

**PREDICTORS OF PERCEPTIONS OF EFFICACY FOR INCLUSIVE EDUCATION:
ATTITUDE, CONCERN AND SENTIMENT**

***PREDITORES DE PERCEPÇÕES DE EFICÁCIA PARA EDUCAÇÃO INCLUSIVA:
ATITUDE, PREOCUPAÇÃO E SENTIMENTO***

***PREDICTORES DE PERCEPCIONES DE EFICACIA PARA LA EDUCACIÓN
INCLUSIVA: ACTITUD, PREOCUPACIÓN Y SENTIMIENTO***

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ABSTRACT: The aim of the study is to determine the effects of sentiments, attitudes and concerns towards inclusive education on the perception of efficacy in inclusive education with a group of 220 teachers. “Personal Information Form”, “Sentiments, Attitudes and Concerns About Inclusive Education Scale Revised (SACIE-R)” and “Teacher Efficacy for Inclusive Practice (TEIP) Scale” were used as data collection tools. Descriptive statistics, Pearson correlation and Regression technique were used in statistical analysis. Results pointed that sentiment and attitude have a significant effect on teachers' competencies in inclusive education practices. As a result, it can be said that teachers' feelings and attitudes towards inclusive education affect their self-efficacy.

KEYWORDS: Inclusive education. Efficacy for inclusive practice. Sentiments. Attitudes. Concerns.

RESUMO: O objetivo do estudo é determinar os efeitos dos sentimentos, atitudes e preocupações em relação à educação inclusiva na percepção da eficácia da educação inclusiva com um grupo de 220 professores. Foram utilizados como instrumentos de coleta de dados “Formulário de Informações Pessoais”, “Escala de Sentimentos, Atitudes e Preocupações sobre Educação Inclusiva Revisada (SACIE-R)” e “Escala de Eficácia do Professor para a Prática Inclusiva (TEIP)”. Estatística descritiva, correlação de Pearson e técnica de regressão foram utilizadas na análise estatística. Os resultados apontaram que o sentimento e a atitude têm um efeito significativo nas competências dos professores em práticas de educação inclusiva. Como resultado, pode-se dizer que os sentimentos e atitudes dos professores em relação à educação inclusiva afetam sua autoeficácia.

PALAVRAS-CHAVE: Educação inclusive. Eficácia para a prática inclusive. Sentimentos. Atitudes. Preocupações.

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RESUMEN: *El objetivo del estudio es determinar los efectos de los sentimientos, actitudes y preocupaciones hacia la educación inclusiva sobre la percepción de eficacia en la educación inclusiva con un grupo de 220 docentes. Se utilizaron como herramientas de recolección de datos el “Formulario de Información Personal”, la “Escala Revisada de Sentimientos, Actitudes y Preocupaciones sobre la Educación Inclusiva (SACIE-R)” y la “Escala de Eficacia Docente para la Práctica Inclusiva (TEIP)”. En el análisis estadístico se utilizó la estadística descriptiva, la correlación de Pearson y la técnica de regresión. Los resultados señalaron que el sentimiento y la actitud tienen un efecto significativo en las competencias de los docentes en las prácticas de educación inclusiva. Como resultado, se puede decir que los sentimientos y actitudes de los docentes hacia la educación inclusiva afectan su autoeficacia.*

PALABRAS CLAVE: *Educación inclusive. Eficacia para la práctica inclusive. Sentimientos. Actitudes. Preocupaciones.*

Introduction

There is the phrase "Every individual has the right to receive education" in the Universal Declaration of Human Rights. In this context, equal access to educational opportunities is a right that should be provided to all students, regardless of their individual characteristics. Considering these rights, it is possible for students with special needs to be able to find themselves in normal education environments and to benefit from the educational opportunities that their peers benefit from. The importance given to the normal education of students with special needs in schools is increasing. Inclusion practices have come to the fore so that students with special needs can equally benefit from the educational opportunities that their normally developing peers benefit from.

Inclusive education is generally defined as an educational practice in which the education needs of individuals with special needs are determined, guided by the individualized education program (IEP) and providing the necessary support education services, in general education classes with their peers (YILMAZ; MELEKOĞLU, 2018). Inclusive education also provides benefits for teachers, children with special needs and children with normal development. By applying adaptation strategies, teachers can improve themselves professionally to provide appropriate education. Children without special needs, on the other hand, contribute positively to their social and emotional development by helping their friends with special needs and understanding that there are individuals with different characteristics in the society (GÜZE-ÖZMEN, 2003; BATU; KIRCAALI İFTAR, 2005).

Inclusion programs should be carried out successfully for people with special needs to integrate into society and gain independent living skills. The basic expectation underlying mainstreaming is to increase the quantity and quality of interaction between students with

special needs and students without special needs, thus eliminating or at least decreasing social barriers and increasing social acceptance (KANER, 2000). Thanks to inclusive education practices, students with special needs take their normally developing peers as role models and gain some positive behavior and social skills by observing them (SAENZ *et al.*, 2005; TURNER; SHEPHERD, 1999). By this way, inclusive students can exhibit skills such as being accepted in the society, self-confidence, self-development, academic and social development. Therefore, inclusive education enables students with special needs to benefit from all school activities by being together with their peers and is effective in the acquisition of academic skills and social behaviors (GÜZEL-ÖZMEN, 2003). Teachers have an important role to play in the physical education course, where socialization is the most efficient and can provide opportunities for the development of all students' abilities, in gaining these skills and realizing inclusive education more effectively and efficiently.

Physical education teachers should be aware of their responsibilities towards students with special needs, legal obligations, forms of intervention, evaluation methods and should be able to make teaching plans (MEB, 2006). It is important for the teacher to have knowledge and to have good self-efficacy levels and competencies in the successful execution of the inclusion practice. For this reason, teacher efficacy in inclusive practices for students with special education needs is a topic that is frequently emphasized and discussed in the world of education (BALBAĞ *et al.*, 2021).

Self-efficacy belief can be defined as people's judgments about their performance in different specific task areas (BANDURA, 1997). To successfully carry out inclusive education of teachers and teacher candidates. It can be said that it is related to gaining high self-efficacy, awareness on this subject, having the relevant equipment and increasing their awareness level. The first step in increasing this level of awareness is to reveal teachers' self-efficacy levels regarding inclusive education. In this way, studies can be carried out to eliminate the deficiencies in the implementation of inclusive education and it can be ensured that inclusive education is more efficient.

Not only teachers' self-efficacy levels, but also their attitudes and concern levels are important for inclusive education to be more efficient. It is of great importance for educators to have a disinterested and positive attitude towards children with special needs, both for themselves, for children with normal development, and for children with special needs (TEMEL, 2000). Teachers' attitudes towards inclusion are effective so that individuals with special needs can socialize with their peers and develop at best level. With the positive

attitude of the teacher, it will increase the acceptance of the inclusion student as a model for normal children (ÜNAL; SABAN 2014).

When the literature is reviewed, there are many studies related to inclusive education, mostly to determine the positive and negative opinions or attitudes of classroom, pre-school, and special education teachers towards inclusive education (BALBOĞAN; YILMAZ, 2010; BATU *et al.*, 2004; GÖK; ERBAŞ, 2011; HASTINGS; OAKFORD, 2010; ÖNDER, 2007; RAKAP; KACZMAREK, 2010). Although opinions are generally negative, educators also have positive and neutral opinions about inclusive education (BATU *et al.*, 2004; TÜRKÖĞLU, 2007; DIKEN; SUCUOĞLU; 1999). In determining the attitudes and concerns of educators towards inclusive education, the relationships between factors such as working year, gender, and whether they received education for inclusive education were examined (CHOPRA, 2008). Gal and his friends (2010) mentioned the importance of attitudes and concerns towards inclusive education in their study with preschool teachers. Emam and Mohammed (2011) investigated the relationship between the professional competencies of kindergarten and classroom teachers and their attitudes towards inclusive education. Evins (2015), on the other hand, asked teachers to describe the development they saw in inclusive classrooms and gave information on the social, emotional and behavioral development of students.

It is thought that this study will contribute to the better quality of inclusive education by revealing the sentiments, attitudes, concerns and competencies of teachers in physical education and other branches. The aim of the study is to determine the effects of sentiments, attitudes and concerns towards inclusive education on the perception of efficacy in inclusive education.

Methodology

Research Model

In the research, correlational survey model was used to examine the relationship between teacher efficacy and sentiment, attitude and concern in inclusive education. The correlational survey model is a research model that aims to determine the existence and/or degree of co-variance between two or more variables (KARASAR, 2013).

Research Group

The research group consists of 220 (131 female+89 male) teachers aged between 23 and 53 (Mean=30, SD=7.48) using convenience sampling method. Information about the teachers is given in Table 1.

Table 1 - Demographic Information

Variables	Subgroups	Frequency	%
Gender	Male	89	40.5
	Female	131	59.5
Profession Year	0-3 years	137	62.3
	3-6 years	32	14.5
	6 years and over	51	23.2
Branch	Physical Education and Sports	83	37.7
	Other	85	38.6
Having significant interaction with a student with special education needs	Yes	135	61.4
	No	85	38.6
Knowledge of local legislation and policies regarding students with special education needs	Any	41	18.6
	Low	72	32.7
	Moderate	81	36.8
	Well	20	9.1
	Very Well	6	2.7
Level of self-confidence in teaching students with special needs	Very Low	10	4.5
	Low	45	20.5
	Moderate	96	43.6
	High	51	23.2
	Very High	18	8.2
Experience teaching a student with special educational needs	None at all	97	44.1
	Have some	94	42.7
	At senior level (minimum 30 full days)	29	13.2
Total		220	100

Source: Devised by the authors

When the demographic information of the participants whose percentage values are higher than the other groups is examined, it has been determined that 59.5% of them are women, 62.3% of them have worked in the profession for 0-3 years, 38.6% of them are teachers from other branches (religious culture and ethics, classroom teaching, geography, mathematics, psychological counseling and guidance, English, science, chemistry, literature), 61.4% have significant interaction with the individual in need of special education, 36.8% have moderate local knowledge of legislation and policy, 43.6% have moderate self-confidence, and 44.1% have no experience of teaching a student in need of special education.

Data Collection Tools

“Personal Information Form”, “Sentiments, Attitudes And Concerns About Inclusive Education Scale Revised (SACIE-R)” and “Teacher Efficacy for Inclusive Practice (TEIP) Scale” were used as data collection tools. Detailed information about data collection tools is given below.

Personal Information Form

The “Personal Information Form” created by the researchers was used to determine demographic information. In this form, it is aimed to reach information teachers’ gender, age, profession year, significant interaction with a student in need of special education, level of knowledge about local legislation and policies regarding students with special education needs, level of self-confidence in teaching students with special education needs, and experience of teaching to a student who need special education.

Sentiments, Attitudes and Concerns About Inclusive Education Scale Revised (Sacie-R)

SACIE-R, developed by Forlin, Earle, Loreman, and Sharma (2011) in order to measure individuals' sentiments, attitudes and concerns about inclusive education, consists of 15 items and includes a 4-point Likert-type rating (“1” Strongly Disagree, “2” Disagree, “3” Agree, “4” Strongly Agree). The scores that can be obtained from the scale range from 15 to 60. Higher scores indicate that the individual has a high level of sentiments, attitudes and concerns about inclusive education. The sentiments expressed in the scale have negative expressions (I keep my communication with people in need of special education short, I find it difficult to get over the first shock when I meet them, I am afraid to look at them, I would feel bad if I was disabled, I would be afraid to think that I would be disabled). Internal consistency coefficients of the scale; It was determined as .86 for the sentiment dimension, .88 for the attitude dimension and .85 for the concern dimension. The internal consistency coefficient of the scale was determined as .88. In this study, information about the scale is given in the table below.

Table 2 - SACIE-R Distribution of Scale Scores

Dependent Variable	Item Number	Mean	SD	Skewness	Kurtosis	Cronbach Alpha
Attitude	5	2.53	.61	-.137	.139	.70
Concern	5	2.38	.60	-.101	-.409	.70

Sentiment	5	2.11	.56	.410	.081	.70
SACIE-R	15	2.34	.38	-.461	.788	.70

Source: Devised by the authors

It is seen that the total average score of the participants from the SACIE-R scale is 2.34. Cronbach Alpha reliability coefficient of the scale was calculated as .70 for attitude, concern, sentiment sub-dimension and the overall scale. The fact that the skewness and kurtosis values are in the range of ± 1 provides the prerequisite for the normal distribution.

Teacher Efficacy for Inclusive Practice (TEIP) Scale

Developed by Sharma, Loreman, and Forlin (2011) to measure teachers' perceptions of efficacy in inclusive education practices, the Teacher Efficacy for Inclusive Practice (TEIP) consists of a total of 18 items and includes a 6-point Likert-type rating (“1” Strongly Disagree, “2” Disagree, “3” Partially Disagree, “4” Partially Agree, “5” Agree, “6” Strongly Agree). The scores that can be obtained from the scale range from 18 to 108. Rising scores indicate that the individual has a high level of perception of efficacy in inclusive education practices. The scale consists of 3 sub-dimensions, namely teaching competence, cooperation competence and classroom management competence in inclusive education. In the study, the internal consistency coefficient of the scale was found to be .89. In the analysis made within the scope of this research, information about the scale is given in Table 3.

Table 3 - TEIP Distribution of Scale Scores

Dependent Variable	Item Number	Mean	SD	Skewness	Kurtosis	Cronbach Alpha
TEIP	18	4.76	.95	-1.160	1.426	0.96

Source: Devised by the authors

It is seen that the total average score of the participants from the Teacher Efficacy for Inclusive Practice (TEIP) Scale is 4.76. The Cronbach Alpha reliability coefficient of the scale was calculated as .96. The fact that the skewness and kurtosis values are in the range of ± 1.5 provides the prerequisite for the normal distribution.

Data Collection

The questions in the research were made ready by transferring them to the online environment via Google forms. At the beginning of the form, detailed explanations about the

purpose and importance of the research were given, and a voluntary participation consent button was added. Data were collected from teachers who read the information given and voluntarily agreed to participate in the research.

Data Analysis

The data collected in the online environment were coded and transferred to the SPSS program and the normality distribution was examined. In the analyzes made, the skewness and kurtosis values of the data were taken into account and it was determined that the values obtained were in the range of -1.5,...,+1.5. These values were accepted as suitable for normal distribution (TABACHNICK; FIDELL, 2013). Descriptive statistics, Pearson correlation and Regression technique were used in statistical analysis. In the study, the level of significance was taken as $p<.05$, $p<.01$ and $p<.001$.

Results

In this part of the study, the self-efficacy levels of sentiment, attitude, concern and inclusive education among the branches were examined, the relationships between the variables were tested and the effects of sentiment, attitude and concern on self-efficacy were tried to be determined.

In the table below, the total scores of teachers' sentiments, attitudes, concern and self-efficacy towards inclusive education for their branches are compared.

Table 4 - Unrelated samples t-test for branches

	Branch			Mean	SD	t	df	p
Attitude	Physical Education and Sport			2.62	.68	1.725	166	.086
	Other			2.45	.55			
Concern	Physical Education and Sport			2.32	.60	-1.598	166	.112
	Other			2.46	.58			
Sentiment	Physical Education and Sport			2.09	.54	-.581	166	.562
	Other			2.14	.56			
TEIP	Physical Education and Sport			4.90	.94	2.501	166	.013*
	Other			4.54	.87			

* $p<.05$

Source: Devised by the authors

According to the results of the analysis, there was no significant difference between the branches in the sub-dimensions of attitude, concern and sentiment; It was determined that TEIP score averages showed a significant difference in favor of physical education and sports teachers (Mean=4.90, SD=.94) ($t=2.501$, $p<.05$).

The results of the correlation analysis performed to determine the relationships between the variables are given in the table below.

Table 5 - Correlation analysis results

	Attitude	Concern	Sentiment	TEIP
Attitude	1			
Concern	-.068	1		
Sentiment	-.017	.570*	1	
TEIP	.186*	-.267*	-.304*	1

* $p<.001$

Source: Devised by the authors

According to the results of the Pearson correlation analysis in Table 5, there was a low level of positive ($r=.186$; $p=000$) between attitude and TEIP; Significant correlations were found between concern and TEIP at a low level ($r=-.267$; $p=000$) and between sentiment and TEIP at a negative and moderate level ($r=-.304$; $p=000$).

Table 6 - The effect of attitude, concern and sentiment towards inclusive education on efficacy

Variable	B	Std. Error	β	t	p
Stable	5.369	.377		14.229	.000
Attitude	.270	.099	.173	2.732	.007*
Concern	-.198	.122	-.125	-1.617	.107
Sentiment	-.389	.131	-.229	-2.977	.003*

R= .37 $R^2_{adj}=.123$
 $F_{(3,216)} = 11.256$ $p= .000$

* $p<.01$

Source: Devised by the authors

As a result of the multiple linear regression analysis in Table 6, it is seen that the regression model is statistically significant. According to the standardized regression coefficient (β), the relative importance of the predictor variables on efficacy is sentiment and attitude. When the t-test results regarding the significance of the regression coefficients are

examined; while it is seen that sentiment ($\beta = -.229$; $t = -2.977$; $p = .003$) and attitude ($\beta = .173$; $t = 2.732$; $p = .007$) have a significant effect on teachers' competencies in inclusive education practices; it was determined that concern ($\beta = -.125$; $t = -1.617$; $p = .107$) did not have a significant effect. Sentiment and attitude variables explain 12,3% of the total variance on efficacy in inclusive education practices.

Discussion and Conclusion

In this study, it is aimed to determine how much the sentiments, attitudes and concerns towards inclusive education affect teachers' perceptions of efficacy in inclusive education.

According to the results of the analysis, there was no significant difference between the branches in the sub-dimensions of attitude, concern and sentiment; It was determined that TEIP score averages showed a significant difference in favor of physical education and sports teachers. It is thought that physical education and sports lesson teachers' encountering difficulties in sports competitions and their efforts to overcome them affect their perception of competence more than other branch teachers. In addition, physical education and sports teachers generally use the show-and-do method in their classes (MIRZEOĞLU; ÖZCAN, 2016). In this way, it can be said that inclusive students are effective in making sense of their learning by realizing the skill by doing and experiencing (DEMIREL, 2017), so it can be said that the teacher also feels more competent in teaching. When the literature was searched, there is no study found in terms of branch.

In this study, teachers' attitude score averages were 2.53, their concern score average was 2.38, and their sentiment score average was 2.11. According to these results, it can be said that teachers' attitudes towards inclusive education are moderate, and their sentiment and concern levels are low. It is thought that a large part of the sample group studied may experience concern and negative sentiments towards inclusive education, since they are still new to the profession. It can be said that the desire to do something with the excitement of being new to the profession has a positive effect on attitude scores. In recent studies, it is stated that teachers' attitudes towards inclusive education are one of the main themes that are widely examined in inclusive education research (VAN MIEGHEM *et al.*, 2018), and it is stated that although the attitude is at a moderate level, it can vary from country to country (SAVOLAINEN *et al.*, 2012). It is thought that teachers' being more critical about including disabled children in their classes (SAVOLAINEN *et al.*, 2012) also causes concern and negative sentiments. In their study, Ueno and Nakamura (2011) reported that teachers

consider inclusive education necessary, but they have a high level of concern about including children with disabilities in their classes.

As a finding of the study, it was determined that concern was negatively, significantly and low-level correlated with efficacy in inclusive education. When the literature was examined, it was seen that similar results were obtained (ÇİFTÇİ, 2015; SARIÇAM & SAKIZ, 2014). The fact that most of the study group consisted of newcomers to the profession, 86.8% had a low level of experience in teaching individuals in need of special education, and it is thought to cause that 61.4% did not have significant or little interaction with individuals in need of special education. Gönüldaş (2017) states that those who feel competent in the profession and teachers who receive the necessary training in the field of special education will have less concern.

One of the important factors that will eliminate this concern of teachers and enable them to be productive in inclusive education is their self-efficacy level (SHARMA *et al.*, 2011). Teachers' self-efficacy in inclusive education is essential for their success in education (MIESERA *et al.*, 2018). Teachers' proficiency scores for inclusive education were found to be high. One of the sources of self-efficacy is indirect experiences, and the sample group in this study consists of teachers who have just started their profession. In a study, it is stated that indirect experiences, social persuasion, somatic and emotional states have a strong effect on the self-efficacy of teachers with little mastery experience (TSCHANNEN-MORAN; WOOLFOLK HOY, 2007). Experienced teachers' efficacy beliefs seem resistant to change even if they are trained (TSCHANNEN-MORAN *et al.*, 1998).

Studies in the literature report positive relationships between teachers' self-efficacy and their attitudes towards inclusive education (AVRAMIDIS *et al.*, 2019, SHARMA; JACOBS, 2016, YADA *et al.*, 2018). In studies conducted for teacher candidates, it is seen that high self-efficacy levels are associated with positive attitudes (CANSIZ; CANSIZ, 2018; MALINEN *et al.*, 2013). It is stated that the teachers' sentiment of self-sufficiency affects the general tendencies of the students in the educational process as well as their academic development (BANDURA, 1997). In some studies, it has been reported that having a positive attitude and high self-efficacy affects the quality of inclusive education (HELLMICH *et al.*, 2019; KNAUDER; KOSCHMIEDER, 2019). In this study, it was concluded that the sentiments and attitudes towards inclusive education were effective on teachers' competencies in inclusive education. Self-efficacy is a person's belief in their abilities to achieve an ideal result (BANDURA, 1997). Attitude and sentiment factors are effective in obtaining this belief. Because, while the individual tends to approach the things for which he/she develops a

positive attitude, he/she may tend to move away from the things for which he/she develops a negative attitude (FISHBEIN; AJZEN, 2011). This situation can have an impact on the individual's belief in his/her abilities. As a matter of fact, Bandura (1997) states that mastery experience, vicarious experience, verbal and social persuasion, and psychological and emotional state are the four basic factors that affect self-efficacy. As a result, the fact that teachers' attitudes towards inclusive education are not at a high-level cause them to experience concern and negative sentiments about including disabled students in the classroom. This situation has an impact on the level of proficiency in inclusive education. Therefore, raising the level of teachers' attitudes towards inclusive education will reduce concern and negative sentiments and affect them to feel more competent. This, on the other hand, will contribute to a more qualified education and that students with disabilities benefit more from education.

Suggestions

The findings of this study have some important implications for future applications, especially to increase pre-service teachers' self-efficacy. It can be ensured that teacher candidates have positive attitudes by increasing their knowledge level about inclusive education in their education. In addition, with a training program to be created, negative sentiments and concern situations can be minimized, and the quality of education can be increased. This study was handled on teachers. For this reason, it can be investigated what other variables affect the perception of efficacy in inclusive education by considering the study in student groups, and measures can be taken to eliminate these problems by determining the factors that negatively affect the level of proficiency.

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