



DETERMINATION OF SCHOOL ADMINISTRATORS 'AND TEACHERS' VIEWS ON THE QUALITY OF EDUCATION IN SPECIAL EDUCATION INSTITUTIONS

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Abstract

Aim of this research is to determine the views of school principals and special education teachers on the quality of education provided in special education institutions in Turkish Republic of Northern Cyprus. Semi-structured interview technic as a qualitative research method was used in this research. It was aimed to obtain information about the views of the school principal and the special education teachers about the educational quality provided in the special education institutions. Interview questions of the study were formed with comprehensive literature review and expert views from special education field were received. Descriptive and content analysis were made after the data obtained in the research. Themes and sub-themes were created based on the analysis of the data. Results showed that school principals and special education teachers indicated school management, personnel qualification, physical conditions of schools, number of students in the class, individual characteristics of students, curriculum, early diagnosis and placement and guidance services are the factors which determine the quality of education. School principals provided many suggestions by expressing what they see as incomplete and stated that the quality of the education given in special education institutions can be increased with these suggestions. When teachers' views on the quality of education provided in special education institutions are analyzed, it is determined that there are many points to be developed. Many suggestions have been made about these points to be developed by teachers and it has been stated that the quality of the education given in special education institutions can be increased. The results obtained from the research were discussed in light of the literature and recommendations for future educational practices and policies were presented.

Keywords: Special education institutions, special education, school managers, teachers

INTRODUCTION

The main purpose of special education is to provide the skills necessary for students with special needs to live as independently as possible in society (Ergül, Baydık and Demir, 2013). Programs should be prepared considering the special requirements of students with special education needs, necessary precautions should be taken to ensure that they can continue their lives in a quality way and they aren't excluded from the society, and educational activities can be organized according to students with special needs. For this reason, the aim of the education of children with special needs is to help them to increase their knowledge and skills by providing special education and to make them more comfortable in using and experiencing the environment in which they live (Kınık, 2018).



As age, development level, general health status, general ability, the socio-cultural conditions in which they live are the factors that affect students' learning; these characteristics should be taken into consideration while organizing the education for the students (Senemoğlu, 2013). These individual differences between students require schools to make various arrangements. According to the researches on the subject, these regulations may be different according to the students with significant deficiencies in certain areas, and separate regulations are needed for these students (Talas, 2016; Diken, 2017).

We can define special education students as individuals who have low individual and educational qualifications and who develop less than expected from their peers for different reasons. Therefore, in order to continue their lives in a quality way and to perform their social and physical skills at the highest level, education and training programs are the special works given in application environments (Yanık, 2018).

Family members who have decisive effects on the development and education of children with special needs should be informed about these issues and should receive education within the framework of a certain program. A positive link should be established between the family and the school. The main purpose of these trainings is to raise the awareness of families in all areas of child development. These trainings will contribute to the family as well as the child (Bedel, 2017). Special education services have a very important place in terms of socialization of disabled people who need this education, to express themselves more freely in society and to become more independent (Orhan and Genç, 2015).

Special education institutions operate in order to eliminate or to minimize the effects of speech and language development difficulties, voice disorders, mental, physical, social, emotional or behavioral problems of individuals with special needs and to maximize their abilities, to develop basic self-care skills and independent life skills and to ensure their adaptation to society (Law on Special Education Institutions, 2007).

Today, the development of human rights and democracy is reflected in the education systems. New developments have been achieved with particular emphasis on individual differences and with the aim of delivering education to all individuals. It is seen in the studies that special education and inclusive education have been given importance in TRNC especially in recent years (Kanat, 2015).

It should be ensured that individuals with special needs receive unrestricted education and educational environments should be created where they can perform at their highest level. Therefore, the education of disabled people should not be restricted for any reason and equal education opportunities should be provided with their peers (Görgülü, 2016). Therefore, the ability of individuals with special needs to develop themselves and participate in active working and social life is the first and last important condition of ensuring that they can continue their lives without being dependent on others. For this reason, it should be ensured that these individuals have access to qualified, public schools which will be organized in accordance with their individual capacities and enable them to realize themselves and be placed in the right education programs regardless of their specific requirements and degree of exposure (Dalgi, 2009). From this point of view, the problem of the research is to determine the opinions and suggestions of school administrators and teachers regarding the quality of education given in special education institutions.

In the TRNC, the efforts to increase the programs to the standards of the developed countries and to the modern level in recent years and to allocate the largest share in the budget can be said as the main basis of



this idea. However, despite the financial opportunities, education and education system is seen as the main problem which is seen as the most deficient and discussed most by the society (Kanat, 2015).

Although there have been significant developments in the TRNC regarding the education of students in need of special education in recent years, it is seen that there are limited number of academic studies on this issue especially in TRNC. Therefore, the opinions of administrators and teachers working in the field of special education and special education institutions are of great importance to increase the quality of education. Therefore, this research is important in terms of contributing to the field. At the same time, it will be important to determine the positive and negative aspects of the current education system as it will contribute to the determination of the views of the administrators and teachers regarding the quality of the current education given in the special education institutions in our country, and it is important in terms of making necessary improvements for the future. This research is also important in terms of being a scientific resource for future studies. In this context, this research is expected to shed light on the special education practices in TRNC and the researchers working in this field.

The general purpose of this study is to determine the opinions and suggestions of school administrators and teachers regarding the quality of education given in special education institutions in TRNC. For this general purpose, the answers for the following questions were sought:

1. What are the opinions of school administrators and teachers working in special education institutions regarding the quality of education given in special education institutions?
2. What are the opinions of school administrators and teachers working in special education institutions regarding the physical conditions of special education institutions?
3. What are the opinions of school administrators and teachers working in special education institutions regarding the class size in special education institutions?
4. What are the opinions of school administrators and teachers working in special education institutions regarding the individual characteristics of students?
5. What are the opinions of school administrators and teachers working in special education institutions regarding the guidance activities in special education institutions?

METHOD

Research Model

In the research, semi-structured interview technique which is one of the qualitative research methods was used. Qualitative research is a research that uses qualitative data collection methods such as observation, interview, document analysis and it's a qualitative process that aims to present perceptions and events in a realistic and holistic way in the natural environment (Yıldırım and Şimşek, 2011).

Interview is seen as the most used data collection tool in qualitative research (Yıldırım and Şimşek, 2006). Interviewing can be defined as a communication process that takes place between at least two people and continues orally. (Büyüköztürk, 2012). In a semi-structured interview, the researcher prepares the interview questions in advance and rearrange questions to give people limited flexibility (Candaş-Karababa, 2009).



Working Group

The study group consisted of 7 school administrators and 26 teachers working in special educational institutions in the Turkish Republic of Northern Cyprus in 2017-2018. The personal information of the administrators and teachers participating in the research is given in Table 1 and Table 2.

Table 1. Demographic characteristics of managers working in special education institutions

Code Name of Manager and Teacher	Age	Gender	Department	Incumbency in Special Education
M1	37	Male	Pre-school	8
M2	29	Male	Pre-school	2
M3	39	Male	Special Education	6
M4	26	Female	Special Education	3
M5	29	Male	Psychology	3
M6	31	Male	Pre-school	4
M7	36	Female	Pre-school	2

Table 2. Demographic characteristics of teachers working in special education institutions

Code Name of Manager and Teacher	Age	Gender	Department	Incumbency in Special Education
T1	24	Female	Special Education	2
T2	29	Male	Special Education	4
T3	26	Female	Special Education	2
T4	28	Female	Special Education	3
T5	32	Female	Special Education	4
T6	21	Female	Special Education	1
T7	23	Female	Special Education	2
T8	22	Female	Special Education	1
T9	22	Female	Special Education	1
T10	28	Male	Special Education	5
T11	24	Female	Pre-school	2
T12	25	Female	Pre-school	3
T13	30	Female	Special Education	2
T14	31	Female	Pre-school	2
T15	29	Female	Special Education	4
T16	22	Female	Special Education	1
T17	26	Female	Pre-school	2
T18	23	Female	Special Education	1
T19	29	Female	Pre-school	3
T20	28	Female	Pre-school	1



T21	22	Female	Special Education	1
T22	24	Female	Pre-school	2
T23	28	Female	Special Education	3
T24	30	Female	Pre-school	4
T25	26	Female	Pre-school	1
T26	23	Female	Special Education	2

Data Collection Tools

Within the scope of the research, the Manager and Teacher interview form was prepared and used for the purpose of the research. In the information form of the administrators and teachers, there are questions about gender, age, department of graduation, incumbency in special education, quality of education given in special education, physical conditions, class size, individual characteristics and guidance activities. Semi-structured interview form was used as data collection tool. While preparing the interview forms, draft forms were created by using the literature. The opinions of two special education experts were taken regarding these draft interview forms. For the clarity of the interview questions organized after the opinions of the special education experts, opinions were taken from the Turkish language specialist / Turkish teacher. Finally, a pilot scheme was conducted with one manager and two special education teachers in order to determine whether the questions in the interview forms serve the purpose and understandable. After these interviews, expert opinions were taken again and the interview forms were finalized. There are 8 open-ended questions in the interview form of the administrators and teachers.

Data Collection

Necessary permission was obtained from TRNC Ministry of National Education in order to be applied to administrators and teachers in the target population after the semi-structured interview forms, which are data collection tools, are ready for implementation. After obtaining the necessary permissions, the application was realized in the spring semester of 2017-2018 academic years.

They will be asked to fill out the interview form and answer the open-ended questions consisting of eight questions during the data collection process. All interview forms will be kept in a sealed envelope and interviews will be recorded by voice recorder and will be kept by the research team until the completion of the study for 2 years. They will then be deleted from all our databases. All interviews will be recorded with anonymized information and nicknames will be used for all participants at every stage of the study.

Interviews with administrators and teachers in the study group were recorded by voice recorder. When the data were given, the administrators and teachers were expected to participate voluntarily and to answer the questions sincerely. At the same time, the time, place and venue of the meeting were discussed in advance with the administrators and teachers on the date they were suitable. Written and audio forms were used during the interview and the interview time was limited to 25-30 minutes. The interview records in the voice recorder were analyzed and encoded with the data obtained. All records were transcribed after the interviews.

Data Analysis

After the data obtained in the research were written, themes and sub-themes were created as a result of content analysis. Category is the classification of the concepts obtained as a result of the analysis under a certain theme (Yıldırım and Şimşek, 2013).



Content analysis was used for data analysis. Yıldırım and Şimşek (2011) state that the main purpose of content analysis is to reach the concepts and relationships that can explain the collected data. To this end, content analysis consists of four stages: 1. coding of data, 2. finding themes, 3. editing codes and themes, 4. defining and interpreting the findings.

FINDINGS

Findings on the Opinions and Suggestions of the Managers on How to Improve the Quality of Education Given in Special Education Institutions

Opinions and Suggestions of Managers related with Management in Special Education Institutions

When the codes related to the Management theme in Special Education Institutions are examined, it is seen that the opinions of the managers about the management of special education institutions are not very detailed. One of the managers coded M2 gave opinions and suggestions for the problem of executives / law / regulation / principle. M1, M3, M5, M6 coded managers gave opinions and suggestions for cooperation and communication. M4 expressed an opinion on student focus. M7 coded manager made opinions and suggestions about democratic and proper management. The codes that emerge in the theme of management in special educational institutions are as follows:

- Problem of law / regulation / principle
M2. The regulation of special educational institutions should be dealt with in a transparent constitution that is independent of the competence of its principals.
- Cooperation and communication
M1. I would recommend getting teachers' ideas in special education management.
M3. The management process in special education institutions may be with the board, with the manager in charge. The support of teachers and families is important for school facilities. The director should establish dialogue between institutions and individuals. The teacher's demands and changes must be met and motivated.
M5. The operation goes very well here. It is systematic. Nobody does a job on their own. Everyone is helping each other, guiding. In this sense it is good. It's what it should be in every school.
M6. Every school must have a psychologist. We need a doctor we can connect with and direct the children to. I also think that every school needs a physiotherapist and a language therapist.
- Learner centeredness
M4. Environments where students may face fewer obstacles should be prepared.
- Democratic and appropriate management
M7. The management of our school is progressing well. Our courses are conducted within a program. It is progressing within our individualized training programs and trainable programs. Every training that children receive is in the form of a file. A rough assessment is taken before the course is given. A suitable course program is prepared for him.

Manager's Opinions and Suggestions on Personnel Equipment in Special Education Institutions

M1, M2, M4, M5, M6 stated that they mostly found the personnel equipment adequate under the theme of in-service training for different special education groups. M7 and M3 stated that they found the personnel equipment sufficient under the theme of practice. In these statements, it is stated that the education given by teachers who have graduated from special education department is qualified. However, in order to further improve the quality, they gave opinions regarding the following codes:

- In-service training for different special education groups: Managers stated that in-school and out-of-school seminars were important issues for the staff.



M1. I think the level of knowledge of the personnel working in special education institutions for different special education groups is not sufficient. Further training, seminars and courses should be organized to improve the quality of education.

M2. In order to improve the quality of education and to improve the existing conditions for the purpose, it is very important to improve the quality of education given in special education institutions in order to determine the needs of teachers and to determine the problems of the teachers.

M4. We receive in-service trainings within the school. There are in-service trainings outside the school, too. The trainings we have determined from time to time are given and participation is ensured. We both increase our own qualifications and increase our intra-group qualifications.

M5. Our school provides continuous training to increase the academic equipment of its staff. We also have training abroad. Trainings are attended and attendance is provided. The assistant teacher is also equipped. Seminars should be organized regularly.

M6. In-field information is required. Seminars need to be organized.

- Implementation: It is considered important for the quality of education that the personnel working in special education institutions develop themselves by implementation.

M7. In order to provide services in accordance with the purpose of special education institutions, the personnel, especially the teachers who haven't graduated from the relevant department of universities, should obtain and apply specific information appropriate for the general special education or disability type.

M3. Personnel working in special educational institutions should be given opportunities to gain experience.

Manager's Opinions and Suggestions on Physical Conditions

M4, M5 coded managers were interviewed about the appropriate educational environment and the theme of regulations for different special education groups was interviewed with managers coded M1, M2, M3, M6, M7. These managers mostly gave positive opinion about the physical conditions of the special educational institutions. The majority stated that there are ramps in schools. However, it was stated that the physical conditions of special education institutions could be arranged according to different special education groups.

The resulting codes related to the theme “Physical conditions”;

- Appropriate Education Environment

M4. Our school is single storey. There are ramps in the class entrances. We have wheelchair students. There is a need for ramps due to the lack of wheelchairs of some students with walking problems, due to the babies carried on lap, and due to the families with baby strollers.

M5. There is a ramp at the entrance to the school. Since there are individuals with disabilities and wheelchair bound persons, there is a need for a ramp. Every region of this institution is suitable for disabled people.

- Regulations for different special education groups

M1. Physical conditions can also be arranged in general education institutions for students with physical disabilities. Tablet applications can also be made for students with dyslexia.

M2. The plans and projects of the building of special education institutions should be arranged considering the characteristics of disabled individuals and their education. Environments in which the disabled individual can move freely and live independently should be established.



M3. It should be organized according to the needs of the students, and the places should be prepared with plenty of material and cleared from obstructions. Audio and visual laboratories should be prepared for the hearing impaired and visually impaired.

M6. If we have more students than our capacity, we need a larger school. Our classes should be larger and more qualified in terms of material. Because it becomes routine if we do not change certain materials on a regular basis. (We sometimes need to change the materials).

M7. If it is a two-storey school with unfavorable physical conditions, I would recommend that the children with physical disabilities should be educated on the first floor and the children with mild mental disabilities should be educated on the second floor.

Executive Opinions and Suggestions on Classroom Size

M1, M4, M6 stated that there is an appropriate educational environment. Regarding special arrangements for different special education groups and levels, it was stated by M3, M2, M5, M7 that the class sizes of special education institutions are appropriate. However, it has been seen that special education institutions have made suggestions for regulation by considering the obstacle groups related to class sizes. The disability group of a student has emerged as the determinant of the class of study.

The resulting codes for the theme “class sizes” are:

- Suitable classes

M1. Class sizes are ideal in special educational institutions. I can't say that class sizes create a problem in special educational institutions.

M4. Our school has a classroom of two and there are two teachers. We have a class of four with two teachers. We change that class according to the child's needs. Our different classes are with a teacher for eight students. So we divide the classes according to disability groups.

M6. It is enough to have two teachers for 10-12 children. Our number of teachers is also appropriate.

- Special arrangements for different special education groups and levels

M3. The physical age of the students in the special education institution is taken into consideration when classifying. Children with the same disability group but with too many age differences can be together in the same class and this can be prevented.

M2. Training should be increased according to disability groups and children should receive individual training

M5. Every child has a different disability. There are individuals with physical disabilities, developmental disorders, and their classes should be separated. Class size may be 4.

M7. Each child is different in character and not suitable for group education. Some children need individual work. When these children are involved in group training, they do not receive very efficient training. Because they don't get much more than dealing with other kids. Two students are suitable for one teacher. For those with only mild disabilities, a teacher may be assigned to 10 students. Students with severe disabilities are given one-to-one lessons.

Executive Opinions and Suggestions on Students' Individual Characteristics

Regarding the theme of individual education program M1, M2, M3, M7 coded managers and regarding the theme of activities appropriate to the individual characteristics M4 and M6 coded managers mostly stated that the individual characteristics of the students were given sufficient importance and there were many activities to improve the students themselves. M5 did not make a suggestion. In particular, it is stated that individual training programs are sufficient. In addition, it was suggested that social activities such as sports and music provided in special educational institutions should be provided in public schools



and it was stated that social development is a very important factor for every child. The resulting codes for the Individual Characteristics theme are:

- Individual training program
M1. I find the special education program sufficient. IEP should be prepared for all students. I think that's enough.
M2. Special education programs are taught according to the curriculum. I think that the programs are appropriate enough. We have teachable and educable programs.
M3. A program and physical environments should be prepared in a way that prevents the student to a minimum and student-centered studies should be conducted.
Y7. Every child has a program. The courses are given according to the level of the child. There are social skills, self-care skills, business skills files.
- Activities suitable for individual characteristics
M4. We should realize the individual characteristics and make an activity towards the individual characteristics of each student. Just as individuals without disabilities have different abilities, others also have different abilities. Children should be directed according to their interests, abilities, and social skills.
M6. Scouting, theater, music, painting groups is available. We strive for children not only academically but also for their social development. Whatever the child is concerned, most should stand on that activity.

Executive Opinions and Suggestions for Early Diagnosis and Placement

M1, M2, M5 coded managers stated that Parenting Education is the most important thing in special education and M3, M4, M6 coded managers stated that early diagnosis is often the most important thing in special education. M7 did not make a suggestion. It has been shown that better results can be obtained with early diagnosis. When the opinions of the managers on the theme of Early Diagnosis and Placement are examined, it is seen that the managers agree on the importance of early diagnosis and placement. Managers stated the importance of Parenting Education and diagnosis in the childhood in the early diagnosis of individuals with the need of special education. The emerging codes for the Early Diagnosis and Placement theme are:

- Parenting Education
M1. Families should be made aware of special education and the importance of early diagnosis should be explained.
M2. In order to make an early diagnosis, the families of the children must first accept the situation. In order for the child to receive better education and to make these diagnoses early, the interviews with families should be arranged and the family should be able to accept this situation quickly.
M5. Family acceptance is more important than early diagnosis. After the first step, early diagnosis provides comfort for us. Early diagnosis is very important. In cases where the family does not accept, early diagnosis can be very difficult.
- Early diagnosis
M3. If the tendency of children can be diagnosed at an early age, it should be done by state force at the age of 0.
M4. Early diagnosis is insufficient in our country. Our school covers individuals between the ages of 0-35. Therefore, we have both infants and older individuals. Early diagnosis starts with psychiatrist and pediatrician. We are experiencing a deficiency in this process. Every school must have a pediatrician. The pediatrician should be able to recognize and direct them. We notice



many children too late. We realize the academic retardation of our children, especially those with mild mental disabilities, too late.

M6. We don't recognize children early and we lose that child in education. Families cannot easily accept. The families of many students who have been attending here for a long time still cannot accept the situation.

Manager's Opinions and Suggestions on Guidance Activities

When the opinions of M4, M5, M6, M7 coded managers regarding the communication with family and when the opinion of M2 coded manager regarding the theme of guidance teacher quality are examined, it is seen that the guidance service should be in contact with the families and that there should be sufficient and educated guidance teachers in the guidance services. M1 and M3 did not make any suggestions. Emphasis is placed on the duties of the guidance service to inform families and not to plan activities for individuals. The resulting codes for the Guidance Activities theme are:

- Communication with the family

M4. Apart from the task of the teacher, the guidance service also has a separate task, such as touching the family.

M5. We also have a family counseling service. Interviews with families should be provided and families should be able to get support.

M6. In the guidance service, both the family and the teacher must be in continuous communication.

M7. Guidance services can be more concerned with families. Sexual education seminars and special education seminars should be organized for families. Participation of the families in the seminars should be increased. Guidance services are therefore important.

- Quality of guidance service

M2. Guidance services should function effectively in school. It is a service that every school should have, it should be easy to access and equipped with information. Both the teacher and the family should be able to provide convenient transportation in every way.

Findings on Teachers' Opinions and Suggestions on How to Improve the Quality of Education in Special Education Institutions

Teachers' Opinions and Suggestions on Management in Special Education Institutions

When the codes related to the Management theme in Special Education Institutions are examined, it is seen that teachers make many opinions and suggestions about the management of special education institutions. Most of the teachers considered the current management of special educational institutions as inadequate and made recommendations on laws / regulations / principles, expertise in the field, student focus and the use of social media and websites. Some teachers considered the current management of special education institutions as "democratic and appropriate management." The codes that emerged in relation to the management theme in special educational institutions are as follows:



- Problems related with Law / Regulation / Principle
- Expertise
- Cooperation and Communication
- Student Orientation
- Use of Social Media and Website
- Democratic and Appropriate Management,

Problems related with Law / Regulation / Principle

Regarding the issue of law / regulation / principle, it was seen that during the interview conducted with T1, T2, T3, the teachers emphasized the legal part of the management while evaluating the management related to special education. Regarding the expertise in the field, it was seen that teachers emphasized the legal part of the management while evaluating the management of special education in the interview held with T4, T9, T14, T16, T17, T21, T22, T23, T25. In the interview conducted with T2, T8, T10, T11, T12, T18, T19 in terms of cooperation and communication, it was observed that teachers emphasized the Legal part of the management while evaluating the management related to special education. In the interviews conducted with T2, T20 on student focus, T18 on Social Media and Web Site Use, and T6, T7 on Democratic and Appropriate Management Form, it was seen that teachers emphasized the legal part of management when evaluating the management related to special education. T5, T13 did not make any suggestions. In order to increase the quality of education in special education institutions, it was stated that the problems related with laws, regulations and principles in the management of special education institutions should be eliminated.

T1. Since there is no special education services law in the TRNC, I cannot make a comment about the law and its functioning, so I do not have any information about the functioning of special education institutions and organizations.

T2. My views on this issue are negative since I have witnessed that the operation of the management is not in compliance with the regulations and the regulations are not applied any way.

T3. The functioning of the administration can be more comprehensive, the principles can be revised, I think it is necessary to make a few radical changes to improve the quality of education.

Being an Expertise in the Field

While evaluating the management in special educational institutions, the teachers gave opinions and suggestions about the necessity and importance of the selection of the managers from the experts. The opinions and suggestions of the teachers on this subject reveal that managers to be experts in their field are important issues that can improve the quality of education in special education institutions.

T4. I think that by increasing the qualifications of the people in the management, we can improve the quality of the operation, at least more experienced managers in terms of special education should be able to do this job.

T9. I think there are deficiencies in the functioning of special educational institutions. I think school principals should be graduates of special education departments.

T14. Management should be composed of more conscientious and knowledgeable people.

T16. I think that the board of directors and members of the board of directors in special education institutions should be experts in the field of special education or at least those who have received seminar certificates on this subject.

T17. Persons on the board of directors of special educational institutions must have received specialist or seminar certificates.



T21. I do not like the functioning of the management of special educational institutions. For this purpose, in-service trainings and studies should be provided to managers. In addition, care should be taken to ensure that administrators are special educators.

T22. The operation is not done correctly, expert educators should be placed in the field and I think that care should be taken in this regard.

T23. Administrators should not have to attend classes. If the manager is out of the field, there should be vocational in-service trainings related to the field and the manager should follow and update his / her professional studies.

T25. In special education, managers should always be selected from graduates of special education department. The importance of this is that special educators have a better understanding of the disability groups of children and it is important to have special educators in the administration for increasing the quality of education.

Collaboration and Communication

Collaboration and communication within the institution and with the family is one of the emerging codes of contact with management in special educational institutions. The teachers interviewed stated that, while evaluating the management related to special education, cooperation and communication within the institution and with the family in management could increase the quality of education.

T2. In special education, the manager must cooperate with the teacher. Since I attach great importance to Parenting Education in this process, I want decisions taken and followed together.

T8. It is important that the staff in the administration are in active communication and exchange of information with the education staff in order to ensure the effective management of the school.

T10. In special educational institutions, the management process should be carried out in a collaborative and disciplined manner. Activities, lessons, etc. should be in a planned schedule.

T11. In special education institutions, the management is carried out in accordance with the joint decisions of the owner manager and assistant managers. If these decisions come from a single authority, healthy results cannot be achieved. Therefore, I think that the quality of education will increase more if some decisions are taken jointly by exchanging ideas and making observations.

T12. It is important for the management staff to actively communicate and exchange information with the education staff for the school administration to run effectively.

T18. I think there is lack of management in special educational institution and families should participate more intensively in this process.

T19. Management of special educational institutions is inadequate. We can make everyone more active and useful by involving everyone in collaboration.

Student Orientation

Teachers made their opinions and suggestions about a student-oriented management. It was stated that giving importance to student needs and providing materials could increase the quality of education.

T2. I would like to have sufficient material support for the teacher. I think that teaching in this way can be more active with result-oriented success.

T20. Unfortunately, special educational institutions do not spend enough time on the needs of students.

Social Media and Website Usage

It was recommended by teachers to use social media and web site effectively in order to increase the quality of education in management in special education institutions.



T18. In addition, management should implement social media and websites more actively in their programs.

Democratic and Appropriate Management

A few of the teachers interviewed evaluated the current management of special educational institutions as "democratic and appropriate management." They did not make any management recommendations to improve the quality of education.

T6. I think the functioning of the administration is very good and I do not recommend a change, there is a very democratic management at school.

T7. I find the current management of the school appropriate and I cannot propose a change; I think this management is very good.

Opinions and Suggestions of Teachers on Personnel Equipment in Special Education Institutions

T4, T5, T18 stated that they found the personnel equipment sufficient in relation to the theme of Personnel Equipment in Special Education Institutions. T1, T2, T3, T6, T8, T9, T12, T13, T14, T20, T25, T26 stated that they found the personnel equipment sufficient for the theme of In-Service Training for different Special Education Groups. Regarding the theme of Implementation, T10, T11 and T21 stated that their personnel equipment is sufficient. T11 stated that he found the personnel equipment sufficient for the cooperation theme. T7, T15, T16, T17, T19, T22, T23, T24 did not make any suggestions. In these statements, it is stated that the education given by teachers who have graduated from special education department is sufficient. However, there are also opinions that consider the existing personnel equipment quite adequate.

Ö4. I think that the quality of the education they provide is good, since the teachers are generally field-based. To improve this quality, the teacher can improve himself / herself further.

Ö5. I find special education institutions adequate and I think that the level of education of the employees is high and they have enough information.

Ö18. I think special education teachers are well equipped.

The codes for the theme of personnel equipment working in special educational institutions are as follows:

- In-service training for different special education groups
- Application
- Cooperation

In-service training for different special education groups

Under the theme of Personnel Equipment in Special Education Institutions, it is seen that teachers' views are mostly related to in-service training code for different special education groups. Most of the teachers stated that the staff working in special education institutions do not have sufficient knowledge about different special education groups. In order to increase the quality of education, they stated the necessity of in-service trainings. It has been expressed that the quality can be increased by organizing seminars on different disability groups in schools with the participation of staff.



T1. The staff of the TRNC have the knowledge level of individuals who need different special education in practice, but I think there are deficiencies in practice since they cannot observe different cases and obtain different experiences.

T2. I find the professional skills of the people working in special education institutions insufficient. It is not enough for the personnel working in special education institutions to be graduates of the field. They can develop themselves and the families of children with special needs by receiving training for different disability groups.

T3. In order to increase the quality of the training, staff should attend seminars and conferences on various and necessary subjects.

T6. The knowledge level of the staff is quite good. Of course, it is very difficult for them to be fully informed in every disability group, so I recommend in-service training.

T8. All training and management personnel should be trained to increase their knowledge of their profession at regular intervals

T9. I think that the staff is insufficient and that the teachers who will work with these different disability groups will become more useful in the education of individuals with different disabilities through seminars and group trainings.

T12. All education and management personnel should receive regular training to increase their knowledge in their profession.

T13. I find working staff well equipped, but for children in need of special education, seminars can be organized in schools with a lack of special educators.

T14. Since the level of knowledge of the staff is inadequate and they do not improve themselves, courses should be organized and students should be trained.

T20. The level of knowledge of the staff is lacking and they do not improve themselves, so courses should be arranged.

T25. The knowledge level of the teachers to different special education groups is sufficient. In order to improve and improve the quality, special education seminars are held.

T26. In short, there are not many competent teachers; seminars should be organized for teachers to be more competent.

Performing an application

Teachers expressed their views on the importance of the implementation of the personnel working in the special education institutions in order to increase the quality of education.

T10. I think that the staff should do enough to have enough equipment. Practice is very important in special education.

T11. The staff must constantly conduct research and make observations.

T21. Certificate programs should be issued. I think the seminars should be implemented in universities and that internship hours should be increased and should be held in different institutions. I think every school should be implemented without being subject to a single school.

Collaboration

A few of the teachers interviewed stated that there should be cooperation among the personnel working in special educational institutions.

Ö11. Personnel are required to follow a collaborative and shared approach with different areas. Otherwise, the quality of the trainings will not increase and will always remain in the same place.



Teacher Opinions and Suggestions on Physical Conditions

T2, T4, T16, T17 reported an insufficient education environment. T1, T7, T10, T11, T12, T15, T19, T21, T23, T24 gave opinions about the arrangements for different special education groups. T9 talked about the regulations based on teachers' opinions. The interviewed teachers mostly gave negative opinions about the physical conditions of special education institutions. It was suggested that the physical conditions of special education institutions should be arranged according to different special education groups and teachers' opinions. T3, T5, T6, T8, T13, T14, T18, T20, T22, T25, T26 did not make any suggestions.

The resulting codes for the theme “Physical conditions” are:

- Inadequate educational environment
- Regulations for different special education groups
- Regulations based on teacher opinions

Inadequate educational environment

The physical conditions of special education institutions were evaluated as insufficient. It is stated that the physical conditions directly affecting the quality of education are not suitable for special education and they should be changed. It is stated that the physical environment is important for the student.

T2. Since the physical equipment of the institutions is of very poor quality and the material usage of the classrooms is colorless and without hardware, unfortunately, the training at the desk may restrict the education after a while. When rich stimulant materials are used in the physical environment provided to the child, the child learns better in that environment. I can say that the physical environment relieves the personal spirit.

T4. I think that physical conditions are not suitable for special education at all. The school buildings' equipments need to be improved completely.

T16. Physical infrastructure in special educational institutions is quite inadequate. This needs to be made more accessible. I believe that it will be better if the infrastructure is enriched and a different educational environment is created.

T17. I think that physical conditions are inadequate in special education, it needs to be more accessible.

Regulations for Different Special Education Groups

The interviewed teachers stated that the physical conditions of special education groups were not directed towards different special education groups. It has been strongly suggested that the physical conditions of special education institutions should be arranged for different special education groups. It was stated that the physical conditions of special education institutions should be suitable for children who need special education, not for children who develop normally. The arrangements that can be made on issues such as stairs, heat, light are specified.

T1. Each individual is special and each individual has a different requirement. Therefore, since the performance and disability status of each individual with special needs will also vary, adjustments can be organized for this particular situation.

T7. The physical conditions of all special educational institutions should be continuously updated according to the students and adapted to the recent conditions.

T10. I think that physical conditions should be based on the physical characteristics of the student. Some institutions are not sufficiently equipped due to these conditions. Factors such as light and sound are very important in the education of a child with special needs.

T11. The physical conditions of special education institutions should first of all be regulated according to the basic needs, physical characteristics and numbers of individuals in need of special education. For



example, there should not be too many stairs and hilly grounds in institutions where the number of visually impaired individuals is high.

T12. Physical conditions should be designed taking into account all diagnostic groups.

T15. I think there's more physical disability. In general, they are making arrangements to support a number of disability groups, but what percentage of it really supports these individuals is controversial.

T19. Unfortunately, I find physical conditions insufficient. Generally speaking, schools are designed for children with normal development.

T21. I do not find the physical conditions to be very adequate, because there is no assessment based on disability groups. For example, it is very important for the child to be on the first floor in a special education institution for a child with physical disability. I think that more attention should be paid to physical conditions. In my proposal, the physical conditions for each group should be planned and I recommend that the equipment in the class be technological.

T23. Arrangement of physical conditions should be done considering the needs and desires of the students. Physical disability, attention deficit, and common developmental disorder are factors that need to be considered for the regulation of physical conditions.

T24. Physical conditions are not suitable for special education. Considering the special situation of the students, buildings and equipment should be built accordingly.

Regulations Based on Teacher Views

It is also considered that physical conditions should be regulated depending on the teachers' views under the theme of physical conditions.

T9. For individuals within the institution, physical conditions should be regulated by taking the opinions of their teachers. Different regulations may be required for each school.

Teacher Opinions and Suggestions about Class Size

Regarding the theme of suitability of classes, T6 and T7 stated that the class sizes in special education institutions should be determined according to student characteristics. Regarding the high class size, T3, T5, T10, T14, T20, T24, T26, stated that class sizes should be determined according to student characteristics in special education institutions. Regarding the special arrangements for different special education groups and levels, T1, T4, T8, T9, T11, T12, and T22 stated that class sizes should be determined according to student characteristics in special education institutions. Although it is stated that there are schools with appropriate class sizes, it has been observed that there are proposals for regulations regarding class sizes in special educational institutions. T2, T13, T15, T16, T17, T18, T19, T21, T23, T26 did not make any suggestions. The disability group and level of education of a student emerged as the determinant of with how many people and in which class the student will study.

The resulting codes for the theme “class size” are:

Available Classes

- High class size
- Special arrangements for different special education groups and levels

Available Classes

It has been stated by several teachers that the number of students in the classes of the special educational institutions they work with is appropriate.

T6. Class sizes are appropriate; I think that children get appropriate education without any problems.



T7. Class sizes are appropriate, there are no problems related with this topic. I think this classroom arrangement is fine.

Excessive Class Size

It was stated that there was redundancy in class sizes in special education institutions. It was emphasized in the statements as this was a factor that reduced the quality of education.

T3. I find the class sizes a little too much. When the number of students is a bit too big, the efficiency of the course decreases, the time allocated to the students becomes shorter, so the class size should be small.

T5. Class sizes may be reduced. There should be minimum 3 and maximum 5 students.

T10. I find the class size a bit too much in terms of class sizes and individual characteristics of the students in the class. Since the children are more distracted than normal, attention should be paid to this issue.

T14. Class sizes are too crowded, so teachers are not enough and class size needs to be reduced. The crowds of class sizes are disadvantageous for both the teacher and the student, and for this the class sizes need to be less and the teachers more.

T20. Class sizes are too crowded, so teachers are not enough and need to be reduced.

T24. I think classes should be for two. I emphasize that this should be arranged according to disability groups and the students should be educated in a quality environment.

T26. When setting up class sizes, it is more appropriate to assign a teacher to two students.

Special Regulations for Different Special Education Groups and Levels

As in other themes, teachers emphasized that there were not enough regulations regarding different special education groups under the theme of class size. In order to increase the quality of education, it was stated that there should be special arrangements for different special education groups and levels in the planning of class sizes.

T1. ... since the state has no chance of giving one-to-one education, individuals with special needs at different levels can be in the same class. What is important here is that the levels and disability groups of children with special needs in the classroom should be at the same level. If each one performs at a different level, it will be difficult for the teacher to intervene.

T4. If groups with similar disability types are formed in the same class, the quality of education will increase.

T8. Class sizes should be determined according to the individual characteristics and needs of the students in the class.

T9. In order to increase the quality and speed of education, the same disability groups and the students at the same level should be in the same group. This will lead to saving time and improving quality.

T11. Class sizes should first be determined and adjusted according to the individual characteristics of the students.

T12. According to special education groups, class sizes should be determined according to the individual characteristics and needs of the students in the class.

T22. There is no problem with class sizes but should be placed according to the appropriate qualification type.

Teachers' Opinions and Suggestions on the Individual Characteristics of Students

When the views of teachers about T4, T5, T8, T19's Individual Education Programs and Activities theme are examined, it is seen that the individual characteristics of the students are not given enough importance



and they make suggestions about this issue. When the opinions of the teachers on the theme of Expert Support of T14 are examined, it is seen that the individual characteristics of the students are not given sufficient importance and they make suggestions about this issue. T20 stated that the individual skills of the students were not given sufficient importance in relation to the theme of Social Skills Education and made recommendations on this issue.

T1, T2, T3, T6, T7, T9, T10, T11, T12, T13, T15, T16, T17, T18, T21, T22, T23, T24 and T26 did not make any suggestions. They have made suggestions for the education appropriate to the individual characteristics of the students in the teachers' different special education groups. Some teachers stated that individualized education programs were prepared for each student in special education institutions and the necessary importance was given to individual characteristics. The resulting codes for the Individual Properties theme are:

- Individual training programs and activities
- Expert support
- Social skills training

Individual Training Program and Activities

It was seen that the teachers in the interviews emphasized programs and activities appropriate to the individual characteristics in special education. In order to increase the quality of education in special education institutions, it was stated that the programs and activities should be in accordance with the individual characteristics.

T4. I think that if the activities are designed considering the needs of the students, more quality activities will emerge.

T5. Individual education programs are sufficient when they are conducted in accordance with the characteristics of the student.

T8. The activities aimed at the student should be aimed at supporting and improving all areas of the student's development. Individual features should be considered when planning these activities.

T19. ... Individualized curriculum plans should be prepared in accordance with the student; individual characteristics should be supported in accordance with a common goal by revealing his/her abilities.

Expert support

Some of the teachers stated the necessity of a program suitable for individual characteristics and stated the importance of realizing these programs with expert trainers in their fields. It is stated that there are deficiencies in this subject and expert support is necessary to increase the quality of education.

T14. Activities appropriate to the individual competence and social skills of the students have to be done with expert trainers in their fields and unfortunately there are deficiencies in this regard.

T20. Activities appropriate to the individual abilities and social skills of the students should be carried out with expert trainers in their fields. There are deficiencies in this issue and I suggest that seminars should be held.

Social Skills Training

Social skills training, which is very important in special education, is one of the codes that appear under the theme of individual characteristics. Teachers stated that knowing individual characteristics is important in social development and in social skills training.



T20. Individual characteristics should be taken into account and social skills need to be emphasized more. In addition, I would like to say that children can improve their social skills by conducting more activities.

T25. I think that conducting more energetic activities such as out-of-school activities are appropriate for children's social development.

Teachers' Opinions and Suggestions on Special Education Programs

When the views of T4, T16, T17, and T25 on the theme of Individual Education Programs are examined, it is seen that most of the teachers make opinions and suggestions for the development of special education programs. S8, S10, S11, S12, S24, S26 gave opinions and suggestions for the development of special training programs on the theme of Cooperation. T1, T2, T3, T5, T6, T7, T9, T13, T14, T15, T18, T19, T20, T21, T22, T23 did not make any suggestions. Teachers stated that education programs should be individualized and programs should be developed in terms of program elements (acquisition, content, teaching-learning process, evaluation). However, there is a teacher who states that the programs are prepared according to the students. The resulting codes for the Training Programs theme are:

- Individual training programs
- Cooperation

Individual Training Programs

Teachers interviewed often proposed changes to the current training programs. It was stated that the necessary arrangements should be made by individualizing the training programs. In addition, for a more qualified education, it was emphasized that the elements of the curriculum should be appropriate to the student characteristics.

T4. It is a right approach to proceed within the framework of a specific special education program, but it is necessary to design content and activities according to the needs of the students.

T16. Special training programs should be individualized. I think that appropriate programs should be prepared for each student; course contents should be individualized and visually improved.

T17. Special training programs should be individualized. The contents of the course should be simplified and visually diversified. I think that the teacher should arrange a program for the student to understand it better.

T25. I say that the special education program should be organized according to the level of disability of children. In order to increase the level of education, content and activities need to be organized according to the current situation of the children in order for these programs to be more effective.

Collaboration

While some of the teachers emphasized individualized education programs in special education, they expressed the need for cooperation in the preparation of these programs. During the preparation of the programs, it was stated that experts and teachers from different fields should work in cooperation.

T8. While preparing special education programs, opinions should be taken from different disciplines and appropriate programs should be prepared by making interdisciplinary consensus.

T10. When preparing special training programs, they should receive support and opinions from each training program. It should be noted that cooperation in special education is very important.

T11. Special education programs should be prepared in cooperation with many different fields and exchanged views. Considering that different people or different institutions can use these programs, flexible programs should be prepared as a result of observations.



T12. While preparing special education programs, opinions should be taken from different disciplines and appropriate programs should be prepared for interdisciplinary consensus.

T24. If possible, there should be studies in the field for the preparation of the program. Academics are far from the field and the programs have to be prepared by people who are related to the field. I emphasize that programs should be organized according to the development level of children in terms of content acquisition effectiveness.

T26. The academic committee that develops the program should have experts from different branches. In order to increase the quality of education, it is necessary to plan and implement the opinions of all experts in special education institutions. In order to gain any skill, the content effectiveness and evaluation part should be carried out by a team.

Teachers Opinions and Suggestions for Early Diagnosis and Placement

Early identification of individuals in need of special education is an important issue for their development. It is seen that S2, S5, S10, S19 agree on the importance of early diagnosis and placement in relation to the theme of Parenting Education. T1 and T23 agree on the importance of early diagnosis and placement under the theme of Early Diagnosis. Under the theme of Teacher Education, T14 and T17 seem to agree on the importance of early diagnosis and placement. The teachers made opinions and suggestions about Parenting Education and early diagnosis in the early diagnosis of individuals in need of special education. T3, T4, T6, T7, T8, T9, T11, T12, T13, T15, T16, T18, T20, T21, T22, T24, T25, T26 did not make any suggestions. It was stated that families play an active role in the early diagnosis process and that they should be made aware. It is stated that the need for special education of their children can be noticed first in the family. In addition to Parenting Education, teacher education was also seen as important in the early diagnosis process. The emerging codes for the Early Diagnosis and Placement theme are:

- Parenting Education
- Early diagnosis
- Teacher Training

Parenting Education

It is important to raise the awareness of families about early diagnosis. Teachers mostly made their opinions and suggestions on the trainings aimed at raising the awareness of the families.

T2. Early diagnosis in special education can save the child from many problems. Seminars can be given in advance, Parenting Education programs, parent school programs can be prepared, and children can be evaluated whether they have any developmental problems.

T5. Early diagnosis is very important, so families should be informed and necessary support should be provided in order to ensure early diagnosis.

T10. The diagnosis evaluation process should be explained to the families in appropriate and proper language by appropriate programs by the expert people.

T19. Early diagnosis is very important. Unfortunately families are very important here; early diagnosis begins with the awareness and acceptance of families.

Early diagnosis

The contribution of early diagnosis by teachers to the development of individuals was emphasized. In the case of early diagnosis, it was stated that individuals' development accelerated and their problems decreased.



T1. There is no need to emphasize the importance of early diagnosis and diagnosis of children with special needs. "Because early diagnosis is very important. Therefore, if the child's problem is identified early, he / she can be placed in the education program of the type that suits his / her needs at an early age. We know that early education accelerates the development of children even more and the situation of eliminating the existing situation increases. Therefore, with the systematic support given in the first years of life, I think that all capacities of individuals with special needs can be revealed and prepared the necessary infrastructure for basic education.

T23. The education should start with the cooperation of the hospital report from the birth of the child and a special education program should be started in preschool education. Diagnosis is very important and it is very important for the child to be made early.

Teacher Training

Another important point in early diagnosis is the awareness of teachers about this issue. The interviewed teachers stated that first the family and then the teachers would realize the individuals with special needs.

T14. Early diagnosis requires the sacrifice of parents and teachers. Early diagnosis is of great importance for students with special needs, as in all areas, and I recommend that the needs to be met continuously.

T17. Diagnosis and intervention are important in special education. Since the diagnosis and placement is very important, the knowledge level of the teachers should be very good on this subject and lessons should be given if necessary.

Teacher Opinions and Suggestions on Guidance Activities

When the opinions of T5, T10, T12 and T26 regarding family communication theme are examined, it is seen that guidance service should be in contact with families and that there should be sufficient and educated guidance teacher in guidance services. T13, T14 and T19 stated that the guidance service should be in contact with families and that there should be sufficient and educated guidance teacher in the guidance services. T1, T2, T3, T4, T6, T7, T8, T9, T11, T15, T16, T17, T18, T20, T21, T22, T23, T24, T25 did not make any suggestions. The guidance service focuses on the task of informing families and planning activities for individuals. The resulting codes for the Guidance Activities theme are:

- Communication with the family
- Lack of guidance teacher

Communication with the Family

It was stated by some teachers that the guidance service should be in contact with the family and families should be informed by the service. It was stated that the education of individuals in need of special education should be planned with the family.

T5. ... The guidance service should support not only the child but also the family, and contribute to the family's acceptance of the process. The family should be made aware and the programs should be organized for the child with the support of the family.

T10. In order to actively use the guidance services, some changes must be made and the family should participate these activities.

T12. Guidance service should organize the leisure activities of the individual, inform the family about problem behaviors and play an active role in guiding them.

T26. Guidance service is a very important unit for getting to know the family and getting to know the individual. Guidance service is important in order to communicate with children more easily and to give direction to the family.



Lack of guidance teacher

Some of the interviewed teachers stated that there are not enough trained guidance teachers in the guidance service.

T13. I find the number of guidance teachers inadequate, this number should be increased.

T14. There should be expert guidance teachers. Orientation of guidance counselors in each institution plays an important role in many areas.

T19. Guidance is not enough; they are inadequate both in number and in information.

DISCUSSION

As a result of the research, the interviewed managers stated that the quality of education was adequate in the special education institutions, while the teachers showed that the quality of education was insufficient. It has been stated that there are many points that need to be regulated in order to increase the quality of special education. However, in another study, similar results were obtained with literature. The findings of the research and the issues that are important for increasing the quality of education in special education institutions have been determined through interviews with managers and teachers. Themes and codes were determined as the elements determining the quality of education. School management, personnel equipment, physical conditions of schools, class sizes, individual characteristics of students, educational programs, early diagnosis and placement, guidance services are the factors that determine the quality of education.

According to the results of the research, administrators gave superficial opinions instead of giving detailed information about management in special educational institutions. It was stated by most of the managers that personnel equipment, physical conditions and class sizes are suitable for qualified education. It was stated that the individual characteristics of the students were given importance. Parenting Education was emphasized in early diagnosis and placement it is stated that guidance activities are important for family relations. According to another researcher, teachers talked about uncertainty about whether education should be done individually or in groups. At this point, it can be said that the uncertainty in legal regulations causes problems in practice. In addition, teachers mentioned the boredom of students in individual education. In some schools, they stated that there was not much different education from the normal classroom because the group education was conducted with a large group (Pemik, 2017).

The education of students with special needs in TRNC is provided by special education institutions. In the 573 of the Decree Law on Special Education (1997, Article 19) Special Education Institutions are defined as daytime education institutions that are opened to provide special education to individuals in need of special education, to prepare them for work and profession or to develop basic vital skills of those who cannot benefit from formal education programs and to meet their learning needs. These institutions are in the form of daytime education institutions, boarding special education institutions, inclusive schools, public and special institutions, and special education and rehabilitation institutions under the Ministry of National Education (Baykoç and Dönmez, 2010).

Legal services and educational services provided in special education institutions are the basic education services in this field. In particular, educational services starting at an early age to provide independent living and social life skills to individuals with special needs are extremely important.



The fact that the managers and teachers working in the field of special education have sufficient knowledge, skills and equipment related to vocational knowledge and special education has a positive effect on the quality of the education provided. However, considering the fact that some of the administrators and teachers working in special education institutions have graduated from a bachelor's degree program outside the special education field and that teachers' work in this field with short-term training opportunities, the quality of education case becomes important. The short duration of the courses and trainings taken by such teachers in order to work in the field of special education, and the lack of adequate application activities affect the quality of the education in this field negatively. In addition, it is stated in the explanations of the administrators and teachers that the teachers who have graduated from special education department have various deficiencies in the field of vocational and field knowledge and that studies should be conducted for these teachers.

It is aimed that individuals with special needs can work in cooperation, adapt to their environment, grow up as a productive and happy citizen and live independently in society, to develop basic life skills for them to become self-sufficient, and to prepare them for higher education, business and occupational fields and life by using appropriate educational environments and special methods, personnel and tools in line with their educational needs, competencies, interests and abilities (MONE, 2010).

Although the actual number of individuals with special needs is not known in TRNC, it is seen that the education and rehabilitation services provided are quite inadequate. However, it is stated that the quality of education in these schools is not at the desired level. Significant results have been obtained in studies conducted to identify and solve problems in special education institutions.

In the study conducted by Korucu (2005) in order to determine the problems in institutions providing special education and rehabilitation services according to the opinions of managers, teachers and parents, it was reported that the communication between the institutions did not occur at the expected level and that the corporate management had problems in the trust of the personnel and the management mutually, the state's money for each disabled child was not paid to the special education and rehabilitation centers on time due to the bureaucratic formalities, there were significant gaps in the legal arrangements regarding the functioning of the institutions, and the institutions could not get help in the supervision they needed by the institutions they were affiliated with, for this reason, the supervisory team has important deficiencies regarding the implementation of special education, although family participation is very important in special education activities, it is not realized at the expected level, the staff and the management of the institution do not know the importance of in-service training very well, there are difficulties in developing the staff and difficulties in finding qualified personnel.

In the study conducted by Altinkurt (2008) in order to reveal the problems experienced in special education and rehabilitation institutions and to find solutions for these problems, it was reported that special education and rehabilitation centers had difficulty in finding physiotherapists and special education teachers in some branches.

In the study conducted by Aydın and Şahin (2002) in order to compare the inclusion practices with the special education services regulation, it was observed that different applications were made in the subjects stated in the regulation on the availability of inclusion classes, implementation of individualized education plans, teacher-family cooperation, taking measures for the social acceptance of disabled students and determination of individual needs. According to the research, it was stated that sufficient importance was given to individual characteristics and many activities were prepared for students to develop themselves.



In particular, it was emphasized that individual training programs are sufficient. They stated that cooperation and communication with the family and the school management could increase the quality of education.

In a study conducted by Kargin et al. (2003) in order to determine the opinions of administrators, teachers and parents about inclusion practices, it was reported that the knowledge of managers, teachers and parents about inclusion education was not sufficient, the physical conditions and materials of the classes were not at the desired level, support training services were inadequate, and classroom teachers did not receive adequate training on inclusion education. According to the research, they mostly gave negative opinion about the physical conditions of special educational institutions. It was suggested that the physical conditions of special education institutions should be arranged according to different special education groups and teachers' opinions.

As a result of the study carried out by Demirtas (2006) in order to determine the opinions of provincial national education administrators about inclusive education, it was reported that the administrators found that the existing legal arrangements for inclusive education were sufficient and that they did not have information about the problems in inclusive schools and that managers have the opinion that inclusive education is beneficial to teachers, students with special needs and children with normal development. It was seen that the teachers that interviewed were emphasizing the legal part of the management while evaluating the management related to special education. In order to increase the quality of education in special education institutions, it was stated that the problems related with laws, regulations and principles of the management of special education institutions should be eliminated.

In the study conducted by Bilen (2007) in order to determine the opinions of the classroom teachers about the problems faced in the inclusive practice, the lack of appropriate physical conditions of the schools and classes, the lack of adequate support of the guidance service, the lack of qualified personnel in the special education field, and the lack of qualified personnel in the in-service trainings. And lack of proper communication with families have been reported to be among the major problems. According to the research, it is stated that their physical conditions should be suitable for children who need special education, not for children with normal development, and it is seen that there should be sufficient and educated guidance teachers in guidance services. The guidance service is focused on informing families and planning activities for individuals.

As a result of the study conducted by Babaoğlu and Yılmaz (2010) in order to determine the competence of classroom teachers in inclusive education, it was reported that classroom teachers do not receive adequate training in inclusive education and therefore they considered themselves inadequate. Most of the teachers stated that the personnel working in special education institutions do not have sufficient equipment for different special education groups. In order to increase the quality of education, they stated the necessity of in-service trainings. It has been expressed that the quality can be increased by organizing seminars on different disability groups in schools and the participation of staff.

As a result of the study conducted by Gökdere (2012) in order to compare the attitudes and anxiety levels of the classroom teachers and prospective classroom teachers about the inclusive education, it was seen that there were differences between the attitudes of classroom teachers and classroom teacher candidates due to their professional experience and knowledge level. At the same time, it was reported that increasing the level of knowledge of teachers towards inclusion could be effective in achieving the purpose of inclusion. In special education institutions, the teachers recommended that the managers use social media



and web site effectively in order to increase the quality of education. They stated that organizing seminars frequently for a better education is important in terms of knowledge level.

As a result of the study conducted by Güzel (2014) in order to determine the problems faced by primary school teachers who educate inclusive students in his/her class, it was reported that the most common problems experienced by teachers in inclusive training were insufficient physical structure of the school, crowded classrooms and not distributing mainstreaming students equally to the classes, not preparing IEP or not having sufficient information about IEP and lack of in-service training, the lack of guidance and other studies needed for inclusive training in the school, lack of communication with families and lack of sufficient information about their children. According to the study, physical conditions were considered insufficient. It is stated that physical conditions directly affecting the quality of education are not suitable for special education and need to be changed. It was seen that they emphasized programs and activities appropriate to individual characteristics. In order to increase the quality of education in special education institutions, it was stated that the programs and activities should be in accordance with the individual characteristics. It was stated that the guidance service should be in contact with the family and families should be informed by the service. It was stated that the education of individuals in need of special education should be planned with the family.

However, it was given to guidance counselors to coordinate efforts to adapt to changing conditions in schools and to keep the school management, teachers, students and families informed of these changing living conditions, developments and changes in close coordination. The aim of carrying out the studies in cooperation is to increase the living conditions and the level of education at the highest level and to ensure these developments through education (Kılınç, Bulut and Yenen, 2016).

CONCLUSION and SUGGESTIONS

In this research, it was determined that besides the positive opinions of school administrators and teachers working in special education schools in TRNC about the quality of education given in special education institutions, there were some points that need to be improved and the quality of the training given in many educational institutions could be increased in the matters that were deemed incomplete by the managers.

When the opinions of the teachers on the quality of the education given in the special education institutions were analyzed, it was determined that there were many points to be developed. Considering the results of the research, the following suggestions were made:

- In-service training should be given importance in order for the managers and teachers of special education institutions to have sufficient experience in the field of special education and to be able to follow the developments in the field of special education in the World closely.
- Measures should be taken to ensure the safety of buildings due to physical problems in special education institutions, schools with gardens and adequate play areas should be allocated to special education, the needs of institutions such as elevators, stairs, classrooms, toilets should be provided, social activities units, painting and music room, sports hall should be opened, emergency evacuation should be made in case of danger, personnel working in special education institutions should be given training for first aid applications.
- In-service training should be provided for teachers working in special education institutions for individualized training programs.
- The Ministry of National Education should make legal arrangements in order to eliminate the problems related to the management processes of special education institutions, should take measures for the professional management of special education institutions, and should attach importance to the concepts of special education expertise, special education manager and special education inspectorate mentioned in the previous legislation and proposed in the education councils.



- In this research, data were obtained by using qualitative research method. In similar studies to be conducted in the future, researches can be conducted using a quantitative or mixed research model to support qualitative data.
- Similar studies can be carried out by including families with children with special needs and the differences between them can be determined.
- The opinions of the branch teachers working in special education institutions regarding the quality of the education given in special education institutions can be taken.

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