

Assessing the School Principals Applying Inclusive Education

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ABSTRACT The purpose of the present study was to assess knowledge levels of school principals about inclusive education at primary schools. For the research, the survey model was applied. The research consisted of 47 school principals employed at 47 primary schools using inclusive education under Kocaeli Provincial Directorate of National Education. According to the study, it was stated that the school principals employed at primary schools with inclusive education did not have sufficient information about inclusion and they did need further information. They did not get any information before inclusive education and did not have enough preparations for the inclusion, they did not get any aid and support in inclusion applications, there were not any special education teachers in inclusive primary schools, inclusive students did not get sufficient supportive educational services, teachers did not sufficiently apply individualised education programs and, therefore, they faced a lack of education materials.

INTRODUCTION

Disabled people need to be in the place of the society they deserve and interaction facilities so as to be recognised by their peers. Awareness of an integrated lifestyle can only be provided with the help of inclusive education applied in the same classrooms where students with special needs and normally developing students are put together.

While applying the appropriate education in the Basic Education Service; individualization in education, being educated together with their peers, determining the handicap beforehand, giving the individual special education, continuity of education, collaboration in education and the principles of planning and performing by one authority should be given great importance. That's why countries need to prepare the programs of 'appropriate education' for the individuals needing special education (Demirci et al. 2014).

Disabled students can overcome their problems easily by adapting the changing World conditions, thanks to inclusive education. In this education process, specially trained staff, special programs and methods are applied. Thus,

inclusive classrooms are provided for disabled students in which their differences will be noticed by their peers, and also in which they can take their normal developing peers as models for themselves.

It has been concluded in many research that students getting inclusive education are more successful when they get integrated education with their peers (Carter et al. 2005). In this sense, school principals have big tasks to maintain inclusive education well.

Further, to maintain inclusive education successfully, not only should the school principals follow the innovations in inclusive education but they should also provide students with education opportunities, meet their special education needs, prepare good programs in inclusive education. These will all help them to make their missions done and increase their students' success rate (Di Paola and Thomas 2003).

In Turkey, applications of inclusive education were adopted legally in 1983 with the Law of Students Needing Special Education, 2916. The Inclusion Program is defined under the heading of 'Special Education Applications at Primary Schools' in the Regulation of Education Applications of Children with Mental Disorder, which was made legal on 22nd of June, 1992.

However, inclusive education was defined as Special Education Applications providing supportive education services for state or private pre-schools, primary schools, secondary schools and other education foundations in the Ministry of National Education, Regulations of Special Education, part 7, and section 67.

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To gain the stability in performing the inclusive education; various programs and education policy that enable the disabled students to get the education in mainstream schools should be developed (Bhatnagar 2014) as well as regulations depending on some variations so as to perform this successfully.

Maintaining inclusive education in a successful way depends on different varieties. Among these varieties, there are supervisors, principals, teachers, families, inclusion students, normally developing students and physical environment (Ozturk et al. 2014). School principals need to have sufficient knowledge about inclusion and about what to do before and after the inclusion.

According to Colins and White (2002), for the success of the inclusion, the school principal has to have the information about (Yikmis and Pinar 2005):

1. The behavioural styles and learning styles of special education students.
2. Supervising the staff in inclusion programme.
3. The legislation of special education.
4. The best applications and research which are available in inclusive education.
5. The management of special education programme and the financial analysis.
6. The arrangement, application and assessment of curriculum programs.
7. The teaching techniques which are suitable for inclusion students.
8. Distributing the best techniques and legal information to the society, families, teachers, and other principals

In the schools applying inclusive education, the school management, too, should adopt inclusion together with the teachers, believe in the importance of the inclusion, and take each element in the application of inclusion into consideration. And this depends on the school principals having sufficient information about inclusion (Sucuoglu 2004; Varol 2010).

Integrating students needing a special education into normal classes successfully requires a long and scheduled process for these children's teachers, other staff of the school, school principals and parents (Irmak 2009). The principals at inclusive education program make plans and necessary regulations so as to apply the inclusion for the right aim; they make sure it is applied and they collaborate with necessary foundations supporting special education when necessary.

To make these plans and maintain the education appropriately, the school principals should comprehend inclusive education and they should provide teaching areas. Besides these, they should also have a good level of knowledge about inclusive education.

Purposes

The prime purposes of this research is to determine the knowledge level of school principals about inclusive education and:

1. To determine the knowledge level of school principals about the inclusive education.
2. To determine to what extent school principals inform the teachers and students about the application of inclusive education at their schools.
3. To determine how much the school principals support the inclusive education at their schools.
4. To determine the capability of the school principals at providing the necessary environment for the inclusive education at their schools.

METHODS

In this part, the model of the survey, universality and sampling, data sources, how this data was collected and processed, and statistical techniques used in this survey are going to be explained.

Survey Pattern

This is a research done with survey model to search the determination of the knowledge levels of school principals employed at inclusive education about the application of inclusion in use. Survey model is a research approach aiming to describe the situation in the past and situation at present (Karasar 1995).

Universality and Sampling

The universality of the research consisted of 95 school principals employed at 95 primary schools applying inclusive education in the province of Kocaeli. The sampling consisted of 47 principals at 47 schools chosen randomly in the universality.

Data Collecting Tools

In the research, the Questionnaire for Principals at Inclusive Education developed by Varol as a data collecting tool in 2010 was adopted. Field experts (faculty members) and the related general directorates were consulted for the appearance and content validity of the questionnaires used in the previous research to assess inclusion applications in primary schools and the manager questionnaire, developed as the result of these views, was applied.

Collecting the Data

The Questionnaire for Principals at Inclusive Education was adopted for 47 school principals by having face-to-face communication by the researcher.

The Analysis of the Data

Fractions and percentage techniques were adopted in the statistical analysis of the data.

RESULTS

The first statistics of the questionnaire is this, about 70.2% of the principals included in the research were males and 29.8% of them were females. Another finding was that 12.8% of the school principals had associate degrees, 53.2% of them had undergraduate education, 29.8% of them had master's degree and 4.2% of the principals had doctorate degree.

The distribution of school principals in the research according to their length of service is as follows: 5 years and below : 2.1% ; 6-10 years 10.6% ; 11-15 years 40.4% ; 16-20 years 21.3% and 25 and above 25.5%.

The distribution of classes in the schools that were in the survey in which inclusive education was applied is as follows: 13 classrooms of first year, 12 classrooms of second year, 12 classrooms of third year, 12 classrooms of fifth year (Table 1).

According to the results; 57.4% of school principals have information about the Regulations of Special Education Services; 21.3% of them do not have information and 21.3% of them have some information. Nearly half of the school principals do not have information about the regulation.

One more finding is that 38.3% of the school principals stated that they got inclusive training, 53.2% of them said they got inclusive training partly. More than the half of the school principals did not have any training on inclusive education.

Another finding is that; 66.0% of the teachers at schools in the research were informed; 25.5% of them were not informed about the inclusion at all; and 8.5% were partly informed about the inclusive education.

The statistics about getting support for the inclusive education is as follows; 14.9% of them got support; 59.6% of them did not get any support; 25.5% of them got some support. According to the study, it can be said that the schools were not given adequate support for special education.

The statistics about schools having teachers is as follows; in 6.4% of the schools, there are special education teachers; but 93.6% of the schools do not have any special education teachers. According to this result, a great number of schools that were observed for inclusive education do not have special education teachers at all.

Special education teachers support 8.5% of the schools; but they do not give any support to 57.4% of the schools. According to these figures, it can be concluded that most of the schools were not provided with special education support.

While 80.9% of the schools have counselling services, 19.1% of them do not have any counselling services at all.

Another finding about the support is that 66.0% of the schools were supported whereas 14.9% were not supported, and 19.1% were partly supported.

In the schools which were observed in the research, 29.8% of them gave the appropriate support for the handicap of the students in the inclusive program, 34.0% of them were not supportive at all, and 36.2% of them partly supported the students. According to these figures, it can be expressed that sufficient support was not given at schools in the research.

Individualized education for students of inclusive education is prepared at the rate of 74.5%, it is not prepared at the rate of 19.1% at all, and it is prepared partly at the rate of 6.4%.

The percentages of collaboration with families are as follows; 83.0% of the school princi-

Table1: The opinions of the school principals about the inclusive education -1

Table name	N and %	Yes	No	Partly	Total
1. The distribution of school principals ' having information about the related article of the 'Regulations of Special Education	N %	27 57.4	10 21.3	10 21.3	47 100
2. Whether the school principals had training on inclusive education or not	N %	18 38.3	25 53.2	4 8.5	47 100
3. Informing the teachers at schools about inclusive education	N %	31 66	12 25.5	4 8.5	47 100
4. Getting support for the inclusive education	N %	7 14.9	28 59.6	12 25.5	47 100
5. The percentages and frequency of being a special teacher	N %	3 6.4	44 93.6		47 100
6. The level of special education teachers' providing support for inclusive education	N %	4 8.5	27 57.4	16 34	47 100
7. The counselling service at schools included in the research giving inclusive education	N %	38 80.9	9 19.1		47 100
8. The support of counselling service to inclusive education	N %	31 66	7 14.9	9 19.1	47 100
9. Giving appropriate education support for the inclusive education students according to their handicaps	N %	14 29.8	16 34	17 36.2	47 100
10. Preparation an individualized education programme for students	N %	35 74.5	9 19.1	3 6.4	47 100
11. Collaborating inclusion students and with families	N %	39 83	4 8.5	4 8.5	47 100
12. Support given by the class teachers having inclusive education students and other staff to the inclusive education	N %	20 42.6	7 14.9	20 42.5	47 100
13. Education material availability at schools about inclusion	N %	3 6.4	30 63.8	14 29.8	47 100
14. Whether principals at schools had problems with students of inclusion or not	N %	3 6.4	30 63.8	14 29.8	47 100
15. The level of appropriateness whether it is sufficient to apply the inclusive education as a foundation or not	N %	4 8.5	14 29.8	29 61.7	47 100

pals stated that they had collaborated with families; 8.5% of them had no collaboration at all, and 8.5% of them collaborated partly.

While 42.6% of the class teachers having inclusive education students supported the training of the other staff for inclusive education, the other 14.9% of them did not give any support, and the rest of 42.6% of them provided some support for this.

The statistics about the materials is as follows; 6.4% of inclusive education materials at schools were determined to be sufficient; but 29.8% of them were not fully sufficient. As a result, it can be concluded that materials at schools are fairly insufficient.

Another finding is about the relationship between the principals and inclusion students; 6.4% of the school principals stated that they had problems with inclusion students; 63.8% of

them did not; 29.8% of them said they experienced some problems with the students.

School principals stated that 8.5% of the education of inclusion students was adequate; 29.8% of it was not adequate. 61.7% of it was sufficient to some extent. Thus, we can say that the inclusive education at schools is not at demanded level (Table 2).

The distribution of inclusion students according to their handicaps; 15.6% of the students have poor sight; 20.4% of them have a difficulty in learning and mental insufficiency; 9.6% of them experience a lack of hearing; 19.2% of them have poor concentration and hyperactivity; 10.8% of them have orthopaedic problems; 34.8% of them suffer from autism; 22.8% of them have speaking problems; 9.6% of them have other problems.

Another statistics is about the education level of the school principals: 3.45% of 29 school

Table 2: The opinions of the school principals about the inclusive education-2

<i>Table name</i>		<i>N</i>	<i>%</i>
16. The distribution of inclusion students according to their handicaps	Poor sight	13	15.6
	Difficulty in learning and mental insufficiency	17	20.4
	Poor hearing	8	9.6
	Lack of concentration and hyperactivity	16	19.2
	Insufficiency in orthopaedic	9	10.8
	Autism	29	34.8
	Difficulty in speaking	19	22.80
	Others	8	9.6
	Total	120	100
17. The distribution of school principals having inclusive education according to their training types:	I completed my Bachelors' degree on special education area.	1	3.45
	I had tutoring about special education during my Bachelors' degree	7	24.15
	I attended in-service training program by the Ministry of National Education	19	65.55
	Other	2	6.90
	Total	29	100
18. The preparations for inclusive education made at the beginning of the academic year	Meeting with the parents collecting information about the students	29	25.23
	Collecting information from the Counselling and Research Centre	25	21.75
	Arranging the school physically	9	7.83
	Tracing the collaboration of teachers at inclusive education programme	29	25.23
	Giving explanations to students at the beginning of the academic year	5	4.35
	Explaining the inclusive education to the parents	17	14.79
	Other	1	0.87
	Total	115	100
19. The distribution of the individuals making explanations:	Class teachers	14	25.9
	Counsellor teacher	36	66.7
	Expert / Teacher of special education	3	5.55
	Other	1	1.85
	Total	54	100
20. The analysis of the foundations/ individuals giving support	Counselling and Research Centre	29	69.06
	Parents of inclusive students	7	16.66
	Parents of other students	2	4.76
	Foundations / Unions or so	2	4.76
	Other	2	4.76
	Total	42	100
21. The areas of support	Getting education materials	12	54.5
	Other	10	45.5
	Total	22	100
22. Places to get supportive education for inclusion	In the source room / supportive education room	2	4.3
	In-class aid (by special education teachers or so)	21	44.7
	Counsellor and Research Centre	17	36.2
	Other	7	14.9
	Total	47	100
23. Inspections of school principals for inclusive Education	Regular inspection	8	8.96
	Providing materials for teaching	21	23.52
	Encouraging students to come to school	27	30.24
	Providing students with homework activities	14	15.2
	Providing students with leisure activities	16	17.72
	Other	4	4.48
	Total	90	100
24. Collaboration areas with families	I inform parents	30	34.5
	I have regular meeting areas	14	16.1
	I share the improvements of students with families	24	27.6
	I inform families about the activities for homeactivities	19	21.85
	Total	87	100
25. Reasons for not collaborating with families	Having no time	4	16.64
	Families' having no time	7	29.12
	Unwillingness of families	10	41.6
	Other	3	12.64
	Total	24	100

principals at inclusive education program completed their Bachelors' Degree on special education. 24.15% of them had lectures about special education during their Bachelors' Degree. 65.55% of them had in-service training; 6.9% of them had their training at other education courses. 18 school principals out of this group had no education about inclusive education at all.

The statistics about preparations for inclusive education made at the beginning of the academic year is as follows; Meeting with the parents and collecting information about students is at the rate of 25.23%; Collecting information from the Counselling and Research Centre is at the rate of 21.75%; 7.83% is for arranging the school physically; Tracing the collaboration of teachers at inclusive education program is at the rate of 25.23%; Giving explanations to students at the beginning of the academic year is at the rate of 4.35%; and doing this for the parents is at the rate of 14.79%; 0.87% is the percentage for other preparations. It can be said that the school principals gave a lot of importance to meeting with parents and getting information about the students and also tracing the collaboration of class teachers.

Informing the students about the inclusive education programme was done 25.9% by class teachers; 66.7% by counsellor teachers; 5.55% by experts or teachers of special education; 1.85% by other people.

In inclusive education; 69.06% of the support was taken from Counselling and Research Centre; 16.66% of it came from parents; 4.76% of it from other students parents; 4.76% of the support was given by institutions or foundations and other unions; 4.76% of the support was taken from other sources. 5 principals admitted that they had no support from any foundations or individuals.

The percentage of support at schools is as follows; 54.5 per cent of school principals, that is twelve of them out of 25, stated that 12 school principals out of 22 stated that they had support for education materials; while 10 of them got other kinds of support, 25 school principals said that they benefited from no materials or other supplies at all.

The supportive education was provided as the following rates: 4.3% by the source room / supportive education room, 44.7% by the help inside the classroom (like a special education teacher or so): 36.2% by Counselling and Re-

search Centre: 14.9% by other areas. The most support was observed to have been provided by the help inside the classroom.

Supervising of school principals for inclusive education; regular supervision 8.96%, providing materials for teaching 23.52%, encouraging students to come to school 30.24%, Providing students with homework activities 15.2%, providing students with leisure activities 17.72%, other 4.48%.

While collaborating with families; 34.5% of school principals informed families; 16.1% of them had regular meetings with families; 27.6% of them shared the improvements of students with families; 21.85% of them informed the families about the activities to be done at home.

The finding about why school principals cannot have collaboration with families is as follows; 16.64% of them said they cannot do this because of not having enough time; 29.12% of them said families did not have enough time; 41.16% of them said families were unwilling to have collaborations; 12.64% of them stated that this was caused by some other reasons.

DISCUSSION

This part consists of the outcomes, discussions and recommendations according to the data collected from the views of school principals related to the assessment of inclusive education at primary schools.

In the research, 57.4% of school principals have information about the relating article in the 'The Regulations of Special Education' services. 21.3% of them do not have any information; and 21.3% of them only have some information.

As related to this, it can be concluded that almost half of the school principals do not have adequate information about the Regulation even though they do have inclusive education programme in their schools.

School principals are expected to get enough information about inclusion to apply it in their schools and they are also expected to process this information in the educational activities at school (Yikmis and Pinar 2005).

In the research, 38.3% of school principals had inclusion training, 53.2% of school principals did not have inclusion training; 8.5% of them only had some training on inclusion. According to the results obtained from the research, it can be concluded that half of the school principals

do not have adequate training, even though; they do have inclusive education at their schools. Varol (2010) obtained that, 40.6% of school principals had training on exclusive education, 59.4% of them did not get enough training on exclusive training in a similar survey he performed.

In the research, 3.45% of school principals who have information about inclusion completed their Bachelor's Degree, 24% of them had special education lesson during their Bachelor's education, 65.55% of them had in-service training given by Ministry of National Education; 6.9% of them had training from other education foundations. 18 principals out of this group had no education on anything. 38.29% of them had no training on any area of special education at all. It can be concluded that it is an outstanding shortage in respect of the proficiency of the principals.

According to the research done by Firat (2014), it is observed that there is a remarkable difference between the faculty that the candidate teachers will graduate or have already graduated and their opinions about the inclusive education. This difference is defined as a positive difference at Faculties of Education. Since 'Special Education' course is given as the compulsory course, especially in all programs of Education Faculty, it can be understood that the candidate teachers have positive opinions and attitudes towards inclusive education. This can also be explained that these candidates are given courses such as 'Inclusion at Primary Schools' in Primary School Teaching program and 'Psychological Counseling and Guidance Services' and 'Learning difficulties at Inclusive Education' in Psychological Counseling and Guidance program.

At the beginning of the academic year, school principals need to do some preparations, such as informing teachers about inclusive education, how many students will be in the classrooms, physical surroundings at school, and a special education teacher to be appointed (Batu 2000).

In the research, the principals stated that they had done the following preparations at the beginning of the academic year; 25.23% of them met the parents and had information about the students; 21.75% of them had information from Counselling and Research Centre; 7.83% of them prepared the school physically, 25.23% of them followed the collaboration of class teachers of inclusive education; 4.35% of them informed the

students at the beginning of the academic year; 14.79% of them informed the parents about inclusive education; 0.87% of them stated that they did other preparations.

It can be said that a great number of school principals give importance to meeting parents and getting information about students and making preparations by collaborating class teachers of inclusive education.

It has been expressed by a lot of researchers that teachers' having enough information about inclusive education and disabled children and their attitudes, abilities, and sufficiency play a considerable role in the success of this process (Sart et al. 2004). In the study, 66% of teachers at the schools chosen for the study were informed; 25% were not, and 85% were partly informed. 33% of the teachers were not informed about inclusive education. Even though this is very important for the quality of education to be given to students, it can be said that principals did not take necessary steps for informing. Mackey (2014) the Inclusive Education in the USA: in this research where he studied the approaches of Secondary School teachers, Mackey stated that all the teachers showed positive attitudes towards the inclusive education in their classes, even though, they got very little pre-service training for working with students who need support at different rates or those who have handicaps. He also added that every teacher developed and performed various teaching applications in order to collaborate with disabled students in their classes.

In the research carried out by Akalin (2014), 75 % of the counselor teachers agreed that the most significant factors that affect the success of inclusive education applications are factors related to the school. These factors related to the school are school principals, teachers and the physical conditions of the school and so on. Gozun and Yikmis (2004) illustrated that information programme about inclusion has a positive effect on the attitudes of candidate teachers.

Applying inclusive education without providing supportive services at Special Education only means putting students needing special care into normal classes. However, it can never be said that the inclusion is applied appropriately if these students are provided with support and special education teacher only when it is necessary (Batu 2000). In the survey about school principals' getting support of relating to inclusive

education; 14.9% of them were provided with support; 59% of them were not; 25% of them were partly supported. According to the survey, 85% of them were not fully provided with support at all. As a result of this, it can be concluded that the Ministry of Education has not carried out its responsibility in the relating Law and Regulations.

According to Sakiz and Woods (2015), governmental and educational efforts to include more students' with disabilities in mainstream schools and classrooms promise better educational results for students in Turkey. However, results have been uneven up to now.

According to the survey, 69.06% of the foundations and individuals that provided help with inclusive education are the Counselling and Research Centre; 16.66% of them are families; 4.76% of them are students' parents; 4.76% of them are Union and Foundations or so; 4.76% of them are others. Five principals stated that they did not get any help or support from any foundations or individuals at all. According to the results of this research, it can be concluded that most of the information was obtained from Counselling and Research Centre.

Special Education Teachers are needed to design classrooms at school, to develop individual education schedule and to develop appropriate education schedule. The duty of special education teacher is to make sure the special needing students adapt the classroom, help the teacher work with the student, to supply activities with students without handicaps, to teach directly in the classroom, and help the class teacher about positive interaction among the students (Kargin 2004). 6.4% of inclusive schools which were observed have special education teachers but 93.6% of the do not have special education teachers. According to this result, it can be said that having insufficient number of special education teachers may lead to a significant failure. Varol (2010), in his research, stated that 81.7% of school principals do not have any special education teachers in their schools. Oruc (2007), in his research, the researcher stated that the number of teachers that are experienced in special education was fairly low, he also stated that the number of graduate students who have special education training in the universities in our country is still below expected level.

According to Special Education Regulation; under the heading of Education via inclusion; we can read the following articles; "Physical, Social

and Psychological arrangements in the classroom are made according to the handicaps of students. Special education and training materials are provided so as to carry on education services given to the students in these schools and foundations. Special tools / instruments and education materials are provided in order to carry on these education services effectively in these schools and foundations" (Avcioglu 2012). In the research, 29.8% of the schools that were chosen for the survey giving inclusive education provided students with support according to their handicaps; 34.0% of the did not provide any, and 36.2% of them partly supported the students. According to these figures, it can be expressed that adequate supportive education is not provided at schools and that they do not go accordance with the Regulations of Special Education of the Ministry of National Education.

Individual features of the students who need special education in inclusive programme can vary a lot. Thus, it is needed to make an individualised education programme for each pupil. This individualised programme for each student was made in the 74.5% of the schools. This programme was not prepared in the 19.1% of the schools, and 6.4% of the schools were only found to have prepared this programme partly.

According to these figures found in the research, it can be said that programs for individualised education were given enough importance in the schools having inclusive education.

School principals employed at schools which have inclusive education need to do the supervision services so as to give the education for the purpose. In the study, 8.6% of school principals joined in the research said that they did the necessary supervision; 23.52% of them supplied teaching materials, 30, 24% of them encouraged the students for the school; 15.2% of them provided students with activities for homework preparation, 17.72% of them supplied activities for leisure time, and 4.48% of them helped the students in other areas. According to the result of the study, most of the school principals can be said to have attitudes for special education students to encourage them to attend at schools.

Education for the disabled has to be given as scheduled, appropriate for the purpose, by collaborating with families, and with the family participation (Ulutasdemir 2007).

The finding about the collaboration is as follows; 83.0% of the principals in the study stated

that they had collaboration with families; 8,5% of them did not have this; and the other 8.5% of the principals only had some collaboration with families. According to this result, it can be concluded that school principals are in relation with families of students having inclusive education to a great extent. In the present research even though different results were collected about the relation of the family participation and academic success, family participation especially started at the early stages reveals that it has big contributions to the academic success of the students (Kaysili 2008).

One of the most important factors in inclusive education is the materials to be used by teachers. In the 'Regulations of Special Education' which was put into law in 2006, the article 23 and part 'i' reads that tools/ instruments, education materials, teaching methods and approaches, and assessments are regulated according to the insufficiency of the students in inclusive education programme, educational performance and their needs in training (Vural and Yikmis 2008).

In the schools which were observed in the research, 6.4% of the materials are sufficient; 63.8% of them are insufficient and 29.8% of the materials are found to be sufficient to some extent. Looking at these figures, it can be concluded that materials are not sufficient for the education.

According to a study done by Sadioglu et al. (2013) class teachers have negative opinions about the inclusive education applied in our country and they have admitted that they are unsatisfactory in this application. They added that they require a range of support primarily the support by an expert. They also stated that neither the pre- service training nor in-service training are adequate and they experience various problems owing to the physical conditions of the schools.

Another research done by Fazlioglu and Dogan (2013) suggests that when compared to in-field teachers, class teachers have more favourable attitudes towards the inclusive education in Turkey.

CONCLUSION

As a result of the study, it was stated that the school principals employed in primary schools with inclusive education did not have sufficient

information about inclusion and they did need further information. They did not get any information before inclusive education and did not have enough preparations for the inclusion, they did not get any aid and support in inclusion applications, there were not any special education teachers in inclusive primary schools, inclusive students did not get sufficient supportive educational services, teachers did not sufficiently apply individualised education programs and they faced a lack of education materials.

RECOMMENDATIONS

The knowledge level of principals and trainers about inclusion at schools can be promoted.

School principals make sure their schools are ready for the inclusive education at the very beginning of the academic year.

The Ministry of National Education can resolve the problem about the lack of materials in the schools.

Preparing individualised programs at schools in inclusive education can be more significant.

Activities and studies can be done to solve the insufficiency in the schools of inclusive education.

Special education teachers can be appointed to the schools of inclusive education.

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