



Evaluation of Teachers' and Administrators' Views on Inclusive Education

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Abstract

The purpose of this research was to evaluate the opinions and suggestions of school administrators and classroom teachers working in various primary schools in the Gazimağusa district regarding inclusive education. This study, which attempts to ascertain the perspectives of school administrators and classroom teachers regarding inclusive education, employed the qualitative research approach. Research data were collected through semi-structured interview questions developed by the researchers. Descriptive statistics were utilized for the data analysis. The study group consisted of 15 school administrators and 15 classroom teachers working in primary schools in the district of Famagusta, in the 2022-2023 academic year. The research findings were created in line with the perceptions of administrators and teachers regarding inclusive education, their views on the successful aspects of inclusive practices, the problems of inclusive education, increasing the success of inclusive education, the training received by administrators and teachers in the field, and their suggestions regarding studies that can be conducted for inclusive students. To guarantee that inclusive students' educational experiences have a more comprehensive structure, recommendations have been put forward.

Keywords: Inclusive, classroom teacher, special education, qualitative research, school administrator

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1. INTRODUCTION

Society is primarily based on schools' obligations to provide all persons with educational opportunities and the potential benefits that come with them, including a healthy upbringing and a positive impact on society. But not everyone can profit from education; only those who meet the necessary and equal requirements can take advantage of its prospects and potential (Harangus, 2021). In this context, individuals with special needs are among those most exposed to inequality of opportunity in education (Sevim & Atasoy, 2020).

Conceptual Framework

According to Karanfiller (2017), special education is instruction given to children who are different from the majority. It also enables gifted students to excel to the fullest extent possible in accordance with their abilities, keeps inadequate education from becoming a barrier, and gives mentally and physically disabled people the skills they need to become self-sufficient and support their integration into society. Individualized education programs (IEPs), which are developed to provide a suitable learning environment for all students who need special education and to support their development, are programs used in education prepared for students who need special education (Stambekova et al., 2022).

This program, which is prepared specifically for the student and ensures that the right decisions are made for the education of the students, is a tool that specifies the measurements to be used in determining success together with education (Manogharan et al., 2018). In addition, the IEP is a written document that guides the student, ensures that the student's existing needs are met by taking into account the student's developmental areas, and requires various arrangements to be made in this direction. This document, planned in cooperation with the family, teachers, and relevant experts, is implemented with the approval of the individual's family (Avcioğlu, 2011).

Each individual's disability is unique: the main goal of the individualized education program is to provide students with special education needs, with the most efficient educational opportunities they can benefit from (Doğan & Bengisoy, 2017). However, to diagnose these individuals, determine their needs, and guide more appropriate arrangements and planning in their education, a classification is made according to their common characteristics and educational needs (Güleryüz & Özdemir, 2015). Children who require special education, in other words, children with special needs, are generally grouped into the following groups: Individuals with Mental Disabilities, Individuals with Hearing Disabilities, Individuals with Visual Disabilities, Individuals with Physical Disabilities, Individuals with Language and Speech Disabilities, Individuals with Specific Learning Disabilities, Autistic Individuals, Individuals with Attention Deficit and Hyperactivity Disorder, and Gifted and Talented Individuals. The environments in which individuals with special needs can receive education are classified as full-time inclusion, resource room-supported inclusion, part-time inclusion, special class, daytime special education, boarding special education, and inclusion education (Güleryüz & Özdemir, 2015).

Inclusive education is not just the placement of a student with special needs in a general education classroom. It is also the implementation of some arrangements/adaptations and meeting basic criteria, taking into account the basic principles of inclusive practices. The success of an inclusive program depends on more than one variable (Akay, 2015). Administrators, teachers, parents, students with special needs, students with normal development, and the physical environment are among these variables. Successful and effective inclusion aims to support the development of individuals with special needs, as well as to create opportunities for individuals with normal development to use their latent strengths and capacities (Kargın, 2004).

Related Research

Some of the main studies conducted on the views of teachers and administrators on inclusive education in Turkey and Northern Cyprus or similar subjects are summarized below.

In the study conducted by Deniz and Çoban (2019), it was determined that the majority of teachers did not make any arrangements in the teaching content for inclusive students: It was concluded that those who made arrangements focused on assistance-based work, simplifying activities, preparing activities suitable for students, and determining content. In the study conducted by Kurt and Tomul (2019), it was concluded that teachers attended seminars and workshops to improve themselves regarding inclusive education, and in addition, they tried to make themselves more equipped in this regard individually.

In the study conducted by Demir and Açar (2011), the problems experienced by classroom teachers in inclusive education were discussed. The problems expressed by the teachers were the lack of guidance activities, insufficient support from school administrations, large class sizes, inadequate equipment in the school-class environment, problems with the families of the inclusive students, and the negative effects of other students on the inclusive students.

In the study conducted by Çankaya and Korkmaz (2012), half of the classroom teachers stated that they had received special education lessons through pre-service or in-service training, while half of them stated that they did not have any special education training. Another problem that the classroom teachers who participated in the study encountered in the implementation of inclusive education was that their classes were crowded.

Sevim and Atasoy (2020) evaluated the opinions of special education teachers working in Northern Cyprus regarding inclusive practices. The prominent result of the research is the absence of a special education department affiliated with the Ministry of National Education regarding inclusive practices and the lack of legal regulations.

Gök and Erba (2011) evaluated the opinions and suggestions of preschool teachers regarding inclusive education. Based on the findings of this study, it can be asserted that teachers have positive views about the necessity of inclusive education, but they generally experience problems with inclusive practices in their classes and schools. Teachers stated that they have very little information about inclusive education, that this information is insufficient for them, and that their lack of sufficient information about inclusive education causes them to be inadequate and experience problems in inclusive practice in their classes.

Similarly, when the ERIC database (14.09.2024) was searched; Xin et al. (2021) researched to understand inclusive teachers' belief systems about teaching students with intellectual disabilities in China. Khamzina et al.'s (2024) "Review of the Effects of Duration and Content Delivery Mode on Teachers' Attitudes Toward Inclusive Education," analyzed 31 studies, comprising 36 international interventions. Several studies have examined how well these two approaches integrate within pre-service teacher inclusive education preparation programs and offer suggestions for how to strengthen their traction in Canadian schools. One such study used the 3H Model of inclusive teacher education (Bradford et al., 2023).

When the studies listed above are examined, it is observed that there are not enough current studies that take into account today's scientific and technological developments, and most importantly, there is no research covering the views of teachers and administrators on inclusive education, or it is very limited. For these reasons, conducting research in this direction is necessary.

Purpose of the Research

This research aimed to evaluate the opinions and suggestions of school administrators and class teachers working in various primary schools in the Famagusta district regarding inclusive education. In line with this general purpose, the following questions were sought:

1. What are the views of school administrators and classroom teachers on inclusive education?
2. What are the views of school administrators and classroom teachers on the successful aspects of inclusive education?

3. What are the views of school administrators and classroom teachers on the problems of inclusive education?
4. What are the suggestions and expectations of school administrators and classroom teachers to increase the success of inclusive education?
5. What are the views of school administrators on the types of deficiencies encountered in inclusive education?
6. What are the opinions of classroom teachers about the types of disabilities that make it difficult to do in-class or out-of-class activities?
7. What are the views of school administrators on what should be taken into consideration when distributing students receiving inclusive education to classes?
8. What are the teachers' views on the types of support education services?
9. What are the opinions of school administrators regarding the preliminary preparations made before students receiving inclusive education are placed in classes?
10. What are the views of school administrators regarding their duties and responsibilities in inclusive practices?
11. What are the opinions of school administrators and classroom teachers regarding the training they received regarding inclusive practices?
12. What are the views of 12th-grade teachers on activities that can be done for mainstreaming students?.

2. METHODS AND MATERIALS

2.1. Research Method

In this study, which aims to determine the views of school administrators and classroom teachers on inclusive education in the Famagusta district, the qualitative research method was used. Qualitative research is a method that is inquisitive, interpretive, and attempts to understand the form of the problem in its natural environment. A qualitative process is followed in which data collection methods such as observation, interview, and document analysis are used to present perceptions and events realistically and holistically in the natural environment (Quick & Hall, 2015).

2.2. Study group

The study group consisted of school administrators and classroom teachers working in primary schools in the Famagusta district in the 2022-2023 academic year. 15 administrators and 15 classroom teachers participated in the study. Demographic information about the study group is given in Table 1.

Table 1 shows the demographic distribution of the administrators and teachers participating in the study according to their age and gender. 1 of the administrators was between the ages of 26-35, 8 were between the ages of 36-45, 5 were between the ages of 46-55, and 1 was 56 and above. 9 of the administrators were female and 6 were male. 4 of the teachers were between the ages of 26-35, 7 were between the ages of 36-45, and 4 were between the ages of 46-55. 9 of the teachers were female and 6 were male.

Table 1.

Demographic information of administrators and teachers

| Executive | Gender | | Total |
|-------------------|--------|------|-------|
| | Woman | Male | |
| Age | | | |
| 26-35 Years Old | 1 | - | 1 |
| 36-45 Years Old | 5 | 3 | 8 |
| 46-55 Years Old | 3 | 2 | 5 |
| Ages 56 and above | - | 1 | 1 |
| Total | 9 | 6 | 15 |

| | | | |
|-------------------|---|---|----|
| Teacher | | | |
| 26-35 Years Old | 2 | 2 | 4 |
| 36-45 Years Old | 6 | 1 | 7 |
| 46-55 Years Old | 1 | 3 | 4 |
| Ages 56 and above | - | - | - |
| Total | 9 | 6 | 15 |

Table 1 shows the demographic distribution of the administrators and teachers participating in the study according to their age and gender. 1 of the administrators was between the ages of 26-35, 8 were between the ages of 36-45, 5 were between the ages of 46-55, and 1 was 56 and above. 9 of the administrators were female and 6 were male. 4 of the teachers were between the ages of 26-35, 7 were between the ages of 36-45, and 4 were between the ages of 46-55. 9 of the teachers were female and 6 were male.

2.3. Data collection tools

A semi-structured interview form was developed by the researchers to collect the research data. A literature review was conducted during the development phase of the semi-structured interview form. Then, the interview questions were presented to two experts for their opinions, and the final form of the interview questions was created. The semi-structured interview questions created to be directed to the administrators and teachers to collect the research data were given together with the question that points to each finding before the findings section.

2.4. Ethical Principles of Research

Ethical consent forms were created stating that the teachers and administrators participating in the study volunteered to participate in the study. The ethical principles of the study, its purpose, method, data collection process, and stages related to the evaluation of the data were explained to the teachers and administrators in the consent forms. In addition, a statement was made that personal data would be kept confidential and would not be used anywhere other than the research.

2.5. Collection of Data

Interviews with teachers and administrators were conducted face-to-face. Permission was obtained from administrators and teachers to record audio during the interviews. In addition, the researcher took notes during the interviews. Interviews were conducted one-on-one and interview questions were directed to the researchers without any direction. It took approximately 5 weeks to collect all data.

2.6. Analysis of Data

As a result of the interview, the opinions obtained in response to the interview questions applied to the study group were collected and recorded in writing in a computer environment. A data set belonging to the participants was created. The texts were finalized by taking the necessary precautions to ensure that the text files were accurate and complete. The texts obtained were categorized by the researcher within the scope of the purpose of the research. All interviews that were transcribed were read and evaluated one by one. The descriptive analysis method was used while following these steps. In the first stage of the descriptive analysis, a framework was created, then the data was processed, the findings were defined, and the explanation and interpretation of the defined findings were made (Fossey et al., 2002). The research data were subjected to descriptive analysis and the findings were presented to the reader.

3. RESULTS

In this part of the research, the opinions of teachers and administrators regarding inclusive education are presented in tables. The themes indicating the opinions of administrators are coded as Y1, Y2, Y3..., while the

themes indicating the opinions of teachers are coded as S1, S2, S3....

Table 2 evaluates the responses of the administrators and teachers who participated in the research to the question "How do you define inclusive education?".

Table 2.

Opinions of administrators and teachers on inclusive education

| Themes | Admin Codes | F |
|---|--|----|
| Inclusive education is the education of children with special needs in the same environment as normal children. | Y4, Y5, Y6, Y11, Y13, Y14, Y15 | 7 |
| To ensure the educational and social integration of children through an individualized education program. | Y7, Y10, Y12 | 3 |
| Provides socialization for children with special needs. | Y9, Y2 | 2 |
| To ensure that students with special needs can adapt to the environment. | Y1, Y3 | 2 |
| It is the integration of children with special needs into society. | Y8 | 1 |
| Total | | 15 |
| Themes | Teacher Codes | F |
| Inclusive education is the education of children with special needs in the same environment as normal children. | S3, S4, S6, S7, S9, S12, S13, S14, S15 | 9 |
| To ensure the educational and social integration of children with special needs. | S1, S2, S8, S10 | 4 |
| To ensure that students with special needs can adapt to society. | S11 | 1 |
| To ensure the educational and social integration of children with special needs. | S5 | 1 |
| Total | | 15 |

Table 2 shows the views of the administrators participating in the research on inclusive education under 5 themes. The views of some administrators on the themes are as follows: Y 8 - Integrating children with disabilities and learning difficulties into society. Y 9 - It is an important and necessary education for the socialization of children with special needs. Y 12 - It is the education of the child who has received his/her medical and educational diagnosis, integrating with his/her peers in the least restrictive environment and receiving education under the consultancy of IEP and expert special education teachers.

Teachers' views on inclusive education are grouped under 4 themes. Some teachers' views on the themes are as follows: T 6 - It is the education of students who need special education in the same environment as their peers in their age group. T 8 - It is the education method that ensures the social and educational integration of children who need special education with students who continue their normal academic education. T 11 - It is an education that should be provided for students with special needs. It ensures their adaptation to society.

Table 3 evaluates the responses of the administrators and teachers who participated in the study to the question "What are the successful aspects of inclusive practices in your classroom?"

In Table 3, the views of the managers participating in the research on the successful aspects of inclusive practices are grouped under 6 themes. The views of some managers on the themes are as follows: Y 10 - They receive education appropriate to their capacity and learning speed through individualized education programs. Their social values such as self-confidence and appreciation develop. Y 13 - Students' communication, cooperation, acceptance, and common life skills develop. It becomes easier for them to identify. Y 15 - It is the effort of students with special education needs to be accepted by their peers and to follow the general curriculum in addition to the IEP.

Table 3.

Opinions of administrators and teachers on the successful aspects of inclusive practices

| Themes | Admin codes | F |
|--|------------------------|-----------|
| Children each other Good and recognize acceptance provides. | Y3, Y15 | 2 |
| Students' socialization provides. | Y1, Y2, Y4, Y5, Y6, Y9 | 6 |
| Students yourself trust, being appreciated, bravery, responsibility Values such as develops. | Y7, Y10, Y11, Y14 | 4 |
| Rapport skills increase. | Y8 | 1 |
| Students' communication, work Unity, and partner life their skills develop. | Y13 | 1 |
| It enables the development of personal abilities. | Y12 | 1 |
| Total | | 15 |
| Themes | Teacher Codes | F |
| It allows students to socialize | S4, S8, S11, S12, S13 | 5 |
| It helps children accept differences and be accepting of each other. | S2, S4, S9, S10 | 4 |
| Integrates the child into society | S1, S3, S14 | 3 |
| Creates awareness in normal children | S5, S6 | 2 |
| Increases adaptation skills | S7 | 1 |
| Total | | 15 |

The teachers' views on the successful aspects of inclusive practices are grouped under 5 themes. Some of the teachers' views on the themes are as follows: T 3 - It makes disabled students more self-confident and makes them feel like they are a part of society. T 7 - I observed that my students who need special education are more compatible with their peers and more willing when they come from special education. I can say that they are more willing to participate in the lesson. T 12 - Inclusive students socialize by spending time with other students and interacting with them.

Table 4 evaluates the responses of the administrators and teachers who participated in the research to the question "What are the problems experienced in inclusive practices in your classroom?"

Table 4.

Opinions of Administrators and teachers on the Problems of inclusive Education

| Themes | Admin codes | F |
|---|----------------------|-----------|
| Parents' failure to accept their children's situation | Y1, Y2, Y3, Y14, Y15 | 5 |
| Lack of resource room | Y7, Y8, Y13 | 3 |
| Absence from school | Y6, Y10, Y11 | 3 |
| Failure to prepare a special education program suitable for the student | Y4 | 1 |
| Teachers do not have adequate training. | Y5 | 1 |
| Lack of a modern fundamental law | Y12 | 1 |
| Aggressive behavior | Y9 | 1 |
| Total | | 15 |
| Themes | Teacher codes | F |
| Peer bullying | S9, S12, S13, S14 | 3 |
| Aggressive behaviors of students with special needs | S3, S5, S13 | 3 |
| Failure to prepare a special education program suitable for the student | S4, S11, S15 | 2 |
| Academic fall behind of students with special needs | S6, S7 | 2 |
| Parents' failure to accept their children's situation | S1, S8 | 2 |
| Crowded classes | S4 | 1 |

| | | |
|---|-----|----|
| Lack of resource room | S2 | 1 |
| Lack of adequate consultation between the classroom teacher and the special education teacher | S10 | 1 |
| Total | | 15 |

In Table 4, the views of the administrators participating in the research on the problems of inclusive education are evaluated under 7 themes. The views of some administrators on the themes are as follows: Y 2 - The problems are greater than success. The main problem is that parents do not accept their children's situation and think that their children are flawless. Therefore, they do not want to get the necessary support and strongly oppose medication when it is needed and cut off communication with us. Y 4 - Yes. A special education program is not prepared for the student. Teachers, namely the classroom teacher and the special education teacher, should cooperate on this issue. Y 5 - Yes, I think so. I think that teachers are not trained enough on this issue. Y 9 - Aggressive behaviors to attract attention or join the group. The reason may be that other students do not accept or exclude them.

The teachers' views on the problems of inclusive education are grouped under 8 themes. Some of the teachers' views on the themes are as follows: T 1 - The family's situation is important. The family's failure to accept is a big problem. T 4 - Yes, I think there are problems. Crowded classes, and inadequate curriculum for inclusive education. T 5 - Violence (aggressive behaviors), etc. The teacher has to deal with both the large student group in the classroom and serious problems are experienced in classroom management. T 13 - The teacher's inability to allocate enough time, and students' behaviors that amount to peer bullying. Some students, especially those with poor empathy skills, can make fun of inclusive students. This situation can make the inclusive student aggressive and alienate him from school.

Table 5 evaluates the responses of the administrators and teachers who participated in the research to the question "What are your views on increasing the success of inclusive education?"

Table 5.

Opinions of administrators and teachers on increasing the success of inclusive education

| Themes | Admin Codes | F |
|--|-----------------------------------|----|
| Providing in-service training to teachers | Y5, Y6, Y9, Y15 | 4 |
| Being a resource room | Y7, Y8, Y13 | 3 |
| Education and awareness of parents | Y3, Y10, Y11 | 3 |
| Enactment of a modern special education law | Y1, Y12 | 2 |
| TRNC Ministry of National Education should be more active in this regard. | Y2 | 1 |
| Class sizes are not large | Y14 | 1 |
| Continuous collaboration between classroom teachers and special education teachers | Y4 | 1 |
| Total | | 15 |
| Themes | Admin Codes | F |
| TRNC Ministry of Education should be more active in this regard and make the necessary arrangements. | S1, S3, S4, S5, S8, S10, S11, S15 | 8 |
| Raising awareness among parents and ensuring they accept the situation | S1, S3, S4, S6, S9, S12, S15 | 7 |
| The classroom teacher must have the necessary qualifications for inclusive education. | S1, S2, S10, S15 | 4 |
| The classroom environment and population are suitable for inclusion. | S2, S14 | 2 |
| Collaboration of the child-parent-teacher trio | S7, S13 | 2 |
| Total | | 23 |

In Table 5, the views of the administrators participating in the research on increasing the success of inclusive education are grouped under 7 themes. The views of some administrators on the themes are as follows: Y 1 - A special education law needs to be enacted. Children who are suitable for integration need to be identified and guided. When registering a child for school, the opinion of a special education teacher needs to be sought. Y 13 - If there is a fully equipped resource room, integration will be easier and more successful. Y 15 - Primary school teachers affiliated with the TRNC Ministry of National Education need to be continuously developed in this area through in-service training.

Teachers' views on increasing the success of inclusive education are grouped under 5 themes. Some teachers' views on the themes are as follows: T 2 - Avoid excessive interest/indifference, excessive tolerance, or excessive strictness towards students with differences. Treating normal children as they would. T 11 - The Ministry of National Education should be more active. The curriculum should be improved by the Ministry of National Education. T 14 - The classroom environment and class size should be suitable for integration. Crowded classes should be avoided by keeping the class numbers at certain numbers in the presence of such students.

Table 6 evaluates the responses of the administrators who participated in the research to the question "What are your views on the types of inadequacies you encounter in inclusive education?"

Table 6.

Opinions of administrators on the types of deficiencies encountered in inclusive education

| Themes | Admin Codes | F |
|--|---|----|
| Mental Disability | Y1, Y2, Y3, Y5, Y6, Y7, Y9, Y10, Y11, Y12, Y14, Y15 | 12 |
| Emotional and Behavioral Disorder (Autism) | Y1, Y2, Y3, Y4, Y7, Y9, Y11, Y12, Y15 | 9 |
| Specific Learning Difficulty (Dyslexia) | Y7, Y8, Y10, Y11, Y12, Y14, Y15 | 7 |
| Physical Disability | Y3, Y5, Y7, Y11 | 4 |
| Attention deficit and hyperactivity disorder | Y8, Y13, Y14, Y15 | 4 |
| Total Views | | 36 |

Table 6 shows the views of the administrators participating in the study on the types of disabilities encountered in inclusive education under 5 themes. The administrators stated that mental disability, emotional and behavioral disorders, specific learning difficulties, physical disabilities, and attention deficit and hyperactivity disorder are the types of disabilities encountered in inclusive education.

Table 7 evaluates the responses of the teachers who participated in the study to the question "What are the types of disabilities that make it difficult to do in-class or out-of-class activities in inclusive education?"

Table 7.

Teachers' views on the types of disabilities that make it difficult to do in-class or out-of-class activities in inclusive education.

| Themes | Teacher Codes | F |
|--|---------------------|----|
| Mental Disability | S1, S7, S8, S9, S15 | 5 |
| Emotional and Behavioral Disorder (Autism) | S5, S6, S12, S14 | 4 |
| Visual impairment | S3, S4, S10 | 3 |
| Physical Disability | S11, S13 | 2 |
| Attention deficit and hyperactivity disorder | S8 | 1 |
| Learning Disability | S2 | 1 |
| Total Views | | 16 |

Table 7 shows the views of the teachers who participated in the study regarding the types of disabilities that make it difficult to do in-class or out-of-class activities in inclusive education, grouped under 6 themes. The

views of some teachers regarding the themes are as follows: *T 12 - Autism. There may be difficulties in activities where children can be active at the same time, such as cutting and painting. However, when appropriate conditions are provided, they can participate in all kinds of activities. There is no obstacle to anything. T3 - I have the most difficulty with children with visual impairments. I need more expert knowledge in the activities to be done with them.*

Table 8 evaluates the responses of the administrators who participated in the research to the question "What should be taken into consideration when distributing students receiving inclusive education to classes?"

Table 8.

Opinions of administrators on what should be taken into consideration when distributing students receiving inclusive education to classes.

| Themes | Admin Codes | F |
|------------------------|--|----|
| Class Size | Y1, Y2, Y4, Y5, Y6, Y7, Y8, Y10, Y11, Y12, Y13, Y14, Y14 | 13 |
| Age Group Requirements | Y1, Y3, Y7, Y8, Y9, Y10, Y14 | 7 |
| Total | | 20 |

Table 8 shows the views of the administrators participating in the study on what should be taken into consideration when distributing students receiving inclusive education to classes, grouped under two themes. The administrators stated that class size and age group requirements are taken into consideration when distributing students to classes. The views of some administrators on the themes are as follows: Y 1 - We always prioritize class size and age group requirements. In addition, we pay attention to the class levels that will benefit our children the most. Here, our child's development is monitored and necessary precautions are taken. Y 2 - I pay attention to the number of students in the class. I try to distribute these students equally among the classes whenever possible.

Table 9 evaluates the responses of the teachers who participated in the research to the question "What are your opinions on the types of support education services?"

Table 9.

Teachers' views on types of support education services

| Themes | Teacher Codes | F |
|-------------------------------|--|----|
| Special Education Consulting | S1, S2, S3, S4, S6, S7, S9, S12, S13, S14, S15 | 11 |
| Training in the Resource Room | S3, S5, S8, S11, S13 | 5 |
| In-Class Help | S8, S9, S10, S11 | 4 |
| Total | | 16 |

In Table 9, the opinions of the teachers participating in the research regarding the types of support education services are grouped under 3 themes. According to the findings obtained from the research, the majority of the teachers stated that they preferred special education consultancy among the support education service types. Some of the teachers stated that they preferred in-class assistance. Some of the teachers also stated that they preferred education in the resource room.

Table 10 evaluates the responses of the administrators who participated in the research to the question "What are the preliminary preparations made before students receiving inclusive education are placed in classes?"

Table 10.

Opinions of administrators regarding the preliminary preparations made before students receiving inclusive education are placed in classes.

| Themes | Admin Codes | F |
|-------------------------------------|--|----|
| Informing the teacher | Y1, Y3, Y6, Y7, Y8, Y9, Y10, Y11, Y13, Y14 | 10 |
| Organizing the physical environment | Y1, Y3, Y4, Y6, Y7, Y8, Y13, Y14 | 8 |
| Organizing the program | Y1, Y7, Y10, Y13 | 4 |
| No preparation is made | Y2, Y5, Y12, Y15 | 4 |
| Total | | 26 |

Table 10 shows the views of the administrators participating in the research on the preliminary preparations made before students receiving inclusive education are placed in the classrooms under 4 themes. The views of some administrators on the themes are as follows: Y 7 - Yes. Preliminary preparations are made. The physical environment suitable for the student's needs is arranged. An IEP is prepared by the appropriate special education teacher for that student. The classroom teacher is also informed.

Table 11 evaluates the responses of the administrators who participated in the research to the question "What are your duties and responsibilities in inclusive practices?"

Table 11.

Views of managers regarding their duties and responsibilities in inclusion practices

| Themes | Admin Codes | F |
|--|----------------------------------|----|
| Observe and follow the process | Y2, Y4, Y5, Y6, Y7, Y8, Y13, Y14 | 8 |
| Collaborate with the necessary people for the efficient progress of the process. | Y1, Y9, Y10, Y12, Y15 | 5 |
| Guiding teachers and parents | Y3, Y11 | 2 |
| Total | | 15 |

Table 11 shows the views of the managers participating in the research on their duties and responsibilities in inclusive practices, grouped under 3 themes. The views of some managers on the themes are as follows: Y 2 - To monitor these children, to observe whether they take their medication that day if any. To monitor their relationships with their friends in the classroom. Y 11 - To hold meetings with parents, teachers, guidance counselors, and special education teachers and provide the necessary guidance.

Table 12 evaluates the responses of the administrators and teachers who participated in the research to the question "What training have you received regarding inclusive practices?"

Table 12.

Opinions of administrators and teachers regarding the training they received on inclusive practices

| Themes | Sub Themes | Admin Codes | F |
|----------------|--|-------------------------------|----|
| In-Service | Seminar and Conference | Y4, Y5, Y6, Y8, Y12, Y13, Y15 | 7 |
| Before Service | Inclusion and Special Education course | Y7, Y9, Y10, Y14 | 5 |
| Uneducated | | Y1, Y2, Y3, Y11 | 4 |
| Total | | | 15 |
| Themes | Sub Themes | Teacher Codes | F |
| Before Service | Inclusion and Special Education course | S8, S10, S12 | 3 |
| In-Service | Seminar and Conference | S2, S3, S12, S15 | 4 |

| | | |
|------------|--|----|
| Uneducated | S1, S4, S5, S6, S7, S9, S11, S13, S14 | 9 |
| Total | | 16 |

Table 12 shows the views of the managers participating in the research on the training they received on inclusive practices, grouped under 3 themes. While some of the managers stated that they received in-service training, some stated that they received pre-service training, and some managers stated that they did not receive training.

The teachers' views on the training they received on inclusive practices were grouped under 3 themes. While the majority of teachers stated that they did not receive any training, some teachers stated that they received pre-service training and some teachers stated that they received in-service training.

Table 13 evaluates the responses of the teachers who participated in the study to the question "What are your suggestions for work that can be done for mainstreaming students?"

Table 13.

Teachers' suggestions for activities that can be done for inclusive students

| Themes | Teacher Codes | F |
|--|----------------------|----|
| To make the lessons and activities that normal children do simpler for special students. | S2, S7, S8, S12, S15 | 5 |
| Group work | S4, S6, S13, S14 | 4 |
| To have them do the same work as regular students | S3, S5 | 2 |
| Musical events | S1, S9 | 2 |
| Games | S10, S11 | 2 |
| Drama events | S13 | 1 |
| Total | | 16 |

Table 13 shows the suggestions of the teachers participating in the study for activities that can be done for mainstreaming students under 6 themes. While some of the teachers stated that they did the same activities as the normal students, some stated that they did different activities.

4. Discussion

When the studies conducted in the field were examined, it was observed that some conducted studies had similar results to this study. In the study conducted by Vilda et al. (2019), they evaluated the opinions of classroom teachers on inclusive education. Teachers stated that they support practices that enable students with normal development to socialize in the same educational environment as special needs students. In the study conducted by Deniz and Çoban (2019), it was determined that problems such as families not accepting the situation, insufficient cooperation between teacher-family-school administration, families having insufficient information about inclusive education, lack of special education/support education rooms, and large class sizes, were encountered in inclusive practices. In the study conducted by Demir and Açar (2011), when the problems experienced by classroom teachers in inclusive education were examined, the teachers stated that the class sizes were large, the problems experienced with the families of the inclusive students, and the negative effects of other students on the inclusive students. In the study conducted by Çankaya and Korkmaz (2012), it was determined that one of the problems encountered by the classroom teachers participating in the research on inclusive education practices was that their classes were crowded. In their study, Karaca and Kurt (2023) evaluated the opinions of school administrators and teachers regarding support education rooms in inclusive practices. Teachers and administrators have revealed that the support education rooms are not implemented as specified in the legislation, there are differences between schools on issues that the legislation does not clarify, schools are physically and equipment inadequate, and teachers who teach within the scope of support education rooms do

not receive pre-service or in-service training. Doğaroğlu and Dümenci (2015) have revealed in their study that the knowledge levels of pre-school teachers who have inclusive students in their classes regarding inclusive education are low in terms of mental and behavioral aspects.

The majority of teachers and administrators have expressed the view that inclusive education is a practice that enables children with special needs to socialize, by receiving education in the same environment as normal children. It has been concluded that the successful aspects of inclusive education are the socialization of children, providing children with the chance to know each other well and accept each other, developing values such as self-confidence, appreciation, courage, and responsibility in students, creating awareness in normal children, increasing adaptation skills and integrating children with special needs into society.

5. Conclusion

It has been emphasized that the problems of inclusive education are parents not accepting the situation of their children, lack of a resource room, peer bullying, lack of a special education program suitable for the student, inadequate consultation between the classroom teacher, and the special education teacher. In addition, crowded classes, students with special needs falling behind academically, aggressive behaviors, absenteeism from school, inadequate education of teachers on this issue, and lack of a modern law on this issue. It has been concluded that providing in-service training to teachers, educating and raising awareness of parents, having a resource room, the Ministry of National Education being more active on this issue, not having too many class sizes and continuous cooperation will increase the success of inclusive education. It has been concluded that the majority of teachers make arrangements in the content of education for inclusive students and simplify the activities.

It has been determined that teachers focus on dramatization, group work, and musical activities in inclusive practices. It has been found that mental disabilities are the most common type among children engaged in inclusion programs and that these disabilities are the ones that teachers find most challenging to have students complete for in-class or after-school activities. It has been concluded that administrators take into account the class size and age group requirements in the distribution of students receiving inclusive education to classes. It has been concluded that the majority of administrators inform teachers before students receiving inclusive education are placed in classes as a preliminary preparation. It has been determined that the duties and responsibilities of administrators in inclusive practices are to observe and follow the process, and to cooperate with and guide the necessary people for the efficient progress of the process. It has been determined that teachers and administrators are of the opinion that they will develop themselves by participating in in-service training. It has been concluded that the majority of teachers prefer special education consultancy among the support education service types.

6. Recommendations

In line with the research findings, the recommendations for inclusive practices are as follows:

It is recommended that classroom teachers and school administrators receive in-service training and seminars on inclusive education. Before the inclusive practice begins, those who will participate in the practice should be informed and preliminary preparations should be made by ensuring communication and cooperation. It is recommended that different methods and techniques be used to motivate inclusive students to learn. In inclusive practices, the number of classes should not be too many, and a balanced distribution should be ensured when distributing inclusive students to classes. Normally developing students studying in the inclusive class should be informed about the characteristics of students with special needs and how to treat them. School administrators and classroom teachers should be models for normally developing students. Schools and classes should be equipped with the necessary tools and equipment in line with the needs of inclusive students.

Families should be made aware of inclusive education. Suggestions for further research in line with the research findings are given below: The research is limited to the district of Famagusta; therefore, it is

recommended that the study be conducted in different places and regions. The interview technique, which is one of the qualitative research methods, was used in the research. It is suggested that the research be repeated using quantitative and qualitative research methods together.

It is suggested that the views of parents of students in inclusive classes be determined. The effects of typically developing students enrolled in inclusive education on inclusive students as well as the impact of class size on inclusive education achievement should be explored in future research. In future studies, the guidance and support levels of school administrators to teachers may be investigated.

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Institutional Review Board Statement

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Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

Data will be made available on request.

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Conflicts of Interest

The authors declare no conflicts of interest.

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