

Türk Öğretmen Adaylarının Kaynaştırma Eğitime Yönelik Tutumları ile Öz Yeterlilik İnançları Arasındaki İlişki

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To cite this article: Ozokcu, O. (2018). The Relationship Between The Turkish Pre-Service Teachers' Attitudes and Self-Efficacy Beliefs Concerning Inclusive, *International Online Journal of Educational Sciences*, 10(3), 303-324.

ARTICLE INFO

Article History:

Received 25.03.2018

Received in revised form
27.05.2018

Accepted 15.06.2018

Available online
21.06.2018

ÖZ

Bu çalışmanın amacı, öğretmen adaylarının kaynaştırma eğitime yönelik tutumları ve öz yeterlilikleri arasındaki ilişkiyi incelemektir. Araştırma nicel araştırma yöntemlerinden ilişkisel tarama modeli ile gerçekleştirilmiştir. Araştırmanın katılımcılarını Türkiye'deki üniversitelerinden birindeki Eğitim Fakültesi lisans programlarının 4. Sınıflarında öğrenim görmekte olan toplam 747 öğretmen adayı oluşturmaktadır. Araştırma verileri Kaynaştırmaya İlişkin Duygu, Tutum Endişe Ölçeği ve Kaynaştırma Uygulamaları Öğretmen Yeterlik Ölçeği kullanılarak toplanmıştır. Verilerin analizinde, Pearson Korelasyon Katsayısı ve Çoklu Doğrusal Regresyon analizi testleri kullanılmıştır. Araştırma sonuçları, öğretmen adaylarının kaynaştırmaya yönelik tutumlarının oldukça olumlu düzeyde olduğu, öz yeterlilik düzeylerinin ise oldukça yüksek düzeyde olduğunu göstermiştir. Öğretmen adaylarının kaynaştırmaya yönelik tutumları ile öz yeterlilikleri arasında istatistiksel olarak anlamlı düzeyde bir ilişki bulunmuştur. Ayrıca öğretmen adaylarının kaynaştırma yeterliliklerinin kaynaştırmaya yönelik tutumun anlamlı bir yordayıcısı olduğu sonucuna ulaşılmıştır.

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Keywords:

Kaynaştırma eğitimi, tutum, öz yeterlilik, öğretmen adayı

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DOI: <https://doi.org/10.15345/iojes.2018.03.019>

The Relationship Between The Turkish Pre-Service Teachers' Attitudes and Self-Efficacy Beliefs Concerning Inclusive

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Accepted 15.06.2018

Available online
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ABSTRACT

This study aims to determine the relationship between pre-service teachers' attitudes and self-efficacies regarding inclusive education. The study was conducted using a relational screening model, which is a qualitative research method. The study participants included 747 pre-service teachers who were senior students studying at a Faculty of Education at a state university in Turkey. The research data for this study were collated using the SACIER and TEIP scales. Data were analyzed using the Pearson Product-Moment Correlation Coefficient, and multilinear regression analysis tests. The study results revealed that participating pre-service teachers' attitudes towards inclusion and self-efficacy levels were quite positive. The study revealed a statistically significant relationship between pre-service teachers' attitudes regarding inclusive education and their self-efficacies. The efficacies of pre-service teachers regarding inclusion were found to be a significant predictor of their attitudes toward inclusion© 2018 IOJES. All rights reserved

Keywords:

Inclusive education, attitude, self-efficacy, pre-service

Introduction

Since the Salamanca Statement, inclusive education has become a global educational reform initiative, one designed to ensure the right to education for all (UNESCO, 1994). Similarly, inclusive education is considered to be a reform movement within education, one that will remove educational boundaries merging all students into general educational schools regardless of their differences and social environment. The concept of inclusion reflects that acceptance and respect towards variety and differences among different people and aims to improve the school system for all individual concerned (Ainscow, 2005). The first laws and applications concerning inclusive education in Turkey started with the *Law on Children with Special Needs* (Ministry of National Education (MONE), 1983) in 1983; after this law was passed, the placement of children with special needs into general education classrooms accelerated (Sucuoğlu, 2004). In Turkey, as with many other countries, various international agreements—such as the Salamanca Statement (UNESCO, 1994), the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006), the Council of Europe Disability Action Plan, and the Council of Europe 2006–2015 European Union Disability Strategy (MONE, 2013)—have been signed to encourage the inclusive education. Consequently, it has been predicted that inclusionary practices will be disseminated, that individuals with special needs will not be separated from their peers, and

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that such individuals will receive their education in the least restrictive environments possible. In addition to these international agreements, Special Education

Law 573 (MONE, 1997) and the Regulation on Special Education Services (MONE, 2006) were put into effect, further accelerating inclusive educational practices. Despite a change in the accepted terminology concerning such a transition, from ‘integration’ to ‘inclusion’ over the last 30 years, it has been observed that, unlike other nations, in Turkey, the term ‘inclusion;’ is preferred above inclusion.

The research studies conducted in Turkey have revealed that certain problems exist regarding the implementation of inclusive education. Of these the most important is perhaps the lack of widespread acceptance among the schools, managers, teachers, and parents, regarding inclusive educational practices, and the fact that inclusive education has been unable to provide the expected benefits for those individuals with special needs (Batu, 2010; Gök & Erbaş, 2011). Secondly, teachers – as the basic personnel of this inclusion practice – will have graduated from their respective faculties with limited knowledge, skills, and experience regarding the children with special needs and inclusive education; hence their need for further information concerning inclusive education, greater support in terms of meeting the needs of children with special needs in their classrooms, and perceiving themselves as inefficient as effective teachers concerning such children (Akalın, Demir, Sucuoğlu, Bakkaloğlu, & İçsen-Karasu, 2014; Batu, 2010;). Studies conducted in Turkey concerning this issue have determined that teachers experienced problems in preparing individualized education programs, individualizing their teaching, undertaking classroom management, and coping with problematic behaviors (Akalın et al., 2014; Gök & Erbaş, 2011; Saraç & Çolak, 2012; Sucuoğlu, Bakkaloğlu, İçsan, Demir, & Akalın, 2014; Varlıer & Vuran, 2006). Finally, in addition to these problems, the inability of teachers to provide special education in general education classrooms where inclusive education is taking place, the perception of both general and special education as separate from one another, a lack of appropriate staff, and insufficient physical features of the schools can also be considered as limiting the impact of inclusive educator (Batu & Kırcaali-İftar, 2005; Kargın, 2004; Sucuoğlu & Kargın, 2006).

The findings of previous studies on teachers attitudes toward inclusive education have suggested that successful inclusive education practices depend on teachers’ positive attitudes toward inclusive education (Avramidis & Kalyva, 2007; Avramidis & Norwich, 2002; Berry, 2010; Blecker & Boakes, 2010; Brownell & Pajares, 1999; Darling-Hammond, 2006, Fırat, 2014; Jordan, Schwartz & McGhie-Richmond, 2009; Kargın, 2004; Rakap, Parlak-Rakap, & Aydın, 2016 Rakap & Kaczmarek, 2010; Sarı, 2007; Seçer, 2010; Sharma, Moore & Sonawane, 2009; Schwartz & McGhie-Richmond, 2009; Sucuoğlu, 2004). Some studies conducted on teachers’ attitudes toward inclusive education have revealed that the teachers have positive attitudes regarding the inclusion of students with special needs (Avramidis and Norwich, 2002; Sucuoğlu, 2004; Avramidis & Kalyva, 2007; Park & Chitiyo, 2011; Sari, 2007; Seçer, 2010); while other studies have revealed that teachers’ attitudes concerning educational inclusion are either negative (Avramidis & Kaylva, 2007; Rakap & Kaczmarek, 2010) or neutral (Engstrand & Roll-Pettersson 2012; Leyser & Tappendorf, 2001; Sarı, Çelikoğlu & Secer 2009; Sucuoğlu et al., 2014).

Studies asserting that pre-service teachers’ attitudes toward inclusion are similar to those of in-service teachers’ attitudes. Some studies have reported that pre-service teachers had a positive attitude toward the inclusion of the disabled children in general education classrooms (Avramidis, Byliss & Burden, 2000; Avramidis & Kaylva, 2007; Beacham & Rouse, 2012; Rakap, Cig, & Parlak-Rakap, 2015; Ryan, 2009; Park Chitiyo & Choi, 2010; Sharma & Sokal, 2013), while others have revealed more negative

attitudes (Diken & Sucuoğlu, 1999; Hastings & Oakford; 2003; Gözün & Yıkıms, 2004; Orel, Zerey, & Töret, 2004; Şahbaz & Kalay, 2010).

Teachers and pre-service teachers' attitudes toward inclusive education are affected by many demographic variables (Avramidis & Norwich; 2002), and studies have revealed various factors affecting pre-service teachers' attitudes towards inclusion (Avramidis & Norwich; 2002; Avramidis & Kaylva, 2007; Forlin, Loreman, Sharma & Earle, 2009; Parasuram, 2006; Rakap & Kaczmarek, 2010; Romi & Leyser, 2006). For instance, a survey study conducted by Avramidis and Norwich (2002) on teachers' attitudes towards inclusion and amalgamation, reported that teachers' attitudes are affected by various factors including age, gender, teaching experience, and experience participating in special education classrooms. Additionally, environmental factors—such as the type and nature of the disability of the student with special needs, the presence and availability of support staff, and the availability of relevant educational materials—have also been shown to affect teachers' attitudes as well. On investigation of the findings of intercultural studies on the teachers' attitudes towards inclusion, it can be surmised that, when teachers from developing and developed countries are compared with one another, the former—including teachers from Western countries—held more positive attitudes. The same finding has been revealed regarding those teachers from societies characterized as 'individualist' compared to 'collective' societies concerning the inclusion of disabled individuals in general education (Black, Mrasek, & Ballinger, 2003; Benomir, Nicolson, & Beail 2016; El-Keshky & Emam 2015). For instance, Sharma, Ee, and Desai (2003) reported that pre-service teachers in Australia, where inclusive education begins at an earlier age, revealed more positive attitudes compared to pre-service teachers in Singapore. Similarly, Loreman, Forlin, and Sharma (2007) assessed pre-service teachers' attitudes toward inclusion by comparing individuals from Australia, Canada, Singapore, and Hong Kong; the researchers reported that the pre-service teachers in Canada had the most positive attitudes, while pre-service teachers in Hong Kong had the least positive attitudes towards inclusion. Moberg, Zumberg, and Reinmaa (1997) compared American, Finnish, and Estonian teachers' attitudes concerning inclusion education and found that American and Finnish teachers had the most positive attitudes, while Estonian teachers had more negative attitudes regarding inclusion education.

Palmer (2006) noted that teacher self-efficacy has an important effect on their ability to teach students with special needs effectively. The relevant studies show that teachers' self-efficacy directly affects the education provided to students with special needs (Loreman, Sharma and Forlin, 2013). In addition to adequate education, teachers' belief that they can succeed in this duty and responsibility is also considered a factor that affects their success (Yılmaz, Köseoğlu, Gerçek and Soran, 2004). For this reason, having high self-efficacy perceptions is important for well-trained teachers. The concept of self-efficacy was first defined by Bandura (1977) to describe individuals' beliefs regarding their capacity to organize activities and actions necessary for the successful realization of a particular performance or task. When adapted for teachers, the Bandura's definition of self-efficacy is given as "teachers' feeling or opinion of self-confidence in terms of providing an effective training for their students" (Guskey & Passaro, 1994). An alternative definition is provided by Tschannen-Moran and Woolfolk Hoy (2001), who define teachers' self-efficacy as teachers' beliefs regarding their performance of those behaviors deemed necessary for fulfilling their teaching function successfully.

Teachers' self-efficacy beliefs are considered to be one of the most important factors that directly affect the success of inclusion practices (Jordan, Swartz & McGhie-Richmond, 2009; Sharma, Loreman, & Forlin, 2012; Paneque & Barbeta, 2006). Existing studies on the subject have revealed that teachers' high self-efficacy perception and their positive views toward inclusion are related to one another (Meijer

& Foster, 1988; Soodak & Podell, 1993a; Soodak & Podell, 1993b; Soodak, Podell, & Lehman, 1998). According to these studies, teachers with higher self-efficacy perceptions had more positive attitudes toward students with special needs in general education classrooms (Diken, 2006); that a positive relationship existed between teachers' perceived success in terms of effective teaching and self-efficacy beliefs (Brownell & Pajares, 1999); that these teachers dealt with problems arising from children with special needs much better (Almong & Shechtman, 2007); and, finally, that they gave a learning priority for the students who have behavioral or learning problems (Lesyer, 2002). Conversely, teachers with lower self-efficacy levels spared more time for non-academic activities, and used ineffective learning methods, inhibiting their students' learning (Savolainen, Engelbrecht, Nel, & Malinen, 2012; Sharma et al., 2012).

A review of the available literature has revealed that there have been many studies examining the self-efficacy beliefs of teachers and pre-service teachers and their attitudes toward inclusive education (Almog & Shechtman, 2007; Romi & Leyser, 2006; Soodak, Podell, & Lehman, 1998; Weisel & Dror, 2006). When the results of these researches are examined, it can be seen that a positive relationship exists between the self-efficacy beliefs of teachers in general, as well as their attitudes towards inclusive education. On closer examination of these studies, however, it is revealed that, in most of the studies, general teachers' self-efficacy scales were used; these scales measure general teachers' self-efficacies general rather than focusing directly on those educators teaching in inclusive education settings. To fill this gap, Sharma et al. (2012) developed the Teacher Efficacy for Inclusive Practices (TEIP). On examination of those studies in which the TEIP was used, a significant relationship between the attitudes of teachers or pre-service teachers concerning inclusive education and their self-efficacies in inclusive practices is revealed (Ashan, Sharma, & Deppeler, 2012; Malinen, Savolainen & Xu, 2012; Savolainen, et al., 2012; Sokal & Sharma, 2014; Yada & Savolainen, 2017).

Savolainen, et al. (2012) reported a positive moderate correlation existed between the self-efficacies of Finnish and South African teachers and their attitudes toward including disabled children in general education. A further study by Ashan et al. (2012) on Bangladeshi pre-service teachers and their self-efficacies revealed a relationship between the attitudes and apprehension of Bangladeshi pre-service teachers and their self-efficacies. The study also found a high level of self-efficacy and a low level of apprehension among the participating pre-service teachers. In a different study conducted using Bangladeshi in-service teachers, Ahmed, Sharma, and Deppeler (2014) concluded that attitudes, self-efficacies and perceived school support were all significant predictors of teachers' enthusiasm regarding the inclusion of disabled students in traditional educational classrooms. Malinen et al. (2012) reported a positive relation between Chinese teachers' attitudes towards inclusion and cooperation self-efficacy; was the only and the strongest predictor of the attitudes of teachers towards inclusive education. Similarly, Sokal and Sharma (2014) found a positive significant relationship between the attitudes of Canadian teachers and their self-efficacies. Yada and Savolainen (2017) conducted a study using a total of 359 Japanese in-service teachers and found that teachers' general self-efficacy scores—and behavior management efficacies in particular—were relatively low compared to other countries; the study also found that behavior management and cooperation efficacies were related to participants' attitudes toward inclusive education. To summarize, previous studies have shown that the efficacy of teachers concerning inclusive practices is the strongest factor when predicting their attitudes toward inclusive education. For this reason, establishing the relationship between teachers' self-efficacies and attitudes towards inclusive education will help informing those practices aiming to develop positive attitudes toward inclusive education.

Turkey is a large country with a population of 80 million, 40% of these individuals are aged under 18. The school-age population of Turkey in 2017 was about 18 million (MONE, 2017), while data provided by the Ministry of National Education concerning the same year revealed that just 25% of individuals with special-needs within this age group remain in formal education. The number of inclusive students in primary and secondary education in Turkey is around 300,000 (MONE, 2017).

When teacher-training programs were analyzed by the Higher Education Council in 2006 in Turkey, the pre-service teachers begin their profession after a four-year degree program. On examination of all such teacher-training programs, it can be seen that two-hour compulsory special-education course were enforced among all teaching programs; comparatively, an inclusive education course has only been compulsory among primary school and special-education teacher undergraduate programs—and has been an elective course in other teacher training programs—since 2008.

In Turkey, as in many other countries in the world, the training of qualified teachers is seen as a major problem and challenge. One of the important points of qualified teacher training is the teachers' attitudes toward the teaching profession itself and their self-efficacy beliefs regarding the knowledge and skills necessary for that profession. The literature indicates that the greatest obstacles to effective inclusive education is teachers and pre-service teachers' negative attitudes toward inclusive education and their lack of self-efficacy (Babaođlan and Yılmaz, 2010; Diken, 2006; Gözün and Yıkımış, 2004; Sarı, 2002; Şahbaz and Kalay, 2010). Loreman, Forlin and Sharma (2007)—who emphasized the importance of positive teacher attitudes in the success of inclusive practices—highlighted the fact that it would be very difficult to change the attitudes of those teachers who graduated with negative attitudes as a result of their teacher-training programs. On the other hand, Forlin, Loreman, Sharma and Earle (2009) found that, unless the necessary education eliminates the negative attitudes of pre-service teachers, their negative attitudes will be a great obstacle to the success of inclusive education. Previous studies in Turkey show of the relationship between the attitudes and self-efficacy of teachers and pre-service teachers are quite limited (Özokçu, 2018; Sarı, Çeliköz and Seçer, 2009). Of these two studies, one focused on in-service teachers, and the other focused on the relationship between pre-service teachers' attitudes and self-efficacy. The fact that pre-service teachers' attitudes and self-efficacy regarding inclusive education have not been adequately investigated contributes to the importance of this study. Thus, it is important to investigate the attitudes and self-efficacy of pre-service teachers is important. Consequently, the primary aim of the current study is to further understanding of pre-service teachers' and determine their attitudes towards inclusive education and their self-efficacies, and also to establish the relationship between the attitudes of pre-service teachers towards inclusive education and their self-efficacies. The study also aims to examine the predictive level of teachers' self-efficacy beliefs and their attitudes towards inclusive education. The study aims to answer the following research questions:

1. Which level are the attitudes and self-efficacy beliefs of pre-service teachers toward inclusive education?
2. Is there any significant relationship between the attitude of pre-service teachers toward inclusive education and their self-efficacy?
3. Does the self-efficacy beliefs among pre-service teachers significantly predict their attitudes toward inclusive education?

Methodology

Research Design

This study used a general survey model to determine the self-efficacy and the attitudes of pre-service teachers towards inclusive education (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). Conversely, a relational screening model was used to determine whether and how the attitudes of pre-service teachers changed with their self-efficacy (Büyüköztürk et al., 2009).

Participants

Participants of this study consisted of 747 pre-service teachers enrolled in their fourth year an undergraduate program in a faculty of education at a Turkish university for the 2017–2018 academic year. Overall, 520 of the participants (69.6%) were female and 227 (30.4%) were male pre-service teachers. Regarding the teacher training areas, 114 pre-service teachers (15.3%) were in pre-school education, 110 pre-service teachers (14.7%) were in primary school education, 443 pre-service teachers (59.3%) were in secondary school education and 80 pre-service teachers (10.7%) were in special education programs. Distribution of 443 secondary school branch teachers participating in the research according to their programs: guidance and psychological counseling (94 participant, %21.21), social sciences (62 participant, %13.99), English (62 participant, %14.44), Turkish (70 participant, %15.80), mathematics (84 participant, % 18.86), science (25 participant, %5.64) and computer and instructional technologies (44 participant, %9.93).

Data Collection Tools

To determine participants' attitudes toward inclusive education, the Sentiments, Attitudes and Concerns about Inclusive Education Scale Revised (SACIE-R) was used. The Scale was developed by Forlin, Earler, Loreman and Sharman (2011) and adapted into Turkish by Bayar, Özaşkın and Bardak (2015). The SACIE-R is a 15 item scale measuring sentiments, attitudes and concerns related to students with disabilities. Items are measured on a 4-point Likert scale, with responses Strongly Agree (SA= 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD=1). The lowest score possible is 15 and the highest score possible is 60. The Scale is comprised of sentiment, attitude and concern sub-dimensions with five items in each sub-dimension; the scores obtainable from each sub-dimension range between five and 20. Those items in the scale's 'sentiments' and 'concerns' sub-dimensions were reverse-coded; consequently, the highest possible score that can be obtained from each of these sub-dimensions mean positive attitudes towards inclusive education. The Cronbach's Alpha of the adapted (Turkish) Scale was .88 for the whole scale, and .86, .88, .85 for each sub-dimension, respectively. These values demonstrate the Scale's reliability and its utility for this research. Teacher Efficacy for Inclusive Practices (TEIP) scale was developed by Sharma et al. (2012) to determine the efficacies of pre-service teachers in inclusive education. The scale was adapted into Turkish by Bayar (2015), who also tested the scale for its reliability and validity. Each item can be responded to on a 6-point Likert-type classification, with responses ranging from strongly agree (6), agree (5), agree somewhat (4), disagree somewhat (3), disagree (2), to strongly disagree (1). The scale is comprised of 18 items; the maximum and minimum scores obtainable from the scale range between 18 and 108, respectively. The TEIP is comprised of three sub-dimensions: Inclusion Efficacy (IE), Behavior Management Efficacy (BME) and Cooperation Efficacy (CE). Higher scores indicate higher perceptions of sense of teaching efficacy to teach in inclusive classrooms. The reliability study of the scale was conducted using Cronbach's Alpha; the internal reliability of the scale was found to be .89, and the internal reliability coefficients were found to be .88, .90 and .86, respectively.

Procedure

Permission to collect the study data was obtained from the ethical committee of the University. Subsequently, the data collection tool was then administered to all of the pre-service teachers in the fourth year of their teacher training programs for the 2017–2018 academic year, explaining the aim of the study, the voluntary nature of their participation and the necessary time-frame in which the scale was to be completed. Incomplete scales and scales that had not been completed according to the instructions provided were eliminated from the study; usable data from the remaining 747 scales were then input into a computer.

Data Analysis

Data used in the current study were then analyzed using the SPSS software program. In the first step of this study's data analysis, collected data were evaluated and descriptive statistics were computed for each of the independent variables. Once the homogeneity of variances had been determined, arithmetic mean and standard deviations of the scores obtained from the scale were then calculated so that the attitudinal and self-efficacy levels of pre-service teachers could be better understood. To evaluate the responses to the attitudes of the teachers towards the inclusion education scale, the intervals were considered equal, and the score interval for the arithmetic mean was 0.75 (score interval=the highest value-the lowest value)/4=(4-3)/4=0.75). The evaluation intervals for the arithmetic mean scores are used in the interpretation of the data. The arithmetic mean and standard deviation of the scores obtained by SACIE-R in order to determine the attitudes of the teachers towards the inclusion education were calculated and the arithmetic mean obtained; "Strogly Disagree," "Low"; until 1.00-1.75, "Disagree" Moderate"; "until 1.76-2.50; "Agree," "High"; until 2.51-3.25, and " Strongly agree," "Very High" until 3.26-4.00, interpreted according to the evaluation intervals. To evaluate the responses to the self-efficacy scale, the intervals were considered equal, and the score interval for the arithmetic mean was 0.83 (score interval=the highest value-the lowest value)/6=(6-5)/6=0.83). The evaluation intervals for the arithmetic mean scores are used in the interpretation of the data. The arithmetic mean and standard deviation of the scores obtained by TEIP in order to determine the self efficacy of the teachers towards the inclusion education were calculated and the arithmetic mean obtained; "Strogly Disagree", "Inefficient"; until 1.00-1.83, "Disagree", "Inefficient"; until 1.84-2.67; " Disagree Somewhat", "Moderately efficient"; until 2.67-3.50, " Agree Somewhat", "Moderately Efficient"; until 3.50-4.33, " Agree", "Efficient"; until 4.33-5.17, and until 5.18-6.00 "Strongly Agree", "Efficient" interpreted according to the evaluation intervals. And then, Subsequently, a Pearson Product-Moment Correlation test was used to determine whether a significant relationship between self-efficacy of pre-service teachers and their attitudes towards inclusive education. A multiple linear regression analysis was then conducted so to determine the predictive power of pre-service teachers' self-efficacies regarding their attitudes toward inclusive education (Büyüköztürk, 2005).

Findings

1. Attitudes of pre-service teachers toward inclusive education

The arithmetic means and standard deviation values pre-service teacher's attitude concerning inclusive education scores were then calculated; the results can be seen in Table 1.

Table 1. The arithmetic means and standard deviation values of pre-service teacher's attitudes concerning inclusive education

Scale scores	X	SD	Min	Max
SACIE-R total score	2.66	.32	1.80	3.53
Sentiments sub-dimension	2.72	.47	1.20	4.00
Attitudes sub-dimension	2.84	.48	1.40	4.00
Concerns sub-dimension	2.42	.50	1.00	4.00

As can be seen in Table 1, the total attitude score of pre-service teachers on SACIE-R was 2.66, a score demonstrating that pre-service teachers agreed with the items that measured their attitudes toward inclusive education. Furthermore, this score shows that those pre-service teachers who participated in this study held positive attitudes toward inclusive education. On examination of the scores obtained from the sub-dimensions, the most positive attitude of pre-service teachers was seen in the attitude sub-dimension ($X=2.84$); the average score of pre-service teachers in the sentiments sub-dimension was 2.72. The lowest average score of pre-service teachers was seen within the concerns sub-dimension, which revealed a score of 2.42.

2. Self-efficacy scores of pre-service teachers in inclusive practices

The arithmetic means and standard deviation values relating to pre-service teachers' scores concerning their self-efficacy in inclusive practices were calculated; the results are presented in Table 2.

Table 2. Arithmetic mean and standard deviation values of pre-service teachers' scores on their self-efficacy in inclusive practice

Scale scores	X	Sd	Min	Max
TEIP total score	4.70	.60	2.78	6.00
Inclusion efficacy sub-scale	4.71	.64	2.17	6.00
Cooperation efficacy sub-scale	4.77	.66	2.00	6.00
Behavior management efficacy sub-scale	4.64	.70	1.83	6.00

As can be seen in Table 2, the total score for pre-service teachers according to the TEIP scale was calculated as 4.71. This shows that the pre-service teachers who obtained a score of around five agreed with those items measuring teacher efficacy. The highest average among three sub-scale scores of pre-service teachers was seen in the cooperation efficacy sub-scale ($X=4.77$); the efficacy to manage the problematic behaviors in their classrooms was identified as the lowest efficacy ($X=4.64$).

3. Correlation between the self-efficacies of pre-service teachers and their attitude toward inclusive education

A correlation analysis of the data concerning pre-service teachers' self-efficacies of and their attitude towards inclusive education was then carried out. The results of this analysis can be seen in Table 3.

Table 3. Correlation table of the relationship between the self-efficacies of pre-service teachers and their attitude toward inclusive education

	1	2	3	4	5	6	7
1. Attitude total	-						
2. Sentiments	.747**	-					
3. Attitudes	.530	.058	-				
4. Concerns	.746	.465	.023	-			
5. Efficacy total	.310	.238	.189	.201**	-		
6. Efficacy in inclusive teaching	.273	.202	.175	.176	.902	-	
7. Behavior management efficacy	.269	.183	.199	.163	.881	.701**	-
8. Cooperation efficacy	.287	.249	.135	.199	.896	.725**	.662

* p<0.05. **p<0.01.

As can be seen from Table 3, a significant positive relationship was found between pre-service teachers' attitudes scale scores and their total self-efficacy scores and also their scores in all of self-efficacy sub-dimensions. The highest relationship is observed between pre-service teachers' total attitude scale scores and efficacy total score (r=.310).

4. Regression analysis of pre-service teachers' attitudes

Multiple linear regression analysis of the predictive power of self-efficacy regarding the attitudes of pre-service teachers towards inclusive education was then undertaken; the results of this analysis are presented in Table 4.

Table 4. Multiple linear regression analysis of predictive power of self-efficacy for the attitudes of pre-service teachers towards inclusive education

Variable	B	S.H.	β	T	p	Pairwise r	Partial r
Constant	28.073	1.371	-	20.479	.000	-	-
Inclusion efficacy	.110	.071	.087	1.551	.121	.273	.057
Cooperation efficacy	.130	.064	.106	2.050	.041	.269	.075
Behavior efficacy	.181	.063	.154	2.895	.004	.287	.106

R=.310. R2=.096. F (3-743) =.26.418. p=.000

As can be seen from Table 4 the pre-service teachers behavior management efficacy and their cooperation efficacy significantly predicts their attitudes towards inclusive education (R=.310. R2=.096. p<.000). The three different self-efficacy dimensions explain 9% of the total statistical variances concerning pre-service teachers' the attitudes. According to standardized regression coefficient (β), the order of importance among the predictive variables of attitude-scale scores is behavior efficacy, cooperation efficacy, and inclusion efficacy, respectively. When the t-test results concerning the statistical significance of the study's regression coefficients, it is seen that behavior and cooperation efficacy are significant predictors of pre-service teachers' attitude scores; however, inclusion efficacy was not revealed to be a significant predictor of total attitude scores.

Discussion

This study was conducted with the aim of identifying the attitudinal and self-efficacy scores of pre-service teachers toward inclusive education, and to examine the relationship between attitudes toward inclusive education and self-efficacy levels among these individuals; the study also aimed to understand whether pre-service teachers' self-efficacy beliefs are significant predictors of their attitudes toward inclusive education. When the results of the current study are examined in general, it was found that the attitudes of pre-service teachers toward inclusive education was positive, and that self-efficacy levels are high. A statistically significant relationship was found between pre-service teachers' attitudes and self-efficacy beliefs; the participants' inclusion self efficacy beliefs was found to be a significant predictor of their attitudes toward inclusive education.

The results of this study show that attitudes of pre-service teachers toward inclusive education were generally positive, according to the scale and its various sub-dimensions, with the exception of the concerns sub-dimension. These results corroborate several other existing studies in the literature (Ashan et al., 2012; Avramidis et al., 2000; Avramidis & Norwich, 2002; Carroll, Forlin & Jobling, 2003; Kargın, 2004; ; Park & Chitiyo, 2011; Sari, 2007; Seçer, 2010; Sharma et al., 2009; Sharma & Sokal, 2013 Sucuoğlu, 2004;). However, the results of the present study contradict those of other studies (Avramidis & Kaylva, 2007; Diken & Sucuoğlu, 1999; Rakap & Kaczmarek, 2010).

When the results related to the of pre-service teachers scores in concerns sub-dimension of attitude scale are taken into consideration, pre-service teachers were revealed to have some concerns regarding the inclusion of disabled students. This result is consistent with that of other literature in the field, indicating that pre-service teachers are not very concerned with the existing literature (Ashan et al., 2012; Bradshaw & Mundia, 2006;). Conversely, this result contradicts those findings related to teachers' concerns regarding the inclusion of disabled students in their classrooms (Savolainen et al., 2012; Yada & Savolainen, 2017). This finding is potentially attributable to the fact that a two-hour compulsory special-education course has been enforced among all teaching programs; comparatively, an inclusive education course has only been compulsory among primary school and special-education teacher undergraduate programs— and has been an elective course in other teacher training programs— since 2008.

The research results show that both pre-service teachers' total scores and sub-scale scores are strongly related to their perceived teaching efficacies in inclusive practices. Whereas the highest average score among pre-service teachers was seen regarding cooperation efficacy, the lowest score was recorded for behavior management sub-dimension. This finding is corroborated by other studies in the literature that reported such high self-efficacy levels (Forlin, Jubling, & Carroll, 2001; Forlin, Loreman, & Sharma, 2014; Ashan et al., 2012; Savolainen et al., 2012; Tasnuba & Tsokova, 2015), while it contradicts others, such as the findings of Yada and Savolainen (2017).

When findings related to the self-efficacy sub-scale are examined, it can be seen that pre-service teachers have the highest self-efficacy score regarding the cooperation efficacy sub-scale, while their lowest efficacy scores are seen within the behavior-management efficacy sub-scale. This result showed consistency with the findings of some studies in the literature (Malinen et al., 2012; Savolainen et al., 2012; Sharma et al., 2012; Tasnuba & Tsokova, 2015; Yada & Savolainen, 2017). This finding contradicts those of certain other research studies in the field (e.g. Ashan et al., 2012). These results support the view that teachers who have high level of self-efficacy have more positive attitudes toward inclusive educational practices.

This research also found a weak positive relationship between the attitudes of pre-service teachers toward inclusive education and their self-efficacy. This finding is corroborated by other researches in the field, including those of Weisel and Dror (2006), Malinen et al. (2012), and Savolinen et al. (2012). The results of the current study—much like many existing researches in the field—support the view that the positive attitudes of pre-service teachers towards inclusive education are related to their self-efficacy; this result simultaneously demonstrates that the attitudes teachers—namely, those who perceive themselves to be efficient inclusive education practitioners—are positive. The findings of this study have also revealed that cooperation efficacy sub-dimension of pre-service teachers' self-efficacy beliefs is mostly related with their attitudes. Related studies in the field have revealed a positive relationship between the cooperation efficacy of teachers and attitudes (Özokçu, 2018; Malinen et al., 2012; Savolinen et al., 2012;); this result that can be interpreted as these teachers perceiving their cooperation with colleagues, families and other staff as an important competency for successful inclusive practices.

The results of the current study reveal that the self-efficacy of pre-service teachers is a significant predictor of their attitudes toward inclusive education. This result is consistent with the findings of related studies in showing that teachers' self-efficacies influence their attitudes toward inclusive education (Malinen et al., 2012; Yada & Savolinen, 2017). Furthermore, that the current study found that 9% of the variance related to pre-service teachers' attitudes toward inclusive education was explainable by their self-efficacies regarding inclusive education. This result shows that pre-service teachers' self-efficacies explain, to some degree, their attitude towards inclusive education. In explanation of this result, one can suggest that those data related to other factors that are thought to affect teachers' attitudes toward inclusive education should be collected in the future. Another important finding of the current study was that the strongest predictor of pre-service teachers' attitudes towards inclusive education was their behavior-management efficacy regarding inclusive education. This result disagrees with other research findings indicating that the most important predictive factor for the attitudes towards inclusive education is cooperation efficacy (Malinen et al., 2012; Savolinen et al., 2012). This result simultaneously demonstrated that pre-service teachers perceived behavior management efficacy as an important factor for inclusive practices. As pre-service teachers' behavior management efficacies increase, a simultaneous increase in their self-efficacy within the teaching profession is also expected; this belief can to the development of positive attitudes toward inclusive practices among these individuals. Another predictive factor for the pre-service teachers' attitudes towards inclusive practices is their cooperation efficacy. The results of the study conducted by Malinen et al. (2012) and Savolinen et al. (2012) found a significantly positive relationship between teachers' cooperation efficacy concerning inclusive education and teacher attitudes. These results can be interpreted as pre-service teachers' perception that they should cooperate with other stakeholders within their school, in addition to being efficient in behavior management so that they can more effectively carry out inclusive practices.

This research has shown how pre-service teachers' attitudes toward inclusive education is positive, and that their self-efficacy level is high. The study has also revealed a significant relationship between pre-service teachers' attitudes toward inclusive education, and that their self-efficacy and their inclusion efficacies are a significant predictor of their attitudes toward inclusive education. Some suggestions can be formulated and made according to the results obtained in this study. First, it can be concluded that pre-service teachers perceive behavior and cooperation efficacy in inclusive education as important factors for successful inclusive practice. Consequently, it can be suggested that teaching and the description of those courses aiming to increase pre-service teachers' competency, in terms of

these skills, should be revised. In these courses, the focus should be on those skills related to the management of students' behavior and cooperation. Educational faculties should give place to teaching practices in which pre-service teachers can experience and interact with students with special needs in general education classrooms, while also attending theoretical courses and training programs. Several suggestions can be made for researchers of prospective studies in the field who may wish to overcome or avoid the limitations of the current study or else corroborate its findings and conclusions. First, it would be beneficial for prospective studies to test the findings of the current study in different sample groups. The findings of this study reflect indirect observations obtained by using scales to collate the study data. Prospective qualitative studies on the issue may give a more detailed picture of the relationship between pre-service teachers' attitudes towards inclusive education and their self-efficacies. Furthermore, longitudinal studies examining the relationship between pre-service teachers' attitudes towards inclusive education and their self-efficacies are recommended for future research.

GENİŞLETİLMİŞ ÖZET

Giriş

Kaynaştırma eğitimi, Salamanca Bildirisi'nden beri herkes için eğitim hakkını sağlamak için tasarlanmış global bir eğitim reformu girişimidir (UNESCO, 1994). Kaynaştırma eğitimi aynı zamanda, farklılıklarına veya sosyal çevrelerine bakılmaksızın bütün çocukları genel eğitim okullarında bir araya getirerek eğitim sistemindeki tüm engelleri kaldıracak bir reform hareketi olarak görülmektedir. Tüm insanlar arasında çeşitlilik ya da farklılıkların kabul, değer ve saygı gördüğü bir anlayışı yansıtan kaynaştırma kavramı, okul sistemlerini herkes için geliştirmeyi amaçlamaktadır (Ainscow, 2005).

Kaynaştırma uygulamalarının başarısı pek çok faktöre bağlıdır. Bu faktörler arasında okullar, öğretmenler, okul yöneticileri, özel gereksinimli olmayan olmayan çocuklar ve bu çocukların aileleri yer almaktadır (Batu, 2010; Kargın, 2004, Sarı, Çeliköz ve Seçer, 2009). Kaynaştırma uygulamalarının başarısını belirleyen bu faktörler arasında en önemlisinin öğretmen faktörü olduğu söylenebilir. Kaynaştırma uygulamalarının başarısının, öğretmenlerin kaynaştırma eğitimi ile ilgili bilgi, beceri ve tutumlarının yanı sıra sınıf atmosferini farklı özelliklere sahip öğrencilere uygun hale getirmelerine ilişkin sahip oldukları yeterliliklere bağlı olduğu belirtilmektedir (Forlin, Loreman, Sharma ve Earle, 2009).

Geçmişte yapılan çalışmalardan elde edilen bulgular, başarılı kaynaştırma uygulaması için en belirleyici unsurun öğretmen tutumu olduğunu göstermektedir (Avramidis ve Kalyva, 2007; Avramidis ve Norwich, 2002). Kaynaştırma eğitimine ve özel gereksinimli bireylere olumlu tutum gösteren öğretmenler, kaynaştırmayı etkili bir şekilde uygulamakta, öğretim programını farklı özelliklere sahip öğrencilere uyarlayabilmekte ve kaynaştırma uygulamalarını sınıfta geliştirme konusunda kendini emin hissetmektedir (Bery, 2010, Darling ve Hammond, 2006). Diğer yandan, kaynaştırma eğitimine karşı olumsuz tutum sergileyen öğretmenlerin ise, özel gereksinimli öğrencilerin gereksinimlerini karşılamada, öğretimsel stratejileri etkili bir şekilde kullanmakta ve öğretim programlarını ve materyalleri uyarlamada güçlükler yaşadığı ifade edilmektedir (Bery, 2010).

Kaynaştırma uygulamalarının başarısını doğrudan etkileyen en önemli faktörlerden biri de öğretmenlerin öz yeterlilik inançlarını olarak görülmektedir (Jordan ve diğ., 2009; Paneque ve Barbeta, 2006; Sharma, Loreman ve Forlin, 2012). Yapılan çalışmalar, öğretmenlerin özyeterlilik inançlarının başarılı kaynaştırma uygulamaları üzerinde önemli bir etkiye sahiptir olduğunu göstermiştir (Paneque ve Barbeta, 2006; Sharma, ve diğ., 2012). Yüksek öz yeterlilik düzeyine sahip öğretmenlerin, kaynaştırma sınıfında daha etkili öğretim stratejileri kullandıkları ve akademik etkinliklere ilgisi az olan öğrencilerin öğrenmeleri üzerinde daha fazla ısrarcı oldukları belirtilmektedir. Bu durumun tam tersi olarak, düşük özyeterlilik düzeyine sahip öğretmenlerin ise, akademik olmayan işlere daha fazla zaman ayırdıkları ve etkili olmayan öğretim yöntemlerini kullanarak öğrencilerin öğrenmelerini engelledikleri rapor edilmiştir (Savolainen, Engelbrecht, Nel, ve Malinen, 2011; Sharma, ve diğ., 2012).

Önceki araştırmalara bakıldığında, öğretmenlerin öz yeterlilik inançları ile kaynaştırma eğitimine yönelik tutumları arasında anlamlı ilişkiler olduğunu görülmektedir (Malinen, Savolainen ve Xu, 2012; Savolainen, ve diğ., 2011; Soodak, Podell, ve Lehman, 1998, Weisel ve Dror, 2006). Araştırma sonuçları, yüksek öz yeterlilik algısına sahip öğretmenlerin sınıflarındaki özel gereksinimli öğrencilerin kaynaştırılmasına karşı daha olumlu tutumlara sahip olduklarını, bu olumlu tutumların sınıf yönetimi yaklaşımlarını, öğrencileri derse katma çabalarını ve tercih edecekleri yöntem ve stratejileri olumlu

yönde etkilediğini göstermektedir. Özetle, öğretmenlerin kaynaştırma eğitimindeki öz yeterliliklerin kaynaştırma eğitime yönelik tutumlarını tahmin etmekte güçlü bir faktör olduğu görülmektedir. Bu bağlamda, öğretmenlerin özyeterlilikleri ve kaynaştırmaya yönelik tutumları arasındaki ilişkilerin ortaya konulması, kaynaştırmaya karşı olumlu tutumların geliştirilmesi çalışmalarına yönelik uygulamalar için çıkarımlarda bulunmayı sağlayabilecektir.

Türkiye’de konu ile ilgili araştırmalar incelendiğinde, etkili kaynaştırma eğitiminin önünde yer alan en büyük engelin, öğretmen ya da öğretmen adaylarının kaynaştırmaya yönelik olumsuz tutumları ve kendilerini yetersiz görmeleri olduğu görülmektedir (Babaoğlu ve Yılmaz, 2010; Diken, 2006; Gözün ve Yıkılmış, 2004; Sarı, 2002; Şahbaz ve Kalay, 2010). Kaynaştırma uygulamalarının başarısı için olumlu öğretmen tutumlarının önemini vurgulayan Loreman, Forlin ve Sharma (2007), eğer öğretmen adayları öğretmen yetiştirme programlarından olumsuz tutumlarla mezun olurlarsa bu tutumları değiştirmenin çok zor olacağını vurgulamışlardır. Diğer yandan, Forlin, Loreman, Sharma ve Earle (2009) şayet hizmet öncesi öğretmen adaylarına olumsuz tutumları ortadan kaldıracak gerekli eğitim verilmezse, göreve başladıklarında öğretmenlerin bu olumsuz tutumlarının kaynaştırma eğitiminin başarısının önünde önemli bir engel oluşturacağını belirtmektedir. Bu nedenle aday öğretmenlerin kaynaştırmaya yönelik tutumlarını incelemek çok kritik öneme sahiptir. Ülkemizde daha önce yapılan çalışmalar incelendiğinde öğretmen ya da öğretmen adaylarının kaynaştırma eğitime yönelik tutumları ile özyeterlilikleri arasındaki ilişkiyi inceleyen sınırlı sayıda araştırmaya rastlanmıştır (Özokcu, 2018; Sarı, Çeliköz ve Seçer, 2009). Bu çalışmalardan birinin, hizmet içindeki öğretmenlerin diğerinin ise sadece okul öncesi öğretmen ve öğretmen adaylarının tutum ve özyeterlilikleri arasındaki ilişkilerin incelenmesi üzerinde yoğunlaştığı görülmektedir. Literatürde öğretmen adaylarının kaynaştırmaya yönelik tutum ve özyeterliliklerinin yeteri kadar incelenmemesi, bu araştırmanın önemini arttırmaktadır. Dolayısıyla, farklı eğitim kademelerinde çalışacak öğretmen adaylarının tutum ve özyeterliliklerinin incelenmesinin alanyazına önemli katkı sağlayacağı düşünülmektedir. Bu nedenle bu araştırma ile öğretmen adaylarının kaynaştırma eğitime yönelik tutumları ve öz yeterlilik düzeylerini belirlenmesi ve öğretmen adaylarının kaynaştırma eğitime yönelik tutumları ile öz yeterlilikleri arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmada ayrıca, öğretmenlerin öz yeterlilik inançları ile kaynaştırma eğitime yönelik tutumlarını yordama düzeyini belirlemek amaçlanmıştır.

Yöntem

Bu çalışmada, öğretmen adaylarının kaynaştırma eğitime yönelik tutumları ile öz yeterliliklerinin belirlenmesinde genel tarama modeli kullanılmıştır (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2009). Diğer yandan, öğretmen adaylarının tutumları ile öz yeterliliklerinin birlikte değişip değişmediği, birlikte bir değişim varsa bunun ne şekilde olduğunu tespit edilmeye çalışılırken ilişkisel tarama modeli kullanılmıştır (Büyüköztürk ve diğ., 2009). Bu çalışmanın katılımcılarını Türkiye’deki üniversitelerin birinde Eğitim Fakültesi lisans programlarının, 4. sınıflarında 2017-2018 öğretim yılında öğrenim görmekte olan toplam 747 öğretmen adayı oluşturmaktadır. Öğretmenlerin kaynaştırma eğitime yönelik tutumlarını belirlemek için, Forlin, Earle, Loreman ve Sharma (2011) tarafından geliştirilen ve Bayar, Özaşkın ve Bardak (2015) tarafından Türkçeye uyarlanan Kaynaştırmaya İlişkin Duygu, Tutum Endişe Ölçeği (KUYDTEÖ) kullanılmıştır. Kaynaştırma Uygulamaları Öğretmen Yeterlik Ölçeği: (KUÖYÖ) Hizmet öncesi öğretmenlerinin kaynaştırma eğitime yönelik yeterliklerini belirlemek amacıyla Sharma ve diğ., (2012) tarafından geliştirilmiştir. Ölçek Bayar (2015) tarafından Türkçeye uyarlanıp geçerlilik güvenilirlik çalışması yapılmıştır. Bu çalışmada, elde edilen veriler değerlendirilirken öncelikle bağımsız değişkenler için

betimsel istatistik hesaplamaları yapılmıştır. Varyansların homojen olduğu belirlendikten sonra; öğretmen adaylarının tutum ve öz yeterlilik düzeylerini belirlemek için ölçeklerden elde ettikleri puanların aritmetik ortalama ve standart sapmaları hesaplanmıştır. Daha sonra, öğretmen adaylarının öz yeterlikleri ile kaynaştırmaya yönelik tutumları arasında anlamlı bir ilişki olup olmadığını belirlemek için Pearson Korelasyon Katsayısı testi kullanılmıştır. Öğretmen adaylarının öz yeterliliklerinin kaynaştırmaya yönelik tutumları üzerindeki yordayıcılık gücünü belirlemek amacıyla Çoklu Doğrusal Regresyon Analizi yapılmıştır (Büyüköztürk, 2005).

Tartışma, Sonuç ve Öneriler

Genel olarak araştırma sonuçlarına bakıldığında, öğretmen adaylarının kaynaştırmaya yönelik tutumları oldukça olumlu düzeyde olduğu, öz yeterlilik düzeylerinin oldukça yüksek düzeyde olduğu görülmüştür. Ayrıca öğretmen adaylarının kaynaştırmaya yönelik tutumları ile öz yeterlilikleri arasında istatistiksel olarak anlamlı düzeyde bir ilişki bulunmuş ve kaynaştırma yeterliliklerinin kaynaştırmaya yönelik tutumun anlamlı bir yordayıcısı olduğu sonucuna ulaşılmıştır.

Araştırmada elde edilen bulgular ışığında bazı öneriler geliştirilmiştir. Öğretmen adayları başarılı bir kaynaştırma uygulaması için kaynaştırmada davranış yeterliliği ve işbirliği yeterliliğini önemli bir faktör olarak görmektedirler. Bu nedenle, öğretmen yetiştiren programlarda öğretmen adaylarını bu açıdan daha yeterli kılmayı amaçlayan derslerin içerikleri ve yürütülmesi gözden geçirilebilir. Bu derslerde, öğrencilerin davranış yönetimi ve işbirliği yapma yeterliliği ile ilgili beceriler ağırlıklı konular olarak işlenebilir. Eğitim fakültelerinde öz yeterlilik inançları yüksek öğretmenler yetiştirmek için öğretim programlarında teorik derslerin yanında öğretmen adaylarının genel eğitim sınıflarında özel gereksinimli öğrencilerle etkileşim ve deneyimlerini arttıracakları öğretmenlik uygulamalarına yer verilmelidir. Ayrıca, konuyla ilgilenen araştırmacılara yönelik olarak, araştırma sonucunda elde edilen bulgular ve sınırlılıklar çerçevesinde çeşitli önerilerde bulunulabilir. Öncelikli olarak, araştırma bulgularının farklı örneklem grupları üzerinde sınanması yararlı olacaktır. Bu araştırmanın bulguları, ölçekler aracılığı ile elde edilmiş dolaylı gözlemi yansıtmaktadır. Konu ile ilgili nitel araştırmalar yapılarak öğretmen adaylarının kaynaştırmaya yönelik tutum ve öz yeterlilikleri arasındaki ilişkileri daha derinlemesine ortaya koyan bir araştırma yapılabilir. Ayrıca, öğretmen adaylarının kaynaştırmaya yönelik tutumları ile öz yeterlilikleri arasındaki ilişkinin değişimini inceleyen boylamsal araştırmalar yapılması önerilebilir.

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