

ABSTRACT

DETERMINATION OF QUALIFICATIONS OF CLASSROOM TEACHERS IN COMPARATIVE APPLICATIONS

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The general purpose of this research; In the Turkish Republic of Northern Cyprus, to determine the competence of classroom teachers working in government primary schools affiliated to the Ministry of National Education in the 2016-2017 education in academic year. The research model used in this study is composed of 205 class teachers who are working in the primary schools of the Ministry of National Education in the Nicosia, Famagusta, Kyrenia, Güzelyurt and Lefke regions of the TRNC in 2016-2017 education in academic year. A total of 205 teachers, 115 female and 90 male, were adapted to Turkish by Adem Bayar (2015) and applied the "Teacher Adequacy Scale for Inclusive Practices " and "Personal Information Form" where validity and reliability studies were conducted. The data obtained from the applied scale and the personal information form were analyzed and interpreted.

According to the introductory characteristics of the teachers, the normal distribution fit of the scores obtained from the teacher adequacy scale in the inclusive practices was examined by the Kolmogorov-Smirnov test. The Mann-Whitney U test was used when the scores of the teachers did not show normal distribution and when the independent variable had two categories.

According to the results of the research, it was found that the class teachers responded "I agree" and "I strongly agree" to the proposals in the Teacher Proficiency Scale for Inclusion Studies.

It was determined that there was no statistically significant difference between the scores of the teacher achievement scale ($p > 0,05$) and the scores of the classroom management achievement subscale in terms of gender of the teachers participating in the research and the scores they got from the subscale of cooperation adequacy were significant ($p < 0,05$). The scores obtained from the subscale of cooperation competence were obtained in favor of female teachers.

It was found that there was no statistically significant difference between the scores of the teachers' adequacy scale in the inclusive practices and the scores they received from the teaching adequacy, cooperation sufficiency and classroom management sufficiency subscales included in the scale according to the age groups and education status of the teachers included in the study ($p > 0,05$).

According to the interaction of the teachers with the individuals who need special education, it was found that the difference between the scores of the teaching competence scale and the scores of the coaching competence subscale were significant ($p < 0,05$) and the scores of the subscale of classroom management competence there was no significant difference ($p > 0,05$).

According to the level of education of the teachers about the special education, it was found that the difference between the scores obtained from the teacher qualification scale and subscale was significant in the inclusive practices ($p < 0,05$). It was found that there was a meaningful difference between the level of self-efficacy on the legislation and policy related to special education, the level of self-reliance on giving education to the students in need of special education, and the points they got from the general and sub-dimensions of the teacher efficacy scale in inclusive according to the experience of giving education to special education students ($p < 0,05$).

Keywords: Classroom Teachers, Inclusive Practices, Teacher Qualifications