



prominent topics of discussion in this context is which individuals education should cover. An increasingly accepted understanding argues that all individuals, whether disadvantaged or advantaged, should have the right to access quality, equal, and fair education based on the principle of equal opportunity. Within this framework, the concept of inclusive education has become one of the cornerstones of contemporary education systems.

The concept of inclusive education has been defined in different ways in the literature. The United Nations Educational, Scientific and Cultural Organization [UNESCO] (2015) defines inclusive education as a process that aims to ensure the participation of all students in educational processes and social life, reduce discrimination, and involve the necessary changes in education systems in this direction. Koçyiğit & Şimşek (2019) define inclusive education as the process of educating all students in the same environment regardless of religion, language, race, gender, and class differences; Ainscow (2020) emphasizes meeting the diverse needs of all students in a changing world. Gültekin Talayhan & Sakız (2022) highlight the reduction of discrimination and the participation of all individuals in education, taking into account mental, physical, and cultural differences, while Aktekin et al. (2017) define it as a holistic process that supports the integration of disadvantaged individuals into education and their individual development. Göl & Sakız (2020) define it as a model that aims to provide fair education to all students according to their abilities, interests, and needs; Shaw (1988) interprets inclusive education as an effort to recognize and understand the other. Gökden Kaya (2021) lists reducing discrimination by including differences and valuing all individual qualities as fundamental elements of inclusive education, while Anderson & Devine (2018) define measures that both ensure the participation of disadvantaged individuals in education and enable them to recognize and utilize their talents as part of inclusive education. Sakız (2022) argues that the school's service capacity must be restructured to encompass all students.

Inclusive education, although defined as a holistic educational approach that takes individual differences into account, enables each individual to discover

their own potential, and prepares individuals to actively participate in social life, varies according to cultural structures, social values, regional conditions, and countries' educational policies. Therefore, it is difficult to establish a single, definitive definition of inclusive education that is universally agreed upon (Gürgür, 2021; Özkan, Kırkgöz & Beşdere, 2021; Temur, 2024; Westwood, 2013).

Social studies stands out as one of the most important disciplines serving inclusive education for individuals to develop social awareness, internalize democratic values, and grow as active citizens. It is evident that social studies aligns with the fundamental goals of inclusive education, as it enables individuals to understand both themselves and others, show respect for differences, and develop sensitivity to social issues. Teachers play an active role in developing students' sensitivity in social studies. This is because ensuring the effective participation of individuals with different characteristics and needs in the educational process largely depends on teachers' knowledge, attitudes, and skills. In this regard, it is critical for teachers to recognize students' individual interests, abilities, and needs and to design learning and teaching environments accordingly (Dağlıoğlu, Doğan & Basit, 2017). Studies emphasize that teachers' attitudes and behaviors have a direct impact on children's cognitive, affective, and social development (Bochenek, 2008). Since inclusive education is based on an approach that rejects all forms of discrimination against children and advocates for all students to receive education under equal conditions, teachers' responses to individual differences in the classroom play a decisive role in the success of inclusive education (Florian & Black Hawkins, 2011; Tagiyeva, 2023). In this context, the effective implementation of inclusive education practices is directly related to teachers' adoption of inclusive pedagogy and the development of classroom practices in line with this approach.

Various studies on inclusive education can be found in the literature. Studies on the definition of inclusive education, its use in textbooks, and its place in social studies courses (Aydın Güngör & Pehlivan, 2021; Çelik, 2017; Doğan & Avcıoğlu, 2022; Fırat, 2021; Öner, 2022; Sakız, 2022; Tagiyeva, 2023; Ünal, 2021),

as well as studies examining the perceptions, views, and attitudes of teachers and teacher candidates towards inclusive education (Amaç, 2021; Bayram, 2019; Doğan & Avcıoğlu, 2022; Şimşek, 2019; Tuzcuoğlu & Aydın, 2023). Upon reviewing the studies, no research was found that directly addresses Social Studies teachers' thoughts on inclusive education.

This study aims to “increase Social Studies teachers' awareness of inclusive education by revealing their perspectives on inclusive education and their thoughts on the place and importance of inclusive education in the curriculum.” Therefore, the problem of the study is defined as “What are Social Studies teachers' perspectives on inclusive education and their thoughts on the place and importance of inclusive education in the curriculum?” The sub-problems related to this problem are as follows:

- What are teachers' thoughts on inclusive education?
- Is inclusive education necessary in schools?
- What challenges do teachers face in the inclusive education process?
- How can a common classroom climate for inclusive education be created in Social Studies classes?
- What are students' attitudes towards disadvantaged students in Social Studies classes?
- What is the importance of proper planning for inclusive education in Social Studies classes?
- What activities can be carried out for inclusive education in Social Studies classes?

## METHOD

### The Research Model

The study employed a basic qualitative research design. Basic qualitative research is defined as a qualitative process that utilizes qualitative data collection methods such as interviews, observation, and document analysis, enabling individuals' thoughts and experiences to be presented in a natural environment in a realistic and holistic manner (Yıldırım & Şimşek, 2021). This design offers the researcher the opportunity to obtain more in-depth information about the subject being studied (Merriam & Tisdell, 2016) and focuses on how individuals interpret their lives, construct their worlds, and

give meaning to their experiences (Merriam, 2018). Therefore, in this study, a basic qualitative research design was chosen to deeply examine how Social Studies teachers working in the Central District of Kars Province perceive the concept of inclusive education, how they convey this concept to their students, and to what extent they familiarize their students with the Social Studies course from the perspective of inclusive education.

### Study Group

The study group was formed based on the purposive sampling method. This method relies on the conscious selection of individuals or groups that are most suitable for the research objective, rich in information, and amenable to in-depth examination. As stated by Sönmez & Alacapınar (2014), the case study technique allows the researcher to select participants who are accessible and have appropriate qualities for the research topic. In this regard, participants who were thought to contribute most to the research process were preferred in determining the working group. The study group consisted of 18 participants selected through purposive sampling from among Social Studies teachers working in middle schools in the Central District of Kars Province during the 2024-2025 academic year. Criterion sampling, a type of purposive sampling, was used. Participants were selected based on criteria of having previously worked with disadvantaged students and volunteering.

### Demographic Information Form

Data regarding the demographic characteristics of the Social Studies teachers comprising the study group are presented in Table 1.

**Table 1: Demographic Characteristics of Participating Teachers**

Gender	Female	10
Age	Male	8
	25-30	1
	31-35	2
	36-40	7
	41-45	5
	45-50	2

Gender	Female	10
Experience	50+	1
	0-5	1
	6-10	4
	11-15	7
	16-20	2
	21-25	3
	25+	1

According to Table 1, female teachers outnumber male teachers among the participating teachers. In terms of professional experience, it was determined that the majority of teachers have 11-15 years of professional experience.

### Data Collection Tools

Semi-structured interview forms prepared in line with expert opinions were used as data collection tools in the study. Semi-structured interviews allow for fixed-choice responses and in-depth analysis (Büyüköztürk et al., 2022). When preparing the semi-structured interview forms, the field literature was reviewed, questions were prepared as open-ended, and each interview form was structured to allow teachers to explain their answers with questions such as why and how. Three experts in the field were asked to review the prepared question texts and check whether the questions asked were clear and understandable and whether they covered the topic at hand.

The semi-structured interview questions prepared for the research were generally directed at Social Studies teachers in the teachers' lounge, and care was taken to create an appropriate and reassuring atmosphere during the interview process to ensure that participants could give sincere and honest answers. Finally, content analysis was used to analyze the data obtained. This analysis method aims to reveal recurring themes and meaningful patterns in the data, providing the opportunity to systematically evaluate participants' perceptions and experiences regarding inclusive education. The data obtained were categorized and classified. In the findings section of the study, teachers were assigned codes such as SBÖ1, SBÖ2, SBÖ3, and their responses to the questions used in the interview were tabulated with frequency values. Examples of student statements

were presented along with the codes created by the researcher. Finally, based on the findings and results obtained, recommendations were made regarding the sub-problems of the study.

### Pilot Application

The semi-structured interview form developed in line with expert opinions was tested during a preliminary application process conducted with five Social Studies teachers. Based on the feedback received from the teachers, some of the questions in the form were made clearer, more understandable, and more precisely worded. This process served as preliminary work aimed at increasing the validity and reliability of the data collection tool.

### Data Collection Process

Care was taken to ensure reliability in the data collection process. Participants were informed prior to the interviews. In order to preserve the accuracy and integrity of the participants' responses, interviews were generally recorded with a voice recorder and then transcribed into written text. However, in this study, the participating Social Studies teachers did not prefer audio or video recording. Therefore, the teachers answered the interview questions in writing in their own handwriting. To ensure that the interviews took place in a healthy and sincere environment, environments where teachers could feel comfortable were preferred; interviews were generally conducted in places such as the teachers' room or the assistant principal's office and at appropriate times.

### Data Analysis

Qualitative data obtained through semi-structured interviews in the study were transferred to a digital environment and analyzed using content analysis. In the first stage of the analysis process, raw data obtained from the interview forms were carefully read and open coding was applied. At this stage, participant statements were examined line by line; codes based directly on the data were created for each meaningful data unit. In the open coding process, an open approach to the data was adopted, and the codes were derived based on the semantic integrity of the participant statements (Elo & Kyngäs, 2008). Following coding, codes with similar content

were grouped to form main and subcategories under themes.

The qualitative data obtained in the study were supported by direct participant statements. To protect the privacy of participants, teachers were assigned codes such as SBÖ1, SBÖ2, SBÖ3, and the confidentiality of personal information was strictly maintained.

### Validity, Reliability, and Ethics

The extent to which the findings reflect reality is explained by the concept of validity, while the consistency and repeatability of these findings are explained by the concept of reliability (Yıldırım & Şimşek, 2011). To ensure the reliability of the research, the inter-coder agreement rate was calculated using the formula  $[\text{Reliability} = \text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$  proposed by Miles & Huberman (1994). The agreement rate obtained from the coding performed by two independent experts was determined to be 85%. This ratio indicates that the reliability of the research is high. Furthermore, according to Yıldırım & Şimşek (2011), reliability is considered to be ensured when the inter-coder agreement percentage is 70% or above.

The semi-structured interview form was submitted to the Kars Provincial Directorate of National Education for approval. Following the approval of the relevant unit on 05.12.2024, the interview process with teachers was initiated. Furthermore, ethical committee approval was obtained with decision number 53, taken at the meeting of the Kafkas University Social and Human Sciences Scientific Research and Publication Ethics Committee on 24.01.2024, numbered E-2399.

## FINDINGS

This section presents the findings of the research. In presenting the findings, efforts were made to identify and explain aspects that support or differ from each other.

### Findings Regarding Thoughts on Inclusive Education

Teachers were asked, "What are your thoughts on inclusive education?" In this context, data obtained

from Social Studies teachers was analyzed, and the findings are presented in Table 2.

Table 2: Thoughts on Inclusive Education

Thoughts on inclusive education	f
Ensuring the educational process is inclusive of everyone (SBÖ2, SBÖ3, SBÖ5, SBÖ6, SBÖ8, SBÖ9, SBÖ11, SBÖ12)	8
Providing educational opportunities without discrimination (SBÖ4, SBÖ7, SBÖ14, SBÖ15)	4
Valuing diversity (SBÖ2, SBÖ11, SBÖ13)	3
Being able to improve the school's physical facilities (SBÖ3, SBÖ5, SBÖ6)	3
Being able to provide quality education (SBÖ10, SBÖ14, SB Ö15)	3
Being able to meet student needs (SBÖ1, SB Ö4)	2
Enabling students to receive education in their own environment (SBÖ1)	1
Contributing to the student's socialization (SBÖ16)	1
Providing education by taking into account the characteristics of all students (SBÖ17)	1
Being able to provide education with different materials (SBÖ18)	1

Looking at Table 2, Social Studies teachers were asked "what they thought about inclusive education," and a significant portion of teachers responded that the education process should be able to include everyone. In addition, they mentioned being able to provide educational opportunities without discrimination, valuing diversity, improving the physical facilities of the school, providing quality education, meeting student needs, enabling students to receive education in their own environment, contributing to student socialization, providing education that takes into account the characteristics of all students, and being able to provide education with different materials. Direct quotations from the teachers' responses are provided below:

"Without discrimination, valuing diversity, ensuring that the educational process encompasses everyone is necessary to ensure equal opportunities in education." (SBÖ2).

"It is a contemporary educational approach that aims to provide education in line with children's developmental, sociocultural, and individual characteristics and needs..." (SBÖ4).

“It is important in terms of providing equal opportunities by taking into account the needs of all students with different interests and needs.” (SBÖ8).

“Inclusive education provides advantages in terms of children’s access to quality education, increasing their participation, and reducing possible discrimination.”

### Findings Regarding Social Studies Teachers’ Views on the Necessity of Inclusive Education in Schools

Teachers were asked the question, “Is inclusive education necessary in schools?” In this context, data obtained from Social Studies teachers were analyzed, and the findings are presented in Table 3.

**Table 3: Teacher Opinions on Providing Inclusive Education in Schools**

Teachers’ views on the necessity of inclusive education in schools	f
Yes (SBÖ1, SBÖ2, SBÖ3, SBÖ4, SBÖ5, SBÖ7, SBÖ8, SBÖ9, SBÖ10, SBÖ11, SBÖ12, SBÖ13, SBÖ14, SBÖ15, SBÖ16, SBÖ17, SBÖ18)	17
No (SBÖ6)	1

According to Table 3, when Social Studies teachers were asked, “Is inclusive education necessary in schools?”, seventeen teachers answered yes and one teacher answered no. Direct quotations from the teachers’ responses are provided below:

“Yes, I think it is necessary, but class sizes must also be planned accordingly...” (SBÖ1).

“Inclusive education is necessary to improve the quality of teaching in schools and enhance the functionality of contemporary educational services...” (SBÖ4).

“It is not necessary in crowded schools...” (SBÖ6).

“Yes, it is necessary. Because it aims to provide education in line with the developmental, sociocultural, and individual characteristics and needs of all children...” (SBÖ14).

### Findings Regarding Problems Encountered in the Inclusive Education Process

Teachers were asked, “What problems do you encounter in the inclusive education process?” In this

context, data obtained from Social Studies teachers were analyzed, and the findings are presented in Table 4.

**Table 4: Teacher Opinions on Problems Encountered in the Inclusive Education Process**

Problems encountered	f
Class size (SBÖ1, SBÖ2, SBÖ3, SBÖ4, SBÖ5, SBÖ6, SBÖ14, SBÖ16)	8
Inadequate physical conditions of the school (SBÖ3, SBÖ11, SBÖ12)	3
Lack of interest from parents (SBÖ1, SBÖ6, SBÖ10)	3
Language problems (SBÖ1, SBÖ2)	2
Cultural differences (SBÖ1, SBÖ2, SBÖ13)	3
Difficulty in working one-on-one with students (SBÖ8, SBÖ14)	2
Insufficient time (SBÖ9, SBÖ17)	2
Lack of preparedness among students (SBÖ7)	1
Lengthy student assessment process (SBÖ4)	1
Lack of resources and materials (SBSBÖ9)	1
Inadequate physical conditions of the classroom (SBÖ15)	1
Lack of harmony among children (Ö16)	1
Presence of students with different characteristics in the classroom (SBÖ17)	1
The method and technique used are not suitable for every student (SBÖ18)	1

According to Table 4, when Social Studies teachers were asked, “What problems did you encounter during inclusive education?”, most Social Studies teachers responded that their class sizes were too large. In addition, inadequate physical conditions at the school, parental indifference, language problems, cultural differences, the lengthy student assessment process, students’ lack of preparedness, the difficulty of working one-on-one with students in the classroom, lack of resources and materials, inadequate physical conditions in the classroom, difficulties in getting children to get along, the presence of students with different characteristics in the classroom, and the methods and techniques used not being suitable for every student. Direct quotations from the teachers’ responses are provided below:

“Language problems, cultural differences, large class sizes, parental indifference...” (SBÖ1).

“It is difficult to pay attention to students in crowded classrooms.” (SBÖ5).

“The school’s inadequate physical conditions and the prejudiced attitudes of peers.” (SBÖ11).

“The presence of children with different characteristics and developmental conditions in the classroom can sometimes prevent the desired goals from being fully achieved, due to time constraints and large class sizes.” (SBÖ17).

### Findings Regarding Creating a Shared Classroom Climate for Inclusive Education

Teachers were asked, “How can a shared classroom climate for inclusive education be created in Social Studies classes?” In this context, data obtained from Social Studies teachers was analyzed, and the findings are presented in Table 5.

According to Table 5, when Social Studies teachers were asked, “How can an inclusive classroom climate be created in Social Studies lessons?”, a significant proportion of teachers responded that reducing class sizes would help create an appropriate classroom environment. In addition, teachers responded that individual differences should be taken into account, cooperation should be established, joint activities should be carried out, students should be provided with the necessary education, teachers should be provided with the necessary education, language problems should be overcome, equality and social integration should be ensured, simpler goals should be set, and individual differences should be taken into account. Direct quotations from the teachers’ responses are provided below:

“Joint activities, providing students with the necessary education, overcoming language problems...” (SBÖ1).

**Table 5: Creating a Shared Classroom Climate for Inclusive Education**

Opinions on creating a shared classroom atmosphere	f
Reducing class sizes (SBÖ3, SBÖ5, SBÖ6, SBÖ9, SBÖ12, SBÖ13)	6
Taking individual differences into account (SBÖ2, SBÖ8, SBÖ11, SBÖ17)	4
Collaborating (SBÖ10, SBÖ11, SBÖ15, SBÖ17)	4
Organizing joint activities (SBÖ1, SBÖ17, SBÖ18)	3
Providing students with the necessary training (SBÖ1, SBÖ4, SBÖ7)	3
Providing teachers with the necessary training (SBÖ10)	1
Overcoming language barriers (SBÖ1)	1
Prioritizing equality and social integration (SBÖ14)	1
Setting simpler goals (SBÖ16)	1
Taking individual differences into account (SBÖ17)	1

“By reducing class sizes...” (SBÖ3).

“I think teacher training is necessary first, and then common solutions can be produced with the cooperation of families, children, and to some extent...” (SBÖ10).

“A classroom climate can be created by taking individual differences into account...” (SBÖ17).

### Findings Regarding Students’ Attitudes Towards Disadvantaged Students in Social Studies Classes

Teachers were asked, “What are students’ attitudes towards disadvantaged students in Social Studies classes?” Data obtained from Social Studies teachers was analyzed, and the findings are presented in Table 6.

**Table 6: Students’ Attitudes Towards Disadvantaged Students**

		f
Positive	Displaying positive behavior (SBÖ4, SBÖ5, SBÖ7, SBÖ8, SBÖ9, SBÖ10)	6
	Displaying relevant and respectful behavior (SBÖ2, SBÖ15)	2
	Valuing students’ differences (SBÖ18)	1
Negative	Being prejudiced (SBÖ1, SBÖ3, SBÖ11, SBÖ14)	4
	Experiencing acceptance and adaptation problems (SBÖ6, SBÖ12, SBÖ13, SBÖ16)	4
	Being shaped by the teacher’s attitude (SBÖ16, SBÖ17)	2

According to Table 6, in response to the question “What are students’ attitudes toward disadvantaged students in Social Studies class?”, some teachers stated that other students displayed positive attitudes toward disadvantaged students. It was noted that they behaved in a caring and respectful manner toward them, valued their differences, and that student behavior was shaped according to the teacher’s attitude. However, they also mentioned that some students were prejudiced and had problems with acceptance and adaptation. Direct quotations from the teachers’ responses are provided below:

“Generally, positive behaviors are exhibited.” (SBÖ5).

“The other students’ behaviors are positive. They are helpful and understanding.” (SBÖ8).

“Students have prejudices against disadvantaged students stemming from the media, society, and their families.” (SBÖ11).

“There are problems with acceptance and adaptation among students.” (SBÖ12).

### Findings on the Importance of Proper Planning for Inclusive Education

Teachers were asked, “What do you think about the importance of proper planning for inclusive education in Social Studies lessons?” In this context, data obtained from Social Studies teachers was analyzed, and the findings are presented in Table 7.

When asked in Table 7, “What do you think about the importance of proper planning for inclusive education in Social Studies classes?” teachers responded that flexible plans should be created and that the planning should be clear and straightforward. In addition, teachers responded that classroom management becomes easier, appropriate planning

can be done at the beginning of the term, common ground is established, and problems can be identified and solved. Direct quotes are provided below:

“Plans that vary according to individual differences and the classroom atmosphere can yield positive results.” (SBÖ2).

“Plans should be made according to the needs of the subjects.” (SBÖ7).

“It facilitates classroom management.” (SBÖ12).

“The lesson plan made at the beginning of the term provides guidance to the teacher throughout the term.” (SBÖ15).

### Findings on Possible Activities for Inclusive Education

Social Studies teachers were asked, “What activities do you think should be carried out in Social Studies classes for inclusive education?” In this context, data obtained from Social Studies teachers were analyzed, and the findings are presented in Table 8.

According to Table 8, Social Studies teachers were asked, “In your opinion, what activities can be carried out in Social Studies classes to promote inclusive education?” Based on the teachers’ responses, they suggested that topics should be linked to the curriculum, the classroom environment should be organized, and class time should be increased. In addition, teachers responded that topics should be tailored to the student, different materials should be used, activities should be carried out to achieve learning outcomes, and appropriate planning should be done for students. Direct quotations from the teachers’ answers are provided below:

“Topics should be organized according to the students and more time should be allocated...” (SBÖ3).

**Table 7: The Importance of Proper Planning**

The importance of proper planning	f
Flexible plans can be created (SBÖ2, SBÖ3, SBÖ4, SBÖ5, SBÖ7, SBÖ8)	6
Planning can be done clearly and transparently (SBÖ14, SBÖ16, SBÖ17, SBÖ18)	4
Classroom management becomes more effective (SBÖ11, SBÖ12, SBÖ13, SBÖ16)	4
Appropriate planning can be done at the beginning of the term (SBÖ6, SBÖ15, SBÖ17)	3
A common denominator can be established (SBÖ1)	1
Identification and resolution of problems can be ensured (SBÖ10)	1

**Table 8: Possible Activities for Inclusive Education in Social Studies Classes**

Activities that can be done in Social Studies class to promote inclusive education	f
Topics should be linked to the curriculum (SBÖ4, SBÖ10, SBÖ11, SBÖ12)	4
The classroom environment should be organized (SBÖ1, SBÖ9, SBÖ13)	3
Class time should be increased (SBÖ1, SBÖ2, SBÖ3)	3
Topics should be tailored to the student (SBÖ5, SBÖ6, SBÖ8)	2
Different methods and techniques should be used (SBÖ16, SBÖ17)	2
Different materials should be used (SBÖ7, SBÖ18)	2
Activities should be carried out to achieve learning outcomes (SBÖ15)	1
Appropriate planning should be done for students (SBÖ14)	1

*“Classrooms can be created that cater to different learning styles, encompass different cultures, meet students’ needs, and are collaborative and participatory...” (SBÖ9).*

*“Topics should be taught in relation to the curriculum...” (SBÖ12).*

*“Teaching methods and diversity can be increased. Materials and examples appropriate to the topics can be further diversified in class...” (SBÖ17).*

## **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

When examining the views of Social Studies teachers regarding inclusive education, it is observed that the vast majority of participants emphasize the idea that the educational process should encompass all individuals. In the teachers’ statements, the concept of inclusiveness was particularly associated with the need to provide equal educational opportunities to all students without any discrimination. Following this fundamental idea, statements about valuing diversity, including individual differences in the educational process, and developing the school’s physical infrastructure to support this diversity stood out. Similarly, ensuring the participation of all students in educational processes and social life, reducing discrimination, ensuring that all students receive education in the same environment regardless of religion, language, race, gender, and class differences, meeting diverse needs, taking individual differences as a basis, reducing discrimination by taking physical, mental, and cultural differences into account, integrating disadvantaged individuals

into education, providing fair education in line with interests, needs, and abilities, and defining inclusive education as an effort to recognize and understand others. (Ainscow, 2020; Aktekin etc., 2017; Gültekin Talayhan & Sakız, 2022; Gökden Kaya, 2021; Göl & Sakız, 2020; Koçyiğit & Şimşek, 2019; UNESCO, 2015; Shaw, 1988). In this context, social studies teachers’ perspectives on inclusive education reveal that education should be structured in line with the principles of equality, justice, and accessibility.

Social studies teachers have expressed that they face certain problems in inclusive education. In particular, large class sizes have emerged as a problem for teachers. Similarly, studies have yielded similar results, indicating that time management difficulties in crowded classrooms, implementation challenges, classroom management difficulties, peer bullying, lack of materials, lack of materials, incompatibility with the exam system, lack of time and information, and the difficulty of meeting all students’ needs are the negative aspects of inclusive education (Amaç, 2023; Postallı, 2024; Yamaçlı, 2020). Similarly, Jury et al. (2022) revealed that teachers experienced negativity in their attitudes towards inclusive education due to the difficulties they encountered in practice, lack of resources, and workload. A study conducted by Amaç (2021) determined that teachers have various deficiencies in their knowledge levels, professional competence, and values within the scope of inclusive education. Furthermore, it was concluded that they encounter various difficulties in classroom practices and have emotional support needs.

The aim of inclusive education to create a more just and inclusive society is directly related to the

aims and practices of Social Studies lessons, which focus on society. The emphasis on equality and respect for individual differences, which are among the specific aims of the Social Studies Teaching Program (SGTP), when considered together with values such as justice, equality, peace, solidarity, sensitivity, respect, love, and helpfulness included in the program, are seen to align with the concept of inclusive education. In Öner's (2022) study, it was concluded that the Social Studies teaching process based on an inclusive education approach facilitated learning among students, increased their academic success, and positively affected their satisfaction with the learning-teaching process. Findings from teachers also revealed that the application process increased students' motivation and participation in the lesson and contributed to a better understanding of the topics covered. In this context, it was concluded that Social Studies teaching based on an inclusive education approach increased lesson participation and academic success, enabling students to benefit from the lesson and learn better. In her study, Seyidođlu (2024) presented teachers with a Professional Development Program [PDP] on inclusive education and then ensured that this program was implemented in the classroom. The research results show that the developed PDP significantly improved the knowledge, skills, attitudes, and values of Social Studies teachers regarding inclusive education.

Creating a shared classroom climate for inclusive education is crucial in social studies lessons. A significant number of social studies teachers have indicated that reducing class sizes and creating a suitable learning environment are necessary for the implementation of inclusive education. Furthermore, teachers have stated that factors such as considering individual differences, collaboration, organizing joint activities, providing necessary training to students and teachers, addressing language barriers, prioritizing equality and social integration, and setting simpler goals will also support inclusive education. Similar studies have reached the same conclusions. Postallı (2024) stated that regulating environmental conditions, using different teaching methods and techniques, increasing the use of materials, creating a democratic classroom environment, differentiating assessment

methods, activities supporting collaboration and teamwork, and stakeholder collaborations contribute to the development of an inclusive classroom climate. Similarly, research by Bayram (2019) and Öner (2022) showed that participants emphasized the need for democratic values-based approaches, a change in societal attitudes, and the creation of suitable learning environments for the effective implementation of inclusive education.

According to the research findings, most Social Studies teachers stated that students exhibited positive behaviors in inclusive classroom environments. However, some teachers also drew attention to negative aspects such as prejudice, acceptance issues, and adjustment problems. Yıldırım (2017) revealed that Turkish students behaved with respect, love, and understanding towards their peers from different cultures in Social Studies lessons. The study also determined that refugee students were not viewed differently in the classroom; their active participation in lessons and activities was encouraged.

Proper planning is crucial for the effective implementation of inclusive education in Social Studies lessons. Through appropriate planning, children can participate more actively in the learning process. Şimşek (2019) emphasized the importance of proper planning in her research and revealed that Social Studies teachers have a high level of competence in planning for inclusive education. Türkmen (2025) stated that the inclusive education program positively affects teachers' self-efficacy and children's school adaptation processes, and that this effect continues in the long term. Finally, İra & Gör (2018) emphasized the need to allocate necessary budgets and develop more inclusive education programs so that children who have migrated to our country can benefit from educational opportunities to the maximum extent.

In the study, teachers stated that in order for inclusive education to be carried out effectively, topics should be linked to the curriculum, classroom environments should be organized, and lesson durations should be increased. Furthermore, teachers emphasized the need to tailor topics to students'

characteristics, use different materials, conduct activities aimed at learning outcomes, and prepare plans appropriate to the students. A review of the literature reveals that Postallı (2024) shows that participants' practices regarding inclusive education are concentrated in various areas such as environmental arrangements, use of methods and techniques, richness of materials, creating a democratic classroom environment, differentiated assessment, collaboration, and stakeholder participation. It was noted that the most frequently emphasized practice in the educational process was computer-assisted instruction, followed by experiments, drama, and homework (Firat, 2021). While Bayram (2019) stated that teachers try to use different methods and techniques, Yamaçlı (2020) indicated that the methods chosen in instructional practices should support active participation, be collaborative, and encourage multisensory learning. Aksungur (2022) emphasized that elements such as teacher training, guidance, collaboration, materials, and environmental support are important in developing inclusive education.

## SUGGESTIONS

- In-service training programs for teachers can be organized to increase their knowledge, skills, and awareness of inclusive education practices.
- Class sizes can be reduced to create learning environments suitable for the individual differences of students.
- Developing and distributing inclusive education materials to teachers can contribute to making lessons more accessible and interactive.
- The awareness of teachers, parents, guidance counselors, and school administration regarding inclusive education can be improved.
- Curricula can be restructured to address the different characteristics of students; they can be made more flexible in terms of learning outcomes, methods, and techniques.
- Lesson duration can be increased to strengthen students' active participation and social interaction.

## Acknowledgement

This article was derived from the Master's thesis titled "Social Studies Teachers' Perspectives on Inclusive Education: The Example of Kars Province"

**Conflict of Interest:** The authors declare that there is no conflict of interest.

**Financial Disclosure:** The authors received no financial support for this study.

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