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AN INTERVIEW SURVEY ON "PROBLEMS EXPERIENCED BY SCHOOL ADMINISTRATORS IN SCHOOLS WITH FOREIGN STUDENTS AND SUGGESTIONS FOR SOLUTIONS TO THESE PROBLEMS"

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Abstract

Due to its geographical location, ethnic structure and political attitude, Turkey has become a country that has received immigration since the 1970s. Turkey, which has been a ‘migration country’ in the past, is exposed to the flow of immigrants from various countries with different religious and ethnic origins. This wave of migration towards Turkey from neighboring countries and other countries includes various migration movements such as transit migrants, refugees and illegal worker migration“. (Güneş, Elitok, 2013).

The civil war in our border neighbor Syria has forced civilians to flee for their lives. The number of civilians who arrived in Turkey in 2011 reached 3 million in 2017. United Nations High Commissioner for Refugees [UNCHR], 2017. In addition to Syrians, Turkey also hosts Iraqis, Afghans and Iranians who have migrated for the same reasons. . Most of these people, some of whom are housed in camps, have settled all over Turkey. This wave of migration caused various problems throughout the country; one of the most important problems is children’s education. To solve the educational problems of these children, governmental and non-governmental organizations have taken steps and presented various solutions. In this regard, the country

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implements various policies, and Syrian students are offered educational opportunities in temporary educational centers and schools under the Ministry of National Education (MONO). However, teachers and administrators of schools working under the Ministry of Education face various problems.

Research data were obtained as a result of interviews with foreign student leaders in Nevsehir using qualitative research methods. With the analysis of the situation of foreign students, the advantages and disadvantages of the school and the analysis of the research material obtained for foreign students, a solution to the observed problems was obtained. Problems faced by the administrator are academic inadequacy, language problem, cleaning problem, discipline problem, lack of communication with family, problems like constant absenteeism. Some administrators mentioned the school's benefits of foreign students and referred to its contributions to Turkish students, such as cultural transmission, empathic development, and foreign language learning. Administrators developed solutions to the problems they experienced, and these students were given adjustment classes to help them adjust to school, language courses to ensure they learned Turkish quickly, and family guidance to minimize problems.

Key words: Foreign Student, Administrator, Discipline, Empathy, Constant Absenteeism., Cultural Transfer.

INTRODUCTION

Migration refers to the fact that people leave their places of residence due to war, climatic conditions and hunger and settle in areas with better opportunities. We see that the migrations were made for reasons such as military, political, cultural, religious, national, industrial and modern educational opportunities.

As a developing country with its geographical location, Turkey has become a country that receives migration. According to the 2022 migration statistics of the General Directorate of Migration Management (DGMM), the number of irregular migrants arriving in our country is 5 in 2019.it has decreased from 662 to 65,569 in 2022. Taking into account the nationalities of foreigners with residence permits in our country, it is seen that there are citizens of Iraq, Turkmenistan, Iran, Syria, the Russian Federation, Uzbekistan, Azerbaijan, Afghanistan, Kazakhstan and Egypt. Considering that Turkey receives migration from different nations, it is seen that there are problems on many different issues. At the beginning of these problems are the problems experienced in education.

In this section, the problem, subject, purpose, justification and limitations of the research on the problems experienced by school administrations with foreign students in their school and suggestions for solutions to these problems are given.

Turkey has been a country of immigrants since the 1970s due to its geographical location, ethnic structure and political affiliation. Turkey, which has historically been an "immigrant country", faces an influx of immigrants from different countries with different religions and ethnic backgrounds. This wave of migration to Turkey from neighboring countries and other countries includes a number of migration movements, including "transit migrants, refugees and illegal immigrants". (Güneş, 2013; Elitok, 2013). In addition, the fact that Turkey is a transit country has increased the number of immigrants to Turkey considerably. (Sarıtış,E. 2016:209).

Administrations and educators have responsibilities for the regular functioning of educational activities in schools. Having students with different characteristics (age, gender, language, economic status, etc.) together has both advantages and disadvantages. Immigration movements to the country, which are among the problems encountered, may also reach a level that affects education and training activities. Since migration to another country means encountering a new language, new culture and a new environment, it causes new problems and creates adaptation problems for individuals. (Özdemir, Zirve, Akbaş,2009; Kılınç,2014; Uluocak, 2009).

A civil war has broken out in neighboring Syria, forcing civilians to relocate for safety. The number of civilians entering Turkey in 2011 reached 3 million in 2017. United Nations High Commissioner for Refugees [UNCHR], 2017. In addition to Syrians, Iraqis, Afghans and Iranians who migrated for similar reasons are also accepted to Turkey. Most of these people live throughout Türkiye, although some are sheltered in camps. This wave of immigration has led to various problems throughout the country. One of the most important issues is the education of children.

Governments and non-governmental organizations have taken action and proposed various solutions to solve the educational problems of these children who left their countries due to migration. In this context, various measures have been implemented by the country to provide educational opportunities to Syrian students in temporary education centers and schools affiliated with the Ministry of National Education (MEB). However, teachers and administrators working in schools affiliated with the Ministry of National Education face some difficulties. What needs to be done in educational institutions is to get to the root of the problems experienced and develop solutions to prevent the same problem from occurring again in that

institution or another institution. In this study, which was conducted to identify the problems and offer solutions, interviews were held with the administrators, the problems were identified and the solution suggestions developed by the administrators were evaluated.

In the research;

1. What is the proportion of foreign students in the school?
2. Do you have problems with foreign students studying at the school?
3. Do you have problems with foreign parents?
4. Do you have problems with the Ministry of Education regarding foreign students?
5. Are there any adaptation problems between foreign students and teachers?
6. What are the positive contributions of having foreign students at school?
7. As the school administration, what are your solution suggestions to the problems experienced?

Answers to these questions were sought.

METHOD

There is information about the model, universe and forecast, forecast forecasts and analysis, which consists of these components.

According to the manager, this aim is to deal with the competitions obtained from the education of foreign students in primary and secondary schools affiliated to the Ministry of National Education and to determine the solution proposals obtained in this majority. Qualitative research methods are maintenance-free attributes and are used for research because they require intensive care. Qualitative research method is a research method that can collect detailed and detailed information about any subject with a limited number of settlements. Qualitative research enables the study of human behavior in the environment with a plastic and holistic approach. (Patton, 2014; Yıldırım and Şimşek, 2013).

The interview technique, which is one of the qualitative data collection tools of this enterprise, was used (Karataş, 2015). Interviewing, grouping, is a data collection technique that reveals and determines experiences and attitudes (Ekiz, 2009). It assumes that the school administrators participating in this study answered the interview questions correctly.

The home of the research will be the administrators working in primary and secondary schools in the province of Nevşehir in the 2022-2023 academic year. Randomly selected administrators from this universe will represent the representative.

Demographic characteristics of the participants are given in Table 3.1.

Table 3. 1.

Demographic Characteristics of the Participants

Participant	Gender	Age	Tenure at school	Rate of foreign students	Stage	Title
İ1	Man	38	9	%9	Primary school	School principal
İ2	Man	43	8	%15	Secondary school	Assistant director
İ3	Woman	42	4	%15	Secondary school	School principal
İ4	Man	41	7	%85	Secondary school	Assistant director
İ5	Woman	49	2	%85	Secondary school	School principal
İ6	Man	46	5	%10	Primary school	Assistant director
İ7	Woman	45	2	%18	Secondary school	School principal
İ8	Man	53	8	%7	Primary school	Assistant director
İ9	Man	33	2	%14	Primary school	School principal
İ10	Man	53	4	%50	Primary school	School principal
İ11	Woman	42	2	%8	Primary school	Assistant director
İ12	Man	47	4	%43	Primary school	School principal
İ13	Man	56	8	%17	Primary school	School principal
İ14	Man	44	3	%2	Primary school	School principal
İ15	Woman	33	4	%6	Secondary school	Assistant director
İ16	Woman	43	5	%22	Secondary school	School principal

Table 1.1. As can be seen, six out of ten of the school administrators are male and female. The age range ranges from 33 to 56. Their tenure at the school ranges from 2 to 9, with

nine of the administrators working in primary school and seven in secondary school. While the ratio of the number of foreign students to the total students is very low, such as 2%, this rate has increased to 85% in places where foreign nationals reside intensively. Ten of the administrators work as school principals, and six of them as assistant principals.

The first part of the data collection tool of the research includes the demographic information of the participants prepared by the researcher, and the second part includes the questions about the problems experienced by the participants with foreign students and the solutions they found to these problems. In order to develop the interview question, a literature review was conducted and expert opinion was obtained before making the interview questionnaires available for determining content adequacy. In order to understand the clarity of the problem and its suitability for the purpose, a preliminary application was made to two administrators. The question was completed with the feedback received from the preliminary application, and answers were sought for the following questions in our research.

After it was based on volunteerism and the ethical rules were specified, interviews were made with the administrators who agreed to participate in the research and appointments were determined. Later, on the day of the appointment, the participant went to the school where he worked and had a face-to-face interview and was informed about the research. Interview questions were started by stating that in an environment where the participant would feel comfortable, the information would be kept confidential by the researcher and that information about the participant would not be given anywhere. It was stated that codes such as İ1, İ2, İ3 would be given to the participants because they were administrators.

The interviews lasted an average of 15-20 minutes. There was no audio recording of the interview, and the answers given by the participant to the interview questions were recorded directly on the forms. After the data collection process was completed, the data were published unchanged. All the data collected by the researchers were written by the interviewees themselves. After the transcription study was completed, the researchers re-read the data and proceeded to the data analysis phase. Content analysis is a systematic and repeatable technique for grouping certain words in text into smaller content categories and coding them according to certain rules. (Buyukozturk, Cakmak, Akgun, Karadeniz and Demirel, 2014).

The basic process of content analysis is to interpret similar data in a way that the reader can understand by placing it within the framework of certain concepts and themes. (Yıldırım and Şimşek, 2013). Data were evaluated manually and inductively. The researchers first read the questions, coded the data, and then arrived at the design theme. Adopting a holistic perspective in their analysis, the researchers rearranged the design of the theme and placed the

code under the theme. After the analysis, controls were made, necessary corrections were made and the analysis was terminated. The knowledge gained is reported and presented.

FINDINGS

In this section, the findings and comments obtained depending on the sub-problems of the research are given. As a result of the analysis of the data obtained from the interviews, three themes were obtained: problems with foreign students, positive contributions of being a foreign student at school, and solutions to the problems encountered. The sub-themes of each theme and the findings related to these themes are given below by taking quotations from the interview.

4.1. Do you have problems with foreign students at your school? If your answer is YES, can you explain what kind of problems you are experiencing?

The keywords used according to the answers given by the interviewed administrators are given in the table below.

1. Theme: What kind of problems do you have with foreign students at your school?

Table 4. 1.

Problems with foreign national children

THEME	CATEGORY	CODE	F
Problems with foreign students		Literacy	5
	Academy	Academic Skills	4
		Results of exam	4
		Language problem	5
	Discipline	Fight	2
		Compatibility Problem	3
		Communication	4
		Address change	3
		Discontinuity	3
			Cleaning

The administrator participant interviewed was asked what kind of problems they had with foreign students as administrators, and the answers given were the themes that emerged as a result of the content analysis Figure 4.1. It is located in.

Figure 4. 1.

Problems encountered with foreign students

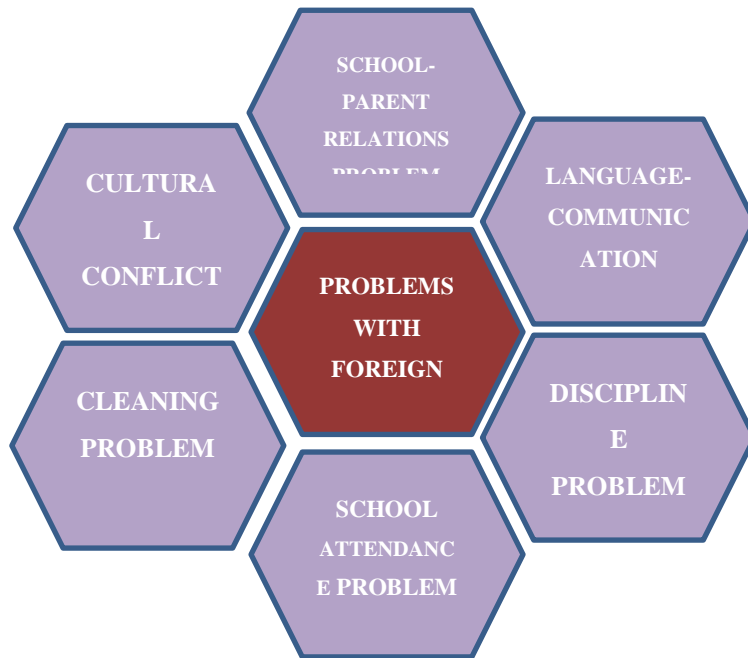


Figure 4.1. As can be seen in Fig. 1, the theme of problems encountered with foreign students is categorized under 6 sub-themes; Adaptation to School Culture, Cultural Conflict, Cleanliness Problem, School Attendance Problem, Disciplinary Problem and Language-Communication Problem.

4.1.1. School-Parent Relations Problem

One of the problems experienced in schools with foreign students is the school-parent communication problem. The reason is that the parents do not give the necessary importance to education as parents because they do not know Turkish, they are academically inadequate, and there are more than one child in the same household. Parents come to the school in September to receive educational aid and want their children to be registered. Our parents, who receive a student certificate after registration, cannot ensure that their children continue to school after applying for educational assistance.

The opinions of the participants participating in the research on this subject are;

Parents arrive only at registration time. Parents cannot be reached again because they constantly change addresses and telephone numbers. After the registration of the child, they get the education certificate and do not go to school again.

Since the parents do not know Turkish, we have problems in communication.

4.1.2. Cultural Conflict

Since the cultures of the families of foreign students are different, there is a cultural conflict between Turkish students. Since the culture in which the native students grow up and their own cultures are different, cultural conflicts, conflicts, criticisms start and cause intercultural conflicts. In addition, there are problems in adapting to school and adapting to school culture.

It causes cultural conflicts among students. Something that is shameful for us is a very normal behavior for them and causes conflict.

There is a problem of adaptation, they cannot keep up with the school culture.

4.1.3. Cleaning Problem

It is understood that foreign families do not come to school clean due to financial inadequacy or their cleanliness culture, which disturbs other students. The fact that they do not have a washing machine in their house or that they play on the street at a young age shows that they do not pay attention to the issue of cleanliness.

Families of foreign nationality do not give importance to cleanliness and living together with large family groups.

Families with foreign nationality experience a cleaning problem as a result of financial inadequacy, not being able to wear clean clothes or not using clean clothes.

4.1.4. School Attendance and Absenteeism Problem

Foreign students are constantly absent after enrolling in school, and there are problems in attendance. Absence letters are sometimes not delivered to the family as a result of a change of address or relocation. The children of the parents who do not send the absentee letter or who do not insist on sending the student to the school even though the absentee letter is received, do not come to school anymore.

After the registration of the foreign student, the parents could not be reached, it was seen that they did not come to the school because they moved or worked.

Foreign students are constantly absent and we cannot bring them to school.

4.1.5. Disciplinary Issue

There are problems with discipline at school due to cultural differences in foreign students, being enrolled in classes younger than them because of illiteracy, and problems caused by immigration. These students, who do not fulfill the rules set by the teachers and the school administration, have problems with the classroom and school discipline rules, and they can set a negative example for local students in terms of discipline.

Foreign students misbehave at school and harm their friends-school.

These students exhibit negative behaviors, disrupt classroom discipline and set a negative example for other students.

4.1.6. Language-Communication Problem

The biggest problem that foreign students and their parents have with school administrations is the language-communication problem. Since students and parents do not know Turkish, communication cannot be established properly. The basis of problems such as academic, discipline and absenteeism stems from the fact that students do not know Turkish and do not make enough effort to learn it. Parents' use of their mother tongue and children coming to school age without learning Turkish cause problems for the administrators in the classroom and at school. School administrators, who have difficulties in communicating with parents who do not speak Turkish, cannot fully express themselves about the situation of the student.

There is a communication problem because they do not know Turkish very well.

Especially, students who come to intermediate classes have problems in learning a language and comprehending the basic acquisitions.

Since students and their languages are different, we have trouble understanding and communicating with us.

We cannot get along with students because their languages are different. Problems arise because there is no healthy communication.

We have a language problem with students who have just arrived in the country.

Communication problems arise due to language differences.

4.2. Do you have problems with the parents of foreign students registered to your school? If your answer is YES, what kind of problems do you have?

The administrator participant interviewed was asked what kind of problems they had with the parents of foreign students as administrators, and the answers given were the themes that emerged as a result of the content analysis. It is included in.

Figure 4. 2.

Problems encountered with parents of foreign students

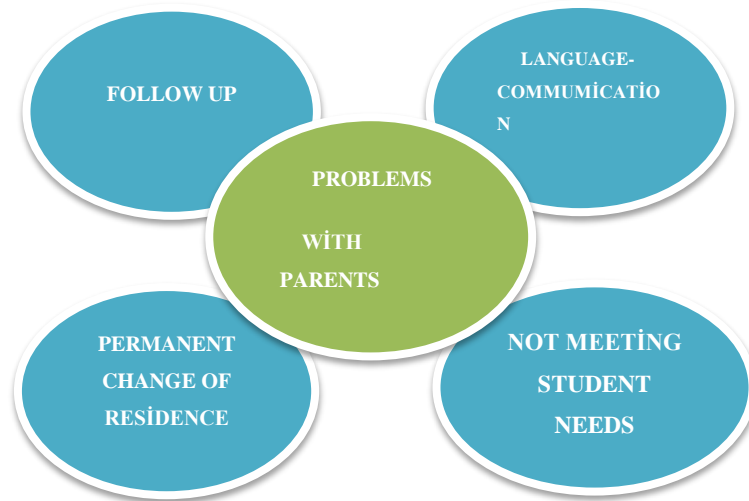


Figure 4.2. As can be seen in Fig. 1, the problems encountered with the parents of foreign students are grouped under 4 headings.

4.2.1. Resume Tracking Issue

Parents of foreign students who enroll students in the school do not follow up the attendance of the students. Although school administrations prepare absentee letters, correspondence, and make home visits with the headman, it has been determined that the parents could not ensure the attendance of the students to the school.

Parents do not follow up the student's attendance-absence after enrolling in the school.
Parents do not come to school to ensure the attendance of students.

4.2.2. Permanent Change of Residence

These parents constantly change residence due to economic, cultural and seasonal conditions. Families who also work as seasonal workers, as a result of constantly changing residences according to seasonal conditions and job opportunities, school administrations have problems in transportation to parents. It has been determined that especially for students who are registered but who are constantly absent, when the parents want to be visited, they move and do not receive the transfer of the children. In case the parents who changed their contact numbers moved, it was seen that the student's residence was tried to be found by correspondence with the Ministry of National Education, which they could not reach for the transfer of the child.

Parents are constantly changing addresses and telephone numbers.

When going home for absentee students, it was observed that they changed addresses and moved without informing anyone and without transferring the child.

4.2.3. Meeting Student Needs

It was observed that the parents did not meet the basic needs of the student such as stationery, clothing and nutrition. It was determined that the students who did not do school shopping in September came to school without bringing their stationery, and their families constantly came to the school administration and asked for help.

Parents do not receive the school needs of the children, so teachers constantly report the situation to the school administration.

Parents of foreign students constantly come to the administration and ask for help, expressing that they cannot meet the needs of their children.

4.2.4. Language-Communication Problem

As with foreign students, the fact that their parents do not know Turkish causes communication problems. Parents and school administrations, who have reached a certain age and insist on not learning Turkish, cannot communicate about the student.

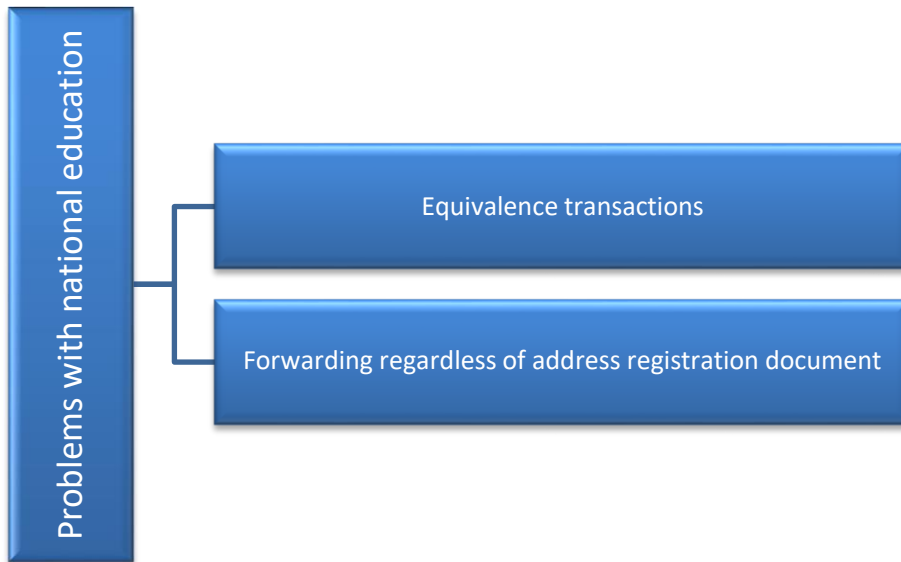
Parents, like children, cannot communicate because they do not know Turkish.

4.3. Do you have problems in business and transactions between the foreign students enrolled in your school and the Directorate of National Education? If your answer is YES, what kind of problems do you have?

The following 6.1. The problems that the school administrations have with the MEM regarding the business and transactions of foreign students, including the equivalence procedures and the problem of directing them to the same school regardless of the address registration area. As indicated in the figure, it consists of two themes.

Figure 4. 3.

Problems encountered with MEM in the business and transactions of foreign students



4.3.1. The Problem of Equivalence Operations

The equivalence procedures of foreign students are carried out by the commissions established in the Provincial MEMs. In these commissions, it has been determined that when the student's age, academic level, and education level in the country they come from are not taken into account, they are taken to the class that is not suitable for their level.

When the parent, who was referred to the Equivalency Commission of the Directorate of National Education, went to the commission with the student, it was seen that the decision was taken to enroll the student in the class that was not suitable for his level.

4.3.2. Forwarding Regardless of Address Registration Region

It has been determined from the interviews that when the parents interview with MEM without visiting the school, they are rarely directed to the schools where foreign students are concentrated, regardless of the address registration area for the students who are registered for the first time.

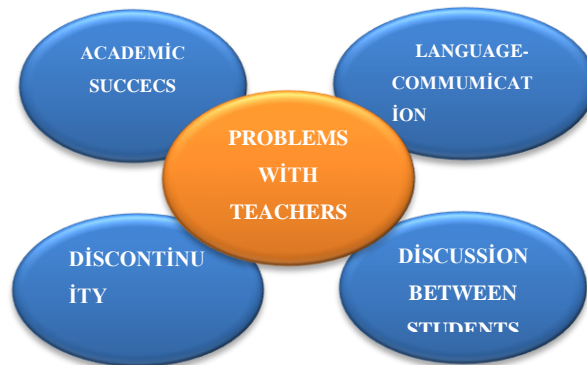
Our school is a school with a high rate of foreign students. MEM directed a few students who will enroll for the first time to our school, regardless of the address registration area.

4.4. Are there any compatibility problems between foreign students and teachers in your school? If your answer is YES, what are the reflections of these problems on the school administration?

Like school administrators, the problems and adaptation problems experienced by teachers among foreign students are generally related to language, academic success, absenteeism and arguments between students.

Figure 4. 4.

Problems between foreign students and teachers



4.4.1. Academic success

In the interviews, it was observed that the academic success of the foreign students in the lessons was low, and therefore the teachers had problems in the lessons. It is seen that teachers who have problems with these students due to academic inadequacy report the situation to the school administration.

Since the academic achievement of these students is low, it disrupts the success balance of the class.

Students are academically inadequate and fail the exams.

4.4.2. Discontinuity

It is observed that foreign students do not pay attention to absenteeism, so they cannot adapt to the class and school. It has been observed that students who do not attend school for a few days each week do not study in harmony with the subjects and units they have problems with.

These students are absent several days a week. Therefore, there is a problem of harmony between teachers and these students.

Since their mother tongue is different, teachers have problems in adapting to these students.

4.4.3. Discussion Between Students

It was observed that there were arguments between domestic and foreign students at the school. It has been reached in the interviews that these events, in which there are discussions due to reasons such as cultural differences, language differences, cause disciplinary consequences.

There are arguments among students due to language incompatibility.

The students are arguing among themselves because of the culture clash.

4.4.4. Language-Communication

Since the mother tongue of foreign students is different, teachers, like administrators, have communication problems, and as the problems grow, they reflect on school administrations. Since these students do not know Turkish, when they come to the upper grades without learning to read and write, teachers cannot communicate, which ultimately affects academic success.

Since the students do not know Turkish, they have problems with the teachers.

Foreign students who cannot learn to read and write cannot communicate with teachers, and these students fail academically.

4.5. Are there any positive contributions to the presence of foreign students in the school?

Themes related to the advantages of having foreign students at the school are given in the table below.

Table 4. 2.

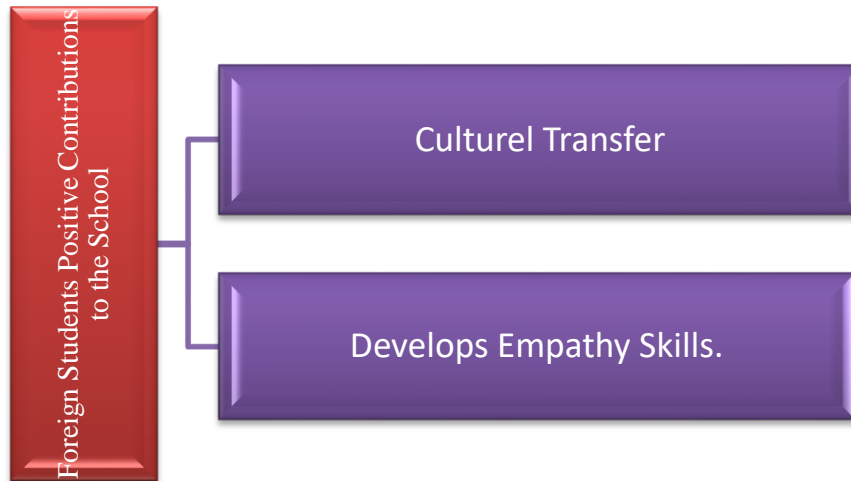
Advantages of Foreign Students to School

THEME	CATEGORY	CODE	F
Advantages of foreign students	Socio-Cultural	Empathizing	3
		Culturel Transfer	4
		Social Project	2
	Learning	Personality Development	1
		Learning Different	4
		Languasges	

In the interviews, it was seen that these students usually cause problems in schools, but they also rarely make positive contributions. Thanks to these students, it is seen that the ability to empathize increases and cultural transfer is provided.

Figure 4. 5.

Positive contributions of having foreign students in the school



4.5.1. Cultural Transfer

It has been seen that the cultural differences between foreign students and local students are a source of wealth for the school. It has been determined that there is an intense cultural transfer among the students, and thus, richness is experienced in the activities.

Since the cultures of foreign students are different, cultural transfer takes place with local students.

There is a transfer between the culture of these students and the cultures of local students, so that different cultural activities are included in the school on national holidays.

4.5.2. Ability to Empathize

Another advantage of having foreign students is that it increases the ability to empathize with other students. Foreign students describing the difficulties they experienced cause local students to put themselves in their shoes and empathize.

Our students develop their empathy skills by putting themselves in the shoes of foreign students.

4.6. If you are having problems with foreign students at your school as the school administration, do you have any suggestions for solutions? If your answer is YES, can you tell us about these solutions?

Eight themes were determined as solution suggestions and these themes were interpreted in the table below.

Table 4. 3

Suggestions for solutions to the problems encountered with foreign students

THEME	CATEGORY	CODE	F
For the problems Solution proposals	State Based	Sanction of Absenteeism	2
		School Adjustment Guidance	1
		School in Own Land	1
	Institution Based	Address Tracking System	3
		Literacy Course	3
		Parent Education	2
		Compliance Classes	3
		Homogeneous Distribution	2

Almost all of the school administrations that have foreign students in their schools have stated that they have problems. The school administrations, who have reached the main sources

of the problems, have come to the conclusion that the Ministry of National Education, National Education Directorates, School Administrations, Teachers, Parents and Students have a great responsibility and that these problems can be minimized by the decisions that each institution will take within its own body.

Figure 4. 6.

Solution Suggestions for Problems



4.6.1. Sanction of Absenteeism

Absenteeism is one of the main problems that students experience with school administrators. Parents who enroll their children in school do not pay attention to the absenteeism of their children, so students are also absent. As a solution proposal, our school administrators stated that the sanctions imposed on domestic students should also be applied to foreign students, and that measures should be taken in official institutions of the state (hospital, bank, etc.) for the parents of such students.

Different sanctions may be applied for students who are constantly absent.

Sanctions applied to domestic students should be applied to the families of foreign students and even more frequent measures should be taken in official institutions.

4.6.2. School Adjustment Guide

The Ministry of National Education should prepare a school adaptation guide and deliver it to students and their parents. It is foreseen that the process will proceed in harmony when all students are informed that the same application will be made thanks to the adaptation guide.

A school adaptation guide can be prepared for foreign students and parents.

4.6.3. School in Own Land

It has been observed that some administrators have suffered greatly due to the problems in their schools. He concluded that the solution of the problem would be for these administrators to continue their education by constructing schools in their own lands, not in our country.

They cause big problems in our schools now. Schools can be built in their own countries so that they can continue their education there.

4.6.4. Address Tracking System

Address follow-up of the parents of foreign students should be made strictly, and the information of the families who changed their residence from their current location should be reduced to the school system thanks to the headmen's system and their attendance to the new school should be ensured. Otherwise, it was determined that while the student was registered, they changed residence without the knowledge of the school administrators, and that they stopped in the E-School system because they did not register the student.

They are constantly changing addresses. By introducing a system to the headman's offices, the relocations can be done immediately, and new addresses can be added to the school systems thanks to the address tracking system.

4.6.5. Literacy Course

School administrators and teachers can be prevented from having problems by opening literacy courses to foreign students and their families. Illiterate students create problems before, during and after registration. Before starting face-to-face education at school, a course can be opened through Public Education Centers.

We have problems with children who do not know how to read and write, both academically and in terms of adaptation. Courses can be opened for them.

First, literacy courses can be taken from Public Education Centers.

4.6.6. Parent Slopes

It can be ensured that students receive education from their parents as well as their education. Trainings should be organized to provide information from the student's academic success to how we should behave towards the student.

Education should be given to parents as well as students.

4.6.7. Compliance Classes

Integration classes previously opened by the Ministry of National Education make it easier for students to adapt to school, and integration classes should be opened to solve the problems experienced, where students participate in activities where integration studies are carried out instead of meeting the school directly.

Compliance classes applied in previous years should be reopened.

4.6.8. Homogeneous Distribution

A homogeneous distribution should be made and students should be directed to all schools while enrolling foreign students in schools affiliated with the Ministry of National Education or performing the equivalence process. Otherwise, there will be crowds in certain schools, causing local students, administrators and teachers to encounter problems very often.

Since the rate of foreign students in my school is 82%, we are having a lot of trouble. Local families are transferring their students from our school. As a solution, a homogeneous distribution should be made while scattering.

In MEMs, the equivalence commission should distribute the student distribution equally to the schools.

DISCUSSION, RESULTS AND SUGGESTIONS

This study was conducted to determine the problems and solution proposals of school administrators with foreign students and to determine the solutions to these problems. In the study;

- ✓ Communication problems with students
- ✓ Communication problems with parents
- ✓ Compliance issues
- ✓ Cultural differences problems
- ✓ Disciplinary issues.

Five main problems have been reached. The first problem that administrators and teachers encounter is language and related communication problems. The administrators emphasized that these students should be handled individually in order to minimize communication problems with students, and that these students should be emphasized by organizing activities that support learning Turkish and speaking in the classroom.

In the proposal, it was also stated that the administrator called for the establishment of language courses to help teachers and administrators learn languages in public education

institutions in order to solve this problem caused by language differences. In addition to the problem of students who do not speak Turkish, foreign students have difficulties in communicating with the administrators because their parents do not speak Turkish. When we evaluated the findings, it was seen that the way the administrators communicated with foreign students and their parents was thanks to their Turkish-speaking acquaintances.

The inability of students to communicate with their friends because they do not know Turkish leads to disciplinary problems over time. It was emphasized that some students were unable to communicate with their classmates and exhibited silent and timid behaviors, while others exhibited aggressive behaviors.

It has been observed that the coexistence of students from different cultures contributes to cultural transfer as well as to cultural conflict. It has been stated that the adaptation problems of these students have consequences not only in language but also in cultural differences, and that adaptation studies should be carried out for adaptation.

While the majority of the school administrators interviewed in the research came to the opinion that there were problems and that they did not have positive contributions, some administrators came to the opinion that problems were experienced but the differences contributed to the school culture.

It was observed that there were foreign students in all of the sample school administrations, but in some schools there was a very high rate of 85% foreign students. It was stated that the school administrations in these schools were not homogeneously distributed, so the rate was high. It has been concluded that the parents of local students in schools with a high rate want their children to be transferred from this school.

In addition, it has been observed that these students have problems such as cleaning, absenteeism, constant change of address, but these problems are institution-based. It has been determined that school administrations have developed solutions to these problems in their schools.

SUGGESTIONS

In this study, the problems experienced by school administrations in schools with foreign students and the suggestions made according to the results obtained against these problems are listed below.

- The sanctions imposed on local students studying in our schools should also be applied to foreign students, and even measures should be taken in official institutions of the state (hospital, bank, etc.) for parents of such students.

- The Ministry of National Education should prepare a school adaptation guide and deliver it to students and their parents. When all students are informed that the same application will be made thanks to the adaptation guide, the process will proceed in harmony.
- Schools can be built in safe areas in border areas, instead of spreading them all over the country, it can be ensured that they receive education in regions close to their culture.
- Parents of foreign students should be kept in the school system, thanks to the headmen's system, by keeping track of the addresses of the parents of foreign students. Sanctions should be applied to families who do not notify the institutions of their current address within the period determined in the address follow-up.
- By offering literacy courses to foreign students and their families, school administrators and teachers can be prevented from experiencing problems. The problems of illiterate students before, during and after registration can be minimized with courses to be opened. Literacy courses for adults can also be offered to parents through the Public Education Center.
- It can be ensured that students receive education from their parents as much as their education. Trainings should be organized to provide information from the student's academic success to how we should behave towards the student. The problems experienced by these students can be minimized thanks to the education given to the parents on cleaning and health issues.
- By opening integration classes determined by the programs by the Ministry of National Education, it can be a solution to the problems experienced by facilitating the adaptation of students to the school and participating in activities where integration studies are carried out instead of meeting the school directly.
- While enrolling foreign students in schools affiliated to the Ministry of National Education or performing the equivalence process, homogeneous distribution should be made and students should be directed to all schools. Otherwise, there will be crowds in certain schools, causing local students, administrators and teachers to encounter problems very often. The data received from the e-school system should be planned according to the address registration system.
- Measures should be taken against disciplinary problems in schools, parents and students should be informed about this and sanctions should be applied against problems.

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