



PARENTS VIEWS ON INCLUSIVE EDUCATION PRACTICES IN PRIMARY SCHOOLS

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Abstract

Inclusive education is an approach that aims to ensure that students benefit from quality and equal education opportunities, regardless of their disability, diversity, and socioeconomic status. In this research, it was aimed to reveal the expectations of the parents regarding inclusive education and to provide data on the activities that can be done for the development of inclusive education in this context. A case study model was used in the research. The criterion sampling method was used in the determination of the study group of the research. The data were collected by semi-structured interview forms and analyzed by content analysis technique. As a result of the research, 32.50% of the parents stated that "training is given in the support training room", 33.33% of them are "individual education plans are prepared", 28.94% of them are "the school administration acts empathetically", 26.82% stated that "the class teacher acts lovingly", 45.94% stated that "other parents act sensitively", and 24.39% stated that their "friends act acceptingly". While 22.50% of the parents expressed their opinion about the problems "low academic achievement", 17.30% of the parents expressed their opinion as "Turkish language education should be given to refugee students" regarding the suggestions.

Keywords: Inclusive education, disadvantaged students, individuals with special needs, refugee students, special education.

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1. Introduction

1.1. Introduce the problem

The ultimate goal of education is to raise individuals who are beneficial to society, self-actualizing, socially, emotionally, physically and psychologically healthy. For this purpose, providing equal opportunities to all students is indispensable for a quality education. People who are members of a society gain personal characteristics with socialization (Şişman, 2007). When quality education is mentioned, it comes to mind to organize educational activities by considering these personal characteristics and special situations of students and to include each individual in the system.

Each student participating in education and training activities has different individual characteristics. However, there are students who show different developmental characteristics and have different demographic information from their peers in the education system. In our country, where the student-centered education approach is dominant, differences are seen as wealth (Cengiz Şayan, 2020). It is only possible with inclusive education that the said students, who differ from their peers for various reasons, receive education in the light of the principle of equal opportunity in education without being excluded. Inclusive education is defined as the reorganization of educational institutions and processes to meet the needs of all children, regardless of gender, ethnicity, language, religion, place of residence, health status, socioeconomic status and similar characteristics or conditions (Education Reform Initiative [ERG], 2016). Based on this, inclusive education opposes all segments that advocate discrimination and think that they are right (Gil et al., 2013, p. 784). Stubbs (2008) defined the individual's right to education as a process, strategy, in which all people are involved without discrimination. In another definition, inclusive education is defined as the development of interactive learning groups, regardless of inter-individual differences, by creating unprejudiced learning masses and removing barriers to education (Gause, 2011). In other words, inclusive education includes activities, strategies and processes for all disadvantaged students to be together with their non-disadvantaged peers and to realize the right to universal education for all individuals (Serttaş, 2020; Ünal & Yel, 2019). According to the inclusive education approach, which arises from the belief that education is a fundamental human right and provides an important support for a more just society, all students have the right to receive education regardless of their individual characteristics or difficulties (Dilekçi, 2019).

Inclusive education is about how we develop and design schools, classrooms, programs and activities so that all students learn and participate together. With this understanding, it has come to the fore to prepare students, teachers, learning environments, school administrations and even families to be sensitive to students with disabilities or special education needs (Aktekin et al., 2017). On the other hand, the ongoing popular trends in the understanding of education, the pursuit of excellence in education and the concept of democracy in education have brought about the focus on providing equal opportunities to all students, and inclusive education has gained importance (Dreyer, 2017). As a result of these developments, for the first time, inclusive education not only gave importance to students with special needs, but also included students who were different in terms of cultural, social and language (Taylor &

Sidhu, 2012). Thus, inclusive education has reached a conceptual width extending to individual learning differences, gender-based inequalities, immigrants, refugees, asylum seekers, cultural and social diversity (Çelik, 2017). Today, inclusive education is defined as the process by which all children, whether they have special needs or not, who have difficulty in accessing social, cultural, educational and life opportunities equally, benefit from educational opportunities that can ensure their personal development together with their peers, and the process of removing obstacles in this regard (Aktekin et al., 2017; Çelik, 2017; United Nations Educational, Scientific and Cultural Organization, 2005).

The international declaration of human rights on inclusive education, including Türkiye, was adopted in 1945 and the right to education was guaranteed for all children (Ministry of National Education, General Directorate of Special Education and Guidance Services, 2013). It has been declared that the right to participate in education regardless of Sundberg in Malaga, Spain. declaration was declared (UNESCO, 1981). In this conference, a special emphasis was placed on education, and support was received from political and professional organizations. In 1990, the United States of America, introduced the concept of comprehensive schooling, which included all students in education, and had it accepted in all its states within three years (Şimşek, 2019). After this movement of the USA, the "Education for All" movement started to work on behalf of the United Nations (Opertti et al., 2014). By enacting the education law of England in 1993, it was emphasized that children with special needs should be identified and benefited extensively (Aral & Gürsoy, 2009). In Canada, important studies on inclusive education are carried out. Inclusive education in Canada (Inclusive Education Canada, 2019) means that all students study and are welcomed in schools that are age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of school life.

Students in the Turkish Education System have diversity in terms of culture, language, socio-economic status and ethnicity (Amaç, 2021). There have been significant mass migration movements from the Balkans since the establishment of the republic in Turkey (Ünal & Aladağ, 2020). With the war that started in Syria since 2011, millions of Syrians have taken refuge in our country. However, Turkey hosts a large number of irregular migrants from the Middle East, Asia and Africa (Ünal & Aladağ, 2020). Education of immigrants, who are included in the current structure of Turkey, is inevitable in order to improve their individual characteristics and their harmony with the Turkish society (Moralı, 2018). Schools in Turkey have turned into a rainbow of different colors, in a sense where students from different groups receive education in the same environment (Amaç, 2021). With the increase in the number of asylum seeker students in Turkey, the Ministry of National Education published a circular in 2010 in order for foreign children to benefit from education opportunities, and practices aimed at solving some of the problems experienced in the education of refugees and asylum seekers were included (MoNE, 2010). With the changes in the profiles of schools and classrooms in Turkey, the rich cultures of the students have entered the classrooms. There is a need to organize education and training environments in a way that will allow meeting the social, cultural and educational needs of these students, each of which has different characteristics (Amaç, 2021). As of the 2016-2017 academic year, the Ministry of National Education has made a transition to the "Inclusive Education" model for refugees, especially Syrians (Asar, 2020). Turkey pursues a more effective policy on inclusive education by cooperating not only

at the national but also at the international level. In this context, the United Nations International Children's Emergency Found / UNICEF) are working with organizations such as. In the study titled “Syrian Children in Turkey” published by UNICEF in 2017, it was emphasized that studies were carried out in close cooperation with the MoNE and other partners. In this report, it was pointed out that the system should be strengthened for all disadvantaged children in Turkey, and the quality and access of inclusive education should be increased (Şimşek et al., 2019). In 2016, with the agreement signed between the MoNE and the EU Delegation to Turkey within the framework of the “Financial Assistance Program for Refugees in Turkey” agreement (FRIT), the “Supporting the Integration of Syrian Children into the Turkish Education System” (PICTES) project was initiated. The PICTES project aims to support the activities of the MoNE in increasing the access of Syrian children to education, increasing the quality of education offered, improving the operational capacity of educational institutions and personnel, and their integration into the Turkish Education System (PICTES, 2017). Turkey is striving to initiate an effective and solution-oriented process in which all stakeholders are involved by taking inclusive education with a holistic approach. As a matter of fact, in a meeting held on 26 December 2017 with the participation of the President of the Higher Education Council (YÖK) and the Undersecretary of the Ministry of National Education, the issue of inclusive education was also taken up and discussed in addition to quality and accreditation in teacher training programs (President of the Higher Education Council [YÖK], 2017). In addition, in cooperation with the Ministry of National Education and YÖK, it was decided to teach an elective course called Inclusive Education, which was updated to 2018 in order to train teachers on inclusive education (YÖK, 2018).

Literature on inclusive education is examined, it can be said that inclusive education is still a new approach for Turkey, despite the studies that have increased in recent years. Studies on inclusive education have gained importance in Turkey, especially after the events in Syria and the mass migration that took place (Firat, 2021). It is seen that there has been an increase in studies conducted in Turkey since 2017. However, studies that can be associated with inclusive education are mostly about special education; It is seen that there is a conceptual confusion in the subjects of inclusive education and integrated education. Studies conducted in Turkey on inclusive education generally focus on refugee-asylum-seeking students from disadvantaged groups (Firat, 2021). However, there are many studies in the literature on primary school teachers' practices for inclusive education (Kot et al., 2015; Metin & Altunay, 2020; Nayır & Karaman-Kepeneci, 2013; Sadioğlu et al., 2013; Şahin & Gürler, 2018; Ünal & Aladağ, 2020; Yılmaz & Batu, 2016), as well as many studies reflecting the views of classroom teachers on this issue (Anılan & Kayacan, 2015; Bayar & Üstün, 2017; Kurt & Tomul, 2020; Işıkgöz et al., 2018; Kaysılı et al., 2019; Kazu & Deniz, 2019; Kayabaşı, 2020; Kırılmaz & Öntaş, 2020; Özokçu, 2018; Ünal & Aladağ, 2020).

Inclusive education is multifaceted. The disadvantaged group includes individuals with special needs who need to teach Turkish as a second language, who have been exposed to violence, who are under temporary protection, who are affected by migration, terrorism and natural disasters, and who struggle with various diseases (Sertaş, 2020). As it can be understood from the explanations in question, inclusive education is a system that includes learning activities to understand and meet the needs of all individuals included in the

education system and creates opportunities from individual differences. From this point of view, schools that adopt an inclusive education system should consider the obligation of all students to learn together. Inclusive education should adopt an approach that cares about all developmental areas of the child (Dağlıoğlu et al., 2017). The education process, which takes into account the developmental needs of students, significantly affects their skill development in their future lives (Pamuk & Bal, 2019). In order to meet these needs, it is important that the school and parents cooperate. In this sense, it is important to define the parent, who is a stakeholder of education, and to determine the opinions of the parents (Yılmaz & Öznacar, 2016). In today's conditions, parents face economic difficulties in order to provide better education opportunities; they send their children to private schools, private teaching institutions or private courses (Şahan, 2011). While such common areas outside the school where basic education is given play an important role in the learning of the individual; The basis of a good education is primarily the family environment. So much so that students spend most of their time outside of school in their family environment (Özyürek, 2001). In this respect, school-family cooperation is an important element that increases the success of the child in the academic field, and especially the school success of the children of families who participate in school practices increases, their school attendance time increases and their self-awareness skills develop (Albez & Ada, 2017). In the education process, which is the common denominator of schools and families, it is of great importance for a healthy education process, like all other stakeholders, to consider the opinions of parents in line with inclusive education (Yıldız, 2020).

One of the key factors in the development of inclusive education is parents. The attitudes of parents towards inclusive education are very important. In the research conducted by Maragoritioiu (2015), families expect their children under inclusive education to attend school regularly, to make different evaluations for them, and to make positive discrimination and respect at school. In Turkey, all disadvantaged students, especially refugees and the disabled, receive education together. Parent attitudes and behaviors are extremely important in inclusive education practices; The belief that these negative parent attitudes and behaviors can be turned into positive with right practices and the inclusion of parents' views in the implementation of inclusive education policies has brought such a research to the agenda. This study is considered important in terms of the fact that no studies have been found in the literature to determine the views of parents on inclusive education, and a healthy cooperation with the parents by determining the opinions of the parents, increasing the education and training service quality of the school, and providing data for future improvement studies based on due diligence. At this point, it is aimed to reveal the expectations of the parents of students who have students in primary school regarding inclusive education and to provide data on the activities that can be done for the development of inclusive education in this context.

In the light of this aim, answers to the following questions were sought:

- What are the opinions of the parents about the activities carried out in the school within the scope of inclusive education?
- What are the opinions of the parents about the activities carried out in the classroom within the scope of inclusive education?

- What are the views of parents on the attitudes of teachers, school management, friends and other families towards their children?
- What are the views of parents on the problems they face within the scope of inclusive education?
- What are the opinions of the parents on the solution suggestions for the problems they encounter within the scope of inclusive education?

2. Method

In this section, there are parts of the research model, study group, data collection tool and data analysis.

2.1. Model of the Research

In this study, a case study model was used in order to reveal the opinions of the parents of the students who received education within the scope of (students with special needs, refugees, immigrant students, students with individual learning differences and gifted students) inclusive education. A case study is a qualitative approach in which the researcher collects detailed and in-depth information about real life, a current limited system (a situation) or multiple constrained systems (states) in a given time, through multiple sources of information, and presents a situation description or situation themes. (Creswell, 2014).

2.2. Working Group

The criterion sampling method, one of the purposive sampling methods, was used in the determination of the study group of the research. Criterion sampling is the creation of the sample from people, events, objects or situations with the qualities determined in relation to the problem (Büyüköztürk et al., 2012). In the research, the basic criterion determined by the researchers in the selection of the institutions where the application will be made is the six public primary schools included in the Erasmus School Education accredited program in Eskişehir. The study group of the research is the parents of the students who received education within the scope of inclusive education in six public primary schools, whose data are included in the Erasmus accredited program, in the fall semester of the 2021-2022 academic year from each of these schools. Seven parents were selected by random sampling and interviews were conducted. Considering the missing or unanswered interview questions, it was decided to include the results of 36 interviews in the scope of the research.

2.3. Data Collection Tool

Interview technique was used in the research and the data were collected with a semi-structured interview form. Semi-structured interviews, on the other hand, are frequently preferred by researchers due to their certain level of standardization and flexibility, removing the limitations in tests and questionnaires based on writing and filling, and helping to gain in-depth information on a specific subject (Yıldırım & Şimşek, 2003). The interview form

consists of questions that include inclusive education. In order to ensure the content validity of the prepared interview form, the opinions of three field experts were taken and the form was made ready for application. The interview form was applied to three parents other than the study group, and a preliminary application was made, questions that were not understood were determined, and these questions were expressed again. The answers given by the parents to the questions in the interview form were recorded with a voice recorder. Using a voice recorder has largely eliminated the possibility of missing or inaccurate data. The data related to the research were collected through one-to-one interviews held between October and December 2021, at the appropriate place and at the time deemed appropriate by the parents participating in the research. During the interview, parents were tried not to be affected by the researcher while answering the questions, and the interview lasted an average of 30 minutes. A translator was assisted in the interview with the parents who did not speak Turkish. For the reliability of the research, the answers given by the parents to the questions were examined with the researcher and an expert in the field. The reliability of the research was checked with the formula of Miles and Huberman (1994).

2.3.1. Analysis of Data

Research data were analyzed by content analysis technique. In content analysis, it is essential to gather similar data within the framework of certain concepts and themes and to interpret them by arranging them (Yıldırım & Şimşek, 2013). The obtained data were read and coding was done. Each question was marked on the interview coding key independently by the expert and the researcher. In some questions, it was seen that the parents gave more than one opinion. If the researcher and the expert marked the same theme or did not mark any theme for a question, this situation was accepted as "consensus", if the expert and the researcher marked different themes for the same question, this situation was accepted as "disagreement" based on the marking made by the researcher. By determining the number of "consensus" and "disagreement" from researchers and experts, Miles and Huberman's (1994) reliability formula, $\text{Reliability} = (\text{Agreement} / (\text{Agreement} + \text{Disagreement})) \times 100$ was used.

According to this formula; The reliability coefficient was calculated by dividing by the sum of those with consensus, those with consensus and those without consensus, and multiplying by 100. While consensus was reached on the interview data with 48 codes, there was a difference of opinion on four codes. Reliability was calculated as 92.30% when the number of codes with consensus and disagreement were put into place in the formula and calculated. Confidence $48 \div (48+4) \times 100$

Reliability calculations over 70% are considered reliable for research (Miles & Huberman, 1994). The result obtained here is considered reliable for research. After this stage, the data were digitized and presented in tables with frequencies and percentages. In the interpretation of the data, the opinions of the parents are given as direct quotations. The names of the parents were not used in these quotations, they were given by coding. Coding was used by shortening the participant in the form of P1, P2, P3.

2.4. Ethical Procedures

The fact that the research does not pose an ethical problem has been confirmed by the ethics committee report issued 46668096 and dated 29.03.2022 received from the Eskişehir Provincial Directorate of National Education. The research was carried out following ethical rules at every stage. Participation of the parents in the research took place on a voluntary basis.

3. Results

In this section, the findings of the parents' views on the inclusive education practices implemented in their schools and direct quotations from the views are included.

As the first question to parents, "What practices are specific to your child's situation within the scope of inclusive education at your school?" The answers to this question, frequency and percentage distributions are shown in Table 1.

Table 1. Parents' Views on Inclusive Education Practices at School

Codes	Frequency	Percent
Training is given in the support training room	13 (P3,P6,P7,P9,P10,P12,P13,P15,P17,P26,P30,P33,P35)	32.50
Participating in scientific and social events	9 (P4,P8,P14,P18,P21,P25,P28,P29,P36)	22.50
Guidance service is provided	7 (P5,P11,P19,P20,P23,P24,P31)	17.50
Training program education is given in primary schools.	4 (P2,P22,P24,P32)	10.00
Parent notification are made	3 (P34,P35,P36)	7.50
Teacher training is provided	2 (P1,P16)	5.00
Member training is provided	1 (P21)	2.50
I don't know	1 (P27)	2.50
Views Total	40	100

According to Table 1; It is seen that 32.50% of the parents expressed an opinion regarding the practices related to inclusive education at the school as "training is given in the support training room" and 22.50% of them are "assigned in scientific and social activities". When the opinions are examined, it can be said that the parents gave examples of the practices in the school regarding inclusive education. Direct quotations from parents' views on practices related to inclusive education at school are as follows: From the families who stated that "Education is given in the support education room" stated that "My child has learning challenges and distractions. For this reason she goes to the support education room at the school. A teacher in charge takes care of my last one-on-one". P36 said, "I think that

education is given in our school under equal conditions without discrimination. Our teacher included my child in the football tournament and folk dance course at school, he had him paint in paint competitions, and my son's work was also included in the exhibition opened at school with recycling...” .

As the second question to the parents, "What activities are carried out in your classroom within the scope of inclusive education, specific to your child's situation?" The answers to this question, their frequency and percentage distributions are shown in Table 2.

Table 2. Views on Inclusive Education Practices in the Classroom

Codes	Frequency	Percent
An individual training plan is being prepared	12 (P3, P4, P9, P13, P15, P18, P20, P21, P23, P24, P32, P33)	33.33
Peer teaching is in progress	7 (P6,P8,P10,P16,P17,P26,P30)	19.44
No other training is provided.	5 (P5,P11,P14,P19,P35)	13.88
The physical condition of the classroom is being organized	5 (P1,P7,P27,P34,P36)	13.88
Getting parent support	5 (P2, P12, P22, P28, P31)	13.88
I don't know	2 (P25,P29)	5.55
Views Total	36	100

According to Table 2, 33.33% of the parents stated that "individual education plan is being prepared" and 19.44% "peer teaching is being done" regarding the practices in the classroom regarding inclusive education. When the opinions are examined, it can be said that the parents are aware of the practices in the classroom about inclusive education. Direct quotations from the parents' views on the practices in the classroom regarding inclusive education are as follows:

One of the parents, P23, who stated that "Individual education plan is being prepared", said, "*Thenceforth my son was diagnosed with autism, our teacher prepared a plan for my son together with the school counselor in order to understand the subjects in the curriculum and be suitable for his development. As parents, they also informed us*", while P30, who stated that "peer education is being done", said, "*We came from Syria. We do not know Turkish. My daughter learned Turkish. His classmates taught him letters in class, had him write and read books. The teacher wants these from the children in the classroom... They taught my daughter to read.*"

As the third question to the parents, “How do the school administration, your class teacher, other parents and friends approach your child?” The answers to this question, frequency and percentage distributions are shown in Table 3, Table 4, Table 5 and Table 6.

Table 3. School Administration's Approaches to the Child Receiving Education in the Context of Inclusive Education

Codes	Frequency	Percent
Empathetic	11 (P2,P3,P8,P15,P16,P19,P25,P26,P31,P32,P36)	28.94
Equitable	8 (P1, P4, P10, P13, P20, P21, P30,P35)	21.05
Problem solver	7 (P11,P12,P17,P18,P23,P29,P33)	18.42
Fair	6 (P5,P18,P22,P24,P28,P34)	15.78
Helpful	6 (P6,P7,P9,P14,P23,P27)	15.78
Views Total	38	100

According to Table 3, 28.94% of the parents stated that "school management acts empathetically " and 21.05% "school management acts equitably" regarding the school administration's approach to children receiving education in the context of inclusive education. When the opinions are examined, it is seen that the school administration's approach towards the child receiving education in the context of inclusive education is positive. Direct quotations from the school administration's views on the approach towards children receiving education in the context of inclusive education are as follows: P25, one of the parents who stated that "School administration acts empathetically" said, " *The managers at our school can put themselves in our place when there is a problem with my child and approach the issue in that way. Their approach with empathy is very nice. This is so important for us.*" while parents who expressed the opinion that "the school administration behaves equitably", P4 said, " *Children are not discriminated against because they are students of religion, gender, disability, ethnicity or status. I think that our school administration treats everyone equally under equal conditions.*"

Table 4. Classroom Teacher's Approaches to the Educational Child in the Context of Inclusive Education

Codes	Frequency	Percent
Full of love	11 (P1,P3,P6, P8,P9,P12,P16,P18,P26,P30,P36)	26.82
Patient	8 (P2,P4,P11,P12,P14,P26,P32,P35)	19.51
Equitable	5 (P10,P17,P18,P21,P25)	12.19
Accepting	5 (P11,P27,P29,P31,P33)	12.19
Understanding	4 (P15,P19,P20,P24)	9.75
Tolerant	4 (P5,P13,P22,P23)	9.75
Problem solver	4 (P5,P7,P28,P34)	9.75
Views Total	41	100

According to Table 4, 26.82% of the parents stated that “classroom teacher acts lovingly” and 19.51% “classroom teacher acts patiently” regarding the approach of the classroom teacher towards the child receiving education in the context of inclusive education . When the opinions are examined, it is seen that the classroom teacher's approach towards the child receiving education in the context of inclusive education is positive. Direct quotations from the parents' views on the classroom teacher's approach to the child receiving education in the context of inclusive education are as follows:

Parents P16, who stated that "*The class teacher acts lovingly*", expressed that "*Our teacher actually behaves my child and all other students with the warmth of a mother very well... He acts with great care as if he were his own child, he is very caring...*", "*The class teacher is patient .*" P26 from the parents who expressed their opinion as "*Behavior behaves*" "*There is a saying A child's greatest luck is having a good teacher. Indeed, our teacher gives us such a chance. Since my son has a unique learning disability, he learns the subjects late and forgets them quickly, but our teacher continues to teach patiently and without giving up.*

Table 5. Parent's Views on Other Parents' Approaches to the Child Receiving Education in the Context of Inclusive Education

Codes	Frequency	Percent
Sensitive	17 (P1,P2,P4,P8,P9,P12,P13,P14,P17,P19,P21,P23,P26,P30,P31,P33,P36)	45.94
Exclusionary	12 (P3,P5,P7,P11,P16,P18,P20,P24,P27,P28,P29,P34)	32.43
Supportive	8 (P6,P8,P10,P15,P22,P25,P32,P35)	21.62
Views Total	37	100

According to Table 5, 45.94% of the parents stated that “other parents act sensitively” and 32.43% stated that “other parents act exclusionary” regarding the approach of other parents towards the child receiving education in the context of inclusive education. When the opinions are examined, it is seen that their approach towards the child receiving education in the context of other inclusive education is both positive and negative. Direct quotations from the views of other parents regarding their approach towards the child receiving education in the context of inclusive education are as follows P17, one of the parents who stated that *"Other parents act sensitively", "Until now, we have not had a problem with the parents about my child. No one has behaved negatively or misbehaved. Or he did not want to play with my child during breaks. I sense these from my son's speech..."*

Table 6. Parents' Views Regarding Their Friends' Approaches Towards the Child Receiving Inclusive Education

Codes	Frequency	Percent
Accepting	10 (P1,P4, P7,P8,P13,P17,P18,P23,P25,P35)	24.39
Helpful	9 (P6,P10,P11,P12,P14,P21,P27,P30,P36)	21.95
Full of love	8 (P2,P6,P9,P22,P26,P28,P32,P33)	19.51
Supportive	6 (P3, P15, P19, P20, P24, P34)	14.63
Sarcastic	5 (P5,P16,P23,P29,P31)	12.19
Exclusionary	3 (P5,P16,P23)	7.31

Views Total	41	100
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According to Table 6, 24.39 % of the parents stated that "friends act acceptingly" and 21.95% "friends act helpfully" regarding the approach of their friends towards the child receiving education in the context of inclusive education. When the opinions are examined, it is seen that the approach of their friends towards the child who receives education in the context of inclusive education is positive. Direct quotations from parents' views on their friends' attitudes towards children receiving education in the context of inclusive education are as follows:

P35, one of the parents who expressed the opinion that "friends behave acceptingly", said that "*friends do not judge my child, they do not criticize him, they do not punish him because he behaves as he pleases. I see that they accept him as he is.*" P11, who gave an opinion as "*her friends are helpful*", said, "*Even though my daughter is new in this class, she is very good with her friends. Her friends help my daughter with everything. Therefore, my daughter adapted very easily to the school and the classroom.*"

The fourth question "What kind of problems does your child encounter at school?" was asked to the parents, and the answers to this question, frequency and percentage distributions are shown in Table 7.

Table 7. Parents' Views on Problems Experienced at School

Codes	Frequency	Percent
Low Academic Achievement	9 (P2,P3,P6,P16,P18,P24,P26,P30,P31,P35)	22.50
Language Problem	8 (P1,P4,P11,P13,P19,P25,P26,P33)	20.00
Being Ostracized By Friends	7 (P2,P4,P5,P10,P17,P28,P32)	17.50
Exposure To Peer Bullying	5 (P7, P12, P14, P21, P29)	12.50
That Servant's Physical Conditions	4 (P7,P8,P20,P23)	10.00
Difficulty Following The Rules	4 (P9,P15,P22,P27)	10.00
No Problem	3 (P14,P34,P36)	7.5
Views Total	40	100

According to Table 7, 22.50% of the parents stated "low academic achievement" and 20.00% "language problems" regarding the problems experienced at school. When the

opinions are examined, it is seen that the parents have problems with their child who receives education in the context of inclusive education at school. Direct quotations from the parents' views on the problems experienced at school are as follows: P24, one of the parents who stated that "his academic success is low", said, *“My son has difficulties in reading and understanding, solving problems, reading and answering questions because he has a distraction. In addition, his academic success is low...”*, while parents who expressed the opinion that “There is a language problem”, P19 said, *“Since my daughter does not speak Turkish, she does not understand the subjects and cannot get along with her friends and teacher...”* expressed an opinion.

As the fifth question to the parents, "What are your suggestions for the elimination of such problems that your child is experiencing?" The answers to this question, frequency and percentage distributions are shown in Table 8.

Table 8. Parents' Views on Suggestions Regarding Inclusive Education

Codes	Frequency	Percent
Turkish language training should be given to asylum seeker students	9 (P1,P4,P11,P13,P19,P21,P25,P26,P33)	17.30
Teachers should be trained	9 (P2,P3,P6,P8,P10,P13,P18,P27,P30)	17.30
Counselor support should be provided	5 (P4,P17,P20,P25,P28)	9.61
Support training room studies should be increased	5 (P5,P12,P14,P16,P29)	9.61
More tasks should be given in events	5 (P3,P9,P24,P29,P30)	9.61
Students should be motivated to work	5 (P16,P17,P22,P31,P36)	9.61
The physical conditions of the school should be improved	4 (P1,P6,P7,P15)	7.69
Evaluations must be level -appropriate	4 (P9,P11,P30,P32)	7.69
Should be educated	3 (P16,P19,P33)	5.76
Inclusive education awareness work should be done for students	3 (P23,P34,P35)	5.76
Views Total	52	100

According to Table 8, 17.30% of the parents stated that “Turkish language education should be provided for asylum-seeking students” and 17.30% stated that "teachers should be trained" regarding the suggestions regarding inclusive education. When the opinions are

examined, it is seen that the parents have developed suggestions for the problems related to inclusive education. Direct quotations from the views of parents on suggestions for inclusive education are as follows: P21, one of the parents who answered, “*Language education should be given to refugee students*”, said, “*My son can not speak Turkish. He has learned how to read and write, but he don't know how to speak Turkish. Turkish language should be taught in the first grade.*” P13 from the parents who gave an opinion as “*Teachers should be trained*” said, “*Our teachers have great care, they do their best, they are very interested in my child 's everything, it may be even better if they receive more training on the education of such special children.*” expressed an opinion.

4. Discussion, Conclusion and Recommendations

According to parents' views on inclusive education; It is seen that 32.50% of the parents expressed their views on the practices related to inclusive education in the school as “training is given in the support training room” and 22.50% of them stated that “participating in scientific and social events”. On this subject, Gay (2002) mentioned in his study that teachers who provide inclusive education have the ability to plan appropriate learning environments for students from different cultures. In another study, Özgür (2015) supports our work by mentioning the importance of involving students in scientific and social activities through inclusive education.

It is seen that 33.33% of the parents expressed their opinions as “an individual training plan is being prepared” and 19.44% “peer teaching is in progress” regarding the practices in the classroom related to inclusive education. The result of Gündoğan Bayır (2019) regarding inclusive education that “teachers care about preparing an individual education plan” supports our study. Kulaksızoğlu (2015) supports the importance of peer teaching by mentioning the importance of peer interaction.

Regarding the school administration's approach towards the child receiving education in the context of inclusive education, 28.94% of the parents stated that “school administration acts empathetically” and 21.05% “school administration acts equitably”. In Edison's study in 2010, he stated that cooperation with teachers and parents and administrative support are effective in inclusive education.

Regarding the classroom teacher's approach to the child receiving education in the context of inclusive education, it is seen that 26.82% of the parents stated that “the classroom teacher acts lovingly” and 19.51% stated that “the classroom teacher acts patiently”. Polat and Rengi (2014) also obtained close results on this subject. According to the research in question, they concluded that teachers expect positive feelings towards students receiving inclusive education and are sensitive to them.

45.94% of the parents stated that “other parents act sensitively” and 32.43% said that “other parents act exclusionary” regarding the other parents' approach towards the child receiving education in the context of inclusive education. The finding that other parents act exclusionary

towards the child receiving education within the scope of inclusive education; It is similar to the finding of Alp and Taştan (2011) in their study conducted with disadvantaged student groups, “They stated that the students with the most problems with Roma experience, and the strongest factor causing this is because the educators have negative attitudes towards these novel groups”. In the study conducted by Ünay, et al. (2021), it was stated that the families of the students with normal development were sensitive to the students receiving inclusive education.

It is seen that 24.39% of the parents expressed their opinions as “friends act acceptingly” and 21.95% “friends act helpfully” regarding the approach of their friends towards the child receiving education in the context of inclusive education. In parallel with this result, Anderson, et al. (2007) found that with inclusive education, students in the classroom are more compassionate towards students receiving inclusive education.

Regarding the problems experienced at school, it is seen that 22.50% of the parents expressed their opinions as “low academic achievement ” and 20.00% as “language problem”. These findings of the study, in Yıldırım’s (2017) research in which interviews and observations were made with refugee children; It coincides with the finding that "children feel lonely in the classroom and at school, become withdrawn, act shy, experience language problems, and as a result, their school achievement is low". In particular, the foreign language problem has yielded similar results in many studies on inclusive education. Ünal and Aladağ (2020) stated that the foreign language problem is the main problem; Uğurlu Eren (2018) stated that the language problem limits student participation.

It is seen that 17.30% of the parents expressed their views on the suggestions regarding inclusive education as “Turkish language education should be provided for asylum seeker students” and 17.30% as “teachers should be trained”. The finding that teachers should be trained is the result of Teixeira and Vitor (2017) It is similar to the finding that “teachers do not see themselves as sufficient for students in the disadvantaged group and they want to receive education on this subject”. Er and Bayındır (2015) stated in their research that teachers did not receive any training on inclusive education, and they argue that there should be inservice training and courses. Similarly, Rasmussen and Kış (2018) stated in their study that teachers who teach about inclusive education do not have enough knowledge.

In the light of the research results, the following recommendations were developed:

- Turkish language education can be given to refugee students before they start primary school.
- Inclusive education awareness training can be given to families and schools.

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Declaration of Conflicting Interests and Ethics

All authors have participated sufficiently in the work to take public responsibility for the content, including participation in the concept, design, analysis, writing or revision of the manuscript. This research has no financial, commercial, legal or professional relationship with other organizations or those working with them. There is no conflict of interest that would affect the research.

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