

## Private Educational Institutes and Problems of Individuals Receiving Education in These Institutions

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**Abstract:** Since the early times in human history, men have been in a conflict and war against themselves. Previously hot war used to accept a war or fight in a field in which there were two opponents one of which was defeated and the other was accepted as the winner having authority over the loser. However, the developments in technology, invention of split of atom and invention chemical weapons that defect human genetic structure let the war or fights get out of the battlefield and effect mass groups including civilians and have quick results. For instance, the atom bomb released to Japan first killed nearly forty thousand people and its influence lasting decades let to changes in DNAs of many newly born babies. Of the people registered to National Database of the handicapped people, 29.2% of the them are handicapped and 25.6% of them have a permanent condition, 8.8% are orthopedically handicapped, 8.4% have eye disorders, 5.9% have hearing disorders, 3.9% have psychological and emotional disorders, 0.2% have language and speech problems and 18% has more than one disorder or problem. Then, 58.6% of them are males and 41.4% are females (TUIK,2010). The goal of this study is to give voice to the problem of people who have disorders or handicaps from birth or had this condition after an accident, or an illness and to suggest solutions to these problems. For the study literature survey was carried out and heading from the data collected some solutions were suggested.

**Key words:** Private Educational Institute · Handicap · Handicapped

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### INTRODUCTION

Number of the people named handicapped or disabled has increased owing to increase in population, chemical weapons, accidents, relative marriages and undernourishment. People with handicaps or disabilities were isolated from the society and didn't have the right for treatment in the first and middle age. However, after the introduction and development of science and technology, these handicapped people were regarded as normal and they were given the rights of everyone in the society.

All the right defined in the Declaration of Universal Human Rights proclaim that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Then, that handicapped people have the same rights as the other members of the society is also emphasized [1].

The second article in the Turkish Constitution of 1982 involves that The Republic of Turkey is a democratic, secular and social state governed by the

rule of law; bearing in mind the concepts of public peace, national solidarity and justice; respecting human rights. Therefore, the perception of social state means developing new and humanistic policies throughout firstly giving value to individuals and increasing welfare through satisfying them and fulfilling their needs [2].

In Turkey, educational opportunities of children in need of nursing care are provided and carried by state institutions, private and public schools, primary schools and vocational schools, universities, research and application centers [3] and education and rehabilitation centers. Within these institutions, children with hearing disabilities, orthopedically handicapped, autism, language and speech problems are cared and provided educational facilities [4].

**Disabled (Handicapped):** It can be defined as individuals having physical, mental, psychological, emotional and social disability from birth or after and being in need of nursing and rehabilitation so as to fulfill social expectation and personal needs [4].

**Private Institutions and Rehabilitation Centers:**

These are the institutions providing special education in order to solve or minimize individuals’ physical, social and emotional problems and to let them improve survival skills and make socializing easy for them [6].

**Private Educational Schools and Institutions:**

They include every private schools and institutions at various grades, which are under the authority of the Ministry and boarding or day, having programs and methods appropriate for the special learner groups and with staff knowledgeable in training and educating special students [7].

**Individuals with Special Care:** They are individuals whose disability level was supported by health committee report and defined as profoundly disabled and who are in need of help and nursing from someone else owing to not being capable of meeting daily requirements [8].

**Special Education Classes:** These are the classes regulated for the people or individuals having similar problems and requiring special education due to lacking of performance and characteristics [6].

**Mentally Handicapped Individuals:** Mental retardation comes out as the individual cannot deal with daily life and challenges affecting his mental capacity [8]. Creating awareness about features like physical, kinesthetic, mental, social, vocational and working and family background will help to realize them and implement the appropriate methods for them. They have difficulty in comprehending abstract terms, definitions and concepts and their time concept improve later than a normal person. Moreover, they cannot easily adapt to new conditions and situations and their perception and reaction are at low levels and simple [10].

Mentally handicapped is defined as an individual, owing to deceleration, stopping or recession in his mental processes, having loss in his abilities and functions in his

behavior and adaptation compared to normal people [11]. The degree or level of this handicap changes from one to another person. For instance, teaching something to a certain group may be possible, whereas it is nearly impossible for another group. Even more than that, giving toilet and eating education sometimes requires too much dedication.

Mentally retarded children avoids taking up responsibility; their self-esteem level is very low; they are mostly dependent; they have power relationship which leads them to lose their courage easily; they like to be in the center of focus and attention all the time; they are vulnerable and emotional, but they don’t care about how others feel [12]. Of these children who have a significant level of this condition may have language and speech problems owing to their mental condition and slow improvement of mental skills [8]. These children have problem with social etiquette and plays and social rules [10]. They cannot make friendship easily and as their friendship based on their interests, they don’t last long [12].

- ✓ Though mentally retarded children don’t want to take up responsibilities, putting them in charge of some activities in the classroom may be helpful. Any responsibility that they can meet can help them create self-esteem and make them have more courage near their friends.
- ✓ Their mental retardation results in language and speech problems, they should be listened to carefully and with patience to create self-esteem and sometimes they should be provided some help.
- ✓ They should be helped to join the games of their peers. As they have problems with obeying games’ rules, they should be made to join games with simpler rules.
- ✓ To make friendship with the children in the classroom, very simple games letting each member of class join can be played and they can be told how much important friendship is.

Table 1: Below indicates the number of special education and rehabilitation centers

Name of Service	Number of Institutions	Number of the Disabled accessing the Service
Nursing at Home	---	186.457
Official Rehabilitation	61	4.039
Official, Parent Consultation and Rehabilitation Center	10	417
Private Nursing Centers	31	1.506
Total	102	192.419

[9].

**Autistic Individuals:** Autism, emerging in the early years of life, like in the first three years and lasting lifelong, can be defined severe disorders coming out as psychiatric and developmental syndrome related to social relations and fields of communication [13]. To Kanner, it is the tendency that autistic people prefer to be withdrawn rather than communicating with others [13]. It is a common behavior among these individuals to react to emotional stimulus in unusual ways. For instance, nearly half of autistic people show overreaction to tactile stimulus and they don't like to be touched and even more, they get annoyed much by some clothes [14].

The main distinctive feature of autism that is defined as a communication problem is difficulty had with starting an interaction which is the key element in communication [15]. Autistic children can be grouped into two as those with normal intellectual capabilities and those with high intellectual capability. The symptoms observed on autistic children are abnormality in social relations, problems with verbal and nonverbal communication, obsession, repetitive behaviors and narrowness of interests [16]. They are more interested in sensual objects [17]. They have a different posture and perform differences in using their hands; they walk on their fingertips; they repeat certain behaviors; they wobble forward and backward keeping one their foot in front and the other behind and they whirl around themselves [18]. Autistic children, from their early years, don't use or reject using verbal or nonverbal communication channels [15]. They cannot reach the same level of their peers in using facial expression and body language and expressing astonishment and sympathy, which is primarily used in communication [17]. They don't want to be touched or embraced by anyone and they reject getting in physical contact and interacting with the environment [18].

- ✓ To help autistic children get into contact with other members in the classroom, whole class activities can be used, but they should never be forced to communicate with others.
- ✓ As they don't like to be physically touched, classmates should be asked not to unless he wishes.
- ✓ If an autistic has a special ability or talent, he should be encouraged to perform it and his success should be praised.

**Hearing Impaired People:** According to Private Educational Institution Regulation of Ministry of Education [6] is a condition wherein the ability to detect

certain frequencies of sound is completely or partially impaired, affecting both social and education performance of the individual through having difficulty in speech, use of the language and communication.

If hearing impairment is defined as a condition completely impaired requiring special education, it involves two different groups, which are the deaf and the acute hearing loss. According to these groups, despite all struggles to overcome the condition, the deaf is the individual who cannot make benefit of educational facilities due to their loss about 70 decibel. The individuals with acute hearing loss, in spite of all struggles to overcome the condition, have a loss about 25-70 decibel and use supplementary tools to make benefit of educational facilities [19].

Children that don't have any other handicap except for hearing disorder have normal motor skills as other children do. The most significant problem had during motor skills development is coordination of bodily functions and balance [20].

Social and emotional development is mostly dependent on communication and as children with hearing disorders have problem with language abilities, they cannot start and continue social communication. These children also undergo some emotional problems due to the difficulties they have with communication with others [21].

- ✓ As children with hearing disorder have less interaction and communication than normal individuals, there should be works they can do together with other people to develop their social communication and interaction.
- ✓ To further their learning, visual material should be integrated and used more in learning environment and experiential learning should be preferred.

**Visually Handicapped People:** According to Private Educational Institution Regulation of Ministry of Education [6], it is the condition that an individual is blind or has an acute visual disorder which results both in low level of achievement and performance in education and in negative effects in social adaptation.

According to legal blindness, it is defined as visual acuity (vision) of 20/200 or less in the better eye with best correction possible. This means that a legally blind individual would have to stand 20 feet from an object to see it—with corrective lenses—with the same degree of clarity as a normally sighted person could from 200 feet.

In many areas, people with average acuity who nonetheless have a visual field of less than 20 are also classified as being legally blind. Approximately ten percent of those deemed legally blind, by any measure, have no vision. The rest have some vision, from light perception alone to relatively good acuity. Low vision is sometimes used to describe visual acuities from 20/70 to 20/200.

According to Özyürek [22], visual loss is the result of disorder either functional or structural on eye and other organs involved in acuity and it means having no vision.

The most common causes the visual loss are cataracts before birth, development of eye nerves improperly, overexposure to oxygen of premature babies, absence of eyeball, small eye, glaucoma and eye tumor. Less common one are myopic, alpinism and cross-eye [2].

With the children having visual disorders, using shoes with a wide sole, head and stomach at the front of body and dragging while walking are problems about posture and walking observed. The causes of these conditions are not moving the body enough which weakens the muscles, not being able to balance, avoiding barriers and wishing to have audio guidance. To stop these postural and walking disorders, these people should work with rhythms, do sports with music and do proper individual and free activities [23].

- ✓ To help them acquire more within the classroom, activities should be arranged so as to address their auditory skills and they should be involved as much as other individuals in the classroom.
- ✓ While lecturing in the classroom, these people should be given the chance to express their thoughts and ideas and their speech development should be furthered by giving them opportunities to express themselves in the class.
- ✓ Activities should be arranged so as to help them move their bodies and thus their problems with their body posture and walking can be resolved and overcome.

**Orthopedically Handicapped Individuals:** According to Private Educational Institution Regulation of Ministry of Education [6], orthopedic impairment is the condition that an individual has problems with skeleton, muscles and joints, which affects the individual to perform well in education and social adaptation.

This impairment causes lack of movement due to muscles, skeleton and joints not performing well enough,

which is resulting from damages on nerve system, illnesses, accidents and genetic problems [19].

Individuals with orthopedic impairments can be classified into four different groups according to their impairments. First of them is results from damages on the central nerve system; the second is about the muscles-skeleton problems resulting in bodily deficiencies; the third one is about in-birth deficiencies; and the last group is deficiencies resulting from accidents and other illnesses [19].

Mental retardation can be observed on the children with orthopedic impairment. However, for some children, it can be significant, whereas it can be either mild or acute [23].

Social and emotional development of children with this condition can vary depending on the attitudes of the social environment they are in and their acceptance by the social group. Because of the limited body movement and different appearance, the society's negative perception, attitudes and behaviors may affect their personality and social adaptation negatively [21].

- ✓ In order not to affect these individual with impairments socially and negatively, they aren't behaved negatively and their adaptation should be encouraged with in the classroom through appropriate tasks.
- ✓ Rather than their orthopedic impairment, but functioning parts should be emphasized and even their special talents, if they have any, should be focused in the classroom.
- ✓ Games should be easy-to-join for them and they should feel comfortable with these games and should be involved in them.

**Physically Handicapped Individuals:** Physical handicap involves that people cannot perform their normal functions and act like other people owing to injuries in skeleton, muscles, or nerve system resulting from in-birth or accidents or illnesses [25].

People with this condition are need of external help to meet their needs and these are done mostly by people who are in charge. For these individuals, the condition they are in may lead to various emotional problems. As physical handicap limit one's freedom to move and functionality, it may trigger some emotional conditions [26].

With individuals having any kind of physical handicap, it is possible to monitor loss in functions, psychological problems and low quality of life. With the

level of handicap going up or getting worse, it is also possible to monitor symptoms of depression in their behaviors. This condition among these handicapped individual causes a decline in quality of life by affecting their life standards [27].

- ✓ Those individuals with physical handicap should not be asked to work on task requiring too much physical effort, on the other hand, they should work on task not much requiring such effort, which will make them feel more comfortable in the class and forget their condition.
- ✓ To help them not have psychological problems or depression, there should be necessary precautions taken, or if they are undergoing it, they should be provided psychological guidance.
- ✓ As it is true for other types of handicap, these individual should work on task they are really good at and if they have any special talent or skill, they should be asked to use it in the classroom and appropriate environment should be organized.

All these handicapped and disabled people can be come across anytime outside and to help them have self-esteem and trust and function as any other individual of the society, each member of the society has some responsibilities. Those people with no handicaps or disabilities should have empathy with the handicapped and disabled people and help them to make their lives easier. In a survey, however, those handicapped people mostly wanted people not to feel pity for them. In fact, what makes them feel pity is being in the second class in community, people with pitiful looks, not having enough support from civil organizations, long-shot legislation of their rights by the government. It is society's responsibility to raise public awareness of this condition.

## RESULTS

- The number of private institutions is very low and this number should be increased. Moreover, for the students having education here should also be given vocational training.
- The number of staff working at those private institutions is very low. This number and professional quality should be increased and improved.
- The budget allocated to these institutions and other one is not adequate and they don't have enough equipment and environment.
- For joint classes, students attending private school

should be supported to socialize in these institutions and these institutions should be backed up.

- So as to define any possible problems or malfunctions in these institutions, infrastructure of them should be reanalyzed and updated and experts are required to do this. Therefore, the number of experts should be increased.
- The directors, vice directors and teacher should improve themselves and their struggle to improve themselves should be supported through chance and opportunities.
- Teachers of these institutions should be given conferences and seminar on regular bases to help them update themselves.
- Parent should be informed about their children and their progress on regular bases.
- Regulations and laws should be reanalyzed and updated and any possible legal loophole should be fulfilled.
- Number of inspectors responsible for these institutions should be increased.
- To provide early childhood education to these handicapped children, pre-school education should be improved and paid more attention.
- To help these children at private institutions socialize, non-governmental organizations, unions and associations should work collaboratively.
- Of these children functional abilities and parts should be emphasized and appropriate classroom environment should be regulated. Then, they should feel successful. If it is necessary, one-to-one interaction or working only with them can be acceptable. They should be praised and motivated.
- All handicapped people like to be paid attention, praised and appreciated. If these aren't satisfied, they can feel depressed and isolated from the society. Therefore, to prevent this situation, they should be praised and appreciated more than other individuals and this issue should not be left to private institutions only.
- Individual trying to socialize shouldn't be affected from negative attitudes and they should be observed constantly against any possible negative experiences.
- Caring these handicapped individuals is not only government's responsibility but other people's responsibility working any department or position in the society as well.
- Moreover, number of work and studies on handicapped people should be increased. The number of available resources on this issue

show how much careless we are on the issue and people.

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