Reflections of Urban Poverty on Education from the Perspectives of School Administrators*

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Abstract: This study aims to reveal the opinions of school administrators working in disadvantaged schools in Mugla city center (Mentese) about the reflections of urban poverty on education. The study was designed as a case study, one of the qualitative research models. The study group included 15 school administrators from three secondary schools and four primary schools in Mentese's disadvantaged neighborhoods. The data were obtained through face-to-face interviews with school administrators using the interview form developed by the researchers. Data were analyzed using descriptive analysis and content analysis. The results obtained from the research show that urban poor students may have risky behavioral patterns, they generally experience failures in academic terms, their parents cannot provide sufficient support for their education processes, the schools they attend have to cope with a lack of opportunities, and that this lack can create an obstacle to the support that can be provided to the urban poor children.

Keywords: Poverty, urban poverty, urban poor students, disadvantaged schools, school administrators

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Introduction

Urban poverty is a phenomenon that emerges as a result of the industrialization process, the evolution of production forms from labor-centered production to machine-centered production, and the emergence of the associated new forms of social organization. It is primarily the result of the unequal development process of capitalism. In terms of their services, cities provide greater opportunities to their residents than rural areas. In addition to institutional services such as education, health, security, and transportation, infrastructure services such as clean water, sewage, and social, cultural, and sports activities provided to households are improving. However, it is not possible to say that all city residents benefit equally from the existence and diversity of these services and opportunities in cities. People who migrated from villages to cities in search of employment were forced to continue their lives while earning significantly less than the rest of the town due to the precarious working conditions created by the neoliberal policies of the states (Beyazt, 2020). Income deprivation brought about issues such as the inability to meet basic life needs, the inability to access opportunities offered by the urban environment, the separation of living spaces, the inability to integrate into society, and exclusion. The aforementioned problems resulting from urban poverty have a significant impact on children. Specifically, malnutrition, inadequate living conditions, inability to access quality education and exclusion from the educational process make children susceptible to economic and social risks as adults (Kahraman & Sallan Gul, 2015).

Almost everywhere in the world, urban poverty impedes the healthy development of children as privileged members of society and their integration into the community in which they reside (UNICEF, 2002). The average proportion of children living in poverty in OECD nations is 12.8%. More than twenty percent of children in Chile, the United States of America, Israel, Costa Rica, and Turkey live in poverty (OECD, 2021). Poverty has a negative impact on children's physical, mental, emotional, and behavioral health and development, as well as their academic and professional success (Yoshikawa, Aber & Beardslee, 2012). In this sense, it is a matter of children's rights. Obviously, the severity of poverty and how it is experienced can vary from child to child. Conditions such as the characteristics of the parents, the child's living space, the number of siblings, the social environment, the support mechanisms he possesses, and the characteristics of the child's neighborhood can influence the effects of poverty. In addition, internal variables such as resilience, gender, and age of children influence their responses to poverty (Anasuri, 2017). Another factor to consider when discussing urban poverty is the relative level of poverty. Even if absolute deprivation of children is eliminated, having a lower standard of living, education, health, and nutrition

opportunities than their city-dwelling peers will limit their future opportunities (Stewart & Okubo, 2017). As can be seen, the effects of urban poverty on children are intertwined with numerous factors, each of which can produce varying degrees of effects individually or collectively (Anasuri, 2017). To determine the effects of urban poverty on children, collecting information from the children's immediate environment, such as their parents, friends, teachers, and school administrators, who directly observe their lives is necessary.

Although there are differences in the circumstances that countries face when attempting to combat child poverty, there are also commonalities. One is to support families financially so that children have the minimum income necessary to realize their potential. The other is to help children's exit from the cycle of poverty by providing accessible and high-quality nutrition, health, and education services (Stewart & Okubo, 2017). Obtaining quality education services appears to be the only way out of poverty for urban poor children, excluding situations of absolute deprivation that states can remedy through implementing social policies. At this time, it is crucial that schools, particularly in disadvantaged areas of the city, are fully equipped and qualified. It is crucial that teachers and school administrators have a strong understanding of the issues facing students who are disadvantaged due to urban poverty. In addition to their legal and regulatory responsibilities, Kondakc et al. (2016) assert that school administrators and teachers should be responsible for promoting social justice. Additionally, communication and cooperation with the family should be intensified in these schools, and the school should serve as a conduit for all of the child's needs (Walsh et al., 2014). However, teachers at these schools experience burnout and administrators are generally hesitant to work due to a lack of resources and the problems arising from the students' poverty (Jackson, 2005).

Schools are confronted with a variety of complex issues in regions where urban poverty is severe. Malnutrition, inadequate health services, high illiteracy rates, low education levels, and criminal activities involving substance abuse are common obstacles school administrators must frequently confront. However, teachers in such schools often encounter issues such as frequent school transfers, student absenteeism, and a lack of discipline (Jacobson, 2008). In Ozcan, Balyer, and Yldz's (2018) research on the leadership behaviors of school principals working in disadvantaged urban areas, it was discovered that poor students' self-confidence, motivation, nutritional deficiency, and lack of book reading, as well as issues such as absenteeism, not listening to the lesson, violence, and substance abuse, were associated with behavioral issues. In addition, they emphasized that these schools are inefficient in terms of infrastructure and finances. When the indifference of families and the inadequacy of the leadership capacity of school administrators are added, student failure is a natural consequence (Ozcan, Balyer, and Yildiz, 2018).

As previously mentioned, urban-poor students frequently lack family support in school-related matters. This situation may also be the result of parental indifference and/or a lack of education. According to TUIK data from 2021, there is a positive correlation between education level and income level in Turkey. According to data from 2020, the average annual income of illiterate and non-graduate families was 16,785 TL and 22,936 TL, respectively, while the average annual income of college graduates was 63,080 TL. In tandem with the low level of education, urban poor families provide inadequate support for the academic development of their children. In the Ministry of National Education's report on the results of the central exam for the Transition to High School System (LGS) in 2022, for instance, it was determined that the parents' educational level correlates with the success of their children (MEB, 2022).

Many other studies have identified the relationship between poverty and student achievement (Lee & Burkam, 2002; Lacour & Tissington, 2011; Miller, Votruba-Drzal, & Coley, 2019). The results of PISA, an international exam administered by the OECD, indicate that a student's socioeconomic status significantly impacts their success. This exam determines the socioeconomic level by considering the student's economic, social, and cultural background. The variables in the calculation are the parent's level of education, occupation, educational resources at home, and various other tools (TEDMEM, 2018). For instance, according to the PISA 2018 results, there is a 76-point gap between the reading scores of the top socioeconomic quarter and the bottom socioeconomic quarter in Turkey (OECD, 2020). This difference roughly indicates an education gap of slightly more than one school year among students in the same class. A further finding of the PISA 2018 results for socioeconomically disadvantaged students is that these students have a lower sense of school belonging than students with a high socioeconomic status (Kose, 2020).

However, the implementation of support mechanisms to be provided to poor students, particularly through various strategies to be implemented at the classroom, school, and district levels, may assist them in achieving academic success and closing the learning gap between them and wealthy students (Lacour & Tissington, 2011). Positive school climate in the OECD report primarily refers to the success of students from disadvantaged socioeconomic backgrounds. The instructor and student relationship is the variable under consideration (TEDMEM, 2018). This study is a cornerstone of the data gathered from the microsystems of poor students (Bronfenbrenner, 1977) as part of a TUBITAK project on the effects of urban poverty on education. This study aimed to elucidate the effects of poverty on students in schools by eliciting the opinions of school administrators in low-income areas, and to contribute to the use of data obtained in intervention studies. As stated previously, the success of poor children in school increasingly determines their future profession, income, and ability to become happy and successful adults by achieving social mobility (Lee & Burkam, 2002). The impact of school

climate and teacher variables on urban poor students necessitates making them visible in all aspects of their disadvantaged urban poverty-related status. Schools will only be able to meet the needs of urban poor students if they carry out interventions in this manner. At this time, the study's findings will be able to inform both micro and macro-level practices, allowing the school to regain its impact on social mobility.

Aim of the Study

This study aims to identify the educational challenges urban poor students face and propose solutions based on the perspectives of school administrators. As a result, the research sought answers to the following questions:

1. What are the school-related behavioral patterns of urban poor students?

2. How academically successful are urban poor students

3. What are the characteristics of the parents of urban poor students?

4. What practices does the school implement for the urban poor students?

5. What do schools in areas where urban poverty is severe require?

Method

The research was designed utilizing the case study methodology of qualitative research. Case studies are the researcher's in-depth examination of one or more persons, processes, activities, programs, or events (Creswell, 2003). Case studies are used to do research in a real-world setting by examining an individual, organization, issue, or event (Yin, 1984; Bassey, 1999; Sarantakos, 2005; Gay, Mills & Airasian, 2009). In accordance with the goal of the research, a qualitative research approach was utilized in this study, and the views of school administrators regarding the challenges urban poor children face at school and the remedies to these problems are discussed.

Participants

This research was conducted during the fall semester of the academic year 2021-2022. The research employed the "similar (homogeneous) sampling" technique, one of the purposive sampling techniques. The purpose of this study is to collect a small, homogenous sample to identify a distinct sub-group (Yildirim & Simsek, 2005). The study group consisted of 15 school administrators from the Mentese district of Mugla Province, including seven school principals and eight assistant principals. The city's high-income level significantly impacted the selection of Mugla Province for an urban poverty study.

According to TUIK (2022) data from 2021, Mugla is one of the provinces with the lowest absolute poverty. This circumstance widens the income gap between the rich and the poor, causing the city's poor to feel their poverty more keenly than the rest of the city. According to the data provided by Endeksa, a platform that provides data analysis on real estate valuation, Mugla is the province in Turkey with the highest rental value. According to data released in April 2022, the annual rent increase in Mugla is 161.4%, and the average rental price is 6,416 TL (Endeksa, 2022). Even if only rental prices are considered, it is evident that living in Mugla is more difficult for the urban poor with minimum wage income or less than in other cities.

 Six of the schools where the studies were conducted were identified through interviews with the Mula Mentese District Directorate of National Education. The Mentese District National Education Directorate's study data on risky schools were evaluated according to the purpose of the project, of which this study is a part, and six schools in the city center were included in the study. Furthermore, before this study, in interviews with families living in urban poor neighborhoods in Mula Province, families were asked about the schools they sent their children to, and as a result of the analysis of these data, one more school in the city center was included in the research, making a total of seven schools studied. The study group consisted of school administrators who worked in the aforementioned disadvantaged schools and agreed to participate in the research and were willing to work. All school administrators were interviewed in person, and the interviews were taped. Ten of the managers interviewed are male, while five are female. 11 of the school administrators have a bachelor's degree, and four have a master's degree (2 school principals and 2 assistant principals). Their management experience ranges from 10 to 20 years.

Data Gathering Instrument

In order to collect information for the research, a questionnaire of eleven questions was created. The interviews with semi-structured questions are neither as rigid as those with completely organized questions nor as flexible as those with unstructured questions; they fall somewhere in the middle. In this study, semi-structured interviews were utilized due to their adaptability for the researchers. In addition to ensuring that the questions were understandable, the interview questions produced by the researchers adhered to concepts such as being multidimensional and not leading the participant (Bogdan & Biklen, 1992). With the questions, it was hoped to gain a thorough understanding of the school administrators' perspectives on the subject of the study. Before formulating study questions, the pertinent literature was reviewed, and the opinions of school administrators were solicited. The interview form, which the researchers created, was reviewed in conjunction with field expert speakers. Thus, efforts were made to assure the content

validity of the questions in accordance with the opinions and suggestions of both school administrators and area experts. Two school officials made a preliminary application to assess if there was a problem understanding and responding to the form's questions. This application's collected data was not included in the study. The interview questions were on identifying the academic and behavioral issues of disadvantaged students, school-parent relationships, the opportunities provided by the schools for these pupils, and their needs. To serve as a model for the questions posed to school administrators regarding the behavioral issues of urban poor students: "What are the behavioral problems in the classroom or school related to the disadvantaged students due to urban poverty?"; "What do you do to solve the behavioral problems of these students?"; "The school needs to create various opportunities (psychological support mechanisms, etc.) to address the behavioral issues of these students." If so, what impediments exist?

Data Collection Procedure

An appointment was made with the school administrators to collect the data, and the interviews were conducted at their respective schools at the appointed time. One of this study's researchers conducted each of the interviews (responsible author). Another researcher accompanied the interviewer to take field notes during the interviews. In the interviews with school administrators, care was taken to ask questions neutrally. The managers' voices were recorded during the interviews, which were conducted with the participants' permission. All school administrators consented to the audio recordings being made. Participants were informed that the collected data would be used solely for scientific purposes and that their real names would not be used in the study, thereby protecting their identity information. In addition, the participants were informed of the significance of providing truthful responses to the research questions posed to them. The principal interviews lasted a total of 128.21 minutes, while the assistant principal interviews lasted a total of 176.37 minutes. The total duration of all interviews was 304.58 minutes. During the interviews, he took care not to be directive, deviate from the purpose of the interview's content, and give each participant equal speech and time (Krueger & Casey, 2000; Yildirim & Simsek, 2005). The decomposition of the data obtained via voice recording yielded 110 pages of information. The transferred data in the computer environment have been prepared for analysis.

Ethical Concern

The researchers' individual opinions have not strictly guided the research process. Each participant was informed of the purpose and nature of the research, and school administrators signed informed consent forms attesting that their participation in the study was voluntary. While informing the

participants, they were assured that they could withdraw from the study at any time and that their data would not be used if they did not wish for it to be. In addition, the participants were informed that the data collected would be used in scientific studies and that their identities would not be revealed. Data from primary schools were coded as PT1, PT2,..., and data from secondary schools were coded as OO1, OO2,... In the analysis, the principals' and vice principals' opinions were coded as OM1..., OOM1..., and as O1My..., OO1My..., respectively. Although codes were used in place of the names of school administrators, the information was not provided by matching with the codes of the administrators, because providing the personal information (seniority, gender, undergraduate or graduate degree, etc.) in tabular form to the assistant principals could reveal the names of the schools and administrators.

Data Analysis

In the analysis of the research data, descriptive analysis and content analysis were used in concurrently. First, the data were carefully read, and notes were taken to determine which of the themes (question titles in the research's aim section) determined at the start of the research was related to the participants' statements. Then, for each purpose of the research, these notes on the research data were written one under the other, grouped according to their similarities, and coded. The coding process was carried out following the stages of finding themes, rearranging the data according to the themes and codes, and interpreting the findings, and a flexible approach was demonstrated in terms of the originality of each qualitative research. The coded expressions were then carefully examined, rearranged based on their similarities and differences, and any expressions that were unrelated to the subject area were removed. The coded statements were reviewed regarding the researchers' questionnaire, arranged with appropriate expressions, and created themes. Despite their differences, emphasis has been placed on the fact that they form a meaningful whole within themselves and can explain and represent the research data. The themes discovered through data analysis are presented in the Findings section (Figure 1). Direct quotations are used from time to time in the presentation of the data obtained from the interviews in order to clearly reflect the views of the school principal and vice principals. The criteria of striking (different opinion), explanatory (conformity to the theme), diversity, and extreme examples were tried to be taken into account for the selection of citations in the data presentation (Unver et al., 2010).

Reliability

The research's reliability was ensured by conducting independent investigations on issues and themes with the researcher and a field expert, and then revealing instances where consensus was reached. In the last phase,

the expression groups and data collected in this manner were evaluated and analyzed, and the themes were finalized. Prior to this point, the focus was on the original arrangement of the themes and not on the researchers' individual interpretations. By combining the codes, content analyses of the themes that constitute the primary findings of the research were conducted. Aside from this, efforts have been made to increase the research's credibility through expert review, participant confirmation, and extensive data description. In addition, exact citations of participant opinions were used.

Findings

In this section, the results of the analysis of the opinions of school administrators are presented by categorizing them according to the themes: the behavioral patterns exhibited by urban poor students, their academic life, parent profiles, the practices carried out in the schools, and the needs of the schools. All sub-themes obtained within the scope of these themes were compiled and presented to the reader in Figure 1.

Figure 1.

Themes and Sub-Themes Regarding the Reflections of Urban Poverty on Education

School Administrators' Perspectives on the Effects of Urban Poverty on Education				
Behavior patterns of urban poor students	***Academic life of urban poor students***	***Parent Profile***	***School-based practices***	***School needs***
Inability to join friend groups,	Low academic achievement,	Negligence,	Clothing and stationery supplies	Financial problems
Introversion/silence,	Lesson equipment deficiencies,	Difficult working conditions for the parent,	Financial support,	Deficiencies in educational environments,
Feeling of deprivation,	Coming to school hungry	Sepatrated family,	Home visits, parent meetings,	Shortages of support staff,
Inability to express oneself,	No interest into lessons,	Psychological difficulties,	Focus on social and athletic activities,	Shortages of guidance teacher.
Experiencing a burst of energy,	Responsibilities at home,	Inadequate communication abilities,	Free support courses,	
Anger management,	Inadequacies in the working environment,	Low self self-esteem,	Enhancing school-based social spaces**.**	
Billingsgate,	Parental negligence,			
Peer bullying,	Lack of academic and cultural support.			
Substance abuse,				
Jealousy,				

Behavioral Patterns of Urban Poor Students

The behavioral patterns observed by school administrators in urban poor students were one of the topics explored within the scope of the research. Administrators concur that these students exhibit specific behavioral patterns. Although administrators occasionally observed similar behaviors in other students, they stated that poverty was primarily to blame for the students' problematic behaviors and that they frequently encountered these behaviors or ways of thinking. According to school administrators, these students typically exhibit social difficulties. This condition manifests itself as isolating oneself from other friends, inability to express emotions, introverted personality, and inability to join friend groups. In addition, these students exhibit deprivation-related behavioral issues such as hyperactivity, inability to control anger, abusive speech, peer bullying, substance abuse, and jealousy. Below are some of the perspectives of school administrators on the topics mentioned above.

IOM3 "...During recesses, they become quieter and retreat to their corners. There are few friend groups. "They even have a friend shortage."

OOMy7 "...*a significant proportion of students with whom we already have behavioral issues come from socioeconomically disadvantaged families.*"

Children become introverted as a result of unmet needs. They experience the psychology of defeat and oppression on a psychological level. "They bring this up with various defense mechanisms and attempt to keep it on the agenda."

OOM5 *"These students are naturally reluctant to ask questions when they do not understand something, for example, in the classroom."*

OMy1 *"...they become extremely irritable; such children want to express themselves in some way, or they have extreme behavioral disorders; they are either extremely irritable, extremely irritable, angry, or very vague." Some introverted children are unable to express themselves and do not wish to be seen."*

IOM7 *"There is a compatibility issue. They attempt to apply what occurs at home to their schoolmates physically."*

IOMy2 *"There are situations such as quarreling, using foul language, jealousy, inability to join the group, and exclusion from the group."*

IOM1 *"Such issues typically arise with separated (poor) children. Why are we living? The child reflects the rage of the parents towards one another."*

OOMy5 *"Typically, I reflect on students who have conflicts with their peers or disrupt the classroom environment."*

OOM4 *"Now, such children frequently desire items that others lack; they will eat and dress.*

IOMy3 *"There are not too many discipline issues at the elementary school level. Upon entering middle school, this level becomes slightly more apparent. Addiction is equivalent to bullying by peers. So, let's just say we live alone."*

Academic Life of Urban Poor Students

One of the prominent findings of the study regarding the academic life of urban poor students was that these students exhibited low academic achievement. However, there have also been school principals who witnessed that some students exhibited academic resilience and demonstrated high achievement, albeit a small number of them. However, every time they talk about this situation, they emphasized that the number of students who show resilience is relatively low compared to the others. The opinions of some of the school administrators who expressed their opinions on the subject are presented below.

OOM5 *"Incomparably less successful than their peers."*

IOM6 *"Academic accomplishments are low. Absolutely, he never participates academically in class."*

IOMy1 *"Therefore, they may not differ in terms of intelligence, but they do differ in terms of success, as they do not benefit equally from education or opportunities. There are also variations in terms of achievement. Concerning self-expression and self-disclosure...*

IOMy3 *"Therefore, allow me to say the following. Yes, we observe that low-income students have a slightly lower achievement level. I can say that our higher-income students perform slightly better in school, but I cannot generalize."*

IOM3 *"For instance, students with favorable socioeconomic and cultural backgrounds who received tablet-based distance education were more successful than those who did not." Students with disadvantages lag behind their peers. Internet, tablets, computers, and home environments, rooms, and study rooms for these students have always been in poorer condition than those of other students. "There were also disadvantaged students who did not experience this, but took advantage of the opportunity and rose to the top, but they were rare."*

According to IOM3, one of the issues cited in the academic lives of urban poor students was a lack of course materials. Some school administrators viewed this circumstance as a cause of academic failure, whereas others identified it as one of several problem areas. They also stated that these students did not care about the lessons and rarely attended class.

IOM7 *"The lack of equipment in the vehicle will, of course, affect his academic success"."*

IOMy7 *"Yes, when their socioeconomic status is low, they have difficulty accessing the material. "This has a negative impact on academic achievement."*

OOM5 *" Obviously, they have financial, tool supply, and other obstacles. Surely there are pupils that arrive in the morning who are hungry. There are even those that care about their siblings.*

OOMy5 *"They are experiencing academic difficulties, sir." Because these students have a problem with school attendance, they are not monitored in the first place."*

IOM6 *"They are never in the classroom; they are in a separate environment (mentally). They never attend class and never pull out their notebook or book. As soon as the teacher says "Take out your book and notebook, we will write this," they usually say "I forgot." However, the game is already won.*

In addition to the aforementioned lack of course materials and equipment, OOM5 emphasizes the fact that some students arrive at school hungry and with additional responsibilities at home. Additional school administrators

shared the same sentiments. In addition, they reported that the conditions under which they work at home are deplorable, and that their parents do not do enough, or sometimes do not care enough, to help them with school and culture.

OOMy5 *"Will you participate in a class or activity?" When asked, he states, "I have a brother to care for at home." They carry obligations. The school occupies a very minor position among them, and it may not even be significant in the majority of cases."*

IOM1*" Since they do not have desks in their homes, children's working conditions are unsuitable. On the floor mat, the child is seen eating."*

OOM4 *"It is difficult for families from disadvantaged backgrounds to provide support for education at home." This is due to the family's economic difficulties, which causes them to worry about life, work, and spend less time with the child. Therefore, the lack of family support is the greatest obstacle to academic success.*

IOMy6 *"The learning level and willingness to learn of the student who is followed up on increase. Likewise, success is increasing. Let's say that this is our children's biggest academic problem, or one of the problems they cannot overcome: our parents' readiness for education.*

OOMy4 *"When a student demonstrates academic deficiencies in the classroom, additional support may be necessary. This lack of external reinforcement may cause them to fall slightly behind in their lessons."*

IOMy3 *"Therefore, in my opinion, one of the most significant academic problems is that parents do not attend school, cannot communicate with the teacher, and cannot care for their child because they lack complete information about their child."*

IOM7 *"Our parents are typically primary school graduates. In our school, mothers typically care for their children. Approximately 70% are mothers, while 30% are fathers. The parent's education level is low, their financial situation is poor, and this has nothing to do with the child... The parent has no idea how to care for the child. For instance, he believes that everything (necessary information) is only accessible through state-issued books.*

Parent Profiles of Urban Poor Students

The school administrators' attitudes toward the parents of urban poor students indicated that they had various problems in this regard. Generally, school administrators complain about the disinterest of parents towards the school. Some school administrators stated that despite their best efforts, they could

not attract parents to the school. Below are some of the managers' opinions on the subject.

OOM5 *"Unfortunately, parental participation is weak. This is due to indifference. Complete disinterest Now that we've given up, "What's the harm in going to this one?" In their minds, parents hold this perspective. "What will result from this? What benefit will it provide? Why am I simply wasting time?"*

OOM4 *"These families have limited contact with the school. Once or twice a year, he comes forcibly if we don't call him."*

OOMy4 *"We are having difficulty. We are struggling unbelievably." Believe me, calling a parent three or four times can leave me extremely exhausted. When we hold a parent meeting, many parents do not attend.*

IOMy7 *"As previously stated, this is not due to a lack of financial resources. Here is another disadvantage: parents who are indifferent. Most of them lack formal education. Obviously, there are communication issues with parents. Whenever possible, we schedule meetings on Thursdays, assuming parents can attend. Because they travel from the village to the city for the market. We are attempting to seize this opportunity. As stated, however, there is no outcome that a unilateral effort can alter."*

According to school administrators' opinions, many parents do not attend school regularly because of their demanding jobs. In addition, they reported that broken families have difficulty allocating time for their children and that they view the school not as an educational institution but as a provider of child care services. They stated, however, that they observed psychological issues and a lack of self-confidence in some parents due to a lack of communication skills and poverty, all of which posed a barrier to their communication with the parents.

IOM2 *"These are the families we see in our neighborhood, particularly those who have immigrated from elsewhere, have a lower level of education, or work in low-paying occupations. Consequently, those who work more but earn less... As their financial concerns increase, they spend less time with their children."*

IOM3 *"95% of our school's visiting parents are women... We cannot effectively communicate with our parents. Families that are no longer together are especially susceptible to communication problems. They view the school as the focal point, leaving their children entirely under our care." The majority of parents are indifferent and irrelevant."*

IOM6 *"There is communication with the parents, but I am unable to obtain any outcomes. I have a few communication issues with our parents, but they are*

not particularly effective for us. I believe they should receive psychological assistance."

IOMy1 *"Obviously, we have a problem with communication... Therefore, students are similar to... parents. It is either extremely, extremely, extremely apologetic, and there are parents of the whimsical type, so to speak, by apologizing, or it is extremely, extremely, extremely faint "*.

OOMy5 *"When C's guardian arrives, and we are unable to communicate with him, what should the child do? Your father lacks a telephone. You'll never locate it. Thursdays are the only day a shoeshine location is open. There are Thursdays visible there.*

IOMy3 *"Due to the parent's financial hardship, the child may view himself as secondary and attends school infrequently. Additionally, families can see themselves in the background. Here, students are reluctant to attend school because our financial situation is poor. Occasionally, they are hesitant to meet with a teacher. "When this occurs, there is a communication breakdown."*

School-based Practices

Some of the school administrators, when asked what they do to combat the poverty of their students, responded that they provide stationery, clothing, and financial assistance. In some schools, home visits strengthen interaction with parents, provide guidance, and boost students' self-confidence. Additional noteworthy practice is an effort to make the school environment appealing to students.

IOM2 *"Generally, we have problems with resources that reflect our brand. In other words, notebooks, pens, and miscellaneous clothing are the components of education. These disadvantaged students have clothing needs, which we address. Our Parent-Teacher Association is beneficial. "There are charitable citizens who inform us"*

IOMy7 *"This is the practice in schools. On occasion, formal or informal support emerges in or outside of the classroom, depending on the initiatives of the institution administrators and the volunteerism of the teachers; however, informal support is the norm.*

IOMy2 *" The government already distributes our books at no cost. There are no issues with the book. There may be a shortage of notebooks and pens. "If there are shortages of such items, there is a donor in our school, or the municipalities provide it."*

IOMy3 *"Parent-teacher communication is, in my opinion, the most important factor in enhancing academic achievement. The institution provides facilities*

for parents. For example, we do not collect pre-school education fees and asset-approved fees from a child who is entering kindergarten." External support is crucial, and the university can provide reinforcement."

IOMy6 *"In such small schools, the classroom teacher takes center stage. What can a classroom instructor do? Parental interviews are conducted. You are elucidating. If the teacher supports the students, we can increase the children's self-confidence." In the end, those who emerge from them are extremely successful."*

OOM5 *"We visit all students in need. Due to the pandemic, it has been interrupted for a year and a half. They will return home." Here, our counselors meet with their parents individually.*

IOM7 *"Let's discuss the courses: Our school has offered "Support and Communication" courses for the past four to five years. Students are not charged for these courses. The state pays teachers' salaries. In addition to these courses, the public education directorate directs sports and social courses to other courses."*

IOM6 *"I am making every effort to engage children in sports activities. However, our teachers do not wish to assume excessive responsibility. I'll go and do my lesson."*

OOMy4 *"Regarding what we can do for these children in the school environment, we strive for consistency. This is why, for instance, we organize our canteen in a cafeteria-style setting. We organized it in the style of a cafe, not a school cafeteria." We designed it so children can participate in this cafe culture."*

School Needs

The findings of the study concerning the needs of the schools indicated that school administrators were in financial distress at their schools, the budget allocated to their schools was insufficient to cover school expenses, and they were unable to receive support from the parents because the majority of parent profiles were from low-income backgrounds. This situation negatively impacted the quality of the services provided by school administrators, and in this context, they perceived their school to be disadvantaged. In addition, it was stated that their lack of financial resources prevented them from offering scholarships to urban poor students. Below are some of the managers' opinions on the subject.

IOM7 *"Since both the school's financial resources and the parents' potential is limited, the school-parent union is insufficient. I suppose it's okay if I say. Our school is completely disadvantaged."*

IOMy2 *"Scholarships can be awarded to students, but we cannot do so. We cannot because the economic parent profile of our environment is low. We are attempting to improve the school's facilities."*

IOM6 *"I am new to this institution. I had heard that the neighborhood where this school is located in a disadvantaged neighborhood, but only recently have I begun to live there and experience it for myself."*

OOM5 *"Our school is disadvantaged. Already, 25% of our school comprises students from disadvantaged backgrounds, as we are addressing this issue." The broken family consists of orphans, orphans, divorced parents living in different locations, and low-income students."*

IOMy1 *"... the most important factor is obviously materiality. I wish our school had a strong financial position so that we could offer a variety of free services. Money is our biggest obstacle."*

IOM1 *"Yes. We cannot spend much money on the child. Thus, we have a constrained budget. We utilize whatever the District National Education provides, as our budget comes from basic education. We do not possess a hall." We have a small meeting room in the basement."*

In their buildings, school administrators also have access to a gymnasium, a meeting room, etc. In addition to the building's deficiencies, they also complained about the lack of support staff for the building's cleaning and maintenance. In addition, a school administrator stated that abandoned structures around the school threaten students' safety, and that the school has difficulty resolving this issue.

OMy3 *"We have no available meeting space. Obviously, we do not have a gym where we can participate in sports."*

IOMy6 *"Currently, there is financial inadequacy at this institution. As a school, we lack the resources necessary. There is none. We cannot start a club."*

IOM7 *"There is also no servant. We did not have any maids during the summer. Not at the moment."*

OOMy5 *"At first, we have no money. Now we need personnel. There is a need for cleaning. As previously stated, we have an economic issue."*

IOMy7 *"For instance, we have no staff. We are awaiting the appointment and arrival of skurdan. Even when he is present, school continues."*

OOMy4 *"These abandoned homes must be completely sealed off. It is necessary to completely prevent the student from entering. We notify the appropriate authorities. Numerous houses in this neighborhood have not been demolished, and the children are extremely familiar with them."*

The lack of guidance counselors is another issue cited by school administrators concerning school needs. Among these schools, where the majority of students are disadvantaged due to urban poverty, permanent counselors cannot be assigned to those with insufficient enrollment. However, more guidance counselor support is required than most schools.

IOM6 *"This school currently lacks a staff of guidance counselors. They assign teachers to schools that are not within the vicinity of the Guidance Research Center. Send the child to work with his family, our location is unambiguous; they provide their phone number, and we can schedule an appointment at their convenience. Obviously, it would be preferable if they were present."*

OMy3 *"So our school does not have a counselor."*

Our classroom instructors also function as guidance counselors."

IOM7 *"We do not have a guidance teacher; we counsel the students ourselves and divide them into groups."*

IOMy2 *"If we had a guidance teacher, they would demonstrate a more professional attitude than classroom teachers."*

OOMy7 *"There is no guidance teacher provided. Due to the small number of students.**"*

Conclusion and Discussion

Administrators of schools shared their perspectives on the effects of urban poverty on students' educational processes, the behavior patterns of urban poor students at schools, the academic lives of these students and their parent profiles, as well as the support practices for urban poor students at schools and the requirements of schools in this regard. This section discusses the results obtained for the titles mentioned above and the researchers' recommendations.

The study concluded that these children had difficulty socializing with other classmates due to the behavior patterns of urban poor students. It was noted that their actions were either extremely quiet, introverted, and unable of self-expression, or too energetic, aggressive, abusive, and violent. It was believed that this condition was the cause of the socioeconomic segregation within the school. Concerning is the tendency of some pupils to engage in substance abuse owing to their sense of deprivation and exclusion. Cameron (2016) asserted in his study that the fact that impoverished kids have learning

challenges and fail tests as a natural result of their circumstances causes them to be labeled in various ways by other students and even by their teachers, and consequently to feel alienated. In their study, Capistrano, Bianco, and Kim (2016) stressed the correlation between poverty and students' internalized behaviors, such as a preference for loneliness, depression, anxiety, and withdrawal.

In contrast, Hope and Bierman (1998) reported that urban kids exhibit more externalizing behaviors such as hostility, aggressiveness, bullying, ADHD, and substance abuse than rural adolescents. In his study, Liu (2004) also stressed that poverty is a significant risk factor for such externalizing behaviors. Similarly, according to another study, poverty has a major impact on establishing such student behaviors. Nonetheless, spending time with the family through various activities reduces these negative habits (Yeung, Linver, & Brooks-Gun, 2002). This indicates that schools and families should collaborate to resolve behavioral problems.

The results of the study on the academic life of urban poor students revealed that these students had to deal with issues such as working conditions and family relationships, heavy responsibilities imposed by the family on the child, nutritional deficiencies, and material deprivation. Add to this the sociocultural inadequacies of their parents, and students can't receive academic support at home. As a natural consequence of the challenges mentioned above, it was observed that these students were generally uninterested in the lessons, were frequently absent from school, and experienced academic failure. As described in the study's problem section, low academic achievement is one of students' most common outcomes of poverty. In their research, Khanam and Nghiem (2016) emphasized that poverty is a significant factor influencing the cognitive development of children. Therefore, poor students enter the system at a disadvantage relative to their peers. According to Evans (2004), poor children face multiple environmental risks in terms of health, safety, academic and cultural development that stem from their homes and neighborhoods, families, social environment, and schools. According to the report prepared for the fourth-grade Monitoring and Evaluation of Academic Skills (ABIDE) exam, which the Ministry of National Education also administered in 2018, a positive correlation was discovered between the students' scores in all courses and their socioeconomic status, sociocultural status, the resources they had at home, and their parents' supportive attitudes.

On the other hand, significant inverse relationships were found between students' achievement in the lessons and peer bullying and student absenteeism (MEB, 2019). Early childhood education is an additional factor that contributes to reducing the disadvantages of urban poor students in terms of academic achievement. Preschool education has not yet been incorporated into Turkey's compulsory education system. In his study on the

topic, Barnett (1998) concludes that early childhood education has a lasting impact on the academic performance of low-income students.

The results of the study revealed that the parents of urban poor students are the source of numerous issues. In light of this, it was determined that the working conditions of the families were difficult; broken families were common, some of them had psychological or communication issues, some parents had self-confidence issues, and low sociocultural levels accompanied their low educational level. Due to these issues, parents do not or cannot demonstrate as much interest in their children's education as other parents. Atmaca (2021) concluded that the inadequacy of the social and cultural capital of the students' parents and their family problems are among the factors contributing to the perpetuation of student inequality. Additionally, the administrators stated that it was difficult to reach the urban poor parents. Tosun, Ay, and Kocak (2020) reached comparable parental outcomes. In the study conducted by Akbaba Altun (2009), parents of students attributed their children's failures to factors such as domestic unrest, poverty, and inability to assist with their lessons. In the same study, teachers also reported that the low level of parental education, lack of emphasis on education, and failure to fulfill parental responsibilities by closely monitoring their children's school performance had a negative effect on student achievement (Akbaba Altun, 2009). Similar findings in this study regarding the parents of students indicate that it will not be possible to reduce inequalities even if all types of school support are provided to disadvantaged students unless interventions for family-based problems are developed (ERG, 2009).

The outcomes of the school's efforts to support urban poor students are the provision of clothing, stationery, and financial aid through various channels, the opening of free academic and social courses for the students, and the organization of school-family visits with classroom teachers and/or guidance teachers to the students' homes. It has been observed that efforts to strengthen the bond have been made. Obviously, donations only temporarily reduce poverty symptoms and conceal the social policy errors that are the root cause of the issue. Aid distribution risks making it simpler to label students at school. In addition, directing students to social and athletic activities organized by various institutions has contributed to their social and emotional development and physical well-being. In his study, Power (2016) asserts that in addition to having a positive effect on the health and development of low-income students, sport also promotes positive interactions between children, thereby reducing their participation in unhealthy activities (fight, alcohol, harmful substance use, etc.). In addition, it helps children's educational and social development by fostering motivation, concentration, and other learning skills (Power, 2016). In addition to encouraging students to participate in the activities mentioned above, making attractive school spaces such as canteens will promote student socialization. However, it was believed that

these enhancements would not improve the socialization processes unless the issues regarding the students' exclusionary behavior were resolved.

According to the results of the study on the needs of schools in regions where urban poor students are concentrated, these schools faced financial difficulties. This hindered the development of educational environments and the provision of support personnel for the school, and some teachers were less motivated to provide support for poor students. Several studies (Evans, 2004, Kesbic, 2021, Tosun, Ay, and Kocak, 2020) cite these challenges faced by schools in disadvantaged areas. In addition, there may be security issues in the immediate proximity of the school as a result. Due to the low number of students, some schools do not have a permanent counselor, which is another extremely significant finding of the study. Karatas and Baltac (2013) also identified this deficiency in their study. It has been emphasized numerous times in earlier sections that urban poverty has devastating effects on students' physiological, cognitive, sociocultural, and socio-emotional development, and the study's findings confirm this. In this regard, personnel appointments based on the number of students, assuming that the needs of students at each school are comparable, serve no purpose other than to disadvantage schools that require intensive and continuous guidance counselor support. In addition to the support of the guidance counselor, Bayhan (2015) suggests that the practice of the school sociologist is effective, particularly in regional schools where urban poverty is severe. Bayhan (2015) recruits school personnel to determine the family and environmental life of students, to work on school absenteeism, coordinate leisure time activities and socio-cultural activities that can be applied to students, to manage communication processes within the school's environment, and to work on substance abuse and disciplinary issues. According to sociologists, they should be appointed.

In this study, the educational challenges faced by urban poor students in Mugla are examined from the perspective of school administrators. The study's findings revealed that, despite regional differences, the problems these students face in their educational experiences are universal and prevalent in Turkey. As Ergun and Arik (2020) emphasized in their studies, educational processes should not be handled independently of social context and dynamics for students at risk to benefit from education, which is a fundamental human right. Inclusive educational environments should be created where these students feel included and their needs are met. In addition, it should not be forgotten that the prevailing neoliberal economic policies in the world gradually deny disadvantaged children access to quality education, which is a fundamental human right. It is believed that abandoning neoliberal economic policies and adopting equal and fair policies following fundamental human rights and the social state will increase the likelihood that education will become a source of salvation in urban poor areas. According to the findings of this study, the following section contains

researchers' recommendations for practitioners and suggestions for future research.

Recommendations

The following recommendations were developed based on the findings of the research:

1. Families should be included in the relevant and important processes and their awareness should be raised in the studies conducted to address the behavioral issues exhibited by urban poor students in schools.

2. Teachers and school administrators must receive education on urban poverty.

3. Teachers should be equipped with classroom management skills that enable them to manage the problematic behaviors of urban poor students and provide academic support for them.

4. In their first year of college, teacher candidates should be required to take courses on strategies that can be utilized with "at-risk" students.

5. Self-confidence activities should be organized for urban poor students and their parents, particularly to address their internalized behavior.

6. School and regional activities should be organized to increase students' awareness of free time management and instill in them the habit of reading books.

7. Institutions affiliated with the Ministry of National Education and provincial municipalities should collaborate to diversify the cultural and athletic activities organized for students.

8. In addition to adopting social policies that eradicate poverty, it is necessary to assist families in providing their children with the necessary nutrition and living conditions for healthy development. In addition, the appropriate structural changes must be made to ensure that these children receive pre-school education and that all of their educational needs are met.

9. In schools or regions, parents should receive training on effective parenting, communication, children's physical and social-emotional development, and the significance of education.

10. In poor areas, school administrators and teachers should be selected based on their experience, and plans should be made to encourage them to remain in their positions for a long time.

11. The number of teachers in each school should be determined by the school principal, not by the number of students, and there should be enough guidance teachers in schools in low-income areas.

12. The lack of support personnel, buildings, equipment, and all technological tools and equipment should be prioritized for schools in disadvantaged regions.

13. Longitudinal studies should include solutions to the numerous problems urban poor students face.

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