

**Sınıf Öğretmeni Adayları İle Özel Eğitim Öğretmen Adaylarının Kaynaştırma Eğitime Yönelik Tutumlarının Karşılaştırılması**  
**Comparison of the Attitudes of Pre-Service Primary School Teachers And Pre-Service Special Education Teachers Towards Inclusion**

*Nejla MUTLU GÖÇMEN, Metin BOZKURT, Çisem AYDIN..... 26-33*

**EXTENDED SUMMARY**

Inclusion is defined as the practice in which students with special needs are educated in regular classes with their peers part-time or full-time through the provision of support services to students and teachers. Teachers' attitudes are very important in the success of inclusion. In the present study, it is aimed to compare the attitudes of pre-service primary school teachers and pre-service special education teachers towards the concept of 'inclusion' based on different variables.

This is a descriptive study where survey method is employed as it aims to determine a current situation. The study group consists of 372 pre-service teachers studying in primary education and special education departments of a faculty of education. "The Scale of Attitude towards Integration in Preschool Education" developed by Özbaba (2000) based on "Opinions Relative to Inclusion Scale" by Kırcaali- İftar (1992) and "Continuity of Changing Attitudes Toward Individuals with Disabilities" by Özyürek was used to collect data. It is a five-point Likert-type scale. The items are rated as follows: Strongly agree (1), Slightly agree (2), Agree (3), Agree much (4), Strongly disagree (5). The highest inclusion score that a participant can get is 150 (positive attitude), while the lowest is 30 (negative attitude). In the present study, the pilot validity and reliability calculations related to "The Scale of Attitude towards Integration in Preschool Education" was carried out with 150 pre-service teachers. Cronbach's alpha coefficient was found to be .77. It was determined that the total variance explained was 67%, while the factor loadings ranged between .40 and .88. Accordingly, the attitude scale was determined to be valid and reliable. The answers taken using data collection tools were coded and uploaded onto SPSS 20.0 statistical package. In the analysis of data, arithmetic mean, frequency, and standard deviation were used, while t-test and ANOVA were used for paired comparisons and the significance level was taken as .05 in all statistical analyses.

With regards to the pre-service teachers' attitudes towards inclusion, there was a significant difference in favor of those studying in primary education department. Ekşi (2010) reports in his thesis titled "Comparison of the attitudes of primary school teachers and special education teachers towards inclusion" that the attitudes of special education teachers are more positive in comparison to those of primary school teachers. No significant difference was found between the attitudes of pre-service teachers towards inclusion based on gender. Based on "presence of a disabled individual in one's environment" variable, a significant difference was found in favor of the pre-service teachers not having any disabled individual in their environment. Based on "the experience of observing a disabled individual" variable, there was a significant difference between the attitudes of the pre-service teachers towards inclusion in favor of those not having an opportunity to observe a disabled individual. There was no significant difference between the attitudes of the pre-service teachers towards inclusion based on the variables of gender, the high school they graduated from, and their academic success. Based on these findings, the following recommendations can be made: There may not be students with special needs in each classroom in schools that pre-service teachers visit within the scope of the Teaching Practice course. It may be useful to set a criterion for every pre-service teacher to make a practice in classrooms where they can observe students engaged in inclusion. As the teachers of classrooms where there are students with special needs may think that the information they give to pre-service teachers about these students will set an example, their attitudes towards inclusion might positively be affected. Thus, inclusion should be emphasized in end-of-year seminars. It is also possible to increase consciousness by giving in-service and pre-service trainings to teachers and pre-service teachers who assume an active role in inclusion.