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THE OPINIONS OF PRIMARY SCHOOL TEACHERS ON INDIVIDUALIZED EDUCATION

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ABSTRACT

Individualized education model describes an education model in which students receive education individually with respect to their personality traits and various characteristics. In this model, educational programme must be constructed according to the needs of the family, the individual and the teacher, and all the preparations for the classes must be designated based on the individual's cognitive, sensitive and kinesthetic aspects. The purpose of this education model is to provide all students with an education opportunity that could make them successful, raise their awareness, boost their motivation and help them reach their goals. The objective of this study is to determine the opinions of classroom teachers working in primary schools on individualized education. The working group of the study is composed by 187 classroom teachers working in schools within the city center associated to Hatay Provincial Directorate for National Education. The research is an educational study conducted with descriptive survey model. It was found through the results of this study that individualized education expresses personal education, planned teaching, personal study, rapid education, planned study by the student, personalization of education and individual responsibility. It was also found that among the benefits of individualized education there exists improvement of feeling of responsibility, making faster learning possible, supporting researching abilities, increasing readiness level, and rising academic success for the student. Furthermore, it was observed that in individualized education; teachers were the managers in the classroom, and the tasks of setting targets, arranging the timing, making the plans and preparing the educational programme were supposed to be handled by the teachers.

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STRUCTURED ABSTRACT

Today's education system is designed towards collecting together a group of students with different characteristics and providing the same education for all. Students with individual differences are often overlooked and a pre-planned educational programme is applied. This causes many students to not show enough development, not to express themselves clearly and not receive an effective education. Individualization of education or personal education was first considered for students with disability or those with special needs. The reason for that was almost all the disabled students were different from each other and each required a personal education. Individualized educational programmes are designated to meet the needs of those who need special education. The main purpose of individualized educational programme is to provide means to the students with special needs that they can benefit the most. In Article 62, Individualized Educational Programmes are defined as programmes developed for students with special needs with the approval of their families and according to the needs of the individual, the family and the teachers so that it includes supportive educational services in accordance with determined objectives. When the individualized educational programmes are prepared or existing programmes are individualized, it will be possible for the student with special needs to reach the desired outcome more comfortably and learn the content easier. Individualized educational programme consists of; the current performance level of the student, annual objectives as well as short term objectives, the special services to be provided to the student as well as the amount of participation that the student is expected to have in regular education, the timetable and period considered for the related services, the parameters, the evaluation process and the time schedule covering at least one year to be overviewed. The goal in individualized education is to help out with a need of disabled students and raising their success levels. In a sense, the general purpose of regular education is similar. The main objective lies in improving the success levels. That can be handled by preparing educational programme for each student separately and helping their academic successes. Since the objective in both cases show clear similarities, individualized education can be utilized in both cases. Individualized educational programmes are based on the yearly objectives and the short term objectives determined by educational programme followed and includes the type, duration and frequency of supportive services to be received by the student and how and by whom the service will be provided, the method and technique as well as materials and tools to be used in education, the regulations regarding educational settings, the precautions to prevent or reduce behavioral disorders and the personal details of the student. The purpose of the researcher is to determine the opinions of classroom teachers working in governmental primary schools about individualized education and educational programme preparation, course schedule arrangement, time management, knowledge of reference sources, individual responsibility and guiding students. The population of the study is formed by all the classroom teachers working in primary schools associated to Hatay Provincial Directorate of National Education while the sample is formed by 187 classroom teachers working in primary schools in the city center of Hatay associated to Provincial Directorate of National Education. The study is a pedagogical study with descriptive

survey model. The views of primary school classroom teachers on individualization of education and the educational programmes used were tried to be determined. Descriptive survey models are preferred in cases where opinions, views and stereotypes, if exist, related to a subject is targeted to be revealed. The research took place in primary schools within Hatay Provincial Directorate of National Education. The schools used in the research were chosen randomly and participating teachers were voluntary participants. According to the study results, the teacher think that individualized education expresses student based education, personal education, planned education, individual differences of students, individual study, perfection in education, reinforcement of classes, rapid education, planned study of student, personalization of education, always activeness for student, and individual responsibilities. The findings point that the advantages of individualized education to the students are developing the sense of responsibility, developing researching skills, improving self-confidence, increasing learning pace, raising motivation, providing the chance to learn different content, improving readiness level, helping student conduct self-evaluation, and raising student's academic success. The participant teachers described the role of teacher in individualized education as determining the objectives of education, determining the subjects, categorizing the subjects, determining on the material needed for the class, determining learning methods, allowing students to learn by themselves, management of time and careful evaluation of student. While preparing educational plans in accordance with individualized education, the classroom teachers stated that they would consider the factors of setting targets suitable with students' level, making the plans flexible, individual efforts should be supported, groups should be arranged based on readiness and individual studies, events should be set up and resources required for the classes should be provided to the students. The suggestions worth looking into were saying that necessary changes should be made on existing educational programme to arrange it based on individualized education so that teachers can individually take care of students and thus can be provided better circumstances both educationally and emotionally. According to individualized education, students should have high sense of responsibility, like doing researches, have high motivation, be conscious, like learning and possess high readiness level. Therefore, students with lack of these abilities should be provided with training and education through various institutions to bring them to the desired level.

Keywords: Individualized education, Individual responsibility, Individualized educational programme, Personal learning, Individual success

İLKOKUL ÖĞRETMENLERİNİN BİREYSELLEŞTİRİLMİŞ EĞİTİM HAKKINDAKİ GÖRÜŞLERİ

ÖZ

Bireyselleştirilmiş eğitim, öğrencilerin kişisel özelliklerine ve çeşitli gereksinimlerine bağlı olarak bireysel bir şekilde eğitim almalarını savunan bir eğitim modelidir. Bu eğitim modelinde öğretim programları

ailenin, öğretmenin ve bireyin gereksinimleri doğrultusunda yapılmalı ve dersler ile ilgili tüm hazırlıklar bireyin bilişsel, duyuşsal ve devinışsel alanlarına göre hazırlanmalıdır. Bireyselleştirilmiş eğitim modelinin amacı tüm öğrencilere onları başarılı kılacak, farkındalıklarını arttıracak, motivasyonlarını yükseltecek ve hedeflerine ulaştırabilecek eğitim fırsatları sunmaktır. Bu araştırmanın amacı, ilkokullarda görev yapan sınıf öğretmenlerinin bireyselleştirilmiş eğitim hakkındaki görüşlerini belirleyebilmektir. Araştırmanın çalışma grubunu, Hatay İl Milli Eğitim Müdürlüğüne bağlı il merkezindeki ilkokullarda görev yapan toplam 187 sınıf öğretmeni oluşturmaktadır. Araştırma, tarama modelinde betimsel bir eğitim bilim araştırmasıdır. Araştırmada, bireyselleştirilmiş eğitimin; bireysel eğitimi, planlı eğitimi, bireysel çalışmayı, hızlı eğitimi, öğrencinin planlı çalışmasını, eğitimin kişiselleşmesi ve bireysel sorumluluk gibi kavramları ifade ettiği, bireyselleştirilmiş eğitimin yararları arasında sorumluluk duygusunu geliştirdiği, öğrenme hızını arttırdığı, araştırma becerisini geliştirdiği, hazırbulunuşluk düzeyini arttırdığı ve öğrencinin akademik başarısını yükselttiği ayrıca bireyselleştirilmiş eğitimde öğretmenlerin sınıflardaki yöneticiler olduğu, derslerin işlenmesi ile ilgili olarak zamanlamayı, hedefleri, planlamayı, öğretim programını öğretmenlerin yapması gerektiği gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Bireyselleştirilmiş eğitim, Bireysel sorumluluk, Bireyselleştirilmiş eğitim programı, Kişisel öğrenme, Bireysel başarı

Introduction

Human beings are different from each other in many ways, even when they have the same parents. These characteristics may be genetically formed as well as by the effect of family or surrounding factors. Taking students in a school or in a classroom into consideration, it can be told that they are distinct in numerous ways. Köse (2010) believes that environment is critically important in individual learning and that individual differences taking place for the person mostly result from that cause. Ercan & Orhan-Yıldırım (2016) argues that these differences may be innate or picked up afterwards.

Today's educational system plan brings together many students with a variety of traits in classrooms and provides the same education to all of them. The people with individual differences are usually ignored and the pre-planned educational system is applied to all students. This causes many students to stay low in the classroom, not being able to express themselves well and in turn not receive an effective education.

Each individual's skills, perception, interests, awareness, mentality, knowledge level, intellectual capacity, emotions, and point of view of events are different. These behaviors and concepts are present in almost all individuals but differ for each one. These differences of individuals can be regarded as normal (Akçamete & Kargın, 1992). Therefore, education systems should vary and every student should have a personal plan. Even if that does not happen, at least students within the classroom can be clustered in groups based on similar traits and classes should be taught with respect to the characteristics and traits of students in these groups.

Individualization of education or personal education was initially thought for students with disabilities or special students. This was because almost all disabled students were different from one another, thus education was supposed to be individual and educational programmes should have been established individually. Individual educational programmes are utilized to plan and meet the

educational needs of students with need of special education (Fiscus & Mandell, 1997). Individualized educational programmes are specific programmes designed for students needing special education (Kamens, 2004).

Individualized educational programmes are developed for students with special needs with the permission of their family, and according to the needs of the individual, the family, and the teacher (MEB, 1997). Individualized educational programmes are prepared by an expert team including classroom teachers and involve all the cognitive, sensitive, physical and social behaviors that are expected from the individual (Özyürek, 2010). Individualized educational programme is developed to offer students with special needs a suitable learning environment and healthy improvement (Smith, Slattery & Knopp, 1993). Personal educational programmes are written specific programmes developed by the educational institution for the purpose of meeting the necessities of every disabled student and their teachers and parents (Akçin, 2010).

The main purpose of individualized educational programme is to provide students with special needs the educational opportunities that they can benefit the most (Vuran, 2007). In article 62, Individualized educational programmes are defined as special programmes that are designated for students with special needs with the approval of their families, could meet the needs of the individual, the family and the teacher and include the educational services to be carried out (MEB, 2000). When the individualized educational programmes are prepared or existing programmes are individualized, students with special needs can more easily and faster learn the targeted skills and objectives and get to know the concepts more rapidly (Eripek, 2005).

Individualized educational programmes include the current performance level of the student, annual goals as well as short term goals, special education services to be provided to the students as well as the amount of participation to the regular education, the estimated time to begin the activities and the periods to proceed, the conditions and the evaluation process of educational activities (Fiscus & Mandell, 2002).

The purpose of individualizing education is that disabled students require help due to their conditions and this leads to preparing a special that is individualized educational programme that is focused on their needs and as such raising their success levels. In a sense, the general purpose of the education is the same (Sarigöz & Bolat, 2018). One of the major goals is to help failing students achieve success. This is only possible with preparing for each student separate educational programmes and helping them succeed. Since both of the scenarios carry the same purpose, individualized education can be applied in both cases.

Individualized educational programmes include annual objectives defined in the education plan, the short term goals determined based on followed educational programmes, the type, duration and frequency of the supportive education the student will receive, the person to provide mentioned education, the materials, methods, and techniques used in the education and evaluation, the regulations towards educational environment, the methods and techniques to be used in order to prevent or reduce the behavioral problems, and the personal details of the student (MEB, 2006). Personal education programmes are guidance programmes that leads the planning and application of special education and supporting services for all students with individual deficits (Özyürek, 2010). Taking each student individually into consideration and attending to each student individually, it seems impossible for students to become unsuccessful.

Method

This section of the study presents the significance of the research, the model of the research, the study group, the data collection tool and analysis of the data as well as explanations.

Research Objective

The objective of this research is to determine the opinions of classroom teachers working in primary schools on individualized education and its educational programme preparation process, planning of lecture schedule, management of time, knowledge of the sources, individual responsibility and guiding the students.

Research's Study Group

The population of this research consists of all classroom teachers working in primary schools associated to Hatay Provincial Directorate of Education while the sample space is formed by 187 classroom teachers working in primary schools in the city center of Hatay associated to Hatay Provincial Directorate of Education.

Research Model

This research is a descriptive pedagogical research in surveying model. It was aimed to collect the views of classroom teachers working in primary schools on individualization of education and educational programmes used in individualized education. Descriptive survey model's researches are preferred to reveal opinions, thoughts and stereotypes, if exist, related to a subject (Karasar, 2010). The research was conducted on primary schools within the city center associated to Hatay Provincial Directorate of Education. The schools chosen for the study were selected randomly, and the participant teachers were determined voluntarily.

Data Collection Tool and Data Analysis

Semi-structured interview form developed by the researcher himself for the purpose of determining the opinions of teacher candidates on educational programmes and educational programmes literacy consisting of 5 questions was utilized. The questions of the interview form are;

1. What does individualized education mean in terms of education and teaching?
2. What are the advantages of individualized education for students?
3. What is the role of teacher in individualized education?
4. Which aspects should be cared about the most, when the classes are arranged based on individualized education?
5. What are the limitations of individualized education?

The primary school teachers were subjected to the questions above through the semi-structured interview form. Based on the responses given, the content analysis was applied and opinions of the teachers were tried to be gathered.

Findings

In this section, the questions directed to primary school teacher voluntarily attending the research through semi-structured interview form and the analysis of their responses are shown.

Table 1: Demographic data of participant teachers

Gender	n	%
Female	105	56.15
Male	82	43.85
Total	187	100

Table 1 illustrates that 187 primary school teachers voluntarily participated in the research, 105 of these teachers were female (n=105; %56.15) and 82 of them were male (n=82; %43.85).

Question 1. What does individualized education mean in terms of education and teaching?

The responses of volunteering teachers to this questions in the semi-structured interview form are shown in table 2.

Table 2: The individualized education mean in terms of education and teaching

Question	Expressions	n	f
<i>Expressions of individualized education for education and teaching</i>	Student-based education	T4-T7-T11-T15-T21-T24-T28-T32-T35-T39-T41-T49-T53-T60-T62-T67-T71-T75-Ö80-T87-T89-T105-T111-T114-T116-T125-T131-T139-T140-T147-T152-T158-T160-T168	34
	Individual education	T4-T8-T11-T16-T23-T24-T29-T30-T32-T37-T41-T48-T57-T61-T62-T66-T70-T78-Ö80-T84-T89-T95-T99-T103-T109-T117-T125-T130-T151-T160	30
	Planned education	T7-T8-T10-T19-T23-T29-T35-T38-T40-T41-T44-T48-T59-T67-T70-T71-T72-T79-Ö87-T89-T91-T97-T99-T109-T111-T135-T147	27
	Personal differences	T4-T5-T9-T23-T25-T35-T41-T49-T55-Ö56-T59-T61-T65-T69-T70-T77-T80-T85-T89-T96-T99-T111-T145-T154-T161-T170	26
	Personal study	T6-T10-T13-T21-T25-T39-T44-T50-T55-T58-T59-T64-T65-T72-T75-T85-T89-Ö95-T100-T107-T135-T143-T159-T170	24
	Special courses	T2-T21-T27-T29-T36-T39-T49-T51-T59-T70-T78-T87-T95-T101-T117-T120-T128-T139-T148-T154-T163-T172	22
	Perfection in education	T4-T17-T23-T28-T46-T48-T50-T57-T65-T77-T80-T87-T90-T112-T129-T140-Ö151-T157-T169-T180	20
	Reinforcement of classes	T10-T18-T29-T30-T41-T50-T58-T65-T79-T83-T88-T99-T111-T127-T138-T143-T167	17
	Developing students' skills	T17-T32-T41-T57-T64-T69-T80-T88-T95-T105-T117-T134-T141-T157-T182	15
	Rapid education	T4-T41-T49-T65-T89-T92-T98-T105-T116-T135-T143-T170	12
	Planned study for the student	T19-T41-T55-T71-T93-T111-T127-T139-T145	9
	Studying with programme	T43-T76-T89-T16-T154-T171	6
	Activeness for students	T7-T43-T77-T111-T151	5
	Personalization of education	T21-T69-T91	3

Examining the data on Table 2, it was seen that participant teachers claim that individualized education means; 1. Student based education (f=34), 2. Individual education (f=30), 3. Planned education (f=27), 4. Personal differences (f=26), 5. Personal study (f=24), 6. Special courses (f=22), 7. Perfection in education (f=20), 8. Reinforcement of the classes (f=17), 9. Developing students' skills (f=15), 10. Rapid education (f=12), 11. Planned study for the student (f=9), 12. Studying with a programme (f=9), 13. Activeness for students (f=5) and 14. Personalization of education (f=3). Some of the views from volunteering participant teachers are as follows:

'Individualized education is the key to success and it firstly expresses an education approach based on the student and then mean individual education through promoting individual differences, perfection in education and rapid education' (T4).

'Individualized education cares about the student and puts him at the center. It defends individuality in education. It detects personal differences of students and provides rapid and planned education to those with difference and puts reinforcement of classes on its focus.' (T41).

'Individuality in education expresses meanings such as individual study and personal differences. It represents the planned study of individuals.' (T89).

'Individualized education continuous activeness for student depending on personal differences, planned study of the student considering personal differences, receiving planned education, and reinforcement for the classes, and it always require student in the focus point.' (T111).

Question 2. What are the advantages of individual education for the students?

The responses of participant teachers to this question in the semi-structured interview form are listed in table 3.

Table 3: The advantages of individualized education for the students

Question	Advantages for students	n	f
Advantages of individualized education For students	It develops the sense of responsibility	T3-T9-T17-T23-T29-T36-T41-T44-T49-T56-T61-T63-T70-T72-T79-T85-T90-T98-T102-T109-T114-T119-T127-T131-T133-T137-T140-T147-T149-T151-T156-T159-T161-T168-T169-T170-T171-T173-T179-T180-T182	41
	It develops searching skills	T7-T11-T17-T23-T32-T36-T43-T47-T51-T59-T68-T75-T77-T81-T87-T89-T95-T99-T112-T117-T121-T129-T130-T131-T135-T139-T140-T147-T155-T158-T161-T163-T169-T170-T173-T179-T182	37
	It increases learning pace	T3-T13-T18-T23-T39-T41-T49-T50-T51-Ö62-T68-T77-T82-T85-T87-T90-T97-T99-T113-T117-T124-T135-T139-T147-T153-T155-T161-T167-T171-T177-T180-T182	32
	It gives the chance to learn new concepts	T11-T19-T23-T27-T39-T41-T49-T56-T63-T70-T76-T85-T87-T98-T102-T115-T119-T127-T137-T149-T161-T169-T170-T177	24
	It increases the motivation	T9-T13-T31-T40-T41-T57-T63-T70-T81-T89-T99-T95-T107-T117-T127-T141-T154	17
	It raises readiness level	T12-T30-T42-T73-T85-T91-T99-T112-T137	9
	It helps students evaluate themselves	T7-T41-T99-T117-T133-T163-T179	7

Examining Table 3, it is observed that participant teachers describe the advantages of individualized education for students as: 1. It develops the sense of responsibility (f=41), 2. It develops searching skills (f=37), 3. It increases learning pace (f=32), 4. It gives the chance to learn new concepts (f=24), 5. It increases the motivation (f=17), 6. It raises readiness level (f=9) and 7. It helps students evaluate themselves (f=7). Some of the opinions from teachers are as follows:

'Individualized education increases self-confidence of the student, develops searching skills, helps student learn new things, gives student sense of responsibility, raises awareness level and help them learn subjects faster and better' (T23).

'One of the key factors in education is the ability give students the taste of success, individualized education makes this possible. Apart from that, it helps student learn faster, helps him bear responsibilities, increases learning pace and develops self-confidence.' (T41).

'What I really want to see in my students is the self-evaluation abilities and noticing one's own deficits. In individualized education, the student may perform this and handle the deficits. Also, since it leads student to research, it will increase readiness level and boost motivation for classes. Student with these senses will feel highly responsible. Therefore, I support individualized education.' (T98).

'As a teacher that provides core education to students, first of all I encourage all my students to do research on everything they are curious about. During their research, I realize that they are learning about the stuff they wondered. Thus, I believe home works based on research are more informative and makes learning faster. Since I am aware of such advantages, I use them through individualized education.' (T117).

Question 3. What is the role of the teacher on individualized education?

The responses of volunteering participant teacher candidates to this question in the semi-structured interview form are listed below in table 4.

Table 4: The role of the teacher on individualized education

Question	Role of the teacher	N	f
<i>Role of the teacher on individualized education</i>	Setting the targets of education	T9-T19-T20-T25-T29-T36-T47-T49-T55-T60-T66-T76-T79-T84-T89-T90-T97-T100-Ö117-T121-T132-T141-T149-T150-T153-T159-T160-T163-T165-T168-T170-T171-T174-T178-T180	35
	Determining the subjects	T2-T13-T20-T27-T30-T38-T45-T51-T59-T61-T66-T69-T77-T81-T83-T92-T99-T108-T115-T119-T121-T137-T142-T149-T150-T151-T157-T161-T170	29
	Categorizing the subjects	T5-T13-T22-T30-T38-T47-T51-T59-T67-T73-T79-T81-T89-T90-T111-T125-T134-T140-T156-T165	20
	Deciding on materials	T1-T20-T43-T53-T61-T80-T92-T99-T107-T118-T132-T145-T154-T161-T172-T179	16
	Specifying education methods	T17-T42-T49-T69-T78-T90-T118-T136-T141-T150-T161-T172	12
	Determining success evaluation methods	T10-T33-T66-T75-T88-T100-T119-T145-T150-T165-T169	11
	Allowing students to learn by themselves	T20-T57-T63-T69-T78-T99-T134-T150	8
	Managing the time	T35-T43-T66-T89-T103-T119-T161	7
	Evaluation of students	T45-T57-T86-T91-T112	4

Examining the data on Table 4, it is seen that participant teachers think of the role of the teacher in individualized education as being; 1. Setting the targets of education (f=35), 2. Determining the subjects (f=29), 3. Categorizing the subjects (f=20), 4. Deciding on materials (f=16), 5. Specifying education methods (f=12), 6. Determining success evaluation methods (f=11), 7. Allowing students to learn by themselves (f=8), 8. Managing the time (f=7) and 9. Evaluation of students (f=4). Some of the opinions of voluntarily participating teachers are as follow:

'The main task of the teacher in individualized education is setting goals as in every application. Based on the goals, the subjects and the needed materials are determined. Especially in this type of practices, students are allowed to express themselves and learning how to learn' (T20).

'The teacher must inform the students about the objectives. Subjects should be selected based on student's level and objectives. The schedule should be set up to decide how the subjects will be covered and how many lecture hours it will take, and it should be determined how to evaluate the success of students' (T66).

'First of all, the students should be provided with the knowledge of objectives just like every other case. The subjects should be determined and told to students. Enough time should be given to students to get to know the subjects and they should be allowed to learn about them before the subjects are covered. The exam format, units and annual plan should be prepared before the classes begin' (T150).

'The teacher is the manager in the classroom. Therefore, initially the subjects to be covered within the year should be decided on. The education technology with which subjects are presented should be selected. For better comprehension of students and more effective classes, teaching methods should be prepared' (T161).

Question 4. Which aspects should be cared about the most, when the classes are arranged based on individualized education?

The responses of volunteering participant teacher candidates to this question in the semi-structured interview form are listed below in table 5.

Table 5: The points to focus on when classes are arranged based on individualized education

Question	Focus points	N	f
<i>The critical points of individualized education</i>	Targets should be determined based on students' level	T6-T15-T27-T28-T39-T47-T49-T54-T73-T79-T81-T84-T98-T101-T119-T124-T136-T138-T143-T166-T169-T173-T181-T182	24
	Planning should be flexible	T7-T15-T28-T29-T39-T46-T55-T59-T67-T77-T83-T99-T101-T103-T131-T142-T155-T168-T175	19
	Individual efforts should be supported	T11-T15-T27-T35-T44-T65-T79-T88-T101-T112-T134-T148-T167-T180-	13
	Groups should be arranged based on readiness and personal studies	T1-T27-T35-T39-T44-T67-T83-T98-T127-T151	10
	Events should be set up (Theaters, interviews etc.)	T6-T21-T47-T71-T79-T90-T113-T147	8
	Required resources should be given to students	T4-T40-T57-T101	5

Examining Table 5, it is seen that the participant classroom teachers think that the critical points of individualized education to focus on are: 1. the targets should be determined based on the students' level (f=24), 2. Planning should be flexible (f=19), 3. Individual efforts should be supported (f=13), 4. Groups should be arranged based on readiness and personal studies (f=10), 5. Events should be set up (f=8) and 6. Required resources should be given to students (f=5). Some of the opinions of teachers are as follow:

'If I were to prepare education programme by myself, I would set the objectives based on student's level. Classes do not go as expected some times, therefore I would make plans that are flexible. I would support the individual studies of students and reward them with extra grades if they deserve it' (T15).

'The teacher should inform the students about the objectives. Subjects should be determined based on students' level and targets. How to cover subjects and how many lecture hours to need should be stated in a schedule and how to evaluate student success should be considered' (T27).

'The objectives of the class should be established keeping the readiness of students in mind. The students with previous study before the classes should be supported. If there is no time for individual studies, the students should be categorized in groups to cover the subjects, and these groups should be based on individual success' (T39).

'When I make plans about the lessons based on individualized education, I make sure that they are flexible, suitable to students' level, applicable individually or as a group, and subjects can be found from many resources easily. I advise. All teachers to do so' (T101).

Question 5. What are the limitations of individualized education?

The responses of participant teachers to this question in the semi-structured interview form are shown below in table 6.

Table 6: The limitations of individualized education

Question	Limitations in education	n	f
<i>Limitations of individualized education</i>	Separate preparation for each and every class	T3-T12-T27-T29-T33-T41-T49-T51-T55-T63-T66-T81-T85-T88-T93-T97-T99-T105-T118-T124-T133-T135-T145-T152-T153-T157-T161-T165-T166-T170-T173-T181	32
	Planning for each subject	T1-T13-T28-T30-T33-T45-T51-T58-T60-T67-T73-T84-T88-T89-T92-T99-T100-T109-T110-T129-T137-T140-T148-T150-T157-T162-T179	27
	Developed sense of responsibility on students	T9-T19-T28-T33-T37-T50-T55-T66-T69-T74-T80-T84-T89-T95-T100-T107-T115-T123-T138-T147-T163	21
	Teacher should know about the components of education programme very well	T3-T12-T33-T45-T59-T71-T82-T97-T100-T115-T121-T133-T139-T149-T150-T163-T175	17
	Teacher should know the resources of the subjects	T6-T9-T19-T37-T50-T65-T85-T99-T115-T133-T143-T160-T172-T180	14
	Teacher must be able to guide students in every area	T15-T45-T71-T84-T90-T100-T115-T139-T163	9

Examining table 6, it is seen that classroom teachers think of the limitations of individualized education as; 1. Require preparation separately for each and every class, 2. Planning is needed for each subject, 3. The student's sense of responsibility should be highly developed, 4. Teacher should know about the components of education programme very well, 5. Teacher should be aware of all the resources of the subjects, and 6. Teacher must be able to guide students in every area. Some of the views from volunteering classroom teachers are as follow:

'One of the limitations of individualize education is that preparation is needed before covering every single topic, the course of subjects should be planned, and the teacher must know the objectives, content, learning experiences, and assessment and evaluation well. Also student should have high sense of responsibility to handle their part' (T33).

'There is a lot to do for teachers on individualized education. Firstly, teacher should make plans regularly, convey responsibilities to the students, help them gain the sense of responsibility if it is not developed yet, and guide them to be successful at all times' (T84).

'Individualized education raises success of students and pushes the teacher forward at the same time. Teacher should be making plans from the top to the bottom, should prepare himself/herself or every class, should go through the resources before lessons, inform the students about the sources, and constantly evaluate students' level to reach the objectives' (T99).

'The students need to reach various resources, specifically internet and computer, to practice individualized education. Teacher should be continuously making plans to lead students and achieve success, prepare for each class, should know about objectives, content, teaching and learning experiences and evaluation methods, and guide students by tracking them closely' (T133).

Examining the opinions of participant teachers on individualized education, it was concluded that the toughest role on individualized education is assumed by the teacher as teachers would have to make plans for education, prepare for each class repeatedly, should know about setting up educational programmes well, should be aware of the resources, and should prepare the materials needed for the classes (İlik, 2018; Arivett, Rust, Brissie & Danbsy, 2007; Sarı, 2004). Apart from those, developing the sense of responsibility for students, providing guidance, supporting individual studies are also teacher's tasks. Therefore, teachers who are willing to work with individualized education should be self-sacrificing from many aspects, study regularly and refresh themselves.

Conclusions

This research was carried out with 187 teachers working in primary schools in city center of Hatay associated to Hatay Provincial Directorate of Education, with the voluntary participation. For the study, firstly interviews were made with classroom teachers outside the sample space and through these views as well as literature search performed, a semi-structured interview form made up of 5 questions was obtained by the researcher. This form was reproduced and used in the research to collect the data.

Question 1. What does individualized education mean in terms of education and teaching?

According to primary school teachers attending the study, individualized education means; a student-based education, planned education, individual differences in students, individual study, perfection in education, reinforcement of classes, rapid education, planned study of the student, personalization of education, activeness for student at all times, and individual responsibility. Some other researches also reveal usage of similar expressions about individualized education (Avcıoğlu, 2011; Erden, 1998; Ersan & Ata, 2017; Gözütok, 1991; Kuyumcu, 2011). According to Sarı & İlik (2014), individualized education expresses the needs of students and the actions taken to meet these needs. Examining the expressions of teachers on individualized education, it is possible to say that the necessities of modern world education and many practices countries wish to apply in their education are emphasized. Based on the expressions of teachers, it was concluded that individualized education can be put into use in many steps of education from primary schools to universities.

Question 2. What are the advantages of individualized education for students?

The teachers described the advantages of individualized education for students as; it develops sense of responsibility, it develops searching skills, it increases self-confidence, it gives the chance to learn different content, it raises readiness level, it helps students evaluate themselves and it increases academic success. For individualized education to be used in education and teaching, students should particularly be conscious and responsible. This is because when the teacher presents the subjects to covered in upcoming lectures to students, all the students should research about it and get to know it. Some other studies found out that individualized education supports the feeling of responsibility, motivation, education and behaviors and therefore is beneficial (Diamond & Carpender, 2000; Ersan & Ata, 2017). It was figured out that only conscious students with a sense of responsibility could regularly study and come prepared to the classes.

Question 3. What is the role of the teacher in individualized education?

Teachers are managers in the classroom. Therefore, the plans and programmes regarding to the subjects to be covered are done by the teachers. The participant teachers stated that the roles of the teacher according to individualized education are; setting the objectives of education, determining education methods, determining the student success evaluation methods, allowing students to learn by themselves, management of time, and evaluation of students. Inspecting the subjects and practices selected by the teacher, it is obvious that all these roles can only be performed in the supervision of the teacher. Then, individualized education puts important, effective and numerous roles on teacher's shoulder. Öztürk (2009) also found out in his study that individualized education could be more

beneficial when the teachers play their role efficiently. Therefore, in this study for the teachers to carry their duty in individualized education, it is revealed that they should use the time effectively.

Question 4. Which aspects should be cared about the most, when the classes are arranged based on individualized education?

Classroom teachers are active players of almost all classes and they make plans separately for each class. While preparing schedules based on individual education, they stated that; the classes should be student-based, focused on students' readiness, objectives should be determined based on students' level, groups should be arranged with respect to readiness and personal studies, plans should be flexible, individual studies should be supported, events such as theaters and conversations should be set up, and the resources needed for the classes should be provided to students. Some other studies revealed that teachers are important in every phase of individual education from developing educational programmes to making the plans (Batu & Kırcaali, 2011; Sucuoğlu & Kargın, 2006; Sucuoğlu, 2006). The analysis of the teacher responses show that teachers that will lecture based on individualized education or make plans according to individualized education need to know educational programmes and the taught classes and the subjects of those classes deeply. It was concluded that teachers should have enough knowledge on preparation and planning of educational programme, selection of materials, selection of teaching methods and course contents.

Question 5. What are the limitations of individualized education?

Individualized education may have some limitations just like every other educational system. The teachers pointed these limitations as; requiring separate preparation for each class, making plans for each subject, requiring student to have higher sense of responsibility, needing the teacher to know the components of educational programme very well, knowing all the resources in the field and guiding students in every area. The analysis of the responses show that the most prominent issue is about the time. Since the teacher are supposed to make preparation for each class and arrange materials to be covered in the classes, they won't have much free time and might feel stressed therefore. The researches show that in terms of both education system and practices, individualized education should be systematized (Ersan & Ata, 2017; Özen, Ergenekon, Ülke-Kürkçüoğlu & Genç, 2013). According to Zastrow (2014), students, families and teachers should be provided with resources on individualized education for social and emotional behaviors if necessary. Thus, it was found that providing educational programme to be followed with individualized education and required resources through National Ministry of Education would be more appropriate both for central education approach and for economical and time-wise advantages.

The inspection of interviews and forms in the study show that there are two matters that teachers are anxious about regarding individual education. The first issue is the preparation of educational programmes based on individualized education and the second one is the lack of time for preparation of programmes and also for the practice in the classroom. Previous studies also show that teachers seem to be considering themselves incompetent on preparing educational programmes based on individualized education (Çerezci, 2015; Kuçuker, Kargın & Akçamete, 2002; Yell & Drasgow, 2008; Çuhadar, 2006). It is suggested that the volunteering teachers can be provided with in-service training on these matters. Some other studies state that teachers should be offered conferences, seminars, symposiums, and in-service training about individualized education.

Suggestions

The existing education system in our nation is student-based constructivism theorem. According to constructivism theory, the students is on the focal point of classes. The teacher guides the students. However, according to constructivism theorem, teacher takes care of students as a whole and individual attention is in low levels. Therefore, necessary changes should be made on existing education system to

arrange education programme based on individual system, and students should be improved both emotionally and academically through one-to-one attention.

According to individualized education, the students in the classroom should have high sense of responsibility, keen on doing researches, have high motivation, conscious, like learning and are ready at all times. Thereby, students with lack of these skills should be supported by related institutions and brought to the desired levels.

As teachers get ready for the subjects to be taught in class or make plans, they must know about targets, content, learning experiences and assessment and evaluation extensively. Those who have deficits in these issues or cannot use the components of educational programme well should be informed on programme development by enlisting help from educational faculties of universities and academicians.

If the teachers manage their classes based on individual education, they should be aware of how to assess student's success and which methods to use. Teachers also should inspect academic success of students at some periods and follow them. Therefore, they should be aware of the methods used in assessment and evaluation. The teachers feeling incompetent in this matter should be given supporting services by the experts of the field.

Another point to think about for individualized education is involving students with social events such as theaters, painting, foreign languages, poetry, chess, and competitions etc. For this kind of events, the monetary and moral support should be provided by both school management and the parents. People from different institutions can also be asked for help if necessary. Some studies in the subject also discovered that the help of experts on materials, social events and other issues should be attained if needed (Sucuoğlu, Ünsal & Özokçu, 2004; Menlove, Hudson & Suter, 2001).

All the subjects and topics to be taught with individualized education must be re-prepared based on the system of individualized education. Thereby, both the burden on teachers will be eased and they will be allowed to have some time for themselves, making them work more actively and lively.

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