

Investigation of Difficulties Faced by Special Education Teachers and Their Self-Efficacy Beliefs*

Turkish Journal of Special Education
Research and Practice
2019, Volume 1, Number 1, p 57–69
https://dergipark.org.tr/trsped
DOI: 10.37233/TRSPED.2019.0103

Özel Eğitim Alanında Çalışan Öğretmenlerin Yaşadıkları Güçlüklerin ve Öz-yeterlik İnançlarının İncelenmesi

Article History:
Received 4 July 2019
Revised 10 November 2019
Accepted 20 December 2019
Available online 30 December 2019

Pelin Piştav Akmeşe ¹, Nilay Kayhan ²

Abstract

Quality special education services are closely related to the quality and the efficacy of the teachers. The purpose of this study is to investigate the difficulties faced by the special education teachers and their self-efficacy beliefs. The study included 84 special education teachers. Data for the study were collected using the Tool for Identifying Difficulties Faced by Special Education Teachers and Teacher Interpersonal Self-Efficacy Scale. Results showed that while the difficulties faced by the teachers did not differ based on gender, they differed significantly based on the undergraduate programs from which the teachers graduated, type of the school in which the teachers worked and the need for the in-service training. Another finding of the study was that the self-efficacy beliefs of the teachers do not differ based on their gender, undergraduate program from which they graduated and type of the school they worked in. However, self-efficacy beliefs of the teachers differed according to their need for in-service training. Recommendations for future practice is presented.

Keywords: *In-service training, special education services, efficacy, teacher preparation.*

Öz

Özel eğitim hizmetleri öğretmenlerin niteliği ve etkililiği ile yakından ilişkilidir. Bu çalışmanın amacı, özel eğitim öğretmenlerinin karşılaştıkları güçlükler ve öz-yeterlik inançlarını incelemektir. Çalışma 84 özel eğitim öğretmeni ile yürütülmüştür. Araştırmanın verileri Özel Eğitim Öğretmenlerinin Karşılaştığı Zorlukları Belirleme Aracı ve Kişilerarası Öz-Yeterlik Ölçeği ile toplanmıştır. Öğretmenlerin karşılaştıkları güçlüklerin cinsiyete göre farklılık göstermediği gözlenirken, mezun oldukları lisans programına, görev yaptıkları okul türüne ve hizmet içi eğitim gereksinimleri olup olmama durumuna göre gruplar arasında anlamlı farklılık görülmüştür. Araştırmanın diğer bir bulgusu ise, öğretmenlerin öz-yeterlik inançlarının cinsiyetlerine, mezun oldukları lisans programına ve çalıştıkları okul türüne göre farklılık göstermediği, ancak hizmet içi eğitim gereksinimleri olup olmama durumuna göre değiştiğini ortaya koymaktadır. Çalışmanın sonunda uygulamaya yönelik öneriler sunulmuştur.

Anahtar Sözcükler: *Hizmet içi eğitim, özel eğitim hizmetleri, etkililik, öğretmen yetiştirme.*

¹ Ege Üniversitesi, Eğitim Fakültesi, Özel Eğitim Bölümü, İzmir, Türkiye.

² Hasan Kalyoncu Üniversitesi, Eğitim Fakültesi, Özel Eğitim Bölümü, Gaziantep, Türkiye.

Sorumlu Yazar:

Doç. Dr. Pelin Piştav Akmeşe, Ege Üniversitesi Eğitim Fakültesi Özel Eğitim Bölümü, Bornova, İzmir, Türkiye.
E-posta: pelinakmese@gmail.com

* Bu çalışma 11-14 Mayıs 2017'de IV. Uluslararası Avrasya Eğitim Araştırmaları Kongresi'nde sözlü bildiri olarak sunulmuştur.

Introduction

Services regarding individuals with special needs are important factors which determine the development level of the societies. Quality special education services are closely related to the quality and the efficacy of the teachers. Teachers' level of knowledge and skills of the curriculum and special education field in general affect the special education services positively (Güleç-Aslan, Özbey, Sola-Özgüç and Cihan, 2014; Piştav-Akmeşe and Kayhan, 2015; Sucuoğlu and Kargın, 2006). Special education services are designed based on individual needs of students with special needs. In this regard, the regulations with which the special education environments are prepared, the education of the teachers and beginning of their professional life and how their knowledge, skills and efficacy in the professional process are assessed should be investigated. Because the quality of the practices in inclusive environments or in the special education and rehabilitation institutions in which the students with different ability levels continue differs according to various variables such as the number of personnel, professional competency of the personnel, quality of the training programs, physical conditions, characteristics of the students and families, quality of the support services, family participation and cooperation (Batu and Kircaali-İftar, 2005; Billingsley and McLeskey, 2004; Cook and Friend, 2010; Sucuoğlu and Kargın, 2006).

Another variable that is as effective as the physical regulations and curricula in educational environments is the self-efficacy beliefs and the professional skills of the teachers. Self-efficacy can shape the attitude and perception of the individuals and affect their behaviors. (Dellinger, Bobbett, Olivier and Ellet, 2008; Kağıtçıbaşı, 2010). It has been seen that as the self-efficacy levels of the teachers increase, they take more responsibilities in the professional sense and their motivations increase (Akkoyunlu, Orhan and Umay, 2005; Bandura, 1994; Caprara, Barbaranelli, Borgogni, Petitta and Rubinacci, 2003; Taşkın and Hacıömeroğlu, 2010). Thus, taking the working conditions in special education field and responsibility of working with an individual with special needs into account, it has been thought to be necessary to determine the self-efficacy beliefs and the difficulties teachers who work in this field encounter. The results obtained from such studies can be used to guide other studies that aim to support the professional performances of teachers and can contribute to teacher competency studies in the special education field (Dellinger et al., 2008).

It is necessary to increase the quality of the teachers either during their undergraduate training or after they start working, especially with applied training, in line with their needs. Considering the fact that some of the teachers who work in special education field graduated from different teacher preparation programs or are trained using short-term training programs, this has been highly important. In this sense, to increase the quality of the teachers who work in the special education field, it is significant to investigate difficulties teachers face and their self-efficacy beliefs, to provide necessary training opportunities (Bandura, 1994; Bobb and Early, 2007; Cook and Friend, 2010; Çapa, Çakıroğlu and Sarıkaya, 2005; Çetin, 2004; Tarakçı, Tütüncüoğlu and Tarakçı, 2012).

The main purpose of this study is to investigate difficulties faced by the special education teachers and their self-efficacy beliefs in terms of different variables. The dependent variable of the study was determined as the difficulties faced by special education teachers and self-efficacy belief levels of special education teachers; the independent variables were determined as the gender, professional seniority, marital status, whether or not having children, bachelor's degree program graduated, type of the

school in which they serve and the need for in-service training. For this purpose, answers to the following research questions are sought:

1. Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on gender?
2. Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on the undergraduate program from which they graduated?
3. Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on the type of the school in which they work?
4. Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ according to their need for in-service training?

Method

Research Design

This study is designed as a quantitative research and a descriptive study in which the survey model is used. Survey model studies aim to describe a past or present situation as it is. It has been stated that this type of studies in which the purposes are given as question statements have two main restrictions as data finding and control difficulties (Karasar, 2005).

Participants

The present study was conducted with 84 special education teachers who work in public special education schools run by the Ministry of National Education (MoNE) and private special education and rehabilitation institutions. The demographic characteristics of the teachers who participated in the study are shown in Table 1.

Table 1. Demographic characteristics of the teachers

Variable	X±SD	n	%
Gender	Female	58	69
	Male	26	31
Graduated Department	Preschool Teacher	21	25
	Classroom Teacher	31	36.9
	Special Education Teacher	32	38.1
Professional Experience	1-5 Years	30	36.9
	6-10 Years	34	40.5
	11 Years and above	19	22.6
Marital Status	Married	66	78.6
	Single	18	21.4
Parental Status	Yes	48	57.1
	No	36	42.9
School Type	MoNE Special Education Practice Center	22	26.2
	Private Special Education and Rehabilitation Center	62	73.8
Need for In-service Training	Yes	60	71.4
	No	24	28.6

Note. MoNE = Ministry of National Education.

The study was conducted with 58 female and 26 male special education teachers who work in practice schools and special education institutions. Their ages ranged between 24 and 54 ($M = 33.40$; $SD = 7.50$). Twenty-one of the participating teachers had a bachelor's degree in preschool education and a special education certificate; 31 teachers

had a bachelor's in elementary education and a special education certificate; and 32 participants had a bachelor's degree in special education (intellectual disabilities or hearing-impairment programs). The majority of the participants ($n = 34$) had six to ten years of experience; 66 teachers were married and 48 had children. Of 84, 62 teachers worked in private special education and rehabilitation centers and 22 teachers worked in public practice schools. Moreover, 71% ($n = 60$) of the participating teachers stated that they needed in-service training in relation to special education.

Data Collection

Data of the study were collected using the Tool for Identifying Difficulties Faced by Special Education Teachers and Teacher Interpersonal Self-Efficacy Scale. The Tool for Identifying Difficulties Faced by Special Education Teachers was developed by Çetin (2004) and consisted of 28 items. Items on the tool focus on difficulties teachers face in the education process of students with special needs and difficulties they encounter in their workplace regarding the structure and operation of the setting. High scores from the tool show that the number of the difficulties encountered by the teachers is high. The sample statements from the tool includes: (1) I am not able communicate appropriately with parents of my students; (2) I need written sources and materials about what and how to teach; (3) Parents of my students do not have sufficient information about special education ; and (4) I do not know how to assess students' performances.

Teacher Interpersonal Self-Efficacy Scale was originally developed by Brouwers and Tomic (2001) and adapted to Turkish by Çapri and Kan (2006). The original scale consisted of 24 items under three dimensions. The first dimension ($n = 14$) focuses on the self-efficacy beliefs perceived by teachers with respect to classroom management; the second dimension ($n = 5$) focuses on the self-efficacy beliefs perceived by teachers in relation to the support obtained from the colleagues; and the third dimension ($n = 5$) focuses on the self-efficacy belief perceived by teachers regarding the support obtained from the administrators. As a result of the reliability and validity studies conducted during the adaptation process to Turkish, six items were excluded from the first dimension, resulting in 8 items under the first dimension and 18 items in the scale overall. The items on the scale were scored as (1) I completely disagree and (5) I completely agree. Psychometric studies showed that the Turkish version of the scale has an internal consistency coefficient of 0.93. Internal consistency coefficient was calculated as 0.91 for the first dimension, 0.91 for the second dimension and 0.89 for the third dimension. In this study, only the first dimension ($n = 8$) focused on the self-efficacy beliefs perceived by teachers in relation to classroom management is used. In this study in which the 8 items in the first dimension have been used, sample items of the first factor are listed below: (1) I can keep students with and without problems involved in my classes, (5) I can manage the class very well, (6) There are very few students that I cannot handle.

Data Analysis

SPSS 21.0 program was used to analyze the data obtained in this study. Mann-Whitney U test was used in order to determine if the difficulties faced by teachers and their self-efficacy levels differ based gender, type of the school in which teachers worked and their need for in-service training. Kruskal-Wallis test was used to determine if the difficulties faced by teachers and their self-efficacy levels differ significantly based on the undergraduate program from which they graduated. $p < .05$ was accepted as statistically significant.

Results

The difficulties faced by the special education teachers and their self-efficacy belief levels were investigated based on their gender, undergraduate programs from which they graduated, type of the schools they worked in and their need for in-service training. The results are shown in Tables 2-5 based on each research question.

Table 2. Difficulties faced by teachers and their self-efficacy beliefs by gender

	Gender	n	Mean Rank	Sum of Ranks	U	P
Difficulties Faced in Special Education	Female	58	42.27	2451.50	709.50	.877
	Male	25	41.38	1034.50		
Self-Efficacy Belief	Female	58	40.83	2368.50	657.00	.494
	Male	25	44.72	1118.00		

The results for the first research question (i.e., Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on gender?) are shown in Table 2. When Table 2 is investigated, it was seen that there is not a statistically significant difference by gender on the level of difficulties faced by teachers and their self-efficacy beliefs.

Table 3. Difficulties faced by teachers and their self-efficacy beliefs by the undergraduate programs from which they graduated

	Program Graduated	n	Mean Rank	sd	X ²	p	Significant Difference
Difficulties Faced in Special Education	Preschool Ed.	21	53.17		9.070	.011*	1-3
	Elementary Ed.	31	43.50	2			
	Special Ed.	31	32.94				
Self-Efficacy Belief	Preschool Ed.	21	38.48		1.549	.461	
	Elementary Ed.	31	40.27	2			
	Special Ed.	31	46.11				

Note. Ed. = Education.

Table 3 presents the result with respect to the second research question (i.e., Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on the undergraduate program from which they graduated?). When the level of difficulties faced by teachers were compared, it was seen that teachers graduated from the special education teacher preparation programs had the lowest level of difficulty and those graduated from the preschool teacher preparation programs had the highest level of difficulties and the difference on the level of difficulties faced between these two groups of teachers were statistically significant ($p = .011$). The undergraduate programs from which the teachers graduated did not constitute a significant difference ($p = .461$) in the self-efficacy level scores of the teachers.

Table 4. Difficulties faced by teachers and their self-efficacy beliefs by the type of schools in which teachers worked

	Type of The School Worked in	n	Mean Rank	Sum of Ranks	U	p
Difficulties Faced in Special Education	MoNE Special Education Practice Schools	21	32.79	688.50	457.50	.042*
	Private Special Education and Rehabilitation Centers	63	45.12	2797.50		
Self-Efficacy Belief	MoNE Special Education Practice Schools	21	43.67	917.00	616.50	.710
	Private Special Education and Rehabilitation Centers	62	41.44	2569.00		

Note. MoNE = Ministry of National Education.

Table 4 presents the result with respect to the third research question (i.e., Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ based on the type of the school in which they work?). When Table 4 was investigated, it was seen that the teachers who worked in MoNE special education practice schools had more difficulties than the ones who worked in private special education and rehabilitation centers. The difference between the two groups of teachers was statistically significant ($p = .042$). The self-efficacy beliefs of teachers did not differ significantly based on the type of the schools in which teachers worked ($p = .710$).

Table 5. Difficulties faced by teachers and their self-efficacy beliefs based on the need for in-service training

	Need for In-Service Training	n	Mean Rank	Sum of Ranks	U	p
Difficulties They Face in Special Education	Yes	60	46.41	2784.50	425.50	.007*
	No	23	30.50	701.50		
Self-Efficacy Belief	Yes	60	38.37	2302.00	472.00	.025*
	No	23	51.48	1184.00		

Table 5 presents the result with respect to the fourth research question (i.e., Do the difficulties and self-efficacy beliefs of the teachers who work in special education field differ according to their need for in-service training?). When Table 5 was investigated, it was seen that the difficulties faced by the special education teachers and their self-efficacy beliefs differed statistically significantly based on their need for in-service training ($p = .007$ and $p = .025$, respectively).

It was found that professional experience in special education, marital status, and parental status did not constitute a statistically significant difference in the level of difficulties faced by teachers and their self-efficacy beliefs. It was also found that teachers who held a bachelor's degree in preschool education or elementary education had more difficulties while teaching students with special needs (e.g., dealing with problem behaviors, material preparation, educational planning, organizing the education environment based on the learning activities and determining the performance of the

students) than the teachers who graduated from special education teacher preparation programs. Moreover, results showed that these teachers were in need of in-service training, written resources and materials to support learning of students with special needs.

Discussion

Findings of this study show that difficulties the teachers face do not show significant difference based on the gender, professional experience, marital status and parental status, but they differ significantly between the groups based on the type of the school they work in, undergraduate programs they graduated from and their need for in-service training. A significant difference on level of difficulties faced by teachers was observed between teachers graduated from preschool teacher preparation programs and those graduated from the special education teacher preparation programs. Similar findings have been reported in the literature. Çetin (2004) and Tarakçı et al. (2012) investigated the self-efficacy, burnout and difficulties of the people who work in special education field and found that age, gender, experience in the field and the institution in which they worked do not constitute a significant difference on the difficulty level but the undergraduate program in which they graduated causes a significant difference. Güleç-Arslan et al. (2014) reported that collaboration among professionals has an important role in solving these problems and increasing both the quality of the teachers and the effectiveness of special education services.

Piştav-Akmeşe and Kayhan (2015) investigated the game teaching planning, evaluation, application and professional self-efficacy total scores of preschool teachers. Researchers reported that only the age variable has a significant difference on the game teaching planning, evaluation, and professional self-efficacy scores, in favor of preschool teachers who are under 25 years old. In another study in which the self-efficacy levels of the special education teachers in game teaching was investigated, Piştav-Akmeşe ve Kayhan (2017) found that the graduation field of the teachers, if they took game teaching lessons during their undergraduate education or not and professional experience constitute a significant difference on the game teaching planning, application and evaluation and their professional self-efficacy.

Another finding of the study is that the self-efficacy beliefs of the teachers do not differ according to their gender, the undergraduate program from which they graduated, type of the school they work in, professional experience, marital status and parental status, but differ based on the need for in-service training. Similarly, a study conducted by Tzivinikou (2015) with 15 paired general education and special education teachers reported that teachers were in need of in-service training and scored low in the pretest showed more eager and participatory behaviors and their self-efficacy belief levels increased. Moreover, it was found that when the general education teachers and special education teachers participate in in-service training program together, it is more effective than the in-service training they participate individually. The result of this study supports the finding of the present study in that the self-efficacy beliefs differ significantly in accordance with the need for in-service training.

It has been suggested in the literature that the studies regarding self-efficacy belief and in-service training should be carried out in the cycle offered by Bobb and Earley (2007). This cycle used by Tzivinikou (2015) in his study is known as professional training cycle and consists of six sub-stages: a) identifying educational and developmental needs, b) analysis of the data obtained from education and development stage, c) educational planning and design according to the need, d) application of the training

plans, e) monitoring the educational and developmental practices, and f) evaluation and monitoring the effect of the training programs prepared and applied for education and development. Thus, it has been thought that for teachers' self-efficacy beliefs and in order to deal with their problems, we do not need short-term and unilateral training programs but the programs which include identifying problems and needs, mutual planning, evaluating and monitoring the practice and its effect.

A similar finding was reported by Kayhan (2016) which studied the effect of *one teach one observe model*, one of the co-teaching approaches, on the effective teaching skills of the classroom teachers working in inclusive environments. In her study, the researcher participated as a special education teacher and tested the effectiveness of one teach one observe model in the planning of training, application of training and evaluation stages with 3 classroom teachers working in inclusive environments. The results indicated that *one teach one observe model* conducted based on the role and responsibility division of general education and special education teachers was effective on supporting the improvement of effective teaching skills of the classroom teachers working in inclusive environments; the subjects maintained the post-teaching learning outcomes for the Turkish class in planning, implementation and evaluation of training skills for 3 weeks and 10 days after the study was completed.

It can be stated that as there are significant differences in the level of difficulties the teachers face in terms of school type and graduated field variables, the training needs of the teachers should be met with professional guidance and their professional competencies should be evaluated frequently before and after the applied training. Thus, it has been emphasized in the literature that the personnel working in special education field should use the "*continuing professional development*" term instead of "*lifelong learning*" and "*in-service training*" terms, as former consists of the last two terms (Bobb and Earley, 2007; Everling, 2013). The findings of the study shows that when the special an general education teachers cooperate after they start working, they benefit from each other's knowledge and experience; working together is more efficient in sharing role and responsibilities; it contributes to their professional development in the fields such as studying with the children with special needs, making educational regulations, and classroom management (King and Newmann, 2000). This shows that the teachers develop awareness about what they need related to knowledge and skill competence after they start working.

Suggestions

The opinions of the teachers working in special education field can be received intermittently; the topics highlighted by teachers can be used while in-service training is planned. While preparing training programs which support the self-efficacy levels of the teachers working with the individuals with special needs, the institutions they work in (private-public), leave-vocation durations, characteristics of the groups they work with and their willingness for participating in the education should be taken into account. The most important factor that affects teachers' self-efficacy is their professional knowledge and performance. For this reason, it may be suggested to plan professional activities in which teachers can receive practical support. Thus, the training programs can appeal to the groups which are eager to improve themselves in terms of professional knowledge and skills.

According to the results of the study regarding the difficulties faced in the special education field, workshops for smaller groups can be prepared for the teachers at work. Evaluation of the teachers at the end of the course and/or training can be demanded.

Prerequisite competencies can be determined for the participation of the personnel at work to some training programs. This provides a promotive effect by positively affecting the job satisfaction of the personnel who are more active and eager in solving the problems faced in the special education field.

Conclusions

The findings of this study which identifies the difficulties faced by special education teachers and investigates the self-efficacy of the teachers, have potentials to inform the regulations which will be carried out to support professional competencies in teacher training programs and organize special education services. Identifying the difficulties faced by special education teachers are related to the support services which will be provided to eliminate these problems. Thus, it has been stated in the literature that when the personnel working in special education field participate in cooperation practices, they contribute to the quality of the special education practices by conveying the support services both to the students and the teachers (Gürgür, 2005; Piştav-Akmeşe and Kayhan, 2017; Salend and Duhaney, 1999; Sherman, 2008). In this sense, it can be thought that the self-efficacy beliefs of the teachers can be supported by providing in-service training, regulation of the physical environment and teaching materials. This process can be expected to be reflected to the special education practices positively. Because the teachers whose self-efficacy levels are high are more eager to improve their teaching skills and more willing to deal with the problems which would cause a trouble for them (Tschannen-Moran and Woolfolk-Hoy, 2001). In this regard, all kinds of practices conducted to increase the self-efficacy levels of the teachers working in the special education field can be effective in decreasing the problems faced in the special education field. As a result, eliminating the difficulties faced by special education teachers, supporting the quality of their professional knowledge and skills will increase the effectiveness of special education services provided to students with special needs.

References

- Akkoyunlu, B., Orhan, F., & Umay, A. (2005). Bilgisayar öğretmenleri için "Bilgisayar Öğretmenliği Özyeterlik Ölçeği" geliştirme çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29, 1-8.
- Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.). *Encyclopedia of human behavior* (pp. 71-81). New York, NY: Academic Press.
- Batu, E. S., & Kırcaali-İftar, G. (2005). *Kaynaştırma*. Ankara: Kök Yayıncılık.
- Billingsley, B.S., & McLeskey, J. (2004). Critical issues in special education teacher supply and demand: An overview. *Journal of Special Education*, 3, 2-4. <https://doi.org/10.1177/00224669040380010101>
- Bobb, S., & Early .P. (2007). *Leading and managing continuing professional development* (2nd. Ed.). London, UK: SAGE Publications.
- Brouwers, A., & Tomic, W. (2001). The factorial validity of scores on the teacher interpersonal self-efficacy scale. *Educational and Psychological Measurement*, 61(3), 433-445. <https://doi.org/10.1177/00131640121971301>
- Caprara, G. V., Barbaranelli, C., Borgogni, L., Petitta, L., & Rubinacci, A. (2003). Teachers', school staff's and parents' efficacy beliefs as determinants of attitude toward school.

- European Journal of Psychology of Education*, 18, 15-31. <https://doi.org/10.1007/BF03173601>
- Cook, L., & Friend, M. (2010). The state of the art of collaboration on behalf of students with disabilities. *Journal of Educational and Psychological Consultation*, 20,1-8. <https://doi.org/10.1080/10474410903535398>
- Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The development and validation of a Turkish version of the teacher's sense of efficacy scale. *Science and Education*, 30(137), 74-81.
- Çapri, B., & Kan, A. (2006). Öğretmen kişilerarası öz-yeterlik ölçeğinin Türkçe formunun geçerlik ve güvenilirlik çalışması. *Mersin Üniversitesi eğitim Fakültesi Dergisi*, 2(1), 48-61.
- Çetin, Ç. (2004). Özel eğitim alanında çalışmakta olan farklı meslek grubundaki eğitimcilerin yaşadığı güçlüklerin belirlenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 5(1), 35-46.
- Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellet C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self. *Teaching and Teacher Education*, 24(3), 751-766. <https://doi.org/10.1016/j.tate.2007.02.010>
- Everling, K. (2013). Special education students in a general education classroom: Texas educator's perspective. *Journal of Education and Human Development*, 2(2), 1-14.
- Güleç-Aslan, Y., Özbey, F., Sola-Özgüç-C., & Cihan, H. (2014). Vaka-araştırması: Özel eğitim alanında çalışan öğretmenlerin sorunları ve ihtiyaçları. *Journal of International Social Research*, 7(31), 639-654.
- Gürgür, H. (2005). *Kaynaştırma uygulamasının yapıldığı ilköğretim sınıfında işbirliği ile öğretim yaklaşımının incelenmesi*. (Yayınlanmış doktora tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Kağıtçıbaşı, Ç. (2010). *Günümüzde insan ve insanlar: Sosyal psikolojiye giriş*. İstanbul: Evrim Yayınevi.
- Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Kayhan, N. (2016). *Birlikte öğretim yaklaşımlarından bir öğretim yapan bir gözlemci modelinin kaynaştırma ortamlarındaki sınıf öğretmenlerinin etkili öğretim becerilerine etkisi*. (Yayımlanmamış doktora tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- King, M. B., & Newmann, F. M. (2000). Will teacher learning advance school goals? *Phi Delta Kappan*, 81(8), 576-580.
- Piştav-Akmeşe, P., & Kayhan, N. (2015). Okul öncesi öğretmenlerinin oyun öğretimine ilişkin öz-yeterlik düzeylerinin incelenmesi. *Yaşadıkça Eğitim Dergisi*, 29(2), 42-60.
- Piştav-Akmeşe, P., & Kayhan, N. (2017). Özel eğitim öğretmenlerinin oyun öğretimine ilişkin öz-yeterlik düzeylerinin incelenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 18(1), 1-26. <https://doi.org/10.21565/ozelegitimdergisi.274303>
- Salend, J. J., & Duhaney, L. M. G. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and Special Education*, 20(2), 114-126. <https://doi.org/10.1177/074193259902000209>

- Sherman, C. (2008). *Teachers' philosophical views of co-teaching literacy teachers co-teaching literacy*. Retrieved from <http://reflectivepractitioner.pbworks.com/f/ShermanCapstone>.
- Sucuoğlu, B., & Kargın, T. (2006). *İlköğretimde kaynaştırma uygulamaları: Yaklaşımlar, yöntemler, teknikler*. Ankara: Morpa Yayıncılık.
- Tarakçı, E., Tütüncüoğlu, F., & Tarakçı, D. (2012). Özel eğitim ve rehabilitasyon alanında çalışan meslek elemanlarının öz yeterlilik ve tükenmişlik düzeylerinin incelenmesi. *Fizyoterapi Rehabilitasyon*, 23(1), 26-35.
- Taşkın, Ç., & Hacıömeroğlu, G. (2010). Öğretmen özyeterlik inanç ölçeğinin Türkçeye uyarlanması ve sınıf öğretmeni adaylarının özyeterlik inançları. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 27, 63-75.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tzivinikou, S. (2015). The impact of an in-service training program on the self-efficacy of special and general education teachers. *Problems of Education in the 21. Century*, 64, 95-107.

Uzun Özet

Özel Eğitim Alanında Çalışan Öğretmenlerin Yaşadıkları Güçlüklerin ve Öz-Yeterlik İnançlarının İncelenmesi

Giriş

Özel eğitim gereksinimi olan bireylere yönelik hizmetler, toplumların gelişmişlik düzeylerini belirleyen önemli bir etmendir. Özel eğitim alanında çalışan öğretmenlerin genel eğitim müfredatı ve özel eğitim alanındaki gerekli bilgi, beceri ve tutumlara sahip olmaları, özel eğitim hizmetlerini olumlu yönde etkilemektedir (Cook ve Friend, 2004; Piştav-Akmeşe ve Kayhan, 2015; Sucuoğlu ve Kargın, 2006). Günümüzde özel eğitim alanı gerek bireysel gereksinimlerin önemseniş olması gerekse öğretmen ve öğrenciye destek hizmet koşulu ile yürütülen bir hizmettir. Bu bakımdan özel eğitim hizmetlerinin niteliğinde, özellikle eğitim ortamlarının özel gereksinimli bireylere yönelik ne tür düzenlemeler ile hazırlandığı, öğretmenlerin eğitimi, göreve başlaması ve mesleki süreçteki bilgi, beceri ve yetkinliklerinin nasıl değerlendirildiğinin incelenmesi gerekmektedir. Çünkü farklı yetersizlik türü ve dereceleri olan öğrencilerin devam ettiği kaynaştırma ortamları ya da özel özel eğitim ve rehabilitasyon kurumlarındaki uygulamaların niteliği, personel sayısı, personelin mesleki yeterliği, öğretim programlarının niteliği, fiziksel koşullar, öğrenci ve ailenin özellikleri, destek hizmetlerin niteliği, aile katılımı, iş birliği gibi birçok değişkene bağlı farklılık göstermektedir (Billingsley, McLeskey, 2004; Sucuoğlu ve Kargın, 2006).

Eğitim öğretim ortamlarında fiziksel düzenlemeler ve öğretim programları kadar etkili olan bir diğer değişken, öğretmenlerin öz yeterlikleri ve mesleki becerileridir. Çünkü öz-yeterlik, bireylerin tutum ve algılarına yön verebilir, davranışlarını etkileyebilir. Nitekim tutumların, davranışlar üzerinde etkili olduğu belirtilmektedir

(Kağıtçıbaşı, 2010). Öğretmenlerin öz-yeterlik düzeyi arttıkça, kişisel ve mesleki açıdan daha fazla sorumluluk aldıkları, işe yönelik motivasyonlarının yükseldiği görülmektedir (Akkoyunlu, Orhan ve Umay, 2005; Bandura, 1994; Taşkın ve Hacıömeroğlu, 2010). Bu nedenle, özel eğitim alanındaki çalışma koşulları, özel gereksinimli bireyle çalışmanın sorumluluğu düşünüldüğünde, bu alanda görev yapan öğretmenlerin öz-yeterlik inançları ve yaşadıkları güçlüklerin belirlenmesinin, mesleki performanslarının desteklenmesi amacıyla yapılacak çalışmalarda yol gösterici olabileceği düşünülebilir.

Özel eğitim, eğitimin diğer alt disiplinleri gibi mesleki bilgi becerileri bakımından öğretmenlerin yeterliliklerinin geliştirilmesi, desteklenmesi gereken bir alandır. Bu durum gerek lisans düzeyinde gerekse iş başında geçirilecek süre yönüyle etkili bir planlama gerektirmektedir. Nitekim, hizmet içi eğitimlerin öğretmen ihtiyaçlarını dikkate alarak planlanması ve iş başında olan her öğretmen açısından erişilebilir olması önemlidir. Öte yandan mesleğe başladıkları andan itibaren öğretmenlerin, bilgi ve beceri kazanımlarının sürdürülmesine yönelik öğretmen eğitimlerini ve özel eğitim alanındaki güncel gelişmeleri takip etmeleri, öğretim yöntem tekniklerini öğrenmeleri ve daha etkili bir öğretim sunmaları yönünden önemli olduğu düşünülmektedir. Bu bağlamda, özel eğitim alanında çalışan öğretmenlerin niteliklerinin artırılması için yaşadıkları güçlüklerin ve öz-yeterlik inançlarının incelenmesi, bu doğrultuda gerekli hizmetlerin sunulması ve önlemlerin alınması önem arz etmektedir. Tüm bu gerekçelerden yola çıkılarak gerçekleştirilen bu çalışmada, öğretimsel düzenlemeler bakımından etkili öğretim yöntem tekniklerini kullanma yeterliliklerinin kendilerinden beklenildiği özel eğitim öğretmenlerinin, meslekte iken yaşamış oldukları güçlükler ile öz-yeterlik inanç düzeylerinin incelenmesi amaçlanmıştır.

Yöntem

Araştırma nicel bir araştırma ve tarama modeline göre desenlenen betimsel bir araştırmadır. Tarama modelindeki araştırmalara yönelik, genellikle amaçların ifade edilmiş şekilleri soru cümleleri ile verildiği bu tür araştırmaların, veri bulma ve kontrol güçlükleri olmak üzere iki temel sınırlılığı bulunduğu ifade edilmektedir (Karasar, 2005). Çalışma, özel gereksinimli öğrencilerin devam ettiği eğitim uygulama okulunda ve özel özel eğitim merkezinde görev yapan araştırmaya katılmaya gönüllü yaşları 24 ile 54 arasında değişen (yaş ortalaması = 33.40; SD = 7.50) 58 kadın, 26 erkek toplam 84 özel eğitim öğretmeni ile yürütülmüştür. Öğretmenlerin 32'si zihinsel ve/veya işitme engelliler öğretmenliği lisans mezunudur. 21'i okul öncesi lisans eğitiminden mezun olup özel eğitim öğretmenliği sertifikasına sahiptir. 31'i sınıf öğretmenliği lisans mezunu olup özel eğitim öğretmenliği sertifikasına sahip öğretmenlerdir. Araştırmada veriler Özel Eğitim Alanında Çalışan Eğitimcilerin Yaşadıkları Güçlükleri Belirleme Aracı ve Öğretmen Öz-Yeterlik değerlendirme aracı ile toplanmıştır.

Değerlendirme araçlarından Özel Eğitim Alanında Çalışan Eğitimcilerin Yaşadıkları Güçlükleri Belirleme Aracı, Çetin, (2004) tarafından geliştirilmiştir. Diğer bir araç olan Öğretmen Öz-Yeterlik ölçeği ise Çapri ve Kan (2006) tarafından uyarlanmıştır. Çetin (2004) tarafından geliştirilen Özel Eğitim Alanında Çalışan Eğitimcilerin Yaşadıkları Güçlükleri Belirleme Aracı, 28 adet sorudan oluşmaktadır. Ölçme aracından alınan puan, yüksek ise yaşanan güçlüklerin fazla olduğunu göstermektedir. Brouwers ve Tomiç (2001) tarafından geliştirilerek, Çapri ve Kan (2006) tarafından Türkçe uyarlaması yapılan Kişilerarası Öz-Yeterlik Ölçeği ise 18 maddeden oluşmaktadır. Ölçeğin ilk boyutunda 8 madde, diğer iki alt boyutta 5'er madde yer almaktadır. Ölçeğin güvenilirlik katsayısı 0,93 olarak belirlenmiştir. Elde edilen verileri değerlendirmek için SPSS 21.0 programı kullanılmıştır. Öğretmenlerin yaşadıkları güçlükler ile öz-yeterlik düzeylerinin

cinsiyet deęişkenine göre herhangi bir farklılaşma gösterip göstermedięi Mann-Whitney U testiyle deęerlendirilmiştir. Öğretmenlerin yaşadıkları güçlüklerin ve öz-yeterlik düzeylerinin mezun oldukları lisans programına göre gruplar arası anlamlı farklılık gösterip göstermedięi ise Kruskal-Wallis testi ile analiz edilmiştir. $p < .05$ istatistiksel olarak anlamlı kabul edilmiştir.

Bulgular, Tartışma ve Sonuç

Çalışmanın sonucunda, öğretmenlerin yaşadıkları güçlüklerin cinsiyet, mesleki kıdem, medeni durum ve çocuęu olup olmama durumuna göre farklılaşmadığı ancak hizmet içi eğitim gereksinimin ve mezun oldukları lisans programına göre gruplar arası anlamlı farklılık olduğu görülmüştür. Zihinsel ve/veya işitme engelliler öğretmenliği lisans mezunu ile okul öncesi öğretmenliği ve sınıf öğretmenliği lisans mezunu olup özel eğitim öğretmenliği sertifikasına sahip öğretmenler arasındaki bu farklılık incelendiğinde, okul öncesi öğretmenlerinin daha üst düzeyde güçlük puanına sahip olduğu, zihinsel ve/veya işitme engelliler öğretmenliği lisans mezunlarının en az düzeyde güçlük puanına sahip oldukları bulunmuştur. Bu noktada yaşadıkları güçlük düzeyine ilişkin anlamlı farklılık, özel eğitim alan mezunu olan öğretmenler (zihin engelliler veya işitme engelliler) ile okul öncesi eğitimi alanında mezun olup sertifika programı ile özel eğitime geçiş yapan öğretmenler arasındadır. Çalışmanın bir dięer bulgusu, öğretmenlerin öz-yeterlik inançlarının cinsiyete ve mezun oldukları lisans programına, görev yapılan okul türüne, mesleki kıdeme, medeni duruma ve çocuęu olup olmama durumuna göre farklılık göstermedięi ancak hizmet içi gereksinime göre anlamlı farklılık gösterdiğidir.

Hizmet içi eğitimler personelin iş başında yeni bilgi ve becerilere erişimi açısından son derece önemlidir. Ancak öğretmenlerin mesleki bilgi ve becerilerine yönelik farkındalık düzeyi yükseldikçe, düzenleme sürecinde yer aldıkça hizmet içi eğitim programlarına daha istekli ve aktif katılım gösterdikleri bilinmektedir. Bu nedenle öğretmenlerin, hangi konuda ve ne tür bir hizmet içi eğitime katılmak istedikleri hakkında görüşleri sorulabilir. Ayrıca öğretmenler eğitimin hazırlık ve uygulama çalışmalarına dahil edilebilirler. Hizmet içi eğitimler, meslek başında olan öğretmenlere yönelik olduğundan, içerik kadar önemli olan bir dięer konu eğitimlerin yer, süre ve katılımcı özelliklerinin öğretmenlerle birlikte oluşturulması ve eğitim sonu kazanımlarına yönelik görüşlerinin alınmasıdır. Sonuç olarak, özel eğitim alanında çalışan öğretmenlerin güçlüklerinin giderilmesi, mesleki bilgi ve becerilerinin, niteliklerinin desteklenmesi, sunulan özel eğitim hizmetlerinin de etkililięinin artmasını sağlayacaktır.