



VALUE OF PATRIOTISM IN THE PERSPECTIVE OF AFGHAN STUDENTS ATTENDING TO SECONDARY SCHOOLS

ORTAÖĞRETİMDE ÖĞRENİM GÖREN AFGANİSTAN UYRUKLU ÖĞRENCİLERİN GÖZÜYLE VATANSEVERLİK DEĞERİ

Asst. Prof. Dr. Mehmet Zeki GÖKSU

Faculty of Theology, Erzincan Binali Yıldırım University, Erzincan / TÜRKİYE,
ORCID: 0000-0003-0875-2226

Assoc. Prof. Dr. Fethi KAYALAR

Faculty of Education, Erzincan Binali Yıldırım University, Erzincan / TÜRKİYE,
ORCID 0000-0001-6142-4243

ÖZET

There is a compelling and internal relationship between patriotism and the state organism and its political body, as a feeling that manifests itself in all areas and periods of life. The purpose of this research is to determine the understanding of patriotism of Afghan refugee students in secondary schools in Erzincan and their national feelings and awareness of national consciousness for Turkey they live in. Qualitative research method and case study pattern were used in the study. The universe of the research was made up of Afghan students at Imam Hatip High School and Fatih Vocational and Technical Anatolian High School in the province of Erzincan in the 2016-2017 academic year. The study group consisted of a total of twelve students who were chosen by the maximum diversity sampling among these students. Focus group interview was used as data collection technique and semi-structured interview form as data collection tool. Students' drawings and descriptions are grouped into three sub-themes such as Beautiful Turkey, Helpful Turkey and Muslim Turkey. The definition of patriotism is gathered in four subthemes such as fighting/dying, serving/beautifying, protecting citizens and training. According to the results of the survey, Afghan students keep on their love for their homeland, they are forced to migrate to Turkey, they are happy with the help and behaviour of Turkish people against them. They maintain that they have positive feelings against Turkey and the Turkish people.

Key words: Education, Value, Patriotism, Afghan Refugee, Secondary School

ABSTRACT

Yaşamın her alanı ve her döneminde vatanseverlik ile devlet ve devletin siyasi yapılanması arasında kendini gösteren bir duygu olarak, zorunlu ve içsel bir ilişki vardır. Bu araştırmanın amacı, Erzincan'da ortaöğretim okullarında öğrenim gören Afgan Mülteci öğrencilerin Vatanperverlik anlayışlarının belirlenmesi, şu anda yaşadıkları ülke olan Türkiye'ye karşı milli duygularının ve milli şuur farkındalıklarının tespit edilmesidir. Araştırmada nitel araştırma yöntemi ve durum çalışması deseni kullanılmıştır. Araştırmanın evrenini 2016-2017 eğitim-öğretim yılında Erzincan il merkezinde bulunan İmam Hatip Lisesi ve Fatih Mesleki ve Teknik Anadolu Lisesinde okuyan Afgan mülteci öğrenciler; çalışma grubunu da bu öğrenciler arasından maksimum çeşitlilik örneklemeyle seçilen toplam on iki öğrenci oluşturmaktadır. Araştırmada veri toplama tekniği olarak odak grup görüşmesi, veri toplama aracı olarak da yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırmada elde edilen veriler, betimsel analiz yöntemiyle değerlendirilmiştir. Öğrencilerin çizim ve açıklamaları; Güzel Türkiye, Yardımsever Türkiye ve Müslüman Türkiye şeklinde üç alt temada toplanırken vatanseverlik tarifleri savaşmak/ölmek, hizmet etmek/güzelleştirmek, vatandaşlara sahip çıkmak, okumak şeklinde dört alt temada Afganlı Öğrencilerin öz vatanlarına karşı sevgilerinin devam ettiği, mücbir sebeplerle Türkiye'ye göç etmek zorunda kaldıkları, Türkiye'de kendilerine sunulan yardım vb. imkanlar ve Türk vatandaşlarının kucak açması sebebiyle mutlu oldukları, Türkiye'ye karşı ve Türk halkına karşı olumlu duygular besledikleri görülmüştür.

Anahtar kelimeler: Eğitim, Değer, Vatanseverlik, Afgan Mültecileri, Ortaöğretim.

1. INTRODUCTION

Value is defined as useful, meaningful, wise and necessary attitudes and behaviours (Balci, 2014). Values are the basic principles that guide behaviours (Crick, 2012). Therefore, It is the people and the life of the society that make the value worthwhile. Human beings form their values with the beings they relate to, and as a result of the information they have gained in the context of the life they live, they have the meaning of value (Bolay, 2013). Human behaviour is shaped by its values, and the individual develops attitudes and behaviour according to his/her values (Kaymakcan, 2012).

Love for Homeland is a kind of love that has the potential to integrate societies, cultures and cultural environments (Ergen, 2006). Patriotism is a deep feeling and emotional attachment to the nation (Huddy and Khatib, 1987) and the degree of love and pride they have for the nation. (Huddy and Khatib, 2010). In particular, societies with an understanding of social citizenship pay attention to giving their children priority to patriotism education together with other values. In this type of society, as stated by Güngör (1997), the protection of the country against the enemy is only possible with the love and devotion towards her and this decency should be given at a very young age.

The individuals who have the conscious of patriotism are expected to know and use their rights, to fulfil their responsibilities, to be sensitive to the problems of the world and the country, to produce solutions, to protect and to be sensitive to natural and historical heritage, the role and responsibilities of the society, to be aware of the roles and responsibilities, and social values (Parker, 2009; Latcheva, 2010)

1.1. Afghan Refugee and Immigrant Students

Migration, a sociological phenomenon, caused serious mass problems in many areas, including hunger, natural disasters and education, which became widespread after war, especially in underdeveloped or developing countries after the second half of the twentieth century (Black, 1998; Myers and Kent, 1995; Börü and Boyacı, 2016). On the other hand, while migration caused irregularity in the target countries (Topçuoğlu, 2012), it has brought out difficult crises in many sectors, especially in education. Because of the terrorist acts happened in Afghanistan and the economic downturn, thousands of Afghan immigrant groups have entered Turkey via Iran in recent months. According to the Immigration Administration General Directorate and Immigration Statistical Report (GIR, 2017), as many as 25 thousand refugees have fled to Turkey via Iran in the last 3 months. Of the refugees from Afghanistan, about two thousands have been accommodated in Erzincan. They have been granted as immigrant and their children at school age have been enrolled to the schools regarding their ages and academic levels following orientation programs including Turkish language courses. All of the Afghan students have been admitted to the schools in the districts they live in. Now they get training with native students in the same classroom environment.

The case of migration either causes the victims to lose some of their national values, or makes the feeling and conscious of national values like patriotism extremely strong. The aim of this study is to determine the consciousness of patriotism of Afghan immigrant students studying in secondary schools in Erzincan, and to identify their national sentiment and national consciousness for Turkey they are currently living in.

2. MATERIALS AND METHODS

In this section, some basic information about the design of the study, the study group, data collection technique and tools, collection and analysis of the data will be given.

2.1. Research Design

In the study which aims to determine patriotic consciousness of Afghan refugee students, and to identify their national feelings and national consciousness against Turkey, we used focus group interview method, one of the qualitative research methods.

This method is an umbrella concept that includes a number of different approaches including culture analysis, situational research, action research, descriptive analysis and content analysis (Yıldırım and Şimşek, 2013). In this study, the case study pattern was used from the mentioned approaches. The case study is an up-to-date phenomenon, an empirical research method that works within its own habitat

(Yin, 1984; Yıldırım and Şimşek, 2013). Case studies focus on a particular event, program, or case. The results obtained are described in a rich way (Merriam, 2013). Participant observations, in-depth interviews and the document are obtained through the community and the analysis of the data is analyzed through an in-depth and longitudinal examination (Glesne, 2013). Also in the case study, the situation is clearly determined and described, themes are determined and inferences are obtained according to the results of the analysis (Creswell, 2013). In the research process, the research design has been chosen and used by taking into consideration the above mentioned points.

2.2. Study Group

The universe of the study consisted of the Afghan refugee students studying at the Imam Hatip Anatolian High School (IHAHS) and Vocational and Technical Anatolian High School (VTAHS) in the province of Erzincan in the 2018-2019 academic year and the study group consisting of twelve students selected from the maximum diversity sampling among these students. As shown in table 1, the participant students were 8 males and 4 females, 8 in the 9th grade, 3 in the 11th grade and 1 in the 12th grade. There is no rule for determining sample size in qualitative research. This is because, in qualitative research, its validity and relevance depend not on the sample size, but on the knowledge of the data obtained and the ability of the researcher to obtain them and to interpret them (Patton, 2014). In this regard, maximum diversity sampling has been adopted from purposive sampling strategies in order to obtain sufficient and healthy data and to ensure maximum diversity in the interview. Two groups, each with six students, were formed and a total of twelve students were included in the study group. The purpose of selecting the purposive sampling strategy is the idea of observing the participants representing the universe on the basis of the use of private information and experiences (Berg and Lune, 2015).

Table 1: Demographic Information of Study Group

Nu	Code	Gender	Grade	School
1	IHS1	Female	9	IHAHS
2	IHS2	Female	9	IHAHS
3	IHS3	Female	11	IHAHS
4	IHS4	Female	11	IHAHS
5	IHS5	Male	9	IHAHS
6	IHS6	Male	11	IHAHS
7	VTS7	Male	9	VTAHS
8	VTS8	Male	9	VTAHS
9	VTS9	Male	9	VTAHS
10	VTS10	Male	12	VTAHS
11	VTS11	Male	9	VTAHS
12	VTS12	Male	9	VTAHS

2.3. Data Collection Tool

The focus group interview was used as a data collection technique. The purpose is to obtain qualified data by ensuring that the participants make their own original interpretations simultaneously and in series with the other participants and in addition, to express their ideas interactively with the other participants (Berg and Lune, 2015; Glesne, 2012; Patton, 2014).

As a data collection tool, semi-structured interview form consisting of six open-ended questions was used by the researchers. In addition, in order to express the views of the participant students in different ways, they were asked to paint the patriotism on the papers given to them during the interview; these documents were collected after the interview to be used in the research.

2.4. Data Collection Process

The data were collected from the focus group interviews through camera record by the researcher in two secondary schools. The participants were informed about the aim of the research and the general rules of the focus group interview before the application. In this context, it was emphasized that the data would be obtained on a voluntary basis, evaluated by names, the images would not be published in any way and they would not be shared with third parties, the answers given by the participants would not be evaluated as true or false, and the participants were asked to reply to the questions answers to the questions sincerely and heartily. After the interviews were completed, one more copy of camera records for transcription and analysis were kept in substitution.

2.5. Analysis of the Data

The data obtained by transcribing the camera records were analysed using the qualitative method research program NVIVO 11 PLUS. Descriptive analysis method was used in the analysis of interviews. As a necessity of this method, the data are summarized and interpreted according to the predetermined themes (Yıldırım and Şimşek, 2013). In order to increase the quality of the report, descriptive findings and analyses were tried to be presented in a brief and concise way (Patton, 2014).

2.6. Validity and Reliability

Necessary measures have been taken to ensure validity in the research. In this context, in the preparation of the questions in the semi-structured interview form which is used as data collection tool, it was sent to a total of seven educational research experts, then necessary corrections were made in the light of the feedback.

During the preparation, the interview form and the list of questions were tried to be open-ended, without orientation and with the simplicity to be understood by the participants. Under the expert opinions, the interview form and the list of questions were tested with five students selected from the schools to be researched. Results were discussed and final form was given after necessary corrections.

3. FINDINGS

In this section, the findings obtained from the students' answers to the interview questions and their comments are given.

3.1. Length of Residence in Turkey

Initially, Afghan students were asked "How many years have you been living in Turkey?" From the answers to this question we found out that 6 students have lived in Turkey for 1 year (S1, S4, S5, S6, S9, S12), 1 student for 2 years (S2), 2 students for 3 years (S7, S11), 1 student for 4 years (S8), 1 student for 5 years (S3), and 1 students for 7 years (P10).

Secondly, the students were asked "Why did you immigrate to Turkey?" All of the students (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, and S12) stated that they had emigrated because of the war. In addition, 2 students (S5, S6) stated that they came because of lack of safety, one student (S2) stated that education was weak and (S3) that female students did not get good education and three students (S1, S2, S4) came to Turkey due to unemployment in their hometown.

3.2. The Reason for Afghan Students' Happiness in Turkey

The Afghan students were asked whether they are happy to live in Turkey and what the causes of happiness are. They all replied that they were happy. As the reasons of happiness, six students (S2, S4, S6, S7, S8, S9) stated that there is no war, nine students (S3, S4, S5, S6, S7, S8, S10, S11, S12) stated that Turkey is a safe, peaceful and beautiful country; seven students (S1, S2, S3, S5, S6, S11, S12), had an opportunity of going to school; seven students (S1, S2, S3, S5, S6, S11, S12) The immigrant students were asked How their relations with the Turkish people, and whether Turkish people love them or not. With two students (S2 and S6) answering to the question as "Yes, they love, and we love them too, all the other students nodded in support of gestures with their friends.

3.3. Students' Views on Return to Afghanistan

The majority of the students (S1, S2, S4, S5, S6, S7, S8, S9, S10, S11, S12,) stated that they liked their country, they wanted to return to their country in the case that the war was over and their country turns into a peaceful country. In addition, when asked by the researcher, “Do you like your country?” all of the students approved by their heads. Only one student (P3) stated that he wanted to live in Turkey and wanted to be a Turkish citizen, and did not plan to go back his country.

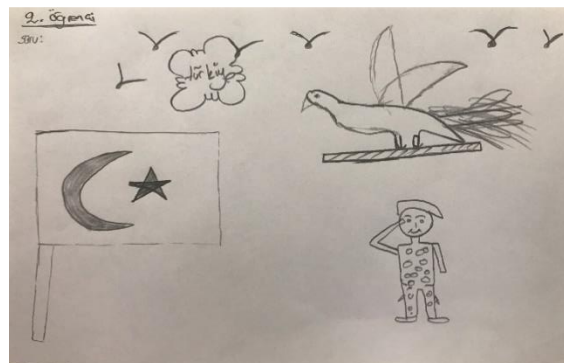
3.4. Patriotism in Students' Drawings

In the study, in order to determine the first image in their minds when Turkish Republic is remarked, the Republic of Turkey, Afghan students were given blank papers to draw images or objects about what Turkish republic means for them. As the main aim is to identify the emotion that reflects the first impressions of the students, they were asked to draw it in limited time and without using paint materials. Afterwards, they were asked what they wanted to tell with the pictures they drew, and the results of the students' drawings and explanations include three sub-themes as “Beautiful Turkey”, “Muslim Turkey” and “Helpful Turkey”. From the students’ drawings, we determined that half of them fell into the theme of Beautiful Turkey. In their expressions, the theme of S1 was “Die for Homeland”, the theme of S2 was “Keep the Homeland forever”, the themes of S3 and S8 were “Take Care of Homeland”, the themes of S6, S7, S11, S14 were National Flag. Some of the drawings reflecting their views are as follows:



Picture 1: Drawing of S1

The explanation made by S1 for his drawing: “*I drew the picture of Flag. The life in Turkey is good. The country is good*”.



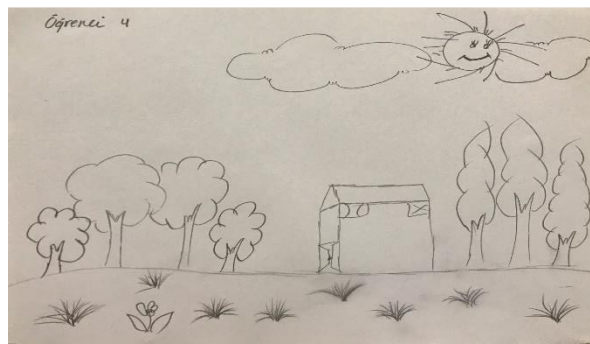
Picture 2: Drawing of S2

The explanation made by S2 for his drawing: “*I drew the picture of Peace Bird. I drew the picture of Turkish Soldier. They represent Peace and Security*”.



Picture 3: Drawing of S3

The explanation made by S3 for his drawing: *“I drew Escape from War to Peace. From Afghanistan to Turkey”*.



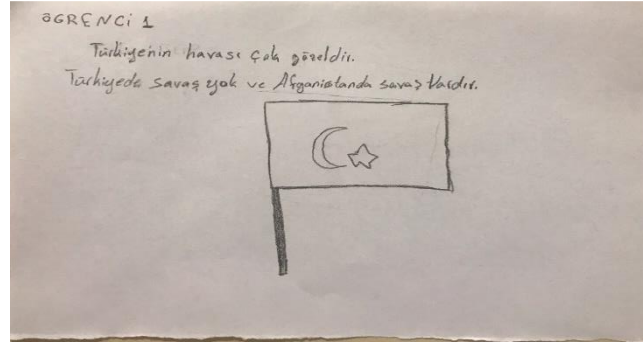
Picture 4: Drawing of S6

The explanation made by S6 for his drawing: *“I drew the beauty of Turkey”*.



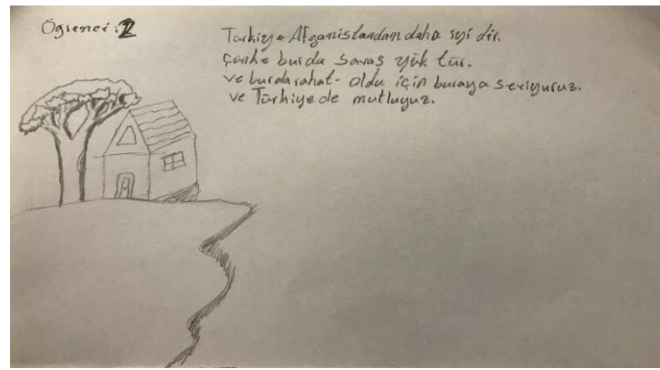
Picture 5: Drawing of S5

The explanation made by S5 for his drawing: *“I try to reflect that Turkey is a beautiful country, atmosphere is good, No war, we are happy. Turkey is a helpful country”*.



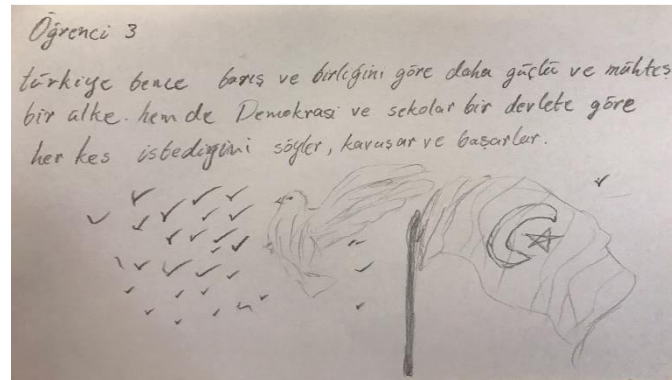
Picture 6: Drawing of S7

The explanation made by S7 for his drawing: *“I drew Turkish Flag, The climate of Turkey is good, There are plenty of trees. Turkey is a beautiful country”*.



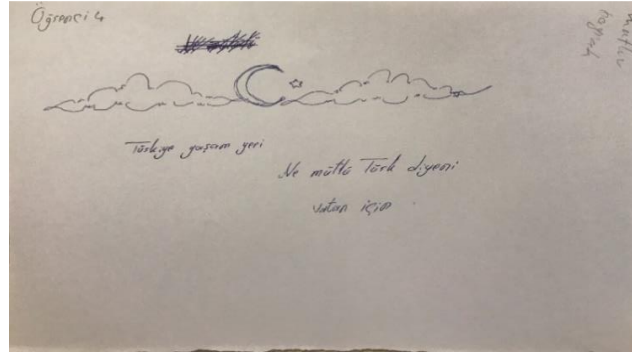
Picture 7: Drawing of S8

The explanation made by S8 for his drawing: *“Turkey is better than Afghanistan, No War here, We are happy in Turkey”*.



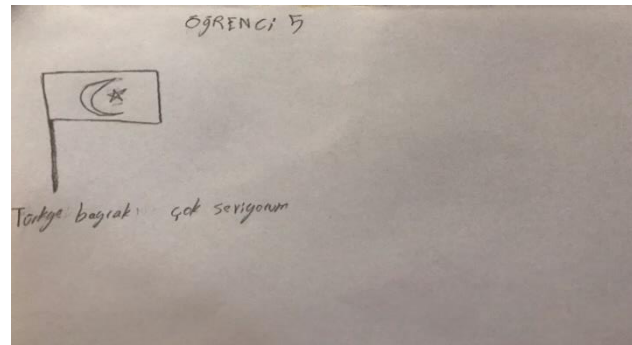
Picture 8: Drawing of S9

The explanation made by S9 for his drawing: *“Turkey is powerful and great country thanks to peace and unity, at the same time democratic and secular country. Every citizen can remark whatever he wants”*.



Picture 9: Drawing of S10

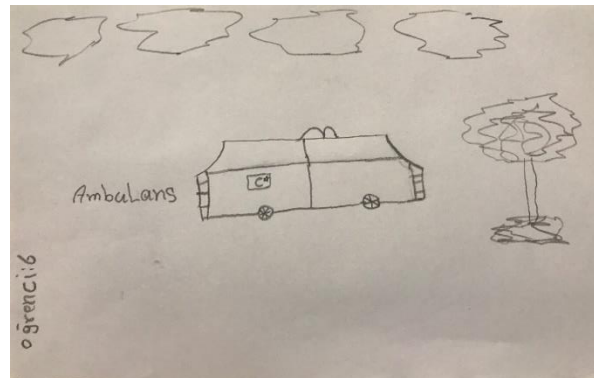
The explanation made by S10 for his drawing: *"Turkey is a place of life, how happy is the one who says I am a Turk"*.



Picture 10: Drawing of S11

The explanation made by S11 for his drawing: *"I like Turkish Flag" Why? "Because I love Turkey"*.

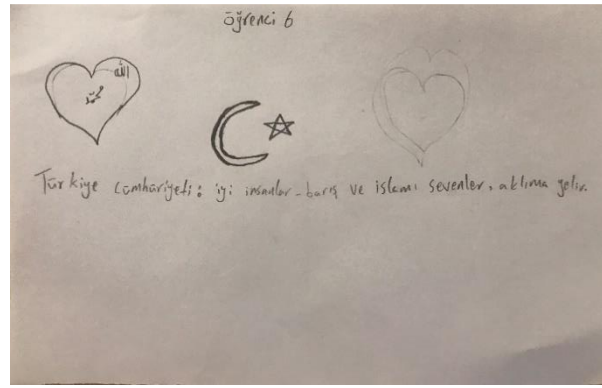
As well as the sub-theme of Beautiful Turkey, the drawing of a student is gathered under the sub-theme of Helpful Turkey. In the statements and in their drawings of the students who entered this theme, the figures of the people who jumped to the front of the tank (S21), of those who were killed for the flag\homeland (S25, S26), and of those who resisted the July 15 coup attempt come to the fore. The students' drawings and opinions of this theme are as follows:



Picture 11: Drawing of S6

The explanation of S6 for his drawing: *"I drew an ambulance, it is helping the family, when Turkey is mentioned it came to my mind."* he replied.

In addition to Helpful Turkey, another theme on which the students' drawings focus is Muslim Turkey. Drawing of a total student is collected under this theme. The students (S4) tried to express that they do not want to live without homeland, want to sacrifice his life for the sake of independence (S12, S13, S15, S16). Student drawings and opinions of this theme are as follows:



Picture 12: Drawing of S12

The explanation of S12 for his drawing: *“When Turkish Republic is mentioned, good people and those who seek Peace and Islam. Therefore I drew this picture.”*

3.5. The students' Opinion on the National Anthem

The students were asked if they knew the national anthem, and to read by hearts if they know (S1, S2, S3, S5, S7, S9, S12), but most of the students admitted that they knew little, they could read it at the ceremonies at the beginning and the end of the week (S4, S6, S8, S10, S11).

3.6. Value of Patriotism in the Description of the Students

In the study, the students were asked to describe patriotism. When the descriptions that the students made were examined, all the opinions were gathered in four sub-themes: fighting / dying, serving / beautifying, dating, reading. Each student's description is shown in detail in Figure 1.

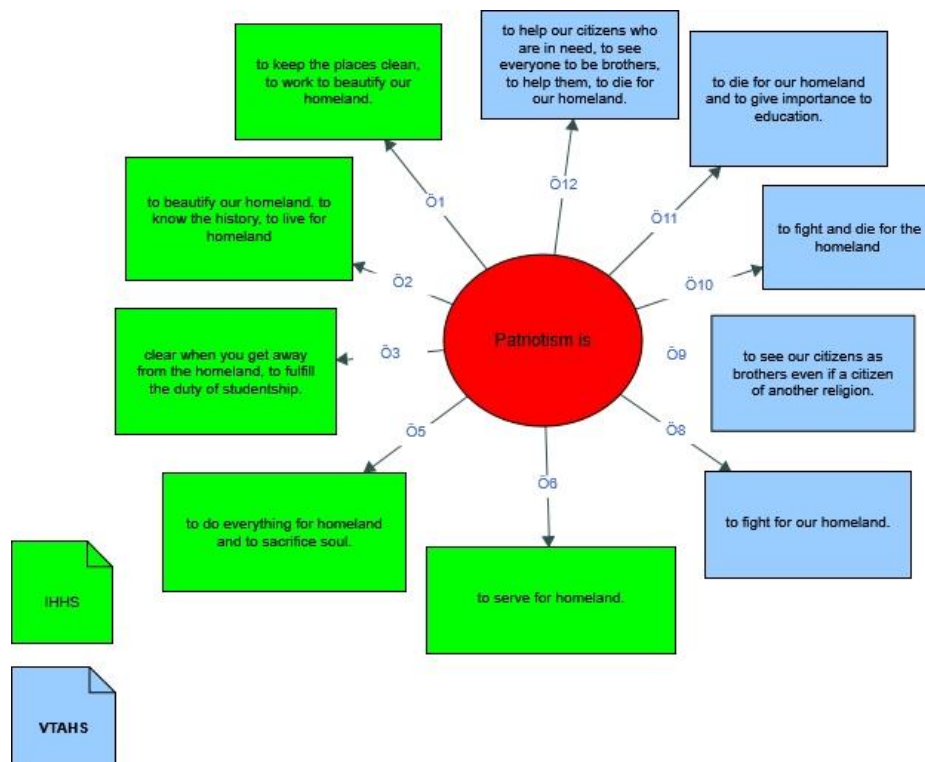


Figure 1: The Students Descriptions of Patriotism

When the students' opinions about the sub-theme of the War / Dying are examined, they (S5, S8, S10, S11, S12) stated that they can fight and die for the motherland by saying that fighting for Motherland is

to die. The majority of students describe patriotism with similar expressions as fighting and dying for the homeland.

When the opinions of the students about the sub-theme of Service / Beautification are examined, One student (S6) pointed out a different dimension of patriotism by expressing that “it is to serve for the country”, while the other student (S1) expressed his views as “it is to keep the homeland clean and not to throw garbage around, and to beautify it” In addition, another student (S2) appreciated homeland by saying that it is to beautify the homeland is to know its history and to live. Some other students (S3, S11) meant patriotism as being good student by saying that it is to fulfil the duty of studentship.

When the sub-theme of “Look after the citizens” is examined, a student(S9) expressed the bond among the citizens as patriotism by stating that it is to see the citizens as brothers and to see the citizens as brothers as if they are from other religion. Another student (S12) stated that patriotism is to help other citizens who are in need, to see everybody as brother and to help them.

As for the sub-theme of “reading”, two students (S3, S11) considered patriotism as being a good students by stating that patriotism is to fulfil the duty of studentship.

4. DISCUSSION AND RESULT

The value of Patriotism is an important identity that is shaped in the shadow of the internal and external conjuncture for the people who have a strong sense of belonging. This research, which addresses the views of Afghan refugee students attending to secondary education on patriotism, clearly demonstrates how effective their situation is.

When the residence time of Afghan students in Turkey was examined, despite living a short time in Turkey, it is a remarkable situation for majority of them to adapt to the environment in a short time, to speak colloquial Turkish well, and to answer to the questions heartily. In this context, it is thought that the reason why Turkish citizens treat them well is that they love Turkey and Turkish people.

It is clear that the main reason for them to immigrate to Turkey is the war in Afghanistan and the wish to get better education in Turkey.

Afghan students are very happy to be in Turkey. It is because Turkey is in peace, there is no war, and almost all Afghan children at school age can attend to schools. This is partly compatible with the findings of Tosun et al (2018) that Muslim students from foreign countries do not feel themselves foreigner in Eskişehir in terms of religion.

All the students except one have declared that they want to return their country after the war has ended, which suggests that the bond to their homeland is still strong.

The drawings that Afghan students did in their mind, and the statements for those drawings point out the themes of Beautiful Turkey, Helpful Turkey and Muslim Turkey. The fact that most of the students have drawn Turkey as a peaceful, safe and liveable country is compatible with their previous statements. They remarked in their statements that among the reasons of their happiness to be in Turkey are that they live in peace and safe. In addition, their drawings of Turkey with Turkish flag can be explained as their respect and trust in Turkey. In one drawing, the animation of Turkey with ambulance shows that he finds Turkish people to be very helpful.

It has been determined that Afghan students do not have enough knowledge about the independence anthem of Turkey. This can be because the students are here for about a year. However, few students who have been living in Turkey for 7 years admit that they do not fully know the Turkish anthem.

The definition of patriotism by the students are on fighting and dying for homeland. It is clear that the value of patriotism is on the top of their priorities. This finding is compatible with those of Özensel (2007), Gömleksiz and Cüro (2011), and Elban (2015) that the levels of the students' attitudes to the value of patriotism are high. The patriotic recipes of the students draw attention to the emphasis on fighting for the sake of the homeland and dying. In this respect, it is understood that patriotism places students at the top of their value hierarchy. These results of the study are consistent with those of Özensel (2007), Gömleksiz and Cüro (2011) and Elban (2015) that students' positive attitude towards patriotism is high. In addition to dying for homeland, it is important for students to see scientific, religious, social

and individual benefits as part of patriotism. In the definitions of the students, it is important that they consider the struggling and dying for homeland, producing scientific, religious, social and individual benefits as the part of patriotism.

We concluded that Afghan students keep love for their homeland, they were forced to migrate Turkey due to compelling reasons, they are very happy with Turkish people as they welcome afghan immigrants to their country, and the aids by Turkish people, and they have positive feelings to Turkey and Turkish people.

REFERENCES

- Balcı, M. (2014). Değerleri Yaşatmak ve Değerler Sözlüğü (1. Baskı). İstanbul: Ensar Neşriyat.
- Berg, B.L. & Lune, H. (2015). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. (Çev. Ed. H. Aydın). Konya: Eğitim Yayınevi.
- Black, R. (1998). Refugees, Environment And Development. Longman, London, 1998
- Bolay, S. H. (2013). Aşkın Değerler Buhranı, R. Kaymakcan, S. Kenan, H. Hökelekli, Ş. Arslan, M. Zengin (Ed.), Değerler ve Eğitimi Uluslararası Sempozyumu içinde (ss.55-70). İstanbul: Dem Yayınları.
- Börü, N. & Boyacı, A. (2016). Göçmen Öğrencilerin Eğitim-Öğretim Ortamlarında Karşılaştıkları Sorunlar: Eskişehir ili örneği. Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic, Volume 11/14 Summer
- Chua, S. & Sim, J. B. Y. (2014). Crossing boundaries: An exploration of how three Social Studies teachers understand and teach patriotism in Singapore. Citizenship Teaching and Learning, Volume 10, Issue 1, 79-93.
- Creswell, J. W. (2013). Nitel araştırma yöntemleri. (M. Bütün & S.B. Demir, Çev. Edit.), Ankara: Siyasal Kitabevi.
- Crick, E. R. (2012). Farklı Kavramlar Mı, Madalyonun İki Değişik Yüzü mü? Değerler Eğitimi Uluslararası Konferansı içinde (ss.196-202). Damla Yayınevi
- Creswell, J. W. (2013). Nitel araştırma yöntemleri. (M. Bütün & S.B. Demir, Çev. Edit.), Ankara: Siyasal Kitabevi
- Elban, M. (2015) "Ortaöğretim Öğrencilerinin Vatansızlık Tutumları: Ankara İli Kazan İlçesi Örneği". The Journal of Academic Social Science Studies. 35, 451-462.
- Ergen, G. (2006). Eleştirel-Bilinçli Sevgi Eğitimi. Burdur Eğitim Fakültesi Dergisi. 8(12), 144-152.
- GİR, (2017). Göç İstatistik Raporu, Türk Kızılayı Göç ve Mülteci Hizmetleri Müdürlüğü. Temmuz 2017 raporu. <https://www.kizilay.org.tr/>
- Glesne, C. (2013). Nitel Araştırmaya Giriş. (Çev. Ed. A. Ersoy ve P. Yalçınoğlu). Ankara: Anı Yayıncılık.
- Gömlüksiz, M. N., & Cüro, E. (2011). Sosyal Bilgiler dersinde yer alan değerlere ilişkin öğrenci tutumlarının değerlendirilmesi. Uluslararası İnsan Bilimleri Dergisi. 8(1), 95-134.
- Güngör, E. (1997). Ahlak Psikolojisi ve Sosyal Ahlak (2.Baskı). İstanbul: Ötüken Neşriyat.
- Huddy, L. & Khatip, N. (2010). American Patriotism, National Identity, and Political Involvement, American Journal of Political Science, 51(1), 63-77.
- Lactheva, R. (2010). Nationalism versus patriotism or the floating border? National identification and ethnic exclusion in post-communist Bulgaria. Journal of Comparative Research in Anthropology and Sociology, 1 (2), 187-215.
- Kaymakcan, R. (2012). Gençlerin Dini Değerlere Bakışı Türkiye ve Avrupa karşılaştırması. Değerler Eğitimi Uluslararası Konferans Bildirileri (Mayıs 2010) içinde (s.13-30). İstanbul: Damla Yayınevi.

- Merriam, S. B. (2013). Nitel araştırma desen uygulama için bir rehber. (S. Turan, Çev. Edit.), Ankara: Nobel.
- Özensel, E. (2004). Türk toplumunda çocuğun yetiştirilmesinde annenin rolü: Konya ili örneği. Değerler Eğitimi Dergisi, 2(6), 77-96.
- Myers, N. & Kent J. (1995). Environmental Exodus: An Emergent Crisis in the Global Arena. Washington D.C: The Climate Institute
- Özensel, E. (2007). Liseli Kız ve Erkek Öğrencilerin Değer Yargıları. Değerler ve Eğitimi. R. Kaymakcan vd.(Ed). Değerler ve Eğitimi (743-772). İstanbul: Dem yay
- Parker, C. S. (2009). Symbolic versus blind patriotism. Political Research Quarterly Online First, Volume 20, Issue 10, 1-18.
- Patton, M. Q. (2014). Nitel Araştırma ve Değerlendirme Yöntemleri (Çev. M. Bütün, S.B. Demir), Ankara: Pegem Akademi.
- Tosun, A., Yorulmaz, A., Tekin, İ. & Yıldız, K. (2018). Mülteci Öğrencilerin Eğitim Sorunları, Eğitim ve Din Eğitiminden Beklentileri: Eskişehir Örneği. Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi, 2018, 19(1), 107-133
- Yin, R.K (1984). Case Study Research: Design and Methods. Sage Publications, Beverly Hills, California.
- Yıldırım, A. & Şimşek, H. (2013). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. (9. Baskı). Ankara: Seçkin Yayıncılık.