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ABSTRACT

Communication between parents of students from different backgrounds and school administration is a problem that needs to be addressed in education. As Turkey's population becomes more and more diverse, school administrators must develop new ways to reach their stakeholders. For their children to be successful, all families must be involved in their children's academic development. Today, school administrators must identify innovative ways to convey vital information, and improve the level of communication within the school for parents from different backgrounds. Therefore, this research aims to evaluate the positive or negative effects of the communication process on Syrian immigrant students studying at primary school in the context of intercultural communication from the perspective of school administration and parents. The study group of the research, which was designed as a case study, is the families of Syrian students studying in primary schools in Gaziantep and Hatay, Turkey, and school administrators working in the schools where these students are enrolled. The perspectives of 18 parents and 12 school administrators who migrated from Syria were obtained with a semi-structured interview form. The data obtained from the semi-structured interview form were subjected to descriptive analysis using the NVivo R1 Program. As a result of the research, it was revealed that school administrators and parents should act in cooperation and firstly overcome the communication issue in order to find solutions to the problems of immigrant students. It can be said that in order for immigrant students to be successful, they need to support their education with assistance education programs and courses, and the school administration, which can help them in this regard, should do detailed research and obtain knowledge about them and their culture.

Keywords: Cultural difference, communication, administrators, evaluation, school

1. INTRODUCTION

Culture, defined as learned collective human behavior, affects every step of human life as a complex system in which traditions, attitudes, beliefs and values are acquired and shared by a group of people (Chacko, 2003). Culture is one of the basic elements in maintaining the value judgments of a society, instilling a consciousness of cooperation and solidarity, and distinguishing it from other societies. When the literature on the subject is examined, it is not possible to see a common definition of culture. Because it finds its place at the intersection of several different fields such as culture, social psychology, sociology and organizational behavior (Schein, 1990). As the culture of each society is different, organizations composed of individuals belonging to the society also have their own characteristics. With a holistic perspective, Schein (1990) defined organizational culture as “the set of beliefs conveyed by a group through feeling, perceiving and thinking that it develops in order to ensure both the harmony problems related to its external environment and the unity within itself”. The organization designs the expectations, value judgments and attitudes of its members as a whole and strives to make its influence sustainable on the entire organization.

Language, which is both one of the most important elements of an integrative, learned and shared culture, and a natural tool, has given birth to communication. Communication, which is accepted as almost the basic need of people, is an indispensable necessity of life. To put it more clearly, a person reveals her personality, intelligence, culture and values through her communication habits and communication efforts throughout her life. Likewise, people share their thoughts, feelings and ideas through communication. In addition to the fact that the history of

communication is as old as the history of humanity, it is obvious that it differs from individual to individual and from society to society. In particular, cultures differ from each other with respect to elements such as value judgments, norms, rules and lifestyles. Culture, as a powerful concept, has a great influence on the facial expressions, behaviors and speech styles of the individual. Individuals with different cultural backgrounds have difficulty in understanding and interpreting these differences, and even as a result of this, misunderstandings may arise. Differences in various thoughts, ideas and behaviors arising from multiculturalism can cause communication, conflict and adaptation problems among individuals (Yeşil, 2009).

Intercultural interaction, which set out with globalization, gained momentum with rapid population growth and economic and technological developments. As a result, the importance of intercultural communication has increased even more. However, the spread of intercultural differences has brought along with them communication problems. With the globalizing world, communication-based differences affect individuals both positively and negatively. This communication difference, which exists today, affects people in all areas of daily life and paves the way for communication problems arising from cultural differences, especially in educational institutions. Communication problems occur from time to time in educational institutions where various students from diverse cultures study. If the reasons behind these problems are not revealed and resolved, after a while, it will not be possible to obtain the expected benefit from the institution.

A student's culture directly influences how they learn in a different environment. Parents play a strong role in developing expectations for learning through their communication with their children, their educational background, cultural attire, religious beliefs and values. Since the demographics of Turkey have changed drastically in recent years, school administrators working in educational institutions in the country are faced with communication problems. In other words, school administrators have difficulty in communicating with parents with diverse cultural backgrounds. In the densely populated cities of Gaziantep and Hatay, which are considered within the scope of this research, there is a student population with a wide and diverse cultural background. With this change in population, school administrators have to face the crucial task of discovering new methodologies to better communicate with parents who speak different languages, in order to encourage parental involvement in their children's education.

It is important to establish positive relationships with parents by school administrators in schools with diverse populations. Davern (2004) argues that positive connections with parents are essential in providing quality education to children. Parents have a direct impact on how their children perform in school. Renowned researcher Epstein (1992) states: "If a student has a conscious, knowledgeable, encouraging, and caring parent, he or she will have more positive school attitudes, higher goals, and other positive behaviors by doing better academic work at all levels" (p. 1141). This statement is a great driving force for school administrators. Academic achievement among students from diverse backgrounds can be emphasized through open parent-school communication channels. According to studies, it is observed that healthy communication with parents not only leads to gains in student success, but also increases student graduation rates, improves students' self-confidence, behavior and motivation, enables parents to have a more positive attitude towards school, and increases teachers' satisfaction. By improving the lines of communication, school administrators can find positive and effective levels of support from parents from diverse cultures.

In addition to the efforts to improve the quality of education at school, the opportunities provided for school administrators and parents to work in cooperation will be a separate measure of the academic success of the student. Through this partnership, which should be the aim of school administrators, learning can be authenticated and enriched for students from diverse backgrounds. In addition, parents from diverse backgrounds have challenges to face before communicating with school administrators. Bermudez and Marques (1996) point out that the barriers to school and parent communication are based on many basic points. These can be listed as lack of language, lack of understanding of home-school partnership, lack of understanding of the school system, lack of trust, negative past experiences with schools, and even hostility.

Halsey (2005) emphasizes that schools should have a plan to communicate with parents. Especially for parents from different backgrounds, this plan becomes even more important. Boethel (2003) suggests that the management structure of schools for school administrators working with parents from diverse communities should include six strategies: 1) welcoming parents in school to encourage positive interactions, 2) meeting families who are physically away from the school building, 3) communicating with parents on a consistent standard schedule after initial contact is established, 4) using multiple forms of communication in multiple languages, 5) relying on a large number of volunteers, not just a particular group, and 6) talking to parents from different backgrounds about what they think on student learning in schools. In addition, it is stated that bilateral communication between parents and school administrators is necessary to establish mutual trust and respect (Bensmen, 2000). This situation also expands the context in which the school administrator can approach the student.

This research is important in terms of addressing the problems that arise in the communication process of Syrian immigrants who have been living in the same society with members of national culture for years. However, it is thought that knowing the views of school administrators, who are both administrative and educational leaders of

schools, will contribute to researchers and practitioners. Therefore, the aim of the research is to evaluate the positive or negative effects of the communication process on foreign students (Syrian immigrant students) studying at primary school in the context of intercultural communication, from the perspective of school administrators and parents. In line with this main objective, the following sub-objectives have been determined:

1. According to the opinions of school administrators;

- a. What kind of problems do Syrian migrant students and their parents create in schools?
- b. How can these problems be avoided and overcome? What needs to be done?
- c. What kind of threat do Syrian migrant students pose in terms of public order and security in schools?
- d. What are the communication-related problems with Syrian migrant students and their parents?

2. According to the opinions of parents;

- a. What is the society's perspective on 'Syrian immigrants'?
- b. Do the local people living in Turkey have enough information about Syrian immigrants?
- c. Are the opportunities provided by the government to Syrian immigrants sufficient?
- d. What are the communication-related problems with school administrators?

2. METHOD

2.1. Model of the Research

This research was designed with the case study method, which is a qualitative research method, since it aims to evaluate the positive or negative effects of the communication process on foreign students studying at primary school in the context of intercultural communication, from the perspective of school management and parents. According to Şekerler (2015), the aforementioned study method is a research method that details existing problems that require observation or in-depth interviews and reflects them as they are. In this respect, the aim of this research is to offer solutions on the subject while detailing the situations that cause problems. In addition, since the research is aimed at examining a phenomenon in depth, it was planned in accordance with the phenomenology pattern. Phenomenological approaches focus on how any group or individual experience is made sense of and how that meaning is conveyed (Patton, 2002). Accordingly, questioning the experiences of the participants regarding the in-school communication process is the focus of this research.

2.2. Study Group

While determining the study group in this research, families who immigrated from Syria in primary schools in Gaziantep and Hatay and school administrators working in the schools where these students were educated were selected by criterion sampling method as individuals who could express or reflect the research subject and were included in the study group. The focus of the criterion sampling method is to include the situations that correspond to the criteria determined before the research into the study. These criteria can be arranged by the researchers or pre-prepared sample criteria can be used (Teddlie & Yu, 2007). In the study, three criteria were applied to determine the parents: the participants were to be Syrian immigrants, volunteered to participate in the research, and accessible. In addition, three criteria were determined in the selection of school administrators: Syrian immigrant students had to be studying in the schools of the participants, the administrators had to be accessible, and volunteering. In this context, the study group of the research consists of 18 parents emigrated from Syria to Gaziantep and Hatay whose children studied at primary schools and 12 school administrators from the schools where these students are educated. While giving examples from the views of the participants, they were coded with the letters, denoting the parents (P) and denoting the school administrators (SA).

2.3. Data Collection Tool and Application

In the research, semi-structured interview technique was preferred in order to obtain the opinions of the participants. Before the interview form was prepared, similar studies in the field were examined. Regarding the content of the questions, opinions were sought from two faculty members, an education administration and supervision expert and an assessment and evaluation expert, and a language expert was consulted to check the intelligibility of the questions. Then, the interview questions were piloted and formal changes were made such as the expression of the questions and the appropriateness of the question order. Thus, the interview form was finalized in line with the opinions of the experts and the feedback of the pilot study. Semi-structured interview technique is more flexible than other interview techniques. The researcher prepares pre-planned interview questions, but has the opportunity to change the flow with sub-questions according to the course of the interview during the interview (Karasar, 2020).

Before starting the research, the Near East University Research Ethics Committee was consulted and the ethics report of the data collection tool to be used was obtained. Afterwards, the necessary permissions were obtained from the Ministry of National Education for the interviews and the research was started. It was stated in the written informed consent form that the data obtained would only be used in this research and that the study would be conducted in accordance with the ethics of confidentiality. In line with the permission of the

participants, 45-50 minutes of audio recordings were made during the interview, and the audio recordings obtained without any intervention were analyzed and transferred to the computer as they were.

2.4. Analysis of Data

It is obtained through analysis that the data is divided into groups in categories and that there are similarities and differences between the answers given by the participants. The categories for each obtained concept are limited and analyzed in this way (Didiş, Özcan, & Abak, 2008). The findings are then coded, which helps to analyze the data. The analysis of the face-to-face interview data was carried out both manually and using the NVivo R1 program. Thanks to the program in question, comprehensive contents could be easily coded, complex information was organized simply, and thus, it was ensured that the whole of the data was dominated. The NVivo R1 program allows for quick recall and later analysis while coding. This software has made it very easy to find common expressions among the answers given to the same question. The obtained data were digitized and interpreted.

3. FINDINGS, INTERPRETATION and DISCUSSION

The findings obtained in line with the purpose and sub-objectives of the research are given below in detail.

3.1. Evaluation of Findings for the First Main objective

3.1.1. Evaluation of Findings for the First Sub-Objective

As a result of interviews with school administrators, the answers to the question "What kind of problems do Syrian immigrant students and their parents cause in schools?" are shown in Table 1.

Table 1:Problems Caused by Syrian Immigrant Students and Their Parents in Schools

Theme	Opinions of School Administrators	
	N	%
Adaptation	1	5,8
The Issue of Absenteeism Is Not Paid Attention	1	5,8
No Home Support Provided	1	5,8
They Don't Cause Any Problems	1	5,8
Communication and the Problem of Cultural Difference	4	23,2
No Cooperation is Exhibited in Fulfilling Students' Homework and Responsibilities	1	5,8
No Support in Keeping Students' Materials Clean and Organized	1	5,8
They don't care	3	17,4
Inability to Understand the System and Indiscipline	4	23,2

When the opinions of the school administrators on the subject in Table 1 are examined, it is seen that the majority emphasize the themes of "Communication and cultural difference problem" and "Not understanding the system and lack of discipline". However, in connection with the aforementioned question, the theme "They don't care" was expressed by 3 participants. The themes of 'Adaptation', 'The issue of absenteeism is not given importance', 'No support is provided at home', 'They do not cause any problems', 'There is no cooperation in fulfilling the students' homework and responsibilities' and 'There is no support for students to keep their materials clean and organized' are only expressed once by participants. Sample comments on the above question are given below:

"Due to the cultural and educational difference between the countries of Syria and Turkey, we have a language problem and therefore a communication problem." (SA, 4)

"Children do not pay attention and have no order in the classroom." (SA,1)

"I don't think there is any problem other than the adaptation problem in the first period." (SA, 6)

Depending on the answers given by the participant school administrators, it is seen that there are problems related to communication and cultural differences, and that students cannot understand the system because they do not know the language exactly, and problems such as indiscipline and disregard arise. A similar finding was found in the study of Levent and Çayak (2017). In general, administrators think that students experience difficulties due to lack of communication and cultural differences.

3.1.2. Evaluation of Findings for the Second Sub-Objective

The answers given to the question “How can these problems be prevented and overcome” as a result of the interviews with the school administrators are shown in Table 2.

Table 2: Preventing and Overcoming Problems

Theme	Opinions of School Administrators	
	N	%
Explaining the Importance of Education and Training	1	6,7
Cultural difference	1	6,7
Orientation Programs	4	26,8
Reinforcement Teaching	1	6,7
Giving Supplementary Turkish Classes	2	13,4
Equal Education with Turkish Students in the Same Environment and Without Discrimination	5	33,5
Telling Parents How They Can Help Children's Courses	1	6,7

When the opinions of the participants regarding the above question in Table 2 are examined, it is seen that the majority of them focused on the theme of 'equal education with Turkish students in the same environment and without discrimination'. While 4 participants expressed the theme of 'Orientation programs', 2 participants underlined the theme of Giving supplementary Turkish classes. The themes of 'Telling the importance of education and training', 'Cultural difference', 'Teaching reinforcements' and 'Telling parents how they can help children in their courses' were emphasized by only one participant each. Sample opinions of some participants are given below:

“First of all, it is necessary to create awareness in immigrant families that the education process is not temporary. In order for students to receive education from educational institutions in a way that will not be different from other students, first of all, it is necessary to create a commitment to the school, not to make positive discrimination because they are immigrant, and most importantly, to provide an educational environment in which the language of education is Turkish.” (SA, 12)

“Problems can be overcome if orientation studies are spread over a large period of time.” (SA, 2)

“Giving additional Turkish classes as a supplement.” (SA, 9)

“Cultural differences affect the general achievement of students negatively.” (SA, 5)

In the answers given by the participants, it is understood that they are of the opinion that it is proper to provide education in the same environment with Turkish students and without discrimination, that a more friendly environment can be created for these students with orientation programs, an opportunity will be created for these students to feel they belong to the country they are in, and additional Turkish classes will be given, and that these problems can be solved by consulting with parents about how they can help their children. In the study conducted by Taş and Özcan (2018), it was emphasized that problems can be avoided by implementing a proper integration program according to the answers given by the participants, giving more importance to the education of these citizens, and offering them equal rights and opportunities.

3.1.3. Evaluation of Findings for the Third Sub-Objective

As a result of the interviews with the school administrators, the answers given to the question “What kind of threat do Syrian immigrant students pose in terms of public order and security in schools” are shown in Table 3.

Table 3. Public Order and Security in Schools

Theme	Opinions of School Administrators	
	N	%
Language and Cultural Difference	3	20,1
Violating School Rules	1	6,7
Quarrel	1	6,7
They Do Not Pose a Threat	10	67

Looking at the opinions of the participants on the subject in Table 3, it was seen that the majority of them emphasized the theme of "They do not pose a threat". While 3 participants expressed the theme of 'Language and cultural difference', 1 participant each conveyed the themes of 'Violation of school rules' and 'Discussion'. Sample opinions of some participants regarding the question are given below:

"I don't think they pose any threat." (SA, 3)

"Since Syrian and Turkish students have some difficulties in understanding and communicating in co-education, there are conflicts." (SA, 5)

Participants stated that Syrian immigrant students do not pose any threat in schools. In the study of Ankaralı et al. (2017), it was revealed that the rate of those who think that asylum seekers do not pose any threat in terms of public order and security in schools and that they cause cultural conflict in the society is significantly low.

3.1.4. Evaluation of Findings for the Fourth Sub-Objective

As a result of the interviews with the school administrators, the answers given to the question "What are the communication-related problems with the Syrian immigrant students and their parents" are shown in Table 4.

Table 4: Communication-Related Problems

Theme	Opinions of School Administrators	
	N	%
Unwillingness of Families to Give Due Importance	2	11,6
Needs More Attention	1	5,8
Education and Training Are Negatively Affected	1	5,8
I Don't Have Any Communication Problems	1	5,8
They do not follow the rules	1	5,8
Unable to Communicate with the School Administration	3	17,4
Not Understanding System and Order	5	46,4
Reluctant and Inadequate in Learning Turkish	3	17,4

When the opinions of the participants on the above question in Table 4 are examined, it is seen that the majority of them focus on the theme of 'Can't understand the system and order'. However, while 3 participants expressed the themes of 'unwilling and insufficient in learning Turkish' and 'unable to communicate with the school administration', 2 participants underlined the theme of 'Families are reluctant to give due importance'. The themes of 'More attention should be paid', 'Education and teaching are negatively affected', 'I do not have any communication problems' and 'Not following the rules' were stated by only 1 participant each. Sample opinions of some participants regarding the question are given below:

"Syrian students not obeying and not being systematic." (SA, 1)

"Failure to communicate well with the school administration." (SA, 8)

“Since Syrian immigrants are reluctant and insufficient to learn Turkish, problems arise even in the most basic communication. This situation makes it less possible to form and carry out cooperation between parents and school” (SA, 2)

School administrators listed the following at the top of the communication-related problems experienced with Syrian immigrants: students have problems because they cannot understand the system and order, they do not make the necessary effort to learn Turkish, they are not willing enough in this regard, and even their families do not help them enough in this regard. Similarly, Moralı (2018) revealed that Syrian migrant students have problems due to the teaching of Turkish as a foreign language, and that students have difficulties and cannot understand the system because there is no cooperation between the families of the children and the school administration.

3.2. Evaluation of Findings for the Second Main Objective

3.2.1. Evaluation of Findings for the First Sub-Objective

As a result of the interviews with the parents, the answers given to the question "What is the perspective of the society towards Syrian immigrants" are shown in Table 5.

Table 5: Society's General Perspective

Theme	Parents' Opinions	
	N	%
Humiliating, Mocking and Abusive Treatment	7	38,5
Some Humane and Peaceful, Some Hostile	2	11
Racist Behaviors	4	22
Their Treatment as Refugees	3	16,5
They Act in a Normal and Compassionate Way	2	11

Looking at the views of the parents on the subject in Table 5, it is seen that the majority of them emphasized the theme of 'Humiliating, mocking and abusive'. While 4 participants expressed the theme of 'Behaving racist', 3 participants expressed the theme of 'Treating as refugees'. Two participants each conveyed the themes of "Some of them act humanely and peacefully, some of them hostile" and "They act normally and compassionately". Sample opinions of some participants regarding the question are given below:

“They don't care much about our existence and they display humiliating attitudes.” (P, 5)

“They see us as refugees and we have no rights.” (P, 8)

“I can evaluate it in two ways. Some see it as humane and peaceful, and some in a hostile way.” (P, 16)

In the answers given by the participants, it was determined that they generally thought that they were mistreated and that people showed mocking and humiliating attitudes towards them. From the comments they made, it is understood that they were not satisfied with the attitudes and behaviors in the country they came to. This finding is in line with the results of Bozbeyoğlu's (2015) research.

3.2.2. Evaluation of Findings for the Second Sub-Objective

The answers given to the question "Do the local people living in Turkey have sufficient information about Syrian immigrants" as a result of the interviews with the parents are presented in Table 6.

Table 6: Level of Knowledge about Syrian Immigrants

Theme	Parents' Opinions	
	N	%
They Have Some Knowledge, Although Not Much	2	11
We Are Humiliated Because They Don't Have Enough Knowledge	1	5,5
They Don't Have Enough Knowledge	13	71,5
They Have Sufficient Information	2	11

When the opinions of the participants on the above question in Table 6 are examined, it is seen that the majority of them focus on the theme of "They do not have enough information". 2 participants each expressed the themes of "They have some knowledge, although not much" and "They have sufficient knowledge". Only 1 participant underlined the theme of "We are humiliated because they do not have enough knowledge". Sample opinions of some participants are given below:

"No, we think that the public does not have enough information about us." (P, 12)

"I don't think they all have enough information, but there are some among them who have information about us." (P, 9)

When the answers given by the participating parents are examined, it is understood that the people living in Turkey think that they do not have enough information about immigrants. Similarly, in the study of Ankaralı et al. (2017), it was revealed that people living in Turkey have knowledge about Syrian immigrants.

3.2.3. Evaluation of Findings for the Third Sub-Objective

As a result of the interviews with the parents, the answers given to the question "Are the opportunities provided by the government to Syrian immigrants sufficient" are given in Table 7.

Table 7. Opportunities Provided by the Government to Syrian Immigrants

Theme	Parents' Opinions	
	N	%
It is insufficient	4	16
The Demand for Better Education	1	4
No Job Opportunity Offered	1	4
Inter-City Permit Request	1	4
Demand for More University Entrance Opportunities	3	12
Request for University Entrance without Exam	2	8
Request for Citizenship	3	12
It is sufficient	10	40

When the opinions of the participants on the above question in Table 7 are examined, it is seen that the majority of them focused on the theme of 'It is sufficient'. However, while 4 participants expressed the theme of 'Insufficient', 3 participants underlined the themes of 'the demand for more opportunities to enter the university' and 'the demand for obtaining citizenship'. The themes of 'Demand for better education', 'No job opportunity' and 'Request for intercity leave' were conveyed by only 1 participant each. Sample opinions of some participants regarding the question are given below:

"I think the facilities are sufficient." (P, 1)

"I think the services offered to us are insufficient in terms of education." (P, 7)

Among the parents, it is understood that 10 people consider the opportunities provided to them by the government sufficient, the remaining participants do not find them sufficient, and they believe that they are not provided with sufficient employment opportunities and they are not satisfied with this situation.

3.2.4. Evaluation of Findings for the Fourth Sub-Objective

As a result of the interviews with the parents, the answers given to the question "What are the communication-related problems with Syrian immigrant students and their parents" are shown in Table 8.

Table 8: Communication-Related Problems

Theme	Parents' Opinions	
	N	%
They See Us Like People Who Came from Africa	1	5,2
I don't have a language problem	2	10,4
I Don't Have Communication Problems	5	26
I Have a Language Problem in Communication	10	52
Turkish People Not Accepting Us	1	5,2

Considering the opinions of the participants regarding the above question in Table 8, the majority of them focused on the theme of "I have a communication language problem". While 5 participants expressed the theme of "I do not have a communication problem", 2 participants emphasized the theme "I do not have a language problem". The themes of "they see us as people from Africa" and "Turkish people do not accept us" were stated by only 1 participant each. Sample opinions of some participants regarding the question are given below:

"We are suffering from our inability to use the Turkish language." (P, 4)

"We do not have any difficulties in communication." (P, 17)

"Turkish people do not accept us." (P, 12)

According to the answers given by the participating parents, it can be said that they have communication problems mostly due to lack of knowledge about the language. Similarly, in the study conducted by Çelik (2018), it was found that Syrian students have difficulty in communicating with the school administration due to language problems and the difference in the mother tongue as well as the differences between the curricula of the Syrian education system and the Turkish education system.

4. CONCLUSION

Although school environments with different dynamics aim to achieve the highest level of development of students, it is seen that communication problems also arise. These problems need to be managed in a way that does not harm both the individual and the organization. In the general results of the study, which was prepared based on this context, it was seen that the main problems emerged such as the students could not understand the system due to their lack of command of the Turkish language and their families did not help them in this regard. According to the general answers of the participants, it is plausible to provide education in the same environment and without discrimination with Turkish students, it is possible to create a friendlier environment for these students with orientation programs, and it is possible to create an opportunity for these students to feel that they belong to the country they are in, by giving supplementary Turkish classes and showing how to teach parents and their children. It has been concluded that these problems can be resolved by consulting about how they can help. In addition, Syrian parents claimed that they were often mistreated, and that people showed teasing and humiliating attitudes towards them. It is understood from the comments they have made that they are not satisfied with the attitude in the country they came to and the opportunities provided by the government. However, it has been concluded that the people living in Turkey do not have enough information about them, and they have communication problems mostly due to lack of knowledge of the language. As a result, school administrators can best address the lack of communication between schools and parents and students from different backgrounds by developing protocols for stakeholders and parents to initiate consistent positive communication channels. Through practices that respect and respond to the diversity of families, school administrators will enable children to be intermediaries that help build bridges between family cultures and other communities, ensuring success in both the organization and students.

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