

## Opinions and Recommendations of Education Administrators on Inclusive Education Practices

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### Abstract

Education administrators have an important role in the success of inclusive education practices. Therefore, there is a need to conduct such a study. This research was carried out to determine the opinions and suggestions of education administrators about inclusive education practices. The research was carried out with the participation of 256 education administrators working in Ankara in the spring term of the 2021-2022 academic year. Survey model, one of the quantitative research methods, was used in the research. After the literature review was conducted to collect data in the research, the Personal Information Form developed by the researcher and the Opinions and Suggestions Form of Education Administrators on Inclusion Education Applications were used. The data of the research were analyzed by descriptive analysis method. As a result of the research, education administrators stated that inclusive education practices are not functional, the level of proficiency in inclusive education is low, teachers and education administrators have in-service training needs related to inclusive education and there are problems in the social field. In the study, education administrators stated that there are problems in accepting inclusive students, the physical facilities in the school are insufficient, there is a lack of equipment, the class size is large, and there are students with more than one disability. Education administrators stated that teachers should be supported by education administrators in inclusive education, that education administrators and teachers should be provided with face-to-face practical training and in-service training on inclusive education, that teachers can organize activities to ensure the social acceptance of students and families with normal development, and that guidance teachers support in inclusive education practices made recommendations as to what should be done.

**Key Words:** Inclusive education practices, education administrator, inclusive student.

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## Eğitim Yöneticilerinin Kaynaştırma Eğitim Uygulamalarına İlişkin Görüşleri ve Önerileri

### Özet

Kaynaştırma eğitimi uygulamalarının başarılı olmasında eğitim yöneticilerinin önemli bir rolü bulunmaktadır. Bu nedenle, böyle bir araştırmanın yapılmasına ihtiyaç duyulmuştur. Bu araştırma, eğitim yöneticilerinin kaynaştırma eğitim uygulamalarına ilişkin görüş ve önerilerinin belirlenmesi amacıyla yapılmıştır. Araştırma, 2021-2022 eğitim öğretim yılı bahar döneminde Ankara'da görev yapan 256 eğitim yöneticisinin katılımıyla gerçekleştirilmiştir. Araştırmada nicel araştırma yöntemlerinden tarama modeli kullanılmıştır. Araştırmada veri toplamak için literatür taraması yapıldıktan sonra, araştırmacı tarafından geliştirilen Kişisel Bilgi Formu ve Eğitim Yöneticilerinin Kaynaştırma Eğitim Uygulamalarına İlişkin Görüş ve Önerileri Formu kullanılmıştır. Araştırmanın verileri, betimsel analiz yöntemiyle analiz edilmiştir. Araştırma sonucunda eğitim yöneticileri, kaynaştırma eğitim uygulamalarının işlevsel olmadığını, kaynaştırma eğitiminde yeterli düzeyinin düşük olduğunu, öğretmen ve eğitim yöneticilerinin kaynaştırma eğitimi ile ilgili hizmet içi eğitim ihtiyaçlarının olduğunu ve toplumsal alanda sorunlar olduğunu belirtmişlerdir. Araştırmada eğitim yöneticileri, kaynaştırma öğrencilerinin kabul edilmesinde sorun yaşandığını, okuldaki fiziki imkanların yetersiz olduğunu, araç-gereç eksikliğinin yaşandığını, sınıf mevcudlarının fazla olduğunu ve birden fazla engeli olan öğrencilerin bulunduğunu belirtmişlerdir. Eğitim yöneticileri, kaynaştırma eğitiminde öğretmenlerin eğitim yöneticileri tarafından desteklenmesi gerektiği, eğitim yöneticileri ve öğretmenlere kaynaştırma eğitimi konusunda yüz yüze uygulamalı eğitim ve hizmet içi eğitim verilmesi gerektiği, öğretmenlerin normal gelişim gösteren öğrencilerin ve ailelerin sosyal kabulünü sağlamak amacıyla etkinlikler düzenleyebileceği ve kaynaştırma eğitimi uygulamalarında rehber öğretmenlerin destek olması gerektiği şeklinde önerilerde bulunmuşlardır.

**Anahtar Kelimeler:** Kaynaştırma eğitimi uygulamaları, eğitim yöneticisi, kaynaştırma öğrencisi.

### Introduction

Education includes not only individuals with normal developmental characteristics, but also individuals with special needs. Educational needs of individuals with special needs are met in special education environments or general education environments where they can receive education together with their normal peers (Odluyurt, 2012). In inclusive education, students with special needs receive education in the same environment as their normally developing peers. In inclusive education practices, individuals with special needs are provided with necessary supportive education services and they are provided with education in the same educational environment as their peers at normal development level (Gözün & Yıkış, 2004; Kargın, 2014; Rief & Heimburge, 2006; Verma, 2019).

Inclusion education, which is defined as the students with normal development level and the students in need of special education, receive education in the same educational environment, education administrators, teachers, students, parents, etc. requires all stakeholders to work collaboratively. Studies show that legal regulations,

education administrators, teachers, Guidance Research Centers (RAM), physical conditions of schools, students with normal development and special needs and their families are effective in the success of inclusive education practices (Batu & Kırcaali İftar, 2011; Guckert et al., 2016; Ünal & Ahmetoğlu, 2017). In order for inclusive education practices to be successful, these factors must work together, complement and support each other (Atkın, 2013; Batu & Kırcaali İftar, 2011; Yıldız et al., 2016).

When the studies on inclusive education are examined, it is seen that there are many problems in inclusive education practices (Atkın, 2013; Batu & Kırcaali İftar, 2011; Guckert et al., 2016; Sevim & Atasoy, 2020; Ünal & Ahmetoğlu, 2017; Yıldız et al., 2016). For example, in the study of Saraç and Çolak (2012), it was determined that the wishes of the classroom teachers were not taken into account in the inclusive education practices in primary schools, the physical conditions were not suitable for mainstreaming education, and the support was given. Classroom teachers were not given enough information about inclusion. In Demir and Açar's (2011) research, it was seen that 31% of 45 classroom teachers interviewed did not support inclusive education. In a study, it was concluded that education administrators have responsibilities towards students, parents and teachers in inclusive education practices, and that stakeholders should work together in order to carry out inclusive education practices successfully (Ünay et al., 2021). In addition, in order for inclusive education practices to be carried out successfully, individuals with special needs should benefit from educational opportunities equally and all stakeholders involved in inclusive education should work in cooperation (Batu, 2011; Causton-Theoharis, et al., 2011; Kargın, 2014; Sucuoğlu et al., 2015).

When the literature on inclusive education practices is examined, there are many studies examining the views, attitudes and perceptions of teachers and guidance teachers regarding inclusive education practices (Batu & Kırcaali İftar, 2011; Dilci, 2018; Saraç & Çolak, 2012; Sucuoğlu, et al., 2015; Ünal & Ahmetoğlu, 2017), however, it has been determined that the studies examining the views of school administrators on inclusive education practices are quite limited (Bulutoğlu & Özbaşı, 2019; Erdem & Yıldız, 2017; Kargın et al., 2003).

In a study, it was determined that the vast majority of teachers did not have sufficient knowledge about inclusive education (Babaoğlu & Yılmaz, 2010; Deniz & Çoban, 2019), and similarly, education administrators did not have enough information about inclusive education (Bolat). & Ata, 2017). In addition, it has been determined that the level of cooperation between education administrators and teachers is limited and teachers have problems in terms of physical environment and equipment (Deniz & Çoban, 2019). In other studies, it was concluded that school administrators' views on inclusive education are very important (Yazıcıoğlu, 2021) and that strategies for inclusive education should be developed (Ainscow & Sandill, 2010; Bittner et al., 2020). In addition, in the study of Bolat and Ata (2017), it was stated that

inclusive education does not serve the purpose of education administrators, but it can be a useful practice if appropriate conditions are provided and stakeholder institutions should support this mainstreaming education. In addition, education administrators stated that teachers, students, families and society do not accept inclusive students, the schools are inadequate in terms of physical and equipment, the classes are overcrowded, and inclusive students with more than one disability can cause various problems in the classrooms.

In the 21st century, educational administrators are expected to be individuals who have effective communication skills, have good relations with people, are knowledgeable, self-confident, can identify and solve problems correctly, and can take necessary decisions by staying calm in times of crisis. Within the scope of inclusive education practices, education administrators also have important duties (Çelikten, 2016). When the studies on inclusive education are examined, it is seen that although the role of education administrators in inclusive education is very important, there is not enough research on this subject. The fact that education administrators are in a leading position in schools and in this context, being a guide in inclusive education has also led to the need for research on this subject. Within the scope of this research, it is aimed to determine the opinions and suggestions of education administrators on inclusive education and to contribute to the field in this direction.

## **Method**

### **Research Design**

The descriptive survey model, which is one of the quantitative research methods, was used in the research. In the descriptive survey model, an attempt is made to describe a situation that existed in the past or that still exists. The subjects examined in this type of research are examined in detail. These studies are also called survey studies. In descriptive survey research, a systematic review is made. Then, a data set is created by performing frequency analysis. In this way, descriptive scanning reveals the situation related to the research area (Karasar, 2006). The universe of this research consists of education administrators working in Ankara in the 2021-2022 academic year. The sample of the study consists of 256 education administrators selected by simple random sampling method from education administrators.

## Participants

**Table 1.** Information on the sociodemographic characteristics of the participants.

Variables	Categories	f	%
Gender	Female	94	36,7
	Male	162	63,3
Age	20-30 year	24	9,4
	31-40 year	71	27,7
	41- 50 year	126	49,2
	51 year or more	35	13,7
Educational Status	University	129	50,4
	Master's or Doctorate	127	49,6
Working status	School Principal	173	67,6
	Vice Principal	83	32,4
Workplace	Preschool	47	18,4
	Primary School	105	41,0
	Secondary School	46	18,0
	High School	58	22,7
Perceived Income Level	Low	24	9,4
	Middle	102	39,8
	Good	130	50,8

The research was carried out on 256 education administrators working in Ankara in the spring term of the 2021-2022 academic year. When Table 1 is examined, it is seen that 94 (36.7%) of the education administrators participating in the research were female and 162 (63.3%) were male; When the participants are examined by age level; There are 24 education administrators between the ages of 20-30 (9.4%), there are 71 education administrators between the ages of 31-40 (27.7%), there are 126 education administrators between the ages of 41-50 (49.2%) and over 35 education administrators (13.7%); 129 (50.4%) of the education administrators were undergraduate graduates, 127 (49.6%) were graduates, 173 (67.6%) of the education administrators were school principals and 83 (32.4%) were vice principals; Of the education administrators, 47 (18.4%) worked in preschool, 105 (41.0%) worked in primary school, 46 (18.0%) worked in secondary school, 58 (22.7%) worked in high school. ; When educational administrators are examined in terms of perceived income level; It was found that 24 (9.4%) of them had a perceived income level low, 102 (39.8%) had a medium level of perceived income, and 130 (50.8%) had a good level of perceived income.

## Data Collection Tools

**Personal Information Form:** After reviewing the literature and taking expert opinion, the Personal Information Form developed by the researcher was used. In the Personal Information Form, there are questions about gender, age, education level, occupation, school and perceived income level.

### **Opinions and Recommendations of Education Administrators on Inclusive Education Practices Form:**

When the literature is examined, it is seen that there is not enough research on the views of education administrators on inclusive education. As seen in the researches, it is seen that the views of education administrators on inclusive education are important (Yazıcıoğlu, 2021). Therefore, there is a need for research on this subject. In the research, the views of education administrators on inclusive education were examined by making a literature review. Then, the survey items related to this subject were determined and a draft form was created. In order to ensure the content validity of the form created in the research, opinions were taken from two special education experts and two measurement experts. A preliminary application form was created after the feedback from the experts (Büyüköztürk, 2005). After the pre-application, the Education Administrators Opinion and Suggestion Form on Inclusion Education Practices was finalized and used in this study.

### **Data Collection and Analysis**

The research was carried out in the province of Ankara. The data of the research were collected through Google Forms. Before the study was conducted, the necessary ethical permission was obtained in the session number 05 of Kırıkkale University Social and Human Sciences Research Ethics Committee and the Ministry of National Education, and the research was carried out with voluntary participants. Personal Information Form and Education Managers' Opinions and Suggestions Form Regarding Inclusive Education Practices were applied to 256 education administrators. In the research, the opinions and suggestions of the education administrators regarding the inclusive education practices were analyzed with the descriptive analysis method. After the data were entered into the system, analyzes were made with a computer-aided statistical program.

### Findings

The Views of Education Administrators on Inclusive Education Practices are shown in Table 2.

**Table 2.** Views of education administrators on inclusive education practices.

Views of Education Administrators on Inclusive Education Practices	Categories	f	%
Your level of knowledge about inclusive education practices	Middle	82	32,0
	Good	126	49,2
	Very Good	48	18,8
Do you think that inclusive education practices are carried out successfully?	Yes	117	45,7
	No	139	54,3
I think that education administrators have the necessary qualifications for inclusive education practices.	I do not agree	129	50,4
	I am undecided	127	49,6
	I agree	46	18,0

When the knowledge levels of the participants regarding inclusive education practices were examined in Table 2, 82 (32.0%) of the participants stated that they were at a moderate level, 126 of them were at a good level (49.2%) and 48 of them were at a good level. was at a very good level; While 117 (45.7%) of the participants think that inclusive education practices are carried out successfully, 139 (54.3%) think that they are not carried out successfully; It was found that 129 (50.4%) of the participants thought that the education administrators did not have the necessary qualifications to implement inclusive education, 81 (31.6%) were undecided, 46 (18.0%) thought that they were successful in applying inclusive education.

The Opinions of Education Administrators on Teachers' Practices of Inclusive Education are shown in Table 3.



Table 3. Opinions of education administrators on teachers' practices of inclusive education.

Opinions of Education Administrators on Teachers' Practices of Inclusive Education	Categories	f	%
I think that teachers have the necessary qualifications for inclusive education practices.	I do not agree	117	45,7
	I am undecided	69	27,0
	I agree	70	27,4
I think that teachers make the necessary effort to implement inclusive education.	I do not agree	47	18,4
	I am undecided	82	32,0
	I agree	127	49,6
Teachers carry out activities in the classroom for the social acceptance of inclusive students.	I do not agree	69	27,0
	I am undecided	70	27,3
	I agree	117	45,7
Teachers allocate enough time to inclusive students.	I do not agree	94	36,7
	I am undecided	150	58,6
	I agree	12	4,7

In Table 3, when the views of the participants on the competencies of teachers in inclusive education practices are examined; 117 (45.7%) of the participants thought that the teachers had the necessary qualifications, and 69 (27.0%) were undecided on this issue, and 70 (27.4%) of the participants thought that the teachers did not have the necessary qualifications. When their views on their efforts in education practices are examined; 47 (18.4%) of the participants thought that the teachers made the necessary effort, 82 (32.0%) were undecided on this issue, and 127 (49.6%) of the participants thought that the teachers did not make the necessary effort. When the opinions of the participants on doing activities in the classroom for acceptance are examined, 69 (27.0%) of the participants show that the teachers make the necessary effort, and 70 (27.3%) are undecided on this issue, and 117 (45.7%) are the teachers. When the opinions of the participants on whether they do not do activities in the classroom for the social acceptance of inclusive students and whether the teachers allocate enough time to the inclusive students, 94 of the participants (36.7%) of the participants spare enough time, 150 (58.6%) are undecided on this issue. and 12 (4.7%) of them stated that teachers do not allocate enough time for inclusive students.

The Views of Education Administrators on Inclusive Students and Normally Developing Students are shown in Table 4.



**Table 4.** Views of education administrators on inclusive students and normally developing students.

Views of Education Administrators on Inclusive Students and Normally Developing Students	Categories	f	%
Inclusive students negatively affect normally developing students.	I do not agree	185	72,3
	I am undecided	47	18,4
	I agree	24	9,4
There is a problem between inclusive students and normally developing students.	I do not agree	150	58,6
	I am undecided	59	23,0
	I agree	47	18,4
Inclusive students take the time of normally developing students.	I do not agree	186	72,7
	I am undecided	46	18,0
	I agree	24	9,4
Inclusive education has benefits for inclusive students.	I do not agree	81	31,6
	I am undecided	70	27,3
	I agree	105	41,0
Inclusive education has benefits for normally developing students.	I do not agree	12	4,7
	I am undecided	56	21,9
	I agree	188	73,5
I think that inclusive students should be educated in different classes.	I do not agree	137	53,5
	I am undecided	12	4,7
	I agree	107	41,7
I think that inclusive education practices should be carried out by special education teachers.	I do not agree	70	27,3
	I am undecided	70	27,3
	I agree	116	45,3

In Table 4, when the views of the participants on inclusive students and students with normal development are examined; 185 of the participants (72.3%) did not think that inclusive students had a negative impact on students with normal development, 47 (18.4%) were undecided on this issue, and 24 (9.4%) of them said that inclusive students had a negative impact on students with normal development. When the opinions of the participants about the inclusive students and the students with normal development were examined; 150 (58.6%) of the participants do not think that there is a problem between inclusive students and normal development students, 59 (23.0%) undecided on this issue, and 47 (18.4%) are inclusive and normal development students. that there are problems among the developmental students, 186 (72.7%) of the participants do not think that inclusive students take the time of the students with normal development, 46 (18.0%) are undecided on this issue, and 24 (9%, 4), when the views of the participants on the benefits of inclusive education for inclusive students are examined; 81 (31.6%) of the participants thought that inclusive education has no benefits for inclusive students, 70 (27.3%) were undecided on this issue and 105 (41.0%)

thought that inclusive education had benefits for mainstreaming students, When the views of the participants on whether inclusive education is beneficial for students with normal development or not; Twelve of the participants (4.7%) thought that inclusive education does not have benefits for students with normal development, 56 (21.9%) were undecided on this issue, and 188 (73.5%) of them thought that inclusive education was not beneficial for students with normal development. When the opinions of the participants on whether inclusive students should receive education in different classes or not; 137 (53.5%) of the participants do not think that inclusive students should receive education in different classes, and 12 (4.7%) are undecided on this issue and 107 (41.7%) think that inclusive students should receive education in different classes. When the views of the participants on the implementation of inclusive education practices by special education teachers are examined; 70 (27.3%) of the participants do not think that inclusive education practices should be carried out by special education teachers, and 70 (27.3%) are undecided on this issue, and 116 (45.3%) of them do not think that inclusive education practices should be carried out by special education teachers. It was seen that he thought that it should be carried out by his teachers.

The Opinions of Education Administrators on Problems Experienced in Inclusive Education Practices are shown in Table 5.

**Table 5.** Opinions of Education Administrators on Problems Experienced in Inclusive Education Practices.

Opinions of Education Administrators on Problems Experienced in Inclusive Education Practices	f	%
Lack of knowledge of teachers about inclusive education practices	64	25
Lack of a school counselor	17	6,7
Negative teacher attitudes	29	11,3
Negative parental attitudes	17	6,7
Negative peer attitudes	23	9
Too many students in classes	41	16
Unsuitable physical environment	36	14
Lack of equipment	29	11,3
Total	256	100

In Table 5, When the views of education administrators regarding the problems experienced in inclusive education practices are examined; 64 of the participants (25%) had a lack of knowledge about inclusive education practices, 17 (6.7%) of them did not have a school counselor, 29 (11.3%) had negative teacher attitudes, 17 (6%, 7) negative parental attitudes, 23 (9%) negative peer attitudes, 41 (16%) the number of students in the classes is too high, 36 (14%) the physical environment is not suitable, 29 (11.3%) They stated that there was a lack of equipment.

### **Conclusion**

In the study, education administrators stated that negative peer and teacher attitudes are among the problems experienced in inclusive education practices. Among these problems are the teachers' lack of knowledge about inclusive education practices, the high number of students in the classrooms, the unsuitable physical environment, the lack of tools and equipment, the lack of guidance teachers in the school, and the problems arising from teachers, parents and peers. Similarly, in the study of Ünay, Erçiçek, and Günel (2021), it was determined that education administrators had some problems in inclusive education practices. In the study conducted by Saraç and Çolak (2012), it was determined that the wishes of the classroom teachers were not taken into account in the inclusive practices in primary schools, that the inclusive practices were carried out in unsuitable physical conditions, and that other school officials helped the classroom teachers, but these aids were not sufficient and functional. In addition, in the study of Çalışoğlu and Tanışir (2018), it was determined that teachers had a lack of knowledge about inclusive education practices. In Koçyiğit's (2015) research, it was determined that there are problems arising from administrators, teachers, students, parents, and the educational environment in inclusive education. On the other hand, in the study of Bulutoğlu and Özbaş (2019), education administrators stated that the physical environment was suitable. In the study, it was found that 32.0% of the education administrators had a medium level of knowledge about inclusive education. In the study of Bulutoğlu and Özbaş (2019), it was seen that the level of knowledge of education administrators about inclusive education is not sufficient. In the study of Bolat and Ata (2017), it was found that inclusive education practices were not at the desired level, and the level of knowledge of education administrators about inclusive education was not sufficient. The views of education administrators on inclusive education are effective in inclusive education practices.

In the study, education administrators stated that negative peer and teacher attitudes are among the problems experienced in inclusive education practices. In the study of Çalışoğlu and Tanışir (2018), families stated that normally developing children exclude children with special needs and cannot communicate with teachers at the desired level. In the research, it was concluded that 41.7% of the education administrators thought that inclusive students should receive education in different classes. In the study of Bulutoğlu and Özbaş (2019), it was determined that education administrators think that inclusive students should receive education in separate classes. In addition, teachers stated that their level of proficiency in inclusive education is not at the desired level. It was observed that the teachers did not apply the provisions of the regulations at the expected level due to their insufficient knowledge of the field and practice of inclusive education, they did not hold the Individualized

Education Program (IEP) meetings at a sufficient level, and they stated that the inclusive students should receive education in a separate class.

In the study of Deniz and Çoban (2019), it was concluded that teachers wanted inclusive education to be done in separate classes. In the study of Bulutoğlu and Özbaş (2019), it was determined that the education administrators were not satisfied with the attitudes of the parents of the inclusive students. This situation shows the importance of working in cooperation with all stakeholders involved in inclusive education. In the research of Çalışoğlu and Tanışır (2018), education administrators stated that they distribute inclusive students by paying attention to the legislation, class size and teachers' willingness and having sufficient experience and experience. Classroom teachers, on the other hand, stated that they had difficulty by stating that they could not receive sufficient education regarding inclusive education. In Yazıcıoğlu's (2019) research titled "Determining the Opinions of School Principals on the Legal Regulations on Inclusive Education", it was found that the legal regulations on mainstreaming education in Turkey are sufficient, but there is a need for up-to-date legal regulations on some issues and there are problems in the implementation of legal regulations. As a result, it was stated that the legal regulations regarding inclusive education, which is an important educational model in the education of students with special needs in Turkey, should be reviewed and the problems related to the legislation in practice should be determined. In Yazıcıoğlu's (2021) study, it was concluded that school principals' positive approaches to inclusive education were effective in the success of inclusive education. This shows that the role of the school principals is important in inclusive education practices.

In the research, it has been determined that education administrators and teachers have a lack of knowledge about inclusive education and inclusive education practices. In this context, face-to-face applied trainings and in-service trainings on inclusive education can be given to education administrators and teachers. In the study of Babaoğlu and Yılmaz (2010), it was concluded that most of the classroom teachers did not receive inclusive education and they felt inadequate about inclusive education. In this context, both education administrators and teachers can be informed about inclusive education practices. In this way, prejudices towards inclusive education can be eliminated. In addition, a positive change can be achieved in the negative attitudes of both education administrators and teachers towards inclusive education.

In the study, it was found that teachers' attitudes were effective on students with normal development and their families. In the study of Can and Kara (2017), it was determined that classroom teachers who have knowledge about inclusive education approach students with special needs more positively than those who do not. In this context, it is thought that creating educational environments suitable for

inclusive education and making teachers feel that they are not alone in this process will increase success. In order to ensure social acceptance, teachers can organize activities or provide training for students with normal development and their families with the support of the guidance teacher. It is also very important that education administrators support teachers in inclusive education. The positive approach of educational administrators to inclusive education has a significant impact on the successful execution of inclusive education (Yazıcıoğlu, 2021).

In the study, it was concluded that the classroom sizes were high, the physical environment was not suitable and there was a lack of equipment. Similar results were obtained in the study of Batmaz and Çermik (2019). In this direction, the lack of equipment can be eliminated by making the necessary arrangements for the class size and physical environment. The guidance teacher is very important in terms of his position in the school. Counselors are also required to guide teachers by supporting them on inclusive education practices and Individualized Education Program. Similarly, in Koçyiğit's (2015) study, it was determined that the role of psychological counselors is important in inclusive education. It was determined that the guidance teachers organized meetings, individual interviews, in-class activities and seminars for inclusive education. In addition, it was determined that parents received support from psychological counselors to solve their problems. The absence of a guidance teacher in the school causes the teacher to be deprived of support not only in terms of special education but also in many aspects. For this reason, guidance teachers can be appointed to schools that do not have guidance counselors, or necessary support can be provided to these schools from Guidance and Research Centers. In addition, it is thought that it would be beneficial to provide the necessary personnel support in inclusive education practices. The participants of this research are education administrators. In a different study, the opinions of other stakeholders of education in these institutions can also be consulted. Quantitative research method was used in this study. In future research, qualitative research can be conducted on the views of education administrators on inclusive education.

#### **Research Ethics Committee Permission Information**

Name of the committee that made the ethical evaluation: Kırıkkale University  
Social and Human Sciences Research Ethics Committee

Date of ethics committee decision: 23.05.2022

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#### **Conflict of Interest Statement**

The author undertakes that there was no conflict of interest during the data collection, interpretation of the results and interpretation of the article.

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## Geniş Özet

### Giriş

Normal gelişim düzeyine sahip öğrenciler ile özel gereksinimli öğrencilerin aynı eğitim ortamında eğitim almaları şeklinde tanımlanan kaynaştırma eğitimi, eğitim yöneticileri, öğretmenler, öğrenciler, veliler vb. tüm paydaşların işbirliği içinde çalışmalarını gerektirmektedir. Araştırmalar, kaynaştırma eğitimi uygulamalarının başarısında yasal düzenlemelerin, eğitim yöneticilerinin, öğretmenlerin, Rehberlik Araştırma Merkezlerinin (RAM), okulların fiziki koşullarının, normal gelişim ve özel gereksinimli öğrencilerin ve ailelerinin etkili olduğunu göstermektedir (Batu ve Kırcaali İftar, 2011; Guckert ve diğerleri, 2016; Ünal ve Ahmetoğlu, 2017). Kaynaştırma eğitimi uygulamalarının başarılı olabilmesi için bu faktörlerin birlikte çalışması, birbirini tamamlaması ve desteklemesi gerekmektedir (Atkın, 2013; Batu ve Kırcaali İftar, 2011; Yıldız vd., 2016). Yapılan araştırmalarda okul yöneticilerinin kaynaştırma eğitime yönelik görüşlerinin çok önemli olduğu (Yazıcıoğlu, 2021) ve kaynaştırma eğitime yönelik stratejilerin geliştirilmesi gerektiği (Ainscow ve Sandill, 2010; Bittner vd., 2020) sonucuna ulaşılmıştır. Kaynaştırma eğitimi uygulamaları kapsamında eğitim yöneticilerine de önemli görevler düşmektedir (Çelikten, 2016). Kaynaştırma eğitimi ile ilgili yapılan araştırmalar incelendiğinde, kaynaştırma eğitiminde eğitim yöneticilerinin rolü çok önemli olmakla birlikte bu konuda yeterli araştırma yapılmadığı görülmektedir. Eğitim yöneticilerinin okullarda lider konumda olması, bu bağlamda kaynaştırma eğitiminde yol gösterici olması da bu konuda araştırma yapılması ihtiyacını doğurmuştur.

Bu araştırma kapsamında eğitim yöneticilerinin kaynaştırma eğitime ilişkin görüş ve önerilerinin belirlenmesi ve bu doğrultuda alana katkı sağlanması amaçlanmaktadır.

### Yöntem

Bu araştırmada nicel araştırma yöntemlerinden biri olan betimsel tarama modeli kullanılmıştır. Betimsel tarama modelinde geçmişte var olan ya da halen var olan bir durum betimlenmeye çalışılır. Bu tür araştırmalarda incelenen konular ayrıntılı olarak incelenmektedir. Betimsel tarama araştırmasında sistematik bir inceleme yapılmaktadır. Sonrasında, frekans analizi yapılarak bir

veri seti oluşturulmaktadır. Bu şekilde betimsel tarama, araştırma alanıyla ilgili durumu ortaya koymaktadır (Karasar, 2006). Bu araştırmanın evrenini 2021-2022 eğitim-öğretim yılında Ankara'da görev yapan eğitim yöneticileri oluşturmaktadır. Araştırmanın örneklemini, eğitim yöneticileri arasından basit seçkisiz örnekleme yöntemiyle seçilen 256 eğitim yöneticisi oluşturmuştur.

### **Veri Toplama Araçları**

**Kişisel Bilgi Formu:** Literatür taraması yapıldıktan ve uzman görüşü alındıktan sonra araştırmacı tarafından geliştirilen Kişisel Bilgi Formu kullanılmıştır. Kişisel Bilgi Formu'nda cinsiyet, yaş, eğitim düzeyi, meslek, okul ve algılanan gelir düzeyi ile ilgili sorular bulunmaktadır.

**Kaynaştırma Eğitimi Uygulamaları Eğitim Yöneticilerinin Görüş ve Önerileri Formu:** Literatür incelendiğinde, eğitim yöneticilerinin kaynaştırma eğitimine yönelik görüşleri ile ilgili yeterli düzeyde araştırma yapılmadığı görülmüştür. Yapılan araştırmalarda görüldüğü üzere eğitim yöneticilerinin kaynaştırma eğitimine ilişkin görüşlerinin önemli olduğu görülmektedir (Yazıcıoğlu, 2021). Bu nedenle bu konuda araştırma yapılmasına ihtiyaç duyulmuştur. Araştırmada, literatür taraması yapılarak eğitim yöneticilerinin kaynaştırma eğitimine ilişkin görüşleri incelenmiştir. Daha sonra bu konuyla ilgili anket maddeleri belirlenmiş ve taslak form oluşturulmuştur. Araştırmada oluşturulan formun kapsam geçerliliğini sağlamak için iki özel eğitim uzmanı ve iki ölçme uzmanından görüş alınmıştır. Uzmanlardan alınan dönütler sonrasında ön başvuru formu oluşturulmuştur (Büyüköztürk, 2005). Ön uygulamanın ardından Kaynaştırma Eğitimi Uygulamalarına İlişkin Eğitim Yöneticileri Görüş ve Öneri Formu'na son şekli verilmiş ve bu çalışmada kullanılmıştır.

### **Verilerin toplanması ve analizi**

Araştırma Ankara ilinde gerçekleştirilmiştir. Araştırmanın verileri, Google Forms aracılığıyla toplanmıştır. Çalışma yapılmadan önce Kırıkkale Üniversitesi Sosyal ve Beşeri Bilimler Araştırmalar Etik Kurulu ile Milli Eğitim Bakanlığının 23.05.2022 tarih ve 05 numaralı oturumunda gerekli etik izin alınmış olup araştırma gönüllü katılımcılarla gerçekleştirilmiştir. Kişisel Bilgi Formu ve Kaynaştırma Eğitim Uygulamalarına İlişkin Eğitim Yöneticilerinin Görüş ve Önerileri Formu 256 eğitim yöneticisine uygulanmıştır. Araştırmada eğitim yöneticilerinin kaynaştırma eğitimi uygulamalarına ilişkin görüş ve önerileri betimsel analiz yöntemiyle analiz edilmiştir. Veriler sisteme girildikten sonra bilgisayar destekli istatistik programı ile analizler yapılmıştır.