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Analysis of the Scientific Research on Inclusive Education

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Abstract

This study aimed to examine the scientific research, including postgraduate theses and scientific articles related to inclusive education, carried out in Turkey in terms of some various variables. The study was designed using the document analysis technique, which is one of the qualitative research methods. The study data were collected from postgraduate theses in the Higher Education Council (CoHE) National Thesis Center and scientific articles found in the TUBITAK ULAKBIM TR-Index database. A descriptive analytic method was used to analyze the data of the study. The results revealed that the scientific research on inclusive education in Turkey is currently not at a sufficient level. A total of nine different universities published postgraduate thesis studies about inclusive education. These postgraduate theses are carried out in nine different fields of study. In particular, social studies education was found to be the field of study that examined the subject of inclusive education the most among postgraduate theses. On the other hand, it was found that the teaching activities or practices were mostly addressed in those research on inclusive education, and the sample group mostly consisted of teachers. Furthermore, the results showed that the scientific research was mostly designed using qualitative research methods, and that the interview method was mostly used as a data collection method. In light of the findings of this study, some recommendations were made to researchers.

Key Words

Document analysis technique • Inclusive education • Scientific research

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Introduction

Education, which is recognized as a fundamental human right, is a wide process that meets the requirement to secure the individual's personal development and integrity freely and ethically (Nugroho, 2016). The goal of education is to prepare people to understand and make sense of the world's realities, as well as to construct new cultural structures, and prepare children to exist in the reality of life with a critical-inquiring awareness (Daimah, 2018). Education is provided not only to gifted children but also to children who are perceived to be different or deficient in comparison to other children (Juliandari & Pasaribu, 2021). As a result, every child in the world has the right to access basic education, and every child has the potential to achieve and retain an appropriate level of education during that schooling (UNESCO, 1994). To this understanding, all children should have the opportunity to learn together, have equal access to the general education system, and be able to receive individual education when necessary due to disabilities or other distinctions (United Nations, 2021). This refers to an inclusive culture in which education systems and schools share a commitment to providing equal access to learning opportunities for all students and a shared understanding of the ideals of respect for differences (Ainscow & Miles, 2008).

In the United Nations Committee on the Rights of Persons with Disabilities, inclusive education is defined as a fundamental human right to access equitable education that involves identifying and removing barriers that prevent all pupils from having equal access to education (United Nations, 2016). Inclusive education as an educational agenda is established in response to the requirements of various children, and the term "inclusion" refers to the placement of all students, regardless of ability levels, in regular schools and classes (Luciak & Biewer, 2011). Inclusive education is simply a manifestation of everyone's right to get an education, based on the premise of education for all (Stubbs, 2008). This new perspective is a fundamental component of the Salamanca Statement on Principles, Policy, and Practice in Special Needs Education, which was supported by representatives from 92 nations and 25 international organizations in June 1994 (UNESCO 1994).

The Salamanca Declaration is an inclusive education arrangement that puts the child first and is designed with the concept of education for all in mind. It also adds to the subject of special education. According to the Salamanca Statement, schools should accept all children "despite their specific peculiarities or difficulties" (UNESCO, 1994). This regulation aims to remove educational barriers, improve outcomes, and prevent social exclusion or prejudice (Lindsay, 2003). According to UNESCO, inclusion is a dynamic strategy that responds favorably to student diversity and views individual differences as possibilities to deepen learning. The notion of inclusion states that ordinary schools are accountable for serving the needs of all children. In order to be inclusive, instructors must believe that all children can learn, have confidence in their own talents, and have a responsibility to support all students' development (UNESCO, 1994).

According to UNESCO, inclusive education is the process of expanding the educational system's capacity to reach all students (UNESCO, 2017). There is a distinction between "full participation," which believes that all student needs should be supplied through general arrangements, and "soft participation," which contends that needs should be met through the regular system but with some supplementary aid when necessary (Norwich, 2002). According to UNESCO, the term "inclusive education" stems from the phrase "education for all," which signifies

inclusive education with an approach to education that reaches all without exception. Inclusive education aims to increase student learning and active participation and minimize the impact of barriers to learning and democratic participation. It emphasizes overcoming barriers within the system to help all students reach their full potential (Dreyer, 2017).

Schools should adapt to accommodate the requirements of various pupils in order to provide an inclusive education. The primary goals of this education are to promote personal development and human dignity, to construct an inclusive education model for children with special needs, and to provide circumstances for self-actualization (Bektiningsih et al., 2020). Inclusive education presents a method that considers how educational institutions, other learning environments, and curriculum may be altered to respond to the diversity of all students, rather than being a side issue of how some children might be integrated into general education. This approach is described as a widely supported endeavor to teach kids with various disabilities and learning challenges in the same building as typical kids, on an equal footing with typical kids, and by giving them equal opportunity in all areas, regardless of their strengths and weaknesses (Singh, 2016).

The goal of inclusion is to increase all children's acceptance of and participation in regular education, including those who have disabilities (Brownell et al., 2010; Farrell, 2000; Lindsay, 2007). This vision implicitly highlights the social component of learning by emphasizing the importance of the student body as a learning resource. This is comparable to a holistic paradigm where schools are in charge of kids' academic, cultural, emotional, and cognitive growth (Leicester, 2008). Researchers have argued that regardless of their disability, every individual should be respected, that these individuals should feel confident and secure in order to learn and develop their skills in order to survive in society (Khanna & Kareem, 2021). Therefore, inclusive education presents the chance to redesign the entire educational system in light of student variety, personal growth, educational programs, methodology, assessment, and, most importantly, the purpose of education (Jha, 2007).

Ainscow (2002) emphasized that, for inclusive education, it is not enough to regulate only the physical conditions. Furthermore, it is necessary for all components of education and their stakeholders to understand and support the philosophy of inclusion and to reorganize education programs and teaching practices to include every child. In the end, inclusive education views individual diversity as a way to democratize and enhance learning and spur new ideas that can help all students (Aas, 2022). This education can provide both quality education and social development for all students, including the disabled, and guarantee universality and non-discrimination in education (United Nations, 2016). However, in order to achieve the goal of inclusive education, it is very important to train teachers to include students with disabilities in normal classrooms (United Nations, 2001).

The Current Study

The focus and trends of scientific research on inclusive education in Turkey were examined through a study of the literature, but there were very few studies found (Amaç, 2021; Sarı, Nayir, & Kahraman, 2020). However, because inclusive education has been acknowledged as one of the most successful strategies to establish inclusive communities, an inclusive society, and education for all (Stubbs, 2008). It is thought that conducting scientific research on inclusive education will increase awareness of participation and gain in cultures and communities,

reduce exclusion in and from education in schools, and raise awareness to address and respond to the diversity of all students' needs (Britain, 2000). It is expected that conducting scientific research on inclusive education will provide researchers, educators, practitioners, and teachers with ideas in terms of inclusive education and inclusive practices. This also makes it an important component to have certain beliefs and attitudes about inclusive education and to be knowledgeable about the planning and implementation of inclusion (Ismailos et al., 2022).

The purpose of this study is to investigate and review previous scientific research on inclusive education in Turkey in terms of some different variables. Analysis of the research on inclusive education can help us develop an understanding of the conceptual framework of inclusive education and explore contextual factors and insights into its applications. This exploratory process has the feature of being an enlightening literature guide for researchers who aim to conduct research on inclusive education. In this context, this study is aimed at evaluating the previous scientific research related to inclusive education in the context of the following research questions:

- 1- How are scientific research on inclusive education distributed by year of research?
- 2- How are postgraduate theses (i.e., Master's and doctoral theses) on inclusive education distributed by universities?
- 3- How are postgraduate theses on inclusive education distributed by the field of study?
- 4- How are scientific research on inclusive education distributed by subject area?
- 5- How are scientific research on inclusive education distributed by research methods?
- 6- How are scientific research on inclusive education distributed by sampling methods?
- 7- How are scientific research on inclusive education distributed by sampling groups?
- 8- How are scientific research on inclusive education distributed by data collection tools?
- 9- How are scientific research on inclusive education distributed by the data analysis method?

Method

Research Design

This study was designed according to the qualitative research model. This study, which was conducted to examine scientific research (i.e., postgraduate theses and articles) carried out on inclusive education in Turkey in terms of some variables, was carried out with the document analysis method. Document analysis is a systematic procedure for reviewing or evaluating both printed and electronic materials. Like other methods in qualitative research, document analysis requires detailed examination and interpretation of data in order to derive meaning, gain understanding, and develop empirical knowledge (Bowen, 2009; Corbin & Strauss, 2008; Rapley, 2007).

Data Source

The data source for this study consisted of studies on inclusive education, including postgraduate thesis studies in the National Thesis Center of the Council of Higher Education (CoHE) and scientific articles published in the

Turkish Scientific and Technological Research Council (TUBITAK) ULAKBIM TR-Index in Turkey. Study data are limited to postgraduate theses about inclusive education that have access to the CoHE database and scientific articles in the journals found in the ULAKBIM TR-Index database. The criterion sampling technique was used in the selection of the data to be used in the study. In this study, inclusion criteria is used as the criteria. The inclusion criteria are as follows:

- Postgraduate thesis studies that are found in the National Thesis Center of the Council of Higher Education (CoHE) and that have the word "inclusive education" in the thesis title and are accessible online.

- Scientific articles that are found in the TUBITAK ULAKBIM TR-Index database for the field of social sciences, have open access, have the word "inclusive education" in the title, and the content of the article is relevant to the inclusive education.

Data Collection

The first set of data to be collected within the scope of this study includes postgraduate thesis studies. The thesis studies were accessed throughout the CoHE National Database Center in May 2022. The word "inclusive education" is written in the search term field. As a result of the search, 30 postgraduate thesis studies were found. A second review was conducted, taking into account the inclusion criteria. As a result of the second review, 14 postgraduate thesis studies were included in the study. The second type of data to be collected within the scope of the study are scientific articles. It was entered into the ULAKBIM TR-Index database in May 2022 in order to access scientific articles on the subject. The word "inclusive education/"kapsayıcı eğitim" is written in the search term field. Social sciences database, open access, and document type article criteria were selected and searched. As a result of the search, 130 scientific articles published between 2012 and 2022 were found. A second review was conducted, taking into account the inclusion criteria. In the second review, 20 articles with the word "inclusive education" in the title of the article were reached. The selected articles were examined one by one, and 5 articles outside the scope of the research were excluded. As a result of the examinations, 15 scientific articles were included in the study. As a result, a total of 29 publications, 14 of which were postgraduate thesis studies and 15 of which were scientific articles, were included in the research. After a list of the publications included in the research was created, the PDF files were saved in the computer and subjected to document analysis. The process of accessing the data source in this study is shown in Figure 1.

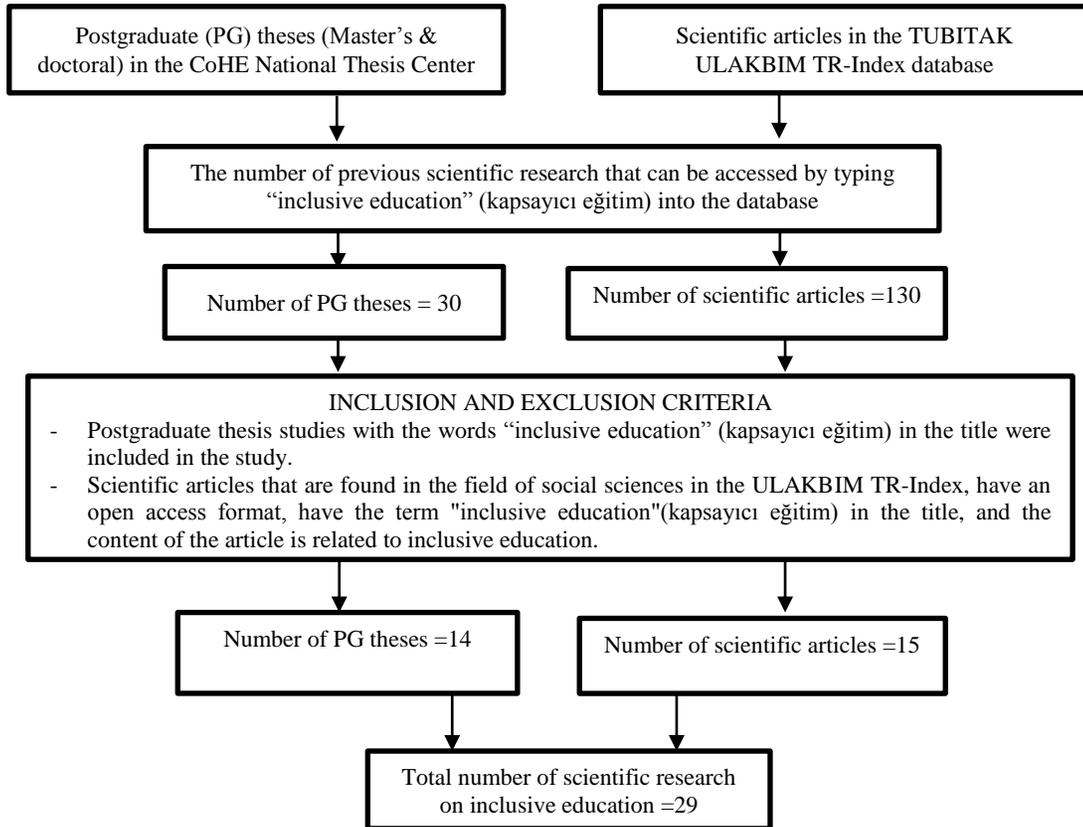


Figure 1. The process of accessing the data source of this study

Data Analysis

The data gathered for this investigation was analyzed using a document analysis technique. Postgraduate thesis studies and scientific articles about inclusive education were accessed, and descriptive analyses were made by associating them with sub-research questions. Document review consists of accessing documents, examining and understanding the originality of documents, and analysing and reporting data. Document analysis enables the analysis of a research problem in a time period based on documents produced in a specific time period or documents produced in multiple sources at different intervals related to the research problem (Yıldırım & Şimşek, 2005).

The scientific research examined within the scope of this study was classified and tabulated according to publication year, higher education institutions, branches of science, subjects, research methods, sampling methods, study/sample groups, data collection tools, and data analysis methods. The data table was converted into numerical data and entered into a separate table, frequency calculations were performed, and the results were interpreted and reported. The findings that emerged as a result of the analysis were interpreted and discussed, and a conclusion was reached. The study data were obtained from official research websites. The authors evaluated the collected data objectively. The originality of the data was analysed without impairing it. The data obtained were not used outside of the study. In order to ensure consistency between the data in the process of examining the documents, the researchers exchanged views where necessary throughout the analysis process.

Results

In this part of the study, the scientific research carried out for inclusive education were analyzed and interpreted in terms of various variables. In this context, the distribution of research by year of research, distribution by institutions, distribution by field of study, distribution by subject area, distribution by research methods, distribution by sampling method, distribution by sample groups, distribution by data collection tools, and distribution by data analysis method were examined.

Results of the First Research Question

In the first sub-research question in this study, the distribution of postgraduate theses and articles on inclusive education by year of research was examined. The results are shown in Table 1.

Table 1

Distribution of Scientific Research by year of Research

Year	Article (f)	Postgraduate Theses		Total (f)
		Master's (f)	Doctoral (f)	
2017	1	---	1	2
2018	2	---	---	2
2019	4	5	1	10
2020	5	1	---	6
2021	3	2	3	8
2022	---	1	---	1
Total	15	9	5	29

When Table 1 is examined, it is seen that scientific research on inclusive education began to be published in 2017. As 2017, 29 research studies have been conducted, 15 of which are scientific articles found in the ULAKBIM TR-Index database and 14 of which are postgraduate theses published in the CoHE National Thesis Center. Of the postgraduate theses, nine are at the master's level and five are at the doctoral level. As seen in Table 1, it was found that postgraduate theses on inclusive education in Turkey have been published for the last six years, and the theses on the subject have mostly been published in 2019, but there has been a decrease in the last three years.

Results of the Second Research Question

In the second sub-research question, the distribution of postgraduate theses on inclusive education by university was examined in Turkey. The results are shown in Table 2. Postgraduate theses on inclusive education have been published in nine different universities in Turkey, as shown in Table 2. While two postgraduate theses were published at the Erciyes University, the following universities, namely the Anadolu University, the Ankara Social Sciences University, the Gaziantep University, the İhsan Doğramacı Bilkent University, the Pamukkale University, the Trabzon University, and the Zonguldak Bülent Ecevit published one theses each. Five postgraduate theses were published at the Gazi University. In the 14 postgraduate thesis studies examined, the Gazi University seems to be the higher education institution where most of the postgraduate thesis studies on inclusive education were published.

Table 2

Distribution of Postgraduate Theses by University

University (Alphabetical order)	(f)
Anadolu University	1
Ankara Social Sciences University	1
Erciyes University	2
Gazi University	5
Gaziantep University	1
İhsan Doğramacı Bilkent University	1
Pamukkale University	1
Trabzon University	1
Zonguldak Bulent Ecevit University	1
Total	14

Results of the Third Research Question

In the third sub-research question, the distribution of postgraduate theses on inclusive education by field of study was examined. The results are shown in Table 3.

Table 3

Distribution of Postgraduate Theses by Field of Study

Field of Study	(f)
Child development and education	1
Curriculum and instruction	2
Social and historical foundations of education	1
Education management	1
Science education	1
English language education	1
Elementary school education	2
Social studies education	4
International relations	1
Total	14

Table 3 shows that postgraduate theses on inclusive education were published in nine different fields of study. As inclusive education is an issue that affects all stakeholders in the field of education (UNESCO, 2017), it is expected that several fields of study would investigate the subject. When Table 3 is examined, social studies education is found to be the field of science that has examined the subject of inclusive education the most, with four postgraduate theses. While two postgraduate theses were published in the fields of curriculum and instruction and in the field of elementary school education; one for each postgraduate thesis was carried out in the fields of child development and education, social and historical foundations of education, educational administration, science education, English language education, and international relations.

Results of the Fourth Research Question

In the fourth sub-research question, the distribution of scientific research on inclusive education by subject area was examined. The results are shown in Table 4.

Table 4

Distribution of Scientific Research by Subject Area

Subject Area	(f)
Perceptions, attitudes, or views towards inclusive education	5
Educational needs of asylum seekers or children with special needs	5
Teaching activities implemented within the scope of inclusive education	8
Teacher training for inclusive education	2
Country comparisons on inclusive education	1
Student development in the inclusive education process	2
Scale development studies for inclusive education	3
Document reviews for inclusive education	3
Total	29

As seen in Table 4, the distribution of subject areas covered by scientific research on inclusive education was collected into eight different categories. The most examined subject among these categories was the examination of teaching activities implemented within the scope of inclusive education. This finding showed that researchers attempted to obtain a viewpoint on the subject by focusing on inclusive teaching practices applied in educational institutions. In addition, examining the perceptions, attitudes, or views of the participants towards inclusive education and determining the educational needs of asylum seekers or children with special needs are among the subjects that researchers mostly focused on. On the other hand, scale development studies, document reviews, student development, country comparisons, and teacher training were among the less studied topics related to inclusive education.

Results of the Fifth Research Question

Table 5

Distribution of Scientific Research by Research Methods

Research Method	Research design	(f)
Qualitative	Case study	7
	Action research	2
	Phenomenology	3
	Unspecified	2
Quantitative	Experimental	1
	Descriptive	2
	Correlational	1
	Development of measurement tools	3
Mixed	Exploratory sequential pattern	1
	Intervention pattern	1
	Unspecified	3
Compilation	Literature review	2
	Meta-analysis	1
Total		29

In the fifth sub-research question, the distribution of scientific research carried out for inclusive education by research methods was examined. The results are shown in Table 5. According to Table 5, it was found that scientific research conducted for inclusive education is designed according to four different research methods: qualitative, quantitative, mixed, and compilation. Almost half of the studies were carried out using the qualitative research method. Most of these studies, which were carried out according to the qualitative research method, were designed according to the case study pattern. On the other hand, it was determined that scientific research designed according to action research and phenomenology patterns are less. Some of the scientific research on inclusive education has also been designed using the quantitative research method. Among these studies, it was found that the studies designed in descriptive design and the studies carried out to develop measurement tools were more than the studies designed in correlational and experimental research designs. On the other hand, it was seen that mixed methods and compilation studies were fewer in number.

Results of the Sixth Research Question

In the sixth sub-research question, the distribution of scientific research carried out for inclusive education by sampling methods was examined. The results are shown in Table 6.

Table 6

Distribution of Scientific Research by Sampling Methods

Sampling Method		(f)
Qualitative	Easily accessible sample	4
	Purposeful sampling	7
	Maximum diversity sampling	1
	Criteria sampling	8
	Typical case sampling	1
	Unspecified	3
Quantitative	Random sampling	2
	Stratified sampling	1
	Unspecified	4
Compilation	Eligibility criteria	1
Total		32

As seen in Table 6, the most often utilized sampling strategies in scientific research on inclusive education are criterion (criterion) sampling and purposive sampling. However, it was observed that the methods of easily accessible sampling, random sampling, maximum variation sampling, typical case sampling, and stratified sampling were utilized less frequently.

Results of the Seventh Research Question

In the seventh sub-research question, the distribution of scientific research on inclusive education by sample groups was examined. The results are shown in Table 7. As seen in Table 7, the sample groups included in the scientific research on inclusive education, can be grouped under seven categories: primary school students, middle school students, high school students, higher education students, families, teachers, and documents. According to the findings of those studies, the most common group among these groups is teachers, with the least common group

being high school students. It is a result that should be considered that the other sample groups mentioned in the studies are much less included compared to the teachers group.

Table 7

Distribution of Scientific Research by Sample Groups

Sample Group	(f)
Primary school students	3
Middle school students	2
High school students	1
Higher education students	2
Families	2
Teachers	19
Documents	3
Total	32

Results of the Eighth Research Question

In the eighth sub-research question, the distribution of scientific research on inclusive education by data collection tools was examined. The results are shown in Table 8.

Table 8

Distribution of Scientific Research by Data Collection Tools

Data Collection Tools	(f)
Questionnaire	6
Interview	16
Observation	7
Document analysis	9
Scale	11
Total	49

As seen in Table 8, the data in the scientific research on inclusive education in Turkey were collected with five different data collection tools: interviews, observation, questionnaire, scale and document analysis. The results indicated that interviews and scales were more preferred, and questionnaire, observation and documentary screening were used less by researchers while carrying out studies on inclusive education. The number of data collection tools used in twenty-nine scientific research examined within the scope of this present study was found to be forty-nine.

Results of the Ninth Research Question

The distribution of scientific research on inclusive education by data analysis method was analyzed and shown in Table 9. When Table 9 is examined, it is found that content analysis, descriptive analysis, thematic coding, and document analysis methods are selected among the qualitative data analysis methods in the analysis of the data collected in scientific research on inclusive education. In these studies, it was found that content analysis is preferred more than the other data analysis methods. On the other hand, it is seen that the quantitative data analysis methods

collected in the scientific research carried out for inclusive education are grouped under two categories: quantitative descriptive and quantitative predictive.

Table 9

Distribution of Scientific Research by Data Analysis Method

Data Analysis Method		(f)
Qualitative	Content analysis	12
	Descriptive analysis	4
	Thematic coding	4
	Document analysis	2
Quantitative Descriptive	Frequency & percent	7
	Mean-standard deviation	1
Quantitative Predictive	Correlation	4
	T-Test	6
	Analysis of Variance (ANOVA)	5
	Covariance	1
	Chi-Square	1
	Mann Whitney-U test	2
	Kruskal Wallis-H test	2
	Kolmogorov-Smirnov	1
Shapiro Wilk	1	
Total		53

Discussion, Conclusion & Suggestions

Advances in the direction of inclusive education include a series of changes to be made in the field of education and social areas, as indicated by a large number of international legal documents (UNESCO, 2005). International documents addressing inclusive education as a right have contributed to the development of inclusive education. Among these, the "World Program of Action for Persons with Disabilities" realized in 1982, the "Standard Rules on Equalization of Opportunities for Persons with Disabilities" announced in 1993, and the "Salamanca Declaration and Framework of Action for Special Educational Needs" realized in 1994 are some prominent international documents. In particular, the "UN Convention on the Rights of Persons with Disabilities" adopted in 2006 has highlighted that inclusive education is a right. This agreement is accepted as the first legally binding international document (Stubbs, 2008). On the other hand, the "World Education Forum" was held in 2000 in Dakar to evaluate the "Education for All" movement, which was started in Jomtien in 1990. It was decided in this manner to ensure that all children have access to and complete free and compulsory primary education by 2015, with an emphasis on marginalized children and girls (Stubbs, 2008; UNESCO, 2005).

The findings of this study show that in the recent six years, publications of scientific research, particularly postgraduate theses undertaken for inclusive education in Turkey, have started to appear. Considering the developments on the subject at the international level for the last forty years, an idea can be formed about the importance of research that has been done and will be done in Turkey. The results showed that it is a thought-provoking result that there has been a decrease in the number of thesis studies on the subject in Turkey after 2019, and that no doctoral thesis studies have been carried out in 2022. This situation can be attributed to the COVID-19

pandemic, which affects many social areas as well as the field of education. However, considering the developments in the world, it can be said that there is a need for scientific research on inclusive education in Turkey.

Various institutions and organizations, such as TUBITAK, Turkish Academy of Sciences (TÜBA), and the Turkish Statistical Institute (TÜİK) provide scientific research services in Turkey. On the other hand, universities are among the important institutions that carry out scientific research and projects as institutions of higher education. As Erdem (2005) stated, universities generally have three basic functions. These are: to provide education and training services, to carry out basic scientific research and to provide community services. Higher Education Law states that "*As higher education institutions, to conduct high-level scientific studies and research, to create information and technology, to disseminate scientific data, to support national development and development, to become an outstanding member of the scientific world by cooperating with domestic and foreign institutions. The phrase contribute to modern progress*" (T.C. Resmî Gazete, 1981), which draws attention to the most basic mission of universities. The results of this study demonstrated that there are few postgraduate thesis studies on inclusive education, which has been studied in international literature for many years but has just begun to be researched in Turkey. It is a thought-provoking result that these postgraduate thesis studies were carried out at only nine universities. At this point, it is considered important that other universities in Turkey need to conduct postgraduate thesis research on the subject in order to enrich the national literature on inclusive education.

Inclusion education is defined as a process of addressing and responding to the diversity of all learners' needs through boosting involvement in learning, cultures, and communities while decreasing exclusion from education within education. It entails alterations to the content, tactics, structures, and strategies used to educate all students, even those of the proper age range, in order to develop a shared vision (Stubbs, 2008). At this point, inclusive education should be a research topic that concerns all departments of universities related to the field of education. In this study, the results showed that the postgraduate thesis studies carried out for inclusive education in Turkey were carried out in nine different fields of study. In this respect, the fact that inclusive education has been researched across various academic disciplines is a beneficial development. When the results were examined, it was found that social studies education, elementary school education, and curriculum and instruction have taken a leading role by conducting more postgraduate thesis research on inclusive education. From this point of view, if other fields of study related to the field of education at universities also carry out postgraduate theses on the subject, it will contribute to the development of a common understanding about inclusive education in the national literature.

When the literature is examined, it was found that the priority issues to be investigated in inclusive education are as follows: Designing inclusive education programs, creating learning environments for inclusive education, supporting peer teaching in inclusive education, and supporting cooperative learning in inclusive education. In addition, determining the needs of working children, poor children, nomadic children, children with ethnic and linguistic minorities, children with health problems, children with disabilities, and children with special learning needs and their integration into education are among the important issues (Stone, 2017; Topping, 2005; UNESCO, 2009). According to the results of this study, it was found that the educational activities and student development applied within the scope of inclusive education were examined in the scientific studies carried out in Turkey, and the

educational needs of refugees and children with special needs were investigated. The results suggest many research carried out in Turkey examine important issues within the scope of inclusive education. On the other hand, there are also studies that reveal perceptions, attitudes, or views towards inclusive education, and that conduct teacher education, document reviews, and scale development studies. Within the scope of the literature on the subject, it is important to examine the educational needs of children at risk, their access to education, their integration, peer teaching, cooperative learning, and the creation of a training program.

When the research methodologies used to create the studies on inclusive education in Turkey are examined, it becomes clear that these studies were primarily created using qualitative research methods. By using qualitative data collection techniques like observation, interviewing, and document analysis, qualitative research aims to learn more about the research subject in-depth and comprehensively (Şişman, 2006). It also attempts to reveal perceptions and events in their natural environment in a realistic and comprehensive way (Yıldırım & Şimşek, 2005). Therefore, it is considered positive that the aforementioned research on the subject aims to collect in-depth information on the subject in its natural environment. Another finding of this study was that the case study design was mostly preferred in the studies designed by the qualitative research method, while action research was less involved. According to Yıldırım and Şimşek (2005), action research is a research approach that reveals the problems related to the implementation process or aims to understand and solve a problem that has already emerged. Undoubtedly, conducting more research on inclusive education according to the action research design will contribute to the literature on the subject. When international literature is examined, research on inclusive education conducted with action research methods is limited (Ainscow et al., 2004; Armstrong & Moore, 2004; Sanahuja et al., 2021). According to the results of this study, fewer studies on the subject were carried out according to the quantitative research method. A remarkable result is that only one experimental study was conducted. According to Kaptan (1977), if it is desired to create new situations or change existing conditions on a subject, the research to be carried out on this subject should be designed with an experimental method. Therefore, examining issues such as the development of inclusiveness in our education system, the integration of disadvantaged groups into the normal school system, and the design of learning-teaching processes within the scope of inclusiveness can be carried out with the experimental method. In this respect, the result of this study showed that the scientific research to be carried out in the experimental method will enrich the literature. When international literature is examined, empirical research on inclusive education is quite limited (Lüke & Grosche, 2018; Pingle & Garg, 2015).

Teachers, parents, society, school administrators, program developers, and entrepreneurs in the education sector are important stakeholders that can support inclusion in education. Teachers, parents, and communities from various stakeholders are critical to ensuring that all components of the inclusion process are supported. Relationships among instructors, parents, other students, and the community play a significant role in creating the ideal learning environment for inclusion. Ideally, effective coverage includes practice both in school and in the community at large. However, it is very rare for such a relationship to exist between a school and society. Therefore, the greatest responsibility for students and their daily learning lies with teachers (UNESCO, 2005). The findings of this study reveal that the sample population in studies on inclusive education in Turkey consists primarily of instructors and a small number of families. Therefore, it is a positive result that these studies were carried out with teachers and

families. On the other hand, it is seen in the research that there is much less work with primary, secondary, high school, and higher education students. Children of travelers, asylum seekers, refugees, minority ethnic and religious groups, children with a different mother tongue, children with special educational needs and children cared for by the government, according to the UK Office for Standards in Education (OFSTED, 2022), children are disadvantaged groups in terms of inclusive education. More investigation into vulnerable students in Turkey will advance the body of knowledge at this time.

The results of this study showed that the interview method is mostly used as a data collection tool in scientific research on inclusive education. It is argued that the interview method, which provides the opportunity to collect data through verbal communication, is the most common data collection method used in research in the field of social sciences (Şişman, 2006; Yıldırım & Şimşek, 2005). The most important feature of the interview method that distinguishes it from other data collection methods is that the interview questions can be repeated, incomprehensible points can be clarified, and explanatory information can be given (Kaptan, 1977). In addition, observing nonverbal behaviors, confirming the data source, and collecting in-depth information are the strengths of the interview method (Yıldırım & Şimşek, 2005). In this respect, it is a positive result that the interview method is used in most of the research on inclusive education. Surveys, observation, documentary screening, and scale are other preferred data collection tools in research. The remarkable research finding is that while the number of scientific studies included in the study is twenty-nine, the number of data collection tools is forty-nine. At this point, it can be said that data diversity is provided in many studies on the subject. On the other hand, according to Yıldırım and Şimşek (2005), a large number of studies have been carried out using metaphors in different disciplines of the social sciences. From this point of view, data can be collected through metaphors in research to be carried out for inclusive education. In international literature, it was found that data was collected through metaphors in previous research on inclusive education (Domović et al., 2017; Walton & Lloyd, 2011).

The results showed that it is a remarkable result that content analysis is preferred more in qualitative and mixed studies conducted for inclusive education. Although the data is summarized and analyzed in descriptive analysis, the data are put through a more thorough process in content analysis, and concepts and themes that are missed with a descriptive approach can be found through content analysis (Yıldırım & Şimşek, 2005). As a result, the fact that the data in qualitative research on inclusive education were mostly subjected to content analysis can be interpreted positively. When the international literature is examined, it was determined that similar data analysis methods are used in previous research studies conducted with qualitative research methods (Bhatnagar & Das, 2014; Karin et al., 2012; Sulasmi & Akrim, 2019). On the other hand, it was found that quantitative predictive and quantitative descriptive data analysis methods are used in quantitative and mixed studies conducted for inclusive education, and various statistical methods are used in quantitative predictive analysis.

In this study, different aspects of scientific research on inclusive education were attempted to be examined in Turkey. It is thought that the findings can provide a perspective to researchers for future studies. According to the results obtained, the following recommendations can be made:

- Considering that the scientific research on inclusive education in Turkey is not sufficient, it can be suggested that more postgraduate thesis studies and scientific articles can be carried out on the subject.

- It can be recommended that all fields of education connected to the field of education at universities need to do postgraduate thesis studies on the subject in order to create shared knowledge about inclusive education in the national literature.

- Considering the developments on inclusive education, it is recommended to examine the following issues: the educational needs of children at risk, access to education, and integration of children at risk, peer teaching in inclusive education; cooperative learning in inclusive education; and developing a training program on the basis of inclusive education.

- Considering the gap in the national literature on the subject, it can be suggested to carry out research that will be designed by the experimental method and action research design.

- Considering the studies on the subject, it can be suggested that the sample groups to be selected in future studies should be students, families, and other stakeholders in education.

Ethic

I declare that the research was conducted in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Author Contributions

This article was written with the joint contributions of two authors.

Conflict of Interest

The authors declare that they have no conflict of interest.

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