



(ISSN: 2602-4047)

Erdem, B. & Ceylan, M. (2023). Study Of The Problems Faced By The Children Of Seasonal Workers In The Educational Process, *International Journal of Eurasian Education and Culture*, 8(22), 1589-1611.

DOI: <http://dx.doi.org/10.35826/ijoecc.745>

Article Type (Makale Türü): Research Article

STUDY OF THE PROBLEMS FACED BY THE CHILDREN OF SEASONAL WORKERS IN THE EDUCATIONAL PROCESS*

Büşra ERDEM

Teacher, Ministry of National Education, Samsun, Türkiye, busraerdem55@outlook.com
ORCID: 0009-0008-9828-0915

Müyesser CEYLAN

Dr., Anadolu University, Eskişehir, Türkiye, mceylan@anadolu.edu.tr
ORCID: 0000-0001-7830-2584

Received: 18.11.2022

Accepted: 19.08.2023

Published: 01.09.2023

ABSTRACT

This study examines the factors that influence the learning processes of children of seasonal workers. The aim of the study is to show how this situation affects the learning processes of the children of seasonal workers, based on their experiences. Access to education for these children, most of whom are of primary school age, and the educational and psychological benefits they miss out on by not attending school have been the subject of many studies. These benefits are among the fundamental and inalienable rights that shape the future of every child and from which they should benefit. In this context, the aim is to evaluate the situations related to the learning processes of seasonal workers' children from the perspective of seasonal workers' children and teachers. The study group consists of 3 children of seasonal workers and 3 teachers who are their teachers. The study was conducted with qualitative research method and data were obtained through a semi-structured interview form. The data obtained were analysed using descriptive analysis. As a result of the study, it was found that it is difficult for children of seasonal workers to access education. These children also experience difficulties in attending school due to the seasonal work of their families. Absenteeism interrupts the school life of many of these children who do not have a regular education. In addition to education, these children also experience problems in their social relationships. Boarding schools or school transport can be provided for these children who cannot attend school or whose education is interrupted due to their family's seasonal work.

Keywords: Absenteeism, access to education, child labor, right to education, seasonal agricultural work

* This study was produced from the first author's non-thesis graduate project under the supervision of the second author.

INTRODUCTION

People cannot choose the geography, culture, environment, family, etc. in which they want to live. But is geography really destiny? Ibn Khaldun said hundreds of years ago that "geography is destiny". The fact that geography is destiny has not changed in the 21st century, which has been called the Information Age, the Digital Age or Society 5.0. Individuals open their eyes to an existing order. The individual shapes his/her life and future in the geography in which he/she was born and raised (Yavuz, 2019). Every year in Turkey, thousands, maybe tens of thousands of families have to do seasonal labour, no matter how difficult the conditions are, to work in various jobs, especially in agriculture. The profile of seasonal labourers in Turkey is that of families with low socio-economic levels, no land and a high number of children. As a result of these difficulties and limited income, seasonal work has become the main source of livelihood for these families. The children of seasonal workers, who are in primary school, are also directly affected by this situation. Although there are legal regulations on the subject, there are some problems in the implementation of these regulations. As a result, from March-April to November, the children of undocumented families are separated from their homes and schools. In the places where they go, they are separated from their schools due to certain reasons and impossibilities (Yavuz, 2019).

Prior to the Turkish Labour Law No. 4857, which was enacted in 2003, workers in the agricultural sector were not included in the labour law at all. One of the classifications made according to this law is agricultural labour according to working hours. Accordingly, agricultural workers are classified as permanent agricultural workers and seasonal (temporary) workers (Bulut, 2013). Seasonal work is defined as work that is regularly repeated in a workplace every year. Here, the definition of seasonal work draws attention to the season and working hours. Accordingly, seasonal work is defined as "work performed in workplaces where work is carried out in a certain period of the year or where work is concentrated in certain periods of the year, although work is carried out all year round". (Süzek, 2011). In another definition, seasonal work is defined as "work carried out in workplaces where work is carried out in a certain period of the year or where work is concentrated in certain periods of the year, although work is carried out all year round" (Bulut, 2013). Work that is not always suitable for employing the same number of workers and in which the workers work intensively in certain periods of the year according to the nature of the activity performed in the workplace, but in other periods of the year the employment contracts of the workers require a break until the beginning of the activity period of the following year, can be considered as seasonal work (Yrg.9 HD decision dated 12.10.2010 and numbered E. 2008/35528, K. 2010/28674). According to Büyüktaraklı (2010), since seasonal work by its nature has a time limit, it is the nature of the work rather than the duration of the work that should determine whether a job is considered seasonal work. Seasonal work is a type of work, referred to as labourers, farmhands or day labourers, which usually takes place with family members within or outside the region in which they live, and a significant part of which is of a temporary nature. Seasonal agricultural workers are generally workers who travel outside the region to work, stay in the places where they work for a period of time, and return to their hometowns after the harvest.

Seasonal Workers in Turkey

The emergence of seasonal agricultural labour can be traced back to the Industrial Revolution. After the industrial revolution, the emergence of seasonal agricultural labor can be attributed to the use of technology in agricultural production, the emergence of large agricultural enterprises, and the need for large quantities of cotton production in the textile and clothing sector (Akbiyik, 2011). In Turkey, agricultural areas expanded further with the start of mechanization in agriculture in the 1950s and its acceleration and expansion in the 1980s. Although from the outside it is thought that mechanization will reduce the need for manpower, the need for workers in this field has continued as workers continue to be seen as cheap manpower to process the expanding agricultural lands (Tabcu, 2015). After the 1950s, when agriculture and industry started to develop rapidly, most of the migrations that started to take place were migrations from rural areas. The main reasons for the high number of internal migrations after the 1950s are the mechanization and modernization of agriculture, developments in industry, changes in the traditional land ownership regime, landlessness or concentration of land in certain hands, and developments in transportation conditions. The main factors that accelerated the migration movement here were the rapid population growth in rural areas, low productivity in agriculture, increasing unemployment in rural areas and the fragmentation of lands through inheritance (Bulut, 2013). For generations, people have migrated to spend part or all of their lives in another geography for social, political and economic reasons. Migration has often been a necessity rather than a choice (Arabacioglu, 2018) This has led to an increase in seasonal labor (Yıldırak, Gülcubuk, Gün, Olhan & Kılıç 2003). The studies on land reform in Turkey and the plans put into practice have been insufficient and this has affected those who do not have land to cultivate or whose land is insufficient throughout the country. For this reason, they had to engage in seasonal agricultural labor to ensure their livelihood (Çınar & Lordoğlu, 2010).

Living Conditions of Seasonal Workers

Seasonal workers who have to leave their homes at certain times of the year often face significant problems in terms of housing, sanitation, health, nutrition, social security and education.

Accommodation: Seasonal agricultural workers usually bring the items they will use for shelter by themselves (Özbekmezci & Sahil, 2004). In the researches conducted, it was stated that each family usually fulfills their shelter needs by staying in a tent of their own. These families try to protect themselves from natural factors such as rain by covering the tents with nylon. It is difficult to expect a certain order inside the tents. Since there is no room concept, beds, quilts and kitchen utensils are together. They are also directly exposed to environmental hazards such as scorpions and snakes (Büyükhatiipoğlu, 2012). According to Büyükoğlu's research, 67% of seasonal workers live in tents, 20% in prefabricated houses, 5% in houses provided by employers and 5% in sheds. As can be seen, only 5% of seasonal workers have the opportunity to stay in a house. The rest of the seasonal workers live in temporary shelters.

Cleaning: One of the biggest problems faced by seasonal workers is the difficulty in accessing water. In an environment where there is no established order and most workers stay in tents, the difficulties in accessing water sources also create an additional workload for these people. Since water is an indispensable part of life, especially drinking water supply and cleaning, its absence or difficult accessibility causes serious problems (Menemencioğlu, 2012).

Health: As the majority of seasonal workers stay in tents, they are more vulnerable to external threats. They are more easily affected by precipitation and subsequent water flows. This situation directly affects those with inadequate nutrition and weak immune systems, especially children. Again, since the necessary hygienic cleaning cannot be provided in these conditions where access to water is not very easy, this situation invites diseases (Menemencioğlu, 2012).

Nutrition: Seasonal workers do not have access to adequate and balanced nutrition (Karaman & Yılmaz, 2011).

Social Security: Since seasonal workers work daily and when there is work, most of them do not have any social security record (Karaman & Yılmaz, 2011).

Education: Children of seasonal workers have great deficiencies and impossibilities in education, which is the main subject of the study. In the study, the issue has been addressed in different dimensions and details.

If all of these aspects are evaluated together, it can be seen that seasonal workers spend an intensive amount of time coping with their living conditions in addition to their work. Özsoy (2004) discusses the concepts of "right of access to education" and "access to the right to education" separately in relation to the right to education. When he talks about the right of access to education, he means the enrolment of students in schools. Access to the right to education, on the other hand, is defined as education provided to all in a qualified, free and non-privileged manner. In other words, the right to education necessarily implies certain qualifications. Accordingly, access to the right to education includes the obligatory elements that education as a right must contain. This is where equality of opportunity in education comes to the fore. If equality of opportunity in education is not guaranteed, access to education as a right will be denied and the right to education will be denied. The concept of right can be defined as the benefits and justice required by law. The Declaration of Human Rights contains many fundamental rights that people are born with or acquire. Among these, the right to education is considered a fundamental right. The reason why this issue is accepted as one of the fundamental rights and has universal value is because education has a direct impact on human personality and behaviour (Beltekin&Çete, 2019).

Article 42 of the National Constitution of the Republic of Turkey states that "No one shall be deprived of the right to education and training. The scope of the right to education shall be determined and regulated by law." It is stated that every Turkish citizen has the right to education. Despite the fact that education is guaranteed by the constitution and the incentives provided, the participation of seasonal workers in education and the level of education have unfortunately not been raised to the desired level (Dilekçi, 2020). Education is one of the

fundamental rights of every citizen and cannot be prevented. However, unfortunately, not every citizen has equal conditions in accessing this right. Children of seasonal worker families also experience great difficulties in attending education, which is one of their fundamental rights. The absence of seasonal workers' children from school not only creates an academic gap, but also deprives them of socialization and they may experience communication problems in their lives outside school. Being away from the basic knowledge and skills they need to acquire at school also negatively affects their social life (Karaman, 2013). In the future, these children often appear as individuals who do not know where and how to behave, hesitate to talk to people, and have difficulty in demanding and defending their rights.

The concept of seasonal labor is used for those who engage in agricultural activities in certain regions during certain periods of the year. The issue that needs to be emphasized here is that seasonal workers have to leave their established order in certain periods. Disruption of the established order has a direct negative impact on many issues, especially education (Erk, Burgut & Yıldırım, 1986). Research shows that agricultural activities usually start in March and continue until November, depending on the type of agricultural activities, and that children stay away from education during this period (Eğitim-sen, 2007). Compulsory education is defined as the education and training process in which school attendance is compulsory for every individual who meets the conditions specified in the Constitution. The Ministry of National Education's Circular on Access to Education for Seasonal Agricultural Workers and Children of Migrant and Semi-Migrant Families (2016/5) and the Ministry of Family and Social Policies' Circular on the Prevention of Child Labor (2012/20) are important here. The first step is to survey seasonal agricultural workers and identify children of compulsory education age. Then, it focuses on identifying and meeting their basic needs such as health, nutrition and clothing, and preventing children from working. In addition to improving the aforementioned physical conditions, it is also aimed to provide psychological support by explaining the effects of seasonal labor on children to their families (Çınar & Lordoğlu 2011).

The Prime Minister's Circular planned that children in compulsory education should be placed in boarding schools in their home regions rather than traveling with their families, and if this is not possible, primary and secondary school children in the basic education stage should be included in the scope of transported education where they migrate. Basic education encompasses the stage in which knowledge, skills, values and culture that the individual is expected to acquire as a citizen are taught. For students in this period who cannot benefit from transported education, it is envisaged that teachers will be assigned to the regions where seasonal workers are concentrated and prefabricated, mobile, etc. classrooms will be established (MoNE, 2016).

Since seasonal worker families have to take their children with them when they temporarily migrate to places where agricultural activities are intense between March and November, it is seen that children who should continue their education drop out of school. It is seen that these children who drop out of school are sometimes given jobs and child labor, which is another problem, emerges. For these reasons, it is stated that the number of children of seasonal worker families who cannot continue their education is naturally very limited. This is because

high school and university, in addition to basic education, bring with them more expenses, which creates a difficult situation for these families (Lordoglu&Etler, 2014). Therefore, it is seen that the children of seasonal families who migrate with their families are separated from compulsory education as a result of leaving their schools and migrating together, and they fall under different responsibilities such as taking care of their siblings and working in the fields (Şimşek & Koruk, 2009).

According to Karaman (2013), there are various obstacles to seasonal agricultural worker children's right to access the right to education, and therefore children's educational lives cannot be long-term. Children are either forced to leave their education in the middle of their education or they do not have any future plans to continue their education after completing primary and secondary school. Failure to continue education and dropping out of education is a fundamental problem here. Most of the children who are compulsorily involved in seasonal agricultural labor with their families leave school much earlier than their peers and start school late when they finish their work and return. There are also children who start school later than their peers and are one or two grades behind their friends. These situations cause children to start education late, fail to adapt, lose interest in school and even drop out of school (Fazlıoğlu, 2014,).

Children of seasonal workers are in the disadvantaged group in terms of access to education. The concept of disadvantaged group is a broad concept. However, it basically includes disabilities, socioeconomic inadequacies, migration, cultural and linguistic differences, familial differences, refugee status, etc. Children of seasonal workers are also included in this group as they experience the negativities of this situation in many areas, especially in education. Although it is essential for all modern societies to ensure that every individual has fair access to education and training, unfortunately this situation is not realized at the desired level in reality. Ensuring their access to school alone should not be considered sufficient here.

Studies conducted in Turkey have found that children of seasonal agricultural workers have long absences from school (Hoşgörür & Polat, 2015; Kadi, 2000; Özbaş, 2010), that most of them leave school without a diploma, that boys who leave school work in jobs that contribute to the family budget while girls help their elders with housework and take care of their siblings (ERG, 2010, p. 65). These children, who are subjected to seasonal migration to work in the fields and gardens with their families due to their families' lack of regular employment, state that if they had the opportunity to go to school, they would love to do so and that they love school and their teachers very much. In addition to similar reasons, it is also seen that these students are not sent to school for reasons such as security and transportation (Hoşgörür & Polat, 2015; Özbekmezci, 2003). Research shows that few families consider their children's education and separation from school as a problem. In fact, when it comes to girls (Benek & Ökten, 2011), there are those who openly prefer them to sit at their knees and do their chores at home. There are also those who take refuge behind the fact that it is not in their culture to send their daughters to school (Dural, 2017). Among seasonal worker families, there are also those who deprive their children of education, stating that education does not benefit them economically and that it costs them money (Yıldırak et al. 2003). The fact that children are seen as auxiliary forces in household chores and that they do not

have a fixed settled life are also among the reasons why children are not sent to school (Kaleci, 2007). In Dilekçi's (2020) study, the participants stated that their main source of livelihood was working in agricultural areas and that the more they worked, the more they would earn. For this reason, they stated that everyone, young, old and children, worked as much as they could. In these studies, it is stated that the participation of seasonal workers' children in education is low due to their families' approach to education and physical conditions.

Students who spend most of the academic season in agricultural labor (Karaman, 2013) cannot adapt to the environment and education when they return to school. This causes them to experience problems in the long term. The length of time they are away from school does not only affect students. It also affects the teachers at the school they go to and their lesson plans. When students return to school after this time away from the school climate, they first experience adaptation problems, which directly affects their academic success.

Children staying away from school not only creates problems in the field of education but also causes a vicious cycle in their lives (Görücü & Akbiyik, 2010). Teachers, on the other hand, have difficulties in maintaining the balance between the levels of the students who are newly included in the classroom and the students they have already taught. In addition, they need to pay more special attention to children with adaptation problems. Research shows that children of seasonal workers have a belonging problem stemming from family life. The main reason for this is that the number of children is high as a result of the families' view of children as labor force and therefore they cannot show the necessary attention to children. The fact that children's material and physical needs such as feeding, clothing, etc. are met and their emotional needs such as love, compassion and respect, which are as vital and important as other needs, are ignored, leads to a weak sense of belonging and attachment in these children. For this reason, when they come to school late, they do not hesitate to express that they immediately love their teachers who are close to them, even though they open themselves (Dilekçi, 2020).

Karaman's (2013) study in which teachers participated as participants, 27 out of 31 teachers stated that students whose families were seasonal workers were afraid to come to school, while only 4 teachers said that they were not. The fact that students have such an attitude also determines their friendship relations when they come to school. Most of these students who hesitate to come to school also hesitate to make friends. It is seen that they mostly make friends with those whose families are seasonal workers like themselves. These children are far from the socialization environments that their other friends have. On the other hand, according to a study conducted by the Development Workshop (2012), children stated that they were not wanted by their friends at school because they could not go to school on a regular basis. When children go to school because of the days they cannot go to school, they feel alienated and have difficulties in adapting to both their friends and the school culture. Their periods of absence from school may cause them to withdraw from school.

When the literature is examined, it is seen that studies examining the basic problems of seasonal workers are mostly conducted, and there are few studies on the education of children. It is hoped that this research will contribute to the field in terms of providing data for policy makers and education administrators in ensuring

equality of opportunity and opportunity in education. Based on this understanding, it was aimed to examine the living conditions of seasonal workers' children and to determine the reflections of this situation on children's education and training lives. The sub-objectives that will serve the general purpose of the research are presented below.

1. What are the problems experienced by seasonal worker children when they are away from school?
2. What are the problems experienced by children participating in education and training after the opening of schools?
3. What are the thoughts of seasonal worker children about continuing education and acquiring a profession?
4. What are the activities of teachers for seasonal worker children?

METHOD

Semi-structured interview technique was used in the research, which was designed in the phenomenology model based on qualitative research method. As a result of literature review, an item pool was first created from the questions and problems highlighted in the literature review, and then these items were organized in an open-ended question format. The interview forms were submitted to expert opinion for validity. Feedback was included to increase validity and reliability. The participants consisted of 4 students whose families were seasonal workers and 4 teachers at a school in Erzin district of Hatay province, which is one of the settlements where seasonal workers are found especially in winter months. Since one of the aims of qualitative research is to examine the study group in more detail, the number of participants included in the study was deemed sufficient. The research, which was conducted with the interview technique during school hours and face-to-face at the school. The fact that the interview was conducted face-to-face was more effective in conveying feelings and thoughts.

In the study, the participants were selected from the children of seasonal agricultural worker families who came to the Erzin district center of Hatay from Şanlıurfa and Diyarbakır to pick tangerines and oranges, and the teachers of the school they attended. "Typical sampling" technique, one of the "purposive sampling" methods, was used in the study. With this sampling method, a typical situation or subject is determined from a large number of situations related to the problem of the research and information is collected through it. Here, the researcher can conduct his/her study on one or two secondary schools that he/she determines as typical and that he/she believes will give him/her important ideas about the subject and that do not carry an extraordinary feature (Büyüköztürk et al., 2014).

In the research, 5 students and 4 teachers from a school with approximately the same student profile in the district, where seasonal workers' children are predominant, were interviewed in line with the determined objectives. Face-to-face interviews were conducted with the participants at the school during school hours. Confidentiality is important in qualitative research. For this reason, pseudonyms were used instead of the

participants' real names. The pseudonyms of the teachers are: Ms. Ayşe, Mr. Ahmet, Ms. Aslı, Ms. Aysun. Pseudonyms of the students: Ömer, Osman, Oya and Ayla. It will be understood that teachers are referred to with the expressions Mr. and Mrs. in the study.

Table 1. Information on the Teachers Participating in the Study

Years of Experience	Female	Male
1-5 Years	2	-
5-10 Years	1	1
Total	3	1

According to Table 1, the participants consisted of 4 people, 3 women and 1 man. It is seen that 2 female teachers have 1-5 years of service; 1 female and 1 male teacher have 5-10 years of service.

Table 2. Class Levels of the Students Participating in the Study

Grade	Female	Male
6.	1	-
7.	1	1
8.	-	1
Total	2	2

According to Table 2, The students participating in the study were from different grade levels. Accordingly, one student each from the 6th, 7th and 8th grades was interviewed. In addition, students of both genders, male and female, were interviewed to allow different opinions to emerge. Accordingly, 2 male and 2 female students participated in the study.

Data Collection

The data for the study were obtained by interviewing 4 teachers working in Erzin district of Hatay province and 3 students studying at the same school. The interviews were conducted face-to-face at the school on a predetermined day and time. The participants were informed about the research by the researcher. On 27.04.2021, the research was approved by the Ethics Committee Decision. In the research initiated in this direction; Since the students were under the age of 18, their families were contacted before the interview and the parent participation consent form was signed. Teachers and students signed a voluntary participation information form. It was stated that the interview would be used in a scientific research and their identities would be kept confidential. Interviews were conducted in accordance with the semi-structured interview form prepared separately for teachers and students. Descriptive analysis was used to analyze the data obtained using the interview technique and the statements of the interviewees were shared. In the findings, the real names of the participants were not used, and their opinions were quoted directly.

Validity and Reliability

A number of strategies have been developed for validity and reliability studies in qualitative research. Guba and Lincoln (1982) drew attention to the need for qualitative research to be credible, and for this reason, they

categorized the criteria for credibility under four headings: credibility, reliability, confirmability and transferability. They suggested that one or more of these strategies should be specified to check the accuracy of the findings in a research (Başkale, 2016, p. 18). Apart from this, it is possible to mention a number of measures that contribute to internal and external reliability. These include the researcher defining the participants in a clear and understandable way, describing the data collection and analysis in detail, stating the conceptual framework, definitions, assumptions and limitations in detail. The fact that the researcher conveys the data obtained by the researcher as it is without adding his/her own interpretation will contribute to ensuring internal reliability. At the point of ensuring validity in a qualitative research, the data should be reported and how the conclusion is reached should be explained. An important point in validity is that the results are generalizable, but since this research is a qualitative research, it is not possible to talk about generalizability here. Validity was achieved through experiences and examples (Yıldırım & Şimşek, 2011). The research was created by utilizing the strategies mentioned in the context of validity and reliability. A phased study was created and the processes were expressed in a comprehensive and understandable way. In order to prevent the addition of any item or factor to the results that was not included in the research and to increase the impartiality of the research, the interpretation of the data by experts in the field was also included (Uzundere, 2015).

FINDINGS

The findings of the research are discussed within the framework of sub-objectives.

1. What are the problems experienced by seasonal worker children when they are away from school? Findings related to the question

The compulsory migration of seasonal worker children with their families due to the exit of seasonal agricultural products that cause them to be separated from school is a problem in itself. Teachers' views on the limitation of children's access to education are presented below.

"I think that agricultural worker children do not have the right to access education due to economic concerns, and that families are irresponsible in this regard, and as a result, children's education is negatively affected." (Mr. Ahmet)

"These children cannot benefit from the education offered to them sufficiently. Children who are taken to work from time to time fall behind in school education and their education is not at the desired level."(Mrs. Ayşe).

"I observe that they are negatively affected because children are dragged from place to place with their families and are forced to move three or four times during the semester when they are about to complete the adaptation process. They are negatively affected both psychologically and in terms

of academic success. Unfortunately, staying away from school is not seen as a problem since families prioritize meeting their basic needs such as housing and security."(Ms. Asli)

Participant teachers stated that seasonal worker children's absence from school is not only due to the perspective on education, but also due to the need for children at home and the labor force.

"These children come to school when work is not busy, and when work is busy, they go to work with their families or stay at home and stay with their younger siblings. For this reason, even if they themselves do not go to work, they cannot come to school for these reasons."(Ms. Aysun).

The statement of Oya, whose access to education was hindered, is as follows:

When my family goes to another city for work, my brothers and sisters and I all go. Since my parents work in the fields, we do not live in the city where we go. We pitch our tent close to the field. That is why the school is far away and we cannot go. When we stay at home, I take care of my siblings or do the work I can do." (Oya)

As a result of the interviews with teachers and students, it was observed that although these students had the right to "access to basic education", unfortunately, the families of these students expressed this as a luxury rather than a right. Children who cannot go to school when work is intense stay at home and fulfill the tasks assigned to them. Migration for seasonal work has a direct negative impact on students' access to education.

It was found that seasonal worker children had problems in their communication with teachers and friends. Participant statements regarding this problem are presented below.

"Children actually reflect their personalities during and outside the class. I mean, if a child is shy and hesitant to talk, the situation is more or less the same whether he/she is a seasonal worker or not. But of course, on top of shyness, if it is a child who is a newcomer to an unfamiliar environment, he/she may behave a little more withdrawn." (Mr. Ahmet).

The participants stated that the school is located in a neighborhood where families from approximately the same socio-economic level receive education. Since the families living in the neighborhood, who are not seasonal workers, make a living with daily work, they stated that the socio-economic family profile is similar, and therefore there is no exclusion or pressure among children.

"In terms of the neighborhood where our school is located, it is almost similar to the socio-economic status of seasonal worker families. Most of the other parents of students in the neighborhood also go to work daily and earn their living in this way. Therefore, there is no socioeconomic gap between them." (Mrs. Aysun)

"They are not exposed to discrimination. Since we effectively teach empathy and values education in our lessons, we do not experience any negativity." (Mr. Ahmet)

"I did not witness that they were subjected to discrimination, but I observed that they were not included in the pre-formed friend groups, but rather they made friends with those who came to the school later like them."(Ms. Aslı)

Two of the 4 teachers who participated in the research on active participation in the education process stated that students participated in the activities even if they were initially hesitant, while 2 teachers stated that they did not participate because they had problems of belonging. It was also emphasized that the type of activities is also important here. In other words, since teachers include students who attend school in activities that require long and regular work, the activities that these students participate in are shorter-term activities.

"They hold back a little more than other students in this regard. If these activities are longer and require regular practice, such as choir or folklore, they cannot participate in them. However, they participate in shorter activities such as painting and poetry." (Ms. Aysun)

"After they adapt to the school, they do not have any problems in participating in activities. Maybe there is an adaptation problem for the first month, but then they participate in activities as long as they continue at the same school."(Ms. Aslı)

They may be reluctant to participate because they think "I'm going to leave anyway, I don't belong here". I think this is because of their lack of self-confidence. They prefer to be in the background.(Mrs. Ayşe)

"They cannot participate in activities because they are disconnected from school." (Mr. Ahmet).

Social activities and club activities are very important for the socialization of students. It is especially important for students who come to school later in life to be included in an environment. However, here too, the fact that students are not fixed and move around affects their participation in these activities. These students are informed about the activities organized during the time they are able to go to school and can only participate in them.

Another problem experienced by children of seasonal workers is doing their homework and fulfilling their responsibilities. Participant statements regarding this problem are presented below. The common opinion of the students and teachers who participated in the research is that these students have trouble doing their homework. If the child is in an unconscious family, studying at home becomes even more difficult. In addition to this, teachers also stated that students who have a desire to study try to take advantage of every opportunity.

"They have difficulties in fulfilling their homework and responsibilities. The reason for this is that their future concerns are more about earning a living than education. Schools offer appropriate environments, but the home and the environment they live in may not provide this environment sufficiently."(Mrs. Ayşe)

"Unfortunately, their sense of responsibility does not develop and there is a disconnect in the acquisition of some responsibilities and values."(Mr. Ahmet)

"If a student is motivated to study and go to school, he/she tries to be involved in everything anyway. However, children who do not have a connection with the club in terms of lessons and education and see it as a social space do not want to study or do homework."(Ms. Aslı)

"Children with high academic achievement try to increase their belonging to school by doing their homework. However, in terms of finding the opportunity to do their homework, there may be difficulties in combining it with other tasks expected of them at home. The attitude of the family comes into play here. If they see school and homework as unnecessary, the child has difficulties."(Ms. Aysun)

Two of the students who participated in the study stated that they had difficulties in doing research-based assignments and assignments requiring additional materials.

"I try to do my homework, but sometimes there are things I need to look up on the internet. Since only my father has a phone at home, I wait for him to come home. Also, in the art and technology design class, sometimes I cannot do the homework the teacher says because I lack materials."(Oya)

"When teachers assign homework, I do it as much as I can from my book, but sometimes I can't do the homework that requires research. Since there is no internet at home, if my father's internet is not finished, I look and do it. Sometimes I have homework about something that is not at home, and I can't do it."(Ömer)

In line with the statements of the participants, it is seen that students face some difficulties and impossibilities regarding homework. It is seen that if the family and the student attach importance to school, this is tried to be overcome in some way, and that the child who is not interested in school does not experience such a situation because he/she is unaware of homework.

2. What are the problems experienced by children participating in education and training after the opening of schools? Findings related to the question

In the interviews, it was stated that children who had been away from school for about 5-6 months had problems in adapting and completing their course deficiencies when they came back to school. It was stated that they were

unaware of most of the things about the school, and since they lacked tools and equipment, the adaptation process was prolonged until these deficiencies were overcome.

"Especially for students who enter the 5th grade, the fact that they are not in the period when they need to adapt to a new school environment negatively affects their friendships and school adaptation process. Since they are deprived of the assessments made at the beginning of the year to see their deficiencies, they lack the necessary readiness when they start school."(Mrs. Ayşe).

"They fall behind in orientation/acclimatization activities. They fall behind in creating an environment with students and teachers. Especially at the beginning of the semester, they have the problem of not being included in the friend groups formed or being included later."(Ms. Aslı)

"I can't go to school right away when the school opens. When I go to school, my friends' seats are already taken. Some of my teachers change my seat in class, but I usually sit in the back. I get used to my teachers and friends a little late." (Ömer).

"Since I started school late, my friends play games together because they have met before. Since I came later, I can't join the game unless they call me. Since my teachers are ahead in the subject, sometimes I can't understand what they explain. When they realize this, they ask me if I know."(Osman)

Teachers reported that seasonal worker children's late start to school caused negativities in basic issues such as friendship, academic achievement and adaptation. It is understood that students have difficulties in adaptation. In this context, the statements of the teachers who stated that the children were seriously disengaged from the lessons due to the long period they were away from school are presented below.

"The period when children are away from education negatively affects their school success. In order to overcome these deficiencies, students are given special study and homework assignments. They are also supported with peer education. Support and training courses organized in schools are also used to close the student's gap." (Mrs. Ayşe)

"They lag behind their friends in terms of curriculum. This creates a deficiency in their education. In order to overcome these deficiencies, we do retrospective subject review and homework assignments whenever we have time."(Mr. Ahmet)

Participants stated that students' losses and deficiencies are related to their academic success. In other words, they stated that while successful students who came late were aware of these deficiencies and expressed this, they saw that students who were not interested in the lesson did not experience this anxiety.

"Those who are willing to learn indicate that they have not seen that subject in some questions in the exams. Those who are not good with the lessons do not have any feedback on this subject. Before starting each lesson, I make an introduction to the subject by reviewing what we covered in the previous lesson, and at the end of each unit, I try to partially overcome the deficiencies of these students by repeating the important points of that subject." (Mrs. Aysun).

As a result of the opinions of the participants in the study, there are problems in the education of these children who come to school later than their friends. It was stated that supports such as lesson repetition, peer solidarity and homework assignments were provided to overcome these deficiencies.

3. What are the thoughts of seasonal worker children about continuing education and acquiring a profession? Findings related to the question

All of the teachers who participated in the research stated that these students have dreams of earning money and continuing their lives rather than acquiring a profession for the future. Participant teachers stated that when they asked their students "what do you want to be", they had an answer, but most of the time they observed that these answers were formed at that moment. It was stated that there were deficiencies in terms of dreaming and creating a future plan. In addition to these statements, it was observed that the expression "a regular life" was included in the students' future and occupational goals.

"These children's idea of what they want to do in the future is to work and earn money. I heard from some children that they had dreams of working as laborers like their fathers or brothers. These children who start life early are introduced to the difficulties of life early. There are children who see continuing education as a waste of time, and there are also those who say I don't want to live this life, so I should study." (Mrs. Ayşe)

"These children grow up aware of material things at an earlier age than their peers. They come from a life focused on earning money to survive, to sustain their lives. Work is the most important part of their lives. When their families' expectations from them are in this direction, the purpose of continuing education is often limited to the perception that "at least I should have a diploma". It is seen that they aim to find a job that will sustain their lives and earn money rather than continuing their education and getting somewhere." (Ms. Aysun)

"All of them have a dream of a profession in general, but for most of them, this does not go beyond giving an answer just to have an answer when asked. In other words, it is seen that there is nothing they plan or try to do to realize this dream. I think that the lack of role models in the family is also effective in this. For this reason, it is observed that rather than studying and acquiring a profession, they choose to acquire a profession without studying. It is seen that they are on the way to earn a life based on physical strength like their fathers, mothers, sisters and brothers." (Ms. Aslı)

"They have dreams of having a profession. These are usually professions with high financial gain and that they can reach immediately." (Mr. Ahmet)

Since the participant students take their parents and elders as examples in terms of acquiring a profession, it was observed that they mostly gave examples such as working in the field and garden and standing at the head of the workers. Of course, there are also those who want to become teachers, doctors, etc. Here, too, the dream of a better life and the idea of helping students in their current situation were at the forefront. While 3 of the students talked about a future dream related to their current job, 1 of them talked about studying and acquiring a profession.

"When I grow up, I will work in these jobs and earn a lot of money like my father, like my brother, and I will buy fields for myself and have workers do my work. I will take care of my mother, father and siblings. My parents will get old so they will not need to work."(Osman)

"I want to be a teacher when I grow up. I want to have a nice house and a job that I love because we have always lived in difficulties and hardships. I want to be useful to my family and my country. When I become a teacher, if I have students who have difficulties like me, I will take care of their problems."(Oya)

"When I grow up, I will be a sergeant, who not only supervises the workers, tells them what to do, but also earns more money than the workers. Then we will work in our own fields and continue our lives." (Ömer)

When the expression are analyzed, while 3 of the students talked about a future dream related to their current job, 1 of them talked about studying and acquiring a profession.

4. What are the activities of teachers for seasonal worker children?

The teachers who participated in the study talked about the information and awareness-raising activities carried out for the whole class about professions. They stated that they especially help those who have questions and want to learn about a profession.

"When we talk to these students about school attendance, I tell them that even if they continue to work, they should not drop out of school and I talk about the necessity of this. When we meet outside the class during breaks or outside the school, I tell them not to neglect the lessons and I talk to them about attending school." (Ms. Aysun)

"Since the guidance, information and motivational activities on this subject are carried out in a way that covers the whole class, if the student has it in him/her, he/she pursues it and shows that he/she wants to research more and have more knowledge." (Ms. Aslı).

"I treat all my students within the framework of effective communication. I constantly strive to integrate seasonal worker children into the classroom. My goal is for them to set a goal for themselves both socially and academically, even when they cannot attend classes." (Mr. Ahmet).

It is seen that the teachers provide guidance to the children of seasonal workers for their personal and academic development.

CONCLUSION and DISCUSSION

In this section, the results of the findings obtained from the study examining the educational processes of the children of seasonal workers in Erzin district (Hatay) are given and the prominent issues in the sub-objectives are discussed with the support of the literature.

In line with the answers received from the teachers and students participating in the research, it was determined that there were disruptions due to financial impossibilities and forced migration regarding the access to education of the children of seasonal workers, which is one of the sub-objectives of the research. It has been observed that students who migrate seasonally with their families do not have the opportunity to participate in education in the places where they go. According to Karaman (2013), most of the children who are compulsorily involved in seasonal agricultural labor with their families leave school much earlier than their friends and start the semester late when they finish their work and return. This leads to many negative effects, especially on education.

Regarding one of the sub-objectives of the study, the school attendance of children of seasonal workers, the participants stated that these students leave school in April at the latest and come back in October at the earliest. Based on these statements, it was determined that these children stay away from the educational environment for 5-6 months. According to the findings obtained in line with another sub-objective regarding the problems they face with their participation in education after the opening of schools, it was determined that children who came to school with a delay had difficulties in adapting to school, their friends and teachers. Karaman (2013) stated in his study that these children who come to school with a delay experience prominent problem such as adaptation difficulties, falling behind in lessons, lack of self-confidence, not attending school regularly, exclusion, not being able to establish regular relationships with peers, behavioral problems, discipline problems, hesitation, anxiety, and fear of being ridiculed. In their study, Görücü and Akbiyik (2010) stated that children staying away from school not only creates problems in the field of education but also causes a vicious cycle in their lives as they live with this cycle for the rest of their lives.

Regarding the problems experienced by the children of seasonal workers during the periods when they are away from school, which is one of the sub-objectives of the research, the participants stated that there was a serious loss in terms of lessons. When the children come to school, although these losses and deficiencies are tried to be eliminated by repeating the subject, assigning homework, etc., it was observed that the desired level could

not be reached. While it was determined that these losses did not only remain in the dimension of lessons, but also negatively affected their social development and communication skills, a different factor came to the fore here. Participant teachers stated that this situation is more related to the character of the student in terms of social relations and communication, and that if the student has a shy and timid character, coming to school later due to seasonal work also causes additional negativities. From this point of view, it was concluded that although there may be shyness in the first stage due to entering a new environment, it reflects the child's true identity after a while. If the child is extroverted, he/she can adapt more quickly, but if he/she is more introverted, he/she lags behind in terms of communication and social skills. It is also stated in the findings section of the study that seasonal worker children make friends at school with other children who are like them.

As a result of the answers of the participants when the socio-economic situation, which is one of the sub-objectives of the research, was examined in terms of the effect of the socio-economic situation on the communication of the children of seasonal workers with their friends; it was determined that this situation did not cause exclusion or pressure since the general source of livelihood of the students in the school where the research was conducted was agricultural work and daily work. Since the students of the school where the research was conducted were at approximately the same socio-economic level, this situation did not become a problem among them. However, in schools where the student profile is diverse, this may lead to exclusion.

Regarding the participation of children of seasonal workers in school activities and their homework completion, the findings of the study revealed that children participated in the activities that took place while they were at school, but they could not participate in activities that required rehearsal and regular group work due to their absenteeism. It was determined that students did not receive sufficient understanding and support from their families while doing their homework, and that they could not find the opportunity and environment to do homework because they were assigned work. According to Yıldırak et al. (2003), there are also seasonal worker families who deprive their children of education, stating that education does not benefit them economically and that it costs them money. According to Kaleci (2007, p. 16), the fact that children are seen as an auxiliary force in housework and that they do not have a fixed settled life shows the inadequacy of family support for these children.

When the future expectations and occupational dreams of the students, which is one of the sub-objectives of the research, were analyzed, it was determined that the expression of "a regular life" came to the fore in the statements of the participant students. It was determined that the students dreamed of a job that would sustain their lives rather than a profession. The statements of the participant teachers also indicate that the professional dreams of these students are shaped according to the examples in their families. As Güneş (2017) points out, in some places, children may be given temporary education during the working season, but most children of school age are excluded from the uninterrupted education process, or children who have completed compulsory education often do not attend higher education institutions because they work as agricultural workers. This

statement of Güneş (2017) also reflects the research result that children tend to practice their family professions in the future.

SUGGESTIONS

Educational activities should be carried out within the school by taking into account the individual interests, skills, abilities, needs, differences, etc. of these students, especially their individual development and adaptation to society. Education and training services should be provided by considering the individual differences of these students arising from their special situations and minimizing the effects arising from this. Although these and similar differences are initially perceived as being related to life outside school, they directly affect children's school life and create a disadvantageous situation for students. Unfortunately, these differences and inequalities, which occur outside the school but also exist and have an impact inside the school, manifest themselves more prominently at school and this situation affects the child's educational activities and socialization. However, the concept of equal opportunity in education does not only mean ensuring that all students have access to education, but also aims to contribute to the development of the potential of all students. For this purpose, an educational environment that respects differences should be created while providing children with the opportunities they need (Cülha, 2020). Benek & Baydemir (2021) proposed a model for the establishment of an "Access to Education and Communication Unit" aiming to keep child laborers in the education system. In this way, it will be possible to bring children who are either permanently or partially excluded from educational activities due to seasonal agricultural work to education through the "Access to Education and Communication Unit" model.

According to the results of the research, suggestions that may be useful for practitioners and researchers are expressed as follows:

Recommendations for Practitioners:

- In-service training can be provided for school principals and teachers on the possibilities of access to education for children of seasonal workers and what can be done with these children when they come to school.
- Provincial education supervisors can provide information to school principals and teachers about the access and attendance of these children of basic education age.
- When seasonal agricultural worker children come to school, homework assignments can be given in the form of group work and games can be organized to facilitate their adaptation with their friends.
- In order to socialize students, teachers can conduct in-class activities with the support of the guidance counselor.
- These students, who are academically behind and have subject deficiencies, can be supported through peer education to support the development of both their academic and social skills.

- The school administration and teachers should pioneer a warm and sincere communication with these students who join the school environment later than their other friends, as this will facilitate their adaptation to school.
- Parent visits can be organized to inform and raise awareness among the families of these students who have to interrupt their education or have 5-6 months of absenteeism.
- Boarding schools or school buses can be provided for these children who cannot attend school or whose education is interrupted due to their families' seasonal work.

Suggestions for Researchers:

- Qualitative research method was used in the study. Data were collected through interviews with teachers and students in a designated school.
- By conducting a quantitative research and reaching more data and people through a survey, a more comprehensive content will be created.
- Conducting research in more than one school will also be useful in obtaining more findings.
- In order to examine the subject from different perspectives, a study can be conducted with parents and school administrators as participants.

ETHICAL TEXT

This article complies with the journal's writing rules, publication principles, research and publication ethics rules, and journal ethics rules. The responsibility for any violations that may arise regarding the article belongs to the author(s). The ethics committee permission of the article was obtained by Anadolu University/Publication Ethics Board with the decision date 27.04.2021 and number 60852.

Author(s) Contribution Rate:

In this study, the contribution rate of the first author Büşra Erdem is 60% and the contribution rate of the second author Dr. Lecturer Müyesser Ceylan is 40%. Assis. Prof. Müyesser Ceylan's contribution rate is 40%.

Acknowledgments

I would like to express my endless respect and thanks for her interest and support in the preparation and completion of this article to my esteemed project consultant Assistant Professor Müyesser CEYLAN.

Conflict of Interest

There are no conflicts of interest in this study.

REFERENCES

- Arabacıoğlu, B. (2018). Göç eden kültür. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi (AUJEF)*, 2(2), 83-91.
- Akbıyık, N. (2011). Malatya'da Çalışan Mevsimlik Tarım İşçilerinin Sosyal ve Ekonomik Sorunlarının İncelenmesi, *Elektronik Sosyal Bilimler Dergisi*, 36(10), 132-154.
- Başkale, H. (2016). Nitel Araştırmalarda Geçerlik, Güvenirlik ve Örneklem Büyüklüğünün Belirlenmesi. *DEUHFED*, 9(1), 23-28.
- Beltekin, N., & Çete, U. (2019). Eğitim Hakkını Yeniden Tanımlamak,. *Hafiza Dergisi*. 1(1), 27- 39
- Benek, S. & Baydemir, R. (2021). Mevsimlik Tarımda Çocuk İşçiliğini Azaltmak İçin Bir Model Önermesi: 'Eğitime Erişim ve İletişim Birimi'nin Kurulması. Bitlis Eren Üniversitesi Sosyal Bilimler Dergisi, 10 (2), 45-57.
- Benek, S., & Ökten, Ş. (2011) Mevsimlik Tarım İşçilerinin Yaşam Koşullarına İlişkin Bir Araştırma: Hilvan İlçesi (Şanlıurfa) Örneği. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*. 10(12), 653-676.
- Bulut, E. (2013). *Mevsimlik tarım işçilerinin yaşam ve çalışma koşullarına ilişkin bir saha araştırma: Kocaeli örneği*. [Unpublished doctoral dissertation]. Sakarya University.
- Büyükhatoğlu, Ş. İ. Ş., Monist, T., Özel, R., & Bayraktar, M. (2012). Mevsimlik Tarım İşçilerinin Ekonomik-Sosyal Sorunları ve Çözüm Önerileri. 10. Ulusal Tarım Ekonomisi Kongresi .5-7 Eylül 2012. Konya s.214-21
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö.E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel Araştırma Yöntemleri*. (18th edition). Pegem Akademi.
- Büyüktaşaklı, S. (2010). *İş Hukukunda Mevsimlik İşler ve Kampanya İşleri*. Seçkin Yayınevi
- Cülha, A. (2020). *Dezavantajlı grupların eğitim öğretim hizmetlerinden yararlanma durumlarının paydaş görüşlerine göre incelenmesi*. [Unpublished master thesis]. İnönü University
- Çınar, S., & Lordoğlu, K. (2011). Mevsimlik tarım işçileri: Marabadan ücretli fındık işçiliğine. *III. Sosyal Haklar Uluslararası Sempozyumu*. Marmara Üniversitesi, s, 419-448.
- Dilekçi, M. (2020). Mevsimlik Tarım İşçilerinin Temel Eğitim Çağındaki Çocuklarının Eğitim Sorunlarına Yönelik Öğrenci Görüşleri. *Anatolian Turk Education Journal*, 2(2), 17-32.
- Dural, A. B. (2017). Mevsimlik Tarım İşçisi Göçer/Yarı Göçer Aile Çocuklarının Eğitime Erişim Hakkı ya da Bir Hayaler ve Gerçekler Hikayesi. *Uluslararası Kaysem Bildiriler Kitabı*. Kayseri University Continuing Education Application and Research Center.
- ERG (Eğitim Reformu Girişimi) (2010). *Eğitim İzleme Raporu 2009*. ERG Yayınları
- Erk, N., Burgut, R., & Yıldırım, E. (1986). Çukurova Bölgesine Gelen Geçici Tarım İşçilerinin Çalışma ve Yaşam Koşullarının İyileştirilmesi. *TÜBİTAK- TOAG 519 Projesi*.
- Fazlioğlu, A. (2014). Dezavantajlı bir aile çiftliği grubu olarak "Mevsimlik tarım işçileri". *Ulusal Aile Çifliği Sempozyumu*, Ankara Üniversitesi, s.55.
- Görücü, İ., & Akbıyık, N. (2010). Türkiye'de Mevsimlik Tarım İşçiliği: Sorunları ve Çözüm Önerileri. *Hikmet Yurdu Düşünce-Yorum Sosyal Bilimler Araştırma Dergisi*, 3(5), 189-219.
- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology Journal*, 30(4), 233-252.

- Güneş, D. D. F. (2017). 'Görsel Sosyoloji' Üzerinden Mevsimlik Tarım İşçiliğini Anlamak: Eskişehir Alpu Örneği . Anadolu Üniversitesi Sosyal Bilimler Dergisi , 17 (2) , 135-154 . DOI: 10.18037/ausbd.417252
- Hoşgörür, V., & Polat, M. (2015). Ortaokul Öğrencilerinin Okula Devamsızlık Nedenleri (Söke İlçesi Örneği). *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi*, 2(1), 25-42.
- Kadı, Z. (2000) *Adana ili merkezindeki ilköğretim okulu öğrencilerinin sürekli devamsızlık nedenleri*. [Unpublished master thesis]. İnönü Üniversitesi.
- Kaleci, H. (2007). *Mevsimlik tarım işçilerinin sosyolojik analizi: Eskişehir örneği*, [Unpublished master thesis]. Anadolu University.
- Kalkınma Atölyesi. (2012). Mevsimlik Tarım Göçünden Etkilenen 6-14 Yaş Grubu Çocuklar İçin Temel Araştırma. Ankara.
- Karaman, Z. (2013). *Mevsimlik tarım işçisi çocukların eğitim hakkına erişim durumları ve sosyal beceri yeterliliklerinin öğretmen görüşlerine göre belirlenmesi*. [Unpublished master thesis]. Hacettepe University
- Karaman, K., & Yılmaz A. (2011), "Mevsimlik Tarım İşçileri ve Enformel İlişkiler Ağı: Giresun'da Çalışan Mevsimlik Tarım İşçileri Üzerine Bir Araştırma". *Journal Of World Of Turkey* 3(1)s. 211-226.
- Lordoğlu, K., & Etiker, N. (2014). Batı Karadeniz Bölgesinde Mevsimlik Gezici Tarım İşçiliğinde Çalışan Çocuklar Üzerine Sınırlı Bir Araştırma. *Çalışma ve Toplum*, 41(2).
- Menemencioğlu, K. (2012). Tarım ve orman işçiliğinde çalışma yeri koşulları ve karşılaşılan sorunlar. *Turkish Journal of Scientific Reviews*, 5(2), 72-76.
- Özbaş, M. (2010). İlköğretim Okullarında Öğrenci Devamsızlığının Nedenleri [The Reasons of Absenteeism in Primary Schools]. *Eğitim ve Bilim*, 35(156), 32-44.
- Özbekmezci, Ş. (2003) *Mevsimlik tarım işçilerinin barınma sorunları ve yaşam uniteleri*. [Unpublished master thesis]. Gazi Üniversitesi.
- Özbekmezci, Ş., & Sahil, S. (2004). Mevsimlik Tarım İşçilerinin Sosyal, Ekonomik ve Barınma Sorunlarının Analizi. *Gazi Üniversitesi Mühendislik-Mimarlık Fakültesi Dergisi*, 19(3).261-274.
- Özsoy, S. (2004). Eğitim Hakkı: Dilini Bulamamış Bir Söylem. *Eğitim Bilim Toplum*, 2(6), 58-83.
- Süzek, S. (2011). İş Hukukunda Disiplin Cezaları. *Çalışma ve Toplum* , 1(28) , 9-18 . Retrieved from <https://dergipark.org.tr/tr/pub/ct/issue/71795/1155164>
- Şimşek, Z., & Koruk, İ. (2009). "Çocuk İşçiliğinin En Kötü Biçimlerinden Biri: Mevsimlik Göçebe Tarım İşçiliği", *Çalışma Ortamı Dergisi*.
- Tabcu, G. (2015). *Mevsimlik tarım işçilerinin ortaokul çağındaki çocukların eğitim sorunlarının sosyolojik olarak incelenmesi*. [Unpublished master thesis]. Adiyaman Üniversitesi, Sosyal Bilimler Enstitüsü.
- Uzundere, A. (2015). *Türkiye'de mevsimlik tarım işçileri: temel eğitim sorunları ve çözüm önerileri (Fındık tarımı örneği)*. [Unpublished master thesis]. Gazi Üniversitesi/Eğitim Bilimleri Enstitüsü.
- Yavuz, M. (2019). *Mevsimlik tarım işçi çocukların eğitimde yaşadıkları Sorumlara yönelik Okul yöneticilerinin ve öğretmenlerin görüşleri: Şanlıurfa İli örneği*. [Unpublished doctoral dissertation]. Marmara University

Yıldırak, N., Gülçubuk, B., Gün, S., Olhan, E. & Kılıç, M. (2003). *Türkiye'de gezici ve geçici kadın tarım işçilerinin çalışma ve yaşam koşulları ve sorunları*. Tarım-İş Sendikası Yayınları.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. (9. Baskı). Ankara: Seçkin Yayıncılık.

http 1- MEB (2016). "Mevsimlik Tarım İşçileri ile Göçer ve Yarı Göçer Ailelerin Çocuklarının Eğitime Erişimi",

<http://tegm.meb.gov.tr/www/temel-egitim-genel-mudurlugu-mevsimlik-tarim-iscisi-aileleri-cocuklarinin-egitime-erisimi-konulu-genelge/icerik/338>, (Date of access: 04.01.2021)