Examining the attitudes of physical education teachers towards special education (the handicapped)

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Abstract

- Purpose:** The purpose of the present study was to determine the education of physical education teachers working at special education schools or classes in this field and to determine the attitudes of them towards students who need special education.
- Material:** Our study was designed in the form of review model, and 164 questionnaires were included in the analyses. The questionnaires were filled fully by teachers who were selected with the Random Sampling Method and who were contacted in person. The data collection tool used consisted of two parts; Personal Information Form and the Attitude Scale for the Handicapped. Non-parametric tests like Mann Whitney U-Test and Kruskal Wallis H-Test were used in the study because the data did not show normal distribution.
- Results:** According to the findings, it was determined that the attitudes of the participants in the family life sub-dimension were moderate; and the scores were high in educational medium, interpersonal relations, working life, personal characteristics, competence-independent life and total attitudes.
- Conclusions:** As a result, there is a significant loss of productivity due to the lack of special training in physical education teachers who are appointed to special education schools and to job training centers through centralization method.
- Keywords:** special education, attitude, physical education, sports, teacher, student.

Introduction

Attitudes are not acquired at birth. They are acquired later in life through learning along with social environment in which the interaction takes place in the culture where individual lives. As a social environment, parents, friends, mass media, and personal experiences play a role in the formation of attitudes. It is possible that the attitudes we gain through learning can change [1]. Education and information are effective methods for the society to change their attitudes positively towards the handicapped [2]. Relationship between attitude and behavior is influenced by past experiences and new knowledge [3]. People involved in physical education and sports need to develop positive attitudes toward the handicapped because it is necessary for physical education teachers and for those who will train in this area to have some field-related qualifications for the success of the programs and for the adaptation of the handicapped to physical activity environments. Well-known attitude hypotheses in social psychology may be benefited to explain how the attitudes towards the handicapped are formed and how they can be changed. These hypotheses can help to explain both the formation and the change of attitudes. At the top of these hypotheses, the Learning Approach ranks the first

[4, 5, 6]. In addition, many techniques are used to change the negative attitudes towards the handicapped. The most commonly used techniques are informing, simulating and establishing personal relationships.

Education is a long-term process and there are many factors that affect this process. Everybody in training knows that there are individual differences in education. These differences are sometimes so deep that some of the students' social, emotional, physical, and cognitive competences and developments in the teaching process do not proceed at the same level as their peers. Children who need additional support services due to their social, emotional, physical and cognitive difficulties also need additional resources to benefit from the training they receive [7]. These sources are daily instructional processes and teacher-student relations and other factors shaping the classroom setting [8]. With a clearer statement, the needs of students who need special education can be met with classes that address them, with special education materials, and with teachers who are trained in that area.

Teachers responsible for education and the relevant departments of the universities need to act and cooperate with each other to work on enhancing the quality of teachers in order to develop a comprehensive and collaborative approach to the qualifications of the private

educators, to fully discuss the teacher competencies in the special education and to develop comprehensive reforms to eliminate these problems [9, 10].

It is known that branch teachers working in special education schools and classes can be assigned to these schools without having undergraduate education on special education. One of these branches is physical education. Physical education teachers, like other branch teachers who work in special education schools, also experience difficulties. Some of physical education teachers working in these schools have not received any training in special education at the undergraduate level, or they continue to work in these institutions by taking courses for two or four credits only for one semester. For this reason, teachers assigned to special education institutions face difficulties both for themselves and for their students.

Previous studies show that if people are conscious about special education, their attitudes towards individuals who need special education will experience a positive development. This study was carried out in order to determine the education of the physical education teachers working in the special education schools or classes; and the attitudes of the physical education teachers to the individuals who need special education. At the end of the study, it will be possible to enlighten the scientific relevance of the attitudes of physical education teachers towards the education levels of special education and the individuals who need special education.

Material and Methods

This study was designed in the screening model to determine the attitudes of physical education teachers towards students who need special education and to determine how physical education teachers are trained for students with special education needs. In this context, in our examinations on the programs at universities, we determined that as of 2017, we can see that the special education course exists in the undergraduate programs of physical education and sports teachers as 2 credits in the 4th semester and physical education and sports for the handicapped exists in the 7th semester a 2 credit-classes in the curriculum of the Higher Education Council (HEC).

When we examine the undergraduate programs of Ege University, Manisa Celal Bayar University, Marmara University, Gazi University and Sakarya University Sport Science Faculties, which we determined by the Random Sampling Method, we see that there are different practices.

For example, Gazi University, Ege University, Marmara University and Manisa Celal Bayar University, although some of which have them in different periods, special education and physical education and sports classes for the handicapped students are included in the compulsory courses. When we look at Sakarya University, Sports Sciences Faculty, Physical Education and Sports Teaching Program, we can see that these courses are not included in the compulsory or elective courses. Taking these differences into consideration, this study was carried out in order to determine the competence of

today's physical education and sport teaching programs in terms of special education and the quantity and quality of previous physical education and sport teacher education programs.

Participants

The sample group of our study consisted of the participants who worked at physical education teachers' departments of schools of the Ministry of Education in various areas of Turkey. Our survey was applied to 180 physical education teachers who were selected and reached by Random Sampling Method. 21 of the questionnaire forms that were collected were excluded from the study because of having incomplete data or being filled mistakenly, and 164 questionnaire forms were included in the study.

Procedure

The questionnaires were used to collect the data. The questionnaire form applied to physical education teachers consisted of two parts; Demographic Information and Attitude Scale towards the Handicapped.

The Attitude Scale towards the Handicapped

The scale was prepared by the Project Research Team of the Optimar Research Company in order to evaluate the social attitudes towards disability by the Prime Minister's Office, Administration for Disabled People [11]. There are a total of 43 statements in the scale, which consists of 6 sub-dimensions.

The Cronbach Alfa Internal Consistency Coefficients of the *Attitude Scale towards the Handicapped* were computed as; Educational Medium - EM 0.54; Interpersonal Relations - IR 0.74; Work Life - WL 0.71; Family Life - FL 0.61; Personal Characteristics - PC 0.75; Competence - Independent Life - CIL 0.82; for the whole test as 0.88.

As shown above, the Cronbach Alpha Internal Consistency Coefficients of the subscales and that of the scale vary between 0.54 and 0.88. Therefore, it is accepted that the scale is a reliable measurement tool.

Statistical Analysis

The SPSS 22.0 Program was used for the analysis of the obtained data. Before comparing the scale scores according to the demographic information of the participants, it was examined whether the scale scores showed normal distribution or not. It was determined in the normality test that the scale subscales and total scores did not show normal distribution. For this reason, non-parametric tests were used to compare the scale scores according to demographic information of the participants.

The Mann Whitney U-test was used to compare the scale scores according to the gender of the participants, their level of education and whether they wanted to work in a school that provided special education. The Kruskal Wallis H-test was used for the comparison of the scale scores according to age groups, graduated departments, receiving special education status, working status in a special education institution and whether they found themselves competent about special education.

Results

When the table is examined, it is seen that the scores of the participants are high in Family Life sub-dimension, and their scores are high in Educational Medium, Interpersonal Relations, Work Life, Personal Characteristics, Competence - Independent Life and Total Attitude.

When the table is examined it is seen that the attitudes

of the participants towards the handicapped do not differ according to the gender variable in sub-dimension and in general attitude levels at a statistically significant level ($p>0,05$).

When the table is examined, it is seen that the attitudes of the participants towards the handicapped do not differ at a statistically significant level in terms of age groups in sub-dimensions and in general attitude levels ($p>0,05$).

Table 1. Frequency Distributions on the Demographical Data of the Participants

Variables	Sub-variables	F	%
Gender	Female	62	37,8
	Male	102	62,2
Age groups	22-30 age	2	1,2
	31-40 age	77	47,0
	41-50 age	78	47,6
	50+ age	7	4,3
	Undergraduate	130	79,3
Educational Status	Postgraduate	34	20,7
	Physical education teaching field	152	92,7
Department graduated	Class Teachers Department	9	5,5
	Sports man. tra. Ad.	3	1,8
	I did not receive education	108	65,9
	I received phy. ed. and sports for the Handicapped	39	23,8
Receiving special education status	classes	17	10,4
	I received course and seminars about the handicapped	134	81,7
	I did not work	24	14,6
Working status at a school providing special education	I worked	6	3,7
	I still work	72	43,9
Feeling competent in the field of special education	No	78	47,6
	Partly	14	8,5
	Yes	73	44,5
The desire for working at a school that provides special education	Yes	91	55,5
	No		

Table 2. Definitive Statistics on the Attitude Levels of the Participants towards the Handicapped

Sub-dimensions	X	Sd
Educational Medium	13,62	1,674
Interpersonal Relations	37,80	4,763
Work Life	37,16	5,131
Family Life	10,00	2,381
Personal Characteristics	28,44	3,845
Competence - Independent Life	49,22	6,330
Total Attitude Score	176,25	20,483

Table 3. Comparison of Attitude Levels of the Participants according to Gender Variable

Sub-dimensions	Gender	N	X	Sd	Rank Ave.	Rank total	U	p
Educational Medium	Female	62	13,48	1,627	76,15	4721,0	2768,0	,161
	Male	102	13,71	1,704	86,36	8809,0		
Interpersonal Relations	Female	62	37,45	4,738	77,93	4831,5	2878,5	,335
	Male	102	38,02	4,789	85,28	8698,5		
Work Life	Female	62	36,76	5,059	78,58	4872,0	2919,0	,409
	Male	102	37,41	5,183	84,88	8658,0		
Family Life	Female	62	10,15	2,604	85,81	5320,5	2956,5	,482
	Male	102	9,91	2,243	80,49	8209,5		
Personal Characteristics	Female	62	28,34	3,862	81,04	5024,5	3071,5	,758
	Male	102	28,50	3,853	83,39	8505,5		
Competence - Independent Life	Female	62	49,00	6,445	79,46	4926,5	2973,5	,522
	Male	102	49,35	6,288	84,35	8603,5		
Total Attitude Score	Female	62	175,18	21,051	79,19	4910,0	2957,0	,487
	Male	102	176,90	20,207	84,51	8620,0		

Table 4. Comparison of the Attitude towards the Handicapped Scores of the Participants according to the Age Groups

Sub-dimensions	Age Groups	N	X	Sd	Rank Ave.	x ²	p
Educational Medium	22-30 Age	2	12,00	4,243	68,00	5,144	,162
	31-40 Age	77	13,81	1,442	84,69		
	41-50 Age	78	13,38	1,832	77,69		
	50+ Age	7	14,71	,488	116,21		
Interpersonal Relations	22-30 Age	2	37,50	7,778	73,25	,420	,936
	31-40 Age	77	38,13	4,134	84,38		
	41-50 Age	78	37,46	5,453	80,44		
	50+ Age	7	38,14	2,268	87,43		
Work Life	22-30 Age	2	34,00	5,657	54,50	2,274	,518
	31-40 Age	77	37,64	5,119	87,47		
	41-50 Age	78	36,77	5,045	78,03		
	50+ Age	7	37,29	6,550	85,64		
Family Life	22-30 Age	2	11,00	1,414	105,00	4,640	,200
	31-40 Age	77	9,97	2,449	81,44		
	41-50 Age	78	10,18	2,266	86,04		
	50+ Age	7	8,00	2,517	48,29		
Personal Characteristics	22-30 Age	2	28,00	5,657	74,75	,435	,933
	31-40 Age	77	28,65	4,048	84,49		
	41-50 Age	78	28,21	3,683	80,29		
	50+ Age	7	28,86	3,625	87,43		
Competence - Independent Life	22-30 Age	2	44,00	7,071	42,00	2,580	,461
	31-40 Age	77	49,99	5,576	86,82		
	41-50 Age	78	48,65	7,067	80,13		
	50+ Age	7	48,57	4,928	73,00		
Total Attitude Score	22-30 Age	2	166,50	31,820	66,50	,981	,806
	31-40 Age	77	178,18	18,965	86,03		
	41-50 Age	78	174,65	22,104	79,42		
	50+ Age	7	175,57	17,018	82,50		

Table 5. Comparison of the Attitudes of the Participants towards the Handicapped according to Educational Status

Sub-dimensions	Educational Status	N	X	Sd	Rank Ave.	Rank Total	U	p
Educational Medium	Undergraduate	130	13,61	1,659	81,88	10644,0	2129,0	,730
	Post-graduate	34	13,68	1,753	84,88	2886,0		
Interpersonal Relations	Undergraduate	130	37,82	4,852	83,31	10830,0	2105,0	,669
	Post-graduate	34	37,74	4,474	79,41	2700,0		
Work Life	Undergraduate	130	37,41	4,944	84,51	10986,5	1948,5	,288
	Post-graduate	34	36,24	5,774	74,81	2543,5		
Family Life	Undergraduate	130	10,20	2,327	86,02	11183,0	1752,0	,061
	Post-graduate	34	9,24	2,463	69,03	2347,0		
Personal Characteristics	Undergraduate	130	28,61	3,883	84,95	11044,0	1891,0	,194
	Post-graduate	34	27,79	3,683	73,12	2486,0		
Competence - Independent Life	Undergraduate	130	49,34	6,682	84,26	10953,5	1981,5	,353
	Post-graduate	34	48,76	4,812	75,78	2576,5		
Total Attitude Score	Undergraduate	130	176,98	20,759	84,78	11021,0	1914,0	,230
	Post-graduate	34	173,44	19,428	73,79	2509,0		

Table 6. Comparison of the Attitude towards the Handicapped Scores of the Participants according to the Graduation Fields

Sub-dimensions	The department graduated	N	X	Sd	Rank Ave.	x ²	p
Educational Medium	Phy. Ed. Teach.	152	13,55	1,710	80,64	4,475	,107
	Class Teach.	9	14,67	,500	113,50		
	Sports Manag. Tra.	3	14,00	1,000	83,83		
Interpersonal Relations	Phy. Ed. Teach.	152	37,67	4,813	81,11	2,210	,331
	Class Teach.	9	39,89	3,219	105,22		
	Sports Manag. Tra.	3	38,33	6,110	84,67		
Work Life	Phy. Ed. Teach.	152	37,09	5,157	81,66	1,732	,421
	Class Teach.	9	39,11	3,551	101,33		
	Sports Manag. Tra.	3	35,33	8,021	68,50		
Family Life	Phy. Ed. Teach.	152	10,04	2,392	83,32	,817	,665
	Class Teach.	9	9,33	2,598	68,72		
	Sports Manag. Tra.	3	10,00	1,000	82,50		
Personal Characteristics	Phy. Ed. Teach.	152	28,43	3,868	82,40	1,888	,389
	Class Teach.	9	29,33	3,873	94,56		
	Sports Manag. Tra.	3	26,00	1,732	51,33		
Competence - Independent Life	Phy. Ed. Teach.	152	49,02	6,468	80,67	3,500	,174
	Class Teach.	9	52,33	3,428	110,67		
	Sports Manag. Tra.	3	50,00	3,606	90,67		
Total Attitude Score	Phy. Ed. Teach.	152	175,80	20,779	81,61	1,413	,493
	Class Teach.	9	184,67	14,722	100,33		
	Sports Manag. Tra.	3	173,67	19,604	74,33		

When the table is examined, it is seen that the attitudes of the participants towards the handicapped do not differ at a statistically significant level in terms of educational status in sub-dimensions and in general attitude levels ($p>0,05$).

When the table is examined, it is seen that the attitudes of the participants towards the handicapped do not differ at a statistically significant level in terms of the fields

graduated in sub-dimensions and in general attitude levels ($p>0,05$).

When the table is examined, it is seen that the attitude score levels of the participants do not differ at a statistically significant level in terms of having received education in sub-dimensions and in general attitude levels ($p>0,05$).

When the table is examined, it is seen that the attitude levels of the participants do not differ at a statistically

Table 7. Comparison of the Attitudes of the Participants towards the Handicapped according to Having Received Education on Special Education (the Handicapped)

Sub-dimensions	Educational status	N	X	Sd	Rank Ave.	χ^2	p
Educational Medium	I did not receive education	108	13,44	1,731	76,83	5,176	,075
	I received education on Phy. Ed. & Sports for the Handicapped	39	13,97	1,405	91,58		
	I received course and seminar on the Handicapped	17	14,00	1,768	97,71		
Interpersonal Relations	I did not receive education	108	37,71	4,630	81,83	,115	,944
	I received education on Phy. Ed. & Sports for the Handicapped	39	38,05	4,651	82,83		
	I received course and seminar on the Handicapped	17	37,82	6,013	85,97		
Work Life	I did not receive education	108	37,01	4,877	80,45	,785	,675
	I received education on Phy. Ed. & Sports for the Handicapped	39	37,28	5,740	84,60		
	I received course and seminar on the Handicapped	17	37,88	5,487	90,68		
Family Life	I did not receive education	108	10,11	2,361	84,87	2,076	,354
	I received education on Phy. Ed. & Sports for the Handicapped	39	10,05	2,554	82,63		
	I received course and seminar on the Handicapped	17	9,18	2,038	67,18		
Personal Characteristics	I did not receive education	108	28,47	3,824	83,50	,160	,923
	I received education on Phy. Ed. & Sports for the Handicapped	39	28,36	4,101	79,99		
	I received course and seminar on the Handicapped	17	28,41	3,589	81,94		
Competence - Independent Life	I did not receive education	108	48,99	6,257	80,50	,571	,752
	I received education on Phy. Ed. & Sports for the Handicapped	39	49,92	6,175	86,63		
	I received course and seminar on the Handicapped	17	49,06	7,369	85,76		
Total Attitude Score	I did not receive education	108	175,73	20,101	81,84	,066	,967
	I received education on Phy. Ed. & Sports for the Handicapped	39	177,64	21,255	83,45		
	I received course and seminar on the Handicapped	17	176,35	22,192	84,50		

significant level in terms of working in a school that provides special education in Sub-dimensions and in general attitude levels ($p>0,05$).

When the table is examined, it is seen that the attitude scores of the participants do not differ at a statistically significant level in terms of feeling competent in special education for the handicapped in sub-dimensions and in general attitude levels ($p>0,05$).

When the table is examined it is seen that the attitude scores of the participants do not differ according to the desire for working in a special education school in sub-dimensions and in general attitude levels at a statistically significant level ($p>0,05$).

Discussion

When the literature is examined, similar studies were observed although they did not cover the same study topic of ours. When we examine the studies conducted so far, it seems that the techniques of establishing personal relationships, simulation and informing (training in a specific subject) significantly affect the attitudes of people in a certain set of subjects [12]. In the study by Sazak-Pınar [13] conducted on classroom teachers with classroom integration students to determine their in-service training needs, it was stated that more than 50% of the teachers needed all knowledge or skills except 4 items in data collection tool. The knowledge or skills

Table 8. Comparison of the Attitudes of the Participants towards the Handicapped according to the Working Status in a School that Provides Education on Special Education (the Handicapped)

Sub-dimensions	Working Status	N	X	Sd	Rank Ave.	χ^2	p
Educational Medium	I did not work	134	13,57	1,753	81,96	,160	,923
	I worked	24	13,88	1,296	85,90		
	Still at work	6	13,83	1,169	81,08		
Interpersonal Relations	I did not work	134	37,85	4,553	82,74	,885	,643
	I worked	24	37,21	6,115	77,40		
	Still at work	6	39,17	3,488	97,50		
Work Life	I did not work	134	37,22	4,994	82,82	,399	,819
	I worked	24	36,50	6,345	78,44		
	Still at work	6	38,50	2,258	91,50		
Family Life	I did not work	134	9,98	2,398	82,16	,058	,971
	I worked	24	10,08	2,412	83,38		
	Still at work	6	10,17	2,229	86,50		
Personal Characteristics	I did not work	134	28,46	3,887	83,21	,265	,876
	I worked	24	28,29	3,962	77,96		
	Still at work	6	28,50	2,811	84,75		
Competence - Independent Life	I did not work	134	49,25	5,865	81,57	,553	,759
	I worked	24	48,75	9,124	84,38		
	Still at work	6	50,50	2,345	95,67		
Total Attitude Score	I did not work	134	176,33	19,752	82,30	,264	,876
	I worked	24	174,71	26,462	81,23		
	Still at work	6	180,67	6,593	92,08		

Table 9. Comparison of the Attitudes of the Participants towards the Handicapped according to the Feeling Competent in Special Education Field (the handicapped)

Sub-dimensions	Feeling Competent Status	N	X	Sd	Rank Ave.	χ^2	p
Educational Medium	No	72	13,44	1,807	78,62	1,002	,606
	Partly	78	13,79	1,523	86,03		
	Yes	14	13,57	1,785	82,82		
Interpersonal Relations	No	72	37,76	4,650	81,70	,381	,827
	Partly	78	37,67	4,772	81,90		
	Yes	14	38,79	5,508	89,96		
Work Life	No	72	36,88	4,990	79,18	,651	,722
	Partly	78	37,37	5,213	84,79		
	Yes	14	37,50	5,681	86,79		
Family Life	No	72	9,99	2,255	81,69	,404	,817
	Partly	78	9,94	2,565	81,87		
	Yes	14	10,43	2,027	90,14		
Personal Characteristics	No	72	27,96	3,966	76,85	1,839	,399
	Partly	78	28,79	3,736	86,71		
	Yes	14	28,93	3,812	88,11		
Competence - Independent Life	No	72	48,85	6,062	78,81	1,749	,417
	Partly	78	49,40	6,519	83,33		
	Yes	14	50,14	6,938	96,86		
Total Attitude Score	No	72	174,88	19,985	79,18	,789	,674
	Partly	78	176,96	20,792	84,26		
	Yes	14	179,36	22,239	89,79		

Table 10. Comparison of the Attitudes of the Participants towards the Handicapped according to the Desire to Work in a School that Provides Education on Special Education (the Handicapped)

Sub-dimensions	Desire for working	N	X	Sd	Rank Ave.	Rank Total	U	p
Educational Medium	Yes	73	13,49	1,827	80,35	5865,50	3164,5	,586
	No	91	13,73	1,542	84,23	7664,50		
Interpersonal Relations	Yes	73	37,96	4,689	84,22	6148,00	3196,0	,677
	No	91	37,68	4,844	81,12	7382,00		
Work Life	Yes	73	36,77	5,453	79,25	5785,00	3084,0	,431
	No	91	37,48	4,863	85,11	7745,00		
Family Life	Yes	73	10,03	2,522	83,18	6072,00	3272,0	,869
	No	91	9,98	2,275	81,96	7458,00		
Personal Characteristics	Yes	73	28,33	3,823	81,19	5927,00	3226,0	,751
	No	91	28,53	3,883	83,55	7603,00		
Competence - Independent Life	Yes	73	48,78	6,700	79,34	5792,00	3091,0	,444
	No	91	49,57	6,032	85,03	7738,00		
Total Attitude Score	Yes	73	175,36	21,396	80,79	5897,50	3196,5	,679
	No	91	176,97	19,810	83,87	7632,50		

required by the vast majority of teachers were often summarized in the “general information on students with special needs” sub-dimension. In the study, it was also stated that the department graduated by the teachers and the seniority levels have effects on the in-service needs of special education. In this study in which the in-service training requirements for special training on the field were determined, it was found that there are differences between the years of service of the teachers and the service level variables. In another study conducted with the same scale that we used in our study, a study was conducted on university students who were educated in the child development department by using a single group and pre-test–post-test control groups without a control group by using the experimental design. In the study conducted in Namık Kemal University, SHMYO Child Development Department, the purpose was to determine the effectiveness of a training program for the handicapped students on the attitudes of the students towards the handicapped.

In order to determine the effect of the training program on the attitudes of the students towards the disabled individuals, the attitude scores obtained by OYTO in the pre-test and post-test sessions of the participants were compared in the scope of the total scale and all other sub-dimensions. The increase in the scores obtained from the total and each subscale of the SCM is interpreted as the increase in the attitude of the students towards the handicapped individuals in the positive direction. When the results obtained from the analysis based on the total of the scale are examined, it may be said that the training program applied has positive effects on the attitudes of the participants towards the handicapped in general terms [14]. It is believed that students with integration students in their classes will develop positive attitudes towards their handicapped classmates [15]. In a study of teacher attitudes, it was revealed that class teachers were in a negative attitude towards working in classrooms where

mentally handicapped children were present, and that they had to focus their efforts to change their attitudes positively [16]. The information program has a positive effect on the attitudes of normal classroom teachers to the hearing-impaired children in the integration environment [17]. In a similar research, it has been examined whether the integration process has been carried out in terms of the attitudes towards the integration of classroom teacher candidates and it has been found that a course related to integration affects attitudes positively [18]. Teachers’ effectiveness in changing their attitudes towards cohesion to being informed about the integration of special needs children was examined and positive changes were found in attitudes [19]. In a research conducted, the opinions of the teachers who applied the mainstreaming were examined. It has been found out that teachers do not have enough knowledge to integrate [20]. In another research, it has been determined that the special education counselling and integration course has a positive effect on the attitudes of prospective teachers to the integration education [21].

In a study conducted by Ağbuğa and Gürsel [3], the effectiveness was evaluated for reading a panel text about family matters and social experiences by 1st and 2nd grades of the School of Physical Education and Sports in changing their attitudes towards the disabled. The panel text was read after the pre-test by 1st and 2nd year students of Ankara University BESYO who did not take any courses related to disabilities. The students were then given the post-test. There was a significant and positive change in the attitudes of these students measured by the YEKYT Scale adapted to Turkish for those affected by physical disabilities. According to the result of this study, informing may be effective in changing the attitudes of university students.

The basic aim of the present study of ours was to examine the education level -if any- of the physical education teachers on special education and determine their

awareness levels on special awareness. When we look at the descriptive statistics in our study, it is determined that 37.8% of the participants were female, and 62.2% were male. There was no statistically significant difference in the attitudes towards the handicapped according to Gender and Age. Female and Male participants were found to have very close sub-dimensions and total attitude scores.

When we examined the level of awareness of the participants according to the educational status of the participants, it was seen that there were no doctorate level participants and the Post-graduate and Undergraduate students did not differ at a statistically significant level in both sub-dimensions and in terms of general awareness ($p > 0,05$). 92.7% of the participants were graduated from departments that were close to physical education, 5.5% were from classroom teachers' departments and 1.8% were graduated from sports administration, recreation and coaching departments. We can see that there is no statistically significant difference when we look at the study results according to the departments where the participants graduated ($p > 0,05$). However, it is seen that the total attitude scores of classroom teacher graduates are higher. We may claim that the reason for this is the existence of compulsory courses on special education in classroom teaching departments.

When we examined the level of awareness on disabilities according to whether or not participants were educated about special education, it was determined that they did not differ at a statistically significant level in both sub-dimensions and general awareness levels ($p > 0,05$). This conclusion is an expected finding in our study and is an opposite finding for similar studies because education or information on a topic affect the attitudes. We can evaluate it as one of the limitations of the present study; and also, it is possible that the experiences of the participants might have been influential on this result.

When we look at the levels of awareness about the handicapped according to the working status in a special education school, it is seen that they are not statistically different in both sub-dimensions and general awareness levels ($p > 0,05$). Although there is no statistically significant difference, it is seen that the average attitude scores of the participants who are currently working in a special education institution are higher than those who do not work in the private education institution at all.

One of the interesting findings of our study is that the level of awareness on the disabilities did not differ at a statistically significant level in the sub-dimensions and general awareness levels, depending on whether participants found themselves adequately qualified for special education ($p > 0,05$). But the important point here is that 91.4% of the participants answered as "Partly" and "No" to the question "Do you think that you are qualified for special education?". Only 8.6% of respondents feel competent about special education. When we think that all of the participants have the qualifications to be assigned to special education institutions, the number of the teachers who feel competent attracts attention as being very few.

Finally, when we look at the levels of awareness on

disabilities according to whether or not the teachers want to work in a school that provides special education, it is seen that they do not differ statistically in both sub-dimensions and general awareness level ($p > 0,05$). However, we see that 55.4% of the participants do not want to work in a school that provides special education. As one of the reasons, it is possible to say that they see themselves as incompetent in this regard.

Conclusion

As a result, in-service training comes to the mind first as a remedy in this respect when it is considered that branch teachers who are assigned to special education schools and job training centres do not have a specific education because there were no Undergraduate departments in their university years and they only received a few-credit special education courses in their departments. However, the quality of in-service training and the qualifications of those who provide in-service training do not appear to be sufficient to fill this gap. For this reason, it seems necessary to open special education teaching departments as specific to the area that will provide education at undergraduate level. The first field of study that may be opened specifically for this field is the Special Education-Physical Education Teaching. An education at the undergraduate level in this area will provide that teachers are directed to this field; and it will also increase the quality of education.

Recommendations

It is known that branch teachers who are assigned to special education and business practice schools are appointed to these schools without any qualifications for special education. It is clear that there will be negative consequences of this. For this reason, if the teachers to be assigned to these schools are inadequate, trainings related to the subject can be provided (in-service training, etc.).

Informative work such as in-service training may not be sufficient in an area where such expertise is required. Therefore, special education teaching departments can be opened for departments offering undergraduate education such as "Special Education-Physical Education Teacher".

Special education groups are subject to many different classifications in their own group. Even students with special education needs within the same classification can have different characteristics. This requires different expertise for each special education group that is categorized. Based on this, physical education teachers can be given specialist training for different special education groups.

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