



## Investigation of peer relations of preschool refugee and non-refugee children<sup>☆</sup>

Pınar Çiçekoğlu<sup>a,\*</sup>, Ender Durualp<sup>b</sup>, Gül Kadan<sup>a</sup>

<sup>a</sup> Çankırı Karatekin University, Faculty of Health Sciences, Turkey

<sup>b</sup> Ankara University, Faculty of Health Sciences, Turkey



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### ABSTRACT

The purpose of this study is to compare the peer relations of refugee and non-refugee children in preschool period. The study has a causal-comparative design. The study sample included a total of 40 children, of whom 20 were refugee children and 20 were non-refugee children. In the study in which the random sampling and purposeful sampling method were used, the data were collected by using “General Information Form”, “Ladd-Profilet Child Behavior Scale” and “Peer Victimization Scale”.

**Findings:** It was found as a result of the study that even though there was no significant difference in terms of the items of “aggressive with peers”, “fearful-anxious towards peers”, “prosocial behaviors with peers”, “excluded by peers”, the hyperactivity and peer victimization in refugee and non-refugee children, a significant difference was found between the asocial behaviors of refugee and non-refugee children. According to their mean ranks, it was observed that the refugee children who showed less aggression with peers and prosocial behaviors towards their peers were more anxious/fearful and displayed asocial behaviors, were excluded more by their peers, were less hyperactive and were exposed to more peer violence. According to these results, it can be recommended to develop social skill programs for refugee and non-refugee children and determine the current situation by spreading the sample to larger groups.

### Introduction

Immigration, a phenomenon as old as human history, has caused a considerable increase in the number of refugees and asylum seekers due to wars and conflicts in recent years. Because of conflicts starting in Syria in 2011, 3,618,624 refugees came to Turkey. According to data issued in 2018, 47,6% of Syrian refugees in Turkey (1,723,473) were aged 0–18 years (Refugee Association, 2018).

During emergencies like wars, decision-makers focus on essential needs including food, water, shelter and medical supplies. Support for maintenance of education is not perceived as part of aids provided in emergencies and can be neglected. However, when the number of Syrian refugee children in Turkey and the fact that these children will be hosted in the longterm although it seems to be temporary are taken into consideration, one can understand their education is of great importance. Education to be offered to Syrian children in Turkey is under the guarantee of the Turkish government (The Turkish Ministry of Health, 2014).

Despite all efforts to provide Syrian refugee children with

education, there are some barriers to maintenance of education for these children. Most of these children cannot access educational services. Furthermore, their families do not consider education as something necessary due to their experiences of difficult living conditions. Before rehabilitating the Syrian children forced to move from their countries, forcing them to start school causes marginalization of both these children and Turkish children. In addition, the Syrian refugee children have been found to experience problems with adapting to the education system in Turkey, relationships with their friends and Turkish language (Peterson, 2011). According to results of a study on refugee children in the United States, causes of difficulties the children had were cultural differences, low expectations of teachers and unrealistic expectations of teachers from families and an insufficient number of books translated to native languages of these children (Yavuz & Mızrak, 2016). However, education provides refugee children with skills for survival and hopes about the future when their refugee status persists for a long time. The children can assign a meaning to difficult conditions they are exposed to and receive psychosocial support from their peers when they get education (Nicolai, 2003). The

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\* Corresponding author.

E-mail address: [pcicek78@hotmail.com](mailto:pcicek78@hotmail.com) (P. Çiçekoğlu).

educational period in which this support is offered is the preschool age.

The preschool period, in which the personality forms, the basic knowledge, skills and habits are acquired, is one of the most critical periods in human life (Richter, Lehl, & Weinert, 2015). In this period, the relations with parents show a progress towards peer relations and the games played alone show a progress towards games played together with peers. Making friends, continuing friendships, being a part of a group, and turning towards the peers are among the prominent features in this period (Duruoalp & Aral, 2015; Paulus, 2016). Children who come together with their peers in the preschool education institutions find the opportunity to try and develop skills such as sharing, empathizing, solving conflicts in desired ways, respecting to differences, gaining the values of society, and democratic rights etc. (Gültekin Akduman, 2012). In this context, it would not be wrong to define preschool education institutions as a formal institution in which children from different countries come together due to reasons such as different social structures, ethnic identities, even natural disasters, war, terror etc.

When considering that preschool education institutions are the first environment in which children come together socially after family, the communication and interaction of both refugee and non-refugee children with their peers seem to be very important. It is significant for the children in a foreign environment having completely different customs-traditions and cultural values to have positive peer relations like other children. Peer relationships include behaviors such as being accepted by peers, being loved by peers, and being looked for as playmate by peers as well as not being loved by friends, not being wanted in games and being rejected by peers (Freeman, 2014; Sali, 2014). Previous studies have revealed that good peer relations established in preschool period would affect children's future peer relations positively and would also make positive contributions to the child's all development areas (Kesicioğlu, 2015; Pinto, Verissimo, Gatinho, Santas, & Vaughn, 2015). It is reported that the psychological problems experienced by refugee children damage the child's social development by reflecting in peer relations (Eames, Shippen, & Sharp, 2016; Fazel, 2015). As a result, the development of peer relations in the positive direction is the greatest investment to a strong generation in future. There have been very few studies on refugee children receiving preschool education in Turkey. Therefore, results of the present study will be very important in that they will reveal problems which refugee children experience during preschool education, will offer a different point of view to educators, families and policy-makers about solutions to the problems and taking appropriate precautions. The aim of this study is to investigate the peer relations of refugee and non-refugee preschool children attending preschool in accordance with this information.

## Method

### Research model

This is a causal-comparative study conducted to investigate the peer relations of refugee and non-refugee children attending preschool. Studies aiming to determine the reasons and results of differences among human groups without any interference on conditions and participants are called as causal comparative study (Büyükoztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). The study included 11 out of 22 preschools, where the refugee children received education, and which affiliated with the Turkish Ministry of Education. The study sample comprised of a total of 40 children, of whom 20 were refugee children and 20 were non-refugee children.

### Research sample

The study was conducted with refugee and non-refugee children who were attending preschool education institutions affiliated with the Directorate of National Education as well as their teachers. Eleven preschool institutions of 22 preschool institutions which were affiliated

with the Directorate of National Education and where refugee children received education were included in the study. The sample of the study consisted of 20 refugee children 10 of whom were girls and 10 were boys, and who continued their education regularly in these institutions. For the comparison, non-refugee children ( $n = 20$ ) with the same number and gender attending different preschools were determined by using simple random sampling method and included in the sample group.

### Research instrument and procedure

The Data are collected in the study by using "General Information Form", "Ladd-Profilet Child Behavior Scale", and "Peer Victimization Scale".

*General Information Form* includes questions to determine the socio-demographic characteristics of children and their families.

*The Ladd-Profilet Child Behavior Scale* is a scale developed by Ladd and Profilet (1996) and adapted into Turkish by Gülay (2008). The scale was developed in order to evaluate the relationships of preschool children with their peers at school. The scale consists of sub-dimensions including 6 types of behavioral structure under the headings of aggressive behavior, social behavior aimed at helping others and three types of hesitant behavior (asocial behavior, social exclusion, fear-anxiety) and hyperactivity. It includes the subscales of aggressive with peers ( $\alpha = 0.87$ ), prosocial behaviors ( $\alpha = 0.91$ ), asocial behavior ( $\alpha = 0.84$ ), fearful-anxious ( $\alpha = 0.78$ ), excluded by peers ( $\alpha = 0.89$ ), and hyperactivity ( $\alpha = 0.82$ ) subscales. The scale is a three-point Likert type with 44 items (Gülay, 2011). A general total score cannot be obtained in the scale due to the structure of subscales. The total score obtained from each sub-scale evaluated within itself indicates how frequently the behavior represented by the scale is performed. The ones applying the scale do not require any special training (Ladd & Profilet, 1996).

- 1. Displaying Offensive Behavior Towards Peers:** The sub-dimension of aggressive behavior towards peers of the scale consists of 7 items. High scores mean that the children display more hitting, kicking, pushing, quarrelling and insulting behaviors, and low scores mean less hitting, kicking, pushing, quarrelling and insulting.
- 2. Displaying Social Behavior Aiming to Help Peers (Prosocial Behavior):** This sub-dimension of the scale consists of 10 items. High scores mean that the children display more collaborative, cooperative, sharing behaviors towards their peers, and low scores mean less collaborative, helping and sharing behaviors.
- 3. Displaying Asocial Behavior Towards Peers:** The sub-dimension of displaying antisocial behavior towards peers consists of 7 items. High scores mean that the children display more introvert, hesitant, sharing and unhelpful behaviors, and low scores mean less introvert, hesitant, sharing and unhelpful behaviors.
- 4. Displaying Fearful-Anxious Related Behaviors Against Peers:** This sub-dimension of the scale consists of 9 items. High scores mean that the children display more unhappy, anxious, distressed, weeping, hesitant, fear behaviors, and low scores mean less unhappy, anxious, distressed, weeping, hesitant, fear behaviors.
- 5. Social Exclusion by Peers:** This sub-dimension of the scale consists of 7 items. High scores mean that children are excluded by their peers more, that they are not cared much by their peers, that they are rejected by their peers, that they are not chosen by their peers as playmates, and that they are ignored by their peers; low scores mean that they are excluded less by their peers, that they are cared by their peers and that they are chosen by their peers as playmates.
- 6. Being Hyperactive:** This sub-dimension of the scale consists of 4 items. High scores mean that children are more active and hasty, that they have euphoria, that they cannot remain still, and that they are more careless and scattered; low scores mean that they are less hyperactive, and that they are more careful and neat

**Table 1**  
Descriptive statistics of the scales used in the study.

		Min.	Max.	Shapiro-Wilk	$\alpha$
Child Behavior Scale-Subscales	Offensive Behavior Towards Peers	00	14	0.000	0.94
	Social Behavior Aiming to Help Peers	6	20	0.162	0.78
	Asocial behaviors towards peers	00	13	0.026	0.77
	Fearful-anxious towards peers	00	17	0.002	0.79
	Social Exclusion by Peers	00	13	0.000	0.91
	Hyperactivity	00	8	0.001	0.83
Peer Victimization Scale		00	8	0.000	0.87

The internal consistency coefficients of each subscale for this sample are as follows: Offensive Behavior Towards Peers: 0.94, Displaying Social Behavior Aiming to Help Peers: 0.78, Displaying Antisocial Behavior Towards Peers: 0.77, Displaying Fear and Anxiety Related Behaviors Against Peers: 0.79, Social Exclusion by Peers: 0.91, Hyperactivity: 0.83. Turkish adaptation of Ladd-Profilet Child Behavior Scale made by Gülay (2008) and the Cronbach Alpha internal consistency coefficient of the scale was 0.807. In this study, the internal consistency coefficient of the scale in the sample group that was calculated by the researchers and the Cronbach Alpha value was found as 0.814 (Table 1).

*Peer Victimization Scale* was developed by Kochenderfer and Ladd (2002) and adapted into Turkish by Gülay (2008). The scale is one-dimensional and has a total of four items. It is filled in by the teachers. The form consists of four items and each of the items includes four types (physical, indirect, direct and general) of peer aggression. Each item is evaluated with the expressions of “Never”, “Sometimes”, and “Always”. The scale was adapted to Turkish by Gülay in 2008. There is no sub-dimension in the measurement tool, so the total score is evaluated. The high total score obtained from the scale indicates that the children are exposed more to peer violence. The internal consistency coefficient of the peer violence exposure scale was determined as 0.79 ( $p < 0.01$ ). Within the scope of this research, the internal consistency coefficient of the scale was determined as 0.87.

Legal permissions required for study were obtained from the Provincial Directorate of National Education. The school administrators and teachers were informed about the aim of the study and refugee and non-refugee children were determined. Data collection tools were filled with information obtained from the teachers. The parents were informed about the aim of the study and they signed the informed consent forms.

#### Data analysis

The Shapiro Wilk test was used to determine whether the children's scores showed normal distributions or not. The normally distributed ones were compared by using *t*-test; whereas, the ones not showing normal distribution were compared by using Mann Whitney *U* test (Büyükoztürk, 2008). Frequency and percentages of socio-demographic characteristics of the children and their families were taken.

#### Results

It was determined that 75% of the refugee children were six years old, half of them were girls and had two sisters, 40% were the first-born child, all had a nuclear family, half of them had six family members and 55% resided in an apartment. Of the non-refugee children, 60% were five years old, half of them were girls, 40% were the first-born child, 35% were the only child, all had a nuclear family, 40% had six family members, and 85% resided in an apartment (Table 2). It was determined that the parents of all children were alive and biological and they were living with their families. Of the families of the refugee children, 70% were residing in Çankırı (Turkey) for one-three years and half of them had accommodation and nutrition problems.

**Table 2**  
Distribution of socio-demographic characteristics of the children included in the study.

Characteristics	Refugee		Non-refugee	
	n	%	n	%
Age				
5 years old	5	25	12	60
6 years old	15	75	8	40
Gender				
Girl	10	50	10	50
Boy	10	50	10	50
Order of birth				
First-born child	8	40	8	40
Middle child	7	35	5	25
Last-born child	5	25	7	35
Number of siblings				
Only child	3	15	7	35
1 sibling	4	20	4	20
2 siblings	10	50	5	25
3 siblings	3	15	4	20
Family type				
Nuclear	20	100	20	100
Number of Family members				
3	3	15	7	35
4	3	15	1	5
5	4	20	4	20
6	10	50	8	40
Residence Place				
Apartment	11	55	17	85
Shanty	9	45	3	15
Living in Çankırı				
Less than one year	4	20	–	–
1–3 years	14	70	–	–
4–6 years	2	10	20	100

It was determined that most of refugee children's mothers were 21–30 years old, they had a bachelor's degree and were unemployed, most of their fathers were 21–30 years old, they had a bachelor's degree, and were employed. On the other hand, most of the non-refugee children's mothers were 21–30 years old, high school graduate and unemployed, and most of their fathers were 21–30 years old, high school graduate and all of them were employed (Table 3).

It was determined that there was no significant difference between the refugee and the non-refugee children in terms of offensive with peers, Fearful-anxious towards peers, social excluded by peers, hyperactivity, and peer victimization ( $p > 0.05$ ). When the mean ranks were examined, refugee children were observed to show less offensive with peers, were more anxious/fearful and displayed asocial behaviors, were social excluded more by their peers, were less hyperactive and were exposed to more peer victimization. A significant difference was found between the refugee and the non-refugee children included in the study in terms of asocial behaviors ( $U = 90, p < 0.05$ ). When the mean ranks were considered, it was understood that refugee children displayed more asocial behaviors towards their peers than non-refugee children (Table 4).

Displaying peers in the children included in the study did not show a significant difference based on the groups ( $t_{(38)} = 0.942, p > 0.05$ ).

**Table 3**  
Distribution of socio-demographic characteristics of parents of the children included in the study.

Characteristics	Refugee		Non-refugee	
	N	%	n	%
Mother's age				
21–30 years old	13	65	13	65
31–40 years old	7	35	7	35
Mother's educational background				
Illiterate	2	10	–	–
Literate	3	15	2	10
Primary school	5	25	2	10
Secondary school	1	5	1	5
High school	1	5	10	50
University	8	40	5	25
Mother's employment status				
Employed	1	5	5	25
Unemployed	19	95	15	75
Mother's occupation				
Civil servant	2	10	6	30
Housewife	18	90	14	70
Father's age				
21–30 years old	10	50	13	65
31–40 years old	10	50	7	35
Father's educational background				
Primary school	4	20	4	20
Secondary school	1	5	1	5
High school	5	25	9	45
University	10	50	6	30
Father's employment status				
Employed	18	90	20	100
Unemployed	2	10	–	–
Father's occupation				
Civil servant	4	20	7	35
Self-employment	13	65	6	30
Worker	3	15	7	35
Family income				
1000 TL and below	15	75	10	50
1001–2000 TL	1	5	1	5
2001–3000 TL	4	20	7	35
3001 TL and above	–	–	2	10

**Table 4**  
Mann Whitney U test results of peer relations of the children included in the study according to the group.

Child Behavior Scale-Subscales	Group	n	Mean rank	Sum of rank	U	p
Offensive Behavior	Refugee	20	18.82	376.5	166.5	0.336
Towards Peers	Non-refugee	20	22.18	443.5		
Asocial behaviors	Refugee	20	26	520	90	<b>0.002</b>
towards peers	Non-refugee	20	15	300		
Fearful-anxious	Refugee	20	23.4	468	142	0.113
towards peers	Non-refugee	20	17.6	352		
Social Exclusion by	Refugee	20	21.5	430	180	0.567
Peers	Non-refugee	20	19.5	390		
Hyperactivity	Refugee	20	18.75	375	165	0.328
	Non-refugee	20	22.25	445		
Peer Victimization	Refugee	20	22.35	447	163	0.188
Scale	Non-refugee	20	18.65	373		

Bold indicates  $p \leq 0.05$

**Table 5**  
t-Test result of displaying social behavior aiming to help peers by the children included in the study according to the groups.

Group	n	X (mean)	Sd	df	t	p
Refugee	20	12.65	3.33	38	0.942	0.352
Non-refugee	20	13.80	4.32			

However, non-refugee children ( $X = 13.8$ ) was found to display more social behavior aiming to help towards their peers compared to the refugee children ( $X = 12.65$ ) (Table 5).

**Discussion**

In the study, no significant difference was observed in offensive behaviors by the refugee and non-refugee children towards their peers. Mean ranks of non-refugee children were higher compared to the refugee children. Preschool education is important because it is an environment in which the child experiences peer relations for the socialization. The child learns to organize their feelings, share, and empathize in preschool education institutions (Oktay, 2007). However, while learning them, they can sometimes show offensive or violent behaviors (Olcay, 2008). Although there are many factors affecting this aggression, especially the family and the environment in which the child lives are emphasized. Children who do not initiate the war but experience the most deadly effects of it face the problems such as losing their relatives and friends even if they do not die and get wounded, traumatic journey experiences, being separated from their families and environment, struggling to exist in a different culture, language problem and illiteracy, exposure to racist attitudes, losing feelings of membership in a community, unfavorable living conditions (staying on a camp or in shacks out of camps, lack of safety, insufficient nutrition and poor hygiene) health problems, physical, emotional and sexual violence, abuse, displacement, being deprived of school and social support and poverty. These negativities cause many physical and psychosocial problems in children. These traumatic experiences may reveal particularly offensive behaviors in children, as well as introversion, submission to violence, fear and anxiety related behaviors, reduction of environmental interest (Gözübüyük, Duras, Dağ, & Arıca, 2015; Tokuç, 2014). The studies on causes of offensive behaviors in children reveal that as the child grows older and the parents' educational levels increase, aggressive behaviors in children decrease (Karaca, Gündüz, & Aral, 2011; Kılıçarslan & Atıcı, 2010; Paterson & Sanson, 1999). In this context, the fact that most of the refugee children had university graduate parents may cause them to display less aggressive behaviors towards their peers.

It was determined that the refugee children included in the study showed more asocial behaviors towards their peers ( $p < 0.05$ ). Even though many factors affect the asocial behaviors, the effect of special circumstances of refugee children who had to leave their home due to the reasons like war and terror cannot be denied. Refugee children had witnessed events such as war and terror in their countries before they migrated and experienced it in the hardest way. Traumatized children are reported to experience more behavioral problems, aggression, autism, and problems in friend relationships (Gözübüyük et al., 2015; Moinolnolki & Han, 2017). It can be thought that the war environment in their own country negatively affects the psychology of refugee children and may cause asocial behaviors. Reasons such as the inadequacies of the language used by their peers and the different socio-cultural structure can cause refugee children to exhibit more asocial behaviors. The studies emphasize the differences in socio-cultural structure and language deficiencies of the children exhibiting asocial behaviors (Deschamps, Schutter, Kenemans, & Matthys, 2014; Sucuoğlu & Özokçu, 2005). In addition, the reason why young children born after wars and not having been exposed to traumas display asocial behavior can be explained by the fact that their families, exposed to a severe trauma like wars, transmit emotional messages about their experiences. Overprotective attitudes of the families suffering from a war towards their children, encouraging their children to consider the world as an unsafe place and not to trust the world, chronic sadness and separation anxiety contribute to abovementioned characteristics in children. Children having traumas of their ancestors can depict symptoms like school phobia, agoraphobia, sadness, shyness, harming oneself and psychosomatic signs (Kılıç, 2018). When the fact that the refugee

children included in this study lived in Turkey for 1–3 years has been considered, it can be suggested that they both suffered from traumas of the war and experienced transmission of emotional messages about these traumas from their families.

Even though there was no significant difference between refugee and non-refugee children, the exclusion of refugee children by their peers was found to be higher. Considering that asocial behaviors are closely associated with exclusion (Crick & Ladd, 1993; Ladd & Profilet, 1996), refugee children can be expected to be excluded by their peers. However, the fact that the parents of refugee children had higher educational levels, most of them have been living in Turkey for one to three years and attending preschool education might not make a significant difference. There are studies indicating that the children of parents with high educational level are social excluded less by their peers (Gülay, 2008). At the same time, socio-cultural differences are thought to arise from not knowing the expected and appropriate patterns of social behavior, communication-language deficiency and not spending enough time with their peers (Gülay, 2011; Ladd, Birchs, & Buhs, 1999; Lindsey, 2002; McCabe & Marshall, 2006).

It is an expected that children who are excluded by their peers and cannot establish positive social-emotional relationships with their peers are fearful-anxious (Crick & Ladd, 1993; Ladd & Profilet, 1996). It was found in the study that the refugee children showed more fearful-anxious behaviors. Even though the preschool children's previous anxieties and fears have decreased, they have fears and anxieties such as being separated from their parents, getting injured, and being kidnapped (San Bayan & Artan, 2009). It is possible for refugee children to show more fearful-anxious behaviors due to the trauma they have experienced. In addition that being afraid of imaginary creatures, asking about war etc. can be seen in refugee preschool children as well as not wanting to be separated from their parents (Erden & Gürdil, 2009), even grief and depression as a result of the traumatic events they have experienced (Mack-Sound, Dyregrov, & Raundalen, 1993). Previous studies have also revealed that children with special needs are more fearful and anxious than their normal peers (Saylor & Leach, 2008). The studies have shown that refugee children are more exposed to physical violence and abuse, more likely to experience depression, anxiety, fear, sleep and posttraumatic stress disorders, and they face with problems arising from not continuing education (APA, 2010; Fazel, Reed, Panter-Brick, & Stein, 2012; Karadağ & Altıntaş, 2010; Kartal & Başçı, 2014; Moinolnolki & Han, 2017; Seery, Boswell, & Lara, 2015).

One of the behavioral problems that can be seen in preschool children is hyperactivity and disrupting the order of the classroom. As a result of the study, it was determined that non-refugee children had higher mean rank of hyperactivity. It is possible to attribute this situation to the developmental characteristics of the child's age. Although hyperactivity is a frequent condition in preschool period (Bakırcıoğlu, 2013; Ercan, 2008), this might be associated with the fact that five year-old children could not be as successful as six year-old children to control their behaviors (Durualp & Aral, 2015).

It was found that there was no significant difference in prosocial behaviors of the children and the mean ranks of the non-refugee children were higher. The studies have proved that since children, who are not fearful and anxious, do not show asocial behaviors, and are not social excluded, can enter into peer group more easily, they show prosocial behaviors towards their peers (Uz Baş & Siyez, 2011). The fact that non-refugee children showed more social behaviors may be associated with the fact that they showed less asocial and fearful/anxious behaviors towards their peers and they were less social excluded by their peers. Also, occurrence of problems such as problematic behaviors, autism, silence, behavioral and emotional problems in peer relations of children exposed to post-traumatic stress (Gözübüyük et al., 2015) may have a negative effect on prosocial behaviors towards their peers.

In the study, it was determined that there was no significant difference between the refugee and non-refugee children and that the

mean number of refugee children was higher. In this context, it can be said that the refugee children are exposed to peer violence more than the non-refugee children. Peer victimization is a situation affecting profoundly psychosocial development of children (Ester, 2011). It has been proved by the studies that the effect of communication and the language used, presence of special needs, autism, shyness, exclusion by peers, low self-esteem, anxiety and depression are effective on peer victimization of children (Pekel Uludağlı & Uçanak, 2005; Perren & Alsaker, 2006; Stapinska, Araya, Herona, Montgomery, & Stallard, 2015). In the study, no significant difference was found between the refugee children and non-refugee children in terms of peer relations and peer victimization other than asocial behaviors. This result was closely associated with the inclusion of refugee children in preschool education in the study. The studies indicate that negative behaviors such as aggression decrease with preschool education (Baker et al., 2014; Kapıkıran, İvrendi, & Adak, 2006; Vale, Santos, Soares Miranda, Silva, & Mota, 2011).

## Conclusions and recommendations

The study is limited to refugee and non-refugee children aged between five and six years attending preschool education institutions affiliated with Çankırı Provincial Directorate of National Education. It was found as a result of the study that the refugee children showed more asocial and fearful/anxious behaviors towards their peers, they were social excluded more by their peers and they were exposed to peer victimization more, whereas non-refugee children showed more offensive behaviors towards their peers, they were hyperactive and showed social behaviors.

In the light of the results obtained from the study, it can be recommended to apply social skill programs necessary to reduce aggressive behaviors seen in the preschool children, to provide social-emotional support to refugee children in order to reduce the effect of the trauma they have experienced and develop peer relations, to provide necessary support for second language education for refugee children, to give training about respecting differences, to perform works necessary for all children to benefit from preschool education, and to conduct comparative studies with a larger sample and children who cannot receive preschool education.

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