





Evaluating the Resistance of Students under Temporary Protection in Turkey to Learning Turkish in the Context of Social Services

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Abstract

This study aimed to determine the levels of passive resistance to learning Turkish among Syrian primary school students under temporary protection and to examine the demographic and familial factors influencing this resistance. The research was designed in a quantitative survey model. Data were collected from 246 Syrian students in grades 1-4 using the "Passive Resistance to Learning Scale" developed by Yavuz (2019). The results showed that the students' resistance levels did not differ significantly by gender, loss of a relative during migration, age, grade level, or language spoken. However, the absence of a Turkish speaker at home was found to increase resistance in the Passive sub-dimension. The most striking findings are that passive resistance behaviors increase significantly with a longer duration of stay in Turkey (particularly 11+ years) and a higher number of siblings (4-6 siblings). The findings indicate that resistance to language learning is shaped not by individual reluctance but by socio-ecological factors such as family structure, long-term migration experience, and lack of linguistic exposure. In this context, the necessity of interdisciplinary efforts that enhance family engagement, enrich the school environment, and focus on long-term adaptation processes is emphasized to support the language acquisition of migrant students.

Keywords: Temporary protection, refugee, language learning resistance, school social work.

Introduction

Migration is defined as the temporary or permanent relocation of people from one country to another for various reasons (Türkyılmaz, 1998; Polat & Kröner, 2023). This phenomenon, as old as human history, profoundly shapes societal structures in both sending and receiving countries (Baritçi, 2017; Koçak & Terzi, 2012). The civil war that began in Syria in 2011 triggered one of the most severe mass forced migration movements of the 21st century, compelling neighboring Turkey to host millions of Syrian refugees under a "Temporary Protection Status" framework. In this context, the term "refugee" refers to individuals who are forced to leave their country, particularly due to reasons such as security, and seek protection in another country (Peker & Sancar, 2005; Sağır, 2012).



Kilis, a province located on the Turkey-Syria border, has been one of the city's most intensely affected by this migration wave, experiencing a rapid transformation in its population structure due to its geographical proximity. This demographic shift has left deep marks on the city's economic, social, and cultural fabric. The temporary protection regime is primarily a humanitarian approach, a system aiming to meet the basic rights and needs (shelter, health, education) of these individuals and to register them (Erdoğan, 2019; UNHCR, 2014). The right to education is one of the most fundamental and future-shaping among these rights. In the initial period, based on the assumption that Syrian students would return to their country shortly, Temporary Education Centers (TECs) with a predominantly Arabic curriculum were established (MEB, 2014). However, the prolongation of the war and the increasing possibility of permanence led to these centers becoming inadequate both in terms of physical conditions and educational content (Akar, 2020). Consequently, the Ministry of National Education initiated a process of gradual integration of Syrian students into the Turkish education system (Özer, 2020). The primary aim of this policy change is to ensure the academic and social adaptation of children and to contribute to long-term social integration (Erdoğan, 2019; Kaya & Kıraç, 2016).

The most critical and challenging stage of this integration process is language acquisition, particularly the acquisition of Turkish as a second language. Language is not only the fundamental tool for academic success but also for building social relationships, self-expression, and feeling a sense of belonging. However, Syrian students face multiple, intertwined difficulties while learning Turkish. These difficulties manifest at individual, familial, social, psychological, and systemic levels (Akman, 2019; Tösten et al., 2017). For instance, in a province like Kilis, where the Syrian population is very dense and Arabic is widely spoken, the necessity and opportunity for students to use Turkish and practice outside of school are significantly limited (Çetin, 2016; Efe et al., 2022). This situation slows down language acquisition and can push students to develop resistance towards learning the language.

Resistance to learning can be defined as the student's refusal, postponement, or undermining of participation in the teaching process in active or passive forms (Kearney et al., 1991). This resistance can become even more complex in the context of language learning because language is closely tied to identity and culture. Students may experience fear of alienation from their native language and cultural identity (Tanrikulu, 2018), anxiety about making mistakes and being ridiculed by peers (Derman, 2010) while learning a new language. Furthermore, due to the socio-economic hardships of families, children often have to work after school, which eliminates time for studying and language practice, disrupting the learning process (Taşkın & Erdemli, 2018).

On the other hand, the education system and teachers are also important stakeholders in this process. Systemic obstacles include overcrowded classrooms, teachers' insufficient professional development opportunities regarding bilingual education and working with trauma-affected students, lack of appropriate materials, and the inadequacy of language preparation class programs in terms of duration and content (Göçmenler & Türker, 2020; Karakütük & Kavak, 2017; İşigüzel & Baldık, 2019). Teachers themselves may experience burnout and feelings of inadequacy under these challenging conditions, which can indirectly negatively affect student motivation and the learning environment (Küçüksüleymanoğlu & Kurt, 2020).

Within this multidimensional web of challenges, understanding the resistance behaviors Syrian students develop towards language learning is of great importance. Resistance is not merely "not wanting to learn"; it can also emerge as a reaction to these complex socio-psychological and environmental factors. Beydoğan (2023) groups the sources of this resistance into four main categories: 1) Child-related factors (gender, developmental characteristics, attitude), 2) Teacher-related factors (experience, perspective on education), 3) School-related factors (physical conditions, quality of educational services), 4) Factors related to the child's social environment (family structure, socio-economic status, peer relationships). In this context, it is necessary to address language learning resistance with a holistic perspective that centers the student but evaluates them together with all surrounding systems.

It is precisely at this point that the role of the social work profession, which evaluates the individual and their environment as a whole, and especially the specialization of school social work, gains critical importance. School social work is a practice field developed to address students' social, emotional, and behavioral needs, support their academic success, and strengthen school-family-community collaboration (Çalış, 2015; Kelly, 2020). School social workers can develop solutions in collaboration with the student, teacher, and family for problems such as trauma, adaptation issues, language barriers, and social exclusion experienced by refugee students, facilitate access to resources, and contribute to creating an inclusive school climate (Duman, 2014; Özkan & Seçik, 2016). However, studies focusing on the language-based social and emotional challenges faced by children under temporary protection in school settings and examining the potential role of school social work in this context are limited in Turkey.

This research aims to contribute to this gap. The main objective of the study is to measure the level of resistance towards learning Turkish among Syrian primary school students under temporary protection studying in Kilis province and to reveal the relationship between this resistance and the students' demographic and familial characteristics (gender, number of siblings, duration of stay in Turkey, use of Turkish at home, etc.). The research aims to provide empirical data for understanding the obstacles in the language learning process and, by drawing attention to the importance of support mechanisms like school social work in solving these problems, to offer implications for policy and practice. Within the aim of this study, answers were sought to the following research questions.

RQ1. Do Syrian primary school students' levels of passive resistance to learning Turkish differ significantly according to binary variables such as gender, the presence of a Turkish speaker at home, and the experience of death in the family during migration?

RQ 2. Do Syrian primary school students' levels of passive resistance to learning Turkish differ significantly according to categorical variables with more than two categories, such as age, duration of stay in Turkey, number of siblings, grade level, and language spoken?

Methodology

This section describes the research model, study group, data collection tools and process, and data analysis methods.

Research Model

This study is quantitative research designed in a relational survey model. It aims to determine the level of passive resistance towards learning Turkish among Syrian primary school students under temporary protection in Kilis and to examine the relationship between this resistance and various demographic variables.

Participants

The study group consisted of a total of 244 Syrian students attending 1st, 2nd, 3rd, and 4th grades in primary schools affiliated with the Kilis Provincial Directorate of National Education, in line with Turkey's 4+4+4 compulsory education system. The sample was limited to the primary school level because this period represents a critical stage for acquiring fundamental academic skills like literacy and for intense social adaptation. The language skills and social interaction patterns acquired during this period form the basis of the individual's subsequent academic and social life. Limiting the sample to this level was also necessary to maintain the research's validity and focus, as the cognitive and social development characteristics of students in higher grades would require different methodological approaches.

Before participation, necessary approval was obtained from the Kilis 7 Aralık University Human Research Ethics Committee (Protocol No: E-76062934-044-61716, Date: 18.09.2024), and written informed consent was obtained from the parents of all participants using a Family Permission Form.

The demographic characteristics of the participants are summarized in Table 1.

Table 1. Demographic Characteristics of the Participants

Variable	Category	N	(%)
Gender	Male	117	47.9%
	Female	127	52.1%
Grade Level	1st Grade	54	21.8%
	2nd Grade	43	17.3%
	3rd Grade	45	18.2%
	4th Grade	105	42.7%
Age	6 years	23	9.3%
	7 years	21	8.4%
	8 years	41	16.7%
	9 years	55	22.4%
	10 years	61	24.9%
	11 years	37	14.9%
	13 years	9	3.5%
Language at Home	Arabic	229	93.1%
	Others (Somali, Kurdish, etc.)	17	6.9%
Number of Siblings	1	33	13.5%
	2	47	19.1%
	3	50	20.3%
	4	39	15.9%
	5 or more	52	21.1%
Years in Turkey	1–2 years	~10	~4.0%
	3–4 years	~15	~6.0%
	5–6 years	~30	~12.0%
	7–9 years	~50	~20.0%
	10 years or more	45	18.1%

Data Collection Process

The data collection process was carried out in two stages. In the first stage, preliminary semi-structured interviews were conducted with six classroom teachers working in classes with a high density of Syrian students in Kilis, to clarify the research focus and plan the application process.

In the second and main stage, a researcher from the Child Development Department of Kilis 7 Aralık University, who is proficient in Arabic and English, administered the General Information Form and the Passive Resistance to Learning Scale to the students. The application was conducted using both face-to-face (in the school environment) and online (via digital forms) methods, depending on the participants and school facilities, with individual attention given to each student.

Data Analysis

The quantitative data collected were analyzed using IBM SPSS Statistics 23 software. Frequency (n) and percentage (%) values were calculated to describe the demographic characteristics of the participants. Cronbach's Alpha internal consistency coefficients were

calculated for the reliability analysis of the sub-dimensions of the Passive Resistance to Learning Scale.

Before conducting parametric tests, the normality of the data distribution for the scale's sub-dimensions was examined using Skewness and Kurtosis values. The values falling within the range of -2 to +2 indicated that the data showed a normal distribution (George & Mallery, 2010), thus justifying the use of parametric tests.

In line with the main purpose of the research, appropriate statistical tests were applied to examine the relationships between the students' demographic characteristics and their scores on the Passive Resistance to Learning Scale: Independent Samples t-test was used to compare scale scores based on gender, the presence of a Turkish speaker at home, and the experience of death in the family during migration. One-Way Analysis of Variance (ANOVA) was used to compare scale scores across different groups for variables such as age, duration of stay in Turkey, number of siblings, grade level, and language spoken. For variables where the ANOVA test indicated a significant difference ($p < .05$), the Games-Howell post-hoc test was applied to determine between which specific groups the difference existed, as this test is suitable for groups with unequal variances. The significance level for all tests was set at $p < .05$.

Results

This section presents the findings of the study, organized according to the two main research questions that guided the analysis. Prior to addressing these questions, the reliability of the measurement tool and the suitability of the data for parametric test assumptions were confirmed. The Cronbach's Alpha internal consistency coefficients for the sub-dimensions of the Passive Resistance to Learning Scale were as follows: Tricky ($\alpha = .728$), Disruptive ($\alpha = .800$), Absent-minded ($\alpha = .802$), Irresponsible ($\alpha = .812$), and Passive ($\alpha = .849$), all indicating high reliability. Furthermore, the skewness and kurtosis values for all sub-dimensions fell within the acceptable range of -2 to +2 (George & Mallery, 2010), confirming a normal distribution and justifying the use of parametric tests (Independent Samples t-test and One-Way ANOVA).

Findings for Research Question 1

RQ1: Do Syrian primary school students' levels of passive resistance to learning Turkish differ significantly according to binary variables such as gender, the presence of a Turkish speaker at home, and the experience of death in the family during migration?

Independent Samples t-Tests were conducted to answer this question. The detailed results are presented in Tables 2, 3, and 4.

Table 2. T-Test Results of Passive Resistance to Learning Scale Subscales (According to Gender)

Sub-Scale	Gender	N	\bar{x}	Std.	t	p
	Male	117	10.74	4.30		

Trickster	Woman	127	10.88	4.29	.265	.791
Defeatist	Male	117	6.98	3.61	.336	.737
	Woman	127	6.82	3.95		
Absent-minded	Male	117	7.98	3.64	.315	.753
	Woman	127	8.13	3.82		
Irresponsible	Male	117	7.21	3.98	.423	.673
	Woman	127	7.43	4.10		
Passive	Male	117	7.62	4.20	.687	.493
	Woman	127	7.25	4.27		

p<.05

Table 2 shows the T-Test results of the sub-dimensions of the Passive Resistance to Learning Scale according to gender. This test evaluates whether there is a significant difference between the mean scores of male and female participants in each sub-dimension. In the pretender sub-dimension, the mean score of males and females was 10.74 and 10.88, respectively, and this difference was not statistically significant ($t = .265$, $p = .791$). In the defeatist sub-dimension, the mean score of males was 6.98 and the mean score of females was 6.82, and again no significant difference was found ($t = .336$, $p = .737$). The mean score of males was 7.98 and the mean score of females was 8.13 in the distracted sub-dimension; however, this difference was not significant ($t = .315$, $p = .753$). In the Irresponsible sub-dimension, the mean score of males was 7.21, while the mean score of females was 7.43, and this difference was not statistically significant ($t = .423$, $p = .673$). Finally, in the Passive sub-dimension, the mean score of the males was 7.62 and the mean score of the females was 7.25, and this difference was not significant ($t = .687$, $p = .493$). As a result, there is no significant difference in sub-dimensions according to gender.

The table below shows the results of the T-Test analysing the differentiation of the sub-dimensions of the Passive Resistance to Learning Scale according to the status of death in migration (death in migration).

Table 3. T-Test Results for the Subscales of the Passive Resistance to Learning Scale (Death in migration)

Sub-Scale	Death in	N	\bar{x}	Std.	t	p
Trickster	Yes	114	11,35	4,20	1,817	,070
	No.	130	10,35	4,33		
Defeatist	Yes	114	7,01	3,49	,431	,667
	No.	130	6,80	4,04		
Absent-minded	Yes	114	8.07	3.52	.034	.973
	No.	130	8.05	3.92		
Irresponsible	Yes	114	7.39	3.90	.242	.809
	No.	130	7.26	4.17		
Passive	Yes	114	7.67	4.15	.775	.439
	No.	130	7.25	4.31		

p<.05

Table 3 shows the T-Test results of the participants with and without deceased relatives regarding the sub-dimensions of the Passive Resistance to Learning Scale. In the pretender sub-dimension, the mean score of the participants with deceased relatives was calculated as 11.35, while the mean score of the participants without deceased relatives was calculated as 10.35; this difference was not statistically significant ($t = 1.817$, $p = .070$). In the defeatist sub-dimension, the mean score of those who had a deceased relative was 7.01 and the mean score of those who did not have a deceased relative was 6.80, and no significant difference was found ($t = .431$, $p = .667$). In the absent-minded sub-dimension, the mean score of those with bereaved relatives was 8.07, while the mean score of those without bereaved relatives was 8.05, and this difference was not significant ($t = .034$, $p = .973$). In the irresponsible sub-dimension, the average score of those with deceased relatives was 7.39 and the average score of those without deceased relatives was 7.26, and no significant difference was observed ($t = .242$, $p = .809$). In the passive sub-dimension, the average score of those with deceased relatives was 7.67 and the average score of those without deceased relatives was 7.25, and this difference was not significant ($t = .775$, $p = .439$). As a result, it is seen that whether or not having a deceased relative in migration does not create a significant difference in the sub-dimensions.

The table below shows the results of the T-Test analysing the differentiation of the sub-dimensions of the Passive Resistance to Learning Scale according to the condition of having someone who speaks Turkish at home (having someone who speaks Turkish at home).

Table 4. T-Test Results for the Subscales of the Passive Resistance to Learning Scale (Having a Turkish speaker at home)

Sub-Scale	Someone who speaks	N	\bar{x}	Std.	t	p
Trickster	Yes	183	10.97	4.33	.964	.336
	No.	61	10.36	4.19		
Disruptor	Yes	183	7.00	3.84	.711	.478
	No.	61	6.60	3.63		
Absent-minded	Yes	183	8.09	3.77	.272	.786
	No.	61	7.95	3.62		
Irresponsible	Yes	183	7.45	4.22	.974	.332
	No.	61	6.93	3.42		
Passive	Yes	183	7.75	4.32	1.984	.048
	No.	61	6.52	3.84		

$p < .05$

Table 4 shows the T-Test results of the participants according to whether or not they have someone who speaks Turkish at home regarding the sub-dimensions of the Passive Resistance to Learning Scale. In the pretender sub-dimension, the mean score of the participants with a Turkish speaker at home was calculated as 10.97, while the mean score of the participants without a Turkish speaker at home was calculated as 10.36, and this difference was not statistically significant ($t = .964$, $p = .336$). In the defeatist sub-dimension, the mean score

was 7.00 when there was a Turkish speaker at home and 6.60 when there was not, but no significant difference was found ($t = .711$, $p = .478$). In the absent-minded sub-dimension, the mean score of the participants with a Turkish-speaking person at home was 8.09, and 7.95 when there was no Turkish-speaking person at home, and this difference was not significant ($t = .272$, $p = .786$). In the Irresponsible sub-dimension, the mean score was 7.45 when there was a Turkish speaker and 6.93 when there was not; however, this difference was not significant ($t = .974$, $p = .332$). Finally, in the Passive sub-dimension, the mean score was 7.75 in the presence of a Turkish speaker and 6.52 in the absence of a Turkish speaker, and this difference was found to be significant ($t = 1.984$, $p = .048$). As a result, only in the Passive sub-dimension, the presence or absence of someone who speaks Turkish at home creates a significant difference.

Findings for Research Question 2

RQ2: Do Syrian primary school students' levels of passive resistance to learning Turkish differ significantly according to categorical variables with more than two categories, such as age, duration of stay in Turkey, number of siblings, grade level, and language spoken?

One-Way Analysis of Variance (ANOVA) tests were conducted to answer this question. For variables where ANOVA indicated a significant difference ($p < .05$), the Games-Howell post-hoc test was applied to identify specific group differences.

Findings Regarding Age: The One-Way ANOVA results indicated that there was no significant difference in the scores of any sub-dimension of the Passive Resistance to Learning Scale across the different age groups (7 and under, 8-10 years, 11 and above). The results for all sub-dimensions were non-significant ($p > .05$). Therefore, the detailed ANOVA table for age is not presented here.

Findings Regarding Grade Level: The One-Way ANOVA results indicated that there was no significant difference in the scores of any sub-dimension of the Passive Resistance to Learning Scale across the four grade levels (1st, 2nd, 3rd, and 4th grades). All results were non-significant ($p > .05$). Therefore, the detailed ANOVA table for grade level is not presented.

Findings Regarding Spoken Language: The One-Way ANOVA results indicated that the language spoken at home (Arabic, Turkish, or both) did not create a significant difference in the scores of any sub-dimension of the Passive Resistance to Learning Scale ($p > .05$ for all). Therefore, the detailed ANOVA table for spoken language is not presented.

The analysis results indicate a significant relationship between the duration of Syrian students' stay in Turkey and their passive resistance to learning Turkish. The findings are as presented in Table 5.

Table 5. One-factor Analysis of Variance (ANOVA) Results for the Subscales of the Passive Resistance to Learning Scale (Duration in Turkey)

Factor	Age Group	N	\bar{x}	ss	Varia nce	KT	Sd	KO	F	p	Games-Howell
Trickster	0-5 years	39	10.2	4.46	G.	132.95	2	66.4			
	6-10 years	168	10.5	4.10	Betw G.	4351.1	24	18.0			
	11-15 years	37	12.5	4.69	Insid Total	0	1		3.68	0.02	2-3
	Total	244	10.8	4.30		6	3				
Defeatist	0-5 years	39	6.82	3.82	G.	60.99	2	30.4			
	6-10 years	168	6.67	3.59	Betw G.	3433.8	24	14.2			
	11-15 years	37	8.14	4.76	Insid Total	3	1		2.14	0.12	
	Total	244	6.91	3.79		3	3				
Absent-minded	0-5 years	39	7.44	3.61	G.	163.93	2	81.9			
	6-10 years	168	7.78	4.23	Betw G.	3222.1	24	13.3			
	11-15 years	37	10.0	4.82	Insid Total	4	1		6.13	0.00	2-3
	Total	244	8.06	3.73		7	3				
Irresponsible	0-5 years	39	7.31	4.02	G.	138.18	2	69.0			
	6-10 years	168	6.94	4.01	Betw G.	3827.5	24	15.8			
	11-15 years	37	9.98	5.12	Insid Total	8	1	8	4.35	0.01	2-3
	Total	244	7.33	4.04		7	3				
Passive	0-5 years	39	6.59	3.53	G.	158.45	2	79.2			
	6-10 years	168	7.27	4.35	Betw G.	4201.9	24	17.4			
	11-15 years	37	9.24	4.99	Insid Total	5	1		4.54	0.01	1-3
	Total	244	7.45	4.24		1	3				

p<.05

Table 5 presents the results of one-factor Analysis of Variance (ANOVA) and Games-Howell test results examining the differentiation of the sub-dimensions of the Passive Resistance to Learning Scale according to the length of stay in Turkey. A significant difference was observed in the numerical subscale between different lengths of stay in Turkey ($F = 3.682, p = 0.027$). According to the Games-Howell test result, a significant difference was found between the 6-10 years group and the 11-15 years group. In the defeatist sub-dimension, no significant difference was found between the groups ($F = 2,141, p = 0,120$). A significant difference was observed between the groups according to the length of stay in Turkey in the distracted sub-

dimension ($F = 6,131, p = 0,003$). According to the Games-Howell test, a significant difference was found between the 0-5 years group and the 11-15 years group. In the irresponsible sub-dimension, a significant difference was found between the groups according to the length of stay in Turkey ($F = 4,350, p = 0,014$), and according to the results of the Games-Howell test, a significant difference was observed between the 0-5 years group and the 11-15 years group. a difference was also found ($F = 4,544, p = 0,012$). According to the results of the Games-Howell test, significant differences were found between the 0-5 year group and the 6-10 year group and between the 0-5 year group and the 11-15 year group.

The following table shows the results of the one-factor Analysis of Variance (ANOVA) analysing the differentiation of the Passive Resistance to Learning Scale according to the number of siblings (Number of Siblings).

Table 6. One-factor Analysis of Variance (ANOVA) Results for the Subscales of the Passive Resistance to Learning Scale (Number of Siblings)

Factors	Number of Siblings	N	\bar{x}	Ss	Var. K.	KT	Sd	KO	F	p	Games Howell
Trickster	0-3	10	10.9	4.1	G.	44.6	2	22.34	1.21 3	0.29 9	
	4-6	11	10.4	4.2	Between G. Inside	443	24	18.42			
	7-9	26	11.8	4.9	Total	448	24	9.3			
	Total	24	10.8	4.2		4	3				
		4	1	9							
Defeatist	0-3	10	6.29	3.1	G.	44.6	2	32.69	2.29 8	0.10 3	
	4-6	11	7.38	4.0	Between G. Inside	443	24	14.23			
	7-9	26	7.11	4.4	Total	448	24	9.3			
	Total	24	6.90	3.7		4.0	3				
		4	9								
Absent-minded	0-3	10	7.56	3.3	G.	43.4	2	21.72	1.56 6	0.21 1	
	4-6	11	8.37	3.9	Between G. Inside	334	24	13.87			
	7-9	26	8.57	4.1	Total	338	24	2.6			
	Total	24	8.06	3.7		6.0	3				
		4	3								
Irresponsible	0-3	10	6.56	3.3	G.	103.	2	51.57	2.21 8	0.04 2	1-2
	4-6	11	7.93	4.2	Between G. Inside	386	24	16.02			
	7-9	26	7.57	5.0	Total	396	24	2.6			
	Total	24		2		5.7	3				

	Total	24	7.32	4.0							
		4		4							
Passive	0-3	10	6.59	3.5	G.	127	2	63.54			
	4-6	11	8.02	4.3	Between G. Inside	423	24	6	17.56	3.61	0.02
	7-9	26	8.19	5.6	Total	436	24	6	8	8	1-2
	Total	24	7.45	4.2		0.4	3				
		4									

p<.05

Table 6 shows the results of one-factor Analysis of Variance (ANOVA) and Games-Howell test results examining the differentiation of the sub-dimensions of the Passive Resistance to Learning Scale according to the number of siblings. In the pretender sub-dimension, no significant difference was observed between different sibling numbers ($F = 1,213, p = 0,299$). There was no significant difference between the groups in the defeatist sub-dimension ($F = 2,298, p = 0,103$). There was no significant difference between the groups according to the number of siblings in the distracted sub-dimension ($F = 1,566, p = 0,211$).

In the irresponsible sub-dimension, a significant difference was observed between the groups according to the number of siblings ($F = 2,218, p = 0,042$). According to the results of the Games-Howell test, a significant difference was found between the 0-3 sibling group and the 4-6 sibling group. A significant difference was also found in the passive sub-dimension ($F = 3,618, p = 0,028$), and according to the results of the Games-Howell test, a significant difference was observed between the 0-3 sibling group and the 4-6 sibling group.

The table below shows the results of one-factor Analysis of Variance (ANOVA) analysing the differentiation of the Passive Resistance to Learning Scale according to subclass (Class).

Discussion

In this study, it was aimed to determine the behavioural resistance to learning of primary school-age children of families who came to Turkey from Syria under temporary protection status. For this purpose, the resistance behaviours of the students coming from Syria were examined using the "Resistance to Learning Scale" and according to the parameters such as demographic structures of the families, the school where the children study, place of birth, gender, time and way of coming to Turkey, number of siblings, etc. The research was conducted with students under temporary protection living in Kilis, and students who were born here and received Turkish citizenship.

According to the gender factor, there was no significant difference between males and females in all sub-dimensions which shows all students are affected by the negative effects of migration regardless of the gender.

Whether there is death of a relative during migration does not have a significant effect in the passive resistance to learning scale in the sub-dimensions. Although the loss of a relative

during migration, especially the loss of a parent, can cause migrant children to experience difficulties, no significant difference was found.

Having a Turkish speaker at home had a significant effect on the Passive sub-dimension in the Passive Resistance to Learning process. The use of the second language at home affecting the academic process with the "Passive" sub-dimension suggests that there may be an effect of language and cultural factors that the family may experience after migration (Tösten et al., 2017). The child migrates with family and can have academic difficulties (Adams & Shambleau, 2006; Tösten et al., 2017; Yurdagül & Tok, 2018). Inadequate influence of the family on the education process negatively affects the student (Taştan & Çelik, 2017). The fact that the language of the newly immigrated country is partially used in the family and the family system reflects some difficulties in this sense may negatively affect the academic period of these children and may cause them to be passive.

Age was found to have no significant difference between the sub-dimensions of the Passive Resistance to Learning Scale. It suggests that this resistance, is in question for all ages. Regarding the sub-dimensions of the Passive Resistance to Learning Scale, a significant difference was found between the duration of stay in Turkey in the sub-dimensions of Pretentious, Absent-minded, Irresponsible, Passive. As the length of stay in Turkey increases, the rate of the sub-dimensions of "Pretending, Absent-minded, Irresponsible" decreases. The resistance to language learning decreases significantly as the time spent in the host country increases. The data obtained in the negative behaviour sub-dimension of the students' resistance to the country of immigration and its language reveals that resistance changes as the time spent in the country of stay increases. The results show that the acceptance of a short-term stay, therefore not being included in the language and culture, and remaining in the country for a long time, rather than temporarily, may be effective in this process.

Differentiation according to the number of siblings regarding the sub-dimensions of the Passive Resistance to Learning Scale

A significant difference was observed between the groups according to the number of siblings in the irresponsible sub-dimension ($F = 2,218$, $p = 0,042$). According to the results of the Games-Howell test, there was a significant difference between the 0-3 sibling group and the 4-6 sibling group. A significant difference was also found in the passive sub-dimension ($F = 3,618$, $p = 0,028$), and according to the results of the Games-Howell test, it was found that there was a significant difference between the 0-3 sibling group and the 4-6 sibling group. In the case of a high number of siblings, it eliminates various situations such as exposure to Turkish, familiarity with Turkish and causes the prevention of practice outside of what is learnt in schools. This situation interrupts students' learning Turkish and causes these processes to slow down considerably (Çetin, 2016; Erdem et al., 2017).

The family environment in which the students live may negatively affect the use of the new language. As the number of siblings increases, the behaviour of being irresponsible and passive as a resistance to language at school can be associated with social sharing within the

family. Human beings are social and meeting this need in a crowded environment in the family and using their own language can have a negative effect on the learning of the new language used at school. In this respect, it is thought that reducing the time spent with the students' families, and increasing the school time will break the resistance for the language and cause the students to start learning by using the new language more.

There was no significant difference the sub-dimensions of the Passive Resistance to Learning Scale according to the grade level. It suggests that migration can be effective in all age groups and grade levels.

According to the results of this research, the language learning difficulties of immigrant students were measured with the "Language Learning Resistance Scale". It was found that the high number of siblings in the family, the increase in the duration of stay in the country of immigration, the use or non-use of the language in the new country of origin in the family affect language learning.

Implications for School Social Work Practice

School social work is a subfield of social work specialised for school environments. It aims to provide supportive services to students in the perspective of teamwork with school staff in the solution of psychological and social factors affecting the academic performance and general welfare of students and to provide services to improve the quality of education of students (Çalış, 2015: p3). A holistic approach is important in studies in the field of Social Work. These studies consider the ecological structure important. While the ecological approach deals with the individual in his/her environment, it mentions the effect of all the conditions that exist around the individual and emphasises that they are important. Children of immigrant families who came to Turkey from Syria due to the war may experience many difficulties in the schools they attend. Holistic approaches are considered important in the search for solutions to these difficulties. Many problems in the family system that children witness can be reduced by meeting their development and needs in the most effective and efficient way. For this purpose, "School Social Work" is an important and effective field of work in the schools they attend. Complementary and generalisable solutions for all problem areas of children can only be effective with the discipline of "social work". "School Social Work" work is necessary and important for students under temporary protection in their language problems and all other problems. This research has revealed that the difficulties experienced in language learning processes are systemic difficulties and are related to environmental factors and the conditions they are in.

The data obtained from this study were found valuable in terms of the importance of multidisciplinary studies to improve the academic studies of children of migrant families. Improving the school environment according to their needs, increasing the duration of these students' stay at school by increasing practices such as school social services, the necessity and importance of family support studies (Tüccar, 2023) were considered important. Increasing out-of-school activities and social activities that will enable students to use the

language will be able to eliminate the barrier of language and adaptation to the new country of origin. Supporting academic studies will contribute to the psychosocial well-being of students, reducing the negative effects of unwanted and extremely challenging life experiences such as war, ensuring the best interests of children, and increasing their adaptation in the country of origin.

Conclusion and General Implications

The findings of this study indicate that the factors behind Syrian students' resistance to language learning overlap with the broader spectrum of challenges defined in the literature for migrant children. For instance, the absence of a Turkish speaker at home may limit students' opportunities to practice the language and build confidence outside of school, making them more vulnerable to anxiety about making mistakes and social exclusion (Derman, 2010; Demirci, 2015). Similarly, the persistence of resistance despite increased length of stay can be interpreted as an ongoing effect of not only linguistic but also cultural adaptation and belonging issues (Tösten et al., 2017), as well as systemic inadequacies in the school environment (İşigüzel & Baldık, 2019). Therefore, the passive resistance exhibited by students should be seen not as an individual reluctance, but as a response to these intertwined socio-ecological barriers.

Conflict of interest

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