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TEACHER CANDIDATES' OPINIONS ON INCLUSIVE EDUCATION PRACTICES

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ABSTRACT

Inclusive education model is defined by UNESCO as an education model which involves the processes of respecting the variety of needs of learners, contributes to the participation of learners to the culture and society and helps alleviate discrimination within the educational system. This education model includes all the necessary changes in terms of objectives, content, learning conditions and strategies to be developed, for the purpose of establishing suitable conditions for all children in learning process and taking needed precautions. Although inclusive education was developed towards students with physical disabilities at the beginning, by time this concept has been expanded to cover all the students including those who do not know languages, those having mental problems, immigrants, refugees, the disabled, ethnical and religious minorities, and students having diseases such as AIDS and those with all kinds of problems. The objective of this study is to determine the opinions of teacher candidates studying on education faculty about inclusive education practices with respect to some demographic variables. The working group of the research is formed by students studying in various departments of Education Faculty of Hatay Mustafa Kemal University from the education year of 2018-2019. Inclusive Education Practices Scale was used in the research to collect the views of teacher candidates. The research revealed that teacher candidates pay particular attention on socializing and bonding students, improving their creativity, and helping them involve in educational tasks by themselves; teacher candidates would prefer communicating with students verbally rather than handing out materials, they would act based on the conditions and momentary situation of the class rather than based on the fixed methods and would not assign homework to students unless necessary.



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STRUCTURED ABSTRACT

Inclusive education defines the procedure in which students with different characteristics receive education in the same classroom side by side. Inclusive education is an educational approach targeting the establishment of values related to equality and social justice, practicing democratic principles and participation of all children to education collectively (Miles & Signal, 2009). Inclusive education advocates joint education of all students, joint participation in all activities and including those having individual differences among the others. Inclusive education offers every person equal opportunities (UNESCO, 1994). Inclusive education approach embraces the idea of offering every individual the same educational chances with no discrimination based on learning skills, mental and physical states, gender, socioeconomic or cultural background or any other factor and helping them with their needs throughout educational process (Çelik, 2017). Inclusive education covers all the students studying in schools formally, students who do not go to schools, those who move abroad, those who get caught with illnesses and the youth living in the streets. The subjects of inclusive education are made up of the disabled, the genius, minorities, foreigner or immigrant, labors, homeless people, or handicapped otherwise and people with socioeconomic drawbacks (Çağlar, 2009). Since inclusive education also addresses to students with special education needs, discrimination in schools was fought with in order to apply social justice and limitations were tried to be removed. UNESCO published a report in 1960s on discrimination in education and noted that nobody should be subjected to discrimination due to status, physical differences, sexual orientation, ethnicity, language, religion, nation, economic state and skills (Sakız & Woods, 2015). Even though inclusive education mainly takes students as its targets, it also relates to those who had been in school for a while or even those who did not have the opportunity to go to a school. In Dakar Action Plan conducted after World Education Forum in 2000, it was emphasized that educational systems must be inclusive, the youth not registered to schools should be effectively determined and added to the system and needs of all students should be met (UNESCO, 2000). This research was carried out to determine the opinions of teacher candidates studying in education faculty on inclusive education with respect to the variables of gender, grade level and department. The importance of the research comes from the fact that very few studies has been made on the subject in this country. The research is thus significant in terms of leading the future studies and constituting a source to refer to. The working group of the research is formed by 493 teacher candidates studying in Education Faculty of Hatay Mustafa Kemal University from the departments of Science Teaching, Classroom Teaching, Turkish Language Teaching, and English Teaching. Mixed model and general survey model that is among the descriptive survey models were utilized. Based on the findings and conclusions of the study, it was found that teacher candidates mostly give importance to socializing of the children, boosting their creativity, and by time having them join in educational activities by themselves. Teacher candidates stated that in order to attract the attention of students in the classroom, rather than giving them materials they would verbally interact with them and instead of the method and technique that is fixed, they would rather behave according to the state of the classroom and would not assign homework unless

necessary. It was observed that teacher candidates made it clear that they would be in contact with parents of students continuously, they would cooperate with other teachers and principals about the progress of students if needed, and would communicate with anyone within the educational environment in order to develop the abilities of students. It was found that teacher candidates would mostly use inclusive education practices for the purposes of arranging the classroom based on the wishes of students, providing students the chance to prove themselves, and helping them give each other support in terms of individual traits. Teacher candidates pointed that in case an undesired incident takes place in the classroom, they would at first wait for a while and let the students handle the issue by themselves and only intervene if it is not solved. Teacher candidates argued that they do not want to stay within habitual practices and get out of the usual practices if needed. Required courses should be included in educational programmes of education faculties. Effective in service training should be offered to teacher candidates currently working in schools and feeling the need to be informed about inclusive education, or teacher candidates graduated from education faculties, by the experts of the field. Further, all the parties of education including the parents should be trained on inclusive education and through conducting symposiums and congresses around the country, the awareness level of everybody from academicians, teachers, parents, principals, inspectors to teacher candidates must be raised. One of the key steps of inclusive education is to cooperate with relevant persons or associations when necessary. Therefore, all teachers and teacher candidates should be educated on who to cooperate with, what to cooperate on, which institutions to get in touch with and how to handle these actions when they need to. A significant issue in inclusive education is the activities arranged during the teaching. Teachers and teacher candidates should be taught well on what kind of activities to arrange during education and which materials to use in such activities. Another sensitive issue on inclusive education is related to behaviors towards students within the classroom. In service training should be provided to teachers and teacher candidates to teach them how to behave towards students and how to proceed when an unexpected incident takes place on the classroom.

Keywords: Inclusive Education, Inclusive Education Practices, Cooperation, Learning Environment, Teaching Activities.

ÖĞRETMEN ADAYLARININ KAPSAYICI EĞİTİM UYGULAMALARINA YÖNELİK DÜŞÜNCELERİNİN İNCELENMESİ

ÖZ

Kapsayıcı eğitim, UNESCO tarafından öğrenenlerin farklı gereksinimlerine, onların eğitime, kültüre ve topluma katılımını artırarak ve eğitim sisteminin içindeki ayrımcılığı azaltarak cevap verme süreci olarak tanımlanan bir eğitim modelidir. Bu eğitim modeli, öğrenme sürecindeki tüm çocuklar için uygun koşullar oluşturularak ve gerekli önlemler alınarak eğitimde hedef, içerik, öğrenme durumları ve

geliştirilecek stratejiler konusunda yapılması gereken tüm değişiklikleri kapsamaktadır. Kapsayıcı eğitim önceleri bedensel engelli öğrenciler için geliştirilmiş bir kavram olmasına rağmen zamanla bu kavram geliştirilerek dil bilmeyen, ruhsal sorunu olan, göçmen, mülteci, sığınmacı, engelli, dini ve etnik azınlıklar ve AIDS gibi hastalıkları olan öğrenciler başta olmak üzere çok farklı sorunları olan öğrencileri de kapsar hale gelmiştir. Bu araştırmanın amacı, eğitim fakültelerinde okuyan öğretmen adaylarının bazı demografik değişkenlere bağlı olarak kapsayıcı eğitim uygulamalarına yönelik görüşlerini belirleyebilmektir. Araştırmanın çalışma grubunu, 2018-2019 öğretim yılı Mustafa Kemal Üniversitesi Eğitim Fakültesine bağlı farklı bölümlerde okuyan öğretmen adayları oluşturmaktadır. Araştırmada Karma model ve Genel tarama modeli kullanılmıştır. Araştırmada öğretmen adaylarının görüşlerini belirleyebilmek amacıyla veri toplama aracı olarak Kapsayıcı Eğitim Uygulamaları Ölçeği kullanılmıştır. Araştırma sonucunda, öğretmen adaylarının öğrencilerin kaynaşması, sosyalleşmeleri, yaratıcılıklarının artması ve öğrencilerin kendiliklerinden eğitimdeki süreçlere katılması gibi değerlere önem verdikleri, öğrencilerin dikkatini çekmek için materyal vermekten ziyade onlarla sözlü olarak ilgilenmek istedikleri, temel alınan yöntem ve tekniklerden ziyade sınıfta ortama ve duruma göre hareket edecekleri ve öğrencilere zorunlu kalmadıkça ödev vermeyecekleri gibi sonuçlara da ulaşılmıştır.

Anahtar Kelimeler: Kapsayıcı eğitim, Kapsayıcı eğitim uygulamaları, İşbirliği, Öğrenme atmosferi, Öğretim etkinlikleri.

1. Introduction

Students all around the world in the same age group with similar physical abilities are expected to receive education in similar conditions and settings. As such, students can learn the fundamental concepts from schools and socialize with their peers at the same time and learn a lot both internally and environmentally. However, in recent years, the notion of bringing students that does not necessarily have the similar abilities and traits together for educational process has risen and the inclusive education model that advocates the inclusion of all students in the same educational setting has appeared.

Inclusive education describes the teaching and education process in which students with different characteristics are taught in the same place. Inclusive education aims the establishment of beliefs and values pertaining to equality and social justice, facilitation of democratic principles and participation of all children to education altogether (Miles & Singal, 2009). Inclusive education suggests collective education of children, collective participation of students in activities and inclusion of students with individual differences among the others. Inclusive education offers every individual equal opportunity (UNESCO, 1994). The inclusive education approach embraces all with no discrimination based on learning skills, physical or mental state, gender, socioeconomic or cultural identities and argues that educational chances should be offered equally both in mandatory education and in advanced stages of learning (Çelik, 2017).

Inclusive education covers all kinds of pupils, those who do not even go to school, those who has moved abroad, those who have various illnesses and the young people in the streets. The subjects of inclusive education consist of the disabled, the genius, minorities, foreigners or migrants, labors, homeless people, the economically disadvantaged and children from groups that are socioeconomically discriminated (Çağlar, 2009).

Since inclusive education takes students that require special care into consideration, discrimination at schools have been challenged by providing solutions with social justice aspect and limitations, regulations and discrimination were tried to be removed (Graham & Slee, 2006). UNESCO published a report in 1960s on discrimination in education and stated that no person should face discrimination in educational activities due to status, physical differences, sexual orientation, ethnicity, language, religion, nation, economic status, and skills and that all students requiring special education can be adapted to formal education systems (Sakız & Woods, 2015).

Looking into the reasons why inclusive education concept, whose discussions began in 1950s, merged, it was observed that inclusive education initially targeted students with disabilities and those requiring special education. Altan (2019) argues that the main objective of inclusive education is to help students with physical disabilities to adapt to social life and remove the barriers. Then, inclusive education can be told to be structured on treatment of those students and bringing them into society. Afterwards, it has developed include more people including those migrating to other countries and not knowing to language to those who have partial mental issues and now it also refers to immigrants, refugees, asylum seekers, people with disabilities, religious and ethnical minorities, people with diseases such as AIDS and so on.

There are some grounds for the establishment of inclusive education. These reasons have been justified by UNESCO in three different bases (2009). These are;

1. Educational reason: Inclusive education develops teaching methods that respond to individual differences and all students benefit from this.
2. Social reason: Inclusive education will cause a change of manners and create a more just and inclusive society.
3. Economic reason: A school that provides education to all student will be less costly than multiple schools each serving to students with specific abilities and traits.

Inclusive education has some expectations from educational system, educational programmes and programme practitioners as well as some concerns about educational systems. Mfuthwana & Dreyer (2017) points that inclusive education carries two concerns: *Seeking perfection in education* and *creating equal opportunities for all students*. Inclusive education does not tolerate any mistake in education or works towards minimizing them. Considering the belief that every child should be brought into society through education, the search for perfection is a reasonable pursuit. Thus, all the problems confronted in educational processes should be handled one by one and neatly. Inclusive education also suggests treating every child individually and providing education in proper settings. This helps establishing equality of opportunities in education and offering a variety of methods.

During the birth of every concept, the principles associated to the concept and practices are determined. According to various organizations operating worldwide, inclusive education also has some fundamental principles. These principles include; the children should express themselves in fields they feel comfortable with, practices should be focused on the needs of students, technology should be utilized, students with some troubles should not only be evaluated physically but also cognitively, affectively and socially. No discrimination should be present on practices towards students.

Inclusive education also deals with young people who had been in school for a while or who did not have the chance to go to a school at all. On Dakar Action Plan conducted after World Education Forum in 2000, it was emphasized that educational systems must be inclusive, and that children and teenagers that are not registered to schools should be effectively detected and added to the system and flexible responses should be provided to all the needs and wills of students (UNESCO, 2000). Although inclusive education makes plan towards the youth, the conditions have not yet been lifted up to the targeted level.

Every child is special and they should be raised with creative, scientific and unique methods. Hence, particularly in classroom settings, the contribution of all students to activities should be encouraged and made possible. Allan (2010) argues that the manners towards the individual deficits of students found during education should be positively altered, and these individual differences should be acknowledged and treated if possible.

Inclusive education approach claims that students should not adapt themselves based on the necessities of schools, rather schools should adapt to the physical, social, cultural and emotional needs of students (Aktekin, 2017). Both the teachers in classroom and the other students in the lecture should be informed about those who need special education through various institutions and organizations and should be well prepared. Within the framework of inclusive education, all the teachers and students in the classroom should change the teaching conditions with suitable support and pedagogical methods such that students with special needs can benefit as much as possible (Beverley, 1992; Hoban, 1999).

Classrooms in which students with the need of special education are taught are usually built with high costs. Both the physical conditions of the classroom and the materials used in education contribute to these costs. However, the costs would get much lower if those students were to receive education in the same place as other students. The educational costs and school expenses of children receiving special education are quite high and these costs could be lowered by letting them study alongside other students (UNESCO, 2003). Many students can be taught well and brought into society through suitable educational programmes and practices, bringing social, economic and individual benefits.

Inclusive education is not separated from general education systems of countries, also it does not serve as an attachment to the existing systems. It is the sum of principles and notions that could meet the different needs of students, increase the quality of education and improve it further. Therefore, keeping in mind that education is a fundamental right for all humans and constitutes the foundation of just and civilized societies, inclusive education can be viewed as a complete set of principles to lead all educational policies and practices (Porter, 2001; Çağlar, 2009; UNESCO, 2008).

2. Methods

2.1. The problem of the Research

What is the level of opinions of teacher candidates studying in education faculty on inclusive education practices? Do these opinions show any statistically significant change according to gender, grade level, and department?

2.2. Population and Sample

The population of the study is formed by all the students studying in Education Faculty of Hatay Mustafa Kemal University while the sample is formed by 493 teacher candidates studying in 1st, 2nd, 3rd and 4th grades in departments of Science Teaching, Primary School Teaching, Turkish Language Teaching and English Language Teaching within Education Faculty.

2.3. Research Model

This research was conducted to determine the opinions of teacher candidates studying in Education Faculty on inclusive education practices with respect to the demographic variables of gender, grade level and department. For this purpose, *Inclusive Education Practices Scale for Highly Gifted Students* developed by Sarıcı-Bulut, Sabancı, Şahin, Turupcu-Doğan, Ömeroğlu, Karataş, Kukul & Kılıç-Çakmak (2018) was utilized as data collection tool after granting permission of respective researchers.

The researchers firstly have arranged interviews with teachers from partnering schools of European Union Erasmus Programme- Main Course 2- Strategic Partnerships- Coed Education Project titled 'The Strategies for Teachers of Highly Gifted Children', and then asked for the teachers to state questions to be placed in the item's pool. Consequently, the teacher interviews and a literature search have resulted in forming an item pool consisting of four parts. The first part of the form includes demographic information, the second part includes 18 items in the shape of a five point likert scale, third and four parts include open ended items for studies to make apparent and reinforce the individual gifts of students and activities of behavior management and socialization. The form items were given their last structure through necessary changes after the help of field experts.

The scale has sub dimension with three factors in which first factor was named *Teaching Activities*, the second factor was named *Cooperation* and the third factor is named *Educational Environment*. Cronbach alpha internal consistency coefficient of the scale was also considered. The reliability of *Teaching Activities* was 0.86, the reliability of *Cooperation* was 0.75 and the reliability of *Educational Environment* was 0.74. The Cronbach alpha coefficient for the overall scale was calculated as 0.89. The KMO value of the scale was calculated as 0.875, the chi-square value ($p < 0.05$) obtained through Bartlett test was in meaningful level. Factor loads of the items in the scale vary in between 0.38 and 0.83. The scale accounts for the %46,29 of total variance. Correlation values among the items of the scale range between 0.54 and 0.79.

The responses of participants to the scale based on demographic variables were analyzed using t-test of SPSS 20 Statistical Package for the Social Science programme and Anova test which is a one-way analysis of variance. Just after the values given to the scale items were entered into the statistical program, the data were analyzed through the SPSS programme and Data were converted from quantitative values to qualitative explanations based on the following evaluation criteria. In addition, interviews were conducted with teachers' candidates regarding the research topic and the responses to the scale items. These opinions were evaluated in the research.

The scale used in the research is on the shape of five point likert including 18 items and choices of (1) Never, (2), Rarely, (3) Sometimes, (4) Often and (5) Always. The overall evaluation of the scale is shown below (Sarigöz & Bolat, 2018; Baş & Sarigöz, 2018):

$$SA = \frac{EYD - EDD}{SS} = \frac{7 - 1}{7} = 0.85$$

SA: Range of options

EYD: Highest Value

EDD: Lowest value

SS: Number of Options

1.00 - 1.80: Never

1.81 - 2.60: Rarely

2.61 - 3.40: Sometimes

3.41 - 4.20: Often

4.21 - 5.00: Always

Since quantitative and qualitative methods are used together, it is a mixed model research. In this study, one of the descriptive survey models, general survey model was used. Mixed model studies are defined as incorporating qualitative and quantitative methods, approaches and concepts in a study or a series of studies by the researcher (Cresswell, 2003; Johnson & Onwuegbuzie, 2004). General survey model includes the surveying efforts on a sample space within a population or a space consisting of great many elements (Karasar, 2010: 79).

3. Findings

This section aims to determine the opinions of teacher candidates with respect to the demographic variables of gender, grade level and department and the responses to the scale items were tabulated and evaluated.

Table 1: The t-test analysis results of responses of teacher candidates to Inclusive Education Practices Scale with respect to gender variable

Sub dimensions	Gender	N	\bar{X}	Ss	Sd	-t	P (Anova)
Teaching activities	1. Female	302	40.17	4.17	491	.645	.520
	2. Male	191	40.41	3.91			
	Total	493					
Cooperation	1. Female	302	12.41	2.13	491	1.075	.283
	2. Male	191	12.20	2.04			
	Total	493					
Learning environment	1. Female	302	20.87	2.84	491	1.598	.111
	2. Male	191	21.29	2.89			
	Total	493					
Overall	1. Female	302	76.17	7.01	491	.876	.382
	2. Male	191	76.72	6.67			
	Total	493					

Based on the data on Table 1 and the analysis results of the data, it was found that there is no statistically meaningful difference ($p>.05$) with respect to *gender* variable among female and male students based on the responses to Inclusive Education Practices Scale in terms of both the sub dimensions of scale and the overall scale. This can be interpreted as female and male students share the same or similar views on inclusive education practices.

Table 2: Anova test analysis results of the responses of teacher candidates to Inclusive Education Practices Scale with respect to department variable

	Department	N	\bar{X}	Ss	Variance source	Sum of squares	Sd	Avg. squares	F	p (Tukey)	
Teaching activities	1. TLT	80	40.71	4.11	Btw-groups	57.43	3	19.14	1.16	.326	
	2. ET	141	39.84	4.18	Wthn-groups	8103.34	489	16.57			
	3. FBÖ	89	40.02	3.76	Total	8160.77	492				
	4. PST	183	40.50	4.11							p>0.05
Cooperation	1. TLT	80	12.60	2.47	Btw-groups	18.69	3	6.23	1.42	.236	
	2. ELT	141	12.47	2.23	Wthn-groups	2145.73	489	4.39			
	3. ST	89	12.01	1.86	Total	2164.42	492				
	4. PST	183	12.25	1.91							p>0.05
Learning environment	1. TLT	80	20.99	2.82	Btw-groups	96.25	3	32.08	3.98	.008	
	2. ET	141	21.31	2.96	Wthn-groups	3938.17	489	8.05			
	3. ST	89	20.12	2.94	Total	4034.42	492				
	4. PST	183	21.29	2.69							3-2; 4-3 p<0.05
Overall	1. TLT	80	75.30	7.14	Btwgroups	816.51	3	272.17	5.93	.001	
	2. ET	141	75.61	7.46	Wthngroups	22455.79	489	45.92			
	3. ST	89	75.16	6.05	Total	23272.30	492				
	4. PST	183	78.04	6.39							4-1; 4-2; 4-3
	Total	493	76.38	6.88							p<0.05

Based on the examination of data on Table 2, the Anova test conducted on the responses of students studying in different departments to Inclusive Education Practices Scale reveal that no statistically significant difference ($p > .05$) is present in *teaching activities* and *cooperation* sub dimensions of the scale. Therefore, teacher candidates from distinct departments could be said to have similar views on *teaching activities* and *cooperation* sub dimensions of the Inclusive Education Practices Scale.

A statistically meaningful difference was detected ($p < .05$) for the *learning environment* sub dimension of the scale of Inclusive Education Practices Scale based on the responses of teacher candidates from different departments. The Tukey test was conducted to determine the source of this difference and it was found that there was a meaningful level of difference of views among Science Teaching students and English Teaching students in favor of Science Teaching students; and a meaningful level of difference of views among teacher candidates studying in Primary School Teaching and Science Teaching departments in favor of teacher candidates in Primary School Teaching department.

In the terms of the overall Inclusive Education Practices Scale has been based on the responses of teachers' candidates studying in various departments, such as Primary School Teaching, Science Teaching, English Teaching and Turkish Language Teaching. It has been found that statistically significant difference was detected in favor of candidates in Science Teaching department.

Table 3: Anova test analysis results of the responses of teacher candidates to Inclusive Education Practices Scale with respect to *grade level* variable

Sub dimension	Grade level	N	\bar{X}	Ss	Source of variance	Sum of squares	Sd	Avg. of squares	F	p (Tukey)
<i>Teaching activities</i>	2th gr.	169	41.41	3.93	Btwn groups	577.00	2	288.50	18.64	.000
	3th gr.	167	40.49	3.93	Wthn groups	7583.76	490	15.48		
	4th gr.	157	38.78	3.95	Total	8160.76	492			
	Total	493	40.26	4.07						
<i>Cooperation</i>	2th gr.	169	12.07	2.04	Btwn groups	30.09	2	15.05	3.45	.032
	3th gr.	167	12.26	2.04	Wthn groups	2134.33	490	4.36		
	4th gr.	157	12.67	2.18	Total	2164.42	492			
	Total	493	12.33	2.10						
<i>Learning environment</i>	2th gr.	169	21.76	2.70	Btwn groups	234.96	2	117.48	15.15	.000
	3th gr.	167	21.20	2.70	Wthn groups	3799.46	490	7.75		
	4th gr.	157	20.08	2.96	Total	4034.42	492			
	Total	493	21.04	2.86						
<i>Overall</i>	2th gr.	169	78.18	6.91	Btwn groups	1479.15	2	739.58	16.63	.000
	3th gr.	167	76.81	6.46	Wthn groups	21793.16	490	44.48		
	4th gr.	157	73.99	6.63	Total	23272.31	492			
	Total	493	76.38	6.88						

Based on the analysis of data on Table 3 and the responses of teacher candidates to the items on Inclusive Education Practices Scale, with respect to the *teaching activities* and *learning environment* sub dimensions of the scale and the *overall scale*, statistically significant difference of views was found ($p < .05$) in between students studying in 2nd grade and 4th grade in favor of 2nd grade students and in between 3th grade and 4th grade students in favor of 3th grade students.

Further, from the analysis of data on Table 3 and the responses of teacher candidates to the scale, It has been found that statistically significant difference of views was detected ($p < .05$) in between 2nd grade students and 4th grade students in favor of 4th grade students in *cooperation* subdimension of the scale.

Table 4: Arithmetic means of the responses of teacher candidates to Inclusive Education Practices Scale and Skill Levels

Inclusive Education Practice Scale	\bar{X}	Skill Level
TEACHING ACTIVITIES		
16. I can include marginal children in classroom to activities	4.25	Always
14. I would prepare creative activities to support socializing in classroom.	4.23	Always
4. Students participate in educational tasks by themselves.	4.22	Always
11. I would use discussion method in teaching processes.	4.15	Often
15. During a teaching activity, I can change my process based on the views of students.	4.12	Often
17. I would organize various out of class activities for the development of students	3.95	Often
10. I would utilize project based learning methods	3.88	Often
8. I would assign additional tasks to students based on their skills and interests.	3.87	Often
9. I would provide different learning materials to students who get bored during the lectures in classroom.	3.84	Often
5. Students participate in education activities by themselves.	3.76	Often
COOPERATION		
18. I would individually inform parents about their childrens' development	4.26	Always
13. I would cooperate with school management and other teachers.	4.07	Often
12. I would cooperate with students' parents.	4.00	Often
LEARNING ENVIRONMENT		
1. I would design a classroom environment where students can express themselves freely.	4.42	Always
2. I would provide chances to students to express their creativity.	4.30	Always
3. I would support students to pay respect to individual differences of each other.	4.29	Always
6. I would take measures to correct an undesired behavior happening in the classroom.	4.02	Often
7. I would encourage students to explore their potentials.	3.99	Often

General arithmetic mean of the scale: 4.090 (Often)

Table 4 shows the items belonging to the sub dimensions of Inclusive Education Practice Scale and items are listed starting from highest arithmetic mean towards lower means.

Based on the data on Table 4, examining the arithmetic mean of the *teaching activities* sub dimension of the scale, the most prominent items were observed to be 16th item 'I can include marginal children in classroom to activities' ($\bar{x}=4.25$), 14th item 'I would prepare creative activities to support socializing in classroom' ($\bar{x}=4.23$) and 4th item 'Students participate in educational tasks by themselves' ($\bar{x}=4.22$). By the responses to scale items, it can be told that teachers care about bonding and socializing students, boosting their creativity and by time prefer them to involve in educational tasks by themselves.

Moreover, *teaching activities* sub dimension of the scale includes 9th item 'I would provide different learning materials to students who get bored during the lectures in classroom' ($\bar{x}=3.76$), 8th item 'I would assign additional tasks to students based on their skills and interests' ($\bar{x}=3.88$) and 10th item 'I would utilize project based learning methods' as items with lowest arithmetic means. Based on the responses to scale items and interviews made with teacher candidates, teacher candidates state that rather than handing out materials to attract student in the classroom, they would verbally get in contact with them, act based on the situation of the classroom instead of fixed techniques and methods and would not assign homework unless they have to do so.

Based on the data on Table 4, examining the arithmetic means of items on *cooperation* sub dimension of the scale, 18th item states 'I would individually inform parents about their childrens' development' ($\bar{x}=4.26$), 13th item states 'I would cooperate with school management and other teachers' ($\bar{x}=4.07$) and 12th item states 'I would cooperate with students' parents' ($\bar{x}=4.00$). According to the responses of scale items and interviews with students, teacher candidates agree that they would be in contact with childrens' parents, they would try cooperating with the management

and other teachers if necessary and would exchange ideas with everybody within education business on students' development, if necessary.

Based on the data on Table 4, examining the arithmetic means of items of *learning environment* sub dimension, the items with highest means were 1st item '*I would design a classroom environment where students can express themselves freely*' ($\bar{x}=4.42$), 2nd item '*I would provide chances to students to express their creativity*' ($\bar{x}=4.30$) and 3th item '*I would support students to pay respect to individual differences of each other*' ($\bar{x}=4.29$). These items also have the highest arithmetic mean in the entire scale. Based on the responses to scale items, the teacher candidates can be said to prepare classroom based on students' interests, give chances to students to prove themselves and develop their creativity and support children to respect each other's individual differences.

The arithmetic means of items of *learning environment* sub dimension of the scale show that the items with lowest arithmetic mean were 7th item '*I would encourage students to explore their potentials*' ($\bar{x}=3.99$), and 6th item '*I would take measures to correct an undesired behavior happening in the classroom*' ($\bar{x}=4.02$). According to the responses to scale items and interviews made with teacher candidates, it is observed that teacher candidates believe it will be better to wait for the undesired behavior to be handled by students personally and teacher should intervene only if the incident is not handled.

Based on the responses to the items of Inclusive Education Practices Scale, the overall arithmetic mean of the scale was calculated as ($\bar{x}=4.090$; Often). This value was lower than the expected figure ($\bar{x}=4.21-5.00$; Always). Based on the interviews organized with teacher candidates regarding the value being lower than expected, teacher candidates argue that they found some of the items of scale quite meaningful however they could not relate some items with inclusive education practices, also they suggest that they do not wish to progress within fixed processes during inclusive education, instead they prefer getting out of generalized and usual practices.

4. Conclusions

This research aims to gather the opinions of teacher candidates on inclusive education practices. The research tries to determine whether or not there is a statistically significant correlation among the views of teacher candidates with respect to *gender, grade level and department* variables.

With respect to *gender* variable of teacher candidates, no significant difference of views was found in sub dimensions of *teaching activities, cooperation and learning environment* in Inclusive Education Practices scale. It was found in this study that female and male teacher candidates share similar thoughts on inclusive education practices.

The responses of teacher candidates studying in various departments of education faculty to Inclusive Education Practices Scale did not have significantly meaningful difference in sub dimensions of *teaching activities and cooperation*. Thus, it can be concluded that teacher candidates from different departments share similar thoughts on *teaching activities and cooperation* sub dimensions of Inclusive Education Practices Scale.

With respect to *learning environment* sub dimension of the scale, the responses of teacher candidates from different departments showed statistically significant difference. It was found that Science Teaching department's students were more sensitive than English Teaching department's students and Primary School Teaching department's students were more sensitive than Science Teaching department's students in terms of inclusive education practices.

The students of Primary School Teaching department were found to be more sensitive and have higher awareness overall compared to teacher candidates from the other departments, based on the responses to Inclusive Education Practices Scale.

The analysis of responses of participant teacher candidates to Inclusive Education Practice Scale showed that with respect to *teaching activities* and *learning environment* sub dimensions of the scale and *overall scale*, 2nd grade students were more sensitive and aware in the subject than 4th grade students and 3th grade students were also more sensitive and aware in the subject than 4th grade students.

The analysis of responses of participant teacher candidates to Inclusive Education Practices Scale revealed that with respect to *cooperation* sub dimension, there was a statistically significant difference of views in favor of 4th grade students among 2nd and 4th grade students.

The analysis of responses of participant teacher candidates to Inclusive Education Practices Scale revealed that with respect to *teaching activities* sub dimension arithmetic mean values, teacher candidates pay particular importance for bonding and socializing children, reinforcing their creativity, and helping them contribute to the educational tasks by themselves with time. In a study conducted by Sart et al. (2016) it was emphasized that while teaching plans about inclusive education were made, behaviors related to socialization and integration of students should be included in the planning.

The analysis of responses of participant teacher candidates to Inclusive Education Practices Scale and interviews with teacher candidates revealed that rather than giving students some materials to grab their attention, teacher candidates would communicate them verbally, they would progress based on the situation and condition of the class instead of taking fixed methods and techniques and would not assign homework to students unless necessary. However, in a study conducted by Oral, (2016), it was concluded that giving materials to students to increase their awareness could increase their success in the desired direction. In some researches on the subject (Önder-Güçlü, 2014; Herdem & Bozgeyikli, 2013; Ayan-Ceyhan, 2016), it has been concluded that parents should be educated in terms of inclusive education and parent or family support must be taken in education

The analysis of responses of participant teacher candidates to Inclusive Education Practices Scale and interviews with teacher candidates revealed that with respect to *cooperation* sub dimension, teacher candidates would be in contact with parents, they would cooperate with principals and other teachers in case it is needed and would consult every person involved in the functions of education regarding the state and development of students. In a study conducted by Özan et al. (2015), it can be said that when students are given the opportunity to prove themselves and create equal opportunities in terms of inclusive education in the classroom, both students' motivation increases and their academic achievement increases.

The analysis of responses of participant teacher candidates to Inclusive Education Practices Scale and interviews with teacher candidates revealed that with respect to *learning environment* sub dimension, teacher candidates signified that in case an unwanted incident occurs in classroom, they would first take a step back and wait for students to handle the process themselves and only intervene when it is not solved after some time.

The analysis of the responses of teacher candidates to Inclusive Education Practices Scale resulted in an arithmetic average less than initially expected. The interviews with teacher candidates regarding this issue shows that teacher candidates agree that some items of the scale are appropriate but some of them are not associated with inclusive education practices and also teacher candidates would not like to obey certain specified styles on inclusive education and would rather get out of habitual methods.

5. Suggestions

One of the methods of improving the success levels on schools is through educating teachers on inclusive education and helping them get more experience. Since education faculties of universities raise teachers, in order to establish achievements, all students of these faculties should be educated on inclusive education beginning from 1st grade. Therefore, various courses involving inclusive education should be added to educational programmes of these faculty's departments.

Teachers graduated from education faculty and currently serving in schools and feeling the need to get informed on inclusive education or feeling incomplete on the subject should be provided with comprehensive and effective in-service training by experts of the field.

Furthermore, seminars about inclusive education should be offered to every party of education, even parents, and awareness level of academicians, teachers, parents, principals, inspectors and teacher candidates should be increased by organizing symposiums or arranging congresses.

One of the key steps of inclusive education is establishing cooperation with relevant persons and institutions when needed. Hence, all teachers and teacher candidates should be informed on how to cooperate, whom to cooperate with and which institutions to get in touch with, if necessary.

Another important issue in inclusive education is activities to be arranged. Teachers and teacher candidates should be thoroughly trained on what kind of activities to organize in education and which materials to use during the activities.

One other sensitive point of inclusive education is the behaviors towards students. All teachers and teacher candidates should be taught through in-service training how to behave towards students in classroom, and how to react if unusual incidents take place.

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