THE OPINIONS OF MANAGERS AND TEACHERS WORKING IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON INCLUSION EDUCATION

Ayfer Tülekoğlu[1,*]

[1]Near East University, Nicosia, TRNC; ayfer.t.92@gmail.com

*Correspondence: ayfer.t.92@gmail.com; Tel.: +90-392-2236464

Abstract

Inclusion education has an extremely important place in terms of the development of children in preschool period and the maximization of overall creativity. In institutions where inclusion education is conducted, it can be said that students receive a more effective and permanent education. In this study, it was aimed to take the opinions of managers and teachers working in preschool education institutions on Inclusion Education and to determine what positive and negative aspects of school administrators and teachers for inclusion education are. In this research, which uses a qualitative research method, semi-structured interviews were conducted to determine the views and suggestions of preschool teachers and administrators regarding inclusion education. According to the results obtained at the end of the research, Inclusive Education plays a very important role in the development of individuals, but in line with the financial need of both special education teachers and administrators are experiencing issues it has been observed that the lack of knowledge about.

Keywords: Education management, school administrators, inclusion

Introduction

Education in a country affects that country in many ways. Especially if developments in the field of Economics and policy are expected, it is necessary to first address education, which is the same in the development of societies. Development of a society the quality of the education given and received in that country, the views of the managers involved in education on the positive educational climate can be directly related to all of them, from textbooks used and used to all materials (Yücesoy, Y., Demir, B., Bağlama, B., Baştaş, M., & Öznacar, B. 2020; Demir, 2020). The achievements of the education provided ensure that the people living in this country are made up of creative and productive individuals who can think at a more advanced level, play an effective role in the development of society. Education is a practice necessary for the development of a society in the social, cultural, economic and political spheres. A lot of research in the field of Education shows that the success of societies in the economic race is one-on-one with the education they receive (Demirel, 2017). Besides improving education academically, they are open to change and easily adaptable to the thriving community around it, things are easier to detect in today's age who can analyze and synthesize the development of social media and augmented reality apps

that allows you to be the judge of even with keep away from, and education of individuals who are able to follow the reflection makes (Bicen ve Demir, 2020; Nacak , Bağlama, Demir, 2020). The period in which the foundations of education are laid is the preschool period. The pre-school period covers the most valuable years, when the foundations of an individual's entire educational process are laid, permanent learning occurs (Gök ve Erba, 2011).

Pre-school period, which reflects the period before primary school and after birth, is the period in which the building blocks of the achievements that a person will acquire in their life are created. It is known how important this period is for the future life of the individual. Pre-school education is the period covering a period of 6 years from the moment a person leaves the womb to the age of primary education, forming the basis of a person's development in many areas and starting to form Personality Development (Özaydın ve Çolak, 2011). In preschool, children are equipped with perception and comprehension abilities in many areas. During this period, which covers a 6-year process, there are times when development and learning are intense due to the fact that children's endocrine hormone secretions are at very high levels. Therefore, children are receptive, interested, open to learning and motivated. If there is a lack of skills that need to be acquired during this period, this deficiency will face them as bigger problems in their future lives. In this period which children's personality, cognitive, social, physical, sensory, affective and individual development progress most intensively, it is necessary to bring children together with the right stimulants as possible, to support their socialization by bringing them together with peer groups, and to contribute to the education level with effective materials. Preschool children, who have a high level of imagination and creativity, should not be limited, but should be supported with appropriate materials, create original products, and express their ideas freely.

Today, the number of individuals with special education needs is gradually decreasing. Despite this, we still meet students with special educational needs in our environment and schools. If we look at the reasons for this, environmental reasons, preterm birth due to the progress of Medicine and the survival of even babies with serious health problems, traffic accidents caused by increased traffic due to the growing population, and many such reasons can be shown (Batu ve İftar, 2010). In short, individuals with special needs enter our lives. In fact, we are all disabled candidates. Individuals with special needs have the right to live and benefit from equal opportunity in education, just like other normal individuals. The concept that we come across frequently regarding the educational environments of individuals with special needs is the concept of "least restrictive educational environment". This concept reflects the environment in which a person with special needs is kept at least away from family, environment and peers, spends a lot of time between normal developing individuals, and is trained by the teachers of those classes in normal classrooms, but also provides the best degree of education requirements (Batu ve İftar, 2010).

Individuals in need of special education will benefit from being educated in the same schools and in the same classes as their normal developing peers to become socialized, gain

independent life skills and develop their self-confidence. A fusion education applied in this way will mutually contribute to the formation of positive attitudes gained from an early age for both individuals with special needs who are undergoing fusion education and individuals who develop normally in the classes in which they are located. This acquisition is the basis for forward-thinking societies, accepting differences and living fraternally within the framework of respect and love. Education provided by inclusion has benefits for individuals, parents, teachers and administrators who develop normally, as well as the specially educated individual (Akcay, M., Karabag, T., Baglama, B. ve Yucesoy, Y. 2019). In this context, a large role falls to the administrators and then to the teachers in the schools. In our country, there are many problems in this area. As there may be various reasons for the problems experienced, it is based on the perspectives, interests and relevance, efforts and insufficient knowledge of school administrators and teachers for inclusion education. This is the main problem of my research. In light of this basic Problem, answers to sub-problems were sought:

What are the thoughts of the administrators and teachers working in the preschool period in the TRNC about the need for inclusion education?

1. What is the level of knowledge of administrators and teachers working in preschool institutions in the TRNC on inclusion?

2. What problems and limitations do managers and teachers face in inclusion education in preschool institutions in TRNC?

Methodology

Research Design

This research aimed to reveal the opinions and suggestions of managers and teachers working in preschool education institutions in TRNC regarding inclusion education. For this purpose, the opinions of teachers and administrators were used. Qualitative research method was used in this study aimed at collecting opinions on a selected topic and examining these views.

Yıldırım and Şimşek described qualitative research as "research in which qualitative data collection methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment" (Yıldırım ve Şimşek, 2018).

In the context of the study, semi-structured interviews were conducted to determine the views and suggestions of teachers and administrators of preschool education who applied inclusion education in the school and classroom.

An interview is a researcher-led interview with a person or group with a specific purpose (Patton, 2018). Interviews were analyzed using induction analysis technique.

Participants and Sampling

The universe of the study is, in the 2018-2019 academic year, working in institutions that provide pre-school education affiliated to the TRNC Ministry of National Education, who are easily accessible due to the limitations in terms of time and workforce, and who have both experience and experience in the relevant subject. 15 pre-school teachers and 10 administrators are selected upon the suggestions of teachers and administrators in order to reach out to those who are not, regardless of their area of duty.
12 of the teachers interviewed in this study were women and 3 were men. The managers interviewed were 4 women and 6 men.

Data Collection Tools

An interview form using a qualitative research method will be used to obtain data throughout the research. The interview form will consist of semi-structured questions. The Form will be applied to school administrators and teachers. Registration will be made with the permission of the participants while the interview form is applied. After the interview, the records will be examined, written and analyzed.

Findings and Review

In the results part of the study, the results obtained in relation to each of the questions that are expected to be answered regarding the sub-goals created in accordance with the main purpose of the study are included. 15 teachers who participated in the study were asked 13 questions and 10 managers were asked 10 Questions. Participants were asked to answer all questions sincerely and honestly, and to provide opinions and suggestions. The answers given were examined for 3 sub-purposes.

Findings and Discussion

Based on the answers given in the first question, the gender and graduation places of the interviewees are given in Table 1, Table 2 and Table 3 in order of the tables about the years of graduation and how many years they have been in the profession.

Table 1.

Demographics information.

Graduatıon Places	Admınstrator						Teacher					
	WOMAN		MAN		TOTAL		WOMAN		MAN		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Atatürk Teacher Academy	4	40	6	60	10	100	10	66.6	3	20	13	86.6

(Teachers Collage)												
Gazi University	-	-	-	-	-	-	1	6.66	-	-	1	6.6
Anadolu Universitesy	-	-	-	-	-	-	1	6.66	-	-	1	6.6

Table 2.

Graduatıon Years	Admınstrator						Teacher					
	WOMAN		MAN		TOTAL		WOMAN		MAN		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
2010 And Later	-	-	1	10	1	10	4	26.6	3	20	7	46.6
2000-2009	2	20	-	-	2	20	4	26.6	-	-	-	26.6
1990-1999	2	20	5	50	7	70	4	26.6	-	-	-	26.6

Table 3.

Tıme Spent In The Professıon	Admınstrator						Teacher					
	WOMAN		MAN		TOTAL		WOMAN		MAN		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
1 - 9 year	2	20	4	40	5	60	4	26.6	3	20	7	46.6
10- 19 year	2	20	2	20	4	40	4	26.6	-	-	-	26.6
20- 29 year	-	-	-	-	-	-	4	26.6	-	-	-	26.6

Quantitative Information for Managers

5 out of 10 managers interviewed are taking place at their school this year. 5 out of 10 managers interviewed do not have inclusion practices at their school this year. 4 of these 5 managers have had experience of applying Fusion at least 1 time in past years. A person among the managers interviewed has never witnessed such a practice before. He has no experience in this.

This year, 25 students in one's school, 1 in one's school, 2 in one's school, 3 in one's school and 5 students in another's school, who are given mainstreaming education in their school this year, benefit from mainstreaming practices.

Table 4.

Status of receiving inclusive education or not

Number of Students Taking Inclusıve Education	Number of School
10 and above	1
5-9	1 3
1-4	5

This year, one of the 5 principals who did not receive mainstream education at their school had two students who did not receive mainstream education, but were thought to have, and in the two principals' school there was a student who did not receive mainstream education

but was thought to have. All students who think that 5 administrators who have had mainstreaming practice in their school should receive inclusive education.

Quantitative Information for Teachers

This year, mainstreaming practices are taking place in the classrooms of 7 of the 15 teachers interviewed. 8 of the 15 teachers interviewed do not practice mainstreaming in their class this year. 4 of these 8 teachers have had experience in mainstreaming at least once in the past years. Among the teachers interviewed, 2 people have never witnessed such a practice before. He has no experience in this matter. This year, 2 students in the classroom of one of the teachers who are given mainstream education, 1 in the class of one of them, 1 in the class of three, and approximately 5-6 students receive mainstream education in the classes where two branch teachers attend.

Table 5.

Status of receiving inclusive education or not.

Number of Students Receiving Inclusive Education	Number of classes
5 and above	-
3-4	1
1-2	4
Any	8

One of the 8 teachers who did not receive mainstream education in her class this year has a student who does not receive mainstream education but is thought to have, and a teacher has three students who do not receive mainstream education but are thought to have. All students in need of mainstreaming receive this training in the classrooms of 7 teachers.

Findings Related to Sub-Goals

The findings obtained as a result of the interviews were analyzed for three sub-purposes. In this section, the findings obtained from the comments of the interviewees are included depending on the sub-goals.

What are the opinions of preschool administrators and teachers in the TRNC about the necessity of mainstreaming education?

All of the 15 teachers and 10 administrators who participated in the interviews and worked in the pre-school period in the TRNC, argue that mainstreaming education is necessary in the preschool period. Considering the answers given by the instructors and teachers to the 3rd and 12th questions, it is seen that they support the mainstreaming education. The interviewees emphasized that this training will provide a great increase in the social development of individuals with special needs, as well as that normally developing individuals show sensitivity to differences, respect different individuals and allow them to be accepted among them. The teachers and administrators who argue that the learning that takes place in pre-school age is more permanent and forms the basis of all learning, express that it is very correct to give inclusive education especially in this period. The teachers, who expect

the social development of individuals with special needs, especially with inclusive education, say that the child will be happy to be in the classroom. Academic development of individuals with special needs is taken to the second plan. The priority is to prepare specially educated students, who are a part of society, for society. In order to be able to express themselves in the community, to be accepted, to communicate with their peers, to obey the rules, to discover their capacities and abilities, there is a great need for inclusive education.

> *"If mainstreaming education is taken in pre-school period, the progress of the individual with special needs will be faster." Teacher 1*

> *"The necessity of inclusive education can be discussed under two headings. The first of these is that it is evaluated in terms of normally developing individuals in the classroom, thanks to the inclusion education, they develop against differences and realize at an early age that obstacles are not a contagious disease and that we should include individuals with special needs. Second, it is evaluated in terms of individuals with special needs. It is very necessary for them because they will become part of society in the future. Fusion is the most important part of their development." Teacher 4*

> *"Inclusive education is very necessary for students to acquire a social environment and to adapt with their peers. Because children learn a lot from each other. That's why they should be together." Teacher 5*

> *"Taking the child forward from his current situation, making him psychologically happy, is my biggest expectation from mainstreaming practices." Teacher 11*

> *"Inclusive education is very necessary in the preschool period when they start to learn new values. Individuals with special needs should also be able to establish social relationships. They must be able to stand on their own feet. At least they should be able to go to the canteen alone and express what they want." Teacher 14*

All 10 managers interviewed emphasized that mainstreaming is a part of the training. Managers, who say that education is a process, say that this period is the most suitable period for inclusive education. They state that the sooner the inclusive education is started, the better results can be obtained, but knowing the degree of the individual with special needs should be determined correctly how many days they will be in schools in a special education institution. The managers interviewed emphasized that individuals with special needs should accept that they are not at the same level with normally developing individuals and that they should support these children to reach the maximum point they can come without force.

> *"In this period when the foundations of the child's development are laid and he becomes an individual, the mainstreaming practice is skipped and it*

becomes much more difficult if left to the next years. In this period when the personality development of children is formed, their awareness also increases. If the child is accepted by his peers from a young age and feels belonging to the school, he will continue his education easier in the future." Adminstrator 1

"Inclusion education aims to improve social and behavioral skills rather than academic skills. Respect and etiquette should be gained." Adminstrator 8

"It is also very important to identify individuals with special needs in the preschool period. We found that the early mainstreaming training given after the detection was very useful. I think it will be more effective to start in these years compared to other years." Adminstrator 10

What is the level of knowledge of administrators and teachers working in preschool institutions in the TRNC on inclusion?

None of the 15 teachers who participated in the interview who work in pre-school institutions in the TRNC find themselves sufficient about inclusive education. The teachers participating in the interviews say that there is not enough in-service training that they have as much knowledge as they learned in the mainstreaming classes in their last undergraduate or graduate applications. They state that they attended in-service trainings about special education, but they did not provide information about mainstreaming education, so their own ignorance affected children negatively. Teachers who have never encountered students who have received inclusive education in their class before say that they do not need to do much research and improve themselves because they do not have experience and that such a thing has not happened, but they say that education should be organized because they may encounter such a thing at any time. Teachers who frequently encounter inclusion practice in their class try to improve themselves with their own means.

"I'm not enough and we can never get enough. It is always a subject we need to improve ourselves. The number of children participating in mainstreaming is increasing day by day." Teacher 5

"We had a lecture on mainstreaming at the university. But when I got into it, I realized that I didn't have enough information." Teacher 6.

By looking at the 4th of the interview questions, it can be said that none of the 10 administrators who work in preschool institutions in the TRNC and who participated in the interview find themselves sufficient in inclusion education. They say that inclusive education is provided for special education, but no special education is given on mainstreaming education. 5 managers who participated in the interview stated that they tried to learn about inclusion education with their own efforts, and that they did this by exchanging information on the internet, private courses provided with money, special education teachers coming to their schools and sometimes by exchanging information with their colleagues. The vast majority of managers complain that there are not enough courses or in-service training related

to inclusion training. If it is organized, they will participate with love and want to address their shortcomings in this issue.

> *'My knowledge on this subject is not sufficient. When I first met in 2011, I didn't know what to do.''Adminstrator 2*

> *"As managers, we have not received any training on inclusion practices. We are education leaders. We should be informed about this." Adminstrator 5*

> *"I have taken courses on mainstreaming applications in undergraduate and graduate degrees, but I am not well-equipped. There are not many courses on this subject. We are trying to research and improve on the internet." Adminstrator 8*

What kind of problems and limitations do administrators and teachers encounter in inclusive education applied in preschool institutions in the TRNC?

Based on the answers given by the teachers who participated in the interviews to the 5th, 7th and 9th questions, it can be said that the biggest problem faced by the majority of teachers in inclusive education is the excessive class size. They say that because of the large size of the class, they both do not care enough for the individual receiving inclusive education, and that they do not care enough for the rest of the class. Many of the teachers interviewed state that they have difficulties in the classroom because they do not know how to behave with special needs individuals. According to the interviewer teachers, sometimes the child has nervous breakdowns, attacks, can act aggressively, can make strange sounds, sometimes he is overly sensitive to sound, especially in musical mastery, he tries to escape from the classroom, acts untimely meaningless, distracts the normal developing individuals with his behaviors and disrupts the flow of activities. In these situations, teachers say they don't know what to do. Several teachers say an assistant should be found for the specially trained student in the classroom. Another problem faced by one of the teachers who participated in the interview is the tension and sensitivity they experience when the drugs used by individuals with special needs are in the change period or when they are sleepless or when they have an illness such as flu or cold. In such periods, they observe that individuals with special needs are more aggressive and incompatible in the classroom than ever before. Teachers say that they have difficulties in maintaining classroom control, maintaining activity and paying attention to students in these situations. Therefore, teachers say that they cannot provide the academic information they want to give at the desired time and that the education of normally developing individuals can be disrupted. They say that they cannot take their eyes off of individuals with special needs, they must be extremely cautious in case they suddenly escape from the classroom or hurt themselves or their friends, so they sometimes notice the problems experienced between normally developing students late, and therefore, in-class discussions increase uneasiness. Another problem encountered is that a normally developing student, observed by a few teachers, imitates his special needs friend. The students don't perceive that his behavior is involuntary, they imitate him for fun. They

both exhibit negative behaviors and sometimes the individual with special needs thinks that they are mocked. Friendships are damaged. Sometimes, when he fails at the given event, his normal developing friends treat his special needs friends as unsuccessful. Some of the teachers report that they have difficulties in this regard. No matter how much it is told, he says that the other person is a child and sometimes he cannot understand the situation and makes fun of his friend, which can make a person with special needs sad, unhappy, angry, and aggressive. Three of the teachers participating in the interview do not make a special presentation for their special needs friends who will attend the class. Other teachers talk about the student one day when he is away. It is discussed that differences exist at every moment of our lives, that the person who will come is different from them, that they sometimes need to be protected, what behaviors they may like or behaviors that they cannot love. However, over time, many of the teachers intervene in the discussions between children and say that they help them communicate healthily. A few teachers say it gives normal developing individuals in the classroom the responsibility to protect their specially trained friends so that the problems are reduced. In their answers, teachers say they prepare activities at the level they should, and expect them to do as much as they can without forcing special-needs students. Sometimes they say that when there is an event that they can't do, they organize something that they can do for them. So they don't feel unsuccessful, they don't get upset, they don't cause problems, and the order in the classroom doesn't break down.

While providing inclusive education, teachers also suffer due to many deficiencies experienced by the Ministry of National Education. The biggest limitations they experience are that special education is not compulsory, in-service training and courses are not sufficient, there are no permanent special education specialists in schools, the structure of the school and the classroom is not designed for specially educated individuals, lack of resources and materials, special needs individuals have to pay serious money to special education. Problems such as the poor quality of the special education offered by the state, the transportation problem of special education, the slow progress of the process of reporting the reports of individuals with special needs. Most of the teachers interviewed also experience difficulties due to the families' attitudes. Few teachers interviewed say they have come across families who are interested, accepting their child's situation, and open to development and learning. Many teachers say that families find it very difficult to accept the situation of their child, they deny it and prevent their children from getting the right education. Teachers say that the reason for this negativity is environmental pressure and fear of being labeled. They state that generally the families of normally developing individuals behave helpful and cooperative but the families of individuals with special needs are not understanding enough. Teachers emphasize that the content of the applied mainstreaming should be continued at home as it is carried out at school. The family's attitude plays a huge role in this. Teachers state that they expect support from the school administration in this regard and family trainings should be organized. Many schools say they do this. In addition, families sometimes find shadow teachers for their children. These shadow teachers can be unconscious. One of the teachers interviewed stated that they had a problem in this matter as well. The child has difficulty adapting to the classroom due to the frequently changing shadow teachers.

> *'The Ministry of National Education should develop policies on this issue. The biggest wall we have thrown is that we are told that there is no money. Shadow teachers can be taken into these classes. A mobile data collection system can be established. The mainstreaming application can be controlled and turned into a curriculum. Information can be made. Only naive, simple, superficial steps are being taken now. Special education specialists sent to schools part-time are insufficient in terms of time. The functioning of special education teachers can be regulated." Teacher .5*

> *"Students with nerve problems, who do not like contact and noise create a tense environment in the classroom. They overreact and go crazy in applause, exuberant moments, and musical events. Normal students are afraid at these moments, unable to understand his behavior and are badly affected." Teacher .6*

> *"The disruption of the special education of the person with special needs, my insufficient knowledge, and my hesitation as to whether he can do the activities I have prepared or not are always a factor in our problems. Sometimes I have trouble explaining my activity in a way that he can understand. As such, I cannot actively add the child to the activity. I cannot manage in crisis situations. Normally developing students are afraid. I can't afford all of them." Teacher 8*

> *"The physical structure of the class and the number of students affect us negatively. I cannot take care of the students closely because they are crowded. If I was to deal closely with the individual with special needs, I would neglect others" Teacher 14*

> *"Families do not accept their children's situation. They are rebelling. They are looking for a criminal. On the contrary, they will accept it and be conscious of how far they can advance their children. They will not exceed the child's capacity and declare the child unsuccessful. They will not bring these types of children to school on medication changes, while they are sick or sleep deprived. In such cases, we are experiencing serious problems." Teacher 12*

Based on the answers given by the administrators to the 9th question, it can be said that the biggest problem in the realization of mainstreaming applications is the lack of knowledge of the administrators and teachers and the lack of in-service training or courses to fill this gap. Managers cannot find a service to consult in such situations. They urgently request the appointment of special education specialists to schools from the Ministry of Education. Part-time experts in central schools are sometimes inadequate. The increasing number of students who receive mainstreaming shows us that special education specialists should increase. In addition, the administrators in the interview say that the procedures for issuing reports for the student to whom the mainstreaming will be applied are very slow.

The administrators interviewed state that the teachers with whom they work behave selflessly and make a lot of effort for these children, parents are frequently interviewed, but they are faced with problems by the families. Only 2 of the 10 executives interviewed meet with parents who act cooperative and understanding.

> *"The Ministry of National Education should prepare a detailed portfolio for individuals with special needs and present them to the teacher. The state should open an unimpeded special education school in the center. An institution that people can trust and where reliable personnel work. In addition, in-service trainings need to be done and supervised in schools. The Ministry should make the reports about these children in an impartial and accurate manner. Special education unit should be opened. If necessary, the families of these children should be rehabilitated. Unfortunately, these are not met and their lack always contributes to our troubles."* Adminstrator .2

> *"Our parents find it difficult to accept the situation of their child with special needs. They should accept and be open to education."* Adminstrator 5

> *"Families should push their children to both school and special education and ensure their continuity. Unfortunately, most of them cannot. Students who disrupt their special education or mainstreaming practice at school have difficulty adapting to the school. In addition, families should behave in parallel with education at home, school and special education. Otherwise, our teachings will not consolidate and we will always have to start over."* Adminstrator .9

Result and Discussion

We can say that all 15 teachers and 10 administrators who participated in the study were not against the realization of mainstreaming practices in their classrooms and schools, and they found this practice necessary and supported. As a result of the interviews, it was observed that teachers and administrators found mainstreaming education very necessary, they were open to development on this subject, and especially those who had experience in mainstreaming practice research and develop themselves with their own means. Demir and Seçil (2011) in the study in which they obtained the opinions of classroom teachers experienced in inclusive education, stated that in parallel with the results obtained as a result of the data obtained in this study, inclusive education is extremely important and that inexperienced teachers have difficulties in the activities carried out for inclusion education. As a result of the interviews, it was concluded that all the interviewees felt inadequate in inclusion practices and found their knowledge to be insufficient. Teachers and administrators need to be trained in relation to the relevant subject. However, they say that there are not enough in-service trainings, courses or seminars regarding mainstreaming practices in our

country, there are no special education experts to be consulted in many schools, and special education specialists working part-time are not sufficient in terms of time, so they have difficulty in finding an environment to train themselves. The number of students enrolled in schools and applying for inclusion has increased from day to day, but the physical structure of schools is not according to individuals with special needs and there is a lack of tools and equipment suitable for their education, so they have difficulties in the functioning of inclusion education. Babaoğlan and Yılmaz (2010) in a study that examined the competence of classroom teachers in inclusion education, they stated that classroom teachers were inadequate against inclusion education and felt incomplete about the use of various tools and accessories.

Many of the interviewees stated that, in line with the feedback they received from the parents of their students, the state-owned private education institution was operated under very bad conditions, there were no reliable personnel, all disability groups were gathered in the same class, and therefore parents were hesitant to take their children there. Therefore, parents say that they apply to private institutions for special education, but they also operate at high prices, and they have difficulty in meeting this in their families. In addition, parents have difficulties in bringing their children to and from the special trainings given during working hours, as adequate transportation is not provided. In this case, the special training part of mainstreaming practices is hampered. According to the results of Aykara (2011) obtained in his study named 'The factors affecting the social adaptation of physically disabled students in the inclusive education process and school social service', they stated that by taking part in the same order with this research, families made great efforts to be the supporters of individuals in a material and spiritual way, but that inclusion education may sometimes experience disruptions in material matters.

In line with the answers given to the interview questions, it is stated by the interviewees that there are many successful aspects of mainstreaming practices. They observed that mainstreaming practices, which contributed greatly to the socialization of individuals with special needs, also gained a great awareness of normally developing individuals against disability groups and differences, and developed the values of helping each other, sharing, owning each other and friendship. While some of the teachers include their students who come to mainstreaming in their classrooms in all activities without separating them, some teachers say that this situation may vary according to the student's level of disability. The interviewer teachers and administrators who participated in the interview stated that they used methods such as observation, close follow-up, note-taking, observation form, while evaluating the mainstreaming education applied in their classes and teachers, and that they frequently consulted with the child's family and special educator.

References

Akcay, M., Karabag, T., Baglama, B. & Yucesoy, Y. (2019). Türkiye'de Kaynaştırma Eğitimi Üzerine Lisansüstü Tezlerine Genel Bir Bakış. *Cypriot Journal of Educational Sciences*, *14*(4), 641-651.

Aykara, A. (2011). Kaynaştırma eğitimi sürecindeki bedensel engelli öğrencilerin sosyal uyumlarini etkileyenetmenler ve okul sosyal hizmeti. *Toplum ve Sosyal Hizmet*, *22*(1), 63-84.

Babaoğlan, E., & YILMAZ, Ş. (2010). Sinif öğretmenlerinin kaynaştırma eğitimindeki yeterlikleri. *Kastamonu Eğitim Dergisi*, *18*(2), 345-354.

Batu, S., & Kırcaali-İftar, G. (2010). Kaynaştırma. Kök Yayıncılık.

Bicen, H., & Demir, B. (2020). A Content Analysis on Articles Using Augmented Reality Technology and Infographic in Education. *Postmodern Openings/Deschideri Postmoderne*, *11*.

Demir, B. (2020). Evaluation of social studies teaching textbooks. *International Journal of Learning and Teaching*, *12*(1), 17-29.

Demir, M. K., & Seçil, A. (2011). Kaynaştirma eğitimi konusunda tecrübeli sınıf öğretmenlerinin görüşleri. *Kastamonu Eğitim Dergisi*, *19*(3), 719-732.

Demirel, Ö. (2017). Eğitimde program geliştirme kuramdan uygulamaya. Pagem. 1-398.

Gök, G., & Erba, D. (2011). Okulöncesi eğitimi öğretmenlerinin kaynaştırma eğitimine ilişkin görüşleri ve önerileri. *International Journal of Early Childhood Special Education*, *3*(1), 66-87.

Nacak, A., Bağlama, B., & Demir, B. (2020). Teacher Candidate Views on the Use of YouTube for Educational Purposes. *Online Journal of Communication and Media Technologies*, *10*(2), e202003.

Özaydın, L., & Çolak, A. (2011). Okul öncesi öğretmenlerinin kaynaştırma eğitimine ve okul öncesi eğitimde kaynaştırma eğitimi hizmet içi eğitim programına ilişkin görüşleri. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, *1*(1), 189-226.

Patton, M. (2018). *Nitel Araştırma ve Değerlendirme Yöntemleri*. Pagem Akademi Yayıncılık.

Poyraz, H., & Dere, H. (2006). *Okulöncesi eğitiminin ilke ve yöntemleri*. Anı Yayıncılık.

Yıldırım, A., & Simsek, H. (2018). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık.

Yücesoy, Y., Demir, B., Bağlama, B., Baştaş, M., & Öznacar, B. (2020). Secondary Education Teachers and School Administrators' Views on Positive Organizational Climate. *Near East University Online Journal of Education*, *3*(1), 12-21.