

Opinions of Teacher Candidates on Inclusive Education: A Parallel Mixed Method Study

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ABSTRACT

In this study, teacher candidates' attitudes, self-efficacy perceptions towards inclusive education, and their situation towards in-class practices were determined. A total of a hundred thirty three pre-service teachers participated in the research voluntarily. The study was designed according to the parallel mixed methods research in which both quantitative and qualitative data (QUAN + QUAL) were used together. As data collection tools, "Attitude Scale towards Inclusive Education", "Self-Efficacy Scale for Inclusive Education" and "In-class Practice Scale for Inclusive Education" were used. In addition, during the collection of qualitative data, teacher candidates were asked to complete the statement, "In my opinion, inclusive education is like.... because...." To determine their metaphorical perceptions. When the results of the study were examined, teacher candidates, it was determined that the perceptions of self-efficacy towards inclusive education and the concern for personal equipment differ in terms of various variables. In addition, the participants chose the positive metaphors that they produced for inclusive education. Among these metaphors, respect for differences, acceptance of diversity is expressed as coexistence due to the structure of inclusive education that unites society.

Key words: Attitude, Classroom Practices, Inclusive Education, Parallel Mixed Methods Research, Self-Efficacy, Teacher Candidates

INTRODUCTION

Today, the concepts of globalization, information age, and migration have turned into systematics, those direct societies being constantly influenced by each other. Individuals and social groups need to participate in all economic, political, and social areas in this direction. Achieving this participation is possible by educating individuals in qualified and equal conditions. In this direction, inclusive education indicates that every child can learn; it argues that the system should be suitable for the student, not the student for the system (Mariga et al., 2014; Uchem & Ngwa, 2014). Every child has the right to continue education, in regular classrooms, with their peers. However, academic achievement decreases with social exclusion towards disadvantaged groups. This situation causes inequality of opportunity in education. However, in the Universal Declaration of Human Rights (1948), the right to participate in schooling was stated as the most basic human right of every individual regardless of gender, race, religion, or language (Gause, 2011; UN, 2015; Warrington, 2005).

In the Universal Declaration of Human Rights, individuals' right to education is particularly emphasized. In addition, countries were called upon to structure their education policies based on human rights and ensure that all learners benefit from education equally. However, over time, the needs of special

education individuals have gradually increased. Although students who need special education receive regular education with their peers in general education came to the schedule with the Salamanca Declaration in 1994, it is not possible to mention that an international standard has been established in the studies that are still carried out today. Individuals, not only in terms of disability, but also in terms of gender, race, social class, ethnicity, religion and even illiteracy are seen as disadvantaged and cannot access quality education (Göl & Sakız, 2020). These groups might spend a life in which they are ignored in combating situations such as discrimination, marginalization, social exclusion, social inclusion, stereotyping, prejudice, and participation in social life (Ainscow, 2020; Sanchez, 2012; UN Convention, 2010; UNESCO, 2017). In this direction, the necessity and urgency of emphasizing inclusiveness and equality were among the most emphasized issues in the 2030 Education Action Plan. This call focuses on social justice, evaluating the results, and addressing inclusiveness, especially in prominent groups such as the disabled, refugee, and poor children, where every child is equally important. In line with this plan, it was recommended that education policies and practices should be evaluated separately for each country (UNESCO, 2015; UNESCO, 2017).

While developing education policies and training programs for inclusive education, a process that includes

learners, society, schools, and families should be followed. Thus, quality education can be provided with qualified citizens, respect for diversity, equality of opportunity, and effective schools as outputs of inclusive education. For this to be possible, training programs should be created and adapted by taking individual characteristics and needs into account. The teaching of the teachers who are the implementers of these programs gains importance here. It is essential to train teachers who have achieved competence in attitude, self-efficacy, and in-class practices towards inclusive education, who can provide social justice in the classroom and accept the existence of every child's right to education (Mitchell, 2017; OECD, 2014).

Teachers' problems with disadvantaged groups in the classroom can usually be in communication, language, academic and social dimensions. Especially teachers who are new to the profession may feel inadequate to see themselves in the classroom and lack motivation. This problem reveals the importance of pre-service and in-service training in inclusive education. In Turkey, teachers' need for inclusive education has increased, especially since Syrian refugees started school. The difficulties faced by teachers in terms of their personal and professional competencies and their efforts to achieve integrity with the students in the standard education order in classrooms with diversity enabled them to work together. In addition to providing in-service training for inclusive education for teachers by the Ministry of National Education, European Union Projects, universities, and non-governmental organizations have also started to publish reports by carrying out studies (Carrington & Robinson, 2007; Şimşir & Dilmaç, 2018; UNICEF, 2017; Inclusive Education Project, 2018; ERG, 2019).

In teacher education, especially in inclusive education, besides professional knowledge, dimensions such as attitude, practice, and self-efficacy should also be emphasized. Inclusive education can only be formed in a democratic classroom environment in line with equality, justice, and respect for differences. For this reason, it is essential that teachers are equipped not only at the level of knowledge but also with practice-oriented training that is integrated with these values. Considering that similar situations may be experienced with teachers who are new to the profession after graduation, pre-service teachers have started to take the inclusive education course, which is among the elective courses determined by the Higher Education Council. Thus, it aims to gain professional competence related to inclusive education before the service. In the inclusive education course and theoretical knowledge, it is recommended to academics to create an applied content. This content includes effective communication, language used, differentiation of teaching, methods and techniques, planning teaching, inclusiveness in course materials, selection of activities, and course design (Şimşek et al., 2019; YÖK, 2018a). Inclusive education course has been given in education faculties since 2018. For this reason, it is noteworthy that the studies on pre-service teachers in Turkey are not sufficient. It is thought that the research will contribute to the field.

The inclusive education courses that teacher candidates will take in education faculties, and theory and practice and

their views against this concept are essential. In this direction, the study aimed to reveal how much importance teacher candidates attach to inclusive education attitudes, self-efficacy, and classroom practices. It is thought that the results of the research will be an original study that will be a guide for the academicians who teach in education faculties.

For this purpose, answers to the following questions were sought;

1. Do teacher candidates' attitudes, self-efficacy, and classroom practices towards inclusive education differ according to various variables?
2. What are the metaphorical perceptions of prospective teachers towards inclusive education?

METHOD

Research Model

Within the scope of the study, the attitudes, self-efficacy perceptions, and opinions of pre-service teachers from different departments on inclusive education and classroom practices were determined. While quantitative methods were preferred to assess teacher candidates' attitudes and self-efficacy perceptions, qualitative methods were selected to determine their views and metaphorical perceptions about inclusive education. Studies in which quantitative and qualitative research methods are used together are defined as "Mixed Method Research" (Greene et al., 2005; Creswell, 2002). Using two methods together in mixed-method research, the missing side of each method is eliminated by the other method (Patton, 2014; Creswell & Plano-Clark, 2011). The parallel mixed methods research (QUAN + QUAL) was used because the attitudes and self-efficacy perceptions of the teacher candidates and their views and metaphorical perceptions were gathered in the same time frame. Quantitative data and qualitative data were collected simultaneously, and the results were compared with each other. Primarily, the researchers examined what the attitude, self-efficacy, and classroom practices represent for pre-service teachers were examined in numerical expression and verbally. Thus, the relationship between inclusive education and teacher candidates was tried to be expressed. The research process is given in Figure 1.

Study Group

The study participant group consists of teacher candidates who attend a state university education faculty in Istanbul. The main reason for choosing the region of Istanbul in the study is individuals from different cultural, social, and economic groups in cosmopolitan provinces such as Istanbul. Rutz and Balkan (2009) state that more health data will be collected in educational research in cosmopolitan cities such as Istanbul. The participant group of the study consists of 133 people, 79.2% of whom are women, and 20.8% of them are men. One hundred thirty-three pre-service teachers from the departments of primary school class teaching (PSCT), psychological counseling and guidance (PCG), computer and educational technology education (CETE), and primary

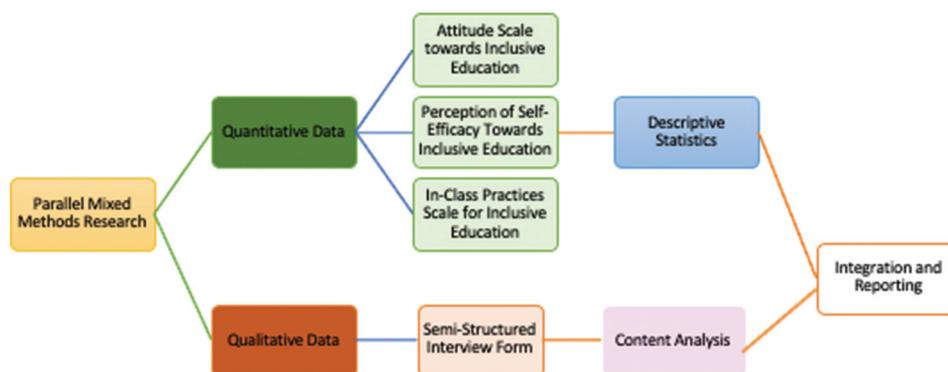


Figure 1. Parallel mixed methods research process

school science teaching (PSST) at a state university education faculty in Istanbul province participated in the study voluntarily. Participants were selected by criterion sampling method from purposeful sampling methods. The criteria are to continue the education faculty department and take the elective inclusive education course. The distribution of the participants according to their gender and the department they studied is given in Table 1.

Data Collection

In collecting the quantitative data of the study, “Attitude Scale towards Inclusive Education [ASIE]”, “Perception of Self-efficacy towards Inclusive Education [SESIE]” and “In-class Application Scale for Inclusive Education [ICASIE]” developed by Şimşek (2019) were used. “Attitude Scale towards Inclusive Education” is a 5-point Likert type and consists of 2 factors: “The Necessity of Social Cooperation in Inclusive Education” and “The Necessity of Increasing Interest in Inclusive Education”. The scale consists of 22 items, and item load values of the scale vary between 0.46 and 0.80. The “Perception of Self-efficacy towards Inclusive Education” is a 5-point Likert-type an. It consists of a 3-factor structure: “The Importance of Doing Correct Planning in Inclusive Education”, “The Necessity of Taking Responsibility in Inclusive Education” and “Concern about Personal Equipment in Inclusive Education”. The scale consists of 27 items, and item load values vary between 0.46 and 0.82. “In-Class Practice Scale for Inclusive Education” is a 5-point Likert type and shows a single factor structure. The item load values of the 22-item scale range between 0.68 and 0.85.

To collect qualitative data within the scope of the research, the Opinions Form for the Inclusive Education Course developed by the researchers was applied. The form consists of three parts. The first part is where demographic information is requested. In the second part, pre-service teachers were asked to answer in terms of different variables such as whether they have taken a course for inclusive education before, who need special education in their immediate surroundings, whose native language is not Turkish, and refugee. In the third part, data were collected from pre-service teachers, who completed the statement, “In my opinion, inclusive education is like because” At

Table 1. Demographic information of the participants

| Gender | n | % |
|--|-----|------|
| Women | 103 | 79.2 |
| Man | 30 | 20.8 |
| Department | | |
| Psychological Counselling and Guidance (PCG) | 45 | 33.8 |
| Primary School Class Teaching (PSCT) | 32 | 24.1 |
| Computer and Educational Technology Education (CETE) | 19 | 14.3 |
| Primary School Science Teaching (PSST) | 34 | 25.6 |
| Missing | 3 | 2.3 |
| Total | 133 | 100 |

the end of the form, the change in attitude, professional competence, and knowledge levels regarding inclusive education was asked as an open-ended question. Thus, it was tried to obtain a consistency that would allow comparison of quantitative data with qualitative data. The interview form was prepared via Google Forms due to the Covid-19 Pandemic and shared with prospective teachers electronically. Ethics committee approval was obtained from a state university before the forms were applied. In qualitative data analysis, the abbreviation of Inclusive Education (IE) and form number were used instead of the pre-service teachers' names.

Data Analysis

SPSS 22.0 package program was used to analyze the quantitative data. Kurtosis and skewness values were examined to test whether the data showed normal distribution or not. Kurtosis and skewness values of normally distributed data are expected to be between +1 and -1 (Büyüköztürk, 2011). Since kurtosis and skewness values of the collected data are in this range, parametric tests were used. “One Way Analysis of Variance” and “Independent Sample t-Test” were used in data analysis.

NVivo 11 analysis program was used in the analysis of qualitative data. Content analysis was used to analyze the data, and the researchers aimed to reach the concepts and themes from the metaphors that emerged with the NVivo 11 program. While conducting metaphor analysis, coding, and extraction, sample metaphor compilation,

and category development ensured validity and reliability processes were followed. Researchers have coded independently from each other. Then it was checked whether the analyzes overlapped with each other. The analysis results were sent to two different experts, namely the assessment and training programmer expert, and expert opinion was obtained. Expert opinions were found to be 98% consistent with consensus calculations. The rate of 2% was examined together, and a consensus was achieved. In addition, e-mail addresses were requested from the teacher candidates in the forms, and participant confirmation was received regarding the answers they gave. After analyzing the data, a detailed report was made, and direct quotations were included in the findings. All of the metaphors were analyzed in detail with their justifications and gathered under common themes. In addition, how many people stated the metaphors in each theme was tabulated.

FINDINGS

Quantitative Findings

In this section of the study, the factors of ASIE, SESIE and ICASIE were examined according to different variables. These variables are teacher candidates' departments and their taking courses on inclusive education. In addition, the differences according to the variables of having a disabled person in their close circle of friends and families, speaking a language other than Turkish as their native language, and being a refugee.

Findings regarding the department variable

In Table 2, the differentiation status of the sub-factors for ASIE, SESIE, and ICASIE according to the continuing department variable is examined. "One Way Analysis of Variance" was used to analyze the data.

Table 2. Findings regarding the department variable

| Scale | Factor | Department | n | M | SS | Source of Var. | Mean Square | df | F | p | Source of Dif. | |
|---|---|---|-------|--------|-----------|----------------|----------------|------|------|------|----------------|---|
| Attitude Scale towards Inclusive Education | The Necessity of Social Cooperation in Inclusive Education | PCG | 45 | 65.53 | 3.55 | between groups | 40.283 | 3 | 1.11 | 0.35 | - | |
| | | PSCT | 32 | 64.25 | 3.83 | | | | | | | |
| | | CETE | 19 | 64.89 | 3.11 | in groups | 1529.2 | 126 | | | | |
| | | PSST | 34 | 65.59 | 3.24 | Total | 1569.5 | 129 | | | | |
| | | Total | 130 | 65.14 | 3.49 | | | | | | | |
| | The Necessity of Increasing Interest in Inclusive Education | PCG | 45 | 33.73 | 1.83 | between groups | 9.0 | 3 | 0.85 | 0.47 | - | |
| | | PSCT | 32 | 33.88 | 1.43 | | | | | | | |
| | | CETE | 19 | 33.05 | 2.57 | in groups | 449.3 | 126 | | | | |
| | | PSST | 34 | 33.76 | 1.91 | Total | 458.4 | 129 | | | | |
| | | Total | 130 | 33.68 | 1.89 | | | | | | | |
| | Self-efficacy Perception Scale for Inclusive Education | The Importance of Correct Planning in Inclusive Education | PCG | 45 | 60.64 | 5.12 | between groups | 52.4 | 3 | 0.67 | 0.57 | - |
| | | | PSCT | 32 | 61.09 | 4.54 | | | | | | |
| CETE | | | 19 | 59.05 | 5.68 | in groups | 3290.0 | 126 | | | | |
| PSST | | | 34 | 60.62 | 5.27 | Total | 3342.4 | 129 | | | | |
| Total | | | 130 | 60.52 | 5.09 | | | | | | | |
| The Requirement to Take Responsibility in Inclusive Education | | PCG | 45 | 31.82 | 3.11 | between groups | | | 1.81 | 0.15 | - | |
| | | PSCT | 32 | 32.88 | 2.78 | | 48.0 | 3 | | | | |
| | | CETE | 19 | 31.05 | 3.76 | in groups | 1111.4 | 126 | | | | |
| | | PSST | 34 | 32.47 | 2.40 | Total | 1159.5 | 129 | | | | |
| | | Total | 130 | 32.14 | 2.99 | | | | | | | |
| Concern over Personal Equipment in Inclusive Education | | PCG | 45 | 12.76 | 45 | between groups | | | 3.46 | 0.02 | PCG-PSCT | |
| | | PSCT | 32 | 15.69 | 32 | | 222.5 | 3 | | | | |
| | CETE | 19 | 15.95 | 19 | in groups | 2699.5 | 126 | | | | | |
| | PSST | 34 | 14.68 | 34 | Total | 2922.1 | 129 | | | | | |
| | Total | 130 | 14.45 | 130 | | | | | | | | |
| In-Class Practices Scale for Inclusive Education | The Necessity of Creating a Common Classroom Climate in Inclusive Education | PCG | 45 | 104.56 | 45 | between groups | | | 1.65 | 0.18 | - | |
| | | PSCT | 32 | 104.44 | 32 | | 265.7 | 3 | | | | |
| | | CETE | 19 | 101.42 | 19 | in groups | 6746.6 | 126 | | | | |
| | | PSST | 34 | 101.71 | 34 | Total | 7012.4 | 129 | | | | |
| | | Total | 130 | 103.32 | 130 | | | | | | | |

Table 2 shows; the differentiation situations of factors of “The Necessity of Social Cooperation” and “The Necessity of Increasing Interest” within the scope of “Attitude towards Inclusive Education” in terms of participants’ departments (Psychological Counselling and Guidance, Classroom Teaching, Computer Technologies and Instruction, Science Teaching) were examined. It has been determined that there is no significant difference in the participants’ attitudes towards inclusive education according to their departments. In other words, the participants’ attendance in different sections did not affect their attitudes towards inclusive education.

In participants’ Perception of Self-Efficacy Towards Inclusive Education, the differentiation of factors of “The Importance of Doing Correct Planning in Inclusive Education”, “The Requirement to Take Responsibility in Inclusive Education” and “Concern Regarding Personal Equipment in Inclusive Education” was examined in terms of participants’ departments. The dimensions of the part variables of the participants, “The Importance of Correct Planning in Inclusive Education” and “The Requirement to Take Responsibility in Inclusive Education” did not differ statistically significantly. On the other hand, a significant difference was found in the dimension of “Concern Regarding Personal Equipment in Inclusive Education”. When the values of the “Tukey” test, one of the “Post-Hoc” tests, were examined, a significant difference in favor of classroom teachers was found between the students of the PCG department and Classroom Teacher candidates. In other words, classroom teacher candidates are more personally worried about equipment than PCG students. In addition, when the situation of “In-Class Practices Regarding Inclusive Education” varying based on departments was examined, it was found that there was no statistically significant difference.

Findings regarding the variable of taking inclusive education course

In Table 3, the differentiation of the sub-factors of ASIE, SESIE, and ICASIE according to the variable of taking lessons about inclusive education is examined. “Independent Sample t-test” was used in the analysis of the data.

In Table 3, the differentiation of the factors of “The Necessity of Social Cooperation in Inclusive Education” and “The Necessity of Increasing Interest in Inclusive Education”, which are determined in the ASIE, is examined in terms of the course taking variable related to inclusive education. It has been determined that these dimensions do not differ significantly according to taking courses related to inclusive education. Participants’ perception of SESIE, “The Importance of Doing Correct Planning in Inclusive Education”, “The Requirement to Take Responsibility in Inclusive Education” and “Concern Regarding Personal Equipment in Inclusive Education” factors were analyzed according to the variable of taking lessons related to inclusive education. It was determined that there was no significant difference between the dimensions of self-efficacy perception regarding inclusive education, “The Importance of Doing Correct Planning in Inclusive Education” and “The Requirement to Take Responsibility in Inclusive Education”, according to the participants’ taking lessons about inclusive education. However, it has been determined that there is a significant difference in favor of those who do not receive inclusive education in the dimension of “Concern Regarding Personal Equipment in Inclusive Education”. In other words, it is understood that pre-service teachers who do not take lessons in terms of personal equipment are more anxious than the who take lessons. In addition, when the situation of ICASIE changed in terms of taking lessons related to the inclusive education variable, it was determined that there was no statistically significant difference.

Findings regarding the variable of disability presence

In Table 4, the differentiation situation of the sub-factors of ASIE, SESIE, and ICASIE, according to the variable of being a disabled individual in their close circle of friends and families, are examined. “Independent Sample t-test” was used in the analysis of the data.

In Table 4, the differentiation situations in terms of being a disabled individual are examined around the factors of “The Necessity of Social Cooperation in Inclusive Education” and “The Necessity of Increasing Interest in Inclusive Education”

Table 3. Findings regarding the variable of taking inclusive education course

| Scale | Factor | Lesson Taking | n | M | SS | df | t | p |
|--|---|---------------|----|--------|------|-----|-------|------|
| Attitude Scale towards Inclusive Education | The Necessity of Social Cooperation in Inclusive Education | Yes | 56 | 65.41 | 3.38 | 131 | 0.78 | 0.44 |
| | | No | 77 | 64.94 | 3.53 | | | |
| | The Necessity of Increasing Interest in Inclusive Education | Yes | 56 | 33.75 | 1.73 | 131 | 0.42 | 0.67 |
| | | No | 77 | 33.61 | 1.98 | | | |
| Self-efficacy Perception Scale for Inclusive Education | The Importance of Correct Planning in Inclusive Education | Yes | 56 | 60.52 | 5.16 | 131 | 0.16 | 0.88 |
| | | No | 77 | 60.38 | 5.10 | | | |
| | The Requirement to Take Responsibility in Inclusive Education | Yes | 56 | 31.89 | 3.09 | 131 | -0.62 | 0.54 |
| | | No | 77 | 32.22 | 2.94 | | | |
| | Concern over Personal Equipment in Inclusive Education | Yes | 56 | 13.36 | 4.19 | 131 | -2.42 | 0.02 |
| | | No | 77 | 15.32 | 4.93 | | | |
| In-Class Practices Scale for Inclusive Education | The Necessity of Creating a Common Classroom Climate in Inclusive Education | Yes | 56 | 104.30 | 7.62 | 131 | 1.51 | 0.13 |
| | | No | 77 | 102.35 | 7.20 | | | |

for ASIE. It was determined that there was no significant difference in the participants' attitudes towards inclusive education according to having a disabled person in their close circle of friends and families. The differentiation status in terms of having a disabled individual around variable in the frame of the factors of "The Importance of Doing Correct Planning in Inclusive Education", "The Requirement to Take Responsibility in Inclusive Education" and "Concern Regarding Personal Equipment in Inclusive Education" for the SESIE of the participants were examined. It was determined that there was no significant difference in the dimensions of "The Importance of Correct Planning in Inclusive Education" and "The Requirement to Take Responsibility in Inclusive Education" which are the dimensions of self-efficacy perception related to inclusive education, according to the situation of being a disabled person in the environment of the participants. On the other hand, it was determined that there is a significant difference in favor of people who do not have disabled people around in the dimension of "Concern about Personal Equipment in Inclusive Education". In other words, it is understood that those teacher candidates who do

not have a disabled person around are more anxious in terms of personal equipment. In addition, when the ICASIE, situation changed in terms of the variable of having a disabled person in their close circle of friends and families, it was found that there was no statistically significant difference.

Findings regarding the variable of having a different language other than Turkish

In Table 5, the sub-factors of ASIE, SESIE, and ICASIE were examined according to the variable of having a different language other than Turkish in their close circle of friends and families. "Independent Sample t-test" was used in the analysis of the data.

In Table 5, the differentiation situation of the factors of "The Necessity of Social Cooperation in Inclusive Education" and "The Necessity of Increasing Interest in Inclusive Education" for the ASIE are examined in terms of having a different language other than Turkish. It was determined that the participants' attitudes towards inclusive education did not differ significantly depending on having

Table 4. Findings regarding the variable of disability presence

| Scale | Factor | Disability Presence | n | M | SS | df | t | p |
|--|---|---------------------|----|--------|------|-----|-------|------|
| Attitude Scale towards Inclusive Education | The Necessity of Social Cooperation in Inclusive Education | Yes | 54 | 65.59 | 3.31 | 131 | 1.26 | 0.21 |
| | | No | 79 | 64.82 | 3.55 | | | |
| | The Necessity of Increasing Interest in Inclusive Education | Yes | 54 | 33.83 | 1.56 | 131 | 0.83 | 0.41 |
| | | No | 79 | 33.56 | 2.06 | | | |
| Self-efficacy Perception Scale for Inclusive Education | The Importance of Correct Planning in Inclusive Education | Yes | 54 | 60.68 | 5.08 | 131 | 0.46 | 0.64 |
| | | No | 79 | 60.26 | 5.14 | | | |
| | The Requirement to Take Responsibility in Inclusive Education | Yes | 54 | 31.98 | 2.92 | 131 | 0.51 | 0.75 |
| | | No | 79 | 32.15 | 3.06 | | | |
| | Concern over Personal Equipment in Inclusive Education | Yes | 54 | 13.31 | 4.23 | 131 | -2.43 | 0.02 |
| | | No | 79 | 15.30 | 4.88 | | | |
| In-Class Practices Scale for Inclusive Education | The Necessity of Creating a Common Classroom Climate in Inclusive Education | Yes | 54 | 104.37 | 7.61 | 131 | 1.55 | 0.12 |
| | | No | 79 | 102.35 | 7.20 | | | |

Table 5. Findings regarding the variable around having a different language other than Turkish

| Scale | Factor | Language Other than Turkish | n | M | SS | df | t | p |
|--|---|-----------------------------|----|--------|------|-----|-------|------|
| Attitude Scale towards Inclusive Education | The Necessity of Social Cooperation in Inclusive Education | Yes | 50 | 65.20 | 3.77 | 131 | 0.16 | 0.87 |
| | | No | 83 | 65.09 | 3.28 | | | |
| | The Necessity of Increasing Interest in Inclusive Education | Yes | 50 | 33.72 | 2.26 | 131 | 0.24 | 0.81 |
| | | No | 83 | 33.63 | 1.60 | | | |
| Self-efficacy Perception Scale for Inclusive Education | The Importance of Correct Planning in Inclusive Education | Yes | 50 | 59.52 | 5.92 | 131 | -1.62 | 0.11 |
| | | No | 83 | 60.98 | 4.49 | | | |
| | The Requirement to Take Responsibility in Inclusive Education | Yes | 50 | 31.84 | 3.25 | 131 | -0.72 | 0.47 |
| | | No | 83 | 32.22 | 2.83 | | | |
| | Concern over Personal Equipment in Inclusive Education | Yes | 50 | 15.98 | 4.89 | 131 | 2.89 | 0.00 |
| | | No | 83 | 13.60 | 4.40 | | | |
| In-Class Practices Scale for Inclusive Education | The Necessity of Creating a Common Classroom Climate in Inclusive Education | Yes | 50 | 102.72 | 7.73 | 131 | -0.55 | 0.59 |
| | | No | 83 | 103.44 | 7.25 | | | |

a foreign language other than Turkish in their close circle of friends and families. The factors of “The Importance of Doing Correct Planning in Inclusive Education”, “The Requirement to Take Responsibility in Inclusive Education” and “Concern Regarding Personal Equipment in Inclusive Education” for the SESIE of the participants, differentiation of the variable of having a different language other than Turkish in their close circle of friends and families have been examined. It was determined that there was no significant difference in the dimensions of “The Importance of Doing Correct Planning in Inclusive Education” and “The Requirement to Take Responsibility in Inclusive Education” which are the dimensions of self-efficacy perception regarding inclusive education according to their status of having a different language other than Turkish in their close circle of friends and families. On the other hand, in the dimension of “Concern Regarding Personal Equipment in Inclusive Education”, it was determined that there is a significant difference in favor of those whose native language is a different language than Turkish. In other words, it is understood that teacher candidates whose native language is a foreign language other than Turkish in terms of personal equipment are more anxious. In addition, when the ICASIE situation changed in terms of the variable of having a different language other than Turkish as a native language, it was found that there was no statistically significant difference.

Findings regarding having refugee around variable

In Table 6, the differentiation status according to the variable of having refugee acquaintance in their close circle of friends and families of the sub-factors of ASIE, SESIE, and ICASIE were examined. “Independent Sample t-test” was used in the analysis of the data.

In Table 6, the factors of “The Necessity of Social Cooperation in Inclusive Education” and “The Necessity of Increasing Interest in Inclusive Education” for the ASIE are examined according to their differentiation status in terms of having refugee in their close circle of friends and families. It was found that the participants’ attitudes towards inclusive education did not differ significantly according to the status of having refugee acquaintances in their close circle of friends and families. The sub-factors of “Importance of Planning Correctly in Inclusive Education”, “The Requirement to Take Responsibility in Inclusive Education” and “Concern Regarding Personal Equipment in Inclusive Education” for the SESIE and the variable of having refugee in their close circle of friends and families were examined. It was determined that there was no significant difference between the dimensions of self-efficacy perception regarding inclusive education, “The Importance of Correct Planning in Inclusive Education” and “The Requirement to Take Responsibility in Inclusive Education”, according to the status of refugee acquaintances in their close circle of friends and families of the participants. On the other hand, it has been determined that there is a significant difference in favor of refugee acquaintances in the dimension of “Concern about Personal Equipment in Inclusive Education”. In other words, it is understood that those teacher candidates who know refugee in

Table 6. Findings regarding having refugee around variable

| Scale | Factor | Refugee Around Variable | n | M | SS | df | t | p |
|--|---|-------------------------|----|--------|------|-----|-------|------|
| Attitude Scale towards Inclusive Education | The Necessity of Social Cooperation in Inclusive Education | Yes | 54 | 65.25 | 3.98 | 131 | 0.34 | 0.73 |
| | | No | 79 | 65.05 | 3.07 | | | |
| Self-efficacy Perception Scale for Inclusive Education | The Necessity of Increasing Interest in Inclusive Education | Yes | 54 | 33.53 | 2.27 | 131 | -0.67 | 0.50 |
| | | No | 79 | 33.75 | 1.55 | | | |
| In-Class Practices Scale for Inclusive Education | The Importance of Correct Planning in Inclusive Education | Yes | 54 | 59.48 | 5.87 | 131 | -1.80 | 0.08 |
| | | No | 79 | 61.08 | 4.42 | | | |
| | The Requirement to Take Responsibility in Inclusive Education | Yes | 54 | 31.94 | 3.06 | 131 | -0.44 | 0.66 |
| | | No | 79 | 32.17 | 2.96 | | | |
| | Concern over Personal Equipment in Inclusive Education | Yes | 54 | 15.96 | 5.14 | 131 | 3.06 | 0.00 |
| | | No | 79 | 13.49 | 4.14 | | | |
| | The Necessity of Creating a Common Classroom Climate in Inclusive Education | Yes | 54 | 102.53 | 7.71 | 131 | -0.82 | 0.42 |
| | | No | 79 | 103.60 | 7.22 | | | |

their close circle of friends and families are more worried in terms of personal equipment. In addition, when the ICASIE situation varies in terms of having a refugee acquaintance variable, it was determined that there is no statistically significant difference.

Qualitative Findings

Findings regarding metaphor study

Teacher candidates participating in the study produced 134 metaphors, 64 of which were different, regarding inclusive education. After creating the metaphors of teacher candidates for inclusive education, the themes created according to the reasons starting with 'because' are seen in Table 7.

When Table 7 is examined, it is seen that five themes have emerged in line with the reasons stated by the pre-service teachers regarding inclusive education. These themes are "Togetherness, Equality and Justice, Being Different and Diversity, Being a Guide, Necessity." "According to the data obtained, most of the metaphors that teacher candidates put forward about inclusive education were united under the theme of Being Different and Diversity.

The statements about the themes obtained based on the reasons used by the pre-service teachers while explaining the metaphors are given below:

Togetherness theme

"Inclusive education is like saucepan because it puts children together to help them fuse and make it tastier like a meal." (IE23)

"Inclusive education is like the planet earth because there is diversity in the world, we are not uniform. Inclusive education applies to more than one individual, all humanity." (IE124)

Equality and justice theme

"Inclusive education is like a cloud because it treats everyone equally. It is a veil that covers everyone." (IE4)

"Inclusive education is like a scale because it is necessary to provide equality and justice to every individual. Inclusive education offers every student an equal right to education." (IE18)

The theme of being different and diversity

"Inclusive education is like a matryoshka doll because as you open it, different situations and people emerge, and it offers a new environment for all kinds of people in inclusive education, depending on the situation." (IE44)

"Inclusive education is like a tree because although its fruits look different, they are all the same." (IE54)

Being a guide theme

"Inclusive education is like a star because it looks, guides and directs all-round." (IE16)

"Inclusive education is like the sun because it rises like a sun on students who are stuck in the dark but cannot explain their problems, giving them a glimmer of hope. It opens a new path in their lives. They open and prepare them both for themselves and life." (IE51)

Necessity theme

"Inclusive education is like water because the basic need of all of us is water, and we all come to life thanks to inclusive education, just as civilizations were founded where there was water in the past." (IE5)

"Inclusive education is like a hand, because if each child represents one of the fingers, not all fingers are the same, and they all meet a need." (IE112)

Comparison of Quantitative and Qualitative Findings

In the scores obtained from the ASIE, no negative attitudes of prospective teachers in the sub-factors of the necessity of social cooperation and increasing interest in inclusive education were not encountered. On the other hand, no negative metaphors were produced in the metaphor data collected from pre-service teachers. The sub-factor of the necessity of social cooperation in the ASIE is integrated with unity, one of the themes created from metaphors. The sub-factor of the need to increase interest in inclusive education is integrated with the theme of equality and justice. Table 8 shows; the items in the ASIE and the themes obtained from the metaphors, and the integration with direct quotations are seen.

The importance of correct planning in inclusive education, which is included in the SESIE, is integrated with the

Table 7. Themes related to pre-service teachers' metaphorical perceptions of inclusive education

| Themes | Metaphor | f | % |
|-------------------------------|--|-----|-----|
| Togetherness | Family, White Color (8), Holistic, Circle, Cogwheel, Earth (5), Universe, Lantern, Ship Crew, Rainbow (16), Window, Color Palette, Black Color, Saucepan | 40 | 30 |
| Equality and Justice | Justice (2), Mother (12), Cloud, Equality (3), Right, Freedom, Cake, Love, Responsibility (2), Scales, Body | 25 | 19 |
| Being different and Diversity | Tree (4), Ashura, Garden (4), Balloon, Color pencil, Flower (2), World (5), Festival (2), Life (5), Human, Istanbul, Brotherhood, Cat, Matryoshka Dolls (2), Microscope, Maestro, Forest, Oil Painting, Harmony, Space, Puzzle (8) | 45 | 33 |
| Being a Guide | Key (2), Sun, Fabric, Furniture, Orchestra, Parachute, Band-Aid, Star | 9 | 7 |
| Necessity | Life Jacket, Hand, Pill (2), Heart, Breath, Water (7), Lifestyle, Food | 15 | 11 |
| Total | | 134 | 100 |

Table 8. Integration of attitude scale and metaphors

| Attitude Scale Sample Items for the Necessity of Social Cooperation in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
|---|---|---|
| I.1.I think that including students from disadvantaged groups in the school environment improves inclusive education. I.9.I believe that social cohesion will contribute to achieving the goal regarding the content of inclusive education. | Togetherness | “Inclusive education is like a family because if one of our family is badly affected, we will feel bad.” (IE13) “Inclusive training is like the crew of the ship because everyone must work together to keep this ship going well.” (IE15) |
| Attitude Scale Sample Items for Increasing Interest in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
| I.16. I do not want students in disadvantaged groups to fall behind their peers in the classroom. I.19. I do not find it suitable for teachers to approach students in underprivileged groups with prejudice. | Equality and Justice | “Inclusive education is like justice because justice is equal to everyone. It ensures that one is not behind the other.” (IE65) “Inclusive education is like a mother because she can love each child regardless of their differences.” (IE21) |

common theme of being a guide of the metaphors stated by the teacher candidates. The necessity of taking responsibility in inclusive education is integrated with the need theme, one of the metaphorical themes. The sub-factor of concern for personal equipment in inclusive education is integrated with the theme of being different and diverse. Table 9 shows; the items in the SESIE the themes obtained from the metaphors, and the integration with direct quotations.

It was concluded that the items in the sub-factor of the necessity of creating a typical classroom climate in inclusive education, which is included in the teacher ICASIE, are integrated with all themes. The integration of all themes here can be considered as a whole of classroom practices related to inclusive education. In Table 10, the items in the in-class application scale and the themes obtained from the metaphors, and the integration with direct quotations are seen.

When the integration cases are examined, it can be said that the data obtained from the quantitative data represent the data obtained from the qualitative data. In this direction, it can be stated that the answers given by the teacher candidates are consistent.

DISCUSSION AND CONCLUSION

This study tried to determine the metaphorical perceptions and differentiation of attitudes, self-efficacy, and classroom practices of pre-service teachers towards inclusive education according to various variables.

It has been determined that there is no significant difference in pre-service teachers' attitudes towards inclusive education according to the departments they attend. Departments and no differentiation were defined in terms of the importance of correct planning for inclusive education and the need to take responsibility in inclusive education, which is included in the self-efficacy perception scale. Nevertheless, a significant difference was found between the classroom teaching department and the psychological counseling and guidance (PCG) department students in the

dimension of concern for personal equipment in inclusive education. In this differentiation, it was determined that prospective classroom teachers were more worried than PCG students in terms of being equipped with inclusive education. For this concern, it can be commented that the subjects of inclusive education in the content of the courses taken by the students of the PCG department in the faculty of education are included more than the classroom teaching department. It was determined that child abuse and neglect, career counseling for disadvantaged groups, and inclusive education in cultural anthropology were among the courses included in the Guidance and Psychological Counselling Undergraduate Program prepared by the Turkey Institution of Higher Education (YÖK, 2018b). Despite this, more superficial course contents are given to prospective classroom teachers for inclusive education at the undergraduate level. It is thought that this situation worries the classroom teacher candidates about their equipment for inclusive education. For this reason, teacher candidates regarding inclusive education should be provided with training that will relieve their concerns and increase their self-efficacy, especially on issues such as anxiety and academic failure they may experience with disadvantaged students (Forlin & Chambers, 2011).

One of the study results is that those teacher candidates who do not have disabled individuals in their close circle of friends and families (family, relatives, university, and social environment) feel more anxious about personal equipment. This situation may be related to the fact that people who do not have disabled people do not have sufficient information about disabled individuals. The education faculty does not give much space to courses related to disability groups. According to Bursa and Ersoy (2020), teacher candidates prefer special education and inclusive education elective courses more in their Teacher Training Program elective course preferences. This situation was explained as the pre-service teachers' feeling inadequate because they did not receive sufficient training in these fields. This finding may explain the anxiety of teacher candidates in particular.

Table 9. Integration of the Self-Efficacy Scale and metaphor data

| Teacher Self-Efficacy Scale in Inclusive Education Sample Items of the Importance of Correct Planning in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
|--|---|--|
| I.1. I can structure the classroom environment, taking into account the characteristics of students in disadvantaged groups. I.10. By getting information about the development processes of students in disadvantaged groups, I can set individual goals for them. | Being a Guide | “Inclusive education is like the fabric because it depends on our craftsmanship to get the results we want.” (IE92) “In my opinion, inclusive education is like a star because it looks and guides in multiple ways.” (IE16) |
| Sample Items of Teacher Self-Efficacy Scale in Inclusive Education Requirement to Take Responsibility in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
| I.18. I can provide teaching support to students in disadvantaged groups. I.19. I can prepare and implement individual training plans in line with the needs of students in disadvantaged groups. | Necessity | “Inclusive education is like a life jacket because it supports disadvantaged students. It saves lives.” IE93) “Inclusive education is like water because everyone needs water but not at the same rate. Inclusive education determines whether everyone needs a glass or a bottle of water.” (IE47) |
| Teacher Self-Efficacy Scale in Inclusive Education Sample Items of Concern Regarding Personal Equipment in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
| I.19. I may not be able to meet the needs of students in disadvantaged groups in my class. I.24. I may have difficulty reducing the curriculum subjects to the levels of the students within the framework of inclusive education. | Being different and Diversity | “Inclusive education is like a puzzle because it is complicated to examine each piece one by one and understand which is where, but the resulting picture makes us happy. In inclusive education, every student should be given such importance, and individualized instruction should be designed.” (IE130) |

Teacher candidates whose native language is spoken in a language other than Turkish feel more worried about their professional competence in their close circle of friends and families. According to this result, it can be thought that pre-service teachers who have Turkish as their second language in their close circle of friends and families and who have a negative experience with this may be more worried about the difficulties they face. The official education language of Turkey is Turkish. Many students continue education and training at universities whose second language is Turkish. The negative experiences of these students in their school life can cause anxiety, especially in education with the official language (Yılmaz & Şekerci, 2016). Belet (2009) stated that children whose second language is Turkish are lagging in their communication and especially writing skills. Therefore, teachers should receive in-service training on teaching Turkish as a second language. Kardaş (2014) stated that teachers experience difficulties in language training of disadvantaged groups in terms of professional knowledge and do not feel competent, so they should be supported with pre-service and in-service training. While university students whose mother tongue is a different language other than

Turkish start their education life, the lack of literate people in the official language in their immediate environment puts these students at a disadvantage. In the study, it is thought that this situation creates anxiety for teacher candidates in terms of their personal equipment in inclusive education. Güneş (2019) emphasizes that individuals with insufficient literacy may experience disadvantages and that sufficient importance should be given to inclusive literacy, one of the literacy types, in order to eliminate these disadvantages.

It is understood that those teacher candidates who know refugee in their close circle of friends and families are more worried in terms of concern for personal equipment in the self-efficacy perception scale in inclusive education. This situation can be interpreted through the education policies towards refugee and the anxiety gained in society. Considering the increase in Syrian refugee students in the education system in recent years and the problems faced by teachers in parallel with this, it is revealed that teacher candidates are concerned about knowledge and practice and need courses with expanded content in these areas (Gürdoğan-Bayır, 2019; Ozan et al., 2015).

The teacher candidates produced 134 metaphors, 64 of which were different, in the metaphor study. These metaphors

Table 10. Integration of Application Scale and metaphor data

| Teacher Self-Efficacy Scale in Inclusive Education Sample Items of the Importance of Correct Planning in Inclusive Education | Metaphoric perception themes of teacher candidates regarding inclusive education | Theme direct quote example |
|--|---|--|
| I.2. I get opinions from all students in the class on the topic. | Togetherness | “Inclusive education is holistic because it appeals to everyone in education.” (IE28) |
| I.8. I raise awareness of students against discrimination by using audio-visual videos that criticize discrimination in the classroom. | Equality and Justice | “Inclusive education is like equality because it is a system that fulfills what it should be, and while doing this, it applies every person without discriminating language, religion, race, gender, obstacle. (IE34) |
| I.10. In the lectures, I talk and discuss our differences with students. | Being different and Diversity | “In my opinion, inclusive education is like a garden with flowers of all kinds, because children within the scope of inclusive education are like those flowers, delicate, unique and, despite their differences, extraordinary.” (IE48) |
| I.19. I encourage students in the disadvantaged group to join study groups in the classroom. | Being a Guide | “Inclusive education is like a band-aid because it covers the wounds of children who need special education and allows them to interact and share something in common with others socially.” (IE97) |
| I.22. I set personal goals according to the performance of the students in the disadvantaged group in the classroom. | Necessity | “Inclusive education is like a pill, because every medicine is personal, not cure for every disease.” (IE 118) |

generally consist of positive metaphors for inclusive education. After examining the justifications of metaphors, they were gathered under five themes by looking at the reasons in the sentence “In my opinion; inclusive education is like because”. These themes are “Togetherness, Equality and Justice, Being Different and Diversity, Being a Guide, Necessity.” It was determined that different metaphors were concentrated under the theme of Being Different from Themes and Diversity (33%). In the metaphor analysis study of Erol-Sahillioğlu (2020), the opinions of preschool teachers on the concept of inclusive education were taken, and the themes of equality, adaptation, unification, vital, and togetherness emerged. It has been revealed that it is similar to the themes emerging in this study.

Being Different and Diversity is the most used metaphor theme by pre-service teachers. One of the most emphasized issues in inclusive education lessons given to teacher candidates is respect for differences and diversity. When Turkey’s multicultural structure is considered, it can be expressed that teacher candidates evaluate and feel inclusiveness. Studies on multiculturalism in Turkey show that teacher candidates and teachers positively affect it. Considering the roles of teachers in multicultural education, teachers’ candidates and teachers should gain professional knowledge and skills on issues such as respect for differences and diversity (Akinlar 2018; Polat & Özkabak-Yıldız, 2018).

In the theme of Togetherness, it was stated by the teacher candidates that incredibly inclusive education is the access of every individual to qualified education without discrimination, which concerns the whole society. Inclusive education has a structure that unites and integrates culture. It ensures that all students learn, and none fall behind due to disadvantages. For this reason, the pre-service teachers’ expressing the concept of togetherness, especially in metaphors with their causes, may suggest that they will also care about togetherness in their perspectives on inclusive education (Bayram, 2019; Öztürk et al., 2014).

The theme of Equality and Justice, expressed by the teacher candidates, is significant in inclusive education. Equality and justice should be given importance for inclusive education to progress healthily, create a culture of democracy, and enable every citizen to enjoy equal rights. For this reason, lessons such as equality, social justice, human rights, and democracy should be emphasized in higher education (Dias & Soares, 2017).

Teacher candidates see inclusive education as a necessity. Increasing inequality of opportunity in education for disadvantaged groups affects the individual, family, and community. For this reason, it becomes essential for teachers and teacher candidates to gain professional knowledge and skills in the face of the increasing need in a school or classroom. Inclusive education is the most critical application to meet this need (Ceyhan, 2016; Taneri, 2019).

The pre-service teachers also see inclusive education as Being a Guide. Inclusive education is a guide for both teachers and students. To develop equality and inclusiveness, teachers should be flexible in their education programs, determine different teaching methods, select materials for each student and have assessment and evaluation practices. In this way, they can be a good guide (Ainscow, 2020).

When the results of the research were examined, it was determined that the inclusive education attitudes of the teacher candidates differ according to some variables. These variables are; the teacher candidates’ departments, their taking courses on inclusive education, to having a disabled person in their close circle of friends and families, speaking a mother tongue different language other than Turkish in their close circle, and having refugee acquaintances in their close circle. In addition, the metaphorical perceptions of teacher candidates towards inclusive education are mostly; It has been determined that they are gathered around concepts such as togetherness, equality-justice, being different-diversity.

The inclusive education course is included as an elective course in education faculties. However, teacher candidates state that they are concerned about providing quality education to refugee students and disabled students, especially when they graduate. The inclusive education course is thought to be a good guide for teachers, while at the same time it brings concepts such as equality, justice, respect for differences, and solidarity. In this respect, the inclusive education course should be planned to give pre-service teachers both professional knowledge and skills and awareness. Teacher candidates should not be provided only theoretical training on inclusive education. The academicians who will teach the course must create an application-oriented course content that will eliminate the concerns of prospective teachers, especially in classroom practice. In addition, active use of inclusive literacy programs should be considered so that individuals who have refugee status and whose mother tongue is different from the official language of their country of residence can be qualified literate. It should be ensured that teachers and pre-service teachers can produce inclusive educational content by developing their digital literacy skills, both for students with disabilities and for all students who are disadvantaged due to language problems.

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