



TÍTULO: Evaluation of Relationship Between the Views Towards Inclusion and the Levels of Empathy and Self-Efficacy of Vocational High School Teachers

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Resumo Integration of the disabled individuals with the society has come into prominence as a conclusion of the regulations with regard to the constitutional rights and freedoms in most of the countries, in pursuit of signing the Salamanca Statement in Spain, 1994. This conference adopted the Salamanca Statement on principles, policy and practice in special needs education and a Framework for Action, aiming at promoting the inclusion in accordance with the intention of “education for all” and having political attempts enabling schools to be educationally more effective for all students, particularly those with special educational needs (UNESCO,1994). Based on the concept of social justice, inclusion has been defined as accessing the educational opportunities equally by all the students regardless of inabilities (Sharma, Forlin, Loreman & Earle, 2006). In practice, it is defined as students with special educational needs having been educated in the same educational environment with their peers and having been presented the services they need (Odom, 2000). Most of the previous researches revealed that students with special educational needs benefit from the inclusive education in academically, social and behavioral areas; and the other students in the class along with the teachers also make use of inclusion practices (Logan& Malone, 1998; McDonnell, Thorson& McQuivey, 2000). Teachers’ perceptions and beliefs about the inclusive education are critical for the success in this area (Norwich, 1994). Studies conducted abroad put forth that teachers’ attitudes towards inclusive education practices has been developed positively in time; and that teachers complain about the lack of knowledge and support services about inclusion (Casale-Giannola, 2012; Rose, Kaikkonen & Koiv. 2007; Van Reusen, Shoho & Barker, 2000; Vaughn et al., 1996). It has been observed that implementation of inclusion in secondary level schools failed due to the negative attitudes of teachers towards inclusive education (Worrell, 2008). Although the number of students who take part in inclusive education in Turkey has been grown dramatically during the recent years, teachers could not make use of support services related to special education sufficiently. Consequently, it is stated, inclusion practices are affected negatively and attitudes of teachers, particularly of those who have students with special educational needs in their class, can be affected unfavorably. Studies conducted in Turkey about inclusive education have examined the views of preschool teachers (Özdemir & Ahmetolu, 2012; Seçer, 2010; Temel, 2000), primary education teachers and prospective primary education teachers (Çankaya & Korkmaz, 2012; Kargn, Gündenolu & ahin, 2010). Just one

qualitative research about inclusion in vocational high school has been reached in the literature. Teachers stated that they come short of knowledge about inclusion and opportunities provided for unqualified students result in problems with other students (Batu, Krcaali-ftar & Uzuner, 2006). It has been emphasized that empathetic approaches are directly associated with teaching and desirable teaching qualifications; on that account, empathetic behaviors of prospective primary education teachers would make a positive contribution to the teacher-student interactions. Besides, students' favoring attitudes towards overcoming their problematical acts might enhance teachers' eagerness to help them (Aysan, 2002). Empathy is defined as the process of one's putting himself/herself to someone else's place and seeing the situation in his/her own perspective; one's understanding the feelings and thoughts of the others the way they feel or think; and one's passing this state of being over to the others (Rogers, 1983). It can be said that the teachers who have rich empathic skills may have more positive attitudes towards the inclusion practices than those who do not have. The teachers' beliefs for themselves to have high level of self-efficacy which is defined as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1994) seem to influence "the strength of goal commitments, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributes for successes and failures, and vulnerability to stress and depression" (Bandura, Barbaranelli, Caprara & Pastorelli, 1996). Accordingly, it is expected that the teachers who have high level of self-efficacy would make better in solving the problems encountered during the implementation process of inclusion than those who have low level of self-efficacy. When the results of the studies conducted previously are considered together with the concepts of the empathy and self-efficacy, the views of the teachers towards the inclusion practices may be influenced by the levels of empathy and self-efficacy they have. This study aims to examine the views of teachers in vocational high schools towards the inclusion along with the relationship among some demographic variables, empathy and self-efficacy levels.

METHOD Research Method In this study, relational survey method was used to investigate the relationship among the views of teachers in vocational high schools towards the inclusion, levels of their empathy and self-efficacy, and some demographic variables.

Research Group Of the 118 participants who are teachers from seven different vocational high schools in Izmir, 52.5% (n=63) were male and 45.8% (n=55) were female. The ages of participants range from 28 to 59 ($X=41.25$, $sd=7.487$), and 80% of them are married, 6.7% are single, 12.5% are divorced. Professional breakdown of the teachers is as follows: 59% are teachers of cultural courses, 41% are teachers of technical courses.

Instrumentation 1. The Empathy Scale: The empathy scale including 40 items to evaluate the empathy and 20 items for distraction was developed by Baron-Cohen and was adapted to Turkish and validity and reliability tests were done by Bora and Baysan

(2009). The coefficient of Gutman split-half which is obtained by split-half method has been found to be .78. Using the same method, cronbach alpha coefficient has been found to be .75 for the first half of the scale and to be .74 for the second half. Item-total correlation of the scale is .85. 2. Self-efficacy Scale: This scale was adapted by Kesgin (2006) by choosing 9 items from the questionnaire prepared by Woolfolk and Hoy (1990). The scale is a 5-point likert scale. The interval of scores to be taken ranges from 9 to 45. The internal consistency reliability of the scale is .74 and item-total correlation of the scale is between 34 and 51. 3. The Scale of Views Related to Inclusion: The scale is developed by Antonak ve Larivee (1995) and adapted to Turkish by Krcaali-ftar (1996). The scale is a 5-point likert scale. The scale was adapted to Turkish and validity and reliability tests were done by Krcaali-ftar (1996). As a result of the reliability tests, the cronbach alpha coefficient of internal consistency is to be found .80. 4. Personal Information Form: This 16-item form has been developed by the researchers to gather data about demographic information and the interest topic. Data Analysis Data were analyzed by using descriptive statistics (frequency and percentage). T-test and Anova test were used to analyze the data for empathy and views towards inclusion since the scores obtained from Empathy Scale ($p=.741>.05$) and The Scale of Views Related to Inclusion ($p=.437>.05$) showed normal distribution; Mann Whitney U test was used to analyze the data for self-efficacy, since the scores obtained from Self-efficacy Scale did not show normal distribution ($p=.024>.05$). Findings, Discussion and Suggestions When the analysis carried out has been examined, the teachers expressed that the students who have mental deficiency (85%), autism (64.2%) and special learning disability (38.3%) are so problematic to integrate in inclusive education. This result of the study is similar to the results of those carried out previously. Even though the teachers stated that they are not opposed to the inclusive education, they considered some diagnostic groups to be so hard to take place within the inclusive education (Batu, Krcaali-ftar & Uzuner, 2000). It has been found that teachers mostly think of themselves as uninformed about the individuals with special needs. 22.9% of the teachers stated themselves as knowledgeable about the issue, 63.6% of them as inadequate, and 13.6% of them as unknowing. The situation seems to be the same for the inclusive education. 35.6% of the teachers stated themselves as knowledgeable about the inclusive education, 21.2% of them as unknowing, and 43.2% of them as inadequate. The studies conducted previously (Temel, 2000; Gomez & Diken, 2003) underlined that teachers did not have negative attitudes towards inclusion, that they perceived themselves as inadequate since they had been undereducated about the inclusion during their training, and that they wanted to know more about the current issue. 66.7% of teachers answered positively, while 33.3% of them answered negatively to the question whether they have a unit for Individualized Education Program (IEP) or not. The study indicates that 44.4% of teachers who have an IEP unit at their school prepare IEP for the inclusive students in their class, whereas 55.6% do not. More than

half of the teachers (56.1%) evaluate the inclusive students separately, and the rest (43.9%) do not. 57.7% of teachers expressed that they get support for the problems related to inclusive students from the counseling service, 22.1% expressed that they do not and 20.2% expressed that they are supported by the counseling service, but they found this support to be insufficient. The situation in which teacher do not get support from the school administration while s/he is having trouble with the inclusive students in the class, lack of information, and inappropriateness of the school conditions for the inclusive education may cause teachers to act with suspicion towards the inclusive education (Seçer et al., 2010). Differentiation of empathy scores with respect to gender and branch variables is established by use of t-test and a significant differentiation has been identified ($t=.075$.90). The levels of empathic skills of female teachers have been found to be higher than those of male teachers ($t=2.259$, .026.05). This indication of the study is parallel to the findings of previous researches in the literature (Bora & Baysan, 2009). Levels of empathic skills of teachers who lecture technical courses occurred to be higher than the level of empathic skills of those who lecture cultural courses. Anova test was used to analyze marital status of the teachers, and the mean scores of divorced teachers for empathic skills ($x=51.42$, $sd:18.61$), have been found to be higher than those of married ($x=47.26$, $sd:12.03$) and single teachers ($x=38.64$, $sd:14.79$). The difference for that has been found to be between the scores of divorced and married teachers by using the benferoni post-hoc test (.047.05). No difference has been found between the self-efficacy scores of male and female teachers (.107>.05). Mann Whitney U test was used to analyze the self-efficacy scores and no significant difference was found between the scores of male and female teachers ($t=0.899$ 0.90, $0.47>0.05$). This finding is consistent with the results of the previous researches (Akba & Çelikkaleli, 2006; Akbulut, 2006), which examined the levels of self-efficacy for teachers. When the scores taken from self-efficacy scale have been analyzed according to the marital status, it could be seen that the highest scores were belonged to those who were divorced ($x=22.17$, $sd:2.48$), and they are followed by the scores of single ($x=20.60$, $sd:4.95$) and married ($x=18.47$, $sd:3.49$) ones. The difference has been found to be statistically significant (.049 .05) between the scores of married and divorced teachers. The scores of views towards inclusion do not differ according to gender, branch, the level of empathic skills and self-efficacy. The views of teachers towards inclusion have been found to be positive in general. It has been discovered that divorced teachers ($x=57.33$, $sd:5.89$) have higher scores of attitudes towards the inclusion than single teachers ($x=56.86$, $sd:3.98$) have, and that single teachers have higher scores than the married ones ($x=55.77$, $sd:4.23$) have. However, this difference among the mean scores is not statistically significant. It can be concluded that the reason behind a non-significant difference between the selected variables can be linked with the small number of participants. This research can

be considered as a pre-study of an upcoming research with a larger-sample and the results will then be able to be confirmed.

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