturalism (Vatandaş, 2001). Today, it is possible to see the effects of globalisation on education systems. Modern societies expect the individuals they raise to interact with groups with different cultural characteristics and to develop positive attitudes as a result of this interaction. In this respect, developed countries have started to include multicultural education studies in their education policies (Cirik, 2008).

According to the data of the Higher Education Council [HEC], as of 2022-2023, there are 301.694 higher education students at various levels in our country (HEC, 2023), while there are 2 million 631 thousand 750 pre-higher education school-age students (2021-2022 Academic Year Data, 2022). Considering these numbers, it is seen that it is inevitable to make an education planning for foreign students in Turkey. In Turkey, some steps have been taken for multicultural education by opening schools for these students by different institutions of the state since 1995. After it was realised that multicultural schools require a different perspective, the competencies of teachers and school administrators on this subject were tried to be increased through in-service trainings. It is usual for administrators and teachers working in "multicultural schools", which require a new understanding, to encounter some problems in these schools where students with different cultures and local students are together.

In this context, the problem statement of the research was determined as "What are the problems experienced in multicultural schools in terms of school administrators?". The aim of the research is to evaluate the problems experienced in multicultural schools in terms of the views of school administrators (deputy head teachers). It is thought that this research will contribute to the realisation of these problems and the production of institutional solutions by revealing the problems identified by deputy head teachers who have to communicate with both teachers, parents and students.

In this regard, answers to the following questions will be sought in the research:

RQ 1) What are the problems experienced in multicultural schools due to school facilities?
RQ 2) What are the problems caused by teachers in multicultural schools?
RQ 3) What are the problems caused by students in multicultural schools?
RQ 4) What are the curriculum-related problems in multicultural schools?
RQ 5) What are the environmental problems in multicultural schools?
RQ 6) What are the family-related problems in multicultural schools?
RQ 7) What are the problems caused by local administration in multicultural schools?

## 2. Method

### 2.1. Research Design

The phenomenological approach arose from Edmond Husserl's philosophical position that the starting point of knowledge is the self-experience of phenomena such as conscious perceptions and sensations arising from one's life experience (Edmonds & Kennedy, 2017).  In this study, phenomenology, one of the qualitative research designs, was utilised to reveal the problems experienced by administrators in the context of deputy head teachers in multicultural schools. "Phenomenology, simply put, is the description of an individual's momentary experience.

### 2.2. Study Group

The study group of the research consists of deputy head teachers working in schools with students from different cultures affiliated to the Ministry of National Education. Information about the study group is given in Table 1.

Table 1
*Information about the study group*

| Study Group | *f* |
| --- | --- |
| Gender | |
|     Female | 4 |
|     Male | 11 |
| Managerial experience | |
|     1- 5 years | 10 |
|     5- 10 years | 1 |
|     10- 20 years | 1 |
|     20 years and more | 3 |

As seen in Table 1, the study group of 15 deputy head teachers consisted of 11 male and 4 female deputy head teachers. In the study, there are 10 participants with 1-5 years of administrative experience, 1 participant each with 5-10 years and 10-20 years of experience, and 3 participants with 20 years and more experience.

The participants were selected according to the convenience sampling method, which is one of the purposive sampling methods. The convenience sampling method provides speed and practicality to the research (Yıldırım & Şimşek, 2008).

### 2.3. Data Collection Tool and Data Collection

Within the scope of the research, a semi-structured interview form with open-ended questions were developed to determine the opinions of deputy head teachers working in multicultural schools about the problems experienced was used. The interview form was prepared in line with the opinions of two associate professors working in the field of Turkish education. The form consists of eight open-ended questions. In order to ensure the content validity of the form prepared by the researchers, expert opinion was also consulted.

### 2.4. Data Analysis

The data obtained within the scope of the research were analysed by content analysis technique. Content analysis is defined as "a systematic, repeatable technique in which some words of a text are summarised into smaller content categories by coding based on certain rules" (Büyüköztürk et al., p.259).

In the data analysis, the answers given by the deputy head teachers working in multicultural schools to the open-ended questions were examined separately by the researchers and the reliability between the coders was calculated as 85% using Miles and Huberman's (1994) formula [Agreement / (Agreement + Disagreement) x 100]. Reliability calculations above 70% are considered sufficient for research (Miles & Huberman, 1994).

While taking examples from the answers given by the deputy head teachers to the open-ended questions, the numbers (such as M1) given to the deputy head teachers were added at the end of the quotations.

## 3. Findings

In this part of the study, the views of deputy head teachers are included. While trying to interpret the data obtained from the answers received from deputy head teachers working in multicultural schools, some of the opinions were tried to be added to this section as examples to support the findings (see Figure 1).

Figure 1
*Themes arising from the data related to the problems experienced in multicultural schools*
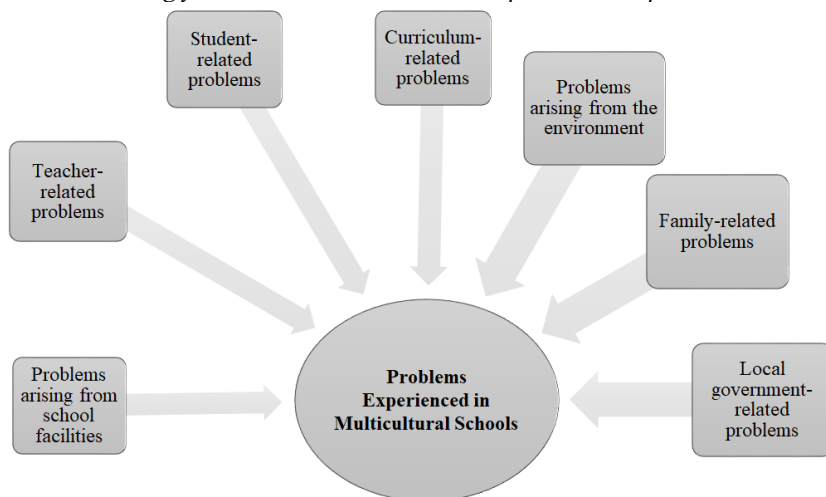


### 3.1. Problems Arising from School Facilities in Multicultural Schools

Themes and codes related to problems arising from school facilities are summarized in Table 1.

Table 2
*Themes and codes related to problems arising from school facilities*

| Problems arising from school facilities | | f |
|---|---|---|
| Physical Facilities | Excessive numbers (M9, M11, M12, M13, M15) | 16 |
| | Inadequate physical facilities (M1, M3, M4, M5, M7,M9, M11, M12, M13,M14, M15) | |
| Personnel | No security personnel (M8) | 2 |
| | No interpreters (M8) | |
| Transportation | Difficulties in transport ( M3, M5) | 2 |
| Materials | Lack of materials (M5, M11) | 2 |

When Table 2 is analysed, it is seen from the responses of the deputy head teachers that the problems related to school facilities are mostly related to "Physical Facilities", and the problems related to "Personnel", "Transport" and "Materials" categories are two each. In the category of "Physical Facilities", the codes "Excess of available facilities" (f: 5) and "Insufficient physical facilities" (f: 11) were found. Regarding the "Personnel" category, the codes "Lack of security personnel" (f: 1), "Lack of interpreters" (f: 1) were found. "Regarding the problems arising from "transportation", the code "Difficulties in transportation" (f: 2) and regarding the problems arising from "materials", the code "Lack of materials" (f: 2) were found.

The opinions of some deputy head teachers about the problems arising from physical facilities are as follows: "Limited physical facilities due to being in the suburbs" (M3), "Physical infrastructure" (M5), "Excessive number of classrooms due to insufficient classrooms" (M11).

## 3.2. Teacher - Related Problems in Multicultural Schools

Table 3 shows themes and codes related to teacher-related problems.

Table 3
*Themes and codes related to teacher-related problems*

| Teacher-related problems | | *f* |
|---|---|---|
| Perspective and motivation | Exclusion / prejudice against foreign students (M1, M2, M4, M5, M6, M11, M12) | 17 |
| | Political view (M5, M12) | |
| | Teachers do not care about their work (M3) | |
| | Thinking of teaching only as a financial income (M3) | |
| | Teachers have lost the belief that they can be useful (M10) | |
| | Low motivation (M5, M6, M9, M11, M15) | |
| Professional inadequacy | Professional inadequacies of teachers (M1, M6, M8) | 7 |
| | Lack of classroom management (M11) | |
| | High number of candidate teachers (M3) | |
| | Lack of knowledge about the method of teaching Turkish to foreigners (M8, M12) | |
| Supervision | Teachers are not sufficiently monitored (M13) | 1 |
| Communication | Lack of communication due to second language (M7, M8, M11) | 4 |
| | The teachers are unfamiliar with the culture of the region (M14) | |

When Table 3 is analysed, it is seen that teacher-related problems are mostly caused by teachers having a prejudiced perspective towards foreign students and teachers losing their motivation due to various reasons.  In terms of the problems arising from the teachers, in the category of "Perspective and motivation"; the codes "Exclusion / prejudice against foreign students" (f: 7), "Political view" (f: 2), "Teachers do not care about their job" (f: 1), "Thinking of teaching only as a financial income" (f: 1), "Teachers have lost the belief that they can be useful" (f: 1), "Low motivation" (f: 5) were found. In the category of "professional inadequacy"; "Professional inadequacies of teachers" (f: 3), "Lack of classroom management" (f: 1), "High number of candidate teachers" (f: 1), "Lack of knowledge about the method of teaching Turkish to foreigners" (f: 2) were the codes. In the "Supervision" category, the code "Teachers are not sufficiently monitored" (f: 1) was reached, while in the "Communication" category, the codes "Lack of communication due to second language" (f: 3) and "Teachers are unfamiliar with the culture of the region" (f: 1) were reached.

The opinions of some of the deputy head teachers about the problems arising from teachers in multicultural schools are as follows: "Prejudice, hidden and open racism" (M1), "Teacher's prejudice against foreign students" (M2), "There are many teachers who have negative prejudices against foreign students" (M6).

## 3.2. Student - Related Problems in Multicultural Schools

Table 4 shows themes and codes related to student-related problems. When Table 4 is analysed, it is seen that student-related problems are mostly related to not knowing Turkish, and are concentrated in the categories of indifference to lessons, adaptation and tendency to violence. In terms of student-related problems, in the category of "Exclusion / Discrimination / Care"; being excluded by others (f: 1), fear of being assimilated (f: 1), thinking that discrimination is made (f: 1), needing attention (f: 1); in the category of "Not speaking Turkish / Resistance to learning"; not knowing Turkish (f: 7), not wanting to learn Turkish (f: 2); in the category of "Violence Tendency and Grouping"; having a tendency to violence (f: 5), having groupings (f: 1); in the category of

Table 4

*Themes and codes related to student-related problems*

| Student-related problems | | *f* |
|---|---|---|
| Exclusion / Discrimination/ Care | Exclusion by others (M11) | 4 |
| | Fear of assimilation (M12) | |
| | Feeling discriminated against (M6) | |
| | Need for care (M1) | |
| Not speaking Turkish / Resistance to learning | Not speaking Turkish (M5, M10, M11, M12, M13, M14, M15) | 9 |
| | Unwillingness to learn Turkish (M6, M9) | |
| Violence Tendency and Grouping | Tendency to violence (M1, M5, M9, M10, M13) | 6 |
| | Groupings (M7) | |
| Indifference to Lessons | Lack of interest in lessons (M1, M3, M5, M6, M7, M13, M15) | 8 |
| | Not attaching importance to education (M3) | |
| Adaptation | Failure to adapt (M2, M3, M7, M8, M10, M15) | 8 |
| | Being away from home (M12) | |
| | Cultural conflict (M2) | |
| Cleanliness | Lack of personal hygiene (M5) | 1 |

"Indifference to Lessons"; being indifferent to lessons (f: 7), not giving importance to education (f: 1); in the category of "Adaptation", the codes of not being able to adapt (f: 6), being away from home (f: 1), cultural conflict (f: 1); and in the category of "Cleanliness", the codes of having deficiencies in personal cleanliness (f: 1) were reached.

The opinions of some of the deputy head teachers about the problems arising from students in multicultural schools are as follows:

> Students cannot speak Turkish fully or at all" (M5), "Students are especially resistant to learning Turkish" (M6), "They are very quarrelsome and have a tendency towards violence" (M9), "Lack of communication among students, high tendency towards violence, inability to overcome the language problem" (M10).

### 3.3. Curriculum - Related Problems in Multicultural Schools

Themes and codes related to curriculum-related problems are shown in Table 5.

Table 5

*Themes and codes related to curriculum-related problems*

| Curriculum-related problems | | *f* |
|---|---|---|
| Suitability for foreign students | Not suitable for students (M1, M2, M5, M6, M7, M8, M9, M10, M11, M14) | 14 |
| | Fewer hours of music and physical education classes (M5) | |
| | Designed according to the official ideology (M12) | |
| | Prioritising education in English (M12) | |
| | Insufficient orientation (M5) | |

When Table 5 is analysed, it can be seen that the curriculum is not suitable for the foreign students. Under the category of "Suitability for Foreign Students", the following codes were found: Not suitable for the student (f: 10), Music and physical education lesson hours are low (f: 1), Designed according to official ideology (f: 1), Prioritising English education (f: 1), Inadequate orientation (f: 1).

The opinions of some of the deputy head teachers about the problems arising from the curriculum in multicultural schools are as follows: "Lack of a ready curriculum (common curriculum)" (M1), "The curriculum is heavy in terms of content" (M7), "Organising the curriculum

according to the Turkish National Education system" (M8), "It is not suitable for the student" (M11).

### 3.4. Environmental Problems in Multicultural Schools

Table 6 shows themes and codes related environmental problems.

Table 6
*Themes and codes related to environment-related problems*

| Environment – related problems | | *f* |
|---|---|---|
| School's Location | The school is located in a disadvantaged neighbourhood (M4) | 3 |
| | The presence of attractive places around the school that can be a negative example (M3, M12) | |
| | The high density of foreign nationals around the school delays language learning (M6) | |
| Perspective / Prejudice | Prejudice and exclusion of foreigners by the environment (M5, M8, M10, M11,M15) | 6 |
| | Foreign students are seen as cheap labour force (M1) | |
| Locations | Groupings (M9) | 7 |
| | Availability of drugs (M1, M13) | |
| | The formation of foreign ghettos due to racism (M1, M2, M5, M13) | |
| Differences | Differences in culture and language (M9, M12, M14) | 4 |
| | Ethnic diversity (M12) | |

When Table 6 is examined, it is seen that the problems arising from the environment are mostly caused by the prejudice of the local people against foreign nationals and their exclusion. In the category of " School's Location", the following codes were found: The school is located in a disadvantaged environment (f: 1), There are places around the school that can be remarkable negative examples (f: 2), The density of foreign nationals around the school delays language learning (f: 1); in the category of "Perspective / Prejudice"; The environment is prejudiced against foreigners and excludes them (f: 5), Foreign students are seen as cheap labour force (f: 1); in the category of "Locations"; Grouping (f: 1), Access to drugs (f: 2), The formation of areas belonging to foreigners due to racism (f: 4); and in the category of "Differences"; Differences in culture and language (f: 3), Ethnic differences (f: 1) are the codes.

The opinions of some of the deputy head teachers about the problems arising from the environment in multicultural schools are as follows: "Gathering of migration waves in certain areas" (M1), "Exclusion of refugees, their difficulty in adapting to the social space they are in or not accepting them" (M10), "Culture difference, language and understanding difference. There is an ethnic difference" (M12).

### 3.5. Family - Related Problems in Multicultural Schools

Themes and codes related to family-related problems are shown in Table 7. When Table 7 is analysed, it is seen that the problems are concentrated in the categories of "Attitude of Foreign Families" and "Language and Culture". Within these categories, it is seen that the codes of indifference due to having many children and families not knowing Turkish come to the fore. In the category of "attitude of foreign families", the codes of being afraid of being in a foreign country (f: 1), fear of being assimilated (f: 1), indifference due to having many children (f: 3), not giving the necessary importance to education (f: 2), children being employed due to financial inadequacy (f: 3), families having little influence on children (f: 1), not wanting to send girls to school (f: 1) arose. In the category of "language and culture"; the codes of families not knowing Turkish (f: 8), the family has a different culture (f: 3), in the category of "attitude of local families"; parents' prejudice

Table 7
*Themes and codes related to family-related problems*

| Family – related problems | | f |
|---|---|---|
| Attitudes of foreign families | Fear of being in a foreign country (M12) | 12 |
| | Fear of assimilation (M12) | |
| | Apathy due to having many children (M1, M5, M9) | |
| | Not giving the necessary importance to education (M1, M8) | |
| | Children being forced to work due to financial inadequacy (M1, M7, M8) | |
| | Families have little influence on children (M7) | |
| | Not wanting to send girls to school (M6) | |
| Language and culture | Families not speaking Turkish (M2, M4, M6, M7, M9, M11, M13, M14) | 11 |
| | Family having a different culture (M4, M12, M15) | |
| Attitudes of local families | Prejudice of parents against foreign students and parents (M3, M6, M11) | 3 |
| Financial resources | Inadequate nutrition and clothing (M5) | 5 |
| | Insufficient financial means (M5, M10, M14, M15) | |
| Loss of mother/father | Students who have lost their parents (M2, M10) | 2 |

against foreign students and parents (f: 3), in the category of " financial resources"; inadequate nutrition and clothing (f: 1), inadequate material facilities (f: 4) and in the category of "loss of parents"; having students who have lost their parents (f: 2) were coded.

The opinions of some of the deputy head teachers about the problems arising from the family in multicultural schools are as follows:

> Seeing students as a contribution (financial) to the home, lack of family planning and children raising each other" (M1), "Family interest is non-existent in foreign students. Interest, relevance, self-care is close to zero. They are also very conservative about language learning" (M9), "Students who are deprived of parents who are broken. (M10)

## 3.6. Problems arising from Local Administration in Multicultural Schools

Table 8 shows themes and codes related to problems originating from local administration

Table 8
*Themes and codes related to problems originating from local administration*

| Local government-related problems | | f |
|---|---|---|
| Planning | Improper planning of the resettlement of foreign families (M9, M13, M15) | 6 |
| | Improper planning for student placement (M6) | |
| | Lack of planning when providing assistance (M3, M8) | |
| Supervision | Failure to monitor child labour (M1) | 2 |
| | Lack of supervision (M4) | |
| Security | Inadequate security (M1) | 1 |
| Unemployement | Lack of employment (M2) | 1 |

When Table 8 is analysed, it is seen that the problems arising from local administrations mostly stem from the lack of planning in the issues of placement of families, placement of students in schools and providing aid. In the category of "Planning", the codes of incorrect planning in the placement of foreign national families (f: 3), incorrect planning in the placement of students (f: 1), lack of planning in providing aid (f: 2) were classified. In the category of "Supervision", the codes of not following child labour (f: 1), lack of supervision (f: 1), in the category of "Security", the code

of insufficient security (f: 1), and in the category of "Unemployment", the code of lack of employment (f: 1) arose.

The opinions of some of the assistant principals about the problems arising from local administrations in multicultural schools are as follows: "Child labourers are not monitored" (M1), "Aids are not provided in a confidential and equitable manner" (M5), "Foreign nationals are allowed to concentrate in certain regions" (M9), "Local governments can regulate the population distribution ratio" (M15).

## 4. Conclusion, Discussion and Suggestions

In this section, the findings obtained were analysed within the literature and the results obtained from each theme were tried to be determined and presented separately. In addition, some suggestions about the problems identified were tried to be presented.

It is understood from the findings that the problems experienced in multicultural schools include a wide variety of factors. In addition to some structural obstacles in general, it can be stated that inadequate care as a result of poor living conditions, financial inadequacy and the need for labour; families' ambivalence about education and different perspectives on the benefits of education affect children's access to education (Özer et al., 2016). When the responses of the deputy head teachers were analysed, the following results were obtained:

It is seen that the problems arising from the school facilities are mostly related to physical facilities, and other than this, the problems are evident in lack of personnel as well transportation difficulties and lack of materials. Due to the insufficiency of physical facilities, the most important problem is the high student numbers in classes and insufficient physical facilities. In addition, while the lack of security personnel is identified as a problem, it is also seen that the lack of tools and equipment used in the school is also among the problems. In less than five years, more than one million children were included in our education system (Özer et al., 2016). However, the decision to close the Temporary Education Centres gradually within 3 years with the circular published in 2017 (Tanrıkulu, 2018) supports the view that it may have brought some infrastructure and physical impossibilities. This situation brought along problems such as increasing class sizes, physical inadequacies or lack of equipment.

It is evident that teacher-related problems are mostly caused by the fact that teachers have a prejudiced perspective towards foreign students and that teachers lose motivation for various reasons. When the studies conducted are examined, it is seen that both local students and teachers are prejudiced against foreign students and it is concluded that they make exclusion, marginalisation and accusations at the level of racism arising from these prejudices (Altıntaş, 2018). In this respect, it is possible to argue that the results support each other.

It has been observed that some teachers do not have sufficient knowledge, skills and experience on how to guide traumatised refugee students and social adaptation. The necessity of struggling with these problems on their own led some teachers to experience cultural desensitisation, while some teachers prefer to remain insensitive to these problems (Altıntaş, 2018). In another study, it was stated that the learning difficulties and adaptation problems experienced by students with a history of trauma from different cultures brought along a sense of inadequacy and anxiety in teachers (Özer et al., 2016). It can be concluded that this feeling of inadequacy and inability to cope with it leads to a lack of motivation in teachers over time.

It is seen that student-related problems are mostly related to not knowing Turkish and are concentrated in the categories of indifference to lessons, adaptation and tendency to violence. Emphasising that refugee students have problems with language and that this situation causes problems in communication and following the lessons is in line with the results obtained in the study (Aykırı, 2017; Kağnıcı, 2017; Levent & Çayak, 2017; Özer et al., 2016). In another study, the first and most fundamental problem Syrian children face in public schools is expressed as language barrier (Altıntaş, 2018). It is monitored that success increases in direct proportion to the linguistic and cultural interaction of students and problems arise in the absence of interaction (Biçer & Alptekin, 2016). These children need to learn Turkish while taking the courses in the

education programme. This situation seems to leave them behind their peers in terms of both social interaction and educational achievements (Bulut et al., 2018). In this sense, from the perspective of the student, it can be concluded that not knowing Turkish is the main problem underlying the problems.

It is seen that curriculum-related problems are mostly related to the problem that the curriculum is not suitable for the students. When the curriculum is analysed in terms of language and content, it poses a significant problem for children who do not speak Turkish. This situation is an important obstacle for the inclusion of students from different ethnic cultures and students with language barriers. On the other hand, situations in which the necessary sensitivity is not shown to differences, human rights and peace education in social life can cause conflict by alienating students (Özer et al., 2016). A study by Biçer and Alptekin (2016) emphasises that although cultural elements are sufficiently included in the materials, the contents should be prepared by taking into account the characteristics of the target audience. This situation overlaps with our findings in terms of the fact that the curriculum is not suitable for the students because it is prepared without considering the needs and characteristics of the target audience, i.e. foreign students.

When the problems arising from the environment are examined, it is seen that these problems are mostly caused by the prejudice of the local people against foreign nationals and their exclusion. In the studies conducted, it is stated that Turkish families reflect their negative attitudes towards Syrians to their own children and as a result, this situation is reflected negatively on Syrian children. From the perspective of Syrian students, the most important obstacle to their integration with local students is the discriminatory and marginalising perspective of local families towards refugee children (Altıntaş, 2018). This situation coincides with the results of our study.

It is seen that it is concentrated in the categories of attitude of foreign families and language and culture. Within these categories, it is seen that the codes of indifference due to having many children and families not knowing Turkish come to the fore. Economic inadequacies, lack of healthy living conditions and having many children constitute another dimension of the problems experienced by refugee families. In the studies conducted, it is stated that problems such as unhealthy home environments, crowded houses due to economic problems and the presence of children exposed to violence come to the fore. Accordingly, it is stated that refugee families are not interested in children's education and do not support their children by coming to school, and as a result of this situation, it is mentioned that there are problems related to school-family cooperation that negatively affect education (Alkalay et al., 2021). Some studies reveal that in some school environments, communication with refugee students and families is provided with the help of an intermediary (Bulut et al., 2018). It can be stated that this situation is in parallel with the results we obtained.

It is seen that the problems arising from local administrations mostly stem from the lack of planning in the issues of placement of families, placement of students in schools and providing aid. When the studies conducted in the literature in this direction are examined, it is stated that local administrations are insufficient in meeting the basic needs of refugees and that they have a coordination problem within themselves. It is stated that there is a need for a structure that will ensure inter-institutional cooperation, and that it is difficult to monitor the results of the aid and activities carried out due to the constant relocation of refugees (Yanar & Erkut, 2020). Some studies have concluded that some municipalities, which are insufficient in terms of income resources, try to cope with the problems by applying independent management models (Tanrıkulu, 2018). It can be said that this situation is related to the finding of lack of planning in providing aid.

Considering the results, the following suggestions can be made for our country, which is in an important position in terms of migrations while building a multicultural world, to take its place in this multicultural world with its experience:

- It has been observed that there are different practices regarding the placement of refugee families, meeting and monitoring their basic needs, and placing their children in schools. For this reason, local administrations and National Education organisations should share authority and

experience regarding implementation and a coordination unit should be established to include all institutions and organisations;

• Since the curriculum does not meet the needs of foreign students, the curriculum content should be designed to raise individuals who accept and respect the existence of different cultures according to the cultural and social characteristics of all individuals;

• Planning activities in schools that will highlight the skills of students with the positive aspects of different cultures and emphasising the elements of living together and respecting those who are different from themselves by highlighting common universal values through various activities;

• It was found that teachers were prejudiced against foreign students and did not have the knowledge and skills to communicate with traumatised students. Organising in-service courses to enable teachers to get to know students from different cultures better and to improve their communication skills especially with traumatised students;

• Considering that the main problem of foreign students is that they do not know Turkish, organising courses outside the school lessons where they can learn Turkish as soon as possible;

• It has been determined that parents of foreign students have difficulties in communicating with schools because they do not know Turkish. For this reason, organising courses that will enable the parents of foreign students to learn Turkish and providing sufficient information about the school;

• Providing information to Turkish citizen families about the culture of living together, considering the result that they are prejudiced against foreign families and students.

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