



## **Investigation of the Opinions of Special Education Vocational School Teachers on Vocational Training**

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**Abstract:** This study, it was aimed to examine the opinions of special education vocational school teachers on vocational training in special education. The research was conducted based on a qualitative research method. The semi-structured interview form prepared by the researcher was used as the data collection tool. The participants of the study consist of 15 teachers working in special education vocational schools affiliated with the Istanbul Provincial Directorate of National Education. The findings obtained from the research were analyzed using descriptive analysis. As a result of the research, students with special needs can work in many business areas; It was stated that vocational lessons, independent living lessons, and vocational ethics lessons are skills that make it easier to have a job, besides, they have sufficient professional skills when they graduate. It has been concluded that arrangements should be made in EKPSŞ regarding employment, increase the variety of workshops, and cooperate with the private sector and state institutions. Besides, families should have realistic expectations about their children and teacher-parent cooperation should be provided; It was stated that teachers had expectations from the school administration in the form of material support and opening workshops suitable for employment areas. Teachers working in special education vocational schools should develop themselves in the field of special education and to know the student; It was stated that there are expectations from the ministry in the form of expanding the area of employment and improving physical conditions.

**Keywords:** Special education, special education vocational schools, student with special needs, vocational training, employment

## **Özel Eğitim Meslek Okulunda Görev Yapan Öğretmenlerin Mesleki Eğitime İlişkin Görüşlerinin İncelenmesi**

**Öz:** Bu araştırmada özel eğitim meslek okulu öğretmenlerinin özel eğitimde mesleki eğitime ilişkin görüşlerinin incelenmesi amaçlanmıştır. Araştırma, nitel araştırma yöntemine dayalı görüşme tekniği kullanılarak yürütülmüştür. Veri toplama aracı olarak araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırmanın katılımcıları, İstanbul İl Milli Eğitim Müdürlüğüne bağlı özel eğitim meslek okullarında görev yapan 15 öğretmenden oluşmaktadır. Araştırmadan elde edilen bulgular betimsel analiz kullanılarak çözümlenmiştir. Araştırma sonucunda özel

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gereksinimli öğrencilerin birçok iş alanında çalışabileceği; meslek dersleri, bağımsız yaşam dersleri ve meslek ahlakı derslerinin iş sahibi olmayı kolaylaştıran beceriler olduğu, bunun yanında mezun olduklarında yeterli düzeyde mesleki beceriye sahip oldukları ifade edilmiştir. İstihdam ile ilgili EKPSS' de düzenlemeler yapılması, atölye çeşitliliğinin artırılması, özel sektör ve devlet kurumlarıyla iş birliği sağlanması gerektiği sonucuna ulaşılmıştır. Ayrıca öğretmenlerin ailelerden çocuklarıyla ilgili gerçekçi beklentiler içinde olmaları ve öğretmen-veli iş birliğinin sağlanması; okul idaresinden materyal desteği ve istihdam alanlarına uygun atölyeler açılması şeklinde beklentileri olduğu belirlenmiştir. Özel eğitim meslek okulunda görev yapan öğretmenler tarafından, birlikte görev yaptığı meslektaşlarından özel eğitim alanında kendilerini geliştirmeleri ve öğrenciyi tanımaları; Millî Eğitim Bakanlığı'ndan ise istihdam alanının genişletilmesi ve fiziki şartların iyileştirilmesi hususunda isteklerin olduğu ifade edilmiştir.

**Anahtar kelimeler:** Özel eğitim, özel eğitim meslek okulu, özel gereksinimi olan birey, mesleki eğitim, istihdam

### Introduction

As in the education of all children, the purpose of education is that individuals with intellectual disabilities can live independently, be self-sufficient and adapt to society. Special education services planned for the education of individuals with intellectual disabilities are aimed at maximizing the participation of individuals with special needs in independent life, planning individually, being implemented systematically by specially trained personnel, being carried out in environments appropriate to the personal development characteristics of individuals with appropriate methods and techniques, and it is the whole of carefully evaluated services (Eripek, 2002)

One of the most important goals of individuals in life is to settle in a job in line with their interests, wishes and abilities. When individuals reach these goals, they become economically independent and gain a productive role in society. Individuals with these characteristics are accepted as a part of society as a productive and productive individual (Gündoğdu, 2010). The concept of working is not just a concept that will be defined by obtaining economic income, but it is a precondition for the individual to participate in social life. Although the individual has any disability, it is his right and duty. Individuals with disabilities need more employment than a solid workforce. Individuals with special needs who are employed in accordance with their abilities will be able to live independently (Gönülaçan, 2016).

Many regulations are made for the employment of individuals with special needs. However, despite these regulations, individuals with special needs face many problems in the employment process and business life. Employers' attitudes are the basis of these problems. It is observed that employers tend to employ individuals who do not have any disabilities (Karabulut, at all., 2023). According to the data obtained, it is seen that individuals with special needs are the most disadvantaged group in the employment process among the disability groups (Çolak & Hergüner, 2016; Gönülaçan, 2016). Considering the legal regulations, there are legal regulations for individuals with special needs in the Labor Law No. 4857, published on 10 June 2003 in the Official Gazette. Within the scope of article 5 of the principle of equal treatment of this law, it is ensured by the law that no discrimination can be made against disabled people in business relationships. In addition, within the scope of Article 30, private sector workplaces with 50 or more workers have to employ individuals with special needs at least 3 percent, and public sector workplaces at least 4 percent (4857 İş Kanunu, 2003). In addition, in the Law No. 5378 on

Disabled Persons, which was published in the Resmi Gazete on 7/7/2005, the working and employment rights of these individuals are also guaranteed by law (5378 Engelliler Hakkında Kanun, 2005).

The main purpose of the special education services regulation is "to regulate the procedures and principles to ensure that individuals in need of special education benefit from their educational rights in line with the general objectives and basic principles of Turkish National Education." (ÖEHY, 2018). In the context of this main purpose, the vocational training of individuals with special needs is carried out in special education practice schools and vocational schools affiliated with the Ministry of National Education. In addition, vocational training is provided with various vocational courses, on-the-job training, certificate programs in non-formal education institutions (Özbey, 2018). According to Article 39 of the vocational Training Law No. 3308, "The Ministry organizes special vocational courses for people in need of special education to prepare them for tasks that are valid in business life. The interests, needs and abilities of these people are taken into account in the organization and implementation of the courses. Those who attend the courses benefit from the rights that this law gives to apprentices and students as long as they continue the course." expression supports the vocational training process of individuals with special needs.

Considering individuals with special needs participation in the labor market in both Turkey and the world seems to be very low participation rates. For this reason, one of the most important problems preventing individuals with disabilities to participate in the society on an equal basis with other citizens is employment (Şen, 2018). According to Türkiye İstatistik Kurumu (TUIK)'s July 2020 employment data, while the labor force participation rate in Turkey is 49.5%, the participation rate for disabled individuals capable of working is only 22%. Due to the legal obligation, there is a shortfall of over 8,000 staff in the disability employment quota in public institutions. The general unemployment rate in our country is officially around 13%. However, this rate is as high as 78% among disabled individuals. To close this gap, a mandatory disability quota of 3% in the private sector, 4% in the public sector, and 3% for civil servants is implemented. These quotas have been quite effective so far and have eased the situation for the disabled. However, even if the quota for disabled public employees is filled after this year's appointments, thousands of disabled people will continue to be unemployed (TUIK, 2020).

Another problem encountered in the employment process of individuals with disabilities is that individuals do not have a professional qualification and their education level is low (Özdemir, 2008). In this sense, schools play an important role for individuals with intellectual disabilities to have a job (Kim & Dymond, 2010). The conscious orientation of individuals with intellectual disabilities to a profession in which they can be successful will enable them to develop positive self-perception. Therefore, it is necessary to prepare students for a profession in this direction by evaluating the positive and strong aspects of the students in the vocational training process. However, it is not enough to prepare students for employment only in the classroom and school environment (Ministry of National Education (MoNE), 2013). Training in real work environments is important for individuals with intellectual disabilities because they may have problems in generalizing the information, they have learned at school to the working environment (Kim & Dymond, 2010).

Occupation preparation skills of individuals with intellectual disabilities are of great importance in the vocational training process. These skills should be gained starting from the pre-school period in line with the characteristics and needs of students. In addition, the necessary skills must be gained for employment before employment. These skills should be planned during the education of students (Güneş & Akçamete, 2014). Today, technological developments and flexible working hours make it easier to employ individuals with insufficient working hours and prevent negative situations that may occur in the business environment (Öz & Orhan, 2012). However, despite the benefits of having a job, it is observed that individuals with disabilities are left behind in terms of employment compared to individuals without disabilities (Pickens & Dymmond, 2015).

In a project initiated by the Ministry of National Education in 2017, a project aimed at improving the competence of teachers in order to increase the employment of disabled individuals was carried out. The aim of the project is to support the participation of individuals with special needs in employment by increasing the professional competencies of vocational teachers working in special education vocational schools (MEB,2017). When it is looked at the studies regarding the vocational training process of individuals with intellectual disabilities, it is seen that studies related to vocational skills and methods and techniques used during the vocational training period of individuals with intellectual disabilities are performed (Allen, et all., 2012; Aslan & Eratay, 2009; Bereznak, et all., 2012; Değirmenci, 2010; İnce & Karabulut, 2023; Karabulut at all., 2023; Özkan & Gürsel, 2006; Topsakal & Düzkanar; 2010; Wallace & Bowen, 2012). In addition to this, there are also studies related to the placement processes of individuals with intellectual disabilities (Gündoğdu, 2010; Sönmez, 2017, Uçar, 2016). The most important step for individuals with intellectual disabilities to have a profession is to go through a good vocational training process. For this reason, it is possible to say that studies evaluating the training process are needed. It is observed that only a limited number of studies referring to research on vocational training have been conducted in Turkey (Gürsel et all., 2007; Koçak, 2006; Özdemir, 2008; Uçar, 2020). This research is considered to be important because the education provided by individuals with intellectual disability who gained their vocational skills is evaluated by the teachers giving the education. The profession acquisition process of individuals with intellectual disabilities by determining the opinions of the teachers will be revealed by the teachers, who are important stakeholders and will show a different perspective for all stakeholders, especially the ministry and teachers, administrators, parents and employers. In addition, it is observed that individuals with intellectual disabilities in our country receive their vocational training in special education vocational schools. With the findings to be obtained from the research, it is aimed to reveal the positive and negative aspects of the education given in special education vocational schools.

The objective of this research is to determine the opinions of special education vocational schoolteachers on vocational training in special education. In line with this basic purpose, answers to the following questions were sought:

1. What are the opinions of special education vocational school teachers about special education vocational school programs?
2. What are the opinions of special education vocational school teachers about the functioning of the special education vocational school?

3. What are the opinions of special education vocational school teachers about the employment process of individuals with special needs?

4. What are the expectations of special education vocational school teachers from families, school administration, teachers, and the ministry in order to implement the special education vocational school program effectively?

### Method

Education vocational school education on the occupational acquisition of students with special needs, was conducted based on qualitative research methods. In this study, a semi-structured interview form was used as a data collection tool. Qualitative research is expressed as research in which perceptions and events are revealed realistically and holistically in natural environments by using data collection methods such as observation, interview and document analysis (Yıldırım & Şimşek, 2016). The ethical approval of the study was obtained from Bolu Abant İzzet Baysal University (Protocol No: 2018/99).

### Participants

The participants of the research consist of 15 teachers working in a special education vocational school in Istanbul. Seven of the teachers participating in the research are special education teachers and eight are vocational teachers. Of the seven special education teachers participating in the study, six are graduates of special education teaching undergraduate program, and one is a graduate of the hearing-impaired undergraduate program. One of the eight vocational course teachers participating in the study is Decorative Arts teacher, two of them are Textile Teacher, one is Ceramic and Glass Textile Teacher, one is Art-Teacher Teacher, one is Textile Weaving and Knitting Teacher, one is Furniture and Interior Design Teacher and one is Family Economics and Nutrition Teacher. Six of the 15 teachers participating in the study are male and nine are female. Considering the professional experience, it was seen that the teacher with the most experience has the experience of 18 years and the teacher with the least has four-year experience. The characteristics of the teachers who participated in the study are given in Table 1.

Table 1

#### *Properties of Teachers Participating in the Study*

Code name	Gender	Age	Branch	Graduated program	Professional Experience Year	School Experience Year
<b>T1</b>	M	38	Visual arts	Art teacher	10	2
<b>T2</b>	M	27	Special education	Teaching of intellectual disabilities	5	3
<b>T3</b>	F	27	Special education	Teaching of intellectual disabilities	4	2
<b>T4</b>	M	42	Food and beverage	Teacher of family economy and	18	2

			services	nutrition		
<b>T5</b>	F	31	Special education	Teaching of intellectual disabilities	10	5
<b>T6</b>	M	28	Special education	Teaching of intellectual disabilities	7	3
<b>T7</b>	F	30	Special education	Teaching of intellectual disabilities	8	3
<b>T8</b>	M	30	Special education	Teacher of hearing Impaired	8	2
<b>T9</b>	F	31	Ceramic and glass technology	Teacher of ceramic and glass technology	4	2
<b>T10</b>	F	27	Handicrafts	Teacher of textile weaving and knitting	3	3
<b>T11</b>	F	28	Textile technology	Teacher of textile technology	3	4
<b>T12</b>	F	28	Special education	Teaching of intellectual disabilities	7	1
<b>T13</b>	F	37	Textile technology	Teacher of textile technology	10	2
<b>T14</b>	F	31	Handicrafts	Teacher of decorative arts	5	1
<b>T15</b>	F	38	Furniture and interior design	Teacher of furniture and interior design	6	4

## **Data Collection**

In the study, semi-structured interview form was used as a data collection tool. The research was conducted in the second semester of the 2018-2019 academic year. Necessary permissions were obtained from the university ethics committee and the Istanbul Provincial Directorate of National Education for the study. In the process of determining the interview questions, the researcher scanned the relevant researches and evaluated the questions used in these studies. It has determined questions regarding the education provided in Special Education Vocational Schools and sub-questions related to these questions. In this context, 17 questions were prepared by the researcher. Expert opinion was obtained from three field experts in order to evaluate the determined questions. In line with the feedback received from field experts, similar

questions were combined, questions considered inappropriate were removed, and suggested questions were added. Expert opinion was received again for the organized questions and it was finalized with the approval of the experts. During the interviews, 12 questions were asked to the participants. In this study, interviews were conducted with 15 teachers working in a special education vocational school on a voluntary basis. The interviews were held with each teacher at different times, in the office of the deputy principal. The purpose of the research and the way it was carried out was explained to the teachers in detail and it was stated that this information would not be used outside the research. The teachers who participated in the research have signed contracts stating their consent for audio recording. Code names such as T1, T2, T3 were used for each teacher.

### **Analysis of Data**

In this study, teachers' opinions about the effectiveness of education given in special education vocational school on professional acquisition were examined in depth. The "descriptive analysis" method was used in the analysis of the data obtained from the research. Recorded interviews were made in writing without any changes. The researcher checked the written data by listening to the recordings again. The last question (Is there anything else you want to specify other than these questions?) has been removed from a total of 12 questions. The reliability of 30% of the remaining questions was wanted to be taken. A total of four questions were chosen randomly. Sound recordings and written documents were sent to the expert from the field and their accuracy was confirmed. Only the misspelled letter, word or sentence in the sound recordings has been corrected.

Interview questions were separated and the answers given by the participants for each question were written one after the other. The coding key was created in line with the prepared questions and the relevant literature. The prepared coding key was sent to the field expert. While the consensus in the themes and sub-themes in the coding key remained the same, corrections were made for those where no consensus was reached. Among the answers given to the interview questions, those unrelated to the question were excluded from the evaluation.

In order to determine the reliability of the research, a reliability study was conducted. Accordingly, a transcript of 5 randomly selected interviews was sent to a Special education teacher who is a special education specialist. The researcher and the special education specialist, unaware of each other, encoded them with the markings they made on the data analysis registration form created. If they pointed the same points with each other for comparison and used the same code numbers, this situation was accepted as "Consensus". If a different marking was made and coded differently, it was accepted as "conflict". In this context, the formula of  $\text{Consensus} / (\text{Consensus} + \text{Conflict}) / 100$  was applied in this study (Cooper et al., 1987). The inter-rater reliability average for all questions was found to be 83.4%.

## **Results**

### **Professional Skills Taught to Students with Intellectual Disabilities**

What professional skills do teachers teach to students with intellectual disabilities in your school? Their answers regarding the question are given in Table 2. It is seen that teachers teach vocational skills in seven different workshops in schools. The teachers stated that the workshops were determined according to the job opportunities in the environment. Ö6 stated their thoughts

on this issue as follows: “We have 5 or 6 workshops in the workshops in line with the studies that we can place our students according to the job opportunities in our school. I do not remember the exact number now and we are trying to teach professional skills according to the employment opportunities in the environment”.

**Table 2**

*Professional Skills Taught to Students with Intellectual Disabilities*

Workplaces	f
Handicraft technology workshop	13
Glass and ceramic workshop	13
Food and beverage services workshop	7
Printing technology workshop	6
Accommodation and travel workshop	6
Textile technology workshop	6
Furniture and interior decoration workshop	7
Visual arts workshop	1

**Teachers' Thoughts on Vocational Course Programs**

It was examined under two titles as thoughts about the objectives of this program and thoughts about the content of the program.

As seen in Table 3 regarding the opinions of teachers about the objectives of the vocational course program, it is seen that there are more positive views. When looking at the positive opinions about the vocational course program, two basic views are expressed that there are goals suitable for the students' level and that they are necessary goals for the acquisition of professions. It can be seen that positive thoughts regarding the objectives of the program are expressed in two ways as goals appropriate for the level of students and goals required to acquire a profession.

**Table 3**

*Teachers' Thoughts on The Goals of Vocational Courses*

Opinions	f
Positive thoughts on the program's objectives	
Objectives suitable for students' level	6
Objectives necessary to gain a profession	5
Negative thoughts on the goals of the program	
Not suitable for students' level	3



Considering the teachers' views on the content of the program, it is seen that six teachers have positive views and seven teachers have negative views on the program. Considering the teachers' negative opinions about the content of the program, it is seen that two teachers found the content of the program insufficient and five teachers made explanations for the development of the program.

It is seen that the teachers' opinions about the professional course hours are mostly sufficient. Indicating that the lesson hours were insufficient, the teachers emphasized that they should look at the students individually and they found the lesson hours insufficient because they could not spare time for each student. When the Table 4 is examined, it is seen that the problems encountered in teaching teachers' vocational lessons are addressed under the headings of student-related problems, hardware-related problems, and problems related to selling products. The data are shown in the table below.

**Table 4**

*Teachers' Problems in Teaching Vocational Courses*

Opinions	f
Problems with Students	
Multiple inability	1
Students not suitable for the workshop	5
The number of students is high	1
Students need individual education.	1
Equipment Related Problems	
Lack of material	1
Lack of building	1
Unsafe environment	2
Problems with the sale of products	1
People who haven't problem	2

**Informative Studies on The Transition Process of Students with Special Needs**

When the Table 5 is examined, it is seen that almost all teachers do information activities during the transition period for students. It is seen that these informative activities of the teachers are related to the internship process, the transition to work process, other skill areas, the workplace where s/he will do the internship, the problems he / she will encounter in the workplace and the rules that must be followed in the workplace. The data are shown in Table 5.

**Table 5**

*Information Studies on The Transition Process of Students with Special Needs*

Opinions	f
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I am working on information	13
I am informing about the workplace of internship	1
I am informing about the internship process	3
I am giving information about the rules that must follow in the workplace	1
I am informing about the problem s/he may encounter at work	1
I am informing about the transition to work	3
I am informing about other skill areas	2
I am not doing information work	2

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### **The Equipment That the School Has in the Process of Profession**

Regarding the teachers' opinions about the school equipment, it should be noted that almost half of the teachers find the school equipment sufficient. Other teachers, on the other hand, expressed their views on increasing the number and variety of workshops and eliminating the lack of materials.

### **Jobs for Students with Intellectual Disabilities**

When it is looked at Table 6 that includes the opinions of teachers about the jobs in which students with special needs can work, professional groups such as the textile sector, food and beverage services, service sector, service staff and sales consultancy are expressed. In addition, two of the teachers stated that they can work in most jobs, two in simple jobs, two in every job, one in manual jobs. Two of the teachers stated that the jobs that the student can work change according to the level of the student.

**Table 6**

*Teachers' Thoughts About the Work That Students with Special Needs Can Work*

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Opinions	f
Job groups	2
Textile industry	1
Food and beverage services	1
Service industry	2
Service staff	1
Sales consulting	2
In the most business areas	2
In simple jobs	1
Jobs that require dexterity	1
It changes according to the student level	2

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All jobs

2

### **Skills to Make It Easier for Students with Special Needs to Have Jobs**

The results obtained when the Skills of Students with Special Needs in Facilitating Job Finding are examined are shown in the Table 7.

**Table 7**

*Skills to Make it Easier for Students with Special Needs to Have a Job*

Opinions	f
Vocational classes	2
Accommodation and travel	6
Printing technology	1
Ceramic and glass technology	1
Food beverage services	3
Textile technology	1
Independent life skills lessons	4
Self-care skills	2
Social life skills	4
Professional ethics lesson	3
All lessons	2

### **Eligibility of Students with Intellectual Disabilities to The Area They will be Employed**

Considering the opinions of the teachers about the suitability of the students with intellectual disability, six teachers are determined according to the employment area of the students. Five teachers stated that students are sufficient for all employment areas and one teacher expressed that students cannot be employed according to their abilities. The teachers generally answered that the employment area should be determined according to the student's performance.

### **Studies on The Employment of Students with Intellectual Disabilities**

When Table 8 is analyzed, when it is considered teachers' responses given to the question of what studies you would like to do for the employment of students with special needs, it is seen that five teachers stated their opinions about changing the attitudes of their employers, and three teachers about increasing the quotas reserved for disabled individuals. In addition, two teachers expressed their views on increasing the diversity of workshops, two teachers cooperating with the private sector and government institutions, two teachers making arrangements in Public Personnel Selection Exam for the Disabled, one teacher paying attention to students' thoughts, one teacher continued to continue vocational training after school.

Table 8

*Studies on the Employment of Students with Intellectual Disabilities*

Opinions	f
Changing employers' attitudes	5
Increasing workshop diversity	2
Paying attention to students' thoughts	1
Cooperation with private sector and government institutions	2
Increasing the quotas reserved for individuals with disabilities	3
Continuing vocational training after school	1
Making arrangements in Public Personnel Selection Exam for the Disabled	2

**Expectations for The Effective Implementation of Vocational Courses Programs**

What are your expectations for the effective implementation of vocational courses programs? The question is "What are your expectations from the families?", "What are your expectations from the school administration?", "What are your expectations from the teachers?", "What are your expectations from the Ministry?" These were grouped and asked the teachers.

It can be said that the expectations of the families from the teachers in order to implement vocational courses programs effectively are mostly to participate in the education process and to have realistic expectations about their children. Unlike these views, three teachers expressed their opinions about ensuring teacher-parent cooperation, and one teacher motivating their child.

Looking at Table 9, it is seen that the teachers' responses to the question of what your expectations from the school administration in order to implement vocational course programs effectively are towards providing material support. Apart from this, a teacher expressed their opinions such as displaying students' work, providing flexibility for teachers in the implementation of the teacher program, expanding the employment area of two teachers, and providing a balance between special education and vocational training at school.

**Table 9**

*Expectations from the School Administration for the Effective Implementation of Vocational Courses Programs*

Opinions	f
Providing material support	7
Demonstration of students' work	1
Providing teachers flexibility in the implementation of the program	1
Opening workshops suitable for employment areas	2
Balancing between special education and vocational training	1

It can be said that the expectations of teachers from other teachers to be able to effectively apply their vocational curriculum are that they should receive education in the field of special education, know the student well, develop themselves and be patient. When Table 10 is analyzed, it is seen that the expectations of the teachers from the ministry are gathered in seven different groups for the effective implementation of vocational courses. When the teacher responses are examined, the teachers in the first four groups expect to expand their employment areas and the second four teachers to improve their physical conditions. School visits of the two teachers in the third group are the source book of the two teachers in the fourth group. It is seen that a teacher in the fifth group has the expectation of educating the teachers of vocational lessons in the field of special education, while a teacher in the sixth group has the expectation that the program will be prepared for the students, and the opinion of a teacher in the last group is to organize Public Personnel Selection Exam for the Disabled questions.

**Table 10**

*Expectations from the Ministry for the Effective Implementation of Vocational Courses Programs*

Opinions	f
Training of vocational course teachers in the field of special education	1
Preparation of the program suitable for students	1
School visits	2
Editing of Public Personnel Selection Exam for the Disabled questions	1
Source book supply	2
Expansion of employment areas	4
Improving physical conditions	4

### Discussion and Conclusion

When the opinions of the teachers about the aims of the vocational course programs are evaluated, it is seen that the teachers express their opinion that the aims are appropriate for the student's level and necessary to acquire a profession. Teachers who gave positive opinions about the content of the special education vocational school program stated that the content of the program was sufficient to acquire professional skills, while the teachers who gave negative opinions found the content of the program insufficient or stated that it should be improved. In the special education vocational school, 15 hours of Personal and Professional development lessons per week are given at all grade levels. Apart from this, one hour per week of Business Education and Professional Ethics is given for each grade level. Considering the opinions of the teachers working in the special education vocational school about the course hours of the vocational course, it is seen that they find the course hours sufficient.

Considering the opinions of teachers about the problems they encounter in teaching vocational lessons, it is seen that they have problems originating from students and equipment. Student-based problems; They stated that the students are not suitable for the workshop, the number of students is high, multiple inadequacies and students need individual education. Balta

(2018), in the study called Problems in vocational training given to individuals with special needs at secondary education level, concluded that the high number of students in the special education vocational school is that students cannot practice enough in vocational training and therefore cannot learn the skill. This research coincides with the results of the research conducted. Hardware-related problems; it seems to be in the direction of lack of materials, lack of building, and unsafe environment. In the study conducted by Balta (2018), the result that the teachers do not find the materials sufficient is in line with the result of this research.

Considering the teachers' opinions about the equipment that the school has in gaining a profession for students with special needs, it is seen that almost half of the teachers find the equipment of the school sufficient. Teachers who gave negative opinions stated that the number and variety of workshops should be increased and the lack of materials should be eliminated. Findings from this research Uçar (2016); Balta (2018); Sönmez (2017); The lack of material obtained from Batu's (2007) studies and the limited number of workshops are in line with their findings. In line with the teachers' opinions about the adequacy of school equipment, there is consensus on the need to increase workshop diversity and address material shortages. Therefore, enhancing the number of workshops and resolving material shortages are emphasized as important issues.

It was observed that teachers working in special education vocational schools talked about eight different workshops for students in schools. Considering the special education vocational program renewed in 2019, it is seen that there are 18 different fields from each other. It was observed that the teachers did not mention any subject about special education programs and change. When the workshops were opened, the teachers stated that the ateliers were opened according to the job opportunities in the surrounding. The result obtained from Gündoğdu's (2010) study is that teachers should determine their job areas in skills to be taught to individuals with special needs and gain skills accordingly. When the opinions of the teachers about informing activities about students' transition to work are evaluated, it is seen that they do informative work. The subjects that teachers include in their informative activities are the internship process, the transition to work process, and the rules to be followed in the workplace. Research findings Sönmez (2017); Baran and Cavkaytar (2007); Güneş and Akçamete (2014); The findings of Gülsen, Ergenekon and Batu (2007) in their studies that teachers should inform students about the choice of profession, work and the rules to be followed in the workplace coincide with the findings of this study.

Considering the teachers' opinions about the jobs that students with special needs can work, it is seen that most of the individuals with special needs can work in the many business fields. The findings of Gündoğdu (2010) in his study are that individuals with special needs can work in a limited occupation area. However, in this study, teachers stated that individuals with special needs can work in many professions. In addition, increasing the variety of workshops in schools, enabling the selection of workshops according to the interests and abilities of the students, as well as allowing families to observe this process will enable teachers and families to have more expectations about what individuals with special needs can do. Considering the teachers' opinions about the skills that will facilitate the employment of students with special needs, it is seen that they gave answers in the direction of vocational lessons, independent life skills lessons and vocational ethics lessons. The findings of the study are in line with the findings

of Landmark et all, (2010) and Carter et all, (2012) that students with special needs receive education for independent life skills, social skills and vocational skills to facilitate job ownership.

When the opinions of the teachers about the suitability of the individuals with special needs to the field they will be employed are examined, it is seen that the students answer that they are sufficient for the field they will be employed. While the findings of the research are in parallel with the work of Koçak (2016), they are not in line with the studies of Gündoğdu (2010) and Balta (2018). The reason for this situation may be that the vocational training that individuals with special needs receive at schools and the business areas in those regions do not coincide. Individuals with special needs should be employed according to the vocational training they receive at schools. When the opinions of teachers about the employment of students with special needs are examined, it is seen that they express the need to change the attitudes of employers, increase the quotas reserved for the disabled person, make arrangements in E-KPSS, increase the variety of workshops, and cooperate with private sector and state institutions. Sönmez (2017); Gürsel et al. (2007); Findings from Uçar (2016) related to changing the attitudes of employers, opening additional quotas for disabled individuals, opening different workshops are in line with the findings of this research.

When teachers' opinions about their expectations from their families were examined, the findings of Uçar (2016) were related to their responses to participate in the education process, to make realistic expectations about their children, and to ensure teacher-parent collaboration. Landmark et al. (2010); The participation of children with special needs in the education process, which Balta (2018) achieved in their studies, is in line with the results they obtained about the fact that families have realistic expectations and the importance of family-parent cooperation. It is seen that the responses of the teachers regarding their expectations from the school administration are to provide material support and to open workshops suitable for the field of employment. Uçar (2016), in his study, shows that teachers' finding about opening different workshops from the school administration is similar to the finding of this research that workshops are opened in accordance with the field of employment.

Considering the opinions of the teachers about the expectations of other teachers, it is seen that the answers they give are in the direction of their education in the field of special education, to know the students well and to improve themselves. Research findings Uçar, 2016; Balta, 2018; Özdemir's findings in 2008 are in line with the findings of teachers' self-improvement and training in special education. Considering the teachers' opinions about their expectations from the ministry, it is seen that their responses are in the direction of expanding the employment areas and improving the physical conditions. The findings of the research are in line with the findings of Uçar (2016) and Gürsel et al. (2007), which are about improving physical conditions and opening additional quotas. However, despite the expectation of teachers to increase the quota, the rate of employment of individuals with special needs in public institutions has decreased over the years, creating a contrast with this finding.

As a result, it was seen that eight workshops were opened from 18 different workshops that could be opened in special education vocational schools in line with the job opportunities in the surrounding. Workshop diversity can be increased according to job opportunities by analyzing the business areas in the province. It has been seen that the aims of the vocational course programs are appropriate for the student level and necessary to acquire a profession. In

addition to the opinion that the content of vocational course programs is sufficient, it has been reached the fact that it should be improved. It has been observed that the course hours of vocational lessons are sufficient for gaining professional skills. Student-sourced in teachers' teaching vocational courses; the students are not suitable for the workshop, the number of students is high, and the students have multiple incompetence; hardware-induced; It was observed that it faced problems such as lack of materials and buildings. Considering the number of students in the classrooms, the number of workshops should be increased and the materials needed in the workshops can be provided. It has been observed that teachers have been informing about the internship process, the transition to work process and the rules to be followed in the workplace regarding the transition to work. It was observed that half of the teachers found the equipment of the school sufficient for the process of gaining a profession, and the other half stated that there were insufficiencies due to the increase in the number of workshops and the lack of materials. Individuals with special needs can work in many business areas; It was found that vocational courses, independent living lessons and vocational ethics courses are skills that will facilitate the employment of the graduate students and they are sufficient for the field in which they will be employed. The work to be done regarding the employment process of individuals with special needs; It has been observed that making arrangements in E-KPSS, providing cooperation with private sector and state institutions and increasing the variety of workshops. It has been observed that teachers demand from families to have realistic expectations about the student and to ensure teacher-parent cooperation. Family trainings and home visits can be made to collaborate between the teacher, family and school. It was observed that teachers' expectations from the school administration were to provide material support and to open workshops suitable for their employment. In addition, their expectations from teachers are that they develop themselves in the field of special education and know the student well; It was seen that their expectations from the ministry were to expand the employment area and to improve physical conditions.

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## Geniş Özet

### Giriş

Özel gereksinimi olan bireylerin eğitimi, bu bireylerin bağımsız yaşayabilmesi ve topluma uyum sağlayabilmesi amacıyla planlanmaktadır. Özel eğitim hizmetleri, bireylerin bağımsız yaşama katılımlarını en üst düzeye çıkarmayı hedefleyen, bireysel olarak planlanan, özel olarak yetiştirilmiş personel tarafından uygulanan, uygun yöntem ve tekniklerle bireylerin kişisel gelişim özelliklerine uygun ortamlarda yürütülen ve dikkatli bir şekilde değerlendirilen hizmetlerin bütünüdür. Özel gereksinimi olan bireylerin iş sahibi olmaları ve ekonomik olarak bağımsız hale gelmeleri, toplum içinde üretici rolünü kazanmaları için önemlidir. Ancak, bu bireyler istihdam sürecinde ve iş hayatında birçok problemle karşılaşmaktadır. İşverenlerin tutumları genellikle yetersizliği olmayan bireyleri daha fazla istihdam etme eğilimindedir. Yasal düzenlemelere rağmen, özel gereksinimi olan bireyler istihdam sürecinde dezavantajlı konumdadır. Özel eğitim hizmetleri yönetmeliği, özel gereksinimi olan bireylerin eğitim haklarından yararlanmalarını sağlamaya yönelik usul ve esasları düzenlemektedir. Özel gereksinimi olan bireylerin mesleki eğitimleri, özel eğitim uygulama okulları ve meslek okullarında yürütülmektedir. Ancak, özel gereksinimi olan bireylerin işgücüne katılım oranları düşüktür ve istihdam edilme oranları genellikle yetersizdir. Bu bireylerin mesleki sınıfına ait görülmemesi ve eğitim düzeylerinin düşük olması da istihdam sürecindeki sorunlardan biridir. Özel gereksinimi olan bireylerin mesleki eğitim sürecinde işe hazırlık becerileri kazandırılması önem taşımaktadır. Milli Eğitim Bakanlığı, özel gereksinimi olan bireylerin istihdamını artırmayı amaçlayan projeler gerçekleştirmektedir. Araştırmalar, özel gereksinimi olan bireylerin mesleki eğitim süreci ve işe yerleştirilme süreci üzerine yapılmaktadır ve bu konuda daha fazla araştırma yapılması gerektiği vurgulanmaktadır.

Bu araştırmanın amacı özel eğitim meslek okulu öğretmenlerinin özel eğitimde mesleki eğitime ilişkin görüşlerini belirlemektir. Bu temel amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

Özel eğitim meslek okulu öğretmenlerinin,

Özel eğitim meslek okulu programlarıyla ilgili görüşleri nelerdir?

Özel eğitim meslek okulunun işleyişiyle ilgili görüşleri nelerdir?

Özel gereksinimi olan bireylerin istihdam süreciyle ilgili görüşleri nelerdir?

Özel eğitim meslek okulu programının etkili şekilde uygulanması adına ailelerden, okul idaresinden, öğretmenlerden ve bakanlıktan beklentileri nelerdir?

### Yöntem

Bu araştırma, özel eğitim meslek okulunda verilen eğitimin özel gereksinimli öğrencilerin meslek kazanımına etkisini değerlendirmek amacıyla gerçekleştirilmiştir. Araştırma, nitel araştırma yöntemine dayanarak, İstanbul'da görev yapan 15 özel eğitim meslek okulu öğretmenin görüşlerini analiz etmiştir. Veri toplama aracı olarak yarı yapılandırılmış görüşme

formu kullanılmıştır. Katılımcılar arasında yedi özel eğitim öğretmeni ve sekiz meslek dersi öğretmeni bulunmaktadır. Verilerin analizi "betimsel analiz" metodu kullanılarak gerçekleştirilmiştir. Araştırma sonucunda, öğretmenlerin özel eğitim meslek okulunda verilen eğitimin meslek kazanımına etkili olduğunu düşündükleri belirlenmiştir. Güvenirlilik çalışması sonucunda, değerlendiriciler arasında %83.4 oranında bir görüş birliği sağlanmıştır.

## **Bulgular**

Araştırma sonucunda özel gereksinimi olan öğrencilerin birçok iş alanında çalışabileceği; meslek dersleri, bağımsız yaşam dersleri ve meslek ahlakı derslerinin iş sahibi olmayı kolaylaştıracak beceriler olduğu, bunun yanında mezun olduklarında yeterli düzeyde mesleki beceriye sahip oldukları ifade edilmiştir. İstihdam ile ilgili EKPS' de düzenlemeler yapılması, atölye çeşitliliğinin artırılması, özel sektör ve devlet kurumlarıyla iş birliği sağlanması gerektiği sonucuna ulaşılmıştır. Ayrıca öğretmenlerin ailelerden çocuklarıyla ilgili gerçekçi beklentiler içinde olmaları ve öğretmen-veli iş birliğinin sağlanması; okul idaresinden materyal desteği ve istihdam alanlarına uygun atölyeler açılması şeklinde beklentileri olduğu belirtilmiştir. Özel eğitim meslek okulunda görev yapan öğretmenlerin, birlikte görev yaptığı meslektaşlarından özel eğitim alanında kendilerini geliştirmeleri ve öğrenciyi tanımaları; Milli Eğitim Bakanlığı'ndan ise istihdam alanının genişletilmesi ve fiziki şartların iyileştirilmesi şeklinde beklentilerinin olduğu ifade edilmiştir.

## **Sonuç ve Tartışma**

Bu araştırma, Türkiye'deki özel eğitim meslek okullarında verilen eğitimin, zihin yetersizliği olan öğrencilerin meslek kazanımına etkisini öğretmenlerin görüşleri doğrultusunda incelemiştir. Araştırmada öğretmenlere 11 soru yöneltilmiş ve elde edilen bulgular alan yazınla karşılaştırılarak tartışılmıştır. Sonuçlar, öğretmenlerin okullarda sekiz farklı atölye bulunduğunu ve yenilenen eğitim programında toplam 18 alan yer aldığını göstermiştir. Öğretmenler, atölyelerin çevredeki iş imkanlarına göre açıldığını belirterek, Gündoğdu (2010) çalışmasının sonucuyla paralellik göstermiştir. Bu bağlamda, zihin yetersizliği olan bireylerin istihdam edilebilmesi için iş fırsatlarına uygun atölyelerin açılması ve bu atölyelerde mesleki beceriler kazandırılması gerektiği vurgulanmıştır.

Meslek dersi programlarının amaçlarına ilişkin öğretmenlerin görüşleri incelendiğinde, yarısının programların öğrenci düzeyine uygun ve meslek edinmek için gerekli olduğunu belirtirken, diğer yarısı içeriğin geliştirilmesi gerektiğini ifade etmiştir. Öğretmenler, haftalık 15 saatlik meslek dersi saatlerini yeterli bulmuşlardır. Ancak, Balta (2017) çalışmasında belirtildiği gibi, öğrenci sayısının fazla olması ve donanım eksiklikleri gibi problemlerle karşılaşmıştır. Öğretmenler, öğrenci kaynaklı sorunlar olarak atölyeye uygun olmayan öğrenciler, çoklu yetersizlikler ve bireysel eğitim ihtiyaçlarını, donanım kaynaklı sorunlar olarak ise malzeme ve bina eksikliklerini belirtmişlerdir.

Öğretmenler, öğrencilerin işe geçiş sürecinde staj, iş yerinde uyulması gereken kurallar gibi konularda bilgilendirme yaptıklarını ancak bazı öğretmenlerin bu çalışmalarını yeterince uygulamadıklarını ifade etmiştir. Bu bulgular, Sönmez (2017) ve diğer çalışmalarla örtüşmektedir. Okul donanımları konusunda öğretmenlerin yarısı yeterli bulurken, diğer yarısı atölye sayısının artırılması ve malzeme eksikliklerinin giderilmesi gerektiğini belirtmiştir. Uçar (2016) ve Balta (2017) çalışmalarında da benzer bulgular elde edilmiştir.

Zihin yetersizliği olan bireylerin çeşitli iş alanlarında çalışabileceği görüşü hakimdir ve bu, Landmark, vd.(2010) ile Carter, vd. (2012) çalışmalarının sonuçlarıyla uyumludur. Öğretmenler, meslek dersleri, bağımsız yaşam becerileri ve meslek ahlakı derslerinin iş sahibi olmayı kolaylaştırdığına inanmışlardır. Ayrıca, ailelerin eğitim sürecine katılımı ve gerçekçi beklentiler içinde olmaları gerektiği belirtilmiştir.

Sonuç olarak, özel eğitim meslek okullarındaki eğitim programlarının ve atölye çeşitliliğinin artırılması, öğrencilerin iş fırsatlarına uygun beceriler kazanmasını sağlamak için kritik öneme sahiptir. Öğretmenlerin karşılaştığı öğrenci ve donanım kaynaklı sorunların giderilmesi, aile ve okul idaresiyle etkin iş birliklerinin kurulması, eğitim süreçlerinin verimliliğini artıracak önemli adımlar olarak öne çıkmaktadır. Bu bulgular, özel eğitim alanında yapılacak iyileştirmeler için sağlam bir temel sunmakta ve gelecekteki araştırmalar için yol gösterici niteliktedir.