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Technology of school-family cooperation in promoting inclusive education

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Abstract

The aim of this study is to provide the technology of school-family cooperation on primary school students in promoting inclusive education. The research was carried out in the spring semester of 2021-2022, the study with the participation of 242 primary school students was conducted in a quantitative research model. In the study, primary school students and their families were given 3 weeks of technology and distance education transformation training. In the study, the "Technology Acceptance" measurement tool developed by the researchers was used to collect data. The scale used in the research was delivered and collected by the online method of university students. The analysis of the data was carried out using the SPSS program, frequency analysis was performed using the t-test, and the results obtained were added to the study accompanied by tables. As a result of the research, it has been concluded that the values of school-family cooperation technology are high in promoting inclusive education of primary school students.

Keywords: Inclusive Education, Distance Education, Primary School Students, Technology Acceptance;

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1. Introduction

The decoupling between people begins at a young age depending on the gender, income status, ethnicity of the children, the languages they speak or the religions they believe in, their disability status or for completely different reasons (Cil et al., 2022). This distinction, unfortunately, prevents every child from having the opportunity to receive an equal education and the opportunity to participate in social and cultural activities today (Utemissova et al., 2021). But there is an approach aimed at ensuring equal opportunities for each child by preventing this situation: Inclusive education Educational rationale: Inclusive schools should develop educational programs that take into account the individual characteristics of students and the benefits of all students. Instead of standardization in education and learning is preferred approach to a diversified individual needs of students based on their performance when all students will be more likely to benefit from the learning process (Ellis-Robinson et al., 2021). Social justification: Inclusive schools will form the basis for a fairer structure of society by creating an attitude and change. Economic rationale: Inclusive schools will cost less for different student communities than an education system with different types of schools because they provide education to all students dec (Kuusimäki et al., 2021).

Inclusive education has a socially unifying function. An important benefit of inclusive education is to improve the academic performance of students. As schools that dec to provide qualified education to students with cultural differences together will have to develop different teaching methods in order to meet individual needs, positive progress in the learning of all students is expected (Lohmann, et al., 2021). This is used as justification for international exams such as PISA education inclusive education in schools in high socioeconomic inequality between countries and individuals at the lowest level of success is showing regardless of their status, it is observed that for an equal learning environment allows you to benefit from (Paula et al., 2021). On the other hand, inclusive education has the function of serving the culture of cohesion and coexistence in society, as well as revealing feelings about accepting differences as wealth. As a matter of fact, Article 2 of the Salamanca Declaration and the Framework of Action. its article states that ”schools with an inclusive educational orientation are the most effective means of combating discrimination, creating a society that welcomes and accepts everyone, and so that everyone has access to the right to receive education". UNESCO (2001) explains this situation as a social justification for inclusive education (Mara et al., 2021). Inclusive schools, where everyone dec educated in the same environment and conditions, help to develop positive attitudes towards differences between students. Inclusive education, which contributes to the formation of a more just and inclusive society, has an important function that prevents social divisions and contributes to social integration (Amsbary et al., 2021). Inclusiveness is, in a way, an act of understanding and recognizing the other. All individuals who qualify as the other and have a disadvantaged position are the target audience of inclusive education. Multiculturalism is an important sub-dimension of inclusive education. Multiculturalism refers to the deculturalism of others among students. The knowledge and understanding of different cultures can only be realized through multicultural education (Pathak et al., 2022).

1.1. Related Studies

In their (2018) study, Moore-Thomas et al. discuss the historical and contemporary factors and barriers that affect students and their families when they partner with schools and communities. This article African American students, families, and communities the political structures and socio-cultural reality, as well as effective collaboration and interaction for the understanding of cultural competence

and as a result it is related with the main aim of research thanks to technology, students, and families with special models for effective work to be useful they achieved.

Ozdamli and Stars (2017) in their studies in school and family collaboration in the process of ypamis to emphasize the importance of mobile technologies, mobile technology, mobile learning, and parents whose children attend the school sought to determine the expectations and opinions about their capacity, and as a result parents are confirmed to be generally positive opinions about the use of mobile devices for educational purposes. On the other hand, they concluded that the parents' opinions about school-family cooperation and family participation with mobile technologies were positive.

Hopcan Polat and colleagues (2021) of special education teachers in the work they have done in the year of the COVID-19 pandemic in the process of experience and were made in order to determine the needs of distance education, and the intended according to the results of research, technology and computer literate they are the majority of teachers, stated that they own phone or a tablet, and stated that they found the technology useful, mostly in online education provides feedback are interacting and partially, expressing that they partially individualized the lessons, they concluded that blended learning is suitable for students.

It should be noted that the main purpose of the studies in this field is to try to make education more permanent, it is expected that these values in the research will also support future studies

1.2. The Purpose of the Study

The aim of this study is to provide the technology of school-family cooperation on primary school students in promoting inclusive education. According to the problem of the research, some additional questions to october searched for are as follows:

1- How Often Do Primary School Students Spend Their Time on Technology?

2- What is the Situation of Primary School Students Devoting time to inclusive education during the Day?

3- What are the devices and devices that Primary School Students access for this purpose?

4- What is the Opinion of Primary School Students about Inclusive Education and Technology

5- Is there a significant difference between the Inclusive Education and Technology dec of Primary School Students according to the Age Variable?

2. Method

It is seen that the method part has always been a trace and an importance in research, in this regard, it is important that the method is given correctly and meets the problem situation in the functioning and course of the research. When the method part of the study is considered, the type and source of the data in the study, the data collection tool and the information of the statistics used in the study are included and organized.

2.1. Research Model

It is known that the problem situation in the research shows its importance. When the quantitative research method is considered, it is seen that numerical values and names are defined by explanation. It is known that it is used to end, categorize and reduce numerically very precise results (Uzunboylu et al., 2021). In this research, the aim of the study is to provide the technology of school-family cooperation

on primary school students in promoting inclusive education through quantitative research method and it has been patterned with various applications and according to its variables.

2.2. Working Group/Participants

The participation groups included in the study consist of 242 voluntary primary school students who continue their education and training in various primary schools in Kazakhstan. In the research, the measurement tool was applied to the students with the Microsoft Teams Form method and it was accepted.

Gender

In this section, the differences of the groups of participants organized by the researchers and included in the study according to the concept of gender are given in Table 1.

Table 1. Distribution of Primary School Students According to Gender Variable

Gender	Boy		Girl	
	F	%	F	%
Variable	124	51.24	118	48.76

When table 1, where there is data numerically, was examined, distributions were determined according to the gender variable of the primary october students participating in the study and numerical values were added to table 1 by considering additional relevant information, in this context, it was seen that 51.24% (124 people) were male primary school students, while 48.76% (118 people) were female primary school students. In the gender section, the findings reflect the actual gender distribution.

The Situations of Primary School Students Taking Time Off for Technology during the Day

In this section, the cases of primary school students who were voluntarily included in the study taking time off for technology during the day were discussed and examined, and the studied values were digitized and added to table 2.

Table 2. The The Situations of Primary School Students Taking Time Off for Technology during the Day

It's time to use technology	1-3 Time		4-6 Time		7 or more hours	
	F	%	F	%	F	%
Variable	28	11.57	101	41.73	113	46.70

The situation of primary school students who are expected to be better off with inclusive education taking time off for technology during the day has been examined and added to table 2. In this context, when Table 2 is examined, %11.57% to (28) for 1-3 hours of their time, expressed as a technology, %41.73 percent (113 people), and finally expressed 4-6 hours time for technology ayirdikli %46.70 percent (113 people) using the technology of 7 hours and they expressed, in this context,

research, technology elementary school students during the day and up to 7 hours of time allocation and their status within the range above, it is observed that they prefer.

The Time Periods Spent by Primary School Students for Inclusive Education

In this part of the study, in accordance with the sociocultural and individual characteristics of inclusive education and the requirements of primary school students, the situations according to the time periods of daily use in the process of time zones of spending time in the educational environment were investigated and examined. Detailed information is given in table 3.

Table 3. The Time Periods Spent by Primary School Students for Inclusive Education

Container Education	1 time		2 time		3 time		4 time	
	F	%	F	%	F	%	F	%
Variable	8	3.30	38	15.70	120	49.59	76	31.41

In this section of the research timeframes for inclusive education of Primary School students is their often-researched, elementary school students and their parents were asked to work with them detailed information are given in Table 3. in this context, Table 3 is examined, %3.30% (8 people) for 1 times in the timeframe when uttered inclusive education, %15.70 percent (38 people) stated that they use inclusive education 2 times, 49.59% (120 people) stated that they had used inclusive education 3 times and finally 31.41% (76 people) stated that they had used inclusive education 4 times, in this context, it is seen that university students prefer the most frequent use of inclusive education in the research with a frequency of 3 times.

Class Status

In this section, the class information of the primary school students who voluntarily participated in the study was examined and detailed information was given in table 4.

Table 4. Distribution of Primary School Students According to Their Class Status

Depertment	2.Class		3. Class		4. Class	
	F	%	F	%	F	%
Variable	58	23.97	98	40.49	86	35.54

When Table 4 was examined, the distribution of primary school students who voluntarily participated in the study according to their class status was considered and the information of primary school students according to the class data was added to the table. In this context, when table 4 is considered, 23.97% (58 people) are in primary school 2. It was found that the grade level was in the decemberrd grade, with 40.49% (98 people) of the pupils attending primary school 3.as for the grade range, the last 35.54% (86 people) are in grade december 4.It is observed that the class is december the range. In the Class distributions section, the findings reflect the actual distribution.

2.3. Data Collection Tools

When the data collection tool part of the research is considered, it is seen that the skeleton of the study is formed in the first place, in the light of the information in the data collection tools part, it will be seen that some demographic information and information about the problem situation of the research are added to some demographic information. It is seen that a measurement tool developed by the researchers who put the research forward and developed it is used in this study. On the other hand, the data collection tool was examined by experts in the field of inclusive education and technology of

primary school students and the items that could not be appropriate were removed from the study and corrected. A personal information form called the ”Technology Acceptance" data collection tool that was applied to elementary school students with the help of Microsoft teams form and their families and developed by researchers was used. The validity of the scope of the measurement tool developed was examined by 3 professors and 3 associate professors who conducted studies by experts, and unnecessary items were removed from the measurement tool and rearrangements were made.

1. Personal Information Form (Demographic Data): In the personal information form, information such as gender, class is provided.

2. Technology Acceptance Data Collection Tool: A 5-point likert-type questionnaire was prepared to obtain information about the opinions of primary school students in order to improve their inclusive education and technology status and to develop at the same time. 17 Items of the measurement tool consisting of a total of 19 items were used and 2 items were removed from the measurement tool thanks to expert opinion. The opinions of primary school students from three factorial dimensions were applied, such as “Inclusive Education”, “Technology Acceptance” and “Technology Application” of primary school students. The Cronbach Alpha reliability coefficient of the measurement tool as a whole was calculated as 0.92. Measurement tool; “strongly disagree” (1), “disagree” (2), “I'm undecided” (3), “agree” (4) and “strongly agree” (5) in the form of rated. The measurement tool was collected from primary school students in the form of Microsoft Teams forms environment with the help of their families.

2.4. Application

When the application part is considered, it is also seen in related studies that it is important for the research to be created according to the problem situation and to be shaped with the people participating in the research in this environment and to receive acceptance. 242 volunteer primary school students who continue their education in various primary schools in the Kazakhstan region have been identified and a distance education environment has been planned so that they can develop inclusive education and technology concepts. In addition to education in the school environment, inclusive education and its appropriate applications and technologies, as well as distance education activities are aimed to continue to be used in cooperation with PTA, this situation has been explained to primary school students and their families. Inclusive education and technology of the state of merging with the technology of remote training and be provided with this situation, distance education support received by those engaged in the work of the research part in the event when it is completed, the primary assessment tool for students in the implementation and application forms and Microsoft Teams training is provided weekly Activity 3 primary school students in inclusive educational environment, technology, unity of the family business environment, using technology and determining how often they use various applications of learning techniques, and how often inclusive educational situations are used with distance education technologies, etc. such cases were provided to university students in the form of technology education, and university students were expected to participate in the event held every week on this topic. after 3 weeks of training, the measurement tool and the information form were applied to the primary school students and the data were given in the tables and findings section. The measurement tool collected with the help of Microsoft Teams form explained how primary school students will respond with the help of their families. Used by Microsoft application teams meet most of the schools of education by Distance Education, distributed through each section and the application program designated in Section 4, so next week will be limited to a maximum of 61 is set to be distributed to elementary school students, in the form of question and answer training program each training 50 minute 15 minute time-frame that has been processed to 65 minutes in total, the calculation of the

elementary school students were transferred to SPSS programs performed in the environment assessment tool encodings.

2.5. Analysis of the Data

In the analysis part of the data, statistical data obtained from university students were analyzed in the Statistics program using frequency (f), percentage (%), mean (M), standard deviation (SS), t-test, kruskal values, with irai. The data obtained from the program are given in tables accompanied by numerical values, findings and comments.

3. Findings

In this part of the research, it will be seen that the information obtained from primary school students is digitized and added in the form of tables, and the results are added by interpreting the tables.

3.1 Devices that Primary school Students access for this purpose Devices

The findings that primary school students applied the terms related to the problem state of the research and the devices they accessed while using distance education technologies were examined are given in Table 5.

Table 5. Devices that Primary School Students access for this purpose Devices

Depertment	Smart Phone		Tablet		Other	
	F	%	F	%	F	%
Device	182	75.21	34	14.05	26	10.74

Table 5 shows that the volunteer elementary school students included in the study have information about the applications in the study and the devices they access when using distance education technologies. According to this information, 75.21% of the students using smartphones (182 people) have mobile phones, 14.05% (34 people) have said that they use tablet computers, and finally 10.74% (26 people) have access to different devices with the other part. According to the above findings, it is seen that they use mobile phone the most and there are 182 people.

3.2 Opinions of Primary School Students about Inclusive Education and Technology

Table 6 shows the results of descriptive statistics consisting of 17 statements in order to get the opinions of primary school students about inclusive education and technologies

No	**Ingredients**	***M***	SD
1	I was not forced to enter an inclusive educational environment	4.61	0.63
2	I saw with my family that technology and inclusive education are strong	4.74	0.41
3	I believe that inclusive education meets physical conditions and needs	4.64	0.39
4	I believe that I get a more efficient activity and lesson thanks to Inclusive Education	4.52	0.52
5	I devote more time to myself thanks to inclusive education and technology	4.57	0.68
6	I find it fun and effective in this training that I get with technology	4.52	0.42

7	In the training I received, I found that the application part was effective for my life	4.63	0.65
8	I think that the implementation of inclusive education in the classroom is a different method from other students	4.67	0.61
9	With the support of my family in my development, I always find that this application leaves permanent traces on me	4.52	0.59
10	It gives me pleasure to make the applications I received with technology on time	4.73	0.71
11	I don't think I have any difficulty in technology education with distance education applications	4.86	0.69
12	I know who I will get support from when I have difficulty in the event I get with technology	4.79	0.65
13	Opening a camera with my family during this event allowed me to adapt to the environment	4.82	0.59
14	I complete the places I missed by chatting in the event section and act accordingly	4.62	0.63
15	I have never had a connection problem with Distance Learning and I have participated in events without my connection ever freezing	4.85	0.57
16	I dec think that there is an educational relationship between my teacher and me	4.71	0.59
17	I would also like to see these educational and technological applications in my other courses	4.63	0.42
	Grand Total	4.67	0.57

As seen in Table 6, the opinions of elementary school students were applied for the applications and activities they received after the study, and detailed information was given in table 6. The statements have been evaluated separately and digitized and the results regarding each value as positive are included. According to the results of the measurement tool applied after the study, although there was a significant difference in most expressions, one of the most obvious statements of primary school students was the result of the average of M= 4.86 “I think that I do not have difficulty in technology education with distance education applications” M =4.86. In addition, it is seen that one of the most obvious expressions of primary school students is “I have never had a connection problem with Distance Education and I have participated in activities without my connection ever freezing” M=4.85 average. In addition, it is seen that one of the most obvious statements of primary school students is “I know who I will get support from when I have difficulty in the activity I take with technology” M=4.79 average. In addition, from the statements of primary school students, it is seen that “Opening the camera with my family in this activity allowed me to adapt to the environment” had an average of M = 4.82. In addition, it is seen from the statements of primary school students that “It gives me pleasure to make the applications I receive with technology on time” has an average of M=4.73. It is seen that each value of the research is high.

Finally, it is seen that the overall average of primary school students is M=4.67. The results obtained with a nice time with inclusive education of elementary school students through the activities that they enjoyed the time they separated themselves that they found useful technology that distance education

and in this way they are forced, they had a nice time with their families in this environment and this value is a lot more meaningful for the environment.

3.3 Inclusive Education and Technology Status of Primary School Students According to Age Variable

Table 7 shows the results of the Kruskal Wallis H-Test to determine the results of the comparison of Primary School Students according to the Age Variable regarding their Inclusive Education and Technology status.

Table 7. Inclusive Education and Technology status of Primary School Students According to Age Variable

	Class	N	Rank Average	SD	X^2	P
Inclusive Education and Technology situations	2. Class	58	3.80	.469		
	3. Class	98	4.41	.858		
	4. Class	86	4.52	.485	4.30	.000
	Total	242	4.07	.571		

As dec dec be seen in Table 7, the Inclusive Education and Technology status of primary school students according to the class variable was examined and the comparison results between the examined data were included and a significant difference was found between the classes of university students. ($\chi 2$ = 4.30; P=.000; P<0.05). According to the findings found “4. Grade” It can be said that elementary school students who study inclusive education and technology have the highest average (M=4.52) according to the class variable. Again, according to the results of the study, the 2nd highest when other classes are considered. the class with the average score (M =4.41) was ranked “3rd. The class is”the department where there are primary school students studying and, finally, the one with the lowest perception (M =3.80) “2. It is seen that there are primary school students studying in the ”classroom".

4. Discussion

In the studies conducted by Yazcayir et al. (2021), in this study, it was aimed to examine how special education provided to students within the scope of inclusive education continues at home during the pandemic process, and as a result, participants reported that some teachers were studying online and shared worksheets with all students via WhatsApp group. However, students with special needs that they were unable to follow up regularly on TV, they were successful in education through technology, when combined with the results of the research they achieved the value of inclusive education for elementary school students benefit and benefit of the faithful, as well as the results they provide the benefit of distance education have been achieved.

Sandoval and colleagues (2021) in the year of the work they have done in schools to support the development and improvement of educational practices in Inclusive Education sought a review of the literature on the implementation of guidance and tools, and as a result, if, in this context, the results were obtained as they are always peaceful and happy in an activity with their families where family cooperation is important in the research, in this context, it can be said based on the results that these activities provide benefits and benefits to students in direct proportion.

Blau and colleagues (2017) in the year of the work they have done during an academic year in schools in a large sample of 429 entire training intended to analyze mobile access, data base, the study, using a learning analytics approach, stylish as well as between teacher and students without access to a mobile database Dec schools, their mother and their father's desenlenmi by supporting the

comparison of the log of the mobile, and as a result, the study has supported the hypothesis of a two PFC. The mobile access of teachers to the database has promoted the mobile access of students, mothers and fathers to the database. Ubiquitous mobile data management has reached the results that it is a modeling process that students and parents learn from teachers, in this context, according to the results of the study, when this value is combined, it has been concluded that mobile technology is used the most in the research.

It is essential that such studies contribute to the literature and the problem situation when each research is considered, it is always thought that a study will shed light on another study, as well as strengthen the direction of education in people moving towards this path.

5. Conclusion

When the results part of the research is considered, it is seen that the findings and comments based on the results are included numerically, it is seen that the volunteer audience comes first in numerical terms, in this context, it has been concluded that the primary school students participating are 242 people. Another result of the research is that elementary school students who are expected to be better off with inclusive education use 7 hours and technology by examining the situations of allocating time for technology during the day. It is known that this value is important for research, it is known that using technology will create a more efficient learning environment in inclusive education. If another value of research, inclusive education is often timeframes for their elementary school students-researched, elementary school students were asked to inclusive educational usage with the help of their parents and the result of the amount up to 3 times the incidence of understanding was reached as a result it is seen that college students preferred. Another value of the study is that the distribution of primary school students participating voluntarily according to their class status was considered, and according to the class data, the information of primary school students was collected from 3 out of a maximum of 98 people. The end was reached when he was in the classroom.

Another value of the research is that the volunteer elementary school students included in the study have information about the applications in the study and the devices they access when using distance education technologies. This information is 182 and the person most mobile phone use has been reached the conclusion that these values together a new generation of students and it is observed that most of the students prefer a smart phone, another value of research, applications that are received after the studies and activities of Primary School students made reference to the views for detailed information and distance education technology in education in the light of applications, managing and given a positive reply to the answer I think is enforced, I haven't had any connection problems with my connection and distance education never attended events before I freeze what I said, when forced with the technology that I bought in the event I know I would get support from a positive reply to the answer given in this event with my family and they gave an answer helped open the camera to adapt to the environment of elementary school students inclusive education through the activities that they enjoyed a nice time with the technology that they separated themselves that they found useful in this way they are forced with time and distance education, they had a nice time with their families in this environment is a much more meaningful and for the environment, it is seen that this result was reached, the final result of the research, when we were in elementary school students according to the class variable studied and analyzed the status of inclusive education and technology have been given the results of the comparison between data and primary school students between classes, it was inferred that there is a significant difference. According to the findings found “4. Grade" the highest level of inclusive education and technology among primary school students studying according to the class variable and the 2nd highest when other classes are considered according to the results of the research. with an

average grade point average of “3. The class is“ the section where it is the primary school students who are studying, and finally, the one with the lowest results "2. It has been concluded that the ”class" is the primary school students who are studying.

Finally, while it is expected that this study will be conducted in another geographical area, as a result of the research, it has been concluded that the values of school-family cooperation technology are high in promoting inclusive education of primary school students.

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