

Problems Of Afghan Refugee Students In Pakistan And Syrian Refugee Students In Turkey: A Comparative Analysis

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ABSTRACT

Continuing dramatic growth in mass displacement from wars and conflict, once again reaching extraordinary in recent history. UNHCR announced that worldwide forced displacement numbers had reached 51.2 million, a level not previously seen in the post-World War II era. Such growth poses challenges to finding sufficient responses to these crises, gradually leading to the many displacements of individuals or secondary movements in search of safety and livelihood. Globally, one in every five emigrant persons worldwide were Syrian. The country also became the world's largest source country of refugees during 2014, overtaking Afghanistan, which had held this position for more than 30 years. Today, more than half of the world's refugees are children, a figure that has enlarged consistently. The study was designed to investigate the Academic problems of Afghan refugee students in Pakistan and Syrian refugee students in Turkey targeting the largest refugee community worldwide, it was comparative analysis of the problems of refugee students of the two groups of refugee. investigation was casual comparative in nature, questionnaire with 4 point Likert scale was used to collect data. The population of the study consists of 332 Afghan Students, from Khubaib college Rumi Pakistan, 341 Syrian students, from Uluslararası Ebu Ubeyde Anadolu İmam Hatiplisesi, Turkey. The sample was consisting 205 Afghan refugee's school students in Pakistan and 203 students from Syrian refugee's school in Turkey by using Total population sampling or the purposive sampling technique. Data was analyzed by SPSS program applying the Chi square test, T-test and Anova. The results reveals that the academic problems of Syrian Refugee students were more than Afghan refugee students. When considering the Academic problems comparison between and within the group it was concluded that there was a difference between both groups of refugee students. Refugee students may be provided with a language training program of sufficient duration before attending school in the host country and receive the same curriculum once they have overcome their language problems. Having diverse migration and educational backgrounds, the situation affects their educational and psychological requirements. Schools, teachers, parents, and the community may work together to support refugee pupils. These students' emotional and cultural needs must be met by teachers. Mentoring must be done proactively by teachers and guidance counselors in order to make it easier for refugee kids who have experienced difficulties. It was proposed that additional research be conducted in order to maintain the refugee education process and win the public's support. More research is needed to help the refugee education process and win the support of the stakeholders, according to this study on Afghan and Syrian refugee pupils.

INTRODUCTION

Since the outbreak of the Cold War, there have been increased global refugee migrations. Both in Turkey and Afghanistan as well as other parts of the world, the refugee issue is getting worse. Particularly in recent years, political unrest, repression, and war have led to massive migration from the Middle East and South Asia. People from this region emigrate, notably to Pakistan and Turkey. In April 2011, Turkey accepted refugees for the first time by adopting an unwavering "open door policy" toward civilians escaping the crisis in Syria. (Ahmadoun, 2014). Due to its location, Turkey makes for a rather easy crossing point. However, when they arrived and settled in Turkey, they encountered some brand-new challenges. The education of their children is one of these challenges. Refugee pupils attend Turkish schools where they receive their education and encounter numerous difficulties. (Ahmadoun, 2014). Millions of Afghan refugees have taken refuge in Pakistan. International emigration from Afghanistan has a long history. Afghanistan's recent history has seen occurrences that have led to successive waves of Afghan refugees fleeing to Pakistan. More recently, the speedy American withdrawal from the country and the ensuing Taliban takeover have created another wave of refugees. Over 59.5 million people, half of whom are children, are currently experiencing dislocation and displacement, according to the United Nations High Commissioner for Refugees. This is the biggest number ever recorded, illustrating how the global human displacement crisis is a significant and growing problem for human growth, health, and education. These young people continue to experience several difficulties and daily tensions after arriving, including adjusting to a new social milieu, educational system, culture, and language, as well as coming to grips with historical atrocities and families going through change. (Fraine and McDade, 2009). Significant study has been done on the stressors and challenges faced by young immigrants during resettlement, but less has been done on how they handle typical problems. This study is exclusively designed to investigate the academic issues, and problems of refugees respectively in Pakistan and Turkey affected by the recent displacement waves. Moreover, by keeping in view the efforts made by both countries to facilitate their neighbor, a comparative analysis will be conducted to draw a clear picture of the situation. The total objective of the research is to compare the Problems of Afghan Refugee Students In Pakistan And Syrian Refugee Students In Turkey.

SIGNIFICANCE OF THE STUDY

The investigation may help the stakeholders to learn about the problems regarding academic problems of the refugees which they may face during and after migration to other countries. This study may shed some light on the pedagogical patterns of teaching such vulnerable segments of the world. This study may also provide guidelines to organizations whether governmental or nongovernmental, that there is a need for improvement regarding efforts that have been made to help these refugees.

STATEMENT OF THE PROBLEM

The study was planned to study the academic problems of refugee students in the host country's educational setups. Researcher selected the one school for Afghan refugee students from Pakistan and the second one from Turkey, a school for Syrian refugee students to compare the situation.

RESEARCH QUESTIONS

1. What academic problems are Syrian / Afghan refugee students experiencing during schooling in Turkey and Pakistan?
2. Is there any difference in academic problems faced by Syrian and Afghan Refugee students in Turkey and Pakistan?

DELIMITATIONS

The study was delimited only to Khubaib College Rumi, Babu Chowk Sector No 04 Khalabut Town Ship Haripur Khyber Pukhtun khawa Pakistan and Uluslararası Ebu Ubeyde Anadolu İmam Hatiplisesi, Rehanlı Hatay, Turkey.

RESEARCH DESIGN

The investigation was a casual comparative to evaluate the opinion of refugee students through the questionnaire. This study aims to study two different cultural groups in different settings. This method may help the researcher to collect data in less time and results could be generalized to a larger population across the world.

POPULATION

The population of the study consists of 332 Afghan Students, from Khubaib College Rumi Pakistan, and 341 Syrian students, from Uluslararası Ebu Ubeyde Anadolu İmam Hatiplisesi, Turkey will be the population selected for the study.

SAMPLE:

The sample of the research consisted of 216 Afghan refugee school students in Pakistan and 220 students from a Syrian refugee school's students in Turkey were selected as sample of the study, the researcher excluded the peer school children from the whole population and took the rest of the number as a sample.

RESEARCH TOOLS

One comprehensive questionnaire was used for collecting data; the questionnaire covered the academic problems of Afghan refugee students in Pakistan and Syrian refugee students in Turkey respectively, consists of 18 items on 4 point Likert scale.

DATA COLLECTION

The data was collected from the sample schools through collaboration with the administration of schools. After the collection of the data and ensuring its authenticity it was analyzed. To analyze the data researcher used the, T. Test and ANOVA to analyze the data. Data was analyzed by the SPSS program.

ETHICAL CLEARANCE

Ethical approval was gained from the ethical committee "The University of Haripur Ethical Committee" Haripur, Pakistan. Consent has been taken from targeted Schools. Attention is paid to the ethical issue of privacy and dignity of those directly or indirectly involved

RESULTS AND DISCUSSION

DATA ANALYSIS

T-Test

Table 1 Comparison of academic problems

S	N	M	SD	SE Mean	Levine's Test Sig.	t	p	Cohen's d
Afghan	215	51.27	2.84	0.19	2.54	-3.73	0.00	0.363014
Syrian	211	52.33	3.00	0.20	0.11			

Table 1 shows that Afghan Students M 215(51.27), SD (2.84), SE Mean (0.19), Syrian Students M 211(52.33), SD (3.00), SE Mean (0.20) while Levine's Test 2.54(0.11), t (-3.73), p (0.00) cd (0.363014) $p < 0.05$ shows that the academic problems of Syrian are greater than Afghan students.

ANOVA

Table 2 Academic problems comparison between and within the group.

		Sum of Squares	df	Mean Square	F	Sig.
AP	Between Groups	125.938	3	41.979		
	Within Groups	3607.883	422	8.549	4.910	0.002
	Total	3733.822	425			

In Table 2 sum of squares (125.938), df 3, MS (41.979), within groups sum of squares (3607.883), df 422, MS (8.549), F (4.910) and Sig (0.002), $p < 0.05$ shows that difference between groups is significant.

Post Hoc Tests

Table 3

Multiple comparisons

(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Afghan Middle	Afghan Secondary	0.03667	0.41152	0.929	-0.7722	0.8456
	Syrian Middle	-1.22603*	0.38211	0.001	-1.9771	-0.4750
	Syrian Secondary	-0.86595*	0.37908	0.023	-1.6111	-0.1208
Afghan Secondary	Syrian Middle	-1.26270*	0.43331	0.004	-2.1144	-0.4110
	Syrian Secondary	-0.90262*	0.43064	0.037	-1.7491	-0.0562
Syrian Middle	Syrian Secondary	0.36008	0.40263	0.372	-0.4313	1.1515

Table 4.62 indicates a difference in perceived academic problems between Afghan Middle and Afghan Secondary school students' MD (0.03667), Std. E (0.41152), p (0.929), $p > 0.05$ which shows that there is no significant difference. Afghan Middle and Syrian Middle MD (-1.22603*), Std. E (0.38211), Sig (0.023), $p < 0.05$ which shows that there is a significant difference. Afghan Middle and Syrian Secondary MD (-0.86595*), Std. E (0.37908), Sig (0.001), $p < 0.05$ which shows that there is a significant difference. Afghan Secondary and Syrian Middle MD (-1.26270*), Std. E (0.43331), Sig (0.004), $p < 0.05$ which shows that there is a significant difference. Afghan Secondary and Syrian Secondary MD (-0.90262*), Std. E (0.43064), Sig (0.037), $p < 0.05$ which shows that there is a significant difference. Syrian Middle and Syrian Secondary MD (0.36008), Std. E (0.40263), Sig (0.372), $p > 0.05$ which shows that there is no significant difference.

DISCUSSION

The study investigated the academic, psychological and social problem problems of Afghan refugee students in Pakistan and Syrian refugee students in Turkey. The study was a casual comparative to evaluate the opinion of refugee students through the questionnaire. The t-test (comparing two means) was applied to illustrate the results of two groups of refugee students. Furthermore, to differentiate between and within group responses Post Hoc Tests were applied to get a clearer picture of the results. The Chi-Square results show that there was a significant difference between the responses of both groups about problems faced being refugees. These results are in line with Gömleksiz, (2018). A qualitative research design was employed in this study. The case study was taken from qualitative research designs. There are 16 refugee students in all, 14 of whom are contestants; one is from Iraq, and the other two are from Azerbaijan. The findings of the study showed that refugee kids encounter certain difficulties in Turkish schools for a variety of reasons, including the medium of instruction, the lack of parental support, school culture and customs, course content, and teaching methods and strategies. For refugee pupils, using smart boards and visual aids makes learning easier. On the other hand, they are incapable of understanding direct education methods, reading, or writing. The majority of refugee pupils report that their classmates are kind and supportive. They do, however, struggle a bit to adjust to school regulations. Some of them claim that their pals initially exhibited inappropriate behaviors. The majority of refugee students claim that their family support them financially and morally in their studies, yet their parents are illiterate. As a result, they can't really assist with their assignments. Most refugee kids believe that they need to learn everything, especially science and math. Some of them believe that lessons in technology and design are unnecessary for them. While one-half of the refugee pupils believe they speak and listen properly in Turkish, the other one-half disagree. The teachings they learned in science and mathematics throughout their previous education, according to half of the respondents, had a favorable impact on them. The other half believe that their earlier coursework has not benefited their current education. The study's refugee students come from a variety of migration and educational backgrounds; some came to Turkey straight from their home country, while others migrated and lived abroad before arriving in Turkey. Their emotional and educational needs are impacted by this disorder. (Mace, Mulheron, Jones and Cherian, 2014).

CONCLUSIONS

Based on the findings of the study, the following conclusions can be made:

1. Regarding academic problems, it was concluded that Afghan students are more satisfied than Syrian students with the subject taught and teacher support provided. Both groups faced communication problems during the study period. However, guidance and help services were not sufficient in both institutions. By using supporting materials, students could easily understand, which was helpful in their reading, writing and speaking tasks for both groups.

2. The setup of the schools in the host country while Syrian students showed satisfaction and meaning. While both groups agreed that financial support is available for their academics, they believe that the syllabus applied in the host country may affect their culture so there should be separate schools for the refugee community. Syrian students get moral support while Afghans. Afghan and Syrian students agreed with the opinion that subjects taught at the host country's schools are necessary. Moreover, Afghan students were not satisfied with our lack according to their responses, both groups are in demand of multilingual teachers in schools.

3. It was comprehensively concluded that the academic problems of Syrian Refugee students were more than Afghan refugee students. When considering the Academic problems comparison between and within the group it was concluded that there was a difference between both groups of refugee students.

RECOMMENDATIONS

The following recommendations were drawn based on the conclusion of the study.

1. On account of organization who are working for the education of refugee students it is recommended that while The problems of education are personal, ongoing, and academically sufficient. Along with potential family assistance, financial, psychological, and moral support may be given to refugee students in order to help them overcome the unique problems they face and help them adjust to and advance within the educational and educational system.
2. Refugee students may provide with a language training program of sufficient duration before attending school in the host country and receive the same curriculum once they have overcome their language problems.
3. Increasing migration worldwide triggered by conflict and the influx of refugee children and youth in countries where teachers have not been prepared to support the refugees requires attention and action on governmental as well as non-governmental international organization to take actions for teacher education and professional development for practicing being refugee teachers. Which may enable teachers to develop culturally responsive pedagogy.

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