Scale Development Study: " The Thought of the Managers Working in the Temporary Education Center about the Integration of Refugee Students to the Turkish Education System"

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Abstract.

Background: Migration; is defined as the geographic displacement of communities or individuals due to economic, religious, political, etc. reasons. Syrians coming to Turkey from and living a good life to Syrian even more significant in terms of safety, nutrition, shelter, it is in anticipation to meet basic needs such as health.Methods: In this study, the development, analysis and findings of the Temporary Education Center Coordinators 'Views on Refugee Students' Integration to Education Scale are listed and was conducted by the researcher to determine the views of the Coordinators regarding the integration of Syrian students into the education process. A total of 365 coordinators participated in the study in the 2017-2018 academic year. In this study, "The Views of the Coordinators of Temporary Education Center on the Integration of Refugee Students into Education" scale was used; data were analyzed to SPSS and LISREL programs were used. Results: First of all, the scale was developed. The construct validity of the scale items was checked with exploratory and confirmatory factor analysis. Conclusions: Cronbach's alpha reliability of the 8 item 40 item scale was found to be 0.890 and is expected to shed light on educational policies for Syrian students. The scale is expected to shed light on further research and the development of educational policies for Syrian students.

Keywords:

Refugee students; Temporary Education Center, Turkish Education System.

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1. INTRODUCTION

The aim of this study is to determine the views of the Temporary Education Center coordinators on the integration of refugee students into education.

Example:

- Do opinions differ according to manager's gender?
- Do the opinions differ according to the type of The Temporary Education Center with which the manager works?
- Do the opinions differ according to the seniority of the manager?
- Do the opinions differ according to the education level of the manager?

Views and Attitudes and Behaviors of the Teachers towards Refugee Students, Parent-Community-Temporary Education Center Relations, Attitude and Behaviors of the Temporary Education Center Management towards Refugee Students, Sharing, Trust and Absenteeism, Participation in Social, Cultural and Sports Activities, Turkish Language Education and Temporary Education Is there a

statistically significant relationship between the dimensions of Central Climate.

• The sample group selected for this study is assumed to represent the universe.

• It was assumed that the participants used the data collection tool correctly and internally to respond to the research, and that the reflected responses reflect the current situation.

The oretical explanations and related research

The person referred to as a refugee; He is a person who thinks that who is being oppressed because of whose religion, race, political thought, social position and ethnic identity in his own country, who does not trust whose state, who also leaves homeland and demands asylum in another country and is accepted by that country UNHCR, [8]

if a refugee is granted asylum according to this view, this is the result of the application of national law rather than as required by the relevant international convention Goodwin-[17], The Refugee in International Law, Oxford, Clarendon Press, 1996: 203). It is important to sign the Geneva Convention on the Legal Status of Refugees in 1951 in the context of international protection of refugees.

In 1967, the refugee definition, which was updated within the framework of the New York Protocol, made arrangements regarding security and housing developed in the process. Turkey in 1994 was based on the Regulations on the Immigration and Asylum Movement.

According to this arrangement, those carrying out the process to go to a third country, come from Europe to Turkey "refugees" as if coming from countries outside the European "asylum seekers" and is recognized as temporarily be permitted to reside in the country. It is recognized as an asylum seeker until the recognition of refugee status internationally İçduygu, Republican Migration Movements in Turkey, -[19].

According to the reservation to the Geneva Convention on refugees from Syria it can not be considered by Turkey. The status granted to them is "Temporary Protection. The biggest obstacle in the education of refugee children is the language problem in Turkey.

2. METHOD

Scale development permit was obtained from the Ministry of National Education and work started in line with ethical consent. Questions were determined in the context of the literature and in the field based on the expert opinion.Materials and methods should be described with sufficient details to allow others to replicate and build on published results. Please note that publication of your manuscript implicates that you must make all materials, data, computer code, and protocols associated with the publication available to readers. Please disclose at the submission stage any restrictions on the availability of materials or information. New methods and protocols should be described in detail while well-established methods can be briefly described and appropriately cited. The research is limited to 405 participants. In this section, the method of the research, the working population, the development of data collection tools, implementation and analysis of the data obtained are given. Coordinator of Research Center Temporary Education Center, it is formed. The number of these coordinators in the universe is 365. As a result of the pilot application, the number of scales that are suitable for the analysis is 350. For this reason, first of all, with the paper dated June 2017, permission was obtained from the Research Permission of MONE.

Data collection tools

The data of the research was obtained through the application of the scale developed by the researcher. The research was carried out in two parts: the development of the scale and the interpretation of the findings obtained as a result of the pilot application.

The method used in scale development process

In this study, semi-structured interviews were conducted with 67 principals, 27 school principals and 40 Temporary Education Center Coordinators. The fact that the researcher contributed to the substance pool based on the

findings obtained by the researcher provides a theoretical feature to the research. The quantitative study was supported by semi-structured interviews, factor analyzes were used and pilot study was conducted in the large sample group. Also,

- Identification of the problem,
- Creation of scale items and obtaining expert opinion,
- Pre-application of the scale and finalization of the scale studies were made.

3. FINDINGS

Findings on Correlation Between Dimensions and Regression Analysis; Correlation analysis is the statistical method that demonstrates the direction, degree and importance of the relationship between the variables Floyd and Widaman [16]; Albright ve Park [4]. Regression analysis mainly aims to determine the relationship between variables.

In simple linear regression analysis, there is one dependent and one independent variable, whereas in multiple linear regression analysis, there is one dependent variable and two or more independent variables. In this study, the correlation between the factors was examined and only linear regression analysis should be performed in future studies since the study aims to develop the scale.

Identification of the problem

Since the first step in the development of a scale is the literature survey firstly domestic and foreign sources were examined in order to identify the problem. It was decided to be within the framework of eight dimensions in Table 1.

Table 1

Dimensions of the scale items

1.	The attitudes and behaviors of the instructors towards Syrian students
2.	Parent-community-temporary education center relations
3.	Management's attitudes and behaviors towards Syrian students
4.	Sharing
5.	Trust and absenteeism
6.	Participation in social, cultural and sports activities
7.	Turkish language education
8.	Temporary training center environment

The items of the draft scale 1,2,3,4,5,6,7,8,11,13,15,17,20,22,23,27,28,46 were obtained through literature review.

Establishment of scale items and obtaining expert opinion

Semi-structured interviews, observations and interviews were conducted with the school principals for the content validity. In this study; to assist in the development of draft scale forms with 64 randomly selected 10 Principal Schools and Temporary Education Centers.

The names of the managers who participated in the research were not used due to the confidentiality principle. In order to prevent data loss during the interviews, interviews were recorded in written form.

Observations

72 hours of observation were conducted in 64 schools and temporary education centers in 10 provinces. The scale;

9,10,12,14,16,18,19,21,24,25,26,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45. items were obtained as a result of semi-structured interviews and observations.

Table 2

Development of scale items

	Substances Developed as a Result of Literature Search	Items Developed During and After Field Visits
1. The Attitudes and Behaviors of the Instructors Towards Refugee Students	a1,a2,a3,a4,a5,a6,a7	
2. Parent-Community-Temporary Education Center Relations	b2	b1, b3
3. Sharing		d1,d2,d3,d4
4. Trust and absenteeism	e1,e2,e5	e3,e4,e6
5. Participation in Social, Cultural and Sports Activities	f1, f2	f3,f4,f5
6. Turkish language education		g1,g2,g3,g4,g5
7. Temporary training center environment	h5	h1,h2,h3,h4

Note: The table was created by the researcher.

Interviews with experts for scope validity

8-dimensional prepared 46-item draft scale. In order to ensure the validity of the scope, the scale was presented to expert opinion. Scope validity was taken from 10 experts. Three of the interviewed experts serve as professors in the field and two as associate professors in the field.

Feedback from experts was processed into a form and evaluated by 4 researchers. Within this scope, the scope validity ratio (CQO) was calculated for the items in the scale.

Based on the number of experts, items with a CGO ratio of .59 and above were included in the scale. As a result of the analyzes, items were not removed from the scale and adjustments were made on 11 items with an appropriate value of less than 90%. After all these processing steps, the form was made ready for pilot application as 46 items. 43 of the items included positive and 3 negative (m 25,37 and 38).

It is planned to carry a 5-point likert feature (5-Strongly Agree, 4-Strongly Agree, 3-Medium Agree, 2-Less Agree, 1- Never Disagree) in order to measure the behavioral frequency of the response system for the scale items collected in 8 dimensions.

Pre-application of the scale and finalization of the scale

A study group was established to determine the applicability of the scale for the pilot application within the scope of school administrators within the target group.

In the formation of the group, it was decided to apply to at least 300 people five times the number of items in order to be able to make factor analysis. For the beginning of the pilot application, the first 10 people were pre-tested in terms of the time to complete the form and it was observed that the form was filled by the respondents for an average of 30 minutes.

In this context, the scale was applied for the pilot. In pilot application, 350 people were

reached. It is assumed that this number is sufficient since it is more than five times the number of items. 23 For the construct validity of the scale, exploratory factor analysis and confirmatory factor analysis (DFA) statistical methods were the basis. Reliability was calculated by Cronbach Alpha correlation coefficient.

The exploratory factor analysis is focused on finding a few conceptually meaningful factors and developing a theoretical model of the measured property using the relationships between variables. Exploratory factor analysis, on the basis of theory based on expert opinion measurement model is used to examine the compatibility of the data (Floyd and Widaman [16]; Şimşek [30]; Stevens-[28].

In this research, data were transferred to computer and SPSS and LISREL programs were used. Prior to the factor analysis of the data set, the frequency values and Mahalonobis distances were determined to determine whether the data were outlier.

In this context, when the Mahalonobis distances were examined, 6 observations were accepted as outliers and excluded from the analysis. Factor analyzes will be conducted to examine the construct validity of 46 items whose scope validity studies have been completed and Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett sphericity tests have been applied.

As a result of the analysis of the KMO value of 0.866 (excellent) and Bartlett test, $\chi 2$ (40, N = 350)

4262,184, p <.00, found to be significant. In this context, it was accepted that the sample number and correlation matrix were appropriate. The fact that this coefficient of the scale has a value of .70 and above is considered sufficient for reliability.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin	,866
Bartlett's Test	4262,184
Df	666
P	,000

The Cronbach Alpha coefficient calculated for the reliability of the scale was found to be .89 for 46 items.

Table 4

Cronbach's Alpha Reliability coefficient for the 46-item piloted scale

Cronbach's Alpha	,893
N	350

In order to reveal the factor structure, the main components factor analysis method was applied to the scores of the 46-item scale. In order to decide the number of dimensions related to the scale. The criteria of being large, Cattell's slope slope test and the scale used in the creation of scale items were taken into consideration.

In Factor Rotation; since varimax method gives priority to the columns of factor load matrix in reaching simple structure and meaningful factors, rotation is performed so that factor variances are maximum with less variables.

Factor rotation does not change the basic mathematical properties of the solution. After the axes are rotated, the load of the items on one factor increases while the load on the other factors decreases. Thus, the factors find the substances that give high correlation with them and the factors can be interpreted more easily. After varimax rotation on 46 items of the scale;

The items were observed to have 8 dimensions. The 8 dimensions were averaged separately. Then, the correlation between the dimensions was examined.

After varimax rotation on 46 items of the scale, multiple factors were loaded from the scale by less than 0.1, and 1,19,20,25,35,36,37 and 38 items, which were evaluated as overlapping items, were removed from the scale. After varimax rotation after these steps, the process was repeated on 40 items and again it was found to form 8 dimensions.

m35 (, 615), m36 (, 677), (m37,677), (m38,625) alone formed one dimension.

and m1 (difference = 567-495), m19 (, 312,318,468), m20 (difference = 606-314,), m25 (difference = -383-354) items were excluded from the scale because they were located in more than one size. According to the Varimax rotation, then, reliability and vertical rotation were applied to the remaining 40 items in the scale.

Accordingly, Cronbach's Alpha reliability level was found to be 0.893 (Table 5).

Table 5

Cronbach's Alpha Reliability coefficient for the 40-item piloted scale

Cronbach's Alpha	,893
N	350

Load factor analysis of 40 items collected in 8 dimensions after rotation is presented in Table 6.

Table 6 *Rotated component matrix*

COMPONENTS								
exploratory factor analysis	1	2	3	4	5	6	7	8
m5	,802							
m4	,773							
m3	,723	,303						
m7	,717							
m8	,711							
m6	,709							
m2	,657							
m28		,809						
m29		,805						
m30		,800						
m31		,768						
m32		,541	,361					
m18		,515						
m44			,862					
m43			,801					
m42			,741					
m46			,728					

m45			,703					
m14				,861				
m13				,777				
m15				,772				
m16				,568				,306
m17				,523	,349			
m23					,744			
m24					,689			
m22					,687			
m27					,584			
m26					,450	,354		
m9	,319				,439			
m11						,828		
m10					,312	,674		
m12						,630	,348	
m39		-,307		,301		,338		
m21							,676	
m41				,320			,555	
m40			,372				,553	
m34			,359					,494
m33		,401					-,354	,476
m37								,457
m25					-,413			,443

When Table 6 is examined in terms of factor loads, it is seen that factor loads for each item ranged between 0.4-0.8. According to Table 6, first factor 7, second factor 6, third factor 5, fourth factor 5, fifth factor 6, sixth factor 4, seventh factor 3, eighth factor 4 items. The result of the statistic was found within the scope of m39 Turkish Language factor.

However, it was decided that m39 should be included in the Sharing factor in terms of literature research, survey interviews and significance in field observations. The result of the statistics was included in the m18 Social, Cultural and Sports Activities Participation factor. Factor structure was examined using exploratory and confirmatory factor analysis methods.

In the study, confirmatory factor analysis was applied to the data to test the accuracy of the 8-factor structure at the scale determined as a result of exploratory factor analysis. In the confirmatory factor analysis, a large number of fit indices are used to assess the validity of the model. The most commonly used of these are Chi-Square Compatibility Test, Goodness Fit Index (GFI), Corrected Goodness Fit Index (AGFI), Proportional Fit Index (CFI), Square Root of Mean Errors (RMR) and Mean Square Root of Approximate Errors (RMSEA).

In the literature, the fact that the ratio calculated by EXPLORATORY FACTOR ANALYSIS ($\chi 2$ / sd) is less than 5 can be seen as an indicator of the good fit of the model with real data (Marsh ve Hocever, 1985; Sümer, 2000). GFI, AGFI and CFI values are expected to be

higher than 0.90 and RMR and RMSEA values are less than 0.05 for model data matching.

On the other hand, the fact that GFI value is higher than 0.85, AGFI value is higher than 0.80 and RMR value is less than 0.10 are accepted as a criterion for the compatibility of the model with real data (Kelloway [21]; Şimşek, -[30]; Tabachnick ve Fidell [31]; Hair et al.[17]; Kline [22].

After exploratory factor analysis, confirmatory factor analysis was applied by using Lisrel 8.80 program to ensure construct validity. Since the program did not suggest any error modification after the first analysis, model improvement was not made.

The goodness of fit indices obtained from the confirmatory factor analysis were found to have good and acceptable fit values (*Figure 1*).

Indices	Value	Obligatory	Result
X2/df	2269/712= 3.1	< 2	Acceptable Compliance
NFI	0,88	> 0,90	Good Compliance
NNFI	0,92	> 0,90	Good Compliance
CFI	0,93	> 0,90	Good Compliance
IFI	0,93	> 0,90	Good Compliance
AGFI	0,82	> 0,90	Acceptable Compliance
GFI	0,75	> 0,90	Acceptable Compliance
RMSEA	0,08	< 0,05	Acceptable Compliance
RMR	0,10	< 0,05	Acceptable Compliance

Figure 1: Confirmatory factor analysis goodness of compliance indices

The chi-square value calculated for the model-data fit was found to be significant with the EFA in order to examine the degree of compatibility of the 8-factor model with the data collected, $\chi 2 = 2269$, sd = 712, $p < .01$. Some goodness of fit indices calculated by the same analysis are as follows: ($\chi 2$ / sd) = 3.1, RMSEA = 0.08, RMR = 0.1, GFI = 0.75, AGFI = 0.82, NFI = 0.88, NNFI = 0.92, CFI = 0.93.

When the results obtained from the confirmatory factor analysis were examined, the R2 values of all items were found to be above the desired value of 0.25 and the model was found to be significant.

Figure 2 shows diagram representation of the standardized analysis values of the measurement model resulting from the data analysis of the scale.

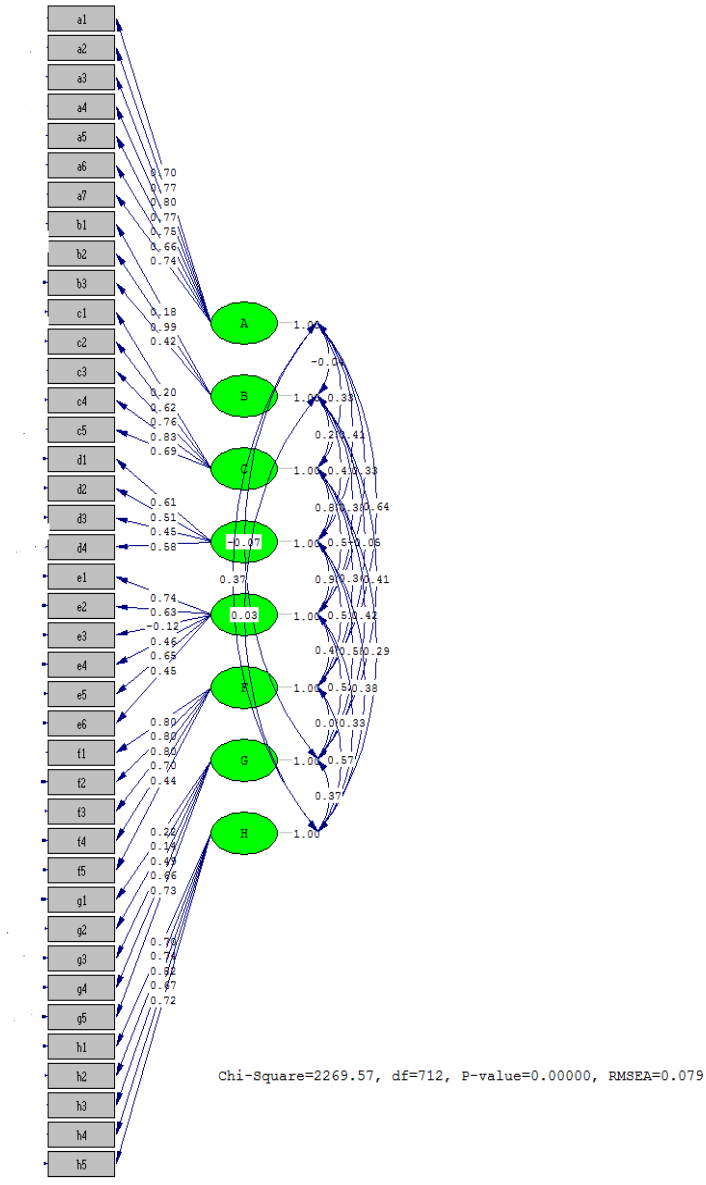

Figure 2. Diagram representation of the standardized analysis values of the measurement model resulting from the data analysis of the scale

In the analyzes, skewness and kurtosis coefficients of the items in the scale, item-total score correlations, correlation matrix values of items, common variances, factor loads (at least 0.40) and differences between factor loads of items loaded to more than one factor (most) less than 0.10).

In the eigenvalue line graph, each spacing between two points means a factor. In this graph, the sixth point is the point where the graph curve shows a rapid decline. As a matter of fact, the contribution of the factors after the sixth point to the variance is both small and approximately the same. But the point where the graph literally makes a plateau is the eighth point. Therefore, the number of factors of the scale can be interpreted as eight.

Figure 3 shows the line graph showing the eigenvalues of the factors.

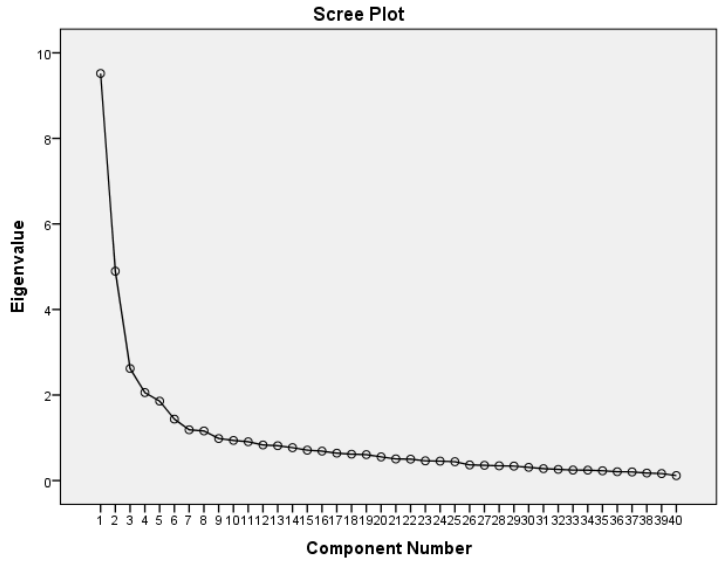

Figure 3. Factor eigenvalue line graph of the scale

Eigenvalue, percentage of contribution to total variance and scree plot are the most commonly used criteria in the process of deciding the total number of factors.

Factor analysis resulting in an 8-factor structure and reliability analysis; Arithmetic means, standard deviation values, skewness and kurtosis values and Cronbach Alpha internal consistency coefficients are shown in Table 7.

Table 7

Arithmetic mean, standard deviation values, skewness and kurtosis values and Cronbach's alpha internal consistency coefficients for each dimension of the scale

Factor	□	Ss	Variance	Skewness	Kurtosis	Cronbach Alpha
A	3,86	0,71	0,51	-0,45	-0,33	0,89
B	3,63	0,74	0,54	-0,13	-0,26	0,44
C	4,05	0,74	0,37	-0,76	0,82	0,69
D	3,93	0,59	0,35	-0,49	0,45	0,61
E	3,85	0,50	0,25	-0,57	1,49	0,50
F	3,92	0,74	0,56	-0,37	-0,68	0,81
G	3,72	0,64	0,41	-0,19	-0,37	0,51
H	3,67	0,88	0,77	-0,74	0,19	0,85

When Table 7 is examined, the arithmetic means of the items in each factor are 3.5-4.05; Standard deviations range from 0.4-0.9.

According to these results, since the standard deviation of 8 factors is less than <1, scale factors are homogeneous. Skewness and kurtosis values of all factors are between +1.00 and -1.00. Skewness and kurtosis values indicate that the scale scores have normal distribution characteristics. Cronbach's alpha reliability of the 8-item 40-item scale was found to be 0.890 in the first factor, 0.443 in the second factor, 0.695 in the third factor, 0.617 in the fourth factor, 0.505 in the fifth factor, 0.815 in the sixth factor, 0, 519 in the seventh factor, and 0, 853 in the seventh factor.

In the study, a measurement tool was developed "Views of the Coordinators of Temporary Education Center on the Integration of Syrian Students into Education" an, which consists of 8 factors and 40 items, was developed.

		A	B	C	D	E	F	G	H
A	Pearson Correlation	1	,142**	,305**	,356**	,343**	,550**	-,035	,339**
	Sig. (2-tailed)		,008	,000	,000	,000	,000	,518	,000
	N	350	350	349	350	350	347	348	342
B	Pearson Correlation	,142**	1	,279**	,272**	,291**	,057	,263**	,158**
	Sig. (2-tailed)	,008		,000	,000	,000	,290	,000	,003
	N	350	350	349	350	350	347	348	342
C	Pearson Correlation	,305**	,279**	1	,599**	,446**	,283**	,418**	,264**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
	N	349	349	349	349	349	347	348	341
D	Pearson Correlation	,356**	,272**	,599**	1	,591**	,400**	,385**	,303**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000
	N	350	350	349	350	350	347	348	342
E	Pearson Correlation	,343**	,291**	,446**	,591**	1	,497**	,288**	,331**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
	N	350	350	349	350	350	347	348	342
F	Pearson Correlation	,550**	,057	,283**	,400**	,497**	1	,038	,481**
	Sig. (2-tailed)	,000	,290	,000	,000	,000		,476	,000
	N	347	347	347	347	347	347	346	340
G	Pearson Correlation	-,035	,263**	,418**	,385**	,288**	,038	1	,204**
	Sig. (2-tailed)	,518	,000	,000	,000	,000	,476		,000
	N	348	348	348	348	348	346	348	341
H	Pearson Correlation	,339**	,158**	,264**	,303**	,331**	,481**	,204**	1
	Sig. (2-tailed)	,000	,003	,000	,000	,000	,000	,000	
	N	342	342	341	342	342	340	341	342

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 8, all of the factors in the scale show a significant relationship with each other. ($p < 0.01$, $p < 0.05$)

Table 8 *Factor correlation matrix*

Pearson correlation = r: if r value is between 0.00-0.25 degree of relationship is very weak, If the value of r is between 0.26-0.49, the degree of relationship is weak, If the value of r is between 0.50 and 0.69, the degree of relationship is moderate, r value 0.70-Between 0.89 degree of relationship is high, If r value is between 0.90-1.00, the degree of relationship is interpreted as very high. Correlation analysis was conducted to determine the relationship between the factors in the scale and the following findings were obtained.

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

The most immigration Turkey (45%) school-age population and the fact that the vast majority of this country gave importance to refugee children's education because of the child population. Is the largest and priority issues in the refugee language problems of children receiving education in Turkey. Many projects have been developed to eliminate educational problems. This in Turkey by the EU as one of the projects "The refugees are within the scope of Temporary Protection" of humanitarian aid, education, health, psycho-social support and migration management as areas that are directly funded by MONE. The overall objective of the project; While contributing to access to education in Turkey refugee under temporary protection, the specific objectives of the refugee under temporary protection efforts in the integration of the Turkish education system is to provide support to the Ministry of Education.

Compulsory school age education students Syrians under temporary protection in Turkey are two alternatives for. The first of these is the Temporary Education Centers (TEC), which provide education with the Arabic language curriculum adapted according to the Turkish curriculum, and the other is the public schools that are trained in accordance with the Turkish education system curriculum in formal education.

In the study, the scale of "Views of TEC Coordinators on Refugee Students' Integration Process" was developed. In addition to showing the mathematical qualities of measurement results based on the concept of scale, in many areas of behavioral sciences; are used to obtain information in terms of targeted people, system, subject or content. This data collection tool has been prepared as a 5-point rating in Likert type. The absence of a similar study in the field makes the study unique. In the study, firstly, the stages of developing the scale of “Views of TEC Coordinators on the Integration of Refugee Students into Education” scale were performed, and the construct validity of the scale items were checked by exploratory and confirmatory factor analysis.

In the applied process, a candidate scale form was obtained in line with the literature or expert opinions. Afterwards, a trial was applied to a sample group with similar characteristics with the target audience, and the properties related to the scale items were determined and the final form was obtained from the ideal items. In the theoretical process; In cases of inability to reach large sample groups, qualitative study is done by obtaining expert opinions regarding the items in the candidate scale form and the compatibility between expert opinions can be tested. With the help of scope validity rates, this qualitative process can be converted into a statistical quantitative process.

In this study, although the applied process steps are followed, the fact that semi-structured interviews were made with 67 administrators, including 27 school principals and 40 TEC Coordinators in the field, and contribution to the item pool based on the findings obtained by the researchers also provides a theoretical feature to the research. Supporting the quantitative study feature with semi-structured interviews, using factor analysis and pilot application in the large sample group are characteristic of this process.

Since the first step in the development of a scale is literature review Pilten [27], firstly domestic

and foreign sources were examined in order to identify the problem. In order to determine what will be measured with the scale in the development process of the scale, studies investigating the effect of TEC coordinators on student achievement have been scanned. As a result of these screenings, it was decided that the views of refugee students on the integration of education into the framework of eight dimensions.

Teachers' Attitudes and Behaviors towards Refugee Students Braten, I. and Olaussen [7], Korur, [23], Büyükikiz and Çangal [10], Parent-Community-TEC Relations Akkaya [3], TEC Management's Attitudes and Behaviors towards Syrian Students Korur [23] Sharing, Semerci, [26], Çoban, [12] Yavuz [36], Trust and Absenteeism, Demir [14] , Dönmez and Paksoy [15], Participation in Social, Cultural and Sports Activities Açıkgöz [2], (Arık, 1996), Açıkgöz [1], Turkish Language Education Çoban [13], Üstüner & Şengül [35], Uçgun [34], Mete & Gürsoy [25], Gündoğdu [18], TEC Climate Yeşilyurt [37]. Views of TEC Coordinators on the Process of Integration of Syrian Students into Education The articles 1,2,3,4,5,6,7,8,11,13,15,17,20,22,23,27,28,46 of the draft scale are was obtained. The Views of TEC Coordinators on the Process of Integration of Syrian Students into Education, 38,39,40,41,42,43,44,45. items were obtained as a result of semi-structured interviews and observations.

TEC Coordinator of Syrian Students in Educational Integration Process on a scale compatible with Turkey's conditions for determining the Opinion of improving the Ministry of Education Temporary Protected refugee students of Turkish Education System Integration policies will generate about the process, migration of the student profile in Organizational Development and Change Management in the fields of diversity winning educational institutions It is envisaged to contribute to the researchers who will study and to the researchers working in the field of multicultural education policies. In the quantitative study carried out by the researchers about the Views of TEC Coordinators on the Integration Process of Refugee Students Under Temporary Protection, it was seen that there was no study in the national and international literature, especially in the process. With this study, it was possible to discuss the opinions of the TEC Coordinators on the Integration Process of Refugee Students in the country conditions and to suggest a structure suitable for the reality of the country. This measurement tool, which is the first in the literature, has a high validity and reliability, and is expected to contribute to the enrichment of the literature by supporting future research on the subject.

It is envisaged that the measurement tool for measuring the views of TEC Coordinators on the Integration of Refugee Students into Education Process will be a source of research on the attitudes of teachers, parents regarding refugee Students' Integration Process. Undoubtedly, according to the results of this kind of research, the ways that managers will follow and the methods they will use will contribute to the success of future organizational changes.

Suggestions for research

One of the limitations of this study can be shown as the use of cross-sectional data. Especially recently, there has been an increase in the number of studies using longitudinal data in analyzing the effect of school administrators on education. In this context, it can be suggested to conduct similar studies in Temporary Education Centers with data that will take several years.

In the related literature, most of the research problems are focused on organizational leadership of school principals, what are the behaviors that the school principal will exhibit in a way that will make a difference in class and school performance. In this study, it was focused on the opinions of the TEC management about the attitudes and behaviors of the TEC students, the parent / society / TEC relationship, the adaptation studies for TEC students, and what they think about Teaching Turkish to TEC students. It may be suggested that future researches should be planned to provide evidence on different behaviors in

examining the impact of TEC managers on the process.

Quantitative analysis results can also be evaluated by conducting a scale development study in which the opinions of the guidance counselors, teachers and refugee parents under Temporary Protection are taken.

It should be considered that the effect of TEC coordinators on the process is important and managers should be strengthened in this area. In the training activities to be organized for TEC coordinators, the issues such as social cohesion, psychosocial support, the phenomenon of immigration, teaching Turkish to foreigners, and the relationship between TEC students' success should be addressed.

TEC coordinators are required to conduct research to determine the capacity of the school on activities for TEC students, and to conduct studies on getting to know teachers, students, parents and the environment. In other words, the coordinator needs to be able to manage the process, taking into account all components and variables of the organization. This work will make a strong contribution to the quality of progress in the integration process. Nevertheless, TEC's contributions to the process and studies with high participation with GKAS students and parents should be made in determining the goals of the institution in this regard.

Conflicts of interest

The author declares that he has no competing interests also with the paper dated June 2017

, permission was obtained from the Research Permission of MONE.

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