



SCHOOL ADMINISTRATORS' VIEWS ON INCLUSIVE EDUCATION, PROBLEMS THEY FACE AND SOLUTION SUGGESTIONS

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Abstract

In today's world and our country where continuous innovations are made in the field of education, inclusive education constitutes an important agenda. Inclusive education accepts and includes all individual, cultural and ethnic differences. The aim of this research is to determine the views of school administrators on inclusive education, to reveal the problems they experience and their solution suggestions. The data were collected from 8 school administrators working in official schools of Çanakkale Province under the Directorate of National Education in 2022-2023 academic year. This research aims to have in-depth information about the subject within the framework of qualitative research with a phenomenological design. The data were obtained through a semi-structured interview form consisting of 6 items and the analysis was made through descriptive analysis. The data reveal that school administrators have an awareness that needs to be increased towards inclusive education. In addition, it reveals that school administrators' perceptions of their responsibilities regarding physical environment arrangements, student needs, teacher development, parent and community awareness regarding inclusive education need to be improved. It has been found that school administrators may have problems with inclusive education practices and suggestions for solutions are put forward.

Keywords: Inclusive education, school administrators, disadvantaged students, inclusive education stakeholders.

INTRODUCTION

Due to Turkey's social and geographical location, there is a diverse student profile in the education system. Students with low socio-economic status, children under temporary protection, refugees, female students, LGBT, children exposed to violence, children with disabilities, working children, and students affected by migration, terrorism or disasters constitute diversity in schools. Due to this diversity, schools today harbour different cultures, ethnicities, languages, socio-economic status, religions, sects, sexual orientations and physical/mental conditions. Many different social, cultural and educational needs can be met with qualified education (Ainscow, 2016). Therefore, schools should have the capacity to respond to the unique needs of each group and each individual in particular. All studies about the schools that should provide educational and counseling needs show that schools can only be successful with the administrators, as the leaders of the schools. Qualified administrators are essential for qualified schools (Bursalıoğlu, 1997).

The study group of this research consists of eight school administrators working in the central district of Çanakkale province. According to the findings obtained from the research; it has been determined that the administrators have an awareness about inclusive education, but they also have knowledge deficiencies. It has been revealed that school administrators, who state that various practices can be included in schools for inclusive education, agree that teachers should receive in-service training for inclusive education. In addition, it has been obtained that administrators carry out many practices in their schools about what is done for students with disadvantages, but they do not find them enough for some reasons, and they have



various ideas about the roles and responsibilities of teachers, parents and society to address these students.

Inclusive education

Schools need inclusive practices that embrace all students as valued members of the school community to remove barriers from education and achieve high-quality outcomes (Carter & Abawi, 2018). Inclusive education is an approach that employs strategies, activities and processes developed to ensure that a qualified education is equally available to all students and supports all the disadvantaged to make them participate in education (İra & Gör, 2018). Training services that enable disadvantaged children and their non-disadvantaged peers to receive education equally are included in inclusive education (Ünal & Yel, 2019). According to UNESCO's (2005) definition, inclusive education is the process of responding to the different needs of students by increasing their participation in education, culture and society and reducing discrimination within the education system. According to Carter and Abawi (2018), inclusion is defined as meeting the learning needs of students regardless of culture, language, cognition, gender, ability and skills or background.

UNESCO addresses inclusive education, which envisages the provision of appropriate conditions in all schools, with pedagogical, social and economic sub-headings. The pedagogical principle refers to developing methods and techniques based on individual differences so that all students in schools can benefit. The social principle is to include inclusive education practices in schools in order to reach an equal and inclusive society. The economic principle is related to the fact that it is less costly for all students to receive education in the same environment instead of being distributed to different schools according to their characteristics (Demirel Kaya, 2019). As can be understood from these three principles, inclusive education offers an education that is based on the individual differences of all students, has a positive impact on social activities and is less costly.

Inclusive education, which includes all children, youth and adults, is based on the Declarations of Human Rights and the Rights of the Child. In 1990, the Education for All Conference was organized with the objectives of expanding the participation of children with limited opportunities and disadvantages in education, ensuring access to qualified, compulsory and free education for children with difficult conditions, especially girls, eliminating gender inequalities in education, and improving the quality of education. Recognizing and valuing diversity in education are concepts that UNESCO takes into consideration when defining inclusive education. In the United Nations Convention on the Rights of the Child, which resonated in the international arena and was signed by our country (Official Newspaper, 1995), the clear statements in Articles 28 and 29 on the recognition of equal rights to education for all children draw attention to inclusive education.

The sustainability feature of inclusive education can be mentioned only when education is planned, systematic and has long-term goals (UNESCO, 2001). To ensure sustainability, schools should include the idea that all children should learn together (Dilekçi, 2019) and the differences bring richness to schools rather than being undesirable situations. In schools, in parallel with inclusive education, educational, physical and environmental arrangements should be made at a level that can respond to student differences. Differentiated curricula and teaching strategies should be included. And qualified educational environments that respect differences should be prepared as a result of positive interaction with the school environment to serve inclusive education. In a report published by UNESCO (2001), it is mentioned that administrators should be able to identify the obstacles that may occur in inclusive education and they should be a guide in overcoming these obstacles.

Inclusive School Administrators

Each school has its own student groups, and within these groups, there are individuals with various characteristics that they bring with them to school. This diversity influences the school environment and can shape the functioning of the school. Inclusive leaders act as transformative agents who critically analyze inequalities for marginalized groups and adjust structures and practices in their buildings to change the culture (Riehl, 2000).



The suggestions of Hehir and Katzman (2012) for school administrators in ensuring an inclusive school environment can be listed as follows:

- a. Establishing a strong inclusive vision: Create an effective educational environment for special children and build school culture and practices that maximize the time these children spend at school.
- b. Applying the principles of distributive leadership: Sharing leadership by empowering teachers to find their own solutions, allocating resources for teacher development, giving importance to classroom observations in order to understand teachers and students better and creating an atmosphere of trust.
- c. Establishing a structure for teachers to work together: Create a culture of collaborative problem solving, encourage all teachers to work together in the classroom and group work on instructional issues, and set a time frame for this.
- d. Seeking entrepreneurial opportunities: The management of resources should be tailored to the needs of students with a wide range of needs, so that all the school's resources can be allocated according to needs or, additional resource support can be sought when they are not sufficient.
- e. Building strong relationships with families and the community: It is important to realize that the participation of both the families of students with disabilities and the families of students without disabilities, and should not hesitate to ask for help in case of disagreement.
- f. Put innovation at the centre of teaching: Instead of focusing too much on special needs, schools should focus on how to make teaching and learning most effective for all children with needs.
- g. Supporting universal design at the school and classroom level: It is important to support inclusive education intellectually, but it is even more important to implement these ideas and to design inclusive schools.

The views of school administrators, the problems they experience and their suggestions for solutions to these problems can offer different perspectives on inclusive education (Erdoğan, et al., 2022). In this study, the roles of school administrators, teachers, parents and society in inclusive education practices, the problems they experience and their solutions are examined. In addition, school administrators were asked about their ideas on what inclusive practices could be implemented in schools and whether they included these practices in their schools. Within the scope of the study, school administrators' views on inclusive education are examined under the general heading of what should be done in schools for disadvantaged students such as refugees, disaster-stricken, low socio-economic level students, female students, disabled students and LGBT students. The characteristics of the obtained data are determined whether they are similar or not similar to the literature. In this study, the roles of administrators regarding inclusive education in schools, problems experienced in schools and solution suggestions are discussed, and it is expected that the study will provide positive attitudes towards disadvantaged students and improvement in inclusive practices. The study aims to determine the views of school administrators on inclusive education, to reveal the problems they experience and their solution suggestions.

For this purpose, the following questions were asked to them:

- ✓ What are the roles of administrators in inclusive education practices?
- ✓ What are the practices that should be carried out in schools for inclusive education?
- ✓ What are the practices that should be carried out for disadvantaged students in schools?
- ✓ What are the roles and responsibilities of teachers for inclusive education?
- ✓ What are the responsibilities of parents for inclusive education?
- ✓ How is the awareness of the society towards inclusive education?
- ✓ In addition to the research questions, probing questions were also asked during the interviews in order to get more information about school administrators' views about inclusive education.

**METHOD****Research Model**

This research was designed with qualitative research model. Qualitative research tries to investigate and make sense of social phenomena in their natural environment (Yıldırım & Şimşek, 2021). The data obtained were analyzed descriptively. In addition, the research topic was investigated by using the phenomenology method, in-depth and in detail, to understand the experiences of people who are experienced with the subject (Cresswell, 2017). In this study, school administrators' views on inclusive education, the problems they experience and their suggestions for solutions are investigated.

Study Group of the Research

In this study, the study group consists of school administrators working in the central district of Çanakkale province. Eight school administrators working in the centre of Çanakkale province were reached by using simple random sampling from random sampling methods. Demographic information of the administrators participating in the study is presented in Table 1.

Table 1. Demographic information about school administrators.

Participant	Gender	Education Status	Seniority	Years of Working as an Administer
Y1	Woman	Master's Degree	24	9
Y2	Woman	BSc	16	2
Y3	Male	BSc	14	4
Y4	Male	BSc	16	2
Y5	Woman	Master's Degree	19	4
Y6	Male	Master's Degree	28	24
Y7	Male	BSc	17	15
Y8	Male	BSc	24	8

As seen in Table 1, 3 of the managers participating in the study have master's degrees and 5 of them have bachelor's degrees. Five of the participants are male and three are female. It is seen that the seniority of the participants ranges between 14 and 28 years, and their working time as a manager ranges between 2 and 24 years.

Data Collection Process and Analysis

In the analysis of the research data, deductive analysis, one of the content analysis methods, was used. Deductive analysis is summarised and interpreted according to the themes determined on the basis of the problem or sub-problems of the research and the opinions of the interviewees are often quoted (Yıldırım & Şimşek, 2021).

The interviews were conducted face-to-face by the researchers in the rooms of the school administrators by making an appointment with the participants beforehand. Before the interview, the purpose of the research was explained to the participants and they were informed that the personal information obtained would be used only for the research and would not be shared with third parties. All interviews were taken notes with the permission of the participants and then confirmed by the participants. Interview durations varied between 25 and 45 minutes. During the interview, in order to get detailed answers from the participants, probing questions were asked (... why do you think so? Can you include these practices in your schools? How?...) were included.

To ensure the internal security of the research, the semi-structured interview form was developed as a result of the literature review and the theoretical framework was determined. To increase the validity and reliability of the findings, the administrators' own sentences and striking opinions were frequently included, and descriptions of sample selection, development of data collection tools and data collection stages were given in detail. During the interpretation of the findings, the results of the literature review and related researches were taken into consideration.



FINDINGS

1. Roles of School Administrators in Inclusive Education Practices

The answers to the question of what the roles of school administrators in inclusive education practices are presented in Table 2.

Table 2. Roles of school administrators in inclusive education practices

Manager Roles	
	Ensuring access to events
	To be free from prejudices
	To be fair and equal
	Positive discrimination
	Being a role model for teachers and students
	Solving communication problems with refugees
	Encouraging teachers to in-service training
	Preparing an inclusive environment
	To take into account student differences
	Organizing the physical environment of the school

The interviewed school administrators expressed their roles in inclusive education practices as providing access to activities, being fair, equal and without prejudice, having positive discrimination against disadvantaged groups, being a role model for students and teachers with their behaviours and attitudes, being able to communicate especially with refugee students, preparing an inclusive environment in schools, managing the school by taking student differences into account and arranging the physical environment of schools in a way that can appeal to all students.

Y1: "... first of all, the school administrator should be free from prejudices. He/she should treat fairly and equally. Maybe he/she should make some positive discrimination".

Y5: " As an administrator, one of our main duties is to take student differences into account... Taking into account all different characteristics, there are gifted children, children in mainstreaming education, children with physical disabilities, children who have been subjected to migration, and children who come together with many different criteria. We bring these children together under the roof of a school. Under that roof, these children should be in a comfortable position. A school administrator has a big role in this sense, that is, if a disabled ramp is needed, he/she should make a disabled ramp, if the child needs to use an elevator, he/she should complete this, support education rooms should be built for mainstreaming students, the classes of students in need of special education should be arranged separately, their materials should be completed, the design of the classrooms should be done accordingly, and teachers should be guided in this way above all".

To fulfill these roles in their schools, school administrators stated that they encourage students to participate in activities, provide financial aid to those in need through the PTA, non-governmental organizations and teachers, direct students to the guidance service, act as role models for the school, make projects in their schools, encourage teachers to participate in in-service training and organize orientation activities. They stated that there could be more practices in schools in the context of inclusive education, but they could fall behind in some practices due to the intensity of the curriculum, too many tasks imposed on administrators, teachers' lack of participation in in-service training and communication problems with refugee parents.

Y1: "... schools should have practices that include all these children like a whole life, but can we do this in practice? At this point, we may encounter the curriculum from time to time. Because it does not allow us to do all kinds of activities. In other words, there are certain subjects that we have to teach. At this point, it is debatable how much our administrators, including me, are trained. How educated our teachers are can be discussed".

Y3: " What will you do when a disabled student comes or a foreign student comes? For example, we have a language barrier with them. I mean, children can overcome this in time, but we cannot overcome it with parents. They definitely need to go through an adaptation process".



2. Practices to be carried out in schools for inclusive education

The answers to the question of what practices should be carried out in schools for inclusive education are shown in Table 3.

Table 3. Practices to be carried out in schools for inclusive education

School Practices	
	Have access to organizations that can help (physical/psychological assistance, cultural adaptation programs)
	A commission should be established to provide activities for all schools
	All responsibility should not be left to administrators and teachers
	More norms should be given for support education and special education
	Individualised Education Plan [IEP] should be prepared
	There should be special education courses in faculties of education
	Physical equipment should be enriched (material, ramp, signboard, location of the classroom, etc...)
	Managers should be free from discrimination
	Refugees must be provided with help
	Explore and support students' talents
	Develop the corporate culture and determine the vision together
	Support the professional development of teachers
	Prepare an environment that respects student differences
	Integrate students with activities
	Be a role model in attitudes toward disadvantaged students
	Encourage and guide teachers to ensure the integration of disadvantaged students
	Organise and implement different teaching programs
	Recognize citizens of other countries
	Teachers must be able to adapt to change

As can be seen in Table 3, school administrators gave many answers to the question of what could be carried out in schools for inclusive education. The administrators stated for the practices that should be carried out in schools; reaching out to organizations that can help (providing special help for psychological or physical problems, supporting cultural adaptation), establishing a commission within the Provincial Directorate of National Education that will provide activities for all schools, preventing the responsibilities from being entirely on the administrators and teachers, opening more norms for support education and special education, ensuring the preparation of individualized education programs (IEP), giving special education courses in education faculties, enriching the physical equipment of the schools (materials, ramps, signboards, location of the classroom, etc.), being free from discrimination, providing assistance to refugees, discovering and supporting students' talents, developing the corporate culture, determining the vision together with teachers and supporting teachers' professional development. In addition, preparing an environment that respects student differences, integrating students with activities, being a role model in attitudes towards disadvantaged students and encouraging and guiding teachers to ensure the adaptation of disadvantaged students are the views reported by school administrators.

Y1: "We send troubled children to counseling and research. I don't know, it could be attention deficit. There may be special learning difficulties. There are deficiencies at different points. Now, there are no teachers for the students who need support in certain subjects in secondary schools. So this is not taken into consideration at all. Well, this is, for example, one of our biggest problems is special education. If the child is deficient in mathematics, or for example, if the child is in the sixth grade, but the child's mathematics is at the third-grade level, there is a need for a teacher, and there are no teachers in schools".

Y2: "Actually, different implementations can be carried out. It is a problem that when something is to be carried out with these students, all the responsibility is given to the school administration. We may not be able to keep up with such a wide range of students".

Y7: "Unfortunately, although they are accepted as disadvantaged, there is no difference in the curricula yet".



School administrators stated that there is a need for more practices in schools for some reasons such as embracing disadvantaged children, enabling them to integrate with society, and teachers being role models by knowing how to behave towards disadvantaged students so that they can prevent bullying among children, gaining talented children, supporting students with financial inadequacies, preventing student absenteeism, providing special education and support education to complete learning deficiencies, teachers' having the necessary knowledge about disadvantaged students in their classrooms, and administrators not being able to fully catch up with every situation in schools. They also stated that as school administrators, they tried to include inclusive education practices by trying to organize the physical environment in their schools, encouraging teachers to participate in in-service training activities and prepare IEPs, getting the support of the guidance service and classroom teachers, organizing parent-teacher conferences, and opposing discrimination.

Y3: "A Congolese student has a vocal talent. He was in the high school choir, for example, now he is in our music group, and the music teacher realized him. Another student had a propensity towards football, he was playing in a club, but he was having problems with the licence procedures because his student status had ended... We tried to help them with clothing, but I mean, we don't know how much these things help them, how much they are a cure for their wounds, we don't know exactly, but honestly, we try to take care of them. We try to fulfill their physical needs. Psychologically, our guidance service also provides support".

3. Practices to be carried out for disadvantaged students in schools

The answers given by school administrators to the question about the practices that should be carried out for disadvantaged students in schools are presented in Table 4.

Table 4. Practices that should be carried out for disadvantaged students in schools.

Practices to be carried out for disadvantaged students	
Refugees	Language course Training in Turkish culture Providing an environment where they feel safe Identify their needs To participate in activities and projects that increase self-confidence Combating discrimination Implementing programs with continuity To be able to reach graduation certificates given in their countries
Disaster-strickens	Psycho-social work Financial assistance Teacher, student, and parent training Ensuring their participation in events Harmonizing with other students
Low socio-economic level	Financial support Providing catering support at school Directing to charity organizations Providing support for participation in social activities Correct vocational orientation
Female students	Social media restrictions Parent education Positive discrimination Providing support for participation in social activities They have no problems Gender-based occupational restrictions in vocational high schools



Table 4 (Continued). Practices that should be carried out for disadvantaged students in schools.

Practices to be carried out for disadvantaged students	
Disabled people	Supplying the material needs Special education teacher assignment Physical organization of the school Peer support Special schools for visually and hearing impaired students
LGBT	Social media and foreign TV series encourage sexlessness Illness Support of Counselling and Research Center, National Education Directorate, counseling teacher I haven't encountered it, I don't know We do not recognize this Parents also need to support them No discrimination should be done

In Table 4, the opinions of school administrators about the practices that should be carried out for disadvantaged students in schools are presented for refugees, disaster victims, students with low socio-economic status, girls, disabled students and LGBT students. School administrators listed the things that should be carried out for refugees as attending language courses, training in Turkish culture, providing an environment where they feel safe, determining what their needs are, ensuring that they take part in activities and projects that will increase their self-confidence, combating discrimination, and accessing the documents they received in the countries they came from.

School administrators stated that conducting psycho-social activities for the disaster-stricken, providing them with financial aid, training teachers, students and parents on the approach to disaster victims, and harmonizing them with other students would be psychologically good for them.

It is seen that it is important for school administrators to support low socio-economic level students financially, to provide them with food support at school, to direct them to charity organizations, to provide support in participating in social activities, and to make their vocational planning with correct vocational guidance.

School administrators reported that female students' access to social media should be limited. They stated that parents with girls should be educated, positive discrimination should be made for girls and their participation in social activities should be supported. They stated that there may be cases where students studying in high schools may be subjected to gender discrimination in their career choices. They also added that girls do not experience many problems.

School administrators expressed their views on what needs to be carried out for the disabled as supplying the material needs, assigning special education teachers, making the physical arrangements in the school according to the needs of the students, ensuring that hearing and visually impaired students receive education in schools specially designed for them and that these students receive support from their peers.

School administrators who expressed their opinions on what should be carried out for LGBT students stated that social media and foreign TV series encourage sexlessness, this is an illness, support of Counseling and Research Center, guidance and psychological counseling teachers, and the Directorate of National Education should be sought, parents should support their children, they have not encountered, do not know and cannot distinguish it.

Y1: "... we cannot understand LGBTs in secondary schools, I mean, not much. I mean, it is not very noticeable. ...what I can say about refugees and asylum seekers is that Turkish should be taught urgently for the children who stay here, as there are problems in communication. ... it seems like girls are a bit more free in our school. I mean, they are a little more comfortable, more relaxed, more self-confident".



Y2: "Materials and school supplies for disabled students need to be supplied... I am not sure if we can communicate properly with the disaster-stricken students. There should be separate specialized psychologists for them in schools. We are not specialized in this subject. Since this is a long process, specialized psychologists should work in schools for a long time".

Y7: "If they fled the country, they have document problems. Refugees have to report it. The biggest problem is that the person who has graduated from high school or secondary school in his/her own country, he/she does not have any documents with him/her to prove it as he/she came in a hurry. The detection of the educational status of this student should be made by the ministry".

4. Roles and Responsibilities of Teachers for Inclusive Education

The answers to the question of what are the roles and responsibilities of teachers for inclusive education are shown in Table 5.

Table 5. Roles and responsibilities of teachers for inclusive education

Teachers' roles and responsibilities	Should receive in-service training Must be free from discrimination Respect individual differences Adjust their work according to individual differences Provide effective classroom management Know the characteristics of the disadvantaged Include unifying activities Must be a role model Must be at an equal distance to students
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As can be seen in Table 5, school administrators' views on the roles and responsibilities of teachers are that teachers should receive in-service training, stay away from discrimination, respect students' differences and take these differences into account when planning their work. In addition to these, they stated that they should have effective classroom management, have detailed information about the situation of disadvantaged students, carry out unifying activities in the classroom, be positive role models for students and be at an equal distance.

Y2: "Considering the principle of equality in the education law, all teachers should be at an equal distance to all students. Students in inclusive education should participate in every activity like other children".

Y3: "Education, I mean, a little bit, especially in terms of classroom management and ownership of the problems in the classroom, class A makes more noise than class B. For example, why does it happen in maths class? I mean, this needs to be questioned. I mean, when we say that class A is naughty, there is no solution".

School administrators think that teachers should improve themselves in some areas. They listed these development areas as follows; knowing inclusive education, planning activities to include all students, analyzing disadvantaged students, mastering classroom management, analyzing students' problems and their causes, having guidance skills and accepting individual differences.

Y1: "Well, including me, we forget some information over time. Well, this information needs to be re-evaluated. You know, we go to an in-service training even though we know a lot of things at many points, we criticize ourselves by saying, "I knew this, but look, I haven't applied it for a long time".

Y5: "Our teachers need to get rid of the idea of a teacher who thinks that inclusive education does not have a single type of student type, that there should be the same type of students in front of him/her, who listens to what he/she tells. They should first believe that children who attach importance to individual differences, that is, children from different cultures, different environments and children with different disadvantages can receive a very good education together. If they improve themselves in this regard, for example, what is inclusive education, what can be done with disadvantaged groups related to special education, what can be added to the lessons..."



5. Responsibilities of Parents for Inclusive Education

The answers to the question of what responsibilities parents have for inclusive education are given in Table 6.

Table 6. Responsibilities of parents for inclusive education

Parents' responsibilities	To be positive model for their children Not labeling others Being free from discrimination Being a caring parent Providing financial and emotional support to disadvantaged students Frequent visits to the school Solving language problems Not being ashamed of preferring special education schools that may be suitable for their children Not to put pressure on the child when choosing a profession, to encourage the child to fulfill his/her dreams Orientate consciously
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As seen in Table 6, the school administrators' views on the responsibility of parents are that they should be an example for their children, should not label other children, should not discriminate, should be parents who take care of their children, should support disadvantaged children financially and morally, should visit the school frequently and should solve language problems to communicate effectively.

Y2: "No matter how much we involve children in this work, this work can be interrupted without the support of parents. Some refugee parents don't even answer the phone, we have to go to their houses. They do not come to pick up the children from school at the end of the day, we cannot reach them by phone, we drop them off".

Y5: "The child of a family that labels others also labels others when he/she comes to school. In this sense, it is very valuable for families to be conscious, to give the children the necessity not to discriminate between refugees, not to discriminate between children".

Speaking about the expectations of parents, school administrators stated that some parents with disadvantaged children expect special treatment, they want to be recognized, some of them demand financial support, some of them want to know where their children are during daytime hours and getting a diploma is enough for them, some of them do not visit the school and they do not have any expectations. It was mentioned that some of them expected high academic success.

Y1: "The parents of some of them are very sensitive. Sometimes they try to ask for other things, but those are not things that we can afford or do. I mean, I try to understand them too, but the school's facilities are also limited".

Y3: "The first expectation of our students' parents is that the student should receive a high school education and have a diploma. They want their child stay away from useless people. We have a group that wants to know where their child is in the daytime and if he/she passes the university exam, all the better".

6. Awareness of the Society towards Inclusive Education

The opinions of school administrators on the awareness of society towards inclusive education are given in Table 7.

Table 7. Public awareness of inclusive education

Public awareness	Irresponsible behaviour No empathy Low awareness Insensitive More conscious than before Exclusionary attitudes
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When Table 7 is analyzed, it is understood that school administrators think that the awareness of society towards inclusive education is at a low level. They stated that society can behave irresponsibly, lack empathy, have low awareness about inclusive education, are more conscious than before, have exclusionist attitudes and act insensitively.

Y5: "... I cannot say a precise distinction, but I cannot say that the awareness of inclusive education in society is very high. Unfortunately, as a society, we do not consider individual differences, especially those who are in disadvantaged groups, we feel sorry for them but want them to stay away from us. In fact, there is no such thing in our culture, our culture is a society that loves to help, especially to help those in difficult situations".

Y7: "I mean, while families with disabilities used to hide their children, did not want to take them out of the house, and having a child with disabilities was seen as a shame by the society, now there are many parents who make efforts to bring their children to a school and to receive education in that school. In this respect, I see the awareness of the society".

School administrators stated their responsibilities to raise awareness of inclusive education in society as being controlling, finding a way to reach every child, providing education to parents, identifying disadvantaged parents and informing the authorities about the situation.

Y2: "I think it should be known who is where through official records".

Y3: "... I think these families need to be identified and conveyed to the authorized places".

DISCUSSION, CONCLUSION, and RECOMMENDATIONS

School leadership plays an important role in the degree of successful implementation of inclusion (Billingsley, et al., 2018). For inclusive education to be effective, those who lead education should make efforts to reach inclusive goals, believe that inclusion is valuable, and have attitudes that will not compromise on social justice (Carter & Abawi, 2018). In this study, school administrators' views on inclusive education, the problems they face and their suggestions for solutions are discussed. The first finding of the face-to-face interviews with administrators is that school administrators have an awareness of inclusive education that needs to be increased. The roles of school administrators in inclusive education practices are stated as; preparing an inclusive environment, providing access to activities within the school, organizing the physical environment of the school and encouraging teachers to in-service training. It was found that school administrators hold themselves responsible for the activities that need to be carried out in the school and the organization of physical conditions. Robinson & Timperley (2007) mentioned that an administrator has an important effect on promoting teacher learning and stated that providing educational guidance, creating a community that knows how to increase student achievement and choosing and developing smart tools are among the dimensions of administration. This finding of our study is in line with the findings of Robinson & Timperley's study on school leaders. School administrators stated that teachers have a "key role" in inclusive education and that they should be encouraged to receive in-service training, but they did not express the opinion that they could receive in-service training on this issue, as well. However, creating and maintaining an inclusive education culture inside and outside the school requires multidimensional studies, cooperation and teamwork (Aydın Güngör & Pehlivan, 2021). In this case, it can be said that school administrators' perceptions of administrator roles and responsibilities regarding inclusive education are low.

School administrators stated that they should be role models for teachers and students by being free from prejudices, being fair and equal, and sometimes even resorting to positive discrimination. In Dilekçi's (2019) research, the fact that school administrators' metaphorical perceptions of inclusive education include the themes of equality and unity supports this conclusion.

It was found that school administrators experience communication problems with refugees and the solution to these problems is among the roles and responsibilities of school administrators. In parallel to this, according to the findings of Çelik et al. (2021), school administrators state language and communication



barriers as one of the most challenging problems. Regarding the practices to be carried out in schools for inclusive education, school administrators mentioned auxiliary organizations, a commission for all schools that will provide activities for students, sharing responsibility, physical equipment, corporate culture and vision, teacher norms, individualized education program, special education courses in faculties of education, administrators' attitudes, assistance to disadvantaged students, and teacher development. Tosun, et al. (2018) concluded in their study that as long as the schools' climate, teachers' attitudes and various activities are positive, adaptation behaviours can be seen at a higher rate. The school administrators participating in the study suggested that the activities that should be carried out in schools and classrooms should be sent by the central administration. It is certainly important to provide equal opportunities in educational services, but the same educational approach may not be instructive for every student (Rose & Meyer, 2007), and the uniqueness of classes and individuals should not be ignored. The fact that school administrators agree on helping refugees, improving the physical conditions of schools and providing more supportive education and special education teachers is an important finding in terms of understanding the needs in schools. Çelik, İşler, and Saka (2021) also found that there are deficiencies in materials and school needs that should be prepared for the language problems of refugees.

As stated by Ayanoğlu and Erdoğan (2019), the fact that school administrators, as members of the individualized education program development unit, chair meetings, make suggestions, follow up the planned activities and whether the individualized education program has been created, determine the benefits and deficiencies and observe the contribution to the development of students shows the importance given by school administrators to this plan and supports the second finding of this study. However, there is no individualized education program implementation in inclusive education practices and this finding shows that administrators lack knowledge about inclusive education.

Teachers' participation in creating the school's vision which means making plans for the future, shows that they play an active role in shaping the future of the organization. The vision, including teachers' own decisions, can be effective in the context of creating and maintaining inclusive schools and classrooms. Regarding the second question of this study, the finding that in-service training should be provided to teachers, supports the finding obtained from the first question and is in line with the finding of Lindsay et al. (2013) that training and support should be provided to teachers.

Preparing an environment that respects student differences, integrating students with activities, encouraging and guiding teachers to ensure the adaptation of disadvantaged students and discovering and supporting students' talents are the views mentioned by the administrators. These views are in line with Causton and Theoharis's (2014) research that it is important for administrators as school leaders to act in a way that includes all students while creating school's educational cultures.

In terms of what needs to be done for disadvantaged students, it was stated that refugees should be provided with language courses and training on Turkish culture, an environment of trust, determining their needs, participation in activities and projects that increase self-confidence, combating discrimination, and ease in accessing their documents given by their own countries' schools. This finding is in line with the findings of Büyükkız and Çangal (2016), who reported that it is important for the future of refugees who are in educational age, should know Turkish and Turkish culture and participate in social activities.

School administrators who expressed their opinions on what should be done for disaster-stricken mentioned about the necessities of conducting psycho-social studies in schools, providing financial help, training teachers, students and parents, ensuring the participation of disaster victims in activities, and ensuring their adaptation with other students. In the evaluation of the findings of Limoncu and Atmaca (2018), which are in line with this finding, it was revealed that children should be given priority in their personal needs, a collaboration of parents, children and educational institutions should be established after the disaster, and children should be rehabilitated with psycho-social support since it will take a long time to erase the psychological effects of the disasters.



School administrators reported that the following should be done for students with low socio-economic status: providing financial support, providing food support at school, directing them to charity organizations, providing support in participating in social activities, and providing correct vocational guidance. The positive effect of socio-economic corrections and support on students' school success was also observed as a result of the analysis of PISA 2015 performance (Dolu, 2020).

School administrators reported that they did not experience a visible educational barrier in Çanakkale province in terms of female students, nevertheless, they offered suggestions such as limiting the time spent on social media, providing parental education, providing positive discrimination for girls, and supporting their participation in social activities. It can be said that the high level of education of the parent profile in Çanakkale province is effective in reaching this finding. In addition, the finding that they should not be discriminated on the basis of gender in their occupational preferences coincides with the finding of Maktav (2019) that occupations in the labour market are selected according to gender due to the prejudices that women are sensitive and gentle, while men are durable and tough.

School administrators stated that meeting the material needs of students with disabilities, assigning special education teachers, physical arrangements of the school and providing peer support can be the practices that can be implemented in schools. Demirtaş (2019) also states that individuals with disabilities have problems in accessing inclusive education and recommends that schools should include practices that will make life easier for the disabled.

Some of the school administrators stated that they did not notice or encounter LGBT students. The finding that LGBT individuals hide themselves in educational environments is in line with the finding of Altan (2019) that LGBT individuals do not reveal themselves to their peers and teachers in schools. Some school administrators stated that they encountered LGBT students and asked for help from the school's counselling service and Counseling and Research Centre for a solution. They stated that the attitude of the family is decisive here and more positive results are obtained with parents who support their children on this issue. As Ryan et al. (2010) stated in their research, the psychological health of LGBT individuals who experience family acceptance is also positively affected. The fact that school administrators stated that in case of encountering an LGBT student, they can ask for help from the counseling service, Counseling and Research Centre or the Directorate of National Education coincides with the finding of Aslan (2020) that these individuals are directed to psychological help by school administrators.

School administrators' opinions about the roles and responsibilities of teachers for inclusive education are as follows: teachers should receive in-service training, be free from discrimination, respect individual differences, adjust their work according to individual differences, provide effective classroom management, know the characteristics of the disadvantaged, include unifying activities, be role models, and be at an equal distance to students. Finkelstein, et al. (2021) addressed the inclusive practices of teachers with the definition of the inclusive teacher profile developed by the European Agency for the Development of Special Needs Education. According to this profile; valuing learner diversity, supporting all learners, working with others and continuous professional development competencies should constitute teachers' understanding of inclusive education. In another study, in interviews with disadvantaged children, they stated that their teachers' positive approach influenced them to develop a sense of belonging and teachers' positive attitudes toward the disadvantaged develop a positive atmosphere for all the children in the classroom (Mansourri & Jenkins, 2010). The characteristics mentioned in the statements of school administrators are in parallel with the issues addressed in this study.

Regarding the responsibilities of parents for inclusive education, school administrators reported the following opinions: being a positive model for their children, not labeling others, being free from discrimination, being concerned parents, providing financial and emotional support to disadvantaged students, visiting the school frequently, and solving language problems. In their study, Erdoğan et al. (2022) pointed out school administrators' opinions as discrimination is a problem for both children and families, and it would be effective for schools to increase the number of activities that would support the participation of families. McDevitt (2016) found that families cannot communicate with their



children's teachers due to language barriers. In addition, Tobin et al. (2013) stated that language problems of families prevent them from being interested in their children's education and they have difficulty in communicating with their teachers.

In response to the question about the awareness of society towards inclusive education, it was answered that the society behaves irresponsibly, does not empathize, has low awareness and is insensitive. In his research, Sakız (2022) emphasized that while the education system and schools educate individuals to realize what needs to be done in social life, they should also receive support from society. Mansori and Jenkins (2010), in their research, mentioned that disadvantaged groups faced prejudice in schools, these students could not feel belonging and wanted to return to their own countries.

In this study, school administrators' views on inclusive education, the problems they face and their suggestions for solutions were analyzed. Based on the findings, it has been observed that school administrators have an awareness of inclusive education; however, some administrators, on the contrary, have a low perception of their own roles and responsibilities in inclusive education by holding teacher responsibility higher. In this case, it can be said that school administrators should improve their knowledge of their roles and responsibilities in inclusive education. Schools can include experts in inclusive education services so that more positive and constructive steps can be taken to reach all students. In addition, it is important to increase the perceptions of parents and society about inclusive education so that all students, regardless of their disadvantages, can access qualified education and feel a sense of belonging in educational environments. For this purpose, training programs can be organized at national level. All stakeholders of inclusive education should care about the physical and physiological well-being of students, guide them in line with their interests and abilities, and support their development. Administrators especially emphasized on psychological well-being and language barrier, they also stated that they may experience systematic and educational problems in schools in this regard. It may be beneficial to increase psycho-social studies and language learning programs for both student and parent refugees in schools.

The findings also show that the practices to be carried out inside and outside the school, teachers, school administrators, parents and community attitudes are interrelated in the nature of inclusive education, and a disruption in one of the dimensions can affect the others, as well. It is important to organize these dimensions in harmony and improve the education given to the disadvantaged. The well-being with school and environment in psycho-social, physical, and communicational ways will affect the educational lives of students positively. This study is expected to contribute to the perceptions of inclusive education and serve to increase the inclusive qualities of schools by revealing school administrators' views on inclusive education, the problems they experience and their perceptions about solving them.

Ethics and Conflict of Interest

We declare that I collected data in accordance with ethical rules during the research process and acted in accordance with all ethical rules. There is no conflict of interest between authors.

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