

Investigating Views and Practices of Music Teachers' about Inclusive Education

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Abstract

This study aims to investigate music teachers' views on the education of special needs students (inclusive) in their classes. The study was carried out within the qualitative research approach and designed as a case study. Views of five middle and one high school music teachers who have special needs students in their classes were taken for investigation. The purposeful sampling method was used for creating the study group. Qualitative data was collected through the use of a semi-structured interview technique which was designed by the researchers. During the interviews, teachers were asked open-ended questions such as how they integrate special needs students into music classes, what they think about the environment of schools for special education needs students, the sufficiency of education taken during faculty years about special education. Obtained data was analysed through content analysis. In the analysis themes and categories were created and findings were presented in tables. In order to support findings, direct quotations from teacher conversations were also included. According to the results of the study, it is determined that music teachers are inadequate in terms of having related knowledge and skills for educating special needs students in their classrooms. In addition, it was found that music teachers do not prepare individual education programs for special needs students but carry on with the present curriculum and they mentioned that the training on special needs given during faculty years was inadequate. At the end of the study, some recommendations were made for improving the quality and productivity of music lessons of music teachers for special education needs students.

Keywords: music education, special education, inclusion, teacher views

1. Introduction

Individuals forming a society have various characteristics, needs, and roles that need to be fulfilled. However, some individuals may not be able to perform these roles owing to their inadequacy and insufficiency. Individuals experiencing a number of deficiencies in mental, emotional, physical or developmental areas cannot benefit from the educational activities that their normally developing peers' benefit and they require special training. According to Ataman (2006:19) special education "is a training offered to children who have special needs, which is capable of providing the maximizing of the capacities of those with superior characteristics in the direction of their capabilities, preventing inefficiency from converting to disability and equipping disabled people with skills to make them independent, productive and integrated in society through equipping them with self-sufficiency."

Therefore, special education centers have opened in Turkey for children with a severe and moderate disability who need special education. Children with mild inadequacy who need special education can have education in classrooms which are referred to as the least restrictive environment and in classrooms where their normally developing peers are present. (Özsoy, Özyürek and Eripek 2002; Güzün, 2003; Güzel Özmen, 2006, Akdemir Okta, 2008; Çetinkaya, 2008; Aker, 2014).

Also, whether the individual is disabled or not, education for all individuals is accepted as a privilege and the Republic of Turkey legalized it in Clause 42 of the Constitution with "No one can be deprived of the rights of education and training. ... The state takes measures to ensure that children who need special education due to their conditions are beneficial to society." (URL-1, 2008). Hasanoğlu (2013) defined inclusive education as "it is applied in order to promote the development of many positive behaviors of ordinary and individuals in special needs who are living together in society through interaction with each other and to be able to continue their education in the same environment with their normal peers who do not have any inadequacy."(p.2). Demir (2015) lays his emphasize on saying that individuals should have equal rights and expresses his thoughts saying "... The fact the whole world accepts

is that the rights the disabled citizens have are the same as the rights the ordinary citizens possess."(p.10)

Another program under the name of inclusive education is the special sub-classes which are opened in organized educational institutions once more for children with mild disabilities who need special education and the syllabus which is going to be practiced in these classes is specially developed (Çetinkaya, 2008). While the inclusive students studying in these classes take some lessons in their own classroom, they take some lessons in the classroom where their normal peers are present. All students who are educated in inclusive education are raised as happy individuals who can live together with the community and are aware of their social role, are able to establish good relations with their environment, can adapt to their environment, have self-efficacy and are not dependent on others and are able to have a business in the future according to their interests and abilities. For this reason, no individual who needs special education should be abstracted from the society, he/she should have the same rights as other individuals (peers), every individual should learn to live as a society with different individuals and should respect each other's rights. These children, along with other peers, should be trained in their limited educational environment. These children, along with their peers, should be educated in the educational environment which is restricted especially for them. The paragraph "I" of Clause 4 of the Ministry of National Education's Special Education Services Regulation (2006) describes the least restricted education environment as "It is the most suitable program for the individual who needs special education in order to ensure integration into society and acquire appropriate academic and professional knowledge and skills with social, self-care, skills in the field of language and communication and provides support education services and to be in harmony with as many peers as possible." (URL-2, 2006).

It is possible for inclusive students to reach the specified goals through the principal, assistant principal, teachers and staff of the schools which are involved in the integration program and they carry great responsibilities. As Kircaali-İftar and Uysal (1999) stated; in order for the education of children in need of special education to be carried out effectively and to be successful, it is necessary for the school administrators and teachers in the schools where inclusive education is given to adopting this practice, the teachers to have the necessary equipment and knowledge about special education, the adaptation of these students to the schools and classes, the preparation of individual teaching plans, and the use of appropriate teaching methods and techniques by these teachers. In addition, teachers should plan and create environments that will provide effective communication and enhancement of communication between individuals who need special education and other students. The most important way of educating such equipped teachers is to raise preservice teachers with the necessary skills and equipment in teaching faculties. Because "the teacher is one of the key elements of learning and teaching process. The quality of the teacher greatly influences the quality of this process." (Deniz and Gündoğdu, 2008, p.120).

Çetin (2001) describes an ideal teacher as somebody who can understand the world of the students and their needs, who is full of knowledge about his/her area, who is not lacking in education and science, showing friendly attitudes, not lacking in love towards students, able to make evaluations according to personal characteristics of students and able to use different techniques and methods. By conducting studies in accordance with the needs of today's Turkey, teacher training institutions and the Ministry of Education in partnership with the shareholders of these institutions have conducted studies on general competencies of vocational teaching in different years and by publishing these features, they aim to lead both teachers who serve in their duties and also prospective teachers. In 2006, the Ministry of National Education started to work on "Teacher Profession Special Field Competencies" as well as teaching profession general qualifications and in 2008, field competencies specific to 14 fields were prepared and published. Within these 14 areas, special education and music teacher special field competencies were included, and in each field, there were expressions for individuals who needed special education. However, in 2017, it was decided upon that only "Teaching Proficiency General Competencies" should be prepared, considering that there was no need for the preparation of individual field competency for each course separately (URL-3, 2017).

For this reason, "General Competencies of Teaching Profession" has recently been revised by the Ministry of National Education, General Directorate of Teacher Training and Development in 2017 and the definition for general sufficiency is stated as "In order to be able to perform a business effectively and efficiently one must possess knowledge, skills, attitude, and value". Later sections of this published document also include expressions for individuals who need special education. These expressions are listed as follows:

- *B1.3. Flexible instructional plans are prepared to considering the individual differences and sociocultural characteristics of the students.*
- *B2.3. The learning environments are organized considering the individual differences and needs of the students.*
- *B3.5. In carrying out the teaching and learning process, students with special needs are taken into consideration.*

- C1.2. *Individual and cultural differences are respected.*
- C2.1. *Every student is valued as a human and an individual.*
- C2.2. *It is defended that every student is able to learn.* " (URL-3, 2017, p.13-16)

As it can be understood from the statements above, the Ministry of National Education places great importance on special education and emphasizes on the expressions about special education and individual differences that teachers should have in their competences. There are limited examples of using music in various practices in Turkey (Eren, 2104), however the quality of it can be discussed. Artan (2001) points out that music should be included in all programs for educating the disabled children, as well as the normally developing ones. Therefore, this study is of great importance in terms of revealing whether or not the music teachers currently working at schools have the necessary knowledge, skills, attitudes, and values. The study also aims to reveal whether the music teachers who work in schools have the knowledge, skills, attitudes and values necessary for the education of the inclusive students, to show how satisfactory they are in communicating with other students in the class and to find out their thoughts on how useful the special education course they have taken during their undergraduate education was and to establish their views on the extent to which the school and classroom environments they are studying are compatible with their students. At the same time, this work is also important for attracting attention to higher education institutions, to the Ministry of National Education, also to prospective teachers who will take a new step in the profession, as well as to the music teachers who work in schools and also to draw attention to problems. In this study; it is aimed to examine the opinions about the inclusive education of the music teachers who have inclusive students in their classrooms. In the study, answers to the following questions were sought:

1. What are the opinions of music teachers regarding the necessity of inclusive education?
2. What are the opinions of music teachers about preparing the lesson content and making plans for inclusive education?
3. What are the activities that music teachers prepare for inclusive students in their lessons?
4. What are the opinions of music teachers regarding the suitability of the music course with the inclusive students?
5. What are the opinions of music teachers regarding the appropriateness of school and classroom environment for inclusive education?
6. Do music teachers face problems with their inclusive students? If so, what are these problems? How do they overcome these problems?
7. What are the opinions of the other students in the music teacher's classrooms on communication and connections with the inclusive students?

2. Method

2.1 Research Model

This research is designed within the framework of qualitative research approach and a case study method is used in the study. In case studies, an event or phenomenon is examined more in depth from the perspective of the individuals involved in these events (Ekiz, 2009). In this study too, the case study method is benefited from in order to understand better and deeply deduce the opinions of the music teachers about the education of the inclusive students. In this method, a semi-structured interview form with 10 open-ended questions is prepared for the collection of qualitative data by the researchers and the interviews are conducted face to face with the teachers. There are pre-prepared interview questions in semi-structured negotiations and additional questions may be added to the interview questions in accordance with the participant's responses or the questions may be replaced and omitted in case of the participant's previous response to the question (Anagün, 2013).

2.2 The Study Group

The research group of the study was selected by "Criterion sampling" which is one of the purposeful sampling methods. Büyüköztürk (2012) explains criterion sampling as "Sampling is made up of individuals, events, objects or situations with the qualities determined in relation to the problem". This study is carried out with a total of six music teachers who have inclusive students in their classrooms and who work in the province of Trabzon; one of them in a high school, five of them in a secondary school.

2.3 Data Collection and Analysis Procedures

The data of the study is collected through face-to-face interviews. A semi-structured interview form was developed by the researchers. In order to carry out the interviews, preliminary visits to schools are made and appointments were arranged with teachers. Interviews were held in a convenient time for teachers and lasted approximately half an hour. During the interviews, conversations are recorded using a voice recorder, then the records are dictated by the

researchers and are converted to a written text. Written texts are analyzed by descriptive analysis method which is one of the qualitative data analysis methods. According to Altunışık et al. (2010:322) descriptive analysis consist of four main stages: a) create a framework for descriptive analysis, b) processing of data according to thematic framework, c) identifying findings, and d) interpretation of findings. Similarly, Özdemir (2010) points out that descriptive analysis is a type of qualitative data analysis that contains summary and interpretation of the data according to pre-determined themes, which is obtained by various data collection techniques. In this study, as a result of descriptive analysis, the themes and categories are created and they are presented in tabular form. Teachers were also coded as T1, T2, T3..... Tables are supported with direct quotations from participants in order to promote the findings.

2.4 Credibility and Dispensability Issues

As it is known in quantitative studies in order to increase the validity and reliability of the researches some tests and measures are used, however, these tests cannot be applied to qualitative researches. Still there are ongoing debates about whether terms such as validity, reliability and generalizability are appropriate to evaluate qualitative research (Long and Johnson, 2000; Rolfe, 2006 cited in Noble and Smith 2015, p.34). Scholars in the field of qualitative research offer alternative strategies to ensure the trustworthiness and credibility of qualitative research findings. In this study in order to address the trustworthiness of the study some strategies were used. First of all, in order to develop a valid and reliable data collection tool, which is the semi-structured interview form, views of field experts (one in music education, one in special education and one in Turkish language education) were taken during the generating interview questions. Scope, appropriateness and understandability of the open-ended questions were checked by experts. In addition, three interviews were carried out as a means of piloting before actual interviews in order to obtain views of teachers about the research and questions. On the basis of comments of field experts and piloting teachers the final version of the form was developed and used in actual settings data collection. In order to provide maximum variety participant music teachers were selected among volunteers, interested ones and different teaching experiences. Interviews were held at out of class hours and in comfortable places. After the interviews recorded conversations were transcribed and transcriptions were given to participants if they had anything to add or omit. Obtained raw data were analyzed by two researches and created themes and categories were compared for the cross-check. Data was presented in tables and tables were supported by quotations from the conversations where appropriate in order to make findings sensible and comprehensive.

3. Results

The study is conducted with music teachers working in different schools and the data obtained is analyzed and presented in tabular form below.

The demographic information of participants is given in Table 1.

Table 1. The demographic information of participants

Participants	T1	T2	T3	T4	T5	T6
Schools worked	Secondary School	Secondary School	Secondary School	Secondary School	High School	Secondary School
Undergraduate Graduation	College of Education	College of Education	College of Education	College of Education	College of Education	College of Education
Year of service	5	6	5	13	5	12
The number of inclusive students	8	1	1	3	2	13
What kind of handicap does the inclusive student have	Does not know	Does not know	Knows	Knows	Does not know	Does not know
Special education class	Taken	Not Taken	Not Taken	Not Taken	Taken	Not Taken
Taking a special education class	Necessary	Necessary	Necessary	Necessary	Necessary	Necessary

As it is seen in Table 1, only one of the participants works in high school and the other five works in secondary school. The period of service of participants varies from 5 to 13 years. The number of inclusive students in the classes of participants varies among them. For example; while the participant T6 is the one with the most inclusive students of 13, the participants with the least inclusive students are T2 and T3.

Most of the participants do not have knowledge about the handicaps of the inclusive students. Only participants T3 and T4 stated that they have students with Down's syndrome, autism, mentally handicapped, emotional and behavioral disabilities. Participant T4 stated saying, *"I know that my inclusive students have mild mental disabilities, but unfortunately I have no knowledge of how to educate them according to their characteristics. In any case, these students are not given much importance in the whole school."*

Participants T1 and T5 stated that they had received special education courses during their undergraduate education, while other participants stated that they had not taken such a course. But what is most perplexing here is that since 1998, special education courses have been included in all teacher training programs, following the regulation of the Higher

Education Council (HEC) about the development of teacher training programs (URL-4, 1998). Considering that even the most experienced participants have 13 years of service, and the faculties they graduated from are education faculties, it is a rather meaningful result that they are not able to remember them even though they have taken this course. The participant T1, who stated that she received special education course, expressed her opinion by saying that her lesson was not productive for her as follows: *"I took a special training course, but the content should have been more comprehensive, because there was no content saying how to teach these students how to play music."*

When participants were asked about their views on whether or not an instruction on special education was necessary, all participants agreed that teachers who are going to teach inclusive students should definitely take a special education course. Because the teachers who are going to teach the inclusive students must have known about the special cases of these children and how they should be educated. For example, while T4 expresses his/her opinions in relation to the topic saying *"Teachers should have such students after receiving special education about inclusive education."* T2 stated that he/she believed that the special education course that is taken would be effective on teacher attitudes and behaviors saying: *"I did not receive any education on the subject. I did not do any research by myself, but if I had been trained, things would be very different"* T3 emphasizing the necessity of this expressed her/his own thoughts saying, *"I have no idea how to educate these children. I received neither any in-service training nor a seminar, I wish I had"*

3.1 Views on the Necessity of Inclusive Education

Table 2. Participants' views on the necessity of inclusive education

Inclusive Education is	Participants
Necessary	T2, T3, T4
Unnecessary	T1, T5
Cannot decide	T6

As it can be seen in Table 2, participants have different beliefs about the necessity of inclusive education. For example, T2 expressed his/her opinion about the necessity of inclusive education saying; *"Inclusion is an application that should be existent, but it is not productive."* while T3 says *"It is obviously necessary but are we sufficient in this area? We should consider if our classes are appropriate because everything looks fine on paper. There is a lot of difficulty in practice"* and T4 says *"It is necessary but it is hard to put it into practice. Classes are no good at all that is why I think separate education would be better for them"*

T1 and T5 stated that inclusive education is an unnecessary practice and that they believe that these students should receive a separate education. For example, T1 says; *"I think it is unfair to include these children in classrooms not only for them but also for others that is why I think it is unnecessary. We should take these children into very well-designed classes which would be suitable for them."* T5 says *"I find it absolutely superfluous. When I cannot find time to share with other students how could I spend time with the inclusive students?"*. T6, about this application, *"To be honest I cannot decide, I do not know, I do not think I have enough information on this issue."*

3.2 Views on How Inclusive Education Should Be

When participants are asked about how inclusive education should be done, all of the participants stated that they should not be in normal classrooms.

Table 3. Participant views on how inclusive education should be

Views	Participants
Inclusive students should be educated in the sub special classes.	T1, T2, T3, T4, T5
Individual education should be given in special education centers.	T1, T3, T4, T5
Cannot decide	T6

As it can be understood from Table 3, the majority of participating music teachers emphasized that students needing special education must be educated in special classes where there are students like themselves, rather than regular classes. T1 expresses his/her own opinions saying *"Inclusive students should be given a separate education because the classroom environment is very crowded and it is obvious that inclusive students need special attention."* T5, on the other hand, believes that it is better for these students to be in separate classes because of different problems and continues: *"I honestly think that the students cannot be integrated. This is a bit difficult because the classes are very crowded and we have to take special care of the students. But this is not always possible. The duration of 40 minutes for each lesson is short. There are even times when time does not suffice teaching a normal student so it is not possible to spend time with the inclusive students. I think if students need to take such education, they have to take it with children like them at special education centers or private sub-class."*

T3 expresses that he/she believes that having individual lessons would be better for the inclusive students; *"I think the inclusive education is inadequate in schools. The inclusive students who enter the music classes are having problems in*

reading and writing. Therefore, there are inadequacies. These students need to take individual lessons ". However, participant T6 expresses that "I cannot decide whether inclusive students should be in the normal classes, or in classes along with students like them."

3.3 Opinions About Preparing Course Content for Inclusion and Planning

Participants were asked whether they had prepared differentiated or individualized content or plans for the inclusive students in their courses, but all of the participants gave the answer "no" to this question. When asked why they had not prepared, they stated that they had not prepared because of the reasons in Table 4.

Table 4. The reasons why participants had not prepared course content for inclusive students

Reasons	Participants
Inconvenient course content	T1, T2, T3, T5, T6
Ignorance about special education	T1, T3, T6
The crowd in classes	T1, T4
Inadequate course duration	T2, T4
Fear of neglecting other students	T2

As it can be understood from Table 4, most of the music teachers stated that the reason for not preparing the course content and the plan for the inclusive students is that the music course contents are not in accordance with the inclusive students, the classes are crowded and the duration of lessons does not suffice and they are neglecting the inclusive students for the fear of neglecting the other students. For example, participant T1 commented on this question saying "I do not prepare different content for those children in the curriculum. The curriculum is not suitable for them. I try to educate simple sections of the normal topics or simplify them. I do not think I'm very effective in making them participate in the course. In fact, the fact that the classroom environment is crowded has an effect on it. I did not receive any education to give such kind of education to students and I learned by myself how to educate by trial and error method." T2 also stated that he did not make content and plans saying "I just try to give the normal subjects in the course in a simpler way, and I do not feel the need to prepare the content because there is not any lesson content to be prepared beforehand. I do not care about those students because they do not understand. They need a long time to understand. We do not have that much time as the lessons are too short. I am also not interested in them because that way I would be stealing another students' time." But the most striking point here is that students are getting ignored. It can be said that the lack of experience of music teachers about the inclusive education leads to such problems.

T5 states his/her opinions about this question saying "I do not have any knowledge about the subject, I did not prepare the activity and the content, there is no reason for it, I did not feel the need to prepare anything else; as the music subjects are not suitable and I use the lower level in the lessons, I am trying to get things done with love, compassion and more effort. I am applying the lesson by alleviating the course content." T6 expresses the same opinions with other teachers and expresses her/his views as follows: "I was not informed about this issue. I do not know how to teach these children. I did not learn anything and did not take any seminars. So I do not even know how to create content. It is even difficult for regular students to make music. How could these children deal with it? I am asking simpler questions to these children when I am teaching the normal lesson plan. "

Participant T4 saying the crowd of the classes is a problem, stated her/his views: "I do not prepare course content. I did not do any activities in cognitive meaning this year, but I mostly prepared psychomotor activities. I cannot prepare any activities for those students because of the crowd of classes and lack of course hours. I am just trying to enforce them if there are simple activities which can be done in class. "

Participant T3 stating they wanted to study but their demand was not fulfilled, said: "We have plans prepared by ourselves, we are teaching from them. Many of the topics are already on playing the instrument. I mean, I'm making them play the flute. We're having music classes that way. I do not know how to plan as I have not had an education. Actually, I requested this year, but we did not do it because they did not. Rather, we spoke with the director but he told us that they do not do it so we could not do it either. "

3.4 Opinions About the Activities Made for The Inclusive Students in the Music Classes

Table 5. Opinions on activities made for the inclusive students in music classes

Activities	Participants
Singing	T1, T2, T3, T4, T5, T6
Playing the flute	T4, T5
Beating rhythm	T1, T6
Describing basic music texts and items	T4

As it can be understood from Table 5, participants indicated that they included the students in need of special education in their lesson activities like playing the flute, rhythm training, or basic music writing and texts. Participant T2 says, "If

there were activities such as singing other than psychomotor activities in the classes, these students could only participate in them. He/she said, "Having mental problems prevents them from participating in other activities." T4 said, "In spite of not being detailed, I can get them to perform activities such as block flute notes. I can show them a few notes on the portrait and get them to sing songs."

3.5 Opinions About the Suitability of the Music Classes with the Inclusion Students

The participants were asked whether the music classes were suitable for the inclusive students and the answers given to this question are given in Table 8.

Table 6. Participants' opinions on whether the music course is suitable for the inclusive students

Music Classes are	Participants
Suitable	T1, T2, T3, T4
Not suitable	T5, T6

According to participants if the regulations in Figure 1 are made for inclusive students, participants indicated that music classes may be appropriate for them.

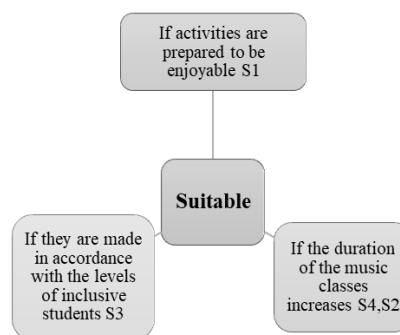


Figure 1. Participants' opinions on why music lessons are suitable for inclusive students

As it can be seen from Figure 1, four of the participants expressed their opinion that music classes are suitable for the inclusive students. For example; T1 expresses that "The music classes are absolutely suitable, I think it is more suitable to give lessons that are more fun than the other lessons", and T3 defended the same idea and explained that "Music classes are suitable for these students but if they are in accordance with their level". T4 and T2 also agree that they are suitable but that it would be difficult because of the insufficient duration of the music classes.

On the other hand, some of the participants also pointed out the reasons for music classes not being suitable for the inclusive students. Some of the opinions of the participants who stated that the music classes are not suitable for the inclusive students are as follows: "The music classes are suitable in some subjects but in general the curriculum subjects are not suitable even for normal students. Naturally, they are not suitable for inclusive students" (T5). "Actually, do you know that our classes seem to fit in? But what do I think about it? I do not know... what's the reason? because in fact they can socialise but music is not something anyone can do. In fact, all of us are born with a rhythm, we have familiarity in our mother's womb, maybe they can do it, but the rhythm and the instrument need a bit of intelligence, so there is a mathematical side of music too, so I think the music lesson is not suitable for them" (T6).

3.6 Opinions on The Suitability of School and Classroom Environment for Inclusive Education

Results of the data analysis on this issue reveals that while four of the teachers (T1, T3, T4, T5) state that the physical structures and environments of the schools and classes they are working with are not suitable for the inclusive students, two of the teachers (T2 and T6) find them suitable.

For instance, T2 says that school and classroom environments are "Suitable" for inclusive education and "The classroom and school environment is suitable for inclusive students because my student has a low level of disability" while T6 says that "I think it is suitable because we have sub-classes."

On the contrary, some participants stated that the physical conditions of the classes and schools are not suitable for inclusive students saying "... I think that our classroom and school environment is not suitable for these students. Our school environment has deficiencies both physically and practically ", and T5 who has the same view says " I think our school is not suitable, the environment is not suitable for students with physical disabilities, there is no elevator, there is no toilet at the school, and even if we handle these problems, the conditions of the class environment and the teachers are our major problems. There is a lot of trouble". Similarly, T1 says "I think that the classroom and the school

environment are not suitable, I think more special areas should be created, the toilets are not made suitable for these children, and there are a lot of stairs." T4 thinking that the absence of a music classroom of one's own is a problem for both the other students and the inclusive students, he /she says, "The classes are not suitable for inclusive students. I do not even have a music class. The school is also not suitable for inclusive students."

3.7 Views on the Problems That Are Faced With the Inclusive Students

Results of the data analysis regarding the problems faced by participant music teachers while teaching in the classroom where inclusive students are in present have some difficulties. However, in this study half of the participants (T3, T4, T6) mentioned that they face some difficulties in the classroom whereas the other say they do not face any problems with inclusive students.

For instance, T3 points out that "We are facing problems and according to their handicaps these students are very quiet in class, they do not want to attend classes at all or on the contrary they are very mobile. This bugs me and the class. The class ends while telling them to stop, shut up or sit down. I warn them, but sometimes I cannot control them." T6 says that "Sometimes they come to class late so the whole class gets distracted. Or I do not take them into the exam but this time the other students in the class react to why I do not take them. In addition, it is sometimes difficult to keep them in the class as there are some very mobile ones around and others get distracted". Participant T4 says "We face problems. I constantly have to warn them that sometimes I have to raise my voice. But sometimes I do not know how to react. I lack in this subject, we have to be educated"

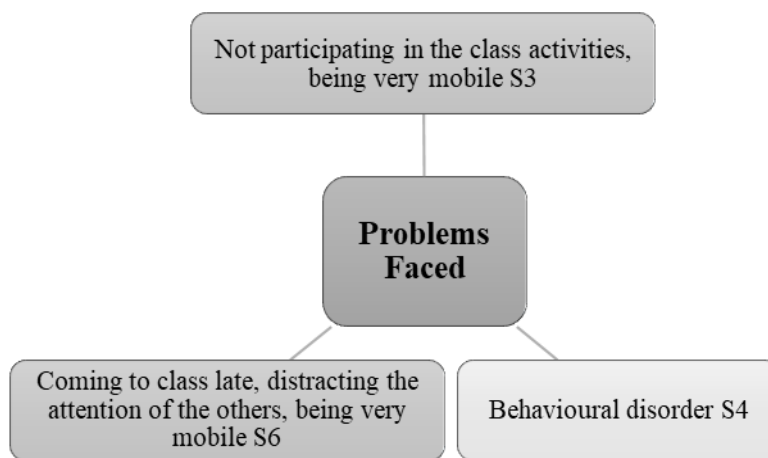


Figure 2. Participants' views on problems with inclusive students

As it can be seen from Figure 2, the reasons of the problems identified by the participants are generally based on the lack of classroom management and personal pedagogical knowledge. For this reason, it is considered that the participants should have the equipment for pedagogical knowledge and class management specific to these children and should receive education in this area.

T5 who states that he/she does not face any problems says "I do not face any problems, but I solve the problem by showing more affection and compassion to the student of inclusive with whom I have the problem. I think it is a problem that could be experienced with any student and it depends on you, I do not understand the reason why it becomes a problem when you have it with an inclusive student rather than a normal student." T1 and T2 also stated that they have experienced no problems.

3.8 Opinions About Other Students' Attitudes and Behaviors Towards Inclusive Students

Table 7. Participants' Views on Other Students' Attitudes and Behaviors towards Inclusive Students

Views	Participants
Having a problem	T1, T3, T4, T6
Not having a problem	T2, T5

As it can be seen the four participants stated that the inclusive students had problems with the others, while the two participants stated that the other students did not have problems with the inclusive students.

In regard to negative attitudes states that although some of the students in the school showed a positive attitude towards the inclusive students, some students expressed negative attitudes saying that "The attitude of other children is

generally good. Neither very good nor bad, they are of moderate relevance. They help with the assignment of the children when I tell them to, but I could not see whether they intend to help or not willingly when the decision is left to them. Some students may have attitudes such as scorning, making fun of the inclusive students. Even if it is not to be exaggerated, I observed it from time to time." T1 expressed the problems he/she had with them saying: "Most of the time they prefer not to talk, when I tell them to work as a group they do not want them in their groups and they also make fun of them. Sometimes they say they do not want their parents to sit with these children, they exclude them. "

T4, on the other hand, expressed that there was a problem because of similar reasons saying "... they do not want to sit with the inclusive students, they do not talk. Some of them pity and talk but it happens rarely". T3 stated similar opinions; "... I warn them a bit, but still, there is a problem in class, these children are being excluded." There are problems between the students and the inclusive students, which can be understood from the views of the participants. What is important at this point is what the participants are doing to overcome these problems.

3.9 Views on Inclusive Students' Integration with Their Peers

Teachers were asked about what they do to integrate special education students with normal students in their classes. Results are summarized in Table 8 below.

Table 8. Practices of music teachers about the integration of the inclusive students with the other students

Views	Participants
I do nothing	T1, T3, T4, T6
I am trying to make them integrate	T5, T2

As Table 8 suggests, when asked what they did to ensure that the other students in the classrooms communicate with the inclusive students, most participants indicated that they could not make an application or try to integrate the inclusive students into the classroom. One of the main reasons for this may be that they have not been educated in the field of special education (although they have taken it, their beliefs are in this direction), or they may not see themselves adequately in this area. According to teachers, reasons for doing nothing on this as follows:

- Classrooms are too crowded, the duration of the music classes is insufficient (T1)
- Lack of knowledge and equipment (T6, T4)
- Students do not get ready for music classes (T3)

On this issue, T1 expressed that: "I cannot do anything to provide an interactive environment. The reason for this is the fact that the classes are crowded and the lesson duration is insufficient which is also a factor on this situation" and T3 says "I am having difficulty in integrating these students with the class. I have a lack of basic knowledge, so I cannot do anything." T6 says "I do not see myself see enough in this matter, we did not learn anything on how to perform these while we were studying. Yes, we lack knowledge but we need a seminar for this."

Participants T5 and T2 expressed that they had tried to some activities to ensure that the other students in classes communicate with the inclusive students. T5 pointed out: "I am trying to make them do things together without showing it to the kids. These students may feel that they are lacking in the subject matter when you show too much interest or make them do something in a simpler way or give him special exam papers during exams. This is also noticed by other students. I'm trying to take special care without making them notice much. I try to get things done with love, affection, patience and more effort". Similarly, T2 expressed that "I am trying to teach them in a way that they can understand, I put them together in the group of others while singing".

4. Discussion, Conclusion, and Recommendations

In this study opinions of music teachers on inclusive education and how they integrate special education needs students to their teaching and learning activities are examined through a qualitative study. Conclusions which can be drawn from the findings as follows:

All participants stated that they had not prepared a course content for the mainstreaming students and had not planned. As a reason, five of the participants said that the music course topics were not suitable for these students, three of them said they had not had knowledge about special education, two of them said they were unable to prepare separate plans because of the over-crowded classes, two of them said there were insufficient music teaching hours to do this and 1 of them stated that he/she was afraid to ignore the other students and all stated that they had not prepared a separate course content or plans for these students. In the light of these findings, it can be concluded that the participants did not prepare course content for the inclusive students and they were inadequate to plan and had insufficient knowledge. The similar issue was arisen by Eren (2014) that music teachers have inadequacies about making special arrangements, plans and practices for individuals with special needs in Turkey.

In the light of these findings, it can be concluded that the participants did not prepare course content for the inclusive

students and they were inadequate to plan and had insufficient knowledge.

According to the majority of the participating music teachers, if the music lessons are prepared to take into account the student characteristics, it becomes a suitable lesson for the inclusive students. Accordingly, it can be concluded that music teachers are aware of the fact that music lessons have a very important place in the inclusive education.

According to the music teachers participating in the research, school and classroom environments are not suitable for the education of inclusive students

While half of the participants do not have problems with the inclusive students, the other half has problems owing to behavioral disorders, no participation in the course activities, being very mobile, coming late, distracting other students. In the face of these problems they are experiencing, it can be concluded that participants are pedagogically inadequate in terms of classroom management and effective communication with inclusive students.

Four of the participants stated that there were problems between other students in their class and the inclusive students while two of them said there were not. As a result, it can be considered that other students and their families do not have sufficient knowledge about the inclusion, and therefore it is thought that the meetings and seminars about informing students and parents should be organized in these schools.

Music teachers came to the conclusion that they did not have the necessary knowledge and equipment for special education, they would not be able to take the time to solve this problem because the class is too crowded and the duration of music classes is inadequate, and as the inclusive students are not ready for the class on time, they would not be able to follow the lesson with the class.

While Gök and Erbaş (2011) found that a large majority of pre-school teachers with classroom inclusive students are found to be thinking that the inclusive students fail cognitively due to their intellectual disabilities, music teachers in this study think that the music classes require talent and that music course topics are even harder for other students and so they have similar beliefs with preschool teachers. In addition, according to pre-school teachers, it is thought that the inclusive students are not successful in language-oriented activities such as music lessons due to their inadequate language development which conflicts with the study that the music teachers make inclusive students participate in the class mostly by making them sing. According to the pre-school teachers, the problems of the students in the group activities, such as the problems with the rules, the problems of failing and the problems like learning late and inability to be understood have similarities with the opinions of the music teachers. Again, the fact that the classes are inadequate for inclusive education and the negative attitudes of the other students in the class and their families are shown by preschool teachers; matches with the study that the classrooms and the school environment are insufficient, other students show negative attitudes and behaviors towards inclusive students because of the parental pressure.

In addition, the fact that music teachers see themselves as inadequate in their inclusive education and having deficiencies in classroom management fully matches with the findings of (Gök and Erba, 2011; Akalın, 2015) who say the biggest problem that is faced is that the teachers do not receive adequate training in inclusive education. Again, according to the results of Akalın (2015) which are obtained from the views of teachers working in the inclusive classes; while there are behavioral problems with the students who need special education, in this research we see similarities with the findings of some behavioral problems in inclusive students which are faced by some of the music teachers.

In this study, the finding that music teachers do not find the syllabus suitable for inclusive students is parallel with findings of Erim and Caferoğlu (2012) as they found that the vast majority of special education teachers think that the visual arts curriculum is not suitable for students with intellectual disabilities and that a program should be prepared according to their needs.

In addition, the study by Sadioğlu et al. (2013) with the classroom teachers shows that according to classroom teachers the fact that the classrooms are too crowded, and the idea that special education for special children is more appropriate are similar to those of the music teachers' views.

Lastly, in this study, the findings of music teachers' which suggest that the increase in the hours of the music classes would enable them to share enough time with the inclusive students and this would solve a lot of problems (creating a special content, applying it, dealing more with the inclusive students, needing more time to make these students participate to the class) and the results of Gök and Tufan (2016)'s study show that the inadequacy of music lesson hours, which is considered to be one of the problems of the implementation of music lesson instruction programs are inextricably linked to each other.

Based on the results obtained from this research, some suggestions were made as follows;

- Comprehensive information to the teachers working in schools about the students who need special education in their classes and their characteristics within the scope of inclusive education by school guidance services and administrators should be provided.
- Music teachers should be provided with in-service training and seminars in regard to classroom management, effective communication, preparation and planning of differentiated and individualized course content.
- Parents need to be educated about the inclusive education,
- The content of the "Special Education" course at education faculties needs to be supported by the appropriate classroom situations and should be made more effective and comprehensive.
- The number of hours of music classes in the schools affiliated to the Ministry of National Education should be increased in order to enable music teachers to teach more effectively and efficiently.
- Music teacher candidates at education faculties should be given opportunities during Teaching Practice 1 and 2 courses to practice at the schools and classrooms where the inclusive students exist.
- In order to make inclusive education more efficient, the reduction of the class size of the schools should be taken into consideration.
- Making the physical conditions of the inclusive education to be made compatible with the inclusive students by carrying out preliminary inspections and inspections of the physical conditions of the inclusive schools and then placing the inclusive students in these schools,
- In order to determine the in-service training needs of music teachers regarding integrating special education needs students into music teaching-learning activities, quantitative surveys with a larger sample should be carried out.

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