



## Explanation of the Perceptions on Children's Rights of Syrian Refugee Students Studying at Primary School with Experience

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### ABSTRACT

Syrian citizens who took refuge in our country after years of civil war have social, cultural, and economic problems. The most problematic segments are children. Children also lack the use of their fundamental rights in addition to these compliance problems. The aim of the present study was to conduct research on the Syrian refugee students' perceptions of children's rights. In the study, explanatory sequential design was preferred among mixed method designs. The scale was applied to 178 students. In the qualitative part, eight of the students to whom the scale was applied were selected, and semi-structured interviews were conducted. With these interviews, it was aimed to determine the perceptions of the students about children's rights based on their experiences. As a data collection tool, the "Asylum Seeker Students' Perception of Children's Rights Scale" developed by the researcher and semi-structured interview questions were used. The SPSS package program was used in the analysis of quantitative data. As a result of the scale data, no significant difference could be found in the perceptions of the Syrian refugee students regarding children's rights according to gender, age, class level, and duration of living in Türkiye. There was a significant difference in the number of siblings variable. It was determined that this difference was different between the group that was marked "I have no siblings" and the other groups. As a result of the study, suggestions were made to work with different refugee children and to give more importance to the issue of children's rights in the Turkish education system.

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### 1. Introduction

Various definitions have been made according to why the migrations were made, the communities that made the migration and the places where the migration took place. Islamic societies have described migration due to political and strategic reasons as the concept of "hicret". Migrations can be classified into two groups as forced migration and voluntary migration. While forced migration is defined as the forced departure of societies or individuals from their region due to social, economic and cultural reasons etc, voluntary migrations can also be defined as the departure of individuals or society from their region without feeling any pressure or obligation (Kınık, 2010).

"Who is a refugee?" There is no document with international validity that creates a definition accepted by all countries for this question. The closest document to this definition is the United Nations

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1951 Geneva Convention on the Status of Refugees, as amended by the 1967 Protocol on the Status of Refugees. The convention and protocol define the refugee as "a person whose nationality is outside her country and unable to do so because of persecution on account of racism, religion, nationality, membership of a particular social group or political opinion" (Newland, 1981). The first international declaration on refugees' rights is the 1967 UN Territorial Declaration at Asylum. This declaration was prepared taking into account the Universal Declaration of Human Rights. After the declaration, the 1969 Organization of African Unity Convention and the 1984 Cartagena Declaration were also carried out. But these declarations were arranged as regional, so they don't have universal validity. Except for these, studies such as the 1986 European Act, 1990 Schengen Convention, 1997 Dublin Convention have also been carried out (Türkdoğan, 2018).

Turkiye has been exposed to a lot of migration throughout history because of its location. As a result of these migrations, cultural diversity has both positive and negative sides. As a consequence of migrations, cultural, ethnic, and social problems arise between both the parties who had to migrate and the citizens of the country they migrated to. It can be said that children are the most affected by migration. Children who are forced to migrate lack many rights, including the right to life, the right to an education, the right to health, and the right to shelter. The disagreement that began in 2011 between opponents and the regime grew day by day, and it has now devolved into a civil war involving various armed groups, terrorist organizations, and international actors. Thousands of Syrians died as a result of the conflict, and millions more were forced to flee their homes and live as refugees in other countries (Paksoy & Şentöregil, 2018). In the 21st century, a lot of studies have been carried out on children's cultural, educational, and social rights. As a result of these studies, it has been revealed that children's feelings and thoughts should also be taken into account (Cemlyn & Briskmark, 2003). As a result of the cooperation between Turkiye and the European Union, first the PICTES project and then the PICTES II project started to be implemented in order to ensure the integration of Syrian children into the Turkish education system. For these projects, Turkish instructors were employed to deal with Syrian students one-by-one. The language problem was attempted to be overcome as a result of the emphasis on teaching Turkish to children within the scope of the PICTES and PICTES II projects. Syrian refugee children who have lived in Turkiye for a long time and who study at a Turkish school can express themselves better. Protecting children and children's rights is one of the most important issues in today's world. The fact that the child is seen as a social being and doesn't have the power to protect herself shows the importance of children's rights. Especially after the Second World War, studies related to democracy, human rights, and children's rights were carried out. Hope and expectation potential for the development of children in a way that fulfills everything shouldn't negate the very important fundamental right of being a child. Children have rights just because they are children, and these rights must be protected by law (Faiz & Kamer, 2017). The government has to make plans for the development of children's interests and abilities in order to achieve happiness and peace. As explained at the 1990 World Child Rights Summit, the child is an innocent, sensitive, and dependent being. When the children's situation is taken into consideration, their rights should be protected by the government. In general, children's rights are guaranteed by legal rules in order to regulate the child's physical, emotional, and moral independence and dignity, as it should be (Akyüz, 2000). The children's rights' convention, accepted by the United Nations in 1989, is an important convention paying attention to children's rights. The convention of children's rights sees children as individuals and defines their rights accordingly. Besides this, it also focuses on children's needs. Parents have to see children as individuals. One of the strong points of the convention is its interdisciplinary nature. It contains economic, social, cultural, and political rights. Therefore, these rights should be known and applied in all areas of government (David, 2002). The first studies on children's rights related to basic needs such as shelter, health, education, and social services. The United Nations Convention on the Rights of the Child was formed by the 1959 United Nations Declaration of Children's Rights, which is important for children's rights and assigns responsibility to signatory parties. This document is an international document and describes an individual who is under 18 as a child (Şimşek, 2016). Turkiye participated in the World

Children's Summit in 1990. The most important and remarkable feature of the Convention on the Rights of the

Child, signed at this summit and accepted in 1994, is that the area of protection of children's rights has been regulated and strengthened regardless of the circumstances. With this convention, children rights became global aims. Although this convention broke new grounds, the lack of any legal sanction is shown as the lack of the convention. The deficiencies and mistakes of the convention previously accepted by the Committee of Children rights were tried to be corrected (Odman, 2008)

Each youngster ought to be aware of their birthrights. Schools are crucial in educating people about these rights. Students absorb sample rights through example-based learning that they observe in class or at school. Students learn about themselves through task-based learning by exercising their rights (Gollob & Krapf, 2007).

The provisions created for the protection of the rights of the children of refugees are laid forth in Articles 22 of the Convention on the Rights of the Child and Article 22 of the 1951 Convention on the Legal Status of Refugees, although it has been noted that these provisions are insufficient. There are also other international conventions, such as the 1984 Cartagena Declaration, the European Convention on the Exercise of the Rights of the Child, the United Nations Convention on Economic, Social, and Cultural Rights, the United Nations Convention on the Elimination of All Forms of Racial Discrimination, and the United Nations Convention on the prohibition of torture. The rights of refugee children are governed and developed in accordance with the laws (Odman, 2008).

UNICEF has carried out significant research on children's rights in Türkiye. It supports groups that research children's rights and useful models. At crucial moments, it communicates with the World Bank, the European Union, and others (Akgül, 2015).

This research aims to investigate how Syrian refugee pupils see children's rights. Many individuals were forced to flee to Türkiye as a result of the war that erupted in Syria, a country with which we share a common history. A substantial portion of the immigrant population is made up of children. Additionally, the quantity of Syrian youngsters who immigrated to our nation and gave birth there is represented in hundreds of thousands. Since birth, these youngsters have been unaware of and unable to exercise their rights. The viewpoint of youngsters who have survived the battle must be evaluated for this reason. Children of Syrian refugees who have lived in Türkiye for the most of their childhood are particularly proficient at learning Turkish. When all of these factors are considered, it is determined that working with Syrian refugee children is the best approach. The significance of this study is further demonstrated by the fact that there is no study in the literature that examines the views of Syrian refugee pupils on children's rights.

The study of paradigms is regarded as a key subject in social science. Every scientific investigation has a paradigm that serves as a framework. The most prevalent phrase in mixed methods research is pragmatism (Plano Clark & Creswell, 2008). The backdrop of mixed methods literature is mostly comprised of studies on the philosophical underpinnings of the discipline. In every study, the philosophical underpinning plays a significant role. As a result, in order to build mixed method research, it is required to understand the appropriate philosophical underpinnings (Creswell, 2009). Researchers compare quantitative and qualitative perspectives in mixed-method studies. If this comparison is not done, there will be inconsistency, and it will be impossible to discuss using mixed techniques of production (Creswell, 2009). For the design of this study, pragmatic thinking – which idealizes a combination of research methods – was used. The argument that this study, which will be done using both quantitative and qualitative data, may benefit from a suitable paradigm is defended by pragmatism, which was chosen as the preferable approach. Because pragmatism is the best paradigm for tackling research issues and examining people's experiences, it is chosen.

The goal of this study will be to produce one of the mixed method objectives. Madey (1982) asserts that the goal of the study is to use a technique's findings to supplement and advance the predominate

approach. Improvement is often understood to entail sampling and implementation (Caracelli & Greene, 119). The explanatory sequential pattern satisfies this aim, which is one reason why the improvement purpose is selected. This reason served as the basis for the study since the data was gathered in order to explain the data and answer additional questions. Quantitative data will provide you numerical data that is not in-depth, and these data are not seen to be adequate for the study's goals. As a result, the study's indication should improve, and qualitative data will enable this development.

### 1.1. Problem of Research

Do Syrian refugee students' perceptions of children's rights differ from variables?

#### 1.1.1. Subproblems

1. Regarding the Syrian refugee students;

- Is there a significant difference between the perceptions of children's rights according to gender variable?
- Is there a significant difference between the perceptions of children's right according to age variable?
- Is there a significant difference between the perceptions of children's right according to the number of siblings variable?
- How is their perceptions of children's right in variable of time they lived in Turkiye?
- Is there a significant difference between the perceptions of children's right according to class level variable?

2. What is the perceptions of Syrian refugee students regarding children's rights?

### 1.2. Ethics Text

The present article pays attention to spelling out the rules, publication principles, research and publication ethic rules. If any problems occur, all of the responsibility will belong to the authors.

## 2. Method

### 2.1. Method and Pattern of Research

Mixed method technique was used to conduct this study. Mixed method studies are carried out to comprehend the intricacies of human events (Sandelowski, 2000). In a mixed methods study, the researcher meticulously gathers qualitative and quantitative data, either independently or concurrently, while taking into account the researcher's philosophical viewpoint and the study's theoretical underpinnings (Creswell & Plano Clark, 2015). Mixed method studies give in-depth information using many practical ways while reducing the shortcomings of qualitative and quantitative research methodologies (Bulut, 2018). Mixed-method studies aid in the development of a bigger framework. Its primary characteristics are multi-staged, implementable, and thoroughly examined using various techniques (Fetters, Cury & Creswell, 2013). In order to understand the link between self-leadership and motivation, as well as how and how it takes shape, mixed methodologies were used in the study. The mixed methods approach is said to be the best one since it combines quantitative and qualitative methodologies. Acquired scale findings must be explained because they are only numeric data. For this study, the explanatory sequential design — which explains quantitative data with qualitative data — was deemed appropriate.

The design of this investigation will be explanatory sequential. We'll use the explanatory model, one of the explanatory sequential design models. We shall discuss both quantitative and qualitative data since this model was chosen as the favored one. This model was chosen to explain the connection between motivation and self-leadership. Explanatory sequential designs often include two stages. First, it is analyzed by gathering the predominately quantitative data. Qualitative data is gathered and examined in the second step. Using qualitative data to explain quantitative data is the goal of explanatory sequence design. Design is referred to as quantitative design since it begins with a

quantitative technique. The fact that there are two reports at the reporting stage and the studies are conducted in chronological order is viewed favorably (Creswell, 2009).

The scanning method will be used in the quantitative part of the study. This method was chosen because a large number of people's data will be collected and scanned. Reaching a lot of people will contribute to the reliable results of the study. The quantitative part of the study will be explained in detail to provide comprehensibility. In the qualitative part of the study, a phenomenological design was used. Phenomenology describes the fundamental structure of experiences. In these studies, previous beliefs about phenomena are temporarily suspended so as not to interfere with seeing or intuiting the structure or parts of a phenomenon (Turan, 2018). Owing to phenomenology design, it has been possible to learn Syrian refugee students' perceptions, ideas, and experiences about children's rights. This design was preferred because it aims to explain the relationship between teachers' self-leadership levels and motivation by using teacher experiences. All phases of the study will be transferred in detail and indicated mainstay to provide clarity.

## 2.2. Study Group

This study was conducted with 178 3rd and 4th grade students in primary schools affiliated with the Ministry of National Education in zmir in the 2019-2020 academic year. A random sampling method was used in this study. Students were chosen by a random sampling method by considering their Turkish proficiency. 8 of the 178 students who expressed themselves well were chosen for the qualitative part.

### 2.2.1. Personal Features of Scale Participants

**Table 1.** Frequency and percentage values of research variables

Variables	Group	Frequency	Percentage (%)
<b>Gender</b>	Girl	112	62.9
	Boy	66	37.1
<b>Age Range</b>	9-11	85	47.8
	12-14	87	48.9
	15 and over	6	3.4
<b>Number of Siblings</b>	No siblings	1	0.6
	1-3	76	42.7
	4-6	88	49.4
	7 and over	13	7.3
<b>Lenght of Life in Turkiye</b>	0-2	12	6.7
	3-5	128	71.9
	6 and over	38	21.3
<b>Class</b>	3rd Grade	53	29.8
	4th Grade	125	70.2
	Total	178	100

Table 1 reveals that girls make up 62.9% of the study's participants while boys make up 37.1%. It is clear that more female students than male students are taking part in the study. Table 1 analysis reveals that 47.8% of the study's participants are between the ages of 9 and 11; 48.9% are between the ages of 12 and 14; and 3.4% are 15 or older. When Table 1 is examined, it can be observed that 0.6% of the study's participants have no siblings, 42.7% have one to three siblings, 49.4% have four to six siblings, and 7.3% have seven or more. Table 1 analysis reveals that 6.7% of the study's participants have lived in Turkiye for 0–2 years, 71.9% have lived there for 3–5 years, and 21.3% have lived there for 6 or more years. Table 1 analysis shows that 70.2% of research participants had a fourth-grade education, compared to 29.8% who have a third-grade education.

When Table 2 is analyzed, it can be seen that the interviewed students are equally distributed according to gender and class level.

**Table 2.** Demographic characteristics of interviewed students

Participants	Gender	Class level
Hikmet	Boy	4th grade
Sidra	Girl	3rd grade
Samet	Boy	3rd grade
Hüseyin	Boy	3rd grade
Taha	Boy	4th grade
Aslı	Girl	3rd grade
Bade	Girl	4th grade
Melis	Girl	4th grade

### 2.3. Data Collection Tools

The "refugee students' perspective scale on children's rights" and semi-structured interview questions were employed as a data gathering technique. Tur (2019) created the "Refugee student" perspective scale on children's rights, and the National Thesis Center's 602570 thesis provides full information about the development process. The participants were informed of the interview's content prior to the interview's start. They were told after the information that they would be audio recorded if they gave their consent. The interviews with the participants were conducted in a classroom setting where they felt at ease speaking. The interviews took place in a single session and lasted an average of 20 minutes. The participants were questioned on the following topics:

1. Can you introduce yourself?
2. Can you tell us how you came to Turkiye?
3. What do you do in your spare time?
4. What rights do you think children have?

Interview questions were prepared by taking the opinions of field experts. Apart from these four questions, additional questions were also asked to the participants in order to obtain in-depth information in line with the answers from the participants. Content analysis was carried out by two researchers and the results were compared and validity and reliability were determined.

### 2.4. Data Analysis

#### 2.4.1 Quantitative Data Analysis

SPSS was used to examine the study's quantitative component. The reliability of the study was assessed using Cronbach's alpha coefficient. The calculated Cronbach's alpha coefficient was 0.71. The measuring tool's medium reliability may be inferred because the Cronbach alpha coefficient is over 0.60. (Iacobucci & Duhachek, 2003). To verify content authenticity, opinions from subject-matter experts were gathered. With the advice of the subject matter experts, the scale pieces were reconfigured.

#### 2.4.2. Qualitative Data Analysis

SPSS was used to examine the study's quantitative component. The reliability of the study was assessed using Cronbach's alpha coefficient. The calculated Cronbach's alpha coefficient was 0.71. The measuring tool's medium reliability may be inferred because the Croanbach alpha coefficient is over 0.60. (Iacobucci & Duhachek, 2003). To verify content authenticity, opinions from subject-matter experts were gathered. With the advice of the subject matter experts, the scale pieces were reconfigured.

## 3. Results/Findings

### 3.1. Quantitative Findings

The researcher's "refugee student's perspective scale on children's rights," which was created, was used to gather quantitative data. The data were analyzed using the SPSS package program, and the results are shown below. The responses to the questions are broken down into frequency, percentages, and mathematical averages. Using a broad scale, results for the sub-dimensions of the rights to development and to live freely were found.

**Table 3.** Frequency, percentage and arithmetic average of participants' answer to scale items

	<b>I agree (3)</b>		<b>I can't decide (2)</b>		<b>I disagree (1)</b>		$\bar{X}$
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	
ITEM 1	151	84.8	19	10.7	8	4.5	2.80
ITEM 2	160	89.9	12	6.7	6	3.4	2.87
ITEM 3	165	92.7	6	3.4	7	3.9	2.89
ITEM 4	170	95.5	7	3.9	1	0.6	2.95
ITEM 5	130	73.0	11	6.2	37	20.8	2.55
ITEM 6	160	89.9	8	4.5	10	5.6	2.84
ITEM 7	172	96.6	2	1.1	4	2.2	2.94
ITEM 8	163	91.6	10	5.6	5	2.8	2.89
ITEM 9	162	91.0	8	4.5	8	4.5	2.87
ITEM 10	147	82.6	4	2.2	27	15.2	2.64
ITEM 11	169	94.6	7	3.9	2	1.1	2.94
ITEM 12	137	77.0	13	7.3	28	15.7	2.61
ITEM 13	114	64.0	25	14.0	39	22.0	2.42
ITEM 14	74	41.6	34	19.1	70	39.3	2.02
ITEM 15	77	43.3	44	24.7	57	32.0	2.11
ITEM 16	99	55.6	25	14.0	54	30.3	2.25
ITEM 17	142	79.8	11	6.2	25	14.0	2.66

Table 3 provides the frequency, percentage, and arithmetic averages of the participants' replies to the study. It was discovered that item 7 received the most selections of the "I agree" option, and item 14 received at least one selection. Item 15 received the most selections of the "I can't decide" option, which was also chosen at least once in item 7. Item 14 received the most selections of the "I disagree" choice, which was also chosen at least once in item 4. When the data are reviewed, it can be observed that item 4 has the highest arithmetic average and item 14 has the lowest arithmetic average. The results of the normality test are presented in table 4.

**Table 4.** Results of normality analysis

	<b>N</b>	<b>X</b>	<b>Median</b>	<b>SS</b>	<b>Skewness</b>	<b>Kurtosis</b>
Total	178	44.25	46.00	3.72	-.74	1.23

The examination of the total score yielded the average value of 44.25, the median of 46, the standard deviation of 3.72, the skewness of -0.74 and the kurtosis of 1.23, as shown in Table 4. Examining the skewness and kurtosis reveals that the data is within the typical range. Considering that the data had a normal distribution, normal tests were run and examined.

### 3.1.1. Findings Related to Gender Variable

In this section, the findings related to the gender variable are included.

**Table 5.** Findings related to gender variable

	<b>Groups</b>	<b>N</b>	$\bar{X}$	<b>SS</b>	<b>sd</b>	<b>t</b>	<b>p</b>
Right to Development	Girl	112	33.83	2.63	176	0.26	0.36
	Boy	66	33.72	2.64			
Right to Living Freely	Girl	112	11.67	2.31	176	1.54	0.12
	Boy	66	11.10	2.53			
General	Girl	112	45.50	3.85	176	1.16	0.24
	Boy	66	44.83	3.48			

When the right to development sub-dimension is analyzed in Table 5, the average score for female

students is 33.83, with a 2.63 standard deviation. The average student in a boy's class is 33.72. 2.64 is the standard deviation. The standard value is 176, the t value is 0.26, and the p value is 0.12 in the calculation. When the arithmetic average is considered, it can be claimed that the gender variable does not significantly affect the results. No significant gender difference was found in the unrelated samples t-test, which was used to determine if the gender variable has a significant impact on how people perceive the right to development as a sub-dimension. In this instance, it may be claimed that the impression of the right to development remained unaffected.

According to Table 5's average value for female students, 45.50, the standard deviation is 176, the t value is 1.16, and the p value is 0.24, the calculation is made. It may be concluded that there is no discernible difference in the arithmetic average based on gender value. No significant gender difference was found in the unrelated samples t-test, which was used to determine if the gender variable has a significant impact on how people perceive the freedom to live freely as a sub-dimension. In this instance, it may be claimed that conceptions of the freedom to live freely were unaffected.

The average score for female students is 11.64 in Table 5, with a standard deviation of 2.31. Male students are valued at 11.10, the standard value is 176, the t value is 1.54, and the p value is 0.12. When the arithmetic average is considered, it can be claimed that the gender variable does not significantly affect the results. No significant gender difference was found in the unrelated samples t-test, which was used to determine if the gender variable has a significant impact on how people perceive the freedom to live freely as a sub-dimension. In this instance, it may be claimed that conceptions of the freedom to live freely were unaffected.

### 3.1.2. Findings on the Age Variable

In this section, findings are given according to the age variable.

**Table 6.** Findings on the age variable

	Groups	Sum of Squares	sd	Average of Squares	F	p
Right to Development	Intergroup	22.15	2	11.07	1.71	0.18
	In-group	1131.15	175	6.46		
	Total	1153.30	177			
Right to the Living Freely	Intergroup	11.90	2	5.95	1.03	0.35
	In-group	1010.39	175	5.57		
	Total	1022.29	177			
General	Intergroup	5.39	2	2.69	0.19	0.82
	In-group	2456.71	175	14.03		
	Total	2462.11	177			

In Table 6, the right to development subdimension according to age variable has an intergroup score of 22.15, an in-group score of 1131.15, and a total score of 1153.30. The average square measures 11.07 by 6.44, and the F and T values are respectively 1.71 and 0.18. The average perception scores of the right to development sub dimensions were compared using one-way analysis of variance to see if there was a difference in perceptions. At the conclusion of the test, no significant difference between perceptions of the groups was identified.

After analyzing Table 6, the intergroup score for the subdimension of the freedom to live freely according to the age variable is 11.90, the in-group score is 1010.39, and the overall score is 1022.29. The F value is 1.03, the t value is 0.35, and the average of the squares is 5.95.5.57. The average score of perception scores was compared with one-way analysis of variance to see if there was a difference in how each group saw the right to live freely. At the conclusion of the test, no significant difference between the perceptions of the groups was discovered.

When Table 6 is examined, the general dimension according to age variable has an intergroup score of 5.39, an in-group score of 2456.71, and a total score of 2462.11 points. 2.69 x 14.03 is the typical square;



the F value is 0.19; and the t value is 0.82. The average perception score was compared with a one-way analysis of variance to see whether there was a difference in how the group saw several broad dimensions. At the end of the test, no significant difference between perceptions of the group was discovered. The results of the number of siblings variable are presented in Table 7.

### 3.1.3. Findings Related to the Number of Siblings Variable

In this section, the findings related to the number of siblings variable are given.

**Table 7.** Findings related to the number of siblings variable

	Groups	Sum of Squares	sd	Average of Squares	F	p	Significant Difference
Right to Development	Intergroup	17.95	3	5.98	0.91	0.43	No siblings with between other groups
	In-group	1135.35	174	6.52			
	Total	1153.30	177				
Right to the Living Freely	Intergroup	85.77	3	28.59	5.31	0.002	
	In-group	936.51	174	5.38			
	Total	1022.29	177				
General	Intergroup	152.03	3	50.67	3.81	0.01	No siblings- 7 and over
	In-group	2310.07	174	13.27			
	Total	2462.11	177				

According to Table 7's analysis, the right to development sub-intergroup dimension's score for the number of siblings variable was determined to be 17.95, the ingroup score to be 1135.35, and the overall score to be 1153.30.  $5.98 \times 6.52$  is the average square; the F value is 0.91; and the t value is 0.43. The one-way analysis of variance was used to compare the average perception score to see whether there was a difference in how the group saw the right to development. At the end of the test, no significant difference in perceptions of the group was discovered.

According to the number of siblings variable, Table 7's intergroup score for the freedom to live freely sub-dimension is 85.77, the in-group score is 936.51, and the overall score is 1022.29.

F valuable is 5.31, T valuable is 0.002, and the average square is  $28.59 \times 5.38$ . The one-way analysis of variance was used to compare the average perception score to see whether there were any differences in how the group members saw the right to live freely. At the conclusion of the test, a significant difference in the perceptions of the group was discovered. In order to ascertain which group differed, a Tukey test was run. The results of the Tukey test show that there is a substantial difference between the groups that chose "no siblings" and those that chose the other options.

Analysis of Table 7 revealed a total score of 2462.11 and an intergroup score of 152.03 for the general dimension according to the age variable. Square has an average value of  $50.67, 13.27$ , F is worth 3.81, and T is worth 0.01. The one-way analysis of variance was used to compare the group's average perception scores in order to determine whether there was a difference in perceptions of the general dimension. At the conclusion of the test, a significant difference in the group's views was discovered. The Tukey test was used to identify the groups that differed. According to the results of the Tukey test, there is a substantial difference between the "no siblings" group and the other groups. The average score of the options "No siblings" and "7 and above" varied significantly, and it was decided that this disparity was in favor of the group "7 and more siblings." Results on the variable of Turkish life expectancy are shown in Table 8.

### 3.1.4. Findings on the Variable of Life Expectancy in Turkiye

In this section, the findings related to the variable "Live time in Turkiye" are given.

**Table 8.** Findings on the variable of life expectancy in Turkiye

	Groups	Sum of Squares	sd	Average of Squares	F	p
Right to Development	Intergroup	15.05	2	7.52	1.15	0.31
	In-group	1138.25	175	6.50		
	Total	1153.30	177			
Right to the Living Freely	Intergroup	9.58	2	4.79	0.82	0.43
	In-group	1012.71	175	5.78		
	Total	1022.29	177			
General	Intergroup	39.41	2	19.70	1.42	0.24
	In-group	2422.69	175	13.84		
	Total	2462.11	177			

Analysis of Table 8 revealed that the intergroup score for the right to development in Turkiye according to the variable of life expectancy was 15.05, the in-group score was 1138.25, and the overall score was 1153.30. F valuable is 1.15, t valuable is 0.31, and the average square is 1.52 x 6.50. The one-way analysis of variance was used to compare the average perception score to see whether there was a difference in how the group saw the right to development. At the end of the test, no significant difference in perceptions of the group was discovered.

Analysis of Table 8 revealed that the intergroup score for the freedom to live one's life as one chooses in Turkiye was 9.58, the in-group score was 1012.71, and the overall score was 1022.29. The typical square is 4.79 by 5.78 inches. F is worth 0.82 while t is worth 0.43. The average score of perception scores was compared with one-way analysis of variance to see if there was a difference in how each group saw the right to live freely. At the conclusion of the test, no significant difference between the perceptions of the groups was discovered.

After analyzing Table 8, it was discovered that the general dimension's intergroup score was 39.41, the in-group score was 2422.69, and the overall score was 2462.11. The average square is 19.70 by 13.84, with 1.42 for the F value and 0.24 for the T value. In order to determine if there is a difference in how the group perceives the general dimension, the one-way analysis of variance was used to compare the group's average perception score. At the conclusion of the test, no significant difference in the group's perceptions was discovered. Results on the grade level variable are presented in Table 9.

### 3.1.5. Finding on Grade Level Variable

In this section, the findings related to the grade level variable are given.

**Table 9.** Findings on grade level variable

	Groups	N	$\bar{X}$	SS	sd	T	p
Right to Development	3rd grade	53	33.83	2.56	176	0.12	0.85
	4th grade	125	33.77	2.55			
Right to Living Freely	3rd grade	53	11.88	2.63	176	0.21	0.12
	4th grade	125	11.28	2.28			
General	3rd grade	53	45.71	4.06	176	1.06	0.28
	4th grade	125	45.06	3.57			

The average score for the right to development sub-dimension among third-graders is 33.83 in Table 9, with a standard deviation of 2.56. The fourth-grade kids' standard deviation is 2.55, and their average is 33.87. The standard deviation was calculated to be 176, the t-value to be 0.12, and the p-value to be 0.85. It is claimed that there is no discernible difference in the arithmetic average depending on grade level. There was no significant difference according to class level in the unrelated samples t-test used to determine if the class level variable has a significant influence on how people perceive the freedom to live freely as a sub-dimension. In this case, it is true to say that conceptions of the freedom to live freely are unaffected by class.

The average score for third-graders is 11.88 in Table 9, and the standard deviation is 2.63. Students in the fourth grade average 11.28, with a 2.28 standard deviation. The standard value is 176, the t value is 21, and the p value is 0.12 in the calculation. It may be concluded by looking at the arithmetic average that there is no discernible difference between grades. There was no significant difference according to class level in the unrelated samples t-test used to determine if the class level variable has a significant influence on how people perceive the freedom to live freely as a sub-dimension. In this case, it is true to say that conceptions of the freedom to live freely are unaffected by class.

Table 9 shows the average score for third-graders and the standard deviation, both of which are 4.06. Students in the fourth grade scored on average 45.06 points, with a 3.57 standard deviation. Standard deviation is 176, t is 1.06, and p is 0.28, which are used in the calculation. It may be concluded by looking at the arithmetic average that there is no discernible difference between grades. There was no significant difference according to class level in the unrelated sample t-test performed to see if the class level variable had a significant influence on the perception of the rights of children.

### 3.2. Qualitative Findings

#### 3.2.1. Theme: Factors Related to Turkiye

In this part, findings about factors in Turkiye are given to Syrian students. The subtheme and codes related to this theme are given in the table below. Two sub-themes were created with the acquired data. These are "Dishes" and " Language. The theme is given in Table 10.

**Table 10.** Factors related to Turkiye

<b>Dishes</b>	Soup, lentil soup, sarma, dishes in Syria, eggplant, pasta, dolma, pilaf, chips, coke, çiğ köfte, dürüm, tomato dishes are different.
<b>Language</b>	Turkish is easy, Arabic is hard, You should learn Turkish, We must read, We can't speak Arabic, I speak Turkish, Arabic is the hardest, We need Turkish, I learned Turkish at the school. We can't speak Arabic everywhere.

Almost all of the students participating in the study mentioned various food names. Based on this, it can be said that children think eating is a right. It can be thought they can eat dishes in Syria, so they don't have any limitations. The student called Sidra said, "I can eat whatever I want, because my mother cooks it. I can eat Syrian food." and stated that they can eat any food they want."

Even if they thought they had language freedom, all of the students who took part in the study said they only used Arabic in a limited way. The student, named Hikmet, explains why he can't speak Arabic everywhere with these sentences: "... because I have friends and when we speak Arabic with some of my friends, how can the others understand?" They don't know Arabic, so we speak Turkish to understand each other. " The student, named Sidra, explains the necessity of speaking Turkish with these sentences: "Because our mother said that you learn Arabic in Syria. When you come to Turkiye, you should learn Turkish; we should study. " Based on these statements, it can be deduced they want to speak their language but they are aware of the necessity of speaking Turkish in Turkiye.

#### 3.2.2. Theme: Activities

In this section, findings on the activities of Syrian students in Turkiye are presented. Based on obtained data, 4 sub-themes were created. These are "Fun", " Education", Help family" and "the used right". Sub-themes and codes related to this theme are given in Table 11.

It can be said that students participating in the study come to their mind expressions on fun when we say right. The student codnamed Aslı said that " my right is watching winx, being in class, playing another game and study lesson." All of the students said that they have right to play.

All the Syrian students mentioned the right to education and the right to read. although some of them went to school in Syria. Some of them went to school in Turkiye. The student, named Melis, stated

she went to school first in Türkiyr with these sentences: "I studied first and second grade in Gazientep and learned there. I also learned Arabic at school.

**Table 11.** Activities

<b>Fun</b>	Play games, watch winx, ride a bike, play ball, go to the park,
<b>Education</b>	Being in the class, study lesson, read a book, right to education, reading-writing, read the Quran.
<b>Helping Family</b>	Helping, make a dish, sweep the floors, take out rubbish, sell water, do the ironing, work at the fabric, girls do housework,
<b>The Used Right</b>	Right to education, right to eat, right to play, right to hospital, right to food, right to housing, right to health, right to wear, right to sleep early, right to work, right to earn money,

Four of the students participating in the study mentioned that they help their family in their free time. The student, codenamed Samed, stated to help his family with these sentences: "When my mother wants something, I go to buy it. I also take out the rubbish and help my mother. Sometimes my mother cleans the house when the feast comes. I help her. "The student codenamed Aslı stated to help her family with these sentences." I help my mother make dishes. On Fridays, when my mother goes to the bazaar, I sweep the floors. "

Two of the students participating in the study stated that men and children differ in the division of labor according to gender. The student, named Sidra, stated the roles of women at home with these sentences: " Girls do housework and play games; they make a dish. When they come back home, they make a dish, give their dress and do ironing. "

All the students participating in the study express their opinion on the rights they have. They believe they have the right to an education, to eat, to play, to go to the hospital, to eat, to live in a house, to be healthy, to wear, to sleep early, to work, and to earn money. The students expressed their positive perceptions of their rights. Seven of the students said that they had the right to play. The student, named Hikmet, stated that he had the right to play with these words: "I have the right to play; the right to go to the hospital; and the right to play ball."

### 3.2.3. Theme: Expressions of Emotion

In this section, the positive and negative expressions of the students are presented. The obtained data are grouped under 2 sub-problems. These are "Positive expressions" and "Negative Expressions". The sub-themes and codes related to this theme are given in Table 12.

**Table 12.** Expressions of emotions

<b>Positive Expressions</b>	I feel safe, I am not afraid, I like the school, I like food, I want to study, We get on well each other, We don't fight, can't hurt, Girls should study, I get on well.
<b>Negative Expressions</b>	Fighting, we are guilty, I am guilty, Others are guilty, behaving bad, Suri bom bom, i never like, i am afraid, Thieves kidnap, beat, I have enemies, trick, I am angry, punishing, hard punishment, I was dismissed, the war crack, etting angry, houting, angry, ı am sad, be afraid, my mother bat too, fihting with taekwondo, ı don't feel safe, I don't go out in the evenings, the car hit, everywhere is bomb and crack, sometimes we don't get on well

Students participating in the study used negative expressions more than positive expressions. It is determined that because of the war they encounter, they feel mostly insecurity, fear, anger, etc. The

student, codenamed Hüseyin, expressed his fear with these words: "I am not scared. I can't wait to see if it comes. Certainly it will come, but I am sure they will come." and he expressed that the war will come to Türkiye. Three of the students are scared of thieves. When asked "ave you ever seen a thief?", they stated that they had never seen one. The student, Taha, whom he met while selling water at traffic lights and who he described as a thief, with the words: "Once a car hit. I had no idea he was a thief until Brahim came up to me and said, "Don't go to this man," and I said, "I will go," and we fought.

Six of the interviewed students said that they had a fight. The student named Hikmet expressed his frustration with these sentences: "We sometimes have a fight; I have enemies." in our neighborhood. We went to the park to play ball. Older children from us came and we missed the ball. They tried to take our ball, but we didn't give up and we were enemies.

#### 4. Conclusion and Discussion

When the relationship between perceptions of Syrian refugee students regarding children's rights according to the gender variable was examined, no significant difference was found between the gender variable and the perception of children's rights. Akgül (2015) determined in his study that there was no significant difference between the views of the participating parents in the dimensions of general rights, right to life, right to development, right to protection, right to participation, and right to education and their genders. He couldn't find a significant difference in the study that he conducted with mentally handicapped undergraduate students to learn their attitudes towards children's rights. Dönmez found no significant gender difference in his study, which examined class teachers' attitudes toward children's rights. Şentürk Tüysüzer (2018) concluded that the attitudes of school administrators didn't change according to gender. It was felt that this conclusion supported the study. In his study, which was conducted with Syrian refugee students, Hamdan Mansour vd. (2017) found a difference between anger scores according to gender in his study. He concluded that boys had higher anger scores than girls.

When the relationship between Syrian refugee students' perceptions of children's rights according to the age variable was examined, no significant difference was found between the age variable and their perceptions of children's rights. entürk Tüysüzer (2018) concluded in her study, which he examined to learn the attitudes of school regarding children's rights, that there was no difference according to age variable. Kepenekçi Karaman & Baydık (2009) concluded in their study, which they conducted with mentally handicapped undergraduate students to learn their attitudes towards children's rights, that the ages of students didn't make a difference in attitudes.

When the relationship between Syrian refugee students' number of siblings variable and perceptions of children's rights was examined, a significant difference showed up as a result of the One-Way ANOVA Test, which was conducted to examine whether there is a significant difference according to the number of siblings variable. As a result of the Tukey test, which was conducted in order to understand which group caused the significant difference, it was observed that between the group which selected the option of " no siblings" and the other groups, there was a difference. Topsakal & Ayyürek (2012) concluded in his study, in which he examined students' use of children's rights according to class teacher, that if the number of siblings increases, their children use their rights less. This situation supports our study. Akgül (2015) indicated in another study that the attitudes of parents towards children's rights didn't change according to the number of children. Kaya (2011) concluded in another study that reviews concerning children's rights didn't change according to the number of siblings. This situation supports our study.

When the relationship between Syrian refugee students' variable of living expectancy in Türkiye and perceptions of children's rights was examined, no difference was found between the perceptions of children's rights regarding the duration of their life in Türkiye.

When the relationship between Syrian refugee students' variable of class and the perceptions of children's rights was examined, no significant difference was found between the variable of class and perceptions of children's rights. It can be shown that this situation is the reason that no criteria were

taken into account when placing Syrian students in classes. Kepenekçi Karaman & Baydı (2009) concluded in their study, which he conducted to learn the attitudes of mentally handicapped undergraduate students, that the class level didn't affect the attitude of children. Akgül (2015) determined in his study, which he conducted with parents, that the attitude of right to development didn't differ according to class level. Also, when the results of the interviews in the qualitative dimension were examined, no difference was observed in the perceptions of the students according to class level.

## 5. Recommendations

This research was conducted to determine the perceptions of Syrian refugee students about children's rights.

- By using a developed scale, it can be applied to the refugees who migrated to Türkiye from different regions.
- Based on the results of the study, the issue of children's rights can be integrated into the education system in more detail.

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