# An Investigation of Private School Psychological Counseling and Guidance Teachers' Views on Immigrant Students

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**Abstract**

*Migration continues to emerge as a significant issue in the present day, extending beyond its historical context. This phenomenon not only forms a broad spectrum of impact in social, economic, and cultural realms but also holds notable consequences in the realm of education. Migration, on one hand, has the potential to stimulate cultural interaction, enhancing diversity in knowledge and experience. On the other hand, immigrant individuals may encounter early challenges such as educational inequalities or negative attitudes. This intricate relationship between migration and education contributes to cultural development while simultaneously bringing about areas of societal conflict. Understanding the effects of migration on the younger generation falls within the responsibilities of Psychological Counseling and Guidance (PCG) teachers. These educators aim to support students' academic, personal, social, and emotional development, particularly addressing the challenges posed by the education of immigrant students in the context of social diversity. Research on understanding the attitudes among school stakeholders towards immigrant students contributes valuable insights to this field. In this context, the study is an original work focusing on the perspectives of PCG teachers concerning the attitudes of other stakeholders in schools with immigrant students in private schools. Conducted using qualitative research methods and the phenomenology design, the study involved 12 PCG teachers working in private schools in Gaziantep, Kilis, and Mersin, which are among Turkey's cities experiencing significant migration. Data collected through interviews were analyzed using content analysis. The findings revealed that, overall, teachers and students in private schools with immigrant students tended to have a positive attitude, while parents held a negative outlook. A collective evaluation of all data suggests a notably positive perception and attitude toward immigrant students.*

**Keywords:** Psychological Counseling and Guidance, PCG Teachers, Immigrant Students, Education of Refugees, Private School

## Introduction

Homo sapiens, the first modern humans, are thought to have emerged about 100 thousand years ago and spread from eastern Africa to all over the world on foot or by simple boats (Campbell & Tishkoff, 2010; Gabaccia, 2019). While it is still a mystery how the global distribution of Homo sapiens occurred, it is suggested that epirogenic (continent-forming) movements may have caused people to disperse to different geographies by breaking the earth's crust into pieces (Demirkesen, 2005). From another point of view, it is believed that people migrated to different geographies of the earth as shown in the map below. However, it is also emphasised that these two scenarios may have occurred together. According to the theory shown in Figure 1, modern humans are thought to have migrated over a wide geographical area, starting from eastern Africa to southern and northern Africa, to the Arabian peninsula in the west, to Anatolia in the north, from there to western Europe, from the south and north of Anatolia to eastern Asia and finally to Oceania in the south.
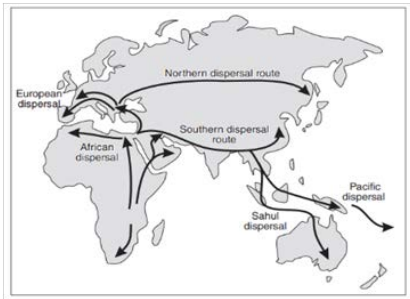
**Figure 1 Proposed Dispersal Routes for the First Migrations of Homo Sapiens Out of Africa Map Production by Education and Multimedia Services, College of Asia and the Pacific, Australian National University (Cited in Hiscock, 2013).**

Over millennia, the phenomenon of migration has been a pervasive aspect of human experience, necessitating the departure of individuals from their native lands for diverse reasons. Various factors, encompassing climatic conditions, economic fluctuations, armed conflicts, violence, political turmoil, societal pressures, human rights violations, natural disasters, and the pursuit of educational and healthcare services, compel people to engage in both permanent and temporary migration (Czaika & Reinprecht, 2022). Beyond these imperative circumstances, individuals may also embark on migration to acquire diverse experiences, immerse themselves in new cultures, and initiate a fresh start in alternative geographic locations. The motivations behind migration typically manifest as a complex interplay of the aforementioned factors, rather than being confined to a singular cause. In their comprehensive study, Czaika and Reinprecht (2022) synthesized insights from the academic literature to delineate the driving forces underpinning migration, as detailed in Table 1.

**Table 1 Migration Driver Taxonomy: Driver Dimensions and Driving Factors**

| Driver dimensions | Driving factors |
|---|---|
| Demographic | Population Dynamics |
| | Family Size & Structure |
| Economic | Economic & Business Conditions |

| Economic | Labour Markets & Employment |
|---|---|
| | Urban / Rural Development & Living Standards |
| | Poverty & Inequality |
| Environmental | Climate Change & Environmental Conditions |
| | Natural Disasters & Environmental Shocks |
| Human development | Education Services & Training Opportunities |
| | Health Services & Situation |
| Individual | Personal Resources & Migration Experience |
| | Immigrant Aspirations & Attitudes |
| Politico-institutional | Public Infrastructure, Services & Provisions |
| | Migration Governance & Infrastructure |
| | Migration Policy & Other Public Policies |
| | Civil & Political Rights |
| Security | Conflict, War, & Violence |
| | Political Situation, Repression & Regime Transitions |
| Socio-cultural | Immigrant Communities & Networks |
| | Cultural Norms & Ties |
| | Gender Relations |
| Supranational | Globalisation & (Post) Colonialism |
| | Transnational Ties |
| | International Relations & Geopolitical Transformations |

**Source**: Czaiko & Reinprecht (2022)

Both internal migration and international migration exert profound effects on the lives of individuals and societies, contributing to substantial transformations. An examination of historical migrations reveals that migration plays a pivotal role in shaping the course of history. Notably, the Migration of Tribes, exemplified by the Huns' migration from Central Asia to Europe, holds historical significance and has left a lasting impact (Çapan & Güvenç, 2017). Following the exploration of the American continent, large-scale migration from Europe and Asia ensued, precipitating historical,

political, and social shifts. The transatlantic slave trade, transporting individuals from Africa to America, stands as a noteworthy example of historical migrations. This trade, extending beyond demographic changes, profoundly molded the social, cultural, and economic fabric of America (Gabaccia, 2019). The forced migration of slaves not only gave rise to a new social class but also exerted enduring effects on racial and cultural dynamics.

The social implications of migration extend well beyond alterations in demographic structures (Castles & Miller, 2009). As immigrants endeavor to establish new lives in destination countries and acclimate to the prevailing society, they inherently foster cultural exchanges. This interaction facilitates the convergence of diverse cultures, giving rise to novel syntheses and fostering societal diversification. Immigrants, compelled to forge new lives in host societies, inevitably partake in cultural exchange (Levitt, 2001). This interplay can catalyze the amalgamation of varied cultural elements, resulting in the creation of vibrant new expressions and enriching the cultural tapestry of the host society (Hannerz, 1992). Nevertheless, it is crucial to acknowledge that this process may also engender cultural conflicts. The juxtaposition of diverse cultural backgrounds during migration has the potential to instigate tensions and incompatibilities as individuals navigate the intricacies of adaptation and coexistence in their new social environment.

The economic effects of migration can be important for both receiving and sending countries. Immigrants can often cause changes in economic dynamics by joining the labour market (Karpestam & Andersson, 2019). These changes may lead to a decrease in service wages due to the labour force created by immigrants (Borjas, 2013) and may also increase the unemployment rate. In addition, immigrants can increase productivity and support entrepreneurial activities with the new skills and experiences they bring. The economic effects of migration may vary depending on factors such as the qualifications of immigrants, their level of education and the economic conditions of the country to which they migrate. The economic effects of migration may also be important for the sending countries. Immigrants usually contribute to the countries to which they migrate by sending foreign currency. This contribution can help the economic development of sending countries. These economic impacts are among the factors that need to be taken into account for the sustainable management of migration. Throughout history, migration has deeply affected the lives of individuals and societies and shaped world history. These effects have caused various changes in demographic, cultural, social and economic fields.

Similar to historical periods, the twenty-first century is marked by significant migratory trends. Notably, internal migration has played a pivotal role during this era, particularly as individuals move from rural to urban areas, expediting the transformation of agrarian societies into industrial and technological ones. This era has also witnessed substantial international migration, with a focus on two countries. The first scenario involves the migration of hundreds of thousands of individuals from Venezuela to various South and North American countries, driven by economic and political factors (Pirovino & Papyrakis, 2023). The second pertains to the mass exodus of millions of people, particularly seeking refuge in neighboring countries like Turkey, due to the civil war that erupted in Syria in 2011, stemming from political crises and social unrest associated with the Arab Spring (Çelenk & Keklik, 2023). The Arab Spring, originating in Tunisia and spreading across a significant portion of the Arab world, has resulted in profound demographic shifts and heightened migration patterns (Algedik & Aliyev, 2023)

As of September 2023, data from the International Rescue Committee reveals that only 24 percent of the global refugee population is hosted by affluent nations, with the remaining 76 percent finding refuge in economically challenged countries. Turkey emerges as the leading recipient of refugees worldwide, hosting the highest number of displaced individuals among all nations (International Rescue Committee, 2023). Over the past decade, the predominant immigrant inflow to Turkey has been from Syria, supplemented by substantial numbers of Afghan and Ukrainian immigrants (AIDA, 2022; Akgündoğdu & Trissel, 2023). Turkey faces the dual challenge of absorbing a migration influx numbering

in the hundreds of thousands while simultaneously contributing tens of thousands of immigrants to developed nations. According to Turk Stat data, around 140 thousand Turks migrated from Turkey to various countries, predominantly in Europe, in 2022. In the same year, the number of foreigners migrating to Turkey reached 399,643.

The Minister of Interior announced that the number of regular immigrants is 4 million 990 thousand 986 (teyit.org). Although there is no official statement on the number of irregular immigrants, it is estimated that the total number of immigrants may correspond to approximately ten per cent of the country's population (BBC News) which means it is about eight million. This large migration has many positive or negative social repercussions. This research focuses on the effects of migration on education.

According to the data of the General Directorate of Lifelong Learning, there are approximately 1 million 460 thousand immigrant students of preschool and primary (primary and secondary) school age. 774 thousand of them are already schooled. Only 105 thousand of 320 thousand immigrant students of high school age continue their education. Most of these immigrant students are Syrian, but there are also students from other nationalities. According to Refugee Association the number of Syrian students studying at university is around 58 thousand (Refugee Association, 2023).
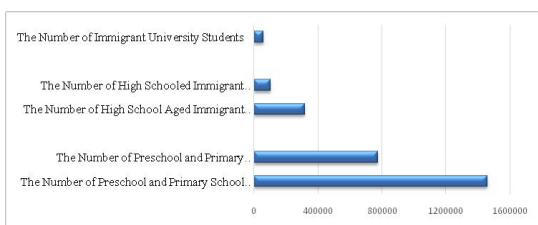


**Graph 1 The Number of Immigrant Children and Students in Turkey**

Migration is a multifaceted phenomenon with far-reaching implications, encompassing demographic, economic, cultural, social, infrastructural, general service, political, and international dimensions (Yılmaz, 2023). Among these changes, one of the most critical areas of impact is evident in the realm of education. Migration exerts influence on education systems and various education-related facets, giving rise to a spectrum of effects that range from minor to substantial alterations within the educational frameworks of both immigrant-sending and receiving regions. The influx of migration can introduce new challenges, including issues related to the adequacy of schools, teachers, and educational resources, potential hurdles in education and communication arising from language barriers, adaptation to cultural diversity, shifts in educational policies and standards, and the need for in-service training of educational personnel. The educational landscape is consequently shaped by the dynamic interplay of these factors brought about by migration.

The emergence of new circumstances due to migration can present diverse opportunities for education, contingent upon factors such as the reasons for migration, characteristics of immigrants and the local community, implemented policies, and available resources. The positive effects of migration on education can be encapsulated as follows:

- **Cultural Diversity and Intercultural Understanding:** Migration facilitates the convergence of diverse cultures, offering students the opportunity to comprehend and assess cultural diversity. This interaction fosters increased intercultural understanding among students (Bitew & Ferguson, 2010).
- **Language Diversity:** Migration can lead to educational environments where students speak different languages. This circumstance contributes to heightened language diversity, aiding students in developing proficiency in multiple languages (Cummins, 2021).
- **Social Cohesion:** Integrating immigrants into the education system has the potential to enhance social cohesion. Well-devised integration policies and programs can support immigrant students in adapting more effectively to their local communities (IOM, 2018).
- **Motivation:** Immigrants, driven by the pursuit of enhanced education and job opportunities, can infuse the education system with new motivation.

In essence, strategic planning and inclusive policies can transform the challenges posed by migration into opportunities for enriching educational experiences and fostering societal progress.

While migration can present opportunities for education, it also carries the potential for significant challenges. Intense migration waves, for instance, have the capacity to strain local education infrastructure, giving rise to issues such as overcrowded classrooms, teacher shortages, and inadequate resources (Cassar & Tonna, 2018). The linguistic diversity resulting from immigrant students receiving education in different languages can pose language barriers, negatively impacting the learning processes and achievements of students. Immigrant children may frequently experience economic and social disadvantages, contributing to increased educational inequalities and a disparity of opportunities. This situation can lead to tensions and discrimination within society, fostering negative attitudes towards immigrants and disrupting social harmony, particularly among students. Furthermore, challenges may arise if teachers are unprepared to address the needs of immigrant students (Eres, 2016). Effective policies guiding education systems and implemented measures play a pivotal role in determining whether the positive effects of migration can be maximized while mitigating its negative reflections. A strategic and inclusive approach to education policies is essential for navigating the complexities associated with migration and ensuring an equitable and harmonious educational environment.

**The Importance of Research**

Studies exploring the phenomenon of migration in education commonly underscore adverse perceptions and attitudes. A comprehensive review of the literature reveals a predominant focus on immigrant student studies within public schools characterized by a substantial immigrant student presence. However, there exists a noticeable gap in the literature concerning immigrant students pursuing education in private schools. This study aims to fill this gap by examining the perceptions and attitudes towards students enrolled in private schools. The distinctiveness of this research lies in its departure from conventional studies in the literature, and the following aspects set it apart:

- The research focuses on immigrant students who exhibit socio-cultural and socio-economic distinctions from the broader immigrant population.
- The research engaged PCG teachers as participants. Owing to their responsibilities, PCG teachers possess a broader capacity to collect data compared to educators in other disciplines.
- The study was carried out in Gaziantep, Kilis, and Mersin, cities characterized by a notable influx of immigrants in comparison to the local population.

**The Purpose of the Research**

This research is designed to conduct a comprehensive investigation into the perceptions and attitudes towards immigrant students enrolled in private schools, placing a specific emphasis on the perspectives of PCG teachers. Additionally, the study endeavors to execute a nuanced comparative analysis to ascertain the degree of alignment or disparity in perceptions and attitudes towards immigrant students attending private schools as opposed to those attending public schools. Through an examination of these intricate distinctions, the research aims to contribute to a more profound understanding of the educational experiences encountered by immigrant students within various educational settings.

Moreover, a primary objective of this study is to assess the efficacy of private schools in facilitating the integration of immigrant students into the broader educational milieu. The research seeks to appraise the success of private schools in establishing a conducive and inclusive learning environment for immigrant students by scrutinizing perceptions and attitudes. In doing so, it aspires to uncover valuable insights capable of informing educational policies, fostering enhanced intercultural understanding, and making substantial contributions to the ongoing discourse surrounding the role of private schools in shaping the integration experiences of immigrant students.

**Methodology**

This study was conducted within the framework of the phenomenological approach, which is one of the qualitative research methods. Qualitative research offers an in-depth understanding of how individuals

interpret the world, create meaning and focus on their experiences (Merriam, 2009). Phenomenology is derived from the Greek word "apparent" and the main purpose of the phenomenological design is to understand the essence of the experiences of individuals who live in depth of a particular phenomenon (Bal, 2013; Creswell, 2018). In this type of research, it is important that the individuals selected as data sources are experienced in the subject that the research focuses on and can clearly express their views (Yıldırım & Şimşek, 2016). Phenomenology is an approach that aims to understand a psychological concept and a phenomenon and aims to get to the essence of experiences in studies that do not aim to generalise. This type of research is conducted to understand how experiences are realised and how meaning is attributed to these experiences, and ethically, care is taken not to have experimental control or manipulation (Çapar & Ceylan, 2022). The limitations of the phenomenological design include the difficulty of identifying appropriate participants and the difficulty of purifying the research findings from the researcher's prejudices (Giorgi, 1997, as cited in Çepni et al., 2018).

**Study Group**

In this study, criterion sampling approach was adopted as one of the purposive sampling methods.

While the criteria of sampling are determined by the researcher, these criteria are expected to be compatible with the general research framework (Creswell & Clark, 2016). One of the factors that are particularly considered in criterion sampling is that the selected sample is rich in terms of providing information (Marshall, 1996). In this study, while determining the sampling criteria, Gaziantep, Kilis and Mersin, which are some of the cities with the highest number of immigrants in Turkey, were preferred. Since public schools were generally preferred in previous studies on immigrant students, private schools were determined as a criterion in this study. Finally, PCG teachers working in private schools hosting immigrant students were selected. The preference for these teachers was attributed to the fact that PCG teachers exhibit effective collaboration with school management, other educators, and efficient communication with students and parents, allowing them to closely monitor both positive and negative situations within the school. The sample consisted of 12PCG teachers from 12 private schools, eight from Gaziantep, two from Kilis and two from Mersin. Although the names of the schools and teachers were not included in this study due to ethical rules, the teachers were coded as T1, T2, T12. Information about the participants is presented in Table 2:

**Table 2 Sample Information**

| School Types and Cities | f | Teachers' Codes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Preschool and Primary School | 4 | T4 | T10 | T7 | T11 | | | | |
| Middle School | 3 | T1 | T3 | T8 | | | | | |
| High School | 5 | T2 | T5 | T6 | T9 | T12 | | | |
| Gaziantep | 8 | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 |
| Kilis | 2 | T9 | T10 | | | | | | |
| Mersin | 2 | T11 | T12 | | | | | | |

**Data Collecting Tools**

Qualitative researchers often use interview data extensively to collect data using participants' own statements and to reveal their perspectives on a phenomenon in detail (Bogdan & Biklen, 2007). It can be emphasised that this method plays a critical role especially in terms of enriching and elaborating the intellectual content of the participants. One of the important advantages of the interview method

is that it provides the opportunity to focus on the participants' thoughts about the phenomena in depth (Marshall & Rossman, 2014). Data for the purpose of the study were collected through a semi-structured interview form and via e-mail. The questions in the interview form were developed by the researcher as a result of analysing academic research in similar fields. After the questions were checked by a PCG teacher, a Turkish teacher and an educational

program expert, the final version of the interview form was created.

## Data Analysis

In qualitative research, data analysis is carried out by descriptive and content analysis methods. In this research, the content analysis method was used in which the data were divided into manageable parts, word patterns were tried to be analysed and data sets were synthesised (Bogdan & Biklen, 2007). The data obtained from the semi-structured interview forms were analysed separately two times at two-week intervals and the categories and codes obtained were compared and finalised. The number of categories and corresponding codes are indicated within parentheses.

## Validity and Reliability

To fortify the methodological rigor of this research, a comprehensive approach was adopted to integrate relevant literature both prior to, during, and subsequent to the research, coupled with soliciting expert opinions. The sample selection strategy prioritized the inclusion of private schools hosting immigrant students, where an emphasis was placed on recruiting seasoned and purpose-driven educators. The formulation of semi-structured questions, employed as a principal data collection tool, was informed by a meticulous review of existing scholarly works and garnered insights from subject matter experts. Throughout the iterative process of data analysis, assessments were conducted at two-week intervals, facilitating a systematic comparison and refinement of the findings. In addressing the research's validity, a judicious and objective examination of the phenomenon was rigorously undertaken.

Within the framework of Creswell's views, the following strategies were followed to ensure the reliability of the research: (1) developing the interview schedules and consulting with experts after the necessary corrections were made (2) conducting a pilot study before the actual data collection process (3) in-depth and comprehensive data collection with open-ended interview questions (4) detailed transcription of the researcher's notes with the data obtained from the interview and re-examination and

evaluation of the data from different time periods (5) the views of the PCG teachers were translated by the researcher who has a bachelor's degree in English Literature. Artificial intelligence such as Google Translate and Deepl were utilized in translations.

## Findings

In this segment of the study, we examine the perspectives of PCG teachers operating within the regions of Gaziantep, Kilis, and Mersin, cities notable for hosting a substantial immigrant population within Turkey. The focus is on the experiences and insights of these educators regarding their interactions with immigrant students.

In the interview form, PCG teachers were initially presented with the first question: "Given the choice, would you prefer to have immigrant students enrolled in your school? Please elucidate your reasoning." Subsequently, through analysis of the responses, it was found that PCG teachers who expressed conditional acceptance of immigrant students articulated a collective of 10 distinct rationales. These included preferences such as maintaining a non-majority composition of immigrant students (4), ensuring compatibility within the school environment (3), proficiency in Turkish language (1), student success (1), and favorable school infrastructure (1). PCG teachers advocating for the inclusion of immigrant students delineated 4 thematic codes. Their assertions emphasized education as an inherent right (2), the enrichment of cultural diversity (1), and the recognition of education as a professional and moral obligation (1). Conversely, a subset of PCG teachers, totaling 3 individuals, voiced opposition to admitting immigrant students into their schools, articulating concerns related to challenges in adaptation (1), academic performance (1), and socio-cultural integration (1). The prevalent trend discerned from the data indicates a majority inclination among PCG teachers towards embracing the presence of immigrant students within their educational institutions.

In the interview form, PCG teachers were presented with the following inquiry as the second question: "What are the perceptions and attitudes of fellow teachers, students, and parents regarding the presence of immigrant students within your

educational institution?" Analysis of the responses provided by PCG teachers revealed a spectrum of viewpoints. Notably, several teachers conveyed favorable perspectives, asserting that immigrant students should be regarded on par with their peers (4), emphasizing their positive demeanor and contributions (3), and advocating for the necessity of diverse viewpoints within the educational milieu (1). Conversely, a subset of teachers expressed reservations, opining that the coexistence of migrant students alongside others might not be conducive (2), highlighting perceived challenges and complexities inherent in this scenario (1), citing concerns regarding linguistic barriers (1), and noting instances of reactive attitudes among stakeholders (1).

From the students' standpoint, as conveyed by PCG teachers, there appears to be a prevailing positive sentiment among the student body, with a majority expressing acceptance and support towards immigrant students (8). Some students demonstrate indifference towards the immigrant status of their peers (2), displaying supportive and accepting behaviors (2), and exhibiting familiarity and ease with the coexistence of immigrant and non-immigrant students (1), devoid of any preconceived biases (1), fostering a harmonious learning environment (1). However, concerns arise regarding certain students' struggles with integration (2), marked by a lack of empathy and understanding (1), and occasional instances of reactive behavior towards migrant peers (1).

According to PCG teachers, when considering the viewpoint of other parents, there is a prevailing sense of discomfort regarding the presence of immigrant students within the school environment, as indicated by a majority of respondents (7).

Upon comprehensive evaluation of the perspectives provided by teachers, students, and parents collectively, it becomes evident that there are a total of 18 positive codes pertaining to the presence of immigrant students within the school community, juxtaposed with 16 negative codes. Notably, among these stakeholders, parents emerge as exhibiting the most prevalent negative disposition towards immigrant students.

In response to the third question posed in the interview form, PCG teachers outlined a multitude of perceived advantages associated with the presence of immigrant students within the school and classroom culture. These contributions, as articulated by the teachers, encompass various facets. Notably, immigrant students are seen to foster the development of empathy among their peers (3), facilitate cultural exchange and understanding, enriching the learning environment through exposure to different cultures (6), thus promoting peace (1). Moreover, their presence brings about linguistic diversity (2), with some students displaying eagerness to learn multiple languages (1). Additionally, immigrant students are noted for their mutual supportiveness towards one another (1), adaptability to differences (3), and the promotion of multiculturalism (1). However, amidst these affirmative responses, there were only two instances of negative feedback provided by PCG teachers. One response indicated a perceived absence of advantages (1), while the other suggested an inclination towards perceiving more disadvantages than benefits (1). Overall, PCG teachers identified a total of 20 codes delineating the positive contributions of immigrant students to school culture, juxtaposed against a minimal count of two negative codes.

In response to the fourth question presented in the interview form, PCG teachers identified several challenges encountered by immigrant students within the school setting. These challenges encompass various domains. Notably, some immigrant students face academic difficulties (2), potentially stemming from factors such as language barriers (2). Additionally, social integration issues (5) were highlighted, reflecting challenges in adapting to the school's social environment. Furthermore, one teacher mentioned instances of puberty-related reactions (1) among immigrant students, while another pointed out counseling needs (1) specific to this demographic. Additionally, concerns were raised regarding the lack of parental involvement in their children's education (1), particularly noted among mothers. Conversely, it is worth noting that a subset of PCG teachers (5) reported no specific problems attributed to immigrant students, suggesting a perception of relative smoothness in their integration and academic progress within the school environment.

## Discussion, Conclusion and Recommendations

### Discussion

Until the outbreak of the civil war in Syria in 2011, Turkey was more of a country sending emmigrants than a country receiving them. In the approximately 13 years that followed, Turkey, predominantly from Syria, became a major destination for immigrants and currently holds the highest immigrant population globally. Accepting such a substantial influx of immigrants in such a short period is undoubtedly a challenging task for the society. However, schools should focus on the principle of not leaving any children behind, acting in accordance with international declarations such as human rights and children's rights, as well as the constitution and legal frameworks. Examining the perception and attitude towards immigrant students in educational institutions that are based on the principle of inclusivity is crucial to identify strengths and weaknesses. This assessment can contribute to strengthening the education system in terms of supporting and empowering immigrant students.

According to the initial findings of the research, private school PCG teachers express a conditional preference for accepting immigrant students, contingent upon factors such as a limited number of immigrant students, their successful integration into the country, proficiency in Turkish, academic success, and adequate school facilities. The number of teachers stating "I would prefer" under these conditions is greater than those who express the preference without specifying any conditions. Similarly, Yurdakul and Tok (2018) noted that teachers tend to have more positive thoughts towards immigrant students. Göçer et al. (2020) found that class teachers generally exhibit a high level of positive attitudes towards refugee students. Köse et al. (2019) stated that teachers have a positive and high attitude towards refugee students. Taştekin et al. (2016) also concluded that teachers demonstrate a positive attitude towards multiculturalism. Keskin and Okcu (2021) determined that teachers generally have a "good level" of attitude towards immigrant students, but it is not "very good." Teachers are described as being optimistic, understanding, empathetic, unbiased, and fair towards immigrant students. Sağlam and İlksen Kanbur (2017) indicated that teachers have a moderate level of attitudes towards multicultural education. However, Temur and Özalp's (2022) study suggests that teachers express not wanting immigrant students in their schools. Parsak and Saraç (2021) also stated that both female and male teachers have a negative attitude towards immigrants.

According to the second finding of the research, while the attitudes of other teachers and students towards immigrant students are generally positive from the perspective of PCG teachers, there are also those who do not prefer having immigrant students in school due to reasons such as language and adaptation issues. Previous studies on teachers' perspectives on the subject have been mentioned above. Results obtained from other studies reflecting students' attitudes towards immigrant students include the following: Keskin and Okcu (2021) found that students generally have a "moderate level" of attitude towards immigrant students. In a study conducted by Şensin (2016), it was expressed that students have a positive attitude towards refugee students. Yiğit et al. (2021) emphasize the importance of peer acceptance for immigrant students to adapt to school. Sezgin and Yolcu (2016) suggested incorporating activities to facilitate empathy between teachers, students, and immigrant students.

Our study has found that, contrary to the views of teachers and students, the opinions of parents regarding immigrant students are predominantly negative. In a study by Tayınmak and Furtuna (2022) examining parents' satisfaction levels with their children having immigrant classmates, it was observed that the satisfaction level was below the average score. This finding parallels our research results, and it is noted that there is a limited number of studies in the literature in Turkey regarding parental views. In a study conducted by Kast et al. (2021) in Australia, it was found that mothers' views on immigrant students varied according to nationality, and there was a negative attitude towards Iranian immigrants.

In the third finding of the study, the contributions of immigrant students to the school culture were examined. The obtained results indicate that immigrant students activate the sense of empathy in the school, provide an opportunity for a peaceful and harmonious way of life, allow for the recognition

of different cultures, offer language diversity, and facilitate adaptation to multiculturalism. Ee and Gandara (2019) express that diversity in schools broadens students' perspectives. Sánchez-Suzuki Colegrove (2018) emphasize that it strengthens cultural ties. Liu from Cambridge University mentions that it contributes to the increase in language diversity and communication skills. These findings in the literature are parallel the results of our research as it is seen.

The fourth finding of the study reveals that PCG teachers predominantly engage in special support for immigrant students, particularly focusing on their academic, language, and emotional development. Topaloğlu and Çam Aktaş (2022) emphasize the need for special support in communication skills, social relationships, academic performance, parental involvement, and the education system for refugee students. Şeker and Aslan's (2015) research indicates that immigrant students experience stress disorders due to the trauma created by the wars in their home countries. Sirin and Rogers-Sirin (2015) state that immigrant students face social, psychological, and emotional challenges. Çeri et al. (2018) highlight the prevalence of trauma-related psychological disorders among refugee students. All these problems contribute to difficulties in the social and communication skills of immigrant students. Türk et al. (2018) and Özdemir (2017) underline the importance of the functions of PCG teachers in overcoming the challenges faced by immigrant students. It is emphasized in the literature that PCG teachers need to be aware of the traumatic experiences of immigrant students and provide them with specialized psychological support services. The special efforts made by PCG teachers are invaluable in helping immigrant students overcome these challenges.

The fifth finding of the study aims to identify special issues from the perspective of PCG teachers regarding immigrant students. PCG teachers have indicated problems such as the alienation of students, academic issues, language barriers, social problems, group formations, counseling issues, and the passive role of immigrant mothers in their children's education. Moralı (2018) has drawn attention to the language and social problems of immigrant students

and the insufficient collaboration with families. Şimşir and Dilmaç (2018) express that immigrant students show a lack of interest in lessons, lack motivation, and face academic failure. Başar et al. (2018) and Tosun et al. (2018) state that immigrant students experience academic problems. Topaloğlu and Çam Aktaş (2022) mention that although immigrant students make friends with other students, they generally prefer to be together with fellow immigrant students and build friendships with them.

## Conclusion

The views of PCG teachers, who focus on the education process of immigrant students, are shaped around various significant themes. The assessments of PCG teachers encompass the presence of immigrant students in schools, the attitudes of other teachers, the perspectives of other students, and the attitudes of parents.

PCG teachers' assessments regarding the presence of immigrant students in schools emphasize positive factors such as the right to education, cultural development, professional and moral satisfaction. However, it indicates that this preference is conditional, depending on factors such as numerical excess, adaptation issues, language skills, and academic performance. Regarding the attitudes of other teachers towards immigrant students, positive factors such as the absence of language problems, showing the same attitude as other students, and allowing different perspectives have been mentioned. However, due to reasons such as language difficulties and their opposition to immigration policies, some parents prefer not to have their children in the same school as immigrant students. Parents often exhibit a predominantly negative stance towards immigrant students, characterized by prevalent prejudices, concerns, and anxieties, as observed by PCG teachers. While assessing the attitudes of fellow students towards immigrant students, emphasis is placed on positive attributes like support, acceptance, adaptability, and impartiality. Nevertheless, it is crucial to consider negative factors such as adaptation issues, marginalization, and a lack of empathy.

PCG teachers emphasize the positive effects of immigrant students on school culture, focusing

on empathy development, learning different cultures, language diversity, and multiculturalism. Consequently, it is observed from the perspective of PCG teachers that there are various dynamics related to the education processes of immigrant students, these dynamics impact the integration of students, and they constitute an important issue for the educational community.

The core tenets of inclusivity encompass language, religion, race, nationality, ethnicity, gender, socio-cultural, and socio-economic differences, providing the foundation for the shared opportunity of education. Leaving their homes, the streets they grew up on, the schools they attended, and their countries is not a choice for immigrant students. They are the children of a compelled journey. As children, they have the right to receive a modern education in a safe, healthy, and peaceful learning environment because this right is granted to them through declarations such as the constitution, laws, international human rights, and children's rights.

## Recommendations

Based on the conclusion provided, here are some recommendations:

Efforts should be made to promote inclusive education and create an environment that recognizes and actively supports the needs of immigrant students. The focus should be on establishing a conducive environment for all students to thrive.

Programs involving parents in the educational process should be developed. Addressing their concerns and providing information about the benefits of an inclusive educational environment is essential. Open communication channels between parents, teachers, and school administrators should be encouraged.

Support services within schools to assist immigrant students in overcoming adaptation challenges, language barriers, and academic performance issues should be implemented. Guidance and mentorship programs tailored to the specific educational needs of these students should also be put in place.

Positive effects of cultural diversity, emphasizing empathy development, language diversity, and multiculturalism, should be promoted. Activities that foster a sense of belonging for immigrant students should be incorporated.

Collaboration between schools, local communities, and support organizations should be encouraged to establish a comprehensive support system for immigrant students.

Initiatives to continuously assess the dynamics related to the education processes of immigrant students should be promoted through research efforts.

The implementation of these recommendations can contribute to creating a more inclusive, supportive, and tolerant educational environment for immigrant students.

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