

Describing the Competence Perception Levels of Physical Education and Sports Teachers in Integrative Practices: Kirşehir Province Example

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Received: September 20, 2020

Accepted: November 11, 2020

Online Published: January 25, 2021

doi:10.5539/ies.v14n2p21

URL: <https://doi.org/10.5539/ies.v14n2p21>

Abstract

The objective of this research study is to describe the competence perception levels of physical education and sports teachers in integrative practices. The participants of the study were the physical education and sports teachers actively working in Kirşehir province who participated on a voluntary basis. In this research, the survey model was used. In the data collection process of the study, "Personal Information Form" and "Teacher Adequacy Scale in Inclusive Practices" were used. For testing the research data, the significance level was accepted as 0.05. In the analysis of the data, the items of the sub-problem were grouped, and independent samples t-test and one-way analysis of variance (ANOVA), were used in the scale together with descriptive statistics such as frequency (f), percentage (%), weighted average (X) and standard deviation (SD), and Mann Whitney U and Kruskal Wallis techniques were used for the sub-dimensions. The results of the research demonstrated that physical education and sports teachers have a high level of competence perception in inclusive practices. It was also determined that there was statistically no significant difference among the competence perception levels of teachers in inclusive practices concerning gender, professional experience, working location, and educational status.

Keywords: competence perception, inclusive education, physical education and sports teacher, sports

1. Introduction

Individuals with special needs constitute approximately 12% of the society (Güneş, 2001; Ure, 2002). Individuals with special needs also have rights, as do other individuals in the society. Individuals with special needs have the right to benefit from educational services as in all individuals. In order to meet the educational needs of these individuals, educational environments differ due to their special conditions. These individuals can receive education in special education schools, inclusive classes in normal schools or classes in normal schools (Gökdere, 2012). It is inclusive education that has become widespread in normal classrooms in recent years and plays an important role in the education of individuals with special needs. Inclusive education is that students with special needs receive education in the same environment with their peers and with support. (Gulliford & Upton, 1992; Osborne & Dimattia, 1994; Kardzhali-Iftar, 1998; Idol, 2000; Kuz, 2001; Sucuoğlu & Kargin, 2006; Miles & Singal, 2010).

Inclusive education, which is widely used (70%) for special students in the formal education system, came into effect in our country in 1983 in order to meet the educational needs of individuals with special needs and to allow special individuals to get involved with their peers (Gürsel, Kılınç, & Alagül, 2018). Although there are certain laws and regulations on inclusive education in Turkey, problems regarding the implementation of inclusive education still continue. The fact that the physical conditions of the schools are not suitable for inclusive education, that the teachers and administrative staff working in the schools do not have sufficient knowledge and equipment about the education of special students constitute an obstacle to the correct implementation of inclusive education (Gökdere, 2012). Although the number of individuals who continue inclusive education in our country is increasing, special education supports are insufficient and teachers cannot solve the emerging problems alone (Kargin, 2004). Teachers stated that besides the insufficient educational support, there were also problems with the education they received. Teachers stated that unrealistic aims were determined in the education process they received, they did not know exactly how to provide support to students, although they did their best to help

students because they received training based on theoretical knowledge rather than applied studies with students with special needs, and they had problems in ensuring students' participation in the course (Smith & Green, 2004). Because of these problems and troubles, teachers started to exhibit negative attitudes. Robbins (1994) defined attitude as how people feel about something, positively or negatively. In another definition, it is expressed as the emotional and mental preparedness that emerges as a result of attitudes, experiences and experiences, which has the power of directing or dynamically influencing the behavior of the individual against all objects and situations to which it is related (Allport, 1967 as cited in Tavşancıl, 2010). Attitude is an internal state that includes feelings and thoughts. In this respect, attitudes are important in guiding understanding of individuals' behavior (Başkonuş, 2020). The most important reason for teachers' negative attitudes is their insufficient knowledge in special education (Batu, 2000). One of the main factors in changing teachers' attitudes is teachers' competencies.

The success of inclusive education practices depends on a number of factors. Teachers, families, school counseling service and school administrations are the main factors affecting inclusive education (Kardzhali-Iftar, 1998; Florian & Linklater, 2010). These elements are considered an integral part of a successful inclusive education. The competencies of teachers, considered as one of the most important factors, towards inclusive education are closely related to the education they have received, their life experiences, their age and the inclusive education environment in their schools (Avramidis & Norwich, 2002; Avramidis, Bayliss, & Burden, 2010). Participation of students with disabilities in physical education classes depends on teachers who can provide successful learning experiences (Dunn & Fredericks, 1985). The results of many studies in the literature show that an important reason for teachers to develop a negative attitude towards inclusive education or inclusive education students is the low level of competence of teachers in special education (Barton, 1992; Bender, Vail & Scott, 1995; Diken, 1998; Metin & Çakmak, 1998; Kayaoğlu, 1999; Diken & Sucuoğlu, 1999; Batu, 2000; Familia, 2001; Ferguson, 2008). Teachers' attitudes towards inclusive education are closely related to their education. Teachers' perspectives and competencies of inclusive education change positively both through the education they have received in their education life and the training they have received in their professional life (Salend, 1998; Gözün & Yıkımsı, 2004; İzci, 2005). The importance of these trainings, which are seen to be beneficial in changing teachers' perspectives, has been recognized by the Ministry of National Education, and special education courses, which are optional, have been given mandatory in teacher training programs since 2009 (Gökdere, 2012). Some studies in the literature revealed that as a result of this change made by the Ministry of National Education, teachers' competencies for inclusive education increased (Varlier, 2004; Okyay, 2006; Gök, 2009; Kılıç, 2011). The importance of physical education and sports for students with special needs cannot be denied. Disabled individuals communicate with the society more quickly through physical education and sports (Akdenk, Ağaoglu, & İmamoğlu, 1997; İnal, 2000). Physical education and sports are of great importance in the lives of disabled individuals as a means of communicating with both their peers and other members of the society (Özkuloğlu, 2015). Based on these results, it is thought that the competence of physical education and sports teachers in inclusive education practices is important. In the literature, there are studies that indicate the active participation of inclusive students in physical education and the importance of inclusive education of physical education preservice teachers for students with special needs (Gürsel, Kılınç, & Alagül, 2017) and what physical education lesson means for students (Yılmaz, Esentürk, Tekkurşun Demir, & İlhan, 2017). On the other hand, there are studies that mention the inclusive education competencies of preservice teachers (Uğur, Akpınar, & Akpınar, 2018) and the importance of inclusive education (Pearman, Barnhart, Huang, & Mellblom, 1992; Haskell, 2000; Leyser & Tappendorf, 2001). In addition, there are studies that reveal the importance of teachers' attitudes and competencies in physical education lessons for inclusive students (Mangope, Mannathoko, & Kuyini, 2013; Adyrkhaev, 2016). The existence of studies indicating that the education courses for disabled individuals in the curriculum of the physical education department have positively changed teachers' view of inclusive students (Pedersen, Cooley, & Hernandez, 2014) and that inclusive students doing sports enjoy it and contribute to the development of individuals (Coates & Vickerman, 2010) also draws attention. These studies reveal the importance of physical education and sports teachers in the education of special needs students. The study aimed to determine the competencies of physical education and sports teachers towards inclusive practices by differentiating from the studies in which the inclusive attitudes of teachers other than physical education and sports teaching branches that exist in the literature are measured recently. In this context, it is thought that this study will contribute to the field with the suggestions made based on the results and the study results.

The aim of this study is to describe the competence perception of physical education and sports teachers in inclusive practices. For this purpose, the following questions were sought.

- 1) What is the level of competence perception of physical education and sports teachers in inclusive practices?
- 2) Do the competence perception of physical education and sports teachers in inclusive practices differ

significantly according to the gender variable?

- 3) Do the competence perception of physical education and sports teachers in inclusive applications differ significantly according to the variable of service year?
- 4) Do the competence perception of physical education and sports teachers in inclusive practices differ significantly according to the variable of place of duty?
- 5) Do the competence perception of physical education and sports teachers in inclusive practices differ significantly according to the educational level variable?

2. Method

2.1 Participants

Physical education and sports teachers working in Kırşehir province participated in the research on a voluntary basis. Sample selection is not made. Measurement tools were delivered to all teachers, but data collected from 91 teachers were processed. The number of physical education and sports teachers working in Kırşehir province and its districts in 2019-2020 academic year is 120. The demographic information of the teachers in the study sample is given in Table 1.

Table 1. Demographic information of physical education and sports teachers in the study sample

Independent variables		f (%)
Gender	Women	22 (24.2)
	Men	69 (75.8)
Place of Duty	Province	52 (57.1)
	District	39 (42.9)
Service Year	1-5 year	25 (27.5)
	6-10 year	35 (38.5)
	11-15 year	6 (6.6)
	16-20 year	16 (17.6)
	21 year and over	9 (9.9)
Education Level	Graduate Degree	77 (84.6)
	Postgraduate Level	14 (15.4)
Total		91 (100)

Table 1 shows that 24.2% (n = 22) of the study sample is female teachers and 75.8% (n = 69) are male teachers. While 57.1% (n = 52) of the teachers work in the city, 42.9% (n = 39) of them work in the district. 27.5% (n = 25) of the teachers in the study group have 1-5 years, 38.5% (n = 35) have 6-10 years, 6.6% (n = 6) have 11- 15 years, 17.6% (n = 16) have 16-20 years and 9.9% (n = 9) have 21 years or more. While 84.6% (n = 77) of the teachers are graduate degree levels, 15.4% (n = 14) are postgraduate levels.

2.2 Research Design

The survey method was used in this research. Screening model studies are a research approach that aims to describe a past or present situation as it exists (Karasar, 2005). In survey research, it is possible to make generalizations. Generalization is made to the population represented in the light of the data obtained from the sample (Cohen, Manion, & Morrison, 2007). In this context, it is aimed to describe the competence perception of physical education and sports teachers in inclusive practices in the first part of this study. In the second part of the study, the effects of the variables of gender, place of duty, years of service and education level, which are thought to be influential on the competence perception of physical education and sports teachers in inclusion practices, were examined.

2.3 Data Collection Tools

In the research, two measurement tools were used in the data collection process. In the first stage, the personal information form (KBF) developed by the researchers was used to determine the teachers' personal information and in the second stage, the Teacher Competence Scale in Inclusive Practices developed by Sharma, Loreman, and Forlin (2011) and adapted to Turkish by Bayar (2015) was used to determine the competence perception of teachers in inclusive practices.

Personal information form (PIF). In the form prepared by the researchers, there are some independent variables that are thought to be effective on teachers' competencies in inclusive practices. These variables discussed the demographic information about teachers (gender, place of duty, service year and education level) in general and the data were included in the KBF as classification questions.

Teacher competence scale in inclusive practices: The "Teacher Competence Scale in Inclusive Practices" developed by Sharma, Loreman and Forlin (2011) and adapted into Turkish by Bayar (2015) in order to measure teachers' perceptions of competence in inclusive education practices, (KIÖYÖ) consists of 3 dimensions, 18 items in total and includes a 6-point Likert type rating. ("1" Strongly Disagree, "2" Disagree, "3" Partially Disagree, "4" Partially Agree, "5" Agree, "6" Strongly Agree).

Instructional Competence Dimension in Inclusive Education (6 statements; Cronbach Alpha = .88),

- Cooperation Competence Dimension in Inclusive Education (6 statements; Cronbach Alpha = .90)
- Classroom Management Competence in Inclusive Education (6 statements; Cronbach Alpha = .86)

The Cronbach Alpha internal consistency coefficient calculated for the overall scale was calculated as .89.

2.4 Statistical Analysis

The data obtained were loaded into the SPSS 20.0 package program for analysis. In testing the research data, 0.05 significance level was taken. Frequency (f), percentage (%), weighted mean (\bar{X}) and standard deviation (SD) values were used in the analysis of the descriptive data obtained. Before applying the relational statistics methods, the homogeneity of the data was examined and whether it showed a normal distribution was examined. In this process, the relational data analysis process based on the Kolmogorov - Smirnov Test results was shaped. Findings about the normal distributions of the data are given in Table 2.

Table 2. Findings regarding normal distributions

	Kolmogorov-Smirnov		
	Statistics	df	p
General	.090	91	.067
Teaching Competence Dimension	.122	91	.002
Cooperation Competence Dimension	.135	91	.000
Classroom Management Competence Dimension	.123	91	.002

In line with these results, in the process of analyzing the research data, parametric tests were used throughout the scale and nonparametric tests were used in sub-dimensions. In this context, independent t-test was used throughout the scale and the Mann Whitney U test was used in sub-dimensions in the examination of teachers' competencies in inclusive applications according to two-porous variables. One-way analysis of variance (ANOVA) across the scale and Kruskal Wallis test techniques for sub-dimensions were used to examine variables with three or more porosities.

The answers given by the teachers for the items in the scale are in the six-point Likert type, and the formula "a = Range/Number of Groups to Do" was used to determine the group value range of the evaluation scale. (Taşdemir, 2003). Accordingly, the evaluation scale is as follows:

Table 3. Weighted quality groups of scales to be scored

Scale	Quality Group	Limit
6	Absolutely I agree	5.16-6.00
5	I agree	4.33-5.15
4	I partially agree	3.50-4.32
3	Partially Disagree	2.67-3.49
2	I do not agree	1.84-2.66
1	I strongly disagree	1-1.83

3. Results

3.1 Results Regarding Competence Perception in Inclusive Practices

Table 4. Teachers' competence perception in inclusive practices

	\bar{X}	SS	Level
General	4.80	.672	I agree
Teaching Competence Dimension	4.75	.745	I agree
Cooperation Competence Dimension	4.67	.784	I agree
Classroom Management Competence Dimension	4.97	.712	I agree

When Table 4 is examined, the proficiency of teachers in inclusive applications is generally ($\bar{X} = 4.80$) at a high (agree) level. When the sub-dimensions are examined, it is seen that teachers' competence perception in inclusive education ($\bar{X} = 4.75$), cooperation competence in inclusive education ($\bar{X} = 4.67$) and classroom management competence perception in inclusive education ($\bar{X} = 4.97$) are also at a high level. This situation shows that physical education and sports teachers are sufficient in inclusive practices.

3.2 Relational Results on Competencies in Inclusive Practices

Table 5. T-Test Results regarding the competence perception of teachers in inclusive practices according to their gender across the scale

	Gender	N	\bar{X}	SS	t	p
General	Women	22	4.87	.619	.612	.542
	Men	69	4.77	.690		

When Table 5 is examined, it is seen that the average of female teachers ($\bar{X} = 4.87$) is higher than the mean of male teachers ($\bar{X} = 4.77$).

Table 6. Mann whitney u test results on the competence perception of teachers in inclusive practices in sub-dimensions according to their gender

	Gender	N	Rank Average	Rank Total	U	Z	p
Education	Men	22	46.16	1015.50	755.500	-.033	.974
	Women	69	45.95	3170.50			
Cooperation	Men	22	48.95	1077.00	694.000	-.606	.545
	Women	69	45.06	3109.00			
Class Management	Men	22	50.34	1107.50	663.500	-.892	.372
	Women	69	44.62	3078.50			

When Table 6 is examined, it is seen that the mean rank of male teachers is higher than the mean rank of female teachers in all sub-dimensions.

When Table 5 and Table 6 are examined, in the results of independent samples, t test and Mann Whitney U test conducted to determine whether the competencies of teachers in inclusive practices differ significantly according to their gender, it is seen that the mean differences between groups are not statistically significant in the scale and sub-dimensions ($p > .05$).

Table 7. Average proficiency levels and standard deviation values in inclusive practices by years of service across the scale

	Service Year	N	\bar{X}	SS
GENERAL	1-5 Year	25	5.01	.723
	6-10 year	35	4.78	.614
	11-15 year	6	4.72	.662
	16-20 year	16	4.55	.729
	21 year and over	9	4.77	.603

When Table 7 is examined, it is seen that in general, the highest average is for teachers with 1-5 years of service ($\bar{X} = 5.01$), and the lowest average is for teachers with 16-20 years of service ($\bar{X} = 4.55$). One-way analysis of variance (ANOVA) was used to determine whether the difference between the averages of the competence perception levels in inclusive practices according to the years of service of the teachers was significant and the results obtained are given in Table 8.

Table 8. ANOVA results on competence perception levels in inclusive practices by years of service across the scale

	Source of Variance	KT	sd	KO	F	p
General	Intergroup	2.196	4	.549	1.227	.305
	Within groups	38.460	86	.447		
	Total	40.656	90			

When Table 8 is examined, it is seen that the means between groups across the scale do not differ significantly ($F = 1.227$, $p > .05$) as a result of the one-factor ANOVA performed to determine whether the competence perception levels of teachers in inclusive practices differ significantly according to years of service.

Table 9. Kruskal wallis test results related to competence perception levels in inclusive practices in sub-dimensions according to years of service

	Service Year	N	Rank Average	Chi Square	sd	p
Education	1-5 year	25	55.30	4.400	4	.355
	6-10 year	35	43.11			
	11-15 year	6	43.17			
	16-20 year	16	40.78			
	21 year and over	9	42.56			
Cooperation	1-5 year	25	56.36	7.591	4	.108
	6-10 year	35	43.70			
	11-15 year	6	39.50			
	16-20 year	16	34.94			
	21 year and over	9	50.17			
Class Management	1-5 year	25	51.18	3.348	4	.501
	6-10 year	35	47.56			
	11-15 year	6	42.08			
	16-20 year	16	42.66			
	21 year and over	9	34.11			

When Table 9 is examined, it is seen that the average rank of teachers who have served 1-5 years in all sub-dimensions is high. The lowest mean rank is seen in the sub-dimension of education ($X = 40.78$) and cooperation ($\bar{X} = 34.94$) for teachers with 16-20 years of service. In the classroom management sub-dimension, it is seen that there are teachers with 21 years and more ($\bar{X} = 34.11$) years of service.

In the Kruskal Wallis results, which were made to determine whether the competence perception of teachers in inclusive practices differ significantly according to years of service, it is seen that the mean differences between groups in sub-dimensions are not statistically significant ($p > .05$).

Table 10. T-Test results regarding competence perception in inclusive practices according to the place across the scale

	Place of Duty	N	\bar{X}	SS	t	p
GENERAL	Province	52	4.69	.658	-1.843	.069
	District	39	4.95	.670		

When Table 10 is examined, it is seen that the average of teachers working in the district ($\bar{X}=4.95$) is generally higher than the average of teachers working in the province ($\bar{X} = 4.69$).

Table 11. Mann whitney u test results on the competence perception of teachers in inclusive practices in sub-dimensions according to the place of duty

	Place of Duty	N	Rank Average	Rank Total	U	Z	p
Education	Province	52	42.63	2216.50	838.500	-1.413	.158
	District	39	50.50	1969.50			
Cooperation	Province	52	41.44	2155.00	777.000	-1.911	.056
	District	39	52.08	2031.00			
Class Management	Province	52	42.02	2185.00	807.000	-1.673	.094
	District	39	51.31	2001.00			

When Table 11 is examined, it is seen that the average rank of the teachers working in the district is higher than the average rank of the teachers working in the province in all sub-dimensions.

When Table 10 and Table 11 are examined, it is seen that the mean differences between groups are not statistically significant in the scale and sub-dimensions in the results of the independent samples t test and the Mann Whitney U test to determine whether the competence perception of teachers in inclusive practices differ significantly according to the place they work ($p > .05$).

Table 12. T-Test results on competence perception in inclusive practices according to education levels across the scale

	Education Level	N	\bar{X}	SS	t	p
GENERAL	Graduate Degree	77	4.84	.664	1.478	.143
	Postgraduate Degree	14	4.55	.685		

When Table 12 is examined, it is seen that the average ($\bar{X} = 4.84$) of teachers with postgraduate degrees is higher than the average of teachers with graduate degree ($\bar{X} = 4.55$).

Table 13. Mann whitney u test results on the competence perception of teachers in inclusive practices in sub-dimensions according to their education levels

	Education Level	N	Rank Average	Rank Total	U	Z	p
Education	Graduate degree	77	46.22	3559.00	522.000	-.188	.851
	Postgraduate Degree	14	44.79	627.00			
Cooperation	Graduate degree	77	48.28	3717.50	363.500	-1.941	.052
	Postgraduate Degree	14	33.46	468.50			
Class Management	Graduate degree	77	47.62	3666.50	414.500	-1.381	.167
	Postgraduate Degree	14	37.11	519.50			

When Table 13 is examined, it is seen that the rank averages of the graduate degree teachers in all sub-dimensions are higher than the average rank of teachers who are postgraduate degree teachers.

When Table 12 and Table 13 are examined, it is seen that the mean differences between groups in the results of the independent samples t test and Mann Whitney U test are not statistically significant across the scale and in sub-dimensions to determine whether teachers' perceptions of competence in mainstreaming practices differ significantly according to education level. ($p > .05$).

4. Discussion

Physical education and sports teachers stated that they considered themselves “agree level” in inclusive practices. In the sub-dimensions of the scale, the highest averages are formed as classroom management competence, teaching competence and cooperation competence, respectively. Based on the results of the study, it can be said that teachers know the importance of inclusive education and try to fulfill the requirements of this importance. Gürsel et al. (2017) stated in their study that physical education preservice teachers have positive levels of cognitive awareness regarding the importance of inclusive education for students who need special needs. In the study of Uğur et al. (2018), the education level of preservice teachers on inclusive education was found to be quite high. In many studies in the literature, it has been concluded that teachers find themselves competent in inclusive practices. (Everington, Stevens, & Winters, 1999; Mirošević, 2016; Mažgon, Jeznik, & Ermenc, 2018; Şimşek, 2019; Akdal, Bozdağ, Aydın, & Aşkan, 2020; Dayı, Açıkgöz, & Elçi, 2020). The presence of information about inclusive education in the content of teacher training programs will contribute to the more qualified preservice teachers’ training and to see themselves competent. The high level of readiness of teachers regarding inclusive education starting from the candidacy process is a positive situation for the students they will teach when they become teachers. Again, it can be said that this positive point of view between teachers and preservice teachers on inclusive education is quite meaningful in terms of the development of inclusive education. When the literature is examined, it is seen that there are studies that have found that inclusive education is an integral part of education in studies conducted on teachers (Pearman & others, 1992; Haskell, 2000; Leyser & Tappendorf, 2001; Adyrkhaev, 2016). Mangope and Kuyini (2013) found in their study on physical education teachers that teachers’ perspectives on inclusive education and inclusive education were positive and at a high level. In their study, Petersen et al. (2014) stated that the education classes for disabled individuals taken while studying in the physical education department positively changed teachers’ attitude towards inclusive students. The results of this study showed that both preservice teachers and teachers were competent in inclusive practices due to the education they received. However, there are also studies in the literature that find that teachers are inadequate regarding inclusive practices (Avcı 1999; Etunç, 2008; Babaoğlu & Yılmaz, 2010; Gök & Erbaş, 2011; Zulfizja, Indira, & Elmira, 2013; Mu, Wang, Wang, Feng, Deng, & Liang, 2015; İlk & Açıkalın, 2018; Horzum & İzci, 2018; Kocatürk, 2018; Uğraş, 2018). In the results of these studies, where teachers stated that they found themselves inadequate, it was observed that the teachers stated that they wanted to try some development methods (in-service training, course, personal development lessons, etc.) in order to bring themselves to a sufficient level. This situation can be interpreted as the competence of teachers regarding inclusive education will increase.

Gender variable did not show a significant difference on the competence perception of physical education and sports teachers in inclusive practices. Kırımoğlu, Dalli, Yılmaz, and Say (2017), in their study on preservice teachers, found that the gender variable does not have an effect on the perspectives of preservice teachers on disabled individuals. Akdal et al. (2020) found that the gender of teachers is not a factor in inclusive practices. In the literature, it is seen that there are studies that found that the gender variable is not a factor on teachers’ competence in inclusive practices (Şahbaz & Kalay, 2010; Özkuloğlu, 2015; Yaylacı & Aksoy, 2016; Arslan, 2019; Şimşek, 2019).

Years of service did not differ significantly on the competence perception levels of physical education and sports teachers in inclusive practices. Arslan (2019), in his study examining the competencies of school administrators and teachers for inclusion, found that the variable of service year did not have an effect on teachers’ inclusive application competencies. In the relevant literature reviews, there are other studies that conclude that professional seniority is not a factor on teachers’ inclusive practices competencies (Tahaoğlu & Gedikoğlu, 2009; Yıldız, 2012; Görgülü, Küçükali, & Ada, 2013; Yaylacı & Aksoy, 2016; Şimşek, 2019). Unlike the results of the study, Etunç (2008) found in his study that teachers with less seniority had higher inclusive practice competence.

The place of employment and the level of education did not differ significantly on the competence perception of physical education and sports teachers in inclusive practices. Cankaya (2010), in his study with teachers, found that the proficiency of inclusive of teachers working in schools in large residential areas was high. Dolapci (2013) found that the teachers working in the provincial center had higher inclusive application competencies than the teachers working in the district or town.

Based on the research results; We can list the suggestions made to researchers, institutions that train physical education and sports teachers and the Ministry of National Education as follows; Increasing the number of academic studies can be conducted to change the perspective of students who get inclusive education. Teachers can be trained by the Ministry of National Education in order to raise awareness about inclusive education. The increase in the education level of teachers is effective in developing a positive attitude towards inclusive education. In order to spread this effect, this issue can be emphasized in graduate programs. New studies can be

done at the doctoral level. Studies can be done with a larger sample group.

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