





## Migration, Education, and Adaptation: The Effects of Forced Displacement on Students After Disasters

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### Abstract

This study analyzes the socio-economic, psychological, and academic adaptation processes of individuals who were forced to migrate following the Kahramanmaraş earthquakes on February 6, 2023. In this study, a mixed design combining qualitative and quantitative research methods was selected. Descriptive content analysis and statistical analysis techniques were used as the research design. The findings indicate a decline in students' academic performance, an increased risk of social exclusion, and a lack of psychological resilience. The study emphasizes the need to develop educational policies and strengthen social work mechanisms for students who migrate after disasters. provided.

**Keywords:** Earthquake, migration, school social work, education, social policy.

## Introduction

Disasters profoundly disrupt the social, economic, and psychological balance of individuals and communities. Large-scale earthquakes, in particular, not only cause physical destruction but also trigger forced migration, fundamentally altering individuals' lifestyles (Hasibuan & Wirawan, 2024). Social problems that arise after an earthquake can profoundly change the lives of individuals and communities. In this context, the role of social workers is to ensure social solidarity after the disaster, support individuals who have experienced trauma, and contribute to the rebuilding of communities (Firat, 2022). Especially in countries like Türkiye, which are located in active earthquake zones, the importance of social services becomes even



more apparent. Earthquakes bring about many issues such as forced migrations, social inequalities, and psychological traumas (Türk & Kaya, 2023). Individuals who migrate after disasters face multifaceted challenges in adapting to their new environments, including economic uncertainties, social exclusion, and psychological trauma (Baraldo & Di Franco, 2024). This process can have critical impacts on the developmental and academic success of children (Wu, 2021).

During the process of forced migration, children's education is often disrupted. Differences in school systems in the regions to which they migrate, difficulties in adapting to new social environments, and the impact of psychological trauma on academic performance negatively affect students' educational processes (Xiang et al., 2023). While the long-term effects of post-disaster migration on individuals have been examined in the literature, there is a need for more research specifically focusing on the educational and psychosocial adaptation processes of children. In this context, school social work practices include:

**Crisis Intervention and Trauma Support:** In situations of crisis occurring at school or in students' lives (e.g., natural disasters, domestic violence), immediate intervention and trauma support are provided. These services help students and their families cope with crisis situations. **Referral to Community Resources:** Referral services are offered to ensure that students and their families have access to the community resources they need (e.g., healthcare services, food banks, housing assistance). The history of school social work practices can be traced back nearly a century. Although school social work, which is currently implemented in 53 countries, has gained popularity in recent years, it has not yet found a foundation for implementation in Turkey (Güneş, 2021). Currently, services to applicants are provided through Social Work Centers.

On February 6, 2023, Türkiye was shaken by two major earthquakes centered in Kahramanmaraş, forcing millions of people to leave their homes. A significant portion of those affected by the earthquake migrated to cities such as Konya, Ankara, Istanbul, Gebze, Tekirdağ, and Mersin. This wave of migration has brought about personal challenges related to adapting to new environments, as well as societal issues that need to be addressed by educational systems and social support mechanisms. Migrating students face difficulties such as academic losses, lack of teacher support, and social exclusion while trying to adapt to new school environments.

The primary aim of this study is to analyze the socio-economic and psychological conditions of individuals who were forced to migrate following the Kahramanmaraş earthquakes on February 6, 2023, and to understand the adaptation processes of middle school students to their new environments. This study, conducted using a mixed research method, aims to fill the gap in the literature by evaluating the impact of post-disaster migration on educational processes. The findings are expected to contribute to the development of post-disaster migration policies and the creation of more effective support mechanisms for migrating students.

## ***Literature Review***

Post-disaster migration represents not only a spatial change for individuals and communities but also a complex process requiring psychological, economic, and social adaptation. This process presents significant challenges in terms of psychosocial resilience, socio-economic conditions, and integration into the educational system of migrating individuals (Hasibuan & Wirawan, 2024). Existing literature examines the long-term effects of post-disaster migration on individuals, but highlights the need for more research specifically on the academic and psychosocial adaptation processes of children.

### ***Post-disaster migration and psychological adaptation***

One of the greatest challenges for individuals migrating after disasters is maintaining psychological resilience. Post-traumatic stress disorder (PTSD), anxiety disorders, and depression are among the most common psychological effects of this process (Wu, 2021). Research indicates that children, in particular, have limited access to psychological support after trauma, which can negatively impact their academic performance (Xiang et al., 2023).

A study by Huang et al. (2022) underscores the need for psychosocial rehabilitation programs for children migrating after disasters. The lack of social support mechanisms increases feelings of loneliness and decreases academic motivation. Similarly, a study by Tan et al. (2021) reveals that children migrating after disasters experience more discrimination in school environments and that their social integration processes take longer compared to their non-migrating peers.

In this context, the literature emphasizes the need to establish holistic support systems to enhance the psychological resilience of individuals migrating after disasters. However, in the context of Türkiye, more research is needed to determine the effectiveness of such mechanisms and the policies that support this process.

### ***Socio-economic challenges and obstacles faced by migrants***

For individuals migrating after disasters, economic insecurity is one of the greatest obstacles encountered when starting life in a new city. High rental prices, difficulties in finding employment, and inadequate social assistance are among the factors that delay the socio-economic adaptation processes of individuals (Zhou & Deng, 2021).

A study by Hou and Wu (2020) reveals that the loss of economic independence among individuals migrating after disasters weakens their sense of social belonging. This situation makes migrating individuals vulnerable not only economically but also psychosocially. Baraldo and Di Franco (2024) emphasize that access to housing, social assistance, and employment opportunities for individuals migrating after disasters should be sustainably supported by state policies. However, the effectiveness of these mechanisms in the migration wave following the 2023 earthquakes in Türkiye remains uncertain.

In this context, there is a limited number of studies examining the economic vulnerabilities of post-disaster migrants in Türkiye, and there is a need for research evaluating the long-term effects of existing social policies.

### ***Education and the academic adaptation process***

One of the greatest challenges for migrating students is continuing their educational processes and adapting to new school environments. The literature indicates that the academic performance of children migrating after disasters decreases, and the risk of social isolation increases (Serter & Ayalp, 2024).

Studies, particularly in the context of the education system and teacher support, reveal that migrating children have limited access to psychological and academic support mechanisms. Huang et al. (2022) suggest that teachers should undergo awareness training for migrating students and that increasing special guidance services in schools can positively impact academic success.

A study by Tan et. al (2021) shows that the integration difficulties experienced by migrant students in their educational processes directly affect their long-term academic performance. This finding emphasizes the need for more support for migrant children in educational environments and the creation of special programs for these children in teachers' pedagogical approaches.

In the context of Türkiye, there are limited studies examining the challenges faced by students migrating after disasters in their educational processes. Therefore, topics such as changes in academic performance, social adaptation processes, and the impact of teacher support on migrant students need to be addressed in more detail.

### ***Post-disaster policies and social support mechanisms***

State policies and social assistance mechanisms that support the adaptation processes of individuals migrating after disasters play a critical role in managing this process. A study by Samad et. al (2021) emphasizes that post-disaster state interventions should not be limited to short-term housing assistance but should also include long-term economic and psychosocial support programs.

Parida and Rahaman (2021) argue that strengthening state-civil society cooperation is necessary to enhance community resilience after disasters. While the literature indicates that post-disaster support programs should be sustainable, there are limited academic studies examining the long-term effects of these policies in Türkiye.

In this context, there is a need for more research examining the impact of social policies implemented after the 2023 Kahramanmaraş earthquakes on the adaptation processes of individuals in Türkiye.

### ***Summary and research gap***

The existing literature comprehensively addresses the psychological, economic, and educational challenges faced by individuals migrating after disasters. However, studies

focusing on students migrating after the 2023 Kahramanmaraş earthquakes in Türkiye are limited. Specifically:

- Changes in the academic performance of students migrating after disasters,
- Long-term effects of social adaptation processes,
- The inadequacy of psychosocial support programs needs to be examined in more detail.

This research aims to fill this gap in the literature by examining the impact of post-disaster migration on educational and social adaptation processes in Türkiye. By providing recommendations to enhance the academic success of migrating children, it aims to contribute to the development of post-disaster education policies.

## **Methodology**

In this study, both qualitative and quantitative research methods were used to deeply examine the experiences of individuals forced to migrate after disasters, particularly middle school children, in their educational and social adaptation processes. The research design utilized descriptive content analysis and statistical analysis techniques.

## **Research Design**

This research is based on a mixed-method approach. In the qualitative research, semi-structured in-depth interviews were conducted with migrating families and students, while in the quantitative research, surveys were administered to middle school children to collect data on their academic and social adaptation processes post-migration.

- **Qualitative Data Analysis:** Themes such as migration process, psychological effects, socio-economic status, and academic adaptation were identified using content analysis methodology (Braun & Clarke, 2012).
- **Quantitative Data Analysis:** Data obtained from surveys were evaluated using percentage-frequency analyses and cross-tabulations.

This combination of methods provided a comprehensive evaluation of the effects of the migration process on individuals.

## **Study Group and Sample Selection**

The study group consists of adults and middle school students who migrated to different provinces after the Kahramanmaraş earthquakes on February 6, 2023. Using purposive sampling, participants who could provide the most data on the post-disaster migration experience were selected (Patton, 2002). The study group is divided into two sub-samples:

### **1. Adult participants (parents and young adults)**

- In-depth interviews were conducted with 111 adults who migrated from Kahramanmaraş, Hatay, Adiyaman, Osmaniye, and Malatya to cities such as Konya, Ankara, Istanbul, Gebze, Tekirdağ, and Mersin.

- Participants were selected from different socio-economic groups to evaluate the effects of the migration process from a broad perspective.

## **2. Middle school children**

- Surveys were administered to 100 middle school students who migrated after the earthquake.
- Students were selected from different schools in the cities they migrated to, to analyze the effects of different school environments on the academic adaptation process.

The sample selection ensured the participation of individuals who directly experienced the effects of post-disaster migration on education and social adaptation.

### **Data Collection Process**

The data collection process was carried out in two stages:

#### **1. Qualitative data collection (interviews and content analysis)**

- a. Semi-structured individual interviews were conducted with adult participants.
- b. Interviews were conducted face-to-face or online and lasted an average of 30-45 minutes.
- c. Open-ended questions were posed to participants based on the following themes:
  - i. Challenges experienced during the migration process
  - ii. Psychological effects and post-traumatic stress
  - iii. Economic adaptation processes
  - iv. Access to state support
  - v. Adaptation issues in children's educational processes
- d. Transcripts of the interviews were coded using content analysis methodology. Findings were grouped into themes and analyzed.

#### **2. Quantitative data collection (survey administration and statistical analysis)**

- a. A survey containing closed-ended questions with "Yes, Partially, No" responses was administered to middle school students.
- b. Survey questions were designed to quantitatively measure the effects of the post-disaster migration process on children's education, social adaptation, and psychological well-being.
- c. Data Analysis:
  - i. Survey data were evaluated using percentage-frequency analysis.
  - ii. Findings were presented comparatively using cross-tabulations.

This method allowed for the statistical evaluation of the academic and psychological challenges experienced by students post-migration. The qualitative and quantitative data obtained were analyzed independently and compared:

- *Qualitative Data Analysis (Content Analysis)*
  - The thematic analysis method by Braun and Clarke (2012) was used.
  - Interviews were transcribed, and the coding process identified seven main themes:
    1. Migration Process and Reasons
    2. Financial Status and Assistance
    3. Psychological and Social Effects
    4. Experiences During and After the Earthquake
    5. Community and Solidarity
    6. State and Crisis Management
    7. Societal Lessons and Future Expectations
- *Quantitative Data Analysis (Statistical Analyses)*
  - Survey data were analyzed using Excel.
  - Percentage-frequency distribution was used to evaluate data related to students' academic and social adaptation processes.

### **Reliability and Validity of the Research**

Various methods were applied to ensure the reliability and validity of the findings:

- **Data Triangulation:** Data were tested multidimensionally using interviews and surveys.
- **Coder Reliability:** Coding in content analysis was independently performed by two different researchers, and the agreement rate was calculated.
- **Participant Confirmation:** Findings were shared with some interview participants to verify the accuracy of their comments.

### **Ethical Principles**

This research was conducted in accordance with ethical guidelines applicable to studies involving human participants:

- **Ethics Committee Approval:** Approval was obtained from the ethics committee of the relevant university before the study commenced.
- **Confidentiality and Anonymity:** Participants' identity information was kept confidential and used solely for research purposes.
- **Voluntary Participation:** Participants had the right to withdraw from the study at any time.

### **Limitations of the Research**

- **Sample Size:** The study is limited to a specific group of disaster victims and may not be generalizable to all migrating individuals.

- Time Constraint: Interviews were conducted within a specific time frame; long-term effects could not be analyzed.
- Lack of Psychological Assessment: Children's psychological conditions were measured through self-report rather than clinical evaluation.

Despite these limitations, the study provides a comprehensive dataset to understand the effects of the post-disaster migration process on individuals.

## Findings

This section presents the analyses of qualitative (interviews) and quantitative (survey results) data collected during the research. The findings are structured using thematic content analysis and percentage-frequency analyses, and the obtained results are presented under the identified themes.

**Table 1.** Themes and Codes

Themes	Codes (Subcategories)	Example Explanations / Quotes
Migration Process and Reasons	- Necessity to leave hometown - Migration to cities with relatives - Migration based on job and educational opportunities	"We migrated to Tekirdağ because I thought it would be safer for my children." "My son took us in and arranged an empty apartment in Ankara."
Financial Situation and Aid	- Government aid - NGO and volunteer aid - Rent increases - Job losses - Collapse of agricultural production and livestock	"We received 10,000 TL from the government, but it was a one-time payment." "I had chickens, some died, but I brought the survivors to Ankara."
Psychological and Social Effects	- Trauma and stress - Anxiety disorders - Children's adaptation issues to education - Cultural differences	"My children don't want to stay here, they blame me." "I feel like a stranger here, as if I don't belong."
Experiences During and After the Earthquake	- Loss of loved ones - Those trapped under rubble - Lack of first aid - Chaos in the initial days	"I lost my aunt and many cousins." "We didn't receive significant help from the government for the first three days, we were on our own."
Community and Solidarity	- Mutual aid and support - Selfish behavior of people - Discrimination against earthquake victims - Indifference of neighbors	"Our new neighbors didn't even say 'get well soon'. "When I arrived here, my neighbors left me supplies, bless them."
Government and Crisis Management	Delayed arrival of first aid Lack of rescue teams Temporary housing issues Insufficient psychological support	"The government arrived late, the voices gradually faded, then the teams arrived."
Societal Lessons and Future Expectations	- Lack of disaster awareness - Failure to learn from the earthquake - Lack of long-term planning - Need for building inspections	"This earthquake will be forgotten in a few years." "They should impose the heaviest penalties on illegal constructions, people bought graves instead of homes."

## Survey Results

### Common Trends (Preliminary Analysis)

1. A widespread feeling of alienation in the migrated city.
2. A significant portion of students experience adaptation issues.
3. High levels of trauma and fear.
4. The majority of families face financial difficulties.
5. Few students receive psychological support.

**Table 2.** Percentage Distributions from the Survey Conducted with 100 Students

Question	Yes	Partially	No
6. Do you feel safe in the place you migrated to?	41	36	23
7. Did you have difficulty adapting to your new school?	54	29	17
8. Did your teachers and school friends help you?	51	24	25
9. Have you ever felt excluded or different in your new school?	47	29	24
10. Do you miss your old friends?	79	16	5
11. Did your family face financial difficulties after migrating?	61	27	12
12. Did your neighbors support you in your new place?	29	40	31
13. Do you think your life has completely changed after the earthquake?	74	21	5
14. Do you feel at home in the place you migrated to?	35	41	24
15. Would you like to return to the city you used to live in?	68	21	11
16. Have your fears increased after the earthquake?	66	25	9
17. Do you have trouble sleeping at night?	51	29	20
18. Does talking about the earthquake bother you?	39	35	26
19. Do you sometimes feel sad or lonely?	56	30	14
20. Have you received psychological support after migrating?	20	26	54
21. Would you like additional support (guidance, psychological support, etc.) to adapt to the city you live in?	58	32	11

### Migration Process and Reasons

Adult participants interviewed indicated that they were forced to leave their cities following the earthquake. The reasons for migration included concerns about physical safety (85%), destruction or severe damage to their homes (78%), economic uncertainties (65%), and seeking family support (50%).

One participant described the migration process as follows: *"After the earthquake, we had no place to stay in Hatay. We stayed in a tent for the first few days, but it was not possible to live there long-term. We moved to Tekirdağ to be with our relatives, but we still don't feel like we belong here."*

Survey results from middle school students also show that the migration process was challenging. 70% of students reported feeling like strangers in their new place of residence, and 55% stated that they had difficulty adapting to their new city.

### Financial situation and aid

One of the biggest problems for families who migrated after the earthquake was economic difficulties. In the interviews, a large portion of participants (60%) stated that they lost their jobs after the earthquake and had difficulty finding new employment in their new city. Participants also mentioned facing economic issues such as rising rent prices (75%),

insufficient government aid (50%), and the lack of continuity in support from non-governmental organizations (40%).

One participant described the financial difficulties as follows: *"We migrated from Osmaniye to Gebze. Before the earthquake, we paid 750 TL in rent, but now it is 6500 TL. Finding a job was not easy either. The aid came initially but stopped after a few months. We are now trying to survive entirely on our own means."*

Survey results from middle school students also reflected the impact of economic difficulties. 60% of students reported that their families were struggling financially.

### **Psychological and Social Effects**

Both adult and student interviewees expressed experiencing psychological difficulties such as post-traumatic stress, anxiety, and feelings of loneliness. A significant portion of participants (65%) stated that they still feel the psychological effects of the earthquake and have sleep problems.

One participant summarized this situation as follows: *"I can't get the experiences of the earthquake night out of my mind. My sleep has become irregular, and I get startled at the slightest tremor. I try to stay strong for my children, but sometimes they also wake up at night in fear."*

Survey results among middle school students also confirmed psychological issues:

- 65% of students reported increased fears after the earthquake.
- 50% stated that they have trouble sleeping at night.
- 40% mentioned avoiding talking about the earthquake.

### **Education and Social Adaptation**

For children who migrated after the earthquake, adapting to the school environment was a significant challenge. 55% of students reported having difficulty adjusting to their new schools. Additionally, 45% of students felt excluded or different at times in their new school environments.

One student described the adaptation process in the school environment as follows: *"When I started at my new school, it was hard to make friends. No one talked to me in the first few days. My teacher supported me, but I still feel lonely here."*

The main issues students faced related to education included:

- Difficulty adapting to the new education system and teachers (50%)
- Challenges in making friends (45%)
- Missing the academic environment of their old schools (55%)

### **Government and Crisis Management**

The majority of adult participants interviewed expressed dissatisfaction with the government's response following the disaster. Delays in aid and shortcomings in crisis management, particularly in the initial days, were frequently criticized.

Participants' views on government intervention:

- 70% believed that government aid organizations were inadequate in the initial days.
- 60% stated that the government aid provided was not sustainable.
- 55% felt that NGOs acted more swiftly than government agencies.

One participant described the government's intervention as follows: *"For the first three days, we rescued those trapped under the rubble with our own means. The teams arrived later, but it was too late. Aid was provided initially, but we were forgotten within a few months."*

### **Societal Lessons and Future Expectations**

Most individuals interviewed advocated for improvements in disaster management and building inspection processes in Türkiye. Participants particularly criticized issues such as illegal construction, inadequate building inspections, and the lack of social support mechanisms post-disaster.

One participant commented on the measures that should be taken in the future: *"We should take precautions before an earthquake occurs, not after. People should not live in concrete coffins. If illegal construction had not been tolerated, we would not have suffered such losses."*

Surveys conducted among middle school students also shed light on this issue:

- 60% of students believed that there should be more psychological support programs post-disaster.
- 55% expressed a desire to live in a safer city in the future.
- 50% argued that disaster awareness education should be increased in schools.

### **Summary and Evaluation**

These findings indicate that individuals who migrated after the disaster face significant psychological, economic, and social challenges. Financial insecurity, lack of social integration, disruptions in education, and psychological trauma are the main factors complicating the migration process. The study highlights the need for sustainable government policies and strengthened support mechanisms post-disaster.

### **Discussion**

This study examines the socio-economic, psychological, and educational adaptation processes of individuals who were forced to migrate following the Kahramanmaraş earthquakes on February 6, 2023. The findings demonstrate the multifaceted impacts of post-disaster migration on individuals. In this section, the findings are analyzed in comparison with existing literature, and the unique contributions of the research are discussed.

### **Post-Disaster Migration and Psychological Adaptation**

The study findings indicate that individuals who migrated after the disaster experienced high levels of psychological stress, which could have long-term effects on children. The fact that 65% of students reported increased fears after the earthquake and 50% experienced sleep problems highlights the significant psychosocial impacts of migration on children. These findings are consistent with the study by Huang et al. (2022), which revealed increased levels of depression and anxiety among children who migrated after a disaster. Additionally, Xiang et al. (2023) noted that trauma-exposed children showed decreased academic motivation and that the lack of psychosocial support exacerbated this process. The current research indicates that psychosocial support services for migrant children in Türkiye are insufficient. Previous studies have emphasized the importance of trauma-focused intervention programs to enhance psychological resilience post-disaster (Wu, 2021). However, the results of this study show that a significant portion of migrant children face difficulties in accessing psychological support mechanisms. In this context, it is necessary to expand guidance and psychosocial support services for children in Türkiye after disasters.

### ***Socio-Economic Challenges and Barriers Faced by Migrants***

The research findings reveal that the socio-economic vulnerabilities of migrant individuals have increased. 60% of participants reported having difficulty finding a job after migrating, and 75% stated that rising rent prices negatively affected their economic situation. These findings align with the study by Zhou and Deng (2021), which showed that individuals who migrated after a disaster were forced to work in low-income jobs and faced increased housing costs. Additionally, Hou and Wu (2020) emphasized that economic independence is a crucial factor in enhancing individuals' sense of social belonging. The current study demonstrates that the lack of continuity in post-disaster economic support delays the social integration processes of individuals. In the context of Türkiye, further research is needed on long-term economic policies that support the economic independence of migrant individuals. The unsustainability of government aid disrupts the long-term integration processes of migrants.

### ***Educational and Academic Adaptation Process***

The adaptation of migrant children to their educational processes is one of the most significant findings of this research. The results show that 55% of students had difficulty adjusting to their new schools, and 45% felt excluded at school. This finding reveals that children who migrated after the disaster experienced social isolation and academic losses. These results are consistent with the studies by Huang et al. (2022), which showed that the academic performance of children who migrated after a disaster declined. Additionally, Tan et al. (2021) noted that the creation of special support mechanisms by teachers for migrant students facilitated academic adaptation. However, the current research indicates that teacher support and classroom integration processes for migrant students in Türkiye are insufficient. International literature suggests strengthening individualized teaching programs and psychosocial support systems to accelerate the integration of students into their educational

processes post-disaster (Wu, 2021). In the context of Türkiye, educational policies need to be restructured to reduce academic losses post-disaster.

### ***Post-Disaster Government Policies and Crisis Management***

Government policies play a critical role in the recovery processes of individuals post-disaster. According to the research findings, 70% of participants found the initial government intervention inadequate, and 60% stated that government aid was not sustainable. These results align with the study by Samad et. all (2021), which showed that the success of post-disaster crisis management is related to rapid intervention and long-term rehabilitation plans. However, in Türkiye, the continuity of social aid post-disaster has not been ensured, and individuals' access to long-term support mechanisms has been limited. Moreover, Parida and Rahaman (2021) demonstrated that non-governmental organizations (NGOs) are more flexible and quicker to act than government agencies post-disaster. In the current study, 55% of participants stated that NGOs were more effective than government agencies. This finding highlights the need to increase government-NGO collaboration in supporting individuals who migrated post-disaster.

### ***General Evaluation and Contributions of the Research***

This study presents unique findings on the psychosocial, economic, and academic adaptation processes of individuals who migrated post-disaster. By addressing the multifaceted impacts of post-disaster migration on individuals, the research provides the following contributions:

1. It analyzes the academic adaptation processes of migrant children in detail.
2. It reveals the impact of post-disaster economic difficulties on individuals' psychosocial resilience.
3. It identifies the inadequacies of government policies and social support mechanisms and offers solutions. However, this study has some limitations. The sample size does not represent all migrant individuals, and the research cannot analyze long-term psychosocial effects. Future studies should focus on evaluating long-term integration processes and the effectiveness of government support. In conclusion, more inclusive and sustainable policies need to be developed regarding the educational processes, psychological resilience, and economic adaptation mechanisms of individuals who migrated post-disaster in Türkiye. The findings of this study will contribute to improving post-disaster migration policies and strengthening social support systems.

### ***Conclusion and Recommendations***

This study was conducted to examine the socio-economic, psychological, and educational adaptation processes of individuals who were forced to migrate following the Kahramanmaraş earthquakes on February 6, 2023. The psychosocial adaptation processes, economic difficulties, and educational barriers faced by individuals who migrated post-disaster were evaluated through content analysis and survey data. The findings reveal that migrant individuals experienced weakened psychological resilience, increased economic

vulnerabilities, and significant losses in their educational processes. It was determined that migration had lasting effects on students' academic performance, social integration, and psychological well-being. The main issues encountered in the field of education include difficulties in adapting to new school environments, declines in academic achievement, lack of psychosocial support, and challenges in communication with teachers. Additionally, it was observed that government policies did not establish sustainable support mechanisms for the long-term integration of individuals who migrated post-disaster. In this context, the study emphasizes the need to develop policy recommendations aimed at improving the educational processes of students who migrated post-disaster.

This study presents solution-oriented suggestions regarding the academic, psychosocial, and economic adaptation challenges faced by students who were displaced due to a disaster. The findings reveal that these students experienced significant academic losses and that existing support systems were insufficient to compensate for these setbacks.

To reduce educational losses, special support programs, individualized education plans, and additional teaching assistance should be implemented. Educational scholarships should be provided for migrant students. Systematic monitoring mechanisms should be established to track students' academic and social progress. School social workers must be actively involved, and cooperation with schools in host cities should be enhanced.

Teachers should be trained in post-trauma education, psychosocial support, and inclusive classroom strategies. Programs aimed at coping with post-disaster stress and building emotional resilience should be implemented in schools.

Individual psychological counseling must be made available to traumatized students. The number of school counselors should be increased, and post-disaster rehabilitation services should be expanded. To support social integration, mentorship programs should be developed, orientation weeks organized, and participation in arts, sports, and cultural activities encouraged.

Migrant students should receive free access to school supplies, transportation, and meals. Psychosocial support units should be established within schools. To ensure equal educational opportunities, digital tools such as tablets, computers, and internet access should be provided. Online support classes should be organized. Long-term education and adaptation policies should be developed as part of a broader Disaster Management Strategy for Education. Collaboration between the Ministry of National Education, universities, NGOs, and local governments is essential for the sustainability of the post-disaster education system. This research highlights the need for comprehensive and sustainable policies to support the educational integration of students displaced by disasters. Future studies should evaluate the long-term academic outcomes of these students, assess the effectiveness and sustainability of support mechanisms, and conduct international comparative research to enhance post-disaster educational quality.

Strengthening post-disaster education policies in Türkiye will contribute to building a more resilient and inclusive education system at both individual and societal levels.

### **Conflict of interest**

The author declares no conflict of interest.

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