

The Views of Teachers about Home Education Services¹

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Abstract

The students who cannot get involved in mainstream and formal education and who are in need of special training because of several reasons can benefit from home education services, alternatively. Home education services are an inseparable and important part of education system. When the literature is examined, it is seen that there is so little research done on home education services. So, the purpose of this research is to determine both application-oriented and process-oriented views of teachers who participate in home education services. In accordance with this purpose, both application and process oriented views of the teachers who participate in home education services are determined by the open ended questions based on literature. The provided questions are applied on working group after put into final form thanks to the views of leading experts. In this research, which is a qualitative research type and descriptive case study, the working group includes three teachers who are defined by the homogeneous sampling of purposeful sampling methods and working in home education services in Agri province. Descriptive analysis has been used for analysing the data taken from the research. Charts are used for the presentation of findings. According to the findings of the research; all of the teachers in working group believe that home education services are necessary and useful. It has been determined that the teachers in working group consult to home education services for different reasons, they have various problems in implementation of process and they have given common answers for the part of the deficiencies of the process and suggestions for filling the deficiencies. It has been believed that this research will contribute to literature.

Keywords: Home education services, the views of teachers, education

1. Introduction

1.1. Introduce the Problem

From past to present, there are various differences among individuals in terms of health as many other subjects. Some individuals can be faced with any obstacles and this obstacle can affect the life of that individual. The individual needs more support about the obstacle s/he has in the rest of his/her life. The individual can be supported the most by his/her parents about this. The fact that the parents accept the obstacle of the individual and that s/he needs special education affects his/her attitude towards the obstacle and the meaning they attribute to his/her education (Şanlı, 2012). With the decision made by the parents about the education of the individual, the teacher in cooperation with the family has a crucial duty about this. The profession of teaching is not just having all the necessary academic equipment but it is a special profession which can be done by having emotional equipment like love, patience, tolerance (Uğur, 2015). The teachers who participate in special education experience the emotions in the second dimension more intensively and are to be more patient and tolerant towards these different and special individuals. It should be accepted as a primary aim to give education in the direction of the individuals who need special education considering the principals and aims of the law and legislations in cooperation with the parents.

The individuals needing special education needs being accepted by the society, meeting their own needs, being in harmony with their environment, being beneficial to the society, being independent and creative according to their disability. These needs are only possible with special education within legal framework (Çitil, 2009; Acar, 2000). Necessary legislative regulations have been made by the government for the individuals who need special education to utilize the principal of “equal opportunity in education” like normal individuals (Uğur, 2015). Some of these legislative regulations are as follow:

- In the Basic Law of National Education: “Woman, man, anybody are provided equal opportunity in education. Special measures are taken to train children who needs protection and special education (RG.

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Sayı: 14574 Tarih: 24.6.1973).” makes the rights of the individuals who need special education and equality in opportunity put under protection.

- In the Law related to the Handicapped: “No reason can prevent the handicapped from getting educated. The handicapped are made to utilize lifelong education based on equality without any discrimination in integrated environments in their environment considering their special situations and differences. Holistic plans are included in general education system to provide the handicapped to get educated in each level. The handicapped are presented necessary psychosocial support and nursing services proper to their situation in their environment to live independently. In the presentation of the support and nursing services, biological, physical, psychological, social, cultural and moral needs of the individual are considered including his/her parents. The necessary works for the standardization, development and generalization of the support and nursing services are carried out by Ministry of Family and Social Policies (RG. Sayı: 25868, Tarih: 07.07. 2005).” This statement put the rights of the handicapped under protection and regulations have been made considering their needs.

In the direction of general objectives and basic principles of Turkish National Education, it has been based on the fact that the individuals who need special education should start their education “at early ages”. Even though the primary objective in special education is to plan and maintain the education with inclusive education for the individual without getting leaving the social and physical environment as much as possible (MEB, 2006), there exists individuals who cannot attend the school because of their health problems and handicap. In this respect, these individuals utilize home education services which are the research subject of our study. As defined in Ministry of National Education Home and Hospital Education Services Instruction, home education services can be defined as “Education based on the principle of delivering education services at home to those who are in need of special education in the age of compulsory education and who cannot benefit directly from organized educational institutions that apply any kind of pre-school, primary education or special education programs due to health problems” (MEB, 2010). By definition, education at home is an application that is beneficial for students who are physically disabled or who cannot go to school due to health problems. In order to be able to provide home training services according to the directive; "Parent application petition, student certificate, home environment situation determination and evaluation form, parental contract, evaluation board report" which indicates that the individual cannot benefit directly from the organized educational institution for at least four months, or that it will have negative consequences if benefited directly are required. "The decision that the individual utilizes education at home services shall be taken by the board in line with the evaluation board report and it is reported to the Counseling and Research Center, the school and the parents in black and white. After the written report, teachers who carry out special education duties, visual, hearing and mentally challenged classrooms teachers working in counseling and research centers, preschool, classroom teachers and teachers from other branches from the school in which the individual is registered or from other schools are assigned to carry out the education services by the Counseling and Research Center according to the primary education needs and characteristics of the individual. While planning for the training service is being made, the place of residence of the teacher and the place of residence of the primary school of the individual are taken into consideration”(MEB,2010). In home education, planning is made considering mainly the individual's needs and educational environment and 10 (ten) hours a week at least is compulsory. The decision that how many hours of the class hours should be is decided by the board. Work to be done in order to increase the efficiency and continuity of the process is also planned within the class hours. In home education services, the learning of the student is maintained by preparing individualized education program (IEP) proper to the school in which the student is registered in the direction of the needs and characteristics of the individual. In home education, the development, the health status of the individual and what s/he can do are evaluated continuously and the necessary arrangements and changes are made accordingly. Assessment of the individual's achievement status is conducted in connection with the school in which s/he is registered (MEB, 2010). All the steps and issues related to home education have been specified in the directive. In the practice of home education services, the family also has responsibilities as an important part of education. According to the directive; Responsibilities of the family can be listed as follows: Arranging the home environment in order to make the education at home effective. To ensure the preparation of the environment in association with the board if necessary physical arrangements cannot be made in the home environment. To provide information on BEP according to the needs of the students and to cooperate with home education teachers to ensure continuity of education to achieve the objectives by joining the process. To be in contact and in cooperation with the school where the student is registered, to participate in family education programs and to facilitate the interaction between the teacher and the individual, and to ensure that the course is organized in a way that enhances the productivity (MEB, 2010). In order for the educational process to be effective and useful, it is

necessary for the parents to fulfill their responsibilities in accordance with the needs of the individual and the recommendations of the teacher.

There are studies on home schooling in America where home schooling has been spread since the twentieth century and in other countries where legal home schooling like in America has been accepted. From these studies, it has been determined that home schooling applied in our country and home schooling applied in America and many European countries are not the same applications. Many studies on home schooling in other countries outside Turkey show that home schooling is an alternative education appeared because of different religious, economic, ideological and pedagogical reasons. One of the parents or the special tutor teaches the child in the home school and the child does not go to the school (Akgündüz, 2008; Tösten, Elçiçek; 2013; Kaya,2015; Akdağ, 2006; Taşdan, Demir; 2010; Şad, Akdağ; 2010; Memduhoğlu, Mazlum, Alav;2015). In European countries, home schools can be given as an alternative education to healthy individuals by the parents due to various reasons, while educational application at home in our country is an application in which individuals are educated in need of special education which cannot be continued due to health problems or obstacles. Home education in Turkey which was arranged only in 2010 is a new application given to individuals who are in need of special education, which is a very limited fraction (Taşdemir, Bulut; 2015). As Şad and Akdağ (2010) stated there is a need for a certain infrastructure for this practice to be fully realized in our country, and as Taşdan and Özdemir (2010) stated it is known as an alternative education model which is not suitable to our country due to reasons such as legal dimension, financial resources, teaching technologies, family factor.

There are few studies on the application of educational services at home, which provide an alternative education service to the individuals with health problems and those who cannot participate in normal education due to their disabilities. There are very few studies on the process and implementation of education services in our country (Taşdemir, Bulut; 2015). For this reason, it is believed that our work will contribute to the study and work on the educational services at home.

1.1.Purpose

The main purpose of this study is to determine the practical and process-oriented views of teachers working in home education services. In response to this basic objective, answers to the following questions were sought:

- What are the obstacles of students who are trained in home education services?
- How many hours per week are the students being taught at home for educational services and what are the criteria that home education teachers set these times?
- In which area is the training given to students who benefit from home education? Are the educational materials used or are the supplementary sources utilized?
- For what purpose do the teachers apply for home teaching services?
- How do home school teachers find the application of home education services? How does this practice contribute to the development of students?
- How is family support for home education services?
- What are the positive/beneficial aspects of implementing home education services according to home education teachers?
- What are the negative aspects of home education services according to home education teachers?
- What are the problems faced by home education teachers in implementing education at home services and what are the shortcomings of the process?
- What do home school teachers recommend for implementing home education services to be more effective?

2. Method

In this section, the research model, study group, collection of data and analysis of data are included.

2.1. Research Model

This research is a descriptive case study in the kind of qualitative research. The case study is a widely used approach in qualitative research. The most basic feature of qualitative case studies is the fact that one or more cases are analyzed in depth. Factors related to the situation (environment, individual, events, processes, etc.) are investigated through a holistic approach and how they affect the related situation and how they are affected from

the related situation are emphasized (Şimşek ve Yıldırım, 2013)

2.2. Study Group

The study group of the study consists of three teachers who were selected with homogenous sampling, one of the purposive sampling methods, among 67 teachers working in home education services in the province of Ağrı in 2015-2016 academic years. Purposive sampling is an improbable, non-random sampling approach. Purposive sampling allows to conduct in-depth analysis of the cases which are rich in terms of information depending upon the purpose of study. It is preferred when it is desired to work in one or more special situations that meet certain criteria or have certain characteristics (Büyüköztürk, 2015). Purposive sampling methods are useful in many cases, in discovering and explaining phenomena and events. The objective in the homogeneous sampling method is to define a specific sub-group by creating a small, homogeneous sample (Şimşek ve Yıldırım, 2013).

The characteristics of the participants in the study group are indicated in Table 1, Table 2 and Table 3.

Table 1. Gender distribution of education at home teachers As seen in

Gender	f
Male	2
Female	1
Total	3

Table 1, the study group consists of three teachers working in education at home services, two of whom are male and one female.

Table 2. Age distribution of education at home teachers

Age	f
A1	27
A2	36
A3	34

As shown in Table 2, one of the three teachers in the study group is 27, one is 34, and the other is 36 years old.

Table 3. Occupational field and occupational seniority distribution of education at home teachers

Occupational Field and Occupational Seniority	
A1	Special education teacher for mentally retarded - 3 years
A2	Classroom teacher- 5 years
A3	Classroom teacher- 5 years

As seen in Table 3, while the two teachers in the study group are a classroom teacher and have a five-year occupational seniority, the other teacher is a special education teacher for mentally retarded and has a three-year professional seniority.

2.3. Data Collection

The data of the study was collected using the interview technique. Interviewing is a verbal communication process between at least two people. The interview can be expressed in the form of collecting data from the interested parties in the survey questions. Interview is a very flexible research tool and it provides in-depth information about a particular research topic or question (Büyüköztürk, 2015). Through interviews, we try to understand unobservable facts like experiences, attitudes, thoughts, intentions, interpretations, mental perceptions and reactions. In this process, it is the main task of the interviewer to ensure that the other party responds to the questions in a comfortable, honest and correct manner (Şimşek ve Yıldırım, 2013).

A semi-structured interview form was prepared by taking the opinions of the experts in the field and considering the literature in the direction of the purpose of study in the collection of the data of the research. In line with the prepared interview form, participants were asked questions about personal information and ten open-ended questions. The questions in the interview form are as follows:

- Gender:

- Age:
 - Occupational Field and Seniority:
1. What is the disability of the student you are tutoring at home educational services?
 2. How many hours per week do you tutor for home education services? What are the criteria for setting these hours?
 3. What area do you tutor your student? Do you use educational materials or do you benefit from a supplementary source?
 4. For what purpose did you apply for home education services?
 5. How do you find the application of home education services? What is the contribution of this practice to the development of students?
 6. How is parents' support for home education services?
 7. What are the positive/beneficial aspects of implementing education at home services?
 8. What are the negative aspects of implementing education at home services?
 9. What problems do you face when implementing education at home services? What are the shortcomings of the process?
 10. What are your recommendations so that home education services can be more effective?
 11. What you want to add ...

The three teachers in the study group were asked about the questions on the interview form and the interviews were conducted by voice recording the teachers' answers to the questions.

2.4. Analysis of the Data

Descriptive analysis was used in the analysis of the data. In the presentation of the data, tables were used. The data can be presented taking into account the questions or dimensions used in the interview and observation processes. In descriptive analysis, direct citation is frequently given in order to dramatically reflect the views of the interviewed or observed individuals. The purpose of this type of analysis is to present the findings to the reader in an organized and interpreted way. For this purpose, the obtained data is first systematically and explicitly described. Then, these descriptions are explained and interpreted, cause-effect relations are analyzed and several results are reached. Associating, understanding and forecasting of obtained themes can also be among the dimensions of the researcher's interpretation (Şimşek ve Yıldırım, 2013).

Findings and Interpretation

In this section, the findings obtained in the research are presented in tables and interpreted.

Table 4. Information about the handicaps of the students who have been educated in education at home services of the teachers in the working group

The Handicap of The Student	
A1	Physical\ bodily
A2	Physical\ bodily + mentally disabled at mild level
A3	Physical\ bodily + learning disability

As it can be seen in Table 3, all of the teachers in the study group responded jointly to the question "What is the obstacle of the student you tutor through education at home services" as the handicap of the student is "physical disability". Besides, the teacher in A2 responded that the student was also mentally disabled at mild level, and the teacher in A3 responded that the student also had a learning disability.

The original responses of the teachers in the study group to the disability status of home schooling students;

A2; "He has a mental disability and physical disability at mild level. Of course, as it is education at home, he cannot go to school. His hands shake a little bit. He has problems with his legs. He cannot go to the school because he cannot walk properly. Of course, shaking in his hands causes problems in writing. Also, he has mental disorder at mild level."

A3; "His disability is mostly related to physical disability and learning disability. His physical condition began at

the age of six and ended at twenty. He had a disease similar to myolysis. They told me the name of it but I don't remember. The child is falling all the time, getting weaker and weaker. But he starts to walk like a healthy child when he is born. In time, he becomes like this. "

Table 5. The Answers of the Teachers in the Working Group to the Question "How many hours per week do you train for home education services? What are the criteria for setting these hours? "

Table 5.1. How many hours a week does the teachers in the study group tutor the students?

The Hours A Week	
A1	8 hours
A2	8 hours
A3	8 hours

According to findings of Table 5.1, all of the teachers who participated in the study provide eight hours of instruction per week.

Table 5.2. Course time setting criteria of the teachers in the study group

Course Time Setting Criterias
<ul style="list-style-type: none"> The availability of the parents (that the wife is not alone at home but her husband also is at home, etc.)
<ul style="list-style-type: none"> The hours we go to and leave the school
<ul style="list-style-type: none"> The need of the child and his/her disability

According to the findings of Table 5.2, the criteria of the teachers in the study group that set the hours are collected in three common headings: 'The availability of the parents, the hours the teachers go to and leave the school, the need of the child and his/her disability.

The original responses of the teachers in the study group who participate in education at home services about how many hours they train the students and how they set these times:

A2; "I teach eight hours a week. When setting these hours, it is important for us to consider the availability of the parents and our time to go to and leave the school. Depending on the family more, we are talking with the family. We are doing our plan according to which day they are available. I train for four hours a day. I go two days, and that's eight hours."

A3; "Normally, it is eight hours a week. We divided it into three days. We were attending as two separate teachers every two days. Six days in total. You do not want to go as a man in the eastern region when only the lady is at home. So we were doing it after half past five. It took like from half past five to half past eight or nine o'clock. It was not less than two and a half hours a day."

It is possible to say according to the responses of the teachers that the daily education services are determined according to different criteria's like availability of family members and it was not less than eight hours a week.

Table 6. The Answers of the Teachers in the Study Group to the Question "In which field do you teach your learners? Do you use educational materials or do you benefit from supplementary resources? "

Table 6.1. In which field the teachers in the study group teach their learners

In Which Field The Student Get Educated
Considering the disability of the students mostly;
<ul style="list-style-type: none"> Mathematics
<ul style="list-style-type: none"> Turkish
<ul style="list-style-type: none"> First reading and writing

According to the findings of Table 6.1, it was determined that the teachers who participated in the study gave more training in the fields of "Mathematics, Turkish, First Reading and Writing" mainly by the disability status.

The original answers of the teachers participating in education at home services to the question in which fields they train the students:

A2; “We have two teachers going. I am only teaching Turkish – Mathematics. Four hours of Turkish, four hours of mathematics. Turkish is first reading-writing emphasized. The student has been with me since the first grade. This is my second year. I taught all the lessons in the first year. In the second year, there are two different teachers. Sixteen hours in total. We divided the courses as eight hours for me and eight hours for the other teacher. I only teach Turkish – Mathematics. The other teacher teaches the rest of the courses.”

A3, “The student I taught last year seems to be at fourth grade but he doesn’t know reading and writing. We only taught Turkish and Mathematics at the level of first grade.”

It seems that the teachers in the study group aimed to teach reading and writing to their students as a first aim.

Table 6.2. The use of materials and supplementary sources of teachers in the study group

The Use of Materials and Supplementary Sources	
The teachers use all of them;	
•	Two-dimensional material
•	Three-dimensional material
•	Leaf test
•	Drawing exercises

According to the findings of Table 6.2, all teachers participating in the study are using materials and resources.

The supplementary resources and materials used are expressed in common headings as follows: "Two- and three-dimensional materials, leaf tests and drawing exercises (resource books for primary and secondary writing)"

A2; “Of course I give the material. We used two-dimensional material in Turkish. In mathematics, for example, we use three dimensional geometric shapes, I sometimes teach them by showing them.”

A3; “We were giving material at normal values. So we did not use too much. Leaf tests, drawing exercises; we were not using a three-dimensional material. Already the three-dimensional material would be out of purpose. The student is old, he cannot read. He had a problem with his hands in holding because he had only physical condition. And that was solved with drawing exercise, which we used at the first grade with the supplementary sets.”

Table 7. The answers of the teachers in the study group to the questions "what purpose did you apply for educational services at home?"

Application Purpose	
A1-A3	Financial reasons (extra hour)
A2	The demand of the family, teacher, and knowing the student from the past

As seen in Table 7, while the teachers in the study group, A1 and A3, applied for home education services for financial reasons; the teacher in A2 applied for demand of the family, knowing the student from the past and his/her own demand.

The original answers to what purpose home teaching teachers in the study group have applied for at home education services:

A3; “It is for sure for extra hours, my dear teacher. Because the conditions are too bad, my teacher. It worse when it is winter. We teach a child ten people in one room. The TV is on, the little children play around. That is, extra hours for this course, that means it is a source of income, for which these people do it. It is not a thing to do with great love. May be, if it was in the Western regions, the conditions would be better. That it, kid’s own room, the temperature... I’d do it. But here there’s no such things. Actually, it’s good to tell the truth.”

A2; “I’ve known this student before. This student came to the rehabilitation center. I’ve been working there for two or three years before. Then the family asked for it. They told me that their child has something like this. I never heard of anything that he had before. I thought if it might be. Both the family and I wanted it. I started teaching like this. The student was a good one, social as well. He had only physical disability. He also had mental disability. We overcame it over three years of course. He is much better right now. Of course, there is no

individual to be sacrificed in education. So, I go there with pleasure.”

The reasons why teachers apply for education at home differ. For this reason, it has been determined that the expectation and satisfaction levels of the teachers about education at home are different.

Table 8. The Answers of the Teachers in the Study Group "How do you find the application of educational services at home? What do you think is the contribution of this application to student development? "

Table 8.1. Teachers' views on how education at home services as a practice are as a practice

Education At Home Services As A Practice
• Good practice, although there are many drawbacks of process and application.
• An application that prevents the student from getting any education due to his / her disability.
• It is a good practice to keep the education of the students who cannot go to the school.
• It provides additional income for teachers.

According to the findings of Table 8.1, the responses of the teachers in the study group show how the implementation of home education services is organized under the following headings: "Good practice despite the fact that the process and the application have many shortcomings. It is an application that prevents the student from getting any education because of his disability. It is a nice application that keeps the education of the students who cannot go to the school. It provides additional income for teachers."

The original answers of the teachers in the study group related to how they find the education at home practice:

A1; “Good practice. This means that children who cannot go to school can continue their education. Also it provides additional income to teachers who give education.”

A2; “To tell the truth, it is a little limited because it cannot provide the socialization opportunity for the student as it’s conducted at home. It would be better for this student to be at school. But because she has a physical disability, I think it is a very useful education because we can cover it with this education. Home education is a good practice for the student. I think it would be more useful if the parent wants it, if the teacher is really willing and if s/he is not pursuing other goals. We’ve made a great progress for the student for three years now.”

A3; “About how I find this application. I mean it’s far better than nothing. I mean even for the worst child. There are a lot of students with total physical disabilities. The teacher goes. I mean, the only change in her life can be the teacher who tutors her. It’s good but also bad. And let’s not forget its social perspective. For example, I used to take the student to the park once a month and had fun with her. Of course it has a lot of contribution to the education. I teach learning, reading-writing.”

Table 8.2. The views of the teachers related to how is the contribution of education at home services to the development of the student

Its Contribution To Student’s Development
• It contributes to the development of the student.
• It is very difficult or too slow for a student to progress in the education (A1A3)
• I can easily advance in education with the student.(A2)

According to the findings of Table 8.2, all of the teachers in the study group believe that home education services contribute to the development of the learner. However, the teachers at A1 and A3 stated that it was very difficult or very slow for the student to progress in education, the teacher in A2 says that his / her student has progressed well in education.

A1; “I believe that it contributes to the development of the learner for sure. Because a student who cannot go to the school cannot get any education. But because s/he is getting educated at home, I mean the curriculum at the school is applied at home. By degrading it to the student’s level. It is very difficult to progress with such students. But it is better that he get educated than nothing.”

A2; “I can advance with the student. The fact that the student is a mild mentally handicapped student did not give me the opportunity to make BEP, MEP for this student. Because the student is good, I’m advancing according to normal schedule, I’m teaching those lessons. Of course there are a few shortcomings compared to a normal student, but I think that he will fix them over time. "

A3, “Progress is very difficult with such students. There is little progress because of the condition of this disease. We made to read by spelling for a year. I went constantly, he is always with me. We were teaching as two

teachers, three teachers were changed in the other group. I mean, they quitted. I've worked with three teachers. He made to read and write. I mean he made to read but because of his condition his writing is a more problematic. He has problems with his hands in holding things. He cannot gather his fingers together. And because of this, he has problems in writing."

Table 9. The answers of the teachers in the study group to the question "how is family support for home education services?"

Support of The Parent to The Education	
A1- A3	<ul style="list-style-type: none"> No support from the parents.
A2	<ul style="list-style-type: none"> The parents are very concerned, helpful and supportive.

As it can be seen in Table 9, teachers in A1 and A3 in the study group stated that there was no support for the education by the family; the teacher in A2 stated that the family is very concerned, helpful and supportive.

The original answers of the study group teachers to the support of the family in home education services:

A1; "I think there is no. In this environment. I do not know maybe it's because of the environment. I think there is no at all. Most of them think that the child left them alone but it is not important how s/he does it. I mean they haven't helped me so far. Even they haven't done the homework I've assigned."

A2; "The family is a very concerned family. They already are taking him to physiotherapy and also rehabilitation center. They are also in contact with counseling and research center. A concerned family. Both the father and the mother. Because when I first met with the student, his condition was not so good. But now, he is far better. Of course this is related to the attitude and concern of the parents."

A3; "The family does not have any support. Even the material that the teacher himself bought, took to the home and left there disappears the following week. They support at this level! We were doing almost everything. We bought anything that their son needed for his education. I mean like stationery. When you go the following week, none of them exists. We cannot even make them do the homework we assign. We had to pass the subject with two or three leaf tests. Apart from that, no repetition, studying was done."

Table 10: The Answers of the Teachers in the Study Group to the Question "What are the Positive and Beneficial Aspects of Practicing Educational Services at Home?"

Positive aspects of the Application
<ul style="list-style-type: none"> For those students who are physically disabled and cannot go out at all, the only change in their lives can be the teacher who comes to the home to tutor, which cling the student to the life.
<ul style="list-style-type: none"> Education at home means spending quality and different time at home for the students.
<ul style="list-style-type: none"> Without this training, the students who could not attend the school could survive without any education.
<ul style="list-style-type: none"> A useful application for closing the gap of the physical disability of the learner with this training.
<ul style="list-style-type: none"> A useful application in terms of acquiring a person and reintegrating them into the society.

As seen in Table 10, the teachers in the study group expressed positive and beneficial aspects of implementing educational services at home with different perspectives. Positive statements like "For those students who are physically disabled and cannot go out at all, the only change in their lives can be the teacher who comes to the home to tutor, which cling the student to the life", "A useful application in terms of acquiring a person and reintegrating them into the society" were determined.

The original answers of the teachers in the study group related to the positive aspects of education at home services.

A1; "Like I said, the kid sees a different person. I mean this applies to children with physical disabilities. They cannot get out. They cannot go to the school. They see a different face. They can get as much training as possible. So, what is the school, the course they learn and they do not live without seeing them. They spend different,

quality time.”

A2; “That means you win an individual. You give training. This individual can be useful to society in the future. S/he can work somewhere. So, with this aspect, it’s a very useful application.”

A3; “Of course it has contribution to the education. This contribution becomes more significant in terms of socializing. It is education at home after all.”

Table 11. The answers of the teachers in the study group to the question "what are the negative aspects of implementing educational services at home?"

Negative Aspects of The Application
• Due to the limited number of class hours, adequate training cannot be given.
• Some home environments are not suitable for education at home.
• The teacher and the lesson are not taken seriously because of the environment.
• Excessive expectations of the family from the teacher
• The child cannot go out because of his handicap and thus his socialization is limited
• The fact that the family is unconscious
• The family consider the education as a formality and do not take the education seriously.

As shown in Table 11, the teachers in the study group expressed the negative aspects of implementing home education services from different perspectives. The statements like “Due to the limited number of class hours, adequate training cannot be given”, “The child cannot go out because of his handicap and thus his socialization is limited” were determined.

The original answers of the teachers in the study group related to the negative aspects of education at home services.

A1; “Its negative aspects are that the children cannot get adequate education because of limited class hours. A child who takes six hours a day in normal education takes eight hours a week at home. They cannot get enough education. The environment is home environment. The teacher is not taken seriously because there is no school environment. The child is not preparing for a lesson but he’s preparing as if to play a game. Some families are in great expectations. As if the teacher had a magic wand. They want that the child made to read and write, solve the mathematics, do multiplications and dividing.”

A2; “As I said, because it’s education at home, the child is put away from the environment and only his parents and close relatives interact with him. Of course if he is within the school, he can get socialized a lot more. But, we can do it like this. I mean he is taken to the school once or twice a week. I know that he attends some of the classes. His family takes him. Of course I told them to do.”

A3; “It has a lot of negative aspects related to both the environment and the education itself. The family considers the education of their child as a formality but nothing more. I can’t tell that there is a negative thing for me. I mean because I give education at home, there is no point that the student can fall behind or can have any shortcomings.”

Table 12. The answers of the teachers in the study group to the question "what problems do you encounter in implementing home education services? what are the shortcomings of the process? "

The Problems and The Shortcomings of The Process	
A2	<ul style="list-style-type: none"> I've never experienced any problems.
A1-A3	<ul style="list-style-type: none"> Due to the fact that the environment in which the education is given is not school environment, the education is not taken seriously. The homework which is assigned by the teacher is done by others, or never done or lost. Limited class hours. The family is not conscious and do not support the education The family expects a miracle from the education. The school that the student is registered and the education at home services are disconnected from each other.

As shown in Table 12, one of the three teachers in the study group (A2) did not have any problems during the practice of home education services, but the other two teachers (A1 and A3) stated that they were experiencing problems during their education at home and the process has shortcomings like "Limited class hours", The school that the student is registered and the education at home services are disconnected from each other."

The original answers of the teachers in the study group related to the problems they experience and the shortcomings of education at home services:

A2; "I, personally, haven't experienced any problems. Neither with the family or the child. The student is registered to our school. He was transferred to another school. We are in contact with the teacher in that school. About the classes or logging in the grades. We carry out these altogether with the management and the teacher in that school."

A3; "The problems we experience are generally related to study environment and family structure. The insensitivity of the family is a really big problem. They are fond of the child emotionally but I think the family has this idea. Almost all family members have this idea. Even if the child gets educated, he cannot take care of himself. This is because of the lack of education of the family. It can be an attitude that they accepted the child as he is. The child will be burden to them. They will take care of him. They will meet all his needs and conditions. Both materially and spiritually. I think because they think that they will always be there for their child, they do not care about his education. Another problem is that the teacher in duty of education at home and the school in which the child is registered are completely disconnected. I mean, I told the school that the child is in the fourth grade but he cannot even read and write. We are going to teach reading and writing to him. Well, are we going to evaluate him to pass these classes according to the syllabus of the fourth grade or according to his success in the classes we give? I think the general idea of the schools is that the child would create any problems. We are in limited contact with the school in which the child is registered."

Table 13. The Answers of the Teachers in the Study Group to the Question "What are your suggestions to make home education services more effective?"

Suggestions
<ul style="list-style-type: none"> The parents should be educated to be more conscious
<ul style="list-style-type: none"> It should be provided that the assigned homework should be done by the student.
<ul style="list-style-type: none"> Works should be done for the education at home services to be taken more seriously by the family and the student
<ul style="list-style-type: none"> Class hours should be increased.
<ul style="list-style-type: none"> More students should be reached.
<ul style="list-style-type: none"> Counseling and research center should strictly control the teachers and the process.
<ul style="list-style-type: none"> The teacher working in education at home services and the school in which the student is registered should be in contact a lot more.
<ul style="list-style-type: none"> The school counselor should visit the family more often and raise awareness of the family about the education at home and the process.

As shown in Table 13, the teachers in the study group made suggestions like "More students should be reached in order for home education services to be more effective. Class hours should be increased. The school counselor should visit the family more often and raise awareness of the family about the education at home and the process."

The original answers of the teachers in the study group related to their suggestion to minimize the problems in the application and the process:

A1; "The class hours can be longer. I mean it could be ten or twelve hours instead of eight hours so that the child could be better. The parents should be made more conscious. The child can be prepared as a teacher is going to teach him, not a guest is going to visit him or they are not going to play games. It should be provided that the assigned homework is not done by the parents but the child. These can minimize the experienced problems."

A2; "I think the class hours can be increased a bit more. For example, if Turkish class is 10 hour normally and the student is getting four hours. And the rest is those classes. The child should be educated as a normal child if his condition allows, which would be better for the child. Considering the counseling and research center, I can say that if controlling is don, that would be better. Because I sometimes hear that some of the teachers exploit it. Apart from those, it is a very useful application for the student. Of course, it should be expanded and more students should be reached. "

A3; "The school and the teacher in the education at home services should be in contact more. Especially, the school counselor should visit the family more often and inform the family that education at home is really important for their child. Think about it, the school counselor knocks their door constantly and talks about the importance of education at home. They would become more sensitive about it."

Results and Recommendations

The following results were obtained in the light of the findings of our study:

Research findings confirm that education at home is an alternative education for physically handicapped individuals. According to the findings of our study, some individuals who benefit from education at home can be in different disability groups such as mental disability and physical disability. All of the teachers in the study group provide home education services for eight hours a week with the guidance and determination of the National Education and Guidance Research Center. In line with the teachers' expressions, mostly two teachers attend education at home services according to the needs and disabilities of the students, and therefore the student is studying sixteen hours a week. It was determined that the criteria for the teachers to adjust the teaching hours were identified under common headings such as availability of family members, the student's disability and need.

Teachers in the study group are mainly teaching in first reading-writing and mathematics. Besides, if there is a second teacher in the student's education, it is included in lesson sharing and planning. Teachers use materials and resources appropriate to the needs and level of the student.

Two of the teachers in the study group applied at home for educational reasons, while a teacher applied for family and student identification and family request. Teachers who have applied for financial reasons stated that the family does not support the education process at all, while the other teacher stated that the family is very concerned, helpful and supportive. For this reason, it has been determined that the two teachers, who are not helped in the education process by the family, have a home-and-family-related problems; the teacher to whom the family is very supportive and concerned stated that he had no problem because the family was concerned and conscious. In light of these findings, it is seen that how effective the family, the most important and integral part of education, is in the educational process.

All of the teachers in the study group believe that education at home is a useful and necessary practice that contributes to the development of the student. These obtained findings support the findings of Taşdemir and Bulut's (2015) study related to views of the parents related to the education at home.

It has been determined that the teachers in the study group gave common answers related to the shortcoming of the process and elimination of these shortcomings. As expressed, one of the shortcomings of the process is that there is little socialization. This confirms the findings of other conducted studies. It is an unquestionable fact that the individuals who go to the state school or the private school earn a lot of skills in terms of socialization (Akgündüz, 2008).

In the light of the obtained findings, it can be said that implementation of education at home services is an

important, necessary and good application for the individuals who have to take home education because of their health problems. However, in the direction of the obtained data, home education services have some shortcomings and problems related to the implementation and process. Therefore, the following recommendations can be made so that an application which is so important can be more effective and useful:

- Family which is an important factor for education at home should be well informed,
- In-service training and courses should be given so that teachers can provide better education,
- The supervision of the institutions that are authorized in the education at home services should be increased in the process and application dimension,
- Materials and resources should be provided according to the child's needs and disabilities,
- The home environment should be organized as suitable for education,
- Alternative education environments should be provided to the families whose home environment is not suitable for education,
- Class hours should be increased,
- Education at home should not be given only to those students who are disabled and need special education but to more students with the choices of the parents and direction of the necessary units.
- In home school practice in European countries, the internet has led to the establishment of websites by providing great support for the communication of parents who have chosen this practice (Akgündüz, 2008), which can be taken as an example and it can be possible for the teachers working in education at home services to share and communicate through websites.

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