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The Relationship Between Pre-Service Classroom Teachers Attitudes Toward Immigrant Students and Their Pre-Professional Competencies

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Abstract

The current study aims to examine the relationship between pre-service classroom teachers' attitudes toward immigrant students and their pre-professional competencies in terms of various demographic dimensions. The study group included 303 third- and fourth-year pre-service classroom teachers from various universities. A descriptive survey design was employed in the study, and data were collected through Google Forms. The study group was selected using the criterion sampling method. During the data collection, a demographic information form, the Pre-service Teacher Professional Competence Scale, and the Attitudes Toward Syrians Scale were presented to participants. Correlation analysis was used to examine the relationships between the main variables, professional competence, Attitudes Towards Syrians and their sub-dimensions. Subsequently, independent samples t-tests were conducted to assess whether the main variables differed based on demographic characteristics. According to the findings, no significant differences were found in attitudes toward immigrants based on year of study, place of residence, or whether participants had taken a course on teaching foreign students. However, significant differences emerged based on gender and international experience. Specifically, female were found to possess more negative attitudes compared to male while those with international experience (i.e., going abroad) had more positive attitudes than those without experience. In terms of professional competence, no significant differences were found based on gender, year of study, place of residence, international experience, or coursework related to foreign students. Considering the current findings, practical implications and future research suggestions were discussed.

Keywords: Teacher candidate, immigrant student, attitude, competence.

Introduction

From a global perspective, millions of people migrate from their places of residence due to various negative factors such as ethnic and religious conflicts, natural disasters, income inequality, and political unrest, or for more positive reasons such as seeking a better quality of life, exploring new places, and the desire to settle there (Güneş, 2019). Particularly, since the second half of the 20th century and well into the 21st century, migration has remained one of the most prominent global issues. Migration refers to the act of individuals or groups relocating -either temporarily or permanently- from their current geographic location to another country, driven by diverse personal or collective motivations (Nakhoul, 2014; Türkyılmaz et al., 1998). Due to its geographical position, Türkiye is both a country of origin and a destination for migration. In particular, the concept of migration in Türkiye has gained significant prominence following the political conflicts that erupted in Syria in 2011, leading to the displacement of large numbers of Syrian refugees into Türkiye. The situation has continued to grow in scale and impact over time. As of December 31, 2024, the number of Syrians under temporary protection registered in Türkiye has been updated to 2,901,478 individuals (Refugees Association, 2024).

The concept of “migrant” which emerges from the phenomenon of migration, also holds significant importance. Migrants are individuals who, due to social and political dissatisfaction or economic reasons in their countries of residence, voluntarily leave their home countries and settle in another country through legal or illegal means (Ziya, 2012). As a result of migration movements occurring for various reasons, migrants arriving in a host country have led to social, economic, cultural, political, and educational transformations within society

(Durugönül, 1997). In this context, the regulation of migrants' daily lives becomes a crucial issue not only for the migrants themselves but also for the host country and society. Among the many challenges migrants face, education stands out as one of the most crucial difficulties. Particularly following the influx of Syrian migrants into Türkiye, there has been a growing urgency to reorganize and facilitate their integration into the Turkish education system. Thus, schools are expected to put aside all adversities and take a planned and structured approach to accelerate the adaptation process of migrant students to their new environments (Hanley & Ackley, 2005; Kabataş, 2021). As a significant step in this direction, the Turkish Ministry of National Education [MoNE] (2014) issued a circular titled "Educational Services for Foreigners", initiating formal efforts to address the educational needs of migrant students. Initially, educational services were provided in Temporary Education Centers located in refugee camps and schools. Later, these centers were closed, and students were integrated into regular school classrooms or special adaptation classes based on their educational levels (Çakmak, 2018). Adaptation classes, which place particular emphasis on teaching Turkish, play a critical role in supporting foreign students' integration into both the Turkish education system and society. Within this process, teachers bear significant responsibility, especially in fostering a supportive and inclusive learning environment (Çalışır, 2021).

Within the post-migration educational process, it is evident that teachers play the most critical role and bear significant responsibility. Classroom teachers, in particular, have a substantial duty to facilitate migrant students' adaptation to school, helping them integrate into the educational environment, and supporting them in overcoming the challenges they have encountered (Sağlam & İlksen Kanbur, 2017). Teachers' perceptions and attitudes toward migrant students would influence the extent to which students can engage in shared educational experiences with their peers. For individuals from different traditions, cultures, languages, habits, or religions to live together harmoniously in a shared social environment, teacher candidates must undergo an effective educational process that promotes inclusive attitudes and perspectives (Colombo, 2014). Considering that training programs, developmental activities, and preparatory practices designed to equip teacher candidates with the necessary competencies to address the needs of migrant students are of critical importance.

One of the key concepts in teacher education and professional development is competence. The term "competence" refers to an individual's ability to perform a given task correctly and promptly. The domain of competence encompasses the skills and capacities a person must possess to effectively fulfill their professional responsibilities (Doğan & Altaş, 2002). From a teaching perspective, competence involves having the necessary skills, attitudes, understanding, and level of knowledge to recognize, perform, and further develop the duties and responsibilities associated with the teaching profession. According to Canrinus et al. (2012), one of the most significant indicators of teachers' professional identity is self-efficacy. The competencies that teachers acquire during their pre-service education have meaningful implications for the educational process and its outcomes.

The teaching profession is a vital and esteemed occupation, playing a central role in the continuity of the educational process, in preparing students for life, and in supporting their integration into society. Classroom teachers, in particular, hold a critical position, as they

accompany children throughout their early educational journey and contribute significantly to their overall development. For migrant students, classroom teachers and pre-service classroom teachers bear substantial responsibility in supporting their adaptation to school, the education system, and society. Teachers' attitudes and perspectives toward migrant students have a significant impact on the integration process. Therefore, teachers must be able to provide an inclusive and culturally responsive education to all students, regardless of their religious, ethnic, or linguistic backgrounds (Banks & Banks, 2010). In this context, the level of pre-professional competence acquired by teacher candidates during their training is of critical importance in shaping their future professional practices. Accordingly, this study aims to examine the relationship between pre-service classroom teachers' attitudes toward migrant students and their pre-professional competencies.

Within that aim, the current study seeks to answer the following research questions:

1. Do the attitudes of prospective classroom teachers towards immigrant students significantly differ according to gender, grade level, place of residence, having been abroad, and receiving inclusive language education at the faculty?
2. Do the pre-service competencies of prospective classroom teachers significantly differ according to gender, grade level, place of residence, having been abroad, and receiving inclusive language education at the faculty?
3. Is there a significant relationship between the attitudes of prospective classroom teachers towards immigrant students and their pre-service competencies?

Method

Research Model

This study employed a descriptive survey model, which is one of the scanning models used in research. Descriptive surveys are conducted with large groups and aim to collect individuals' opinions and attitudes regarding a particular phenomenon or event, to describe these phenomena as they naturally occur (Karakaya, 2012). Focusing on the relationship between pre-service classroom teachers' attitudes toward migrant students and their pre-professional competencies, this study is also categorized as quantitative research. Specifically, it is a correlational study examining the relationships between two or more variables without manipulating them in any way (Büyüköztürk et al., 2021).

Universe and Sample

The universe of this study consists of students enrolled in the Department of Primary Education in Türkiye. Criterion sampling, one of the purposive sampling methods, was used to determine the research sample. In this method, cases, individuals, or units that meet predetermined criteria for the study may be included in the sample (Büyüköztürk et al., 2021). In this research, proximity to the teaching profession was taken into consideration, and the criterion was defined as being enrolled in the 3rd or 4th year of the program.

Table 1.*Demographic Information of Participants*

Sample	Subcriteria	<i>n</i>	%
Gender	Female	200	66.0
	Male	103	34.0
Grade level	Grade 3	139	45.9
	Grade 4	164	54.1
Place of residence	City	133	43.9
	County	170	56.1
Experience of going abroad	Yes	82	27.1
	No	221	72.9
Receiving inclusive language education	Yes	144	47.5
	No	159	52.5

A total of 303 pre-service classroom teachers participated in the study, including 200 female and 103 male. Among them, 139 were third-year students, while 164 were in their fourth year. Regarding the participants' place of residence, 133 reported living in a city, and 170 indicated that they lived in a district. Overall, the study group demonstrated a relatively equal distribution in terms of gender, academic year, and residence. When asked about their experience of traveling abroad, 82 participants responded "yes", while 221 stated that they had never been abroad, indicating a considerably higher number of participants with no international experience. In response to the question about whether they had taken any courses at their faculty related to inclusive education or foreign language teaching for migrant students, 144 participants answered "yes" and 159 answered "no".

Data Collection Tools

A demographic information form was presented to gather information about gender, grade level, place of residence, experience of traveling abroad, and experience of taking courses related to inclusive education or foreign language teaching for migrants. To measure one of the variables of the study -the pre-professional competencies of pre-service classroom teachers- the "Professional Competency Scale for Pre-Service Teachers", developed by Yengin Sarpkaya and Altun (2021), was employed. To assess another key variable -the attitudes of pre-service classroom teachers toward migrant students- the "Attitudes Toward Syrians Scale", developed by Güleç et al. (2021), was presented to participants.

In the original study (Yengin Sarpkaya & Altun, 2021), confirmatory and exploratory factor analyses were conducted on the Professional Competency Scale for Pre-Service Teachers. It was found as reliable and valid tool with a Cronbach's Alpha reliability coefficient of .94. The scale consists of 28 items and is designed as a five-point likert-type scale ranging from 1 (Low) to 5 (High). All items are positively worded, and there are no reverse-coded items. The scale examines teacher competencies in six dimensions: Professional development, personal and professional values, following and assessing teaching and development, program and content knowledge, school environment, and school-family relations. Although the scale includes multiple dimensions, it is reliable as a single-factor structure (Cronbach's Alpha=.90). The reliability coefficients for the sub-dimensions were reported as .70, .54, .76, .63, .74, and .73 for personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge, respectively.

To measure pre-service teachers' attitudes toward migrant students, the "Attitudes Toward Syrians Scale" was employed. For the validity of the scale, exploratory factor analysis, confirmatory factor analysis, and item-total correlation analyses were conducted. As a result of these analyses, the internal consistency reliability coefficient of the overall scale was calculated as .92, indicating high reliability and validity. The scale consists of 16 items and is structured as a five-point likert-type scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The scale includes six reverse-coded items (Items 1, 4, 7, 10, 13, and 16). It has a two-factor structure: the first factor, Discrimination, comprises 9 items (1, 2, 4, 7, 8, 10, 12, 13, 16), while the second factor, Realistic Threats at the Group and Individual Levels, comprises 7 items (3, 5, 6, 9, 11, 14, 15). The Cronbach's alpha coefficients for the subscales were calculated as .72 for Discrimination and .77 for Realistic Threats at the Group and Individual Levels.

Data Collection and Analysis

In this study, surveys were transferred to Google Forms and sent to prospective teachers to collect data. All data were analyzed using SPSS 25 package program. The bivariate relationships between the two main variables, professional qualifications and attitudes towards Syrians, and all sub-dimensions of these variables were examined using correlation analysis. Subsequently, hypotheses regarding whether the two main variables (i.e., professional competence and attitudes toward Syrians) differed based on demographic variables (i.e., gender, grade level, place of residence, international experience, and whether the participants had previously received training related to migrants) were tested using t-tests.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kırıkkale University Social and Human Sciences Research Ethics Committee

Date of ethical review decision = 18.02.2024

Ethics assessment document issue number = 02

Findings

An independent samples t-test was conducted to determine whether the attitudes of prospective classroom teachers towards immigrant students significantly differed according to gender, grade level, place of residence, experience of going abroad, and receiving inclusive language education at the faculty. The test results are presented in Table 2.

Table 2.

The Status of Attitudes Towards Immigrant Students According to Gender, Grade Level, Place of Residence, Experience of Going Abroad, and Receiving Inclusive Language Education at the Faculty

Demographic variables		<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Gender	Male	200	3.41	.37	301	-2.112	.036
	Female	103	3.54	.53			
Grade level	Grade 3	139	3.52	.58	301	.971	.332
	Grade 4	164	3.47	.38			
Place of residence	City	133	3.50	.52	301	.856	1.000
	County/village	170	3.50	.46			
Experience of going abroad	Yes	82	3.36	.37	301	.023	.000
	No	221	3.55	.51			
Receiving inclusive language education	Yes	144	3.44	.39	301	1.740	.083
	No	159	3.54	.56			

Independent samples t-test showed that attitudes toward Syrians differed based on gender, ($t_{(301)}=-2.112$, $p=.036$). Female had more negative attitudes toward Syrians than male. Also, attitudes toward Syrians differed based on the experience of going abroad, ($t_{(301)}=.023$, $p=.003$). Participants who did not go abroad reported higher levels of negative attitudes compared to those with experience of going abroad. However, attitudes did not differ based on grade level, place of residence, and receiving inclusive language education, ($t_{(301)}=.971$, $p=.332$); ($t_{(301)}=.856$, $p=1.000$); ($t_{(301)}=1.740$, $p=.083$), respectively.

An independent samples t-test was conducted to determine whether the pre-service competencies of prospective classroom teachers significantly differed according to gender, grade level, place of residence, experience of going abroad, and receiving inclusive language education at the faculty. The test results are presented in Table 3.

Table 3.

The Status of Pre-Professional Competence According to Gender, Grade Level, Place of Residence, Experience of Going Abroad, and Receiving Inclusive Language Education at the Faculty

Demographic variables		<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Gender	Male	200	4.28	.28	301	-.840	.401
	Female	103	4.32	.41			
Grade level	Grade 3	139	4.29	.43	301	-.668	.505
	Grade 4	164	4.32	.32			
Place of residence	City	133	4.29	.46	301	-.761	.447
	County/village	170	4.32	.29			
Experience of going abroad	Yes	82	4.28	.43	301	.865	.388
	No	221	4.32	.35			
Receiving inclusive language education	Yes	144	4.29	.38	301	.680	.497
	No	159	4.32	.36			

Independent samples t-test showed that pre-service competence did not differ based on gender, grade level, place of residence, experience of going abroad, and prior training experience, ($t_{(301)}=-.840$, $p=.401$); ($t_{(301)}=-.668$, $p=.505$); ($t_{(301)}=-.761$, $p=.447$); ($t_{(301)}=.865$, $p=.388$); ($t_{(301)}=.680$, $p=.497$), respectively.

The relationships between scale scores and their subdimensions were examined using correlation analysis. The findings are shown in Table 4.

Table 4.*Bivariate Relationships Between Study Variables*

	1	2	3	4	5	6	7	8	9	10
1. Pre-Professional competence	1									
2. Personal and professional	.65***	1								
3. Professional development	.74***	.43***	1							
4. Following and assessment	.87***	.47***	.60***	1						
5. School environment	.74***	.35***	.44***	.56**	1					
6. School-family relations	.69***	.27***	.35***	.48**	.56***	1				
7. Program-content knowledge	.86***	.42***	.61***	.74**	.61***	.53***	1			
8. Attitude	.40	.52	-.02	.04	.006	.04	.04	1		
9. Discrimination	-.005	.08	-.03	-.02	-.03	.03	-.04	.88***	1	
10. Realistic threats	.09	.01	.003	.12*	.07	.03	.15**	.68**	.25**	1

*p<.05; **p<.01; ***p<.001.

According to Table 4, general professional competence was positively related to all sub-scales. Therefore, increased professional competence scores were related to more personal and professional values ($r=.65$, $p<.01$), professional development ($r=.74$, $p<.01$), following and assessment ($r=.87$, $p<.01$), school environment ($r=.74$, $p<.01$), school-family relations ($r=.69$, $p<.01$), and program and content knowledge ($r=.86$, $p<.01$).

Increased scores on personal and professional values were related to greater scores on professional development ($r=.43$, $p<.01$), following and assessment ($r=.47$, $p<.01$), school environment ($r=.35$, $p<.01$), school-family relations ($r=.27$, $p<.01$), and program and content knowledge ($r=.42$, $p<.01$).

Increased scores on professional development were related to greater scores on following and assessment ($r=.60$, $p<.01$), school environment ($r=.44$, $p<.01$), school-family relations ($r=.35$, $p<.01$), and program and content knowledge ($r=.61$, $p<.01$).

Increased scores on following and assessment were related to greater scores on school environment ($r=.56$, $p<.01$), school-family relations ($r=.48$, $p<.01$), and program and content knowledge ($r=.74$, $p<.01$). Additionally, increased scores on following and assessment were related to more negative attitudes regarding realistic threats ($r=.12$, $p<.01$).

Increased scores on school environment were related to greater scores on school-family relations ($r=.56$, $p<.01$), and program and content knowledge ($r=.61$, $p<.01$).

Increased scores on school-family relations were related to more program and content knowledge ($r=.53$, $p<.01$). However, increased scores on this sub-scale were related to more

negative attitudes in terms of realistic threats ($r=.15$, $p<.01$). Overall, when examining the overall status of the participants' professional competence, it can be concluded that the scores obtained from the entire scale and its sub-dimensions were positively correlated with each other.

No significant relationships were found between the overall attitude score and the sub-dimensions of professional competence ($r=.52$, $p>.05$; $r=-.02$, $p>.05$; $r=.04$, $p>.05$; $r=.006$, $p>.05$; $r=.04$, $p>.05$; $r=.04$, $p>.05$).

There are no significant relationships between the attitude subdimensions of discrimination and professional competence and their subdimensions ($r=-.005$, $p>.05$; $r=.08$, $p>.05$; $r=-.03$, $p>.05$; $r=-.02$, $p>.05$; $r=-.03$, $p>.05$; $r=.03$, $p>.05$; $r=-.04$, $p>.05$; $r=.40$, $p>.05$).

There is a significant relationship between the attitude subdimension of realistic threats and the professional competence subdimensions of "following and assessment" ($r=.12$, $p<.05$) and "program-content knowledge" ($r=.15$; $p<.05$). There are no significant relationships between the attitude subdimension of realistic threats and the other subdimensions of professional competence ($r=.09$, $p>.05$; $r=.01$, $p>.05$; $r=.003$, $p>.05$; $r=.07$, $p>.05$; $r=.03$; $p>.05$).

General scores on attitudes were positively related to discrimination ($r=.88$, $p<.01$) and realistic threats ($r=.68$, $p<.01$) sub-scales. Likewise, scores on discrimination were positively related to realistic threats ($r=.25$, $p<.01$). Consequently, as the participants' overall negative attitudes toward Syrians increase, it is also evident that the negative attitudes reported in both sub-dimensions tend to increase accordingly.

Finally, Table 4 shows that there is no significant relationship between pre-service teacher candidates' pre-service competencies and their attitudes toward immigrant (Syrian) students.

Discussion and Conclusion

Teachers should be able to provide an inclusive education to all students, regardless of their religious, ethnic, and linguistic backgrounds, and support their adaptation to the society in which they live (Banks & Banks, 2010). In this context, primary education -the initial and foundational stage of formal education that prepares individuals for life- is particularly significant. According to Canrinus et al. (2012), one of the most important indicators of teachers' professional identity is "self-efficacy." Two essential cornerstones of the teaching profession are identified as attitudes toward students and professional competence. This study aimed to examine the relationship between pre-service classroom teachers' attitudes toward immigrant students and their pre-service professional competencies. The study discusses and concludes its findings based on quantitative data obtained from the Teacher Professional Competency Scale for Pre-Service Teachers and the Attitudes Toward Syrians Scale.

When the significance levels of the relationships between basic variables such as attitudes towards immigrants and pre-service professional qualifications and demographic variables such as gender, grade level, place of residence, experience of going abroad and whether or not any courses were taken related to foreign students were examined, a significant

difference was found only between attitudes towards immigrants and gender and experience abroad.

When examining the research findings regarding the relationship between pre-service teachers' attitudes toward immigrant students and their pre-service professional competencies, no significant correlation was found. In other words, the attitudes of the candidates toward immigrant students did not influence their perceived professional competencies. In Bulut's (2014) study, which examined teachers' perceptions of multicultural competence, a significant positive relationship was found between their perceptions of professional competence and their democratic attitudes. This suggests that teachers with high perceptions of multicultural competence also tend to exhibit more positive attitudes in this regard. Similarly, in the study by Karadağ (2019), which investigated the multicultural competencies of social studies pre-service teachers, it was concluded that the participants held highly positive attitudes toward multicultural education, while their perceived professional competencies were at a moderate level. Çapri and Çelikkaleli (2008) concluded in their study titled "Examining the attitudes and professional efficacy beliefs of teacher candidates towards teaching according to their gender, program and faculty" that the professional efficacy beliefs of teacher candidates affect their attitudes.

When examining the relationship between the grade level of pre-service classroom teachers and their attitudes toward immigrant students as well as their pre-service professional competencies, it was concluded that there were no significant differences in either variable. In other words, whether the candidates were in their third or fourth year of study did not significantly affect their attitudes toward immigrant students or their professional competencies. In the study conducted by Köse et al. (2019), which examined classroom teachers' attitudes toward refugee students in terms of various variables, it was found that their attitudes did not differ significantly according to age. Similarly, in the study by Çifçi et al. (2019), which investigated teachers' attitudes toward refugee students across various factors, no significant difference was found in the competence sub-dimension regarding the relationship between teachers' professional seniority and their attitudes toward refugee students. Aptekin Yolcu's (2018) research on the pre-service professional identity perceptions of classroom teacher candidates also reported no significant difference between teacher candidates' perceived professional identities and their grade levels. In a study by Shazadi et al. (2011), which investigated the factors affecting middle school teachers' professional competencies, it was found that neither age nor teaching experience was a determining factor in teachers' self-efficacy. Moreover, Kazu and Deniz (2019), in their study on teachers' attitudes toward refugee students within the context of inclusive education, reported that while teachers' attitudes did not significantly differ by seniority in the dimensions of adaptation and communication, a significant difference was observed in the competence sub-dimension.

When examining the relationship between the gender of pre-service classroom teachers and their attitudes toward immigrant students as well as their pre-service professional competencies, different results were found for the two variables. No significant difference was observed between candidates' pre-service professional competencies and their gender. However, a significant difference was found between candidates' attitudes toward immigrant

students and their gender. In other words, in the relationship between attitudes and pre-service professional competencies, gender emerges as a significant factor only in the attitude dimension. According to this difference, female reported more negative attitudes compared to male. In Şahin's (2019) study examining teachers' self-efficacy beliefs in teaching initial literacy to Syrian students under temporary protection, no significant differences were found between the teachers' gender and their self-efficacy perceptions across any sub-dimension of the scale. Similarly, in a study conducted by Murray and Marx (2013), which investigated attitudes toward unauthorized-authorized immigrants and refugees within the field of cultural diversity and ethnic minority psychology, no significant difference was found between attitudes toward immigrants and refugees and participants' gender. Çimen and Quadir (2018) also concluded in their study, which examined university students' attitudes toward Syrian asylum seekers in the context of civic engagement, that there was no significant gender-based difference in their attitudes.

No significant relationship was found between the pre-service teachers' place of residence and their attitudes toward immigrant students or their pre-service professional competencies. In other words, whether pre-service classroom teachers live in urban or rural areas did not significantly affect their attitudes toward immigrant students. Similarly, there is no significant association between their pre-service professional competencies and their place of residence. In a study conducted by Uygur (2018) examining the socio-psychological attitudes toward Syrian refugees, a significant difference was found in relation to the density of Syrian refugees in participants' residential areas. Participants residing in areas with a high density of Syrians had higher attitude scores, while those in less dense areas reported lower scores. In another study by Sağlam and İlksen Kanbur (2017), which examined classroom teachers' attitudes toward refugee students in relation to various variables, a significant difference in the competency dimension was found in favor of teachers working in middle socioeconomic settings compared to those in lower socioeconomic environments.

When examining the relationship between pre-service classroom teachers' previous experiences of traveling abroad and their attitudes toward immigrant students and pre-service professional competencies, different results were found for each variable. A significant difference was observed between candidates' experiences of traveling abroad and their attitudes toward immigrant students. Specifically, those who had never traveled abroad exhibited more negative attitudes, whereas those with such experiences reported less negative attitudes. However, no significant difference was found between candidates' international experiences and their pre-service professional competencies. In other words, having been abroad did not have a positive or negative effect on their perceived professional competencies. In a study by Çalışkan Sarı (2025), which examined attitudes toward foreigners in relation to various variables, participants' attitudes, intercultural sensitivity, and levels of conservatism were compared based on their experience abroad. The study revealed no significant differences in attitudes toward foreigners based on international experience. In another study by Köse (2019), which explored the relationship between classroom teachers' attitudes toward foreign students and their levels of intercultural sensitivity, a positive and significant relationship was found. That is, as teachers' sensitivity to different cultures increased, their attitudes toward foreign students became more positive.

When examining the relationship between pre-service classroom teachers' participation in inclusive education and foreign language teaching courses related to immigrants in their faculties, and their attitudes toward immigrants and pre-service professional competencies, no significant relationship was found for either variable. Whether the candidates took these courses or not did not significantly affect their attitudes toward immigrants, nor did it have a significant effect on their pre-service professional competencies. In a study by Soybaşı (2021), it was concluded that whether classroom teachers received training related to the education of Syrian immigrant students did not lead to significant differences in the competency sub-dimensions or attitudes of classroom teachers. Similarly, Uğurlugelen (2019) found in a master's thesis investigating the self-efficacy perceptions of "teachers" who teach Turkish as a foreign language to Syrian children, that taking courses related to teaching Turkish to foreigners in their undergraduate education did not constitute a significant variable in their self-efficacy scores for teaching Turkish to children. In a study by Dolapcı and Kavgacı (2020), which examined the relationship between teachers' perceptions of multicultural self-efficacy and school climate with their attitudes toward refugee students, a significant difference was found regarding in-service training related to refugee students' education. That is, teachers who received such training had more positive attitudes.

Recommendations

Based on the findings of the study, the following recommendations have been developed:

Pre-service classroom teacher candidates should be offered courses that include inclusive language education and cover information, attitudes, and application processes related to immigrant students. These courses should also be designed to include other teacher education programs. Particularly, it is important to ensure that internship practices are carried out in classrooms with immigrant students, under the supervision of teachers with experience in this area. Psychological support and informational workshops could be conducted for both teacher candidates and teachers regarding their attitudes toward immigrant students. This study could be further developed to examine the impact of the relationship between teacher candidates' attitudes and competencies on students' adaptation levels, academic success, and psychological resilience.

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Sınıf Öğretmeni Adaylarının Göçmen Öğrencilere Yönelik Tutumları ile Meslek Öncesi Yeterlilikleri Arasındaki İlişki

Özet

Bu çalışmanın amacı sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasındaki ilişkinin farklı demografik boyutlar açısından incelenmesidir. Bu amaç doğrultusunda araştırmanın çalışma grubunu, üniversitelerin eğitim fakültesi sınıf öğretmenliği bölümünde öğrenimlerine devam eden üçüncü ve dördüncü sınıf 303 öğretmen adayı oluşturmaktadır. Araştırmada betimsel tarama modeli kullanılmış, Veriler Google formlar üzerinden toplanmıştır. Araştırmanın çalışma grubu ölçüt örnekleme yöntemi ile seçilmiştir. Verilerin toplanma aşamasında demografik bilgiler formu, öğretmen adayları için mesleki yeterlilik ölçeği ve Suriyelilere yönelik tutum ölçeği kullanılmıştır. Öğretmen adaylarıyla yapılan çalışmada ana değişkenler olan mesleki yeterlilik ve Suriyelilere yönelik tutumlar ve bunların alt boyutları ile arasındaki ilişki korelasyon analiziyle incelenmiştir. Daha sonra ana değişkenlerin demografik değişkenlere yönelik durumlarına t-testi aracılığıyla bakılmıştır. Araştırma bulgularına göre göçmenlere yönelik tutum boyutunda sınıf düzeyi, yerleşim birimi, yabancı uyruklu öğrencilere yönelik ders alma durumlarında anlamlı bir farklılık bulunmazken, cinsiyet ve yurt dışı deneyimi durumlarında anlamlı bir farklılık bulunmuştur. Bu farklılaşma da kadınlar erkeklere göre daha olumsuz tutuma sahipken, yurtdışına çıkan adaylar çıkmayanlara göre daha olumlu tutuma sahiptir sonucuna ulaşılmıştır. Mesleki yeterlik boyutunda ise cinsiyet, sınıf düzeyi, yerleşim birimi, yurtdışı deneyimi ve yabancı uyruklu öğrencilere yönelik ders alma durumlarında anlamlı bir farklılık bulunamamıştır. Araştırmanın sonuçlarına dayalı olarak uygulama süreçleri ve araştırmacılara yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Öğretmen adayı, göçmen öğrenci, tutum, yeterlilik.

Giriş

Günümüzde savaşlar, doğal afetler, ekonomik eşitsizlikler ve daha iyi yaşam arayışları gibi nedenlerle dünya genelinde milyonlarca insan göç etmektedir (Güneş, 2019). Türkiye, özellikle 2011’de Suriye’de başlayan iç savaş sonrası yoğun bir göç dalgasıyla karşı karşıya kalmış, 2024 yılı sonu itibarıyla yaklaşık 2,9 milyon Suriyeli geçici koruma statüsünde ülkede yaşamaktadır (Mülteciler Derneği, 2024). Göçmenlerin yerleştikleri toplumlara uyum sürecinde en önemli alanlardan biri eğitimidir. Bu süreçte özellikle sınıf öğretmenlerine büyük sorumluluklar düşmektedir (Sağlam & İlksen Kanbur, 2017).

Millî Eğitim Bakanlığı [MEB], 2014 yılında yayımladığı genelgeyle Suriyeli öğrencilerin eğitimine yönelik adımlar atmış, Geçici Eğitim Merkezleri sonrasında öğrenciler resmi okullara entegre edilmiştir (Çakmak, 2018). Bu noktada öğretmenlerin, özellikle sınıf öğretmenlerinin, göçmen öğrencilere karşı tutumları ve yeterlilik düzeyleri öğrencilerin uyumunu doğrudan etkilemektedir.

Öğretmen yeterliliği, bir öğretmenin görevini etkili şekilde yerine getirebilmesi için sahip olması gereken bilgi, beceri ve tutumları kapsar (Doğan & Altaş, 2002). Öğretmen adaylarının meslek öncesi edindikleri yeterlilikler, ilerideki mesleki başarılarını da

belirlemektedir (Canrinus vd., 2012). Özellikle farklı etnik ve kültürel geçmişe sahip öğrencilerle çalışacak olan sınıf öğretmenlerinin, kapsayıcı ve duyarlı bir yaklaşımla görev yapmaları beklenmektedir (Banks & Banks, 2010). Bu bağlamda, bu araştırmada sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasındaki ilişki incelenmiştir.

Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır.

1. Sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları; cinsiyet, sınıf düzeyi, yerleşim birimi, yurt dışına çıkma durumu ve fakültede kapsayıcı dil eğitimi eğitim alma durumu değişkenlerine göre anlamlı farklılık göstermekte midir?

2. Sınıf öğretmeni adaylarının meslek öncesi yeterlilikleri; cinsiyet, sınıf düzeyi, yerleşim birimi, yurt dışına çıkma durumu ve fakültede kapsayıcı dil eğitimi eğitim alma durumu değişkenlerine göre anlamlı farklılık göstermekte midir?

3. Sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasında anlamlı ilişki var mıdır?

Yöntem

Araştırmanın Modeli

Bu çalışma, sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasındaki ilişkiyi inceleyen, nicel bir araştırmadır. Araştırmada, bireylerin görüş ve tutumlarını betimlemeye yönelik betimsel tarama modeli kullanılmıştır. Aynı zamanda, değişkenler arasındaki ilişkilerin incelendiği korelasyonel araştırma desenine sahiptir (Büyüköztürk vd., 2021; Karakaya, 2012).

Evren ve Örneklem

Bu çalışmanın evrenini Türkiye’de sınıf eğitimi ana bilim dalında öğrenim gören öğrenciler oluşturmaktadır. Araştırma örnekleminin belirlenmesinde amaçlı örnekleme türlerinden ölçüt örnekleme kullanılmıştır. Bu yöntemde, araştırma için belirlenen kriterlere göre seçilen durumlar, bireyler veya birimler örneklem olarak dahil edilebilir (Büyüköztürk vd., 2021). Bu araştırmada öğretmenlik mesleğine yakın olmak göz önünde bulundurulmuş ve ölçüt 3 ve 4. sınıfta öğrenim görmek olarak belirlenmiştir.

Veri Toplama Araçları

Demografik Bilgi Formu

Katılımcıların temel bilgilerini toplamak için araştırmacı tarafından oluşturulan bir form kullanılmıştır. Bu formda, katılımcıların cinsiyet, yurt dışı deneyimi, sınıf düzeyleri, yaşadıkları yer ve fakültede kapsayıcı dil eğitimi dersi alıp almadıkları gibi demografik veriler alınmıştır.

Mesleki Yeterlik Ölçeği

Öğretmen adaylarının meslek öncesi yeterliliklerini ölçmek için Yengin Sarpkaya ve Altun (2021) tarafından geliştirilen “Öğretmen Adayları İçin Mesleki Yeterlik Ölçeği” kullanılmıştır. Bu ölçek, öğretmen adaylarının mesleki gelişim, kişisel ve mesleki değerler, öğretim ve gelişimi izleme, program ve içerik bilgisi gibi 6 boyutta yeterlilik algılarını

değerlendirir. Ölçeğin güvenilirlik katsayısı .94 ve iç tutarlılık güvenilirliği .90'dır. Alt boyutlar için belirlenen güvenilirlik katsayıları ise sırasıyla .70, .54, .76, .63, .74 ve .73'tür.

Suriyelilere Yönelik Tutumlar Ölçeği

Öğretmen adaylarının göçmen öğrencilere yönelik tutumlarını ölçmek için Güleç vd. (2021) tarafından geliştirilen "Suriyelilere Yönelik Tutumlar Ölçeği" kullanılmıştır. Bu ölçek, 16 maddeden oluşur ve 5'li likert tipi bir ölçek kullanır. Katılımcılar, 1=Kesinlikle katılmıyorum ile 5=Kesinlikle katılıyorum arasında bir değerlendirme yapmaktadır. Ölçekte 6 ters puanlanmış madde bulunmaktadır. Ölçek iki faktörden oluşur: Ayrımcılık (9 madde) ve Grup ve Birey Düzeyindeki Gerçekçi Tehditler (7 madde). Bu faktörlerin güvenilirlik katsayıları sırasıyla .72 ve .77 olarak belirlenmiştir.

Her iki ölçekte de doğrulayıcı ve açımlayıcı faktör analizi yapılarak geçerlik testleri yapılmış ve bu araçlar güvenilir ve geçerli olarak kabul edilmiştir.

Verilerin Toplanması ve Analizi

Bu çalışmada anketler Google Formlara aktarılmış ve öğretmen adaylarına gönderilerek toplanmıştır. Tüm veriler SPSS 25 paket programı ile analiz edilmiştir. Araştırmada, mesleki yeterlik ve Suriyelilere yönelik tutumlar gibi ana değişkenlerin yanı sıra, bu değişkenlerin alt boyutları arasındaki ilişkiler korelasyon analizi ile incelenmiştir. Ayrıca, ana değişkenlerin demografik özelliklere göre farklılık gösterip göstermediğini anlamak için t-testi analizi yapılmıştır. Bu analiz, demografik faktörlerin, öğretmen adaylarının mesleki yeterlikleri ve göçmenlere yönelik tutumları üzerindeki etkilerini değerlendirmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbirisi gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Kırıkkale Üniversitesi Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 18.02.2024

Etik değerlendirme belgesi konu numarası = 02

Bulgular

Bağımsız örneklem için t-testi sonuçlarına göre, sınıf öğretmeni adaylarının göçmen öğrencilere (Suriyelilere) yönelik tutumları cinsiyete göre anlamlı olarak farklılaşmaktadır ($t_{(301)}=-2.112$, $p=.036$). Kadın adaylar, erkeklere göre daha yüksek düzeyde olumsuz tutumlara sahiptir. Fakat göçmen öğrencilere yönelik tutumlar sınıf düzeyine göre ($t_{(301)}=.971$, $p=.332$) ve anlamlı yerleşim birimine göre ($t_{(301)}=.000$, $p=1.000$) anlamlı olarak farklılaşmamaktadır. Göçmen öğrencilere yönelik tutumlar yurt dışı deneyimine göre anlamlı olarak farklılaşmaktadır ($t_{(301)}=3.023$, $p=.003$). Daha önce yurt dışına gitmeyen adaylar, gidenlere kıyasla daha yüksek düzeyde olumsuz tutum beyan etmiştir. Son olarak göçmen öğrencilere

yönelik tutumlar daha önce eğitim alınıp alınmamasına göre anlamlı olarak farklılaşmamaktadır ($t_{(301)}=1.740$, $p=.083$).

Bağımsız örneklemeler için t-testi sonuçlarına göre, sınıf öğretmeni adaylarının meslek öncesi yeterlik düzeyleri cinsiyete ($t_{(301)}=-.840$, $p=.401$), sınıf düzeyine ($t_{(301)}=-.668$, $p=.505$), yerleşim birimine ($t_{(301)}=-.761$, $p=.447$) göre anlamlı olarak farklılaşmamaktadır. Benzer şekilde adayların meslek öncesi yeterlikleri yurt dışı deneyimine ($t_{(301)}=.865$, $p=.388$) ve daha önce eğitim alınıp alınmamasına ($t_{(301)}=.680$, $p=.497$) göre de anlamlı olarak farklılaşmamaktadır.

Mesleki yeterlik ve alt boyutları; genel mesleki yeterlik puanları ile tüm alt boyutlar arasında pozitif yönde bir ilişki bulunmuştur. Yeterlik arttıkça, kişisel ve mesleki değerler, mesleki gelişim, izleme ve değerlendirme gibi alt boyutlardan alınan puanlar da artmıştır. Göçmen öğrencilere (Suriyelilere) yönelik tutumlar; Suriyelilere yönelik olumsuz tutumlar ile ayrımcılık ve gerçekçi tehditler arasında güçlü bir pozitif ilişki tespit edilmiştir. Olumsuz tutumlar arttıkça, bu alt boyutlardan alınan puanlar da artmaktadır. Sınıf öğretmeni adaylarının göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasında istatistiksel açıdan anlamlı bir fark ortaya çıkmamıştır ($r=.40$, $p>.05$).

Tartışma ve Sonuç

Bu bölümde, öğretmenlerin farklı kökenlerden gelen öğrencilere kapsayıcı eğitim sunabilmesinin önemine değinilmektedir (Banks & Banks, 2010). İlyardım öğretmenlerinin göçmen öğrencilere yönelik tutumları ve mesleki yeterlilikleri büyük bir rol oynamaktadır. Canrinus vd. (2012), öğretmenlerin “öz yeterlilik”lerini mesleki kimlik göstergelerinden biri olarak belirtmiştir. Bu araştırmada, sınıf öğretmeni adaylarının göçmenlere yönelik tutumları ile meslek öncesi yeterlilikleri arasındaki ilişki incelenmiş ve elde edilen veriler tartışılmıştır. Araştırmanın bulguları, ana değişkenlerin (göçmenlere yönelik tutumlar ve mesleki yeterlik) ve demografik faktörlerin (cinsiyet, sınıf düzeyi, yerleşim birimi, yurt dışı deneyimi, eğitim durumu) ilişkilerini göstermektedir.

Araştırma sonuçlarına göre, adayların göçmen öğrencilere yönelik tutumları ile meslek öncesi yeterlilikleri arasında anlamlı bir ilişki bulunmamıştır. Bu durum, adayların göçmen öğrencilere yönelik tutumlarının, meslek öncesi yeterliliklerini etkilemediğini göstermektedir. Bu sonuç, Bulut (2014) ve Karadağ (2019) gibi önceki çalışmalardan farklıdır, çünkü bu çalışmalar öğretmenlerin çok kültürlü yeterlik algıları ile tutumları arasında anlamlı bir ilişki olduğunu ortaya koymuştur. Ayrıca, sınıf düzeyinin göçmen öğrencilere yönelik tutumlar ve meslek yeterlilikleri üzerindeki etkisi de anlamlı bulunmamıştır. Bu bulgu, Köse vd. (2019) ve Aptekin Yolcu (2018) gibi araştırmalarla paralellik göstermektedir.

Cinsiyetin göçmen öğrencilere yönelik tutum ve meslek yeterlilikleri üzerindeki etkisi incelendiğinde, sadece göçmenlere yönelik tutumlar arasında anlamlı bir farklılık bulunmuş, kadın adayların erkek adaylara kıyasla daha olumsuz tutum sergilediği görülmüştür. Bununla birlikte, meslek yeterlilikleri açısından cinsiyetin etkisi anlamlı olmamıştır. Yaşadıkları yer ile göçmen öğrencilere yönelik tutum ve meslek yeterlilikleri arasında da anlamlı bir ilişki bulunmamıştır, bu durum Uygur (2018) ile Sağlam ve İlksen Kanbur'un (2017) çalışmalarından farklıdır.

Yurtdışına çıkma deneyiminin, göçmen öğrencilere yönelik tutumlar üzerinde anlamlı bir etkisi olduğu bulunmuş, ancak meslek yeterlilikleri ile yurtdışı deneyimi arasında anlamlı bir fark gözlemlenmemiştir. Bu, Çalışkan Sarı (2025) ve Köse (2019) gibi çalışmalara ters düşmektedir. Son olarak, sınıf öğretmeni adaylarının fakültede göçmenlere yönelik kapsayıcı eğitim veya yabancı dil öğretimi dersleri alıp almalarının, tutumlar ve meslek yeterlilikleri üzerinde anlamlı bir etkisi olmadığı bulunmuştur. Bu sonuç, Soybakış (2021) ve Uğurlugelen (2019) gibi araştırmalarla uyumludur.

Genel olarak, bu çalışma, demografik değişkenlerin ve eğitimsel faktörlerin, öğretmen adaylarının göçmen öğrencilere yönelik tutumları ve meslek öncesi yeterlilikleri üzerinde karmaşık etkiler yaratabileceğini göstermektedir

Öneriler

Araştırma bulgularına dayanarak öğretmen adaylarına meslek öncesi dönemde kapsayıcı dil eğitimi ve göçmen öğrencilere yönelik dersler verilmesi önerilmektedir. Bu dersler, sadece sınıf öğretmenliği bölümüyle sınırlı kalmayıp diğer öğretmenlik bölümlerini de kapsamalıdır. Staj uygulamaları, göçmen öğrencilerin bulunduğu sınıflarda ve deneyimli öğretmenlerin gözetiminde yapılmalıdır. Ayrıca, öğretmenlere göçmen öğrencilere yönelik tutum geliştirme ve psikolojik destek sağlanarak, bu alandaki tutum ve yeterlilik ilişkisi üzerine daha fazla araştırma yapılması gerekmektedir.