

THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TO REFUGEE STUDENTS AND THEIR ORGANIZATIONAL LOYALTY

Nejat İRA

Prof. Dr. Çanakkale Onsekiz Mart University, Education Faculty, Çanakkale-Turkey

ORCID: <https://orcid.org/0000-0002-2271-9353>

nejat.ira@gmail.com

Gizem KIRIMLI

Teacher, Ministry of National Education, İstanbul-Turkey

ORCID: <https://orcid.org/0000-0001-6606-7871>

gizem_kirimli@hotmail.com

Received: February 17, 2022

Accepted: June 06, 2022

Published: June 30, 2022

Suggested Citation:

İra, N., & Kırımlı, G. (2022). The relationship between teachers' attitudes to refugee students and their organizational loyalty. *International Journal of Global Education (IJGE)*, 7(1), 20-29.



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Abstract

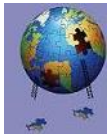
The aim of the study is to examine the relationship between teachers' attitudes towards refugee students and their organizational commitment. Relational screening method was used in the research. The population of the research consists of 5,562 teachers working in 46 primary schools, 44 secondary schools and 39 high schools in İstanbul Küçükçekmece district. The sample of the research consists of 623 people randomly selected from among the teachers working at primary, secondary and high school levels in İstanbul Küçükçekmece in the 2021-2022 academic year. SPSS 21.0 program was used to evaluate the data results. In the research, it is understood that there are statistically significant differences between the ages of the teachers, their attitudes towards refugee students and their organizational commitment. When the difference between the attitudes towards refugee students and age is examined, it is understood that this difference arises from the dimensions of communication and competence. Statistically significant differences were found between the seniority of the teachers, their attitudes towards refugee students and their organizational commitment. In addition, it has been found that there are statistically significant differences between the types of schools in which the teachers work and their attitudes and organizational commitments towards refugee students. Correlation analysis was conducted to analyze the relationship between the scale of attitude towards refugee students and the scale of organizational commitment. According to the results of this analysis, there is a low level of positive correlation between the scale of attitude towards refugee students and the scale of organizational commitment. This relationship is statistically significant. Except for the communication dimension of the refugee student attitude scale, the change in each of the independent variables, or in other words, the increase in the positive response to each dimension has a positive effect on organizational commitment.

Keywords: Refugee, organizational commitment, attitude.

INTRODUCTION

Refugee; It is an individual who lives outside the country of which he is a citizen due to the fear of persecution due to his race, nationality, religion, a certain social group or political ideas, and is entitled to benefit from the protection of the UNHCR (Migration Term Dictionary, 2009). Refugeeism is seen as an international problem. For this reason, the refugee problem is resolved through international documents and legislation (Yükseker, 2006).

Refugees may encounter many troubles and problems in the countries where they started to live. Refugees, especially women and children, experience difficulties in the countries they settle in in terms of accommodation, nutrition, health and education. Along with the language problem, it can be excluded due to cultural changes. From time to time, they may face social exclusion. Social exclusion emerges as a new stage reached by the capitalist order. As a result of global changes; New liberal



policies and inequalities emerge as the increasing competition conditions, the restructuring processes in the changes and transformations during production come to the fore on the basis of political and social institutions (Sapanca: 2008: 4). It is among the data obtained as a result of the researches that these children tend to such behaviors because they witness the injury or death of their families. These bad events they witness reveal psychological disorders such as post-traumatic stress disorder in them. These children may show resistance and exhibit aggressive attitudes at the point of learning the language of the countries they have just come. Academically, it may face situations such as lack of motivation, irresponsibility and loss of self (Morali, 2018: 1440).

It is much more difficult for children to accept and adopt the situation of being a refugee than adults. Because, in addition to the psychological repercussions of being a refugee, situations such as poverty, illness, housing problems, bad living conditions, the danger of being harmed by malicious people, torture, sexual abuse, working in bad conditions, and not being able to attend formal education are much more common than adults.

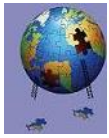
Cultural adaptation of children also shapes their future. For this reason, the education they receive and their adaptation to the culture of the country they live in is the responsibility of the whole society. In order to facilitate the integration of children, the society must be inclusive and assimilating. However, if the society has difficulties in accepting differences and has strict rules, of course, the adaptation process will result negatively (Berry, 1997).

Human Rights Watch has established specific policies on education for governments and their stakeholders. Within the scope of these policies;

- Incorporating the education rights of forcibly displaced individuals into national policies and laws,
- Ensuring the integration of displaced children and youth into the education system,
- Implementation of accelerated and stretched education policies for refugee students,
- It is necessary to pay attention to the preference of teachers from individuals who are experts in their fields and have high motivation (Human Rights Watch, 2015).

In recent years, many projects and activities have been carried out for refugees. The aim of PIKTES, one of them, is to contribute social cohesion and access to education in Turkey on behalf of children under temporary protection. The specific purpose of the project is to ensure the integration and participation of children under temporary protection in the Turkish education system within the scope of MEB (PIKTES, 2021). The project, which started on June 3, 2016, continues in 26 cities. The entire budget needed for this project is provided through the Financial Assistance Program for Refugees in Turkey (FRIT) agreement. Within the scope of PIKTES, many educators and administrators are directed to local and central in-service trainings to improve themselves in this field. The PIKTES project is planned to continue until December 2021 (PIKTES, 2021).

Another study aimed at providing equal opportunity in education for refugee students is "Conditional Educational Assistance (CHE)". The main purpose of Conditional Education Assistance (CTE) is to increase schooling rates and ensure that children continue their education regularly. Within the framework of this program, cash assistance is provided to the families of the children on the condition that they attend school regularly. The amount of aid varies according to the age, gender and grade level of the student. Conditional Education Assistance (CTE) has been implemented quite successfully in our country since 2003. The program, which has contributed to the education of millions of children over the past 15 years, was established by the Ministry of Family, Labor and Social Services in 2017; With the cooperation of MoNE, Kızılay and UNICEF, it was expanded to include school-age children under temporary/international protection in Turkey. The program is financed by the EU, Norway and



the USA. All students enrolled in public and private public schools, temporary education centers and accelerated education programs in Turkey can apply for Conditional Education Assistance (CEE) (UNICEF, 2021).

One of the programs carried out to provide educational opportunities to refugee students is the “Support Program for School Enrollment”. This program is carried out in partnership with UNICEF, MoNE and Asylum Seekers and Migrants Solidarity Association (SGDD) with the financial support of the European Union. The main purpose of the program is to identify vulnerable refugee students between the ages of 5 and 17 and to enable them to access formal and non-formal education programs (UNICEF, 2021).

In the study conducted by Yiğit, Şanlı and Gökalp (2021), the views of teachers, administrators and students on the adaptation of refugee students to school were examined. The research, in which semi-structured interview forms were used, was conducted with a qualitative method. It has been determined that the accepting attitudes of teachers towards refugee students increase students' interest in the lesson and facilitate their integration into the school. In addition, it has been observed that students with academic failure have problems in adapting to school. It is suggested to make home visits to get to know their Syrian students' families and students, and make use of sports and artistic activities to provide orientation (Yiğit et al., 2021).

When the study of Şeker and Arslan (2015) on the problems faced by refugee children in the education process is examined, it is seen that the teachers who are trained to provide monocultural and monolingual education focus on teaching students who have different cultures and languages settled all over Turkey. In this case, many problems come to the fore in the field of education and teachers' approaches to students are also affected. At this point, teachers are loaded with many responsibilities. Among these responsibilities;

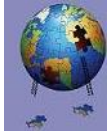
- Dealing with the adaptation problems of children of different ethnic origins and helping them with their adaptation,
- To provide support services for children's participation in education processes,
- Playing an active role in helping refugee students have an idea about and learning about cultural codes,
- Providing guidance and expertise in the development of reading and writing skills,
- To play a role in helping them learn the language of the country of immigration,
- Assuming an active role in children's participation in society (Şeker and Arslan, 2015).

The sense of commitment to the organization is one of the main factors that positively affect organizational performance. Therefore, it is predicted that teachers' organizational commitment may have an impact on their attitudes towards refugee students. Commitment to the goals of the organization does not only increase the level of success of the role in terms of quality and quantity, and reduce absenteeism and workforce turnover to the organization. Apart from this, it directs the person to voluntary action in order to achieve a high level of success and efficiency in organizational life (Katz & Kahn, 1977).

Teachers' organizational commitment (Tsui & Cheng, 1999);

- Strict adherence to and acceptance of school goals and values,
- Desire to make a high level of effort for school,
- It is associated with a high desire to continue working at school and to be a member of the school.

A study was conducted by Tümkaya and Ulum (2019) to examine organizational commitment in terms of various variables. In the study, the effects of gender, marital status and branch variables on teachers'



organizational commitment were examined. The study was conducted with the meta-analysis method. In the study, 23 studies were included in the meta-analysis. In the study, it was seen that men have higher organizational commitment than women, single teachers than married teachers, and classroom teachers have higher organizational commitment than other branches (Tümkaya & Ulum, 2019).

Shah, Ishak, and Nawaz (2020) analyzed the relationship between secondary school teachers' organizational commitment and demographic variables in their study. Descriptive research method was used. With the simple sampling method, 860 teachers were included in the research. No significant difference was found between the marital status of the teachers and their organizational commitment. It has been determined that there are significant differences regarding professional seniority (Shah et al., 2020).

Purpose of the Research

The purpose of the research is, to determine teachers' attitudes towards refugee students and their organizational commitment, to examine whether there is a relationship between their attitudes towards refugee students and their demographic characteristics, to shed light on whether there is a relationship between their organizational commitment and demographic characteristics, and to predict whether there is a relationship between teachers' attitudes towards refugee students and their organizational commitment. Findings and suggestions about teachers' organizational commitment and attitudes towards refugee students are presented.

METHOD

In the study, teachers' organizational commitment and attitudes towards refugee students were analyzed in terms of different parameters. Relational screening method was preferred because it was aimed to obtain reliable results in this study. The relational screening model is an approach that aims to detect the existence of co-variation between two or more variables. In the relational screening model, it is tried to determine whether the variables change together, and if there is, how they occur (Karasar, 2011). Due to the result that the research wanted to achieve, it was determined that the most appropriate model was relational screening.

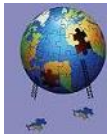
Participants

The universe of the research consists of 5,562 teachers working at primary, secondary and high school levels in Istanbul Küçükçekmece district in the 2021-2022 academic year. There are 46 primary schools, 44 secondary schools and 39 high schools in the Küçükçekmece district of Istanbul. The sample of the study consists of 623 people randomly selected from among the teachers working in the primary, secondary and high school in Istanbul Küçükçekmece district. A total of 63 schools were visited within the scope of primary, secondary and high schools. Of these schools, 25 are primary school, 26 are secondary school, and 12 are high school.

Table 1. Distribution of Teachers Participating in the Study by Educational Status

Educational Status	N	Percent
Licence	556	89,2
Degree	64	10,3
Doctorate	3	,5
Total	623	100,0

In Table 1, distribution of the educational status of the teachers participating in the research given. Considering these distributions, 89.2% of the teachers participating in the research are undergraduates; 10.3% of them have a master's degree and 0.5% a doctorate degree. When the distributions are examined. It is seen that most of the teachers have a bachelor's degree.



Data Collection and Analysis

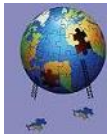
The data regarding the survey study were obtained by hand-delivering the questionnaires to the teachers by visiting the schools. The purpose of the research and how it will be applied were conveyed to the teachers verbally and in writing. It was stated that the data collection tool did not have any grade value, and it was stated that they needed to choose items that reflect their true feelings and situations. The teachers were motivated externally by expressing the aim of the research and the desired contribution to the literature. Only teachers who wanted to be involved in the research process on the basis of voluntariness answered the scales. At the beginning of the survey, a statement was taken from the teachers who will participate in the research, stating that they participated voluntarily. Data were analyzed via the Statistical Package for the Social Sciences (SPSS 21.0) program. During the analysis of the data, the following statistical procedures were performed. In order to determine the demographic information of the teachers participating in the survey, descriptive statistical analyzes were made on the data related to gender, marital status, age, branch, seniority, education level, employment type, year of working at the current school and the type of school (primary school / secondary school / high school). Frequency and percentage retrieval procedures were applied for demographic information. In the analysis of the data, two independent samples t-tests were conducted regarding the correlation between the gender of teachers, their attitudes towards refugee students and their organizational commitment. One-way analysis of variance was applied to determine the relationship between teachers' ages, educational status, professional seniority, branches and school type, and their attitudes and organizational commitments towards refugee students. The LSD (Least Significant Difference) test 43 was used to determine between which groups the difference was found in cases where significant differences were observed as a result of the Anova test. The relationship between the Refugee Student Attitude Scale (PLAS) used in the study and the commitment scale was determined by the Pearson-moments product correlation coefficient. Then, regression analysis was used to determine whether teachers' attitudes towards refugee students predict their organizational commitment.

FINDINGS

The problem statement regarding to our research is expressed by “Is there a significant relationship between teachers' attitudes towards refugee students and their organizational commitment?” question. Correlation analysis was conducted to examine the relationship between teachers' attitudes towards refugee students and their organizational commitment. Correlation analysis is used to test the linear relationship between two variables or the direction and degree of a variable's relationship with two or more variables. Pearson correlation analysis is used to measure the degree of linear relationship between two continuous variables. For this reason, Pearson correlation analysis was used between the scale of attitude towards refugee students and the scale of organizational commitment. According to the results of this analysis, it is understood that there is a low-level positive relationship between the scale of attitude towards refugee students and the scale of organizational commitment, and this relationship is statistically significant.

Table 2. The Relationship Between the Attitude Scale towards Refugee Students and the Organizational Commitment Scale (Correlations)

		Attitudes Towards Refugee Students	Organizational commitment
Attitudes Towards Refugee Students	Pearson Correlation	1	,209**
	Sig. (2-tailed)		,000
	N	623	623
Organizational commitment	Pearson Correlation	,209**	1
	Sig. (2-tailed)	,000	
	N	623	623



Regression analysis was conducted to examine the predictive power of the scale of attitude towards refugee students on the dimension of organizational commitment. The analysis was applied to investigate the effect of the refugee students attitude scale on the organizational commitment of the teachers participating in the research.

Table 3. Model summary

Model	R	R ²	Adjusted R ²	Standard Error of Estimation
1	,237 ^a	,056	,051	10,46933

In Table 3, the percentage of independent variables (Communication, Cohesion, Competence) in the model to be established as a result of the regression analysis was found to be 0.237, which is considered a very low value. Therefore, it can be said that the power of the independent variables to explain the model is low.

Table 4. Model Significance Table

Model		Sums of Squares	df	Average Squares	F	Sig.
1	Regression	4028,418	3	1342,806	12,251	,000*
	Now	67846,654	619	109,607		
	Toplam	71875,072	622			

a. Dependent Variable: School Engagement

b. Predictors: Constant, Communication, Cohesion, Competence

In Table 4, it was tested whether the model to be established as a result of the regression analysis was statistically significant. As seen in the table, sig. The value was obtained as 0.000, since this value is less than the 5% significance level, it can be said that the regression model is statistically significant.

Table 5. Coefficients

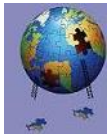
Model	Non-standardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Still)	47,678	3,325			14,339	,000*
Contact (X1)	-,086	,115	-,040		-,741	,459
Rapport (X2)	,486	,120	,258		4,049	,000*
Competence (X3)	,021	,229	,005		,092	,927

a. Dependent Variable: School Engagement

In Table 5, the coefficient change values of the model to be obtained as a result of the regression analysis were obtained. According to these coefficients, the model Y (Organizational Loyalty)=47.6778 - 0.086X1 + 0.486X2 + 0.021X3 was obtained. According to this model, it can be interpreted that the change in each independent variable, except for the communication and competence dimension, or in other words, the increase in the positive response to each dimension has a positive effect on organizational commitment.

Conclusion and Recommendations

In our study, teachers' attitudes towards refugee students were 3.59 in the communication dimension; 3.00 in the fit dimension; It was determined as 3.04 in the proficiency dimension. Teachers' attitudes towards refugee students were examined within the scope of the scale's limits and levels. Teachers'



attitudes towards refugee students were found to be very positive in the communication dimension. In terms of compliance and competence, it was determined to be high in the positive direction. In general, teachers' perceptions of refugee students are positively high. Köse, Bülbül, and Uluman (2019) found that teachers' attitudes towards refugee students were highly positive in their study. This research supports our study.

Teachers' organizational commitment is 3.27 in the emotional dimension; 3.24 in the continuation dimension; normative dimension was determined as 3.09. When the results were examined within the scope of the limits and levels of the scale, it was observed that the teachers had a moderate level of organizational commitment in the emotional dimension, the continuation dimension and the normative dimension. Yorulmaz and Çelik (2016) determined the organizational commitment of teachers at a moderate level in their study. Saleem and Sağır (2020) also determined teachers' organizational commitment at a moderate level. In Randall's (1987) study, it was concluded that teachers' organizational commitment is at a moderate level. These studies support our study. While Sethi (2018) determined organizational commitment at a low level in his study, Shamma (2018) determined organizational commitment at a very high level.

As a result of the Pearson correlation analysis between the scale of attitude towards refugee students and the scale of organizational commitment, it was determined that there was a low level of positive relationship between the scale of attitude towards refugee students and the scale of organizational commitment, and this relationship was statistically significant.

Regression analysis was applied to determine whether the attitude towards refugee students predicted organizational commitment. As a result of the regression analysis; It was concluded that the change in each independent variable, except the communication and competence dimension, had a positive effect on organizational commitment. The increase in the positive response given in each dimension can be interpreted as affecting the organizational commitment positively.

According to the results of the research, the sub-dimension with the lowest score in the refugee student attitude scale was the adaptation dimension. When the items are examined, it can be stated that refugee students have problems in adapting to the classroom and school and are not accepted by other students. In order for refugee students to be successful academically, they must first adapt to our language and culture. Necessary precautions can be taken in language teaching and additional studies can be carried out at necessary points, and teachers can be provided with opportunities for this. Sports and arts can be applied to activities in order for refugee students to socialize with other students and teachers, to feel a sense of belonging and to provide motivation for academic success. On the other hand, the items with the lowest score in the scale of proficiency in the scale of attitude towards refugee students are the items related to the language problem and the teachers' feeling of self-sufficiency in the education of refugee students. In-service training can be organized for teachers to make refugee students feel more competent in education. When the results related to organizational commitment are examined; organizational commitment of teachers was determined at medium level in all dimensions. In order to develop organizational commitment, orientation studies for teachers can be included. Seminars can be organized to bring senior teachers together at school and in the profession and teachers who have just started their profession and bring them together at a common point. It can be done in activities that can strengthen the bond between teachers on the basis of school and district. Especially in secondary schools with the lowest school engagement as a result of the research, common areas and physical activities (tournaments, excursions, exhibitions, etc.) that can enable teachers from different branches to meet on a common ground, can be provided. Necessary environments can be arranged to ensure that teachers can spend their time at school in the best way



possible. In order to increase teachers' sense of belonging to the school, regulations can be made regarding their personal rights and economic conditions. Legal measures can be taken to prevent the mobbing (oppression) and violence applied to teachers.

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