


## General Trends in Research on the Fact of Migration in Turkish and Social Studies Education \*

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### Abstract

Migration is known to cause problems in many areas such as economic, social, cultural, legal, security and education. In this context, migration leads to some changes and transformations that will require social and cultural harmony. Adapting to these changes is through education. When it comes to social and cultural harmony, Turkish and Social Studies education comes to mind. Therefore, it is necessary to examine the studies dealing with how the phenomenon of migration and its elements are transferred to the Turkish and Social Studies educational environment and teaching processes. In this study, it is aimed to systematically analyze the researches on the phenomenon of migration in Turkish and Social Studies education as a whole and to determine its general tendency. In this qualitative study, data were collected by document review. A total of 12 studies, four in Turkish education and eight in Social Studies education, were examined. Descriptive content analysis was used in the analysis of these studies. As a result of the analyzes, it was determined that the researches were mostly structured with a qualitative approach and the type and size of the sample/workgroup/data source, data collection methods/tools, and data analysis methods supported this. When the research results are evaluated in general, it is recommended to increase the number of studies on the phenomenon of migration in Turkish and Social Studies education and the number of studies that determine the general trend of these studies.

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## INTRODUCTION

Migration is a multidimensional and universal phenomenon. It is possible to understand this from the definitions made. The Turkish Language Association (2022) defines migration as “The act of moving individuals or communities from one country to another, from one settlement to another for economic, social and political reasons”. In the Glossary of Migration Terms (IOM, 2009: 22), migration is defined as the population movements in which people change their places regardless of their duration, structure and reason. IOM's (International Organization for Migration) appears to define migration in a broad sense, not narrow. According to Adıgüzel (2016: 1), migration is “The geographical displacement of people due to social, economic, political or natural reasons and they migrate individually or en masse, forced or voluntarily”. Koçak & Terzi (2012) attribute migration to social, political, economic and cultural reasons emphasizing its universal nature with a similar definition. In short, there are reasons for migration arising from environmental and natural situations, social, cultural, political, economic conditions and globalization. Therefore, immigration is not just a movement of displacement, it is a phenomenon that affects all elements of the social structure (Çağlar, 2018; Mutluer, 2003) regardless of its reasons, internal-external, individual-massive, voluntary-compulsory, by any means. Adıgüzel (2016) states that migration necessitates a new form of social relationship for both immigrant individuals and receiving societies. While establishing a new form of relationship, problems arise in the economic, social, cultural, legal, security and educational areas, in short, in all areas of life. This leads to some changes and transformations that will require providing social and cultural harmony.

Although the phenomenon of migration is in the field of interest of many disciplines such as sociology, law, political science, social work, history, geography, international relations, etc., education is the basis of adapting to the changes mentioned. Educational institutions are at the forefront of institutions that are affected by changes and developments (Demircioğlu, 2013) and since it is an environment of social harmony, they are the center of education and training activities for cultural harmony (Özgüzel, Tümkaya, Aybek, İşcan, & Çelebi, 2020). Since Turkey has witnessed migration movements throughout history due to its geographical location, and has become a center of attraction its regional power and with the migrations starting from Syria since 2011, it requires a social acceptance and cultural harmony. This situation brings the Turkish and Social Studies education in our education system to mind, because learning the language, gaining cultural awareness in the context of language awareness and language-culture relationship, and forming social belonging are through these courses. Turkish, which is a language teaching course, meets the language learning needs; On the other hand, the Social Studies course is vital in terms of gaining Turkish culture and values in the context of citizenship education and raising citizens who are loyal to national values; namely they are two of the most dominant courses. In this context, it is important to reveal how the phenomenon of migration and its elements are transferred to the educational environment and teaching materials, and in which aspects they are handled in the education process, education which is a universal human right and guaranteed in the Universal Declaration of Human Rights<sup>1</sup>, more specifically in Turkish and Social Studies education. What will reveal this is the researches made in the mentioned fields. It is possible for education to reach its goals, to take steps in line with objective data at every stage from planning to evaluation by determining the general trends of research that will provide these objective data. Thus, in this study, it is aimed to analyze the researches on the phenomenon of migration in Turkish and Social Studies education as a whole, systematically and to determine the general tendency.

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<sup>1</sup> Article 26: Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages Elementary education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Retrieved from <https://www.hsk.gov.tr/Eklentiler/Dosyalar/9a3bfe74-cdc4-4ae4-b876-8cb1d7eae05.pdf>

It is thought that the evaluation of the researches will reveal the existing situation and will guide the researches that will be executed with the effective use of the results obtained. There are studies examining the studies carried out on the phenomenon of migration. However, in the national and international literature, a study could not be found within the available resources, which analyzes the researches on the phenomenon of migration in both Turkish education and Social Studies education in a holistic and systematic way. Some of the studies are within the field of public administration/urbanism (Ağın, Zengin-Çelik & Tezan, 2021; Aksu-Kocatürk, 2021), social work (Apak, 2018), economics (Haydaroğlu, 2022), painting and music (Bastaban & Yılmaz, 2022), psychology (Kabasakal & Soylu, 2021) and focused on the research year, subject, type, design/method and department. Although researches in the field of education have been identified among the studies examining academic research on the phenomenon of migration (Avcioğlu, 2020; Canbey-Özgüler, 2019; Coşkun, Sarılioğlu & Dinçer, 2020), regardless of the field of science in Yerli (2018), Açıkalın & Neyişçi (2020), Alkar & Atasoy's (2020) studies, they have not been separated as Turkish and Social Studies education.

Looking at the studies conducted directly in the field of education, it was determined that Kardeş (2021) did not focus on the theses in Turkish and Social Studies education his research in which he examined postgraduate theses. Bozkaya (2021) did not only separate the doctoral theses he examined as Turkish and Social Studies education but he also came across only three theses. Lastly, DüNDAR & Usluoğlu (2022) examined only the studies on primary school education. When examining the studies in the field of education although criteria such as research year and subject, university/department, design/method, data collection method/tool, and data analysis method were used, in-depth studies were not carried out as in this study. Because the studies within the scope of this study are analyzed according to the type, publication year, subject and purpose, question, approach and design, sample/study group/data source, sample/study group/data source size, data collection method/tool, data analysis method and results without any year limitation. In this context, the general aim of the study is to determine the general trend of research on the phenomenon of migration in Turkish and Social Studies education. In line with this general purpose, answers to the following questions were sought:

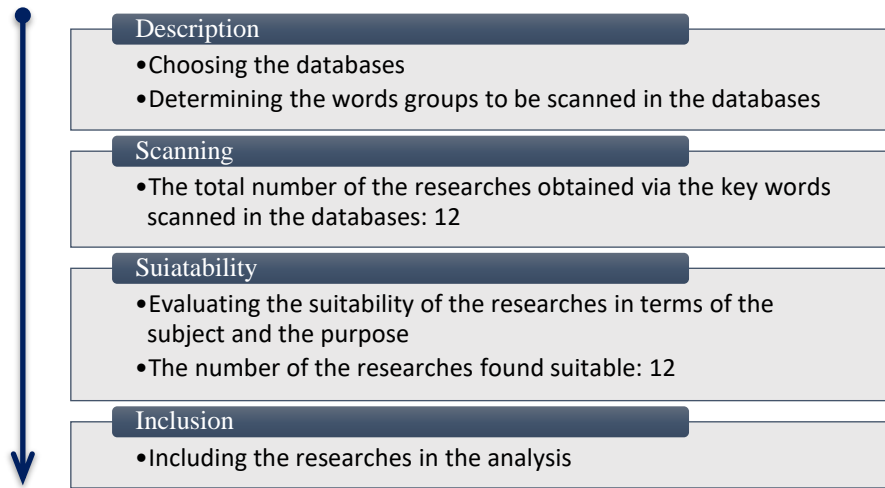
1. What is the type distribution of the researches on the phenomenon of migration in Turkish and Social Studies education?
2. What is the distribution of researches on the phenomenon of migration in Turkish and Social Studies education according to their aims and questions?
3. What is the distribution of researches on the phenomenon of migration in Turkish and Social Studies education according to their approach and design?
4. What is the distribution of researches on the phenomenon of migration in Turkish and Social Studies education according to their sample/study group/data source?
5. What is the distribution of researches on the phenomenon of migration in Turkish and Social Studies education according to their data collection method/tool?
6. What is the distribution of researches on the phenomenon of migration in Turkish and Social Studies education according to data analysis methods?
7. What are the results of the researches on the phenomenon of migration in Turkish and Social Studies education?
8. What are the similarities/differences when the researches on the phenomenon of migration in Turkish and Social Studies education are compared?

## METHOD

### RESEARCH DESIGN AND DATA COLLECTION PROCESS

In this qualitative study, data were collected by document review. The researches within the scope of the study were selected by scanning key word groups "Migration in Turkish/Social Studies education", "Migration in teaching Turkish/Social Studies", "Migration in Turkish/Social Studies courses", "Turkish/Social Studies Education Migration", " Teaching Turkish/Social Studies Migration", "Turkish/Social Studies courses Migration", "Migration in Turkish/Social Studies" in different combinations in Turkish and English among the researches included in the national and international Google Scholar, Dergipark, Sobiad, Eric databases and the national thesis center database of the Council of Higher Education. The studies were structured on the basis of the phenomenon of migration and attention was paid to the fact that the focal points were migration. As a result of the scans, a total of 12 researches were included in the study, 4 of which were in Turkish education and 8 in Social Studies education. Figure 1 shows the steps of how the process progresses.

**Figure 1.** *The Diagram Showing the Steps regarding Determining the Documents*



### DATA ANALYSIS

Descriptive content analysis was used in the analysis of these researches, four of which were in English and eight in Turkish. Since the purpose of descriptive content analysis is to examine the qualitative and quantitative studies conducted independently of each other and to determine the general trends in the field (Çalık & Sözbilir, 2014), it was thought to be the most appropriate analysis method for the nature of this research. The studies within the scope of the article were examined by both researchers. It was checked whether these reviews were significant and consistent. According to Miles and Huberman's (1994) code test, the percentage of agreement between codes/themes was found to be 95.55%. In the creation of the tables in the findings, the opinions of another expert working as an instructor in Turkish education were consulted. While determining the researches, no time limit was applied, and many criteria were used in the examination. The processes of collecting, categorizing and preparing the data for external reliability were carried out sequentially. At the stage of describing the findings, the T1, T2, T3... codes appearing in the tables are the researches in Turkish education; SS1, SS2, SS3... codes were used for research in Social Studies education. It has been revealed that some of the findings obtained for external validity are also found in previous similar studies. Frequency distribution is given based on the view of Creswell (2003: 213, 214) that "in qualitative studies, the findings of the analysis can be quantified, and the findings of the quantitative analysis can also be qualified". Lastly, in the analysis process, the specified themes (type, publication year, subject and purpose, question, approach and design, sample/study group/data source, sample/study group/data

source size, data collection method/tool, data analysis method and the result) were written separately for each research, and then tables suitable for each theme were created to be used in the findings section.

## FINDINGS

### FINDINGS ON THE TYPES OF THE RESEARCHES

The distribution of the researches on the phenomenon of migration in Turkish and Social Studies education by publication year and types is presented in Table 1.

**Table 1.** *The Distribution of the Researches According to Their Publication Years and Types*

Year	TURKISH		SOCIAL STUDIES	
	Article	Proceedings	Article	Thesis
2008	-	-	SS1	-
2012	-	-	-	SS7
2014	-	-	-	SS8
2015	-	-	SS4	-
2016	-	T3	-	-
2017	T4	-	-	-
2018	T1	-	-	-
2019	-	-	-	SS3
2020	T2	-	SS5	-
2021	-	-	SS2, SS6	-
<i>Total</i>	3	1	5	3

Most of the studies within the scope of the study (f:8) are in the article type. In Turkish education, only a study was produced from full-text papers and no research was conducted before 2016. It has been observed that there has been an increase in studies in Social Studies education after 2012.

### FINDINGS ON THE AIMS AND THE QUESTIONS OF THE RESEARCHES

The distribution of the researches on the phenomenon of migration in Turkish and Social Studies education according to their aims is presented in Table 2.

**Table 2.** *The Distribution of the Researches According to Their Aims*

<i>Courses</i>	<i>Aims</i>	<i>Researches</i>	<i>f</i>
<i>TURKISH</i>	Examining the handling of concepts/values related to migration and migration in textbooks	T1, T3	2
	Determining the effects of migration and migration-related concepts on Syrian students and to identify the problems these students face in	T2	1
	Determining the perceptions/opinions of preservice teachers about migration and its impact on education	T4	1
<i>SOCIAL STUDIES</i>	Examining the handling of the phenomenon of migration in textbooks and curricula	SS2, SS8	2
	Determining students' views on migration	SS3, SS6	2
	Evaluating the effect of using drama technique on learning while dealing with migration	SS4, SS5	2
	Examining migration and the concepts/values related to migration in Life and Social Studies textbooks in Turkey and the USA	SS7	1
	Evaluating the effect of using folk songs on learning while dealing with migration	SS1	1

The aim of two studies (T1, T3) in Turkish education is *to examine the handling of concepts/values related to migration and immigration in textbooks*, the aim of one study (T2) is *to determine the effects of migration and migration-related concepts on Syrian students and to identify the problems these students face in teaching Turkish*, the aim of another study (T4) is *to determine the perceptions/opinions of preservice teachers about migration and its impact on education*.

In Social Studies, there are studies with different aims (for example, SS1, SS7) although the topics are the same. The aim of the two studies (SS2, SS8) is *to examine the handling of the phenomenon of migration in the textbooks and curricula*, the aim of SS3 and SS6 is *to determine the views of the students on the subject of migration*, and the aim of the other two studies (SS4, SS5) is *to evaluate the effect of using drama technique on learning*. *Examining the handling of migration and the concepts/values related to migration in Life and Social Studies books in Turkey and the USA*, and *evaluating the effect of using folk songs on learning while dealing with the subject of migration* are the aims of other studies (SS7, SS1).

The distribution of the researches on the phenomenon of migration in Turkish and Social Studies education according to their questions is presented in Table 3.

**Table 3.** *The Distribution of the Researches According to Their Questions*

<i>Courses</i>	<i>Questions</i>	<i>Researches</i>	<i>f</i>
<i>TURKISH</i>	The frequency of elements/metaphors related to phenomenon of migration	T1, T4	2
	-	T2, T3	2
<i>SOCIAL STUDIES</i>	Whether there is a significant difference between the experimental group and the control group/Pretest-posttest	SS1*, SS4, SS5	3
	Whether it differs by demographic features	SS3*, SS1	2
	Frequency of elements related to phenomenon of migration	SS2, SS8	2
	-	SS6, SS7	2
	In which students' opinions are determined	SS3	1

\* It refers to studies with two different research questions.

The questions of two researches in Turkish and Social Studies education were not specified. The question of the other two researches in Turkish education is *to determine the frequency of the*

elements/metaphors related to the phenomenon of migration. Three of the studies in Social Studies education (SS1, SS4, SS5) are about whether there is a significant difference between the experimental-control group/pre-post-test. In two of them (SS3, SS1) it was investigated whether the results differed according to demographic characteristics, and in the other two, the frequency of the items related to the phenomenon of migration. The question of one research is what the students' opinions are.

In addition to the aims and questions of the studies on the phenomenon of migration in Turkish and Social Studies education, their distribution according to their subjects was also examined and this distribution is presented in Table 4.

**Table 4.** Distribution of Studies According to Their Subjects

Courses	Subjects	Researches	f
TURKISH	The phenomenon of migration in the textbooks	T1, T3	2
	Perception/opinion about the phenomenon of migration	T4	1
	The phenomenon of migration and migrants' problems in Turkish education	T2	1
SOCIAL STUDIES	The phenomenon of migration in textbooks and curricula	SS2, SS7, SS8	3
	Teaching the phenomenon of migration with different techniques	SS1, SS4, SS5	3
	Perception/opinion about the phenomenon of migration	SS3, SS6	2

The subject of two studies in Turkish education is *the phenomenon of migration in textbooks*. *The phenomenon of migration and the migrants' problems in Turkish education* and *the perception/opinion about the phenomenon of migration* were studied once. When Table 2 is examined, it can be seen that the subjects of the studies conducted in Social Studies education are more integrated. While *the phenomenon of migration in textbooks and curricula* and *teaching the phenomenon of migration with different techniques* are the subjects of three researches, *perception/opinion about the phenomenon of migration* is the subject of two researches. As can be seen, there are common subjects of research in Turkish and Social Studies education.

**FINDINGS ON THE APPROACH AND DESIGN OF THE RESEARCHES**

The distribution of studies on the phenomenon of migration in Turkish and Social Studies education according to their approaches and designs is presented in Table 5.

**Table 5.** The Distribution of the Researches According to Their Approaches and Designs

TURKISH		SOCIAL STUDIES				
Approach	Design	Researches	f	Design	Researches	f
Quantitative	Experimental	-	-	Experimental	SS1, SS4, SS5	3
	Case Study /Descriptive	T1, T3	2	Case Study /Descriptive	SS2, SS6, SS7, SS8	4
Qualitative	Review	T2	1	-	-	-
	Phenomenological	T4	1	-	-	-
Mixed		-	-		SS3	1

All of the researches on Turkish education is qualitative. They are *descriptive* (T1, T3), *phenomenological* (T4) and *review* (T2) designs. The researches in Social Studies education are designed as quantitative, qualitative and mixed. Half of the researches are (SS2, SS6, SS7, SS8)

qualitative and *descriptive* designs. While three researches (SS1, SS4, SS5) are quantitative and *experimental* designs, one research (SS3) is mixed.

**FINDINGS ON SAMPLE/STUDY GROUP/DATA SOURCE OF RESEARCHES**

The distribution of the researches on the phenomenon of migration in Turkish and Social Studies education according to their sample/study group/data source type is presented in Table 6.

**Table 6.** *Distribution of Studies According to Sample/Study Group/Data Source Type*

Course	Sample/study group/data source	Researches	f
TURKISH	Textbooks	T1, T3	2
	Preservice teachers	T4	1
	Theoretical (review) study	T2	1
SOCIAL STUDIES	Students	SS3, SS4, SS5, SS6	4
	Textbooks/Curricula	SS2, SS7, SS8	3
	Preservice teachers	SS1	1

The data source of 2 (T1, T3) studies in Turkish education is *textbooks*. The study group of a research (T4) is *preservice teachers*. The sample/study group of half of the studies in Social Studies education (SS3, SS4, SS5, SS6) are *students*, and *the preservice teachers* in a study (SS1). The data source for three of them (SS2, SS7, SS8) is *textbooks/curricula*.

In addition to the sample/study group/data source type, the distribution of the researches on the phenomenon of migration in Turkish and Social Studies education according to their size is also examined, and this distribution is presented in Table 7.

**Table 7.** *Distribution of Studies According to the Sample/Study Group/Data Source Size*

TURKISH		SOCIAL STUDIES	
Size	f	Size	f
Between 1-10	2	Between 1-10	2
Between 11-30	1	Between 11-30	1
Between 31-100	-	Between 31-100	3
Between 101-300	-	Between 101-300	2
Theoretical (review) study	1	Theoretical (review) study	-

The study group and data source of the studies in Turkish education are small-scale. Research in Social Studies education is relatively large scaled. The sample/study group of three studies was between 31 and 100, and 2 of them were between 101 and 300.

**FINDINGS ON THE DATA COLLECTION METHODS/TOOLS OF RESEARCHES**

The distribution of the studies on the phenomenon of migration in Turkish and Social Studies education according to data collection methods/tools is presented in Table 8.



**Table 8.** *The Distribution of the Researches According to the Data Collection Methods/Tools*

<i>Courses</i>	<i>Data collection methods/tools</i>	<i>Researches</i>	<i>f</i>
ISH	Document review	T1, T3, T4	3
	Theoretical studies	T2	1
SOCIAL STUDIES	Document review	SS1, SS2, SS6, SS7, SS8	5
	Test	SS4, SS5	2
	Survey/Interview	SS3	1

As seen in Table 8, except for one of the studies in Turkish education (T2, since it is *theoretical*), the data collection method is *document review*. The data collection method of more than half of the researches in Social Studies education (SS1, SS2, SS6, SS7, SS8) is document review. While data were collected through *testing* in two studies (SS4, SS5), both *surveys* and *interviews* were used in one study (SS3).

**FINDINGS ON THE DATA ANALYSIS METHODS OF RESEARCHES**

The distribution of studies on the phenomenon of migration in Turkish and Social Studies education according to their data analysis methods is presented in Table 9.

**Table 9.** *The Distribution of the Researches According to Their Data Analysis*

<i>Courses</i>	<i>Analysis Methods</i>	<i>Researches</i>	<i>f</i>	
TURKISH	Qualitative data analysis	Descriptive Analysis	T1, T3	2
		Content analysis	T4	1
	Theoretical study	T2	1	
SOCIAL STUDIES	Quantitative data analysis	Descriptive statistics	SS1	1
		Parametric statistics	SS4*, SS5*	2
		Nonparametric statistics	SS3*	1
	Qualitative data analysis	Descriptive analysis	SS8	1
		Content analysis	SS2, SS6, SS7	3

\* It refers to the researches with descriptive statistics along with parametric and nonparametric statistics.

Since the researches in Turkish education are qualitative, data analysis methods were chosen accordingly; In the researches, *descriptive* (T1, T3) and *content* (T4) *analysis*, which are qualitative data analysis methods, were used. Since half of the studies in Social Studies education are qualitative, the data in them were analyzed with *descriptive* (SS8) and *content* (SS2, SS6, SS7) analysis. In the other half of the studies, quantitative data analysis methods, *parametric statistics* (SS4, SS5), *nonparametric statistics* (SS3) and *descriptive statistics* (SS1) were used.

**FINDINGS ON THE RESULTS OF THE RESEARCHES**

The results of the researches on the phenomenon of migration in Turkish and Social Studies education are given in Table 10 in a thematic way.

**Table 10.** *The Results of the Researches*

<i>TURKISH</i>	<i>SOCIAL STUDIES</i>
<i>Results</i>	<i>Results</i>
Insufficient coverage of migration and concepts related to migration in textbooks	Insufficient coverage of migration and concepts related to migration in textbooks/ curricula
Having negative perceptions about migration and migration-related concepts	Handling the concept of migration with different techniques which has a positive effect on student success
Insufficient language teaching models used in Turkish teaching	That Turkish students have negative perceptions on the phenomenon of migration while Syrian students have positive views
	Inclusion of different information about immigrants in textbooks in Turkey and the USA

Since the results of the researches were diverse, only a thematic representation was possible in the table. If the results shown in the table in a thematic way are explained, it should be noted that the results of the studies conducted in Turkish are negative, migration and the concepts related to migration are not included in the textbooks at a sufficient level and there are negative perceptions towards them, and the language teaching models used in Turkish teaching are not sufficient.

According to the results of the researches conducted in Social Studies it has been determined that the subject of migration, which is taught with different techniques, has a positive effect on student success and the significant difference is in favor of the experimental group, migration and the concepts related to migration are given a limited place in the curricula and textbooks, and this limitation has changed little from 2005 to 2020, while Syrian students have positive views on the phenomenon of migration in Turkey, secondary school Turkish students have negative perceptions, and lastly the textbooks in Turkey provide information on the integration of migrants with the society, and the difficulties faced by migrants are emphasized in the textbooks in the USA.

## **DISCUSSION AND CONCLUSION**

How the phenomenon of migration and its elements are handled in the researches in Turkish and Social Studies education; therefore, determining the general tendencies of the researches in line with objective data is important for every stage from the planning of the education process to its evaluation. Therefore, in the study, it is aimed to determine the general trend of the research on the phenomenon of migration in Turkish and Social Studies education. Twelve researches within the context of the study were examined in depth according to types, publication year, subject and aim, question, approach and design, sample/study group/data source, sample/study group/data source size, data collection method/tool, data analysis method and result. Most of the studies are in the type of articles and their number has increased since 2012. There is only one research in Social Studies education conducted before 2012. The reason for this may be the intensive migrations to Turkey since 2011. It can be said that the number of the studies has increased as the school-age migrant children in Turkey started their education life. Kardeş (2021), in his study examining postgraduate researches in the field of education, found that the first thesis was done in 2011. Yerli (2018) and Açıkalin & Neyişçi (2020) similarly concluded in their researches that postgraduate theses on migration and refugees have increased since 2011-2012.

In the researches in Turkish education, *the phenomenon of migration in the textbooks, the phenomenon of migration and the migrants' problems in Turkish education and the perception/opinion about the phenomenon of migration* have been studied. The subjects of researches in Social Studies

education are relatively similar. In the studies, *the phenomenon migration in textbooks and curricula and teaching the phenomenon of migration with different techniques* are predominant. *Perception/opinion about the phenomenon of migration* has also been the subject of 2 studies. In line with these results, it can be stated that common subjects (*the phenomenon of migration in the textbooks and the perception/opinion about the phenomenon of migration*) are studied in the researches in Turkish and Social Studies education. When the subjects and the aims of the researches are examined together, it has been determined that the aims of the researches in Turkish education are parallel to their subjects. However, in Social Studies education, there are studies that have different aims even though their subjects are the same.

There are researches in both Turkish and Social Studies education whose questions were not specified. Since the researches in Turkish education are structured in accordance with the qualitative approach, the question of the research is to determine *the frequency of the elements/metaphors related to the phenomenon of migration*. Since half of the studies in Social Studies education are quantitative (including one of them being mixed), the questions are about *whether there is a significant difference between the experimental-control group/pre-post-test and whether the results differ according to demographic characteristics*. Since the other studies, on the other hand, are qualitatively structured, their research questions focus on *the frequency of the elements related to the phenomenon of migration and what the students' opinions are*. When the approaches of the researches come to be mentioned, it should be noted that there are researches in Turkish education in *case study/descriptive and phenomenological* designs, and the researches in Social Studies education are mostly structured in *case study/descriptive and experimental* design.

Approximately 75% of the reviewed studies are structured according to the qualitative research approach. Qualitative research is not like quantitative research that collects data from larger samples, although it offers the opportunity to examine the subject in depth. Quantitative approach in the research is limited. There is only one mixed research, which provides quantitative and qualitative data diversity, in Social Studies education. Similar results are also found in the studies in which Alkar & Atasoy (2020) examined the doctoral theses on migration, and Bastaban & Yılmaz (2022) examined the postgraduate theses on migration in the field of painting and music. Researchers examining studies in the field of education (Bozkaya, 2021; Dündar & Usluoğlu, 2022; Kardeş, 2021) have also determined that qualitative approach is mostly preferred. It has been determined that more qualitative studies are conducted in studies examining the tendency of research on the education of immigrants (Aydın & Altuntaş-Gürsoy, 2022; Kara & Özenç, 2021). According to Aydın & Altuntaş-Gürsoy (2022), qualitative research is almost four times more than quantitative research. However, in the studies in the fields of social work (Apak, 2018), economics (Haydaroğlu, 2022) and psychology (Kabasakal & Soylu, 2021), it was determined that most of the researches are structured with a quantitative approach.

The structuring the studies mostly qualitatively affected the type and size of the sample/workgroup/data source. Except for a theoretical research in Turkish education, in the studies, *textbooks/curricula* were studied with *students* and *preservice teachers*. Considering the information that the data revealed by the textbooks in social studies are interpreted and perceived in different ways (Demircioğlu, 2013, 120), the importance of studying with textbooks will be better understood.

When the researches are evaluated in general, it can be stated that they mostly study with students, and these are in Social Studies education. It has been determined that the sample/study group/data source is small-scale (under 30) in qualitative research, and mostly large-scale (over 30) in quantitative and mixed studies.

It was concluded that among the data collection methods/tools in the studies, *document review* was mostly used. Alkar & Atasoy (2020) also determined that mostly document review and interview were used in the researches. Aydın & Altuntaş-Gürsoy (2022), in their study examining the researches on the education of immigrants, concluded that the data were collected mostly through interviews

and document analysis. The reason why document analysis is preferred more in the studies conducted in Turkish and Social Studies education may be that the researches are structured with a more qualitative approach. It may also be due to the fact that textbooks and curricula are more accessible than interview and observation.

When the data analysis methods were evaluated, it was concluded that *descriptive* and *content analysis* of qualitative data analysis methods were mostly used. In half of the studies in Social Studies education *parametric, nonparametric* and *descriptive statistics*, which are quantitative data analysis methods, were used. In the study of Dündar & Usluoğlu (2022), it was determined that the researches were mostly subjected to descriptive and content analysis. Kara & Özenç (2021), Aydın & Altuntaş-Gürsoy (2022) also found that content analysis was mostly used in the researches.

Finally, if the results of the researches are evaluated, it can be stated that the results of the researches conducted in Turkish are negative, *there are deficiencies in the textbooks and language teaching models, and there are negative perceptions about the phenomenon of migration*. The results of the researches conducted in Social Studies are various. These results show that *the subject of immigration, which is taught with different techniques, has a positive effect on student success, there are deficiencies in the textbooks and the curricula, there are positive perceptions about the phenomenon of migration in one study but in another study negative perceptions were said to be possessed, while the books in Turkey provide information on the integration of immigrants with the society, in the textbooks in the USA the difficulties faced by immigrants are emphasized*. It is thought that it is important to detect deficiencies or negativities in academic studies in order to make legal arrangements, both for books and other components of the teaching process by taking necessary precautions.

Considering that the researches within the scope of the study are mostly structured with a qualitative approach, it is understood that the type and size of the sample/study group/data source, and data collection methods/tools and data analysis methods also support this. When the results of the researches are evaluated in general, it is recommended to increase both the number of studies on the phenomenon of migration in Turkish and Social Studies education and the number of studies that determine the general tendency of these studies. In addition, it can be said that more mixed studies, which provide data diversity, structured with a quantitative approach and should be done, as they allow data collection from large-scale samples. Thus, it will diversify with data collection methods/tools and data analysis methods. The lack of a quantitative approach, especially in the researches in Turkish education, can be considered as a deficiency. The fact that the research aims and questions focus on revealing the current situation despite being very diverse can also be considered as a limitation. In fact, in a more general sense, it should be stated that the number of researches in Turkish education should be increased, regardless of being qualitative and quantitative. Considering that immigration is a fact of Turkey and immigration to the country continues, it is clear that there will be a need for researches on immigration. In this direction, the phenomenon of migration in the process and materials of Turkish and Social Studies education will assume a primary responsibility to provide a life in harmony, away from discrimination and marginalization for school-age children who are living and will live together in a narrow framework, and for all people living in the country in a broad framework. The researches within the scope of this study are structured on the basis of the phenomenon of migration and their focal points are the phenomenon of migration. In the trend studies to be carried out in the field of Turkish and Social Studies education, different concepts of the phenomenon of migration or immigrants can be focused.

#### **AUTHOR CONTRIBUTION**

Both authors have made substantial contributions to conception and design, acquisition of data, analysis and interpretation of data.

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\* Even though there is no cited in the article, it shows the studies examined within the context of the article.