ATTITUDE SCALE TOWARDS INTEGRATED PHYSICAL EDUCATION CLASS FOR THE DEVELOPMENT OF CHILDREN: VALIDITY AND RELIABILITY STUDY

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ABSTRACT

This study aims to test the validity and reliability of the Turkish version of the "Attitude Scale Towards Integrated Physical Education Class for the Development of Children" developed by Block (1995). The data was collected from the students studying in the 4th, 5th, and 6th grades of a secondary education institution affiliated to the Ministry of National Education. In accordance with this purpose, the scale was applied to a total of 377 secondary school students, 185 of whom were girls (Mage=12.11±0.81) and 192 of whom were boys (Mage=12.08±0.71). The scale was composed of 2 sub-dimensions and 13 items (general attitude and adapted sportive attitude) and was evaluated with a 3-point rating. In the analysis of the data, Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used for construct validity, whereas Cronbach Alpha reliability analysis and AVE, DR values were used to determine the internal consistency between the items [x2/df=4.7, RMSEA=0.10, SRMR=0.07, NFI=0.92, NNFI=0.91, CFI=0.91]. It was also determined that the internal consistency coefficients ranged from .68 to .69. As a result of the findings, it can be said that the Turkish version of the "Attitude Scale Towards Integrated Physical Education Class for the Development of Children" has the desired level of psychometric properties in the literature in order to measure the attitudes of children towards integrated physical education lesson for their development.

Keywords: Inclusion, Attitude scale, Students with disabilities.

INTRODUCTION

Inclusive education has been associated with the inclusion of the individuals with disabilities and the concept of "special educational needs". It should be ensured that the students with disabilities receive the same education, including physical education classes, as those who exhibit normal development (Stubbs 2008; Giangreco & Putnam, 1991). It can be said that disabled individuals are those who are excluded from education the most. In our country, with the "Decree-Law on Special Education" numbered 573 on a provincial basis, the issue of the students with disabilities receiving the same education as their peers who have normal development levels was emphasized. As a result, it has been ensured that the children with disabilities are increasingly receiving education in the same educational settings as their peers. Even though the right to education for the individuals with disabilities is emphasized with various principles in the decree-law on special education, some problems have been encountered in the implementation of this issue (Er-Sabuncuoğlu & Diken, 2010). Many views have been discussed over time regarding the integration of the children with and without disabilities. It has been observed that inclusive education positively affects the acceptance of physically and intellectually disabled students in general classroom settings (Margolis & Freund, 1991). Together with the fact that inclusive education is a process that goes beyond making a child physically effective within a classroom, it focuses on positive social relations between the students with special education needs and general education students in this regard (Stainback & Stainback, 1990). Thus, this type of education will result in reinforcing outcomes for both the students with disabilities and those who are not disabled (André, A., Louvet, B., & Deneuve, P., 2013). In most studies on peer relations in physical education classes, it has been revealed that integrated classrooms encourage peer support and positive student interaction. Students recognize the importance of taking on various roles within the classroom and realize the importance of creating interdependence (Dyson 2002; Graham 1995). A more striking point is that in the classrooms where the students with disabilities are integrated, the students with normal developmental levels have positive or negative attitudes towards the students with disabilities. The attitudes of the children with normal developmental levels in general classroom settings may affect various conditions of the students with disabilities, including their sense of acceptance and belonging as well as their academic achievement, which is as important as the skill development of the students with disabilities (Forest & Lusthaus, 1989). In this regard, the feelings of the students without disabilities regarding the participation of their peers with disabilities in physical education classes can be determined by attitude measures, and this information can then be used for the studies on the sense of acceptance and belonging of the students with disabilities in the classrooms (Block, 1995). Such a measurement tool that measures how students with normal developmental levels feel in integrated physical education classes in Turkey has not been found in the literature. What do the students with normal developmental levels think about being together with the students with disabilities in physical education classes? Do the children without disabilities interact with their peers with any disabilities? Can the students with normal developmental levels learn in the same class with their disabled peers? Do the children with normal developmental levels feel uncomfortable when adaptations are made within classes? All these will enable us to have a perspective in terms of the attitudes of the students with normal developmental levels

about the adapted physical education classes. Therefore, this study aims to develop an inventory in order to measure the attitudes of the children with normal developmental levels studying in secondary school towards the inclusion of their disabled peers in general physical education classes.

METHOD

In this section, the characteristics of the sample group participating in the research on the Attitude Scale towards Integrated Physical Education Class, the data collection tool used in the current study to be able to adapt the scale to Turkish language, the translation process, the data collection process from the sample group, and the data analysis process are presented. The permission of this study was obtained with the letter of Uşak Provincial Directorate of National Education affiliated to the Ministry of National Education, dated January 20, 2022 and numbered E-29425508-605.01-41633169.

Research Model

In this study, which was conducted to test the validity and reliability of the Turkish adaptation form of the Attitude Scale towards Integrated Physical Education Class, the general survey method, which is one of the quantitative research designs, was used.

Universe and Sample

Besides, simple random sampling method was used in the study, and it was calculated with a 95% confidence interval and a 5% margin of error. First of all, for the pilot study, 377 (n=377; boys=192, girls=185) data were collected.

Data Collection Tools

The data collection tool used in the study was the "Attitude Scale towards Integrated Physical Education Class for the Development of Children" developed by Block (1995) and composed of two sub-dimensions and a total of 13 items as general attitude sub-dimension (1st,2nd,3rd,4th,5th,6th,7th,8th items) and adapted sportive attitude sub-dimension (9th, 10th, 11th, 12th, 13th items), with a 4-point Likert scaling system as; Yes (1), Probably Yes (2), Probably No (3), No (4).

Analysis of Data

Item analysis, item-total correlation analysis, exploratory factor analysis, and 27% lower-upper group item discrimination analyses were performed on the data collected in the pilot study. For the main study, 349 samples were collected, and the model was validated by making convergent-divergent analyses and confirmatory factor analysis on the n=349 samples collected in order to validate the model*.*

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Table 1. Demographic Statistics Regarding the Participants

Variables	Groups	f	%
Gender	Boy	192	50,9
	Girl	185	49,1
Whether There Is an Individual with a Disability in the Family	Yes	84	22,3
	No	293	77,7
Whether Having a Friend with a Disability	Yes	209	55,4
	No	168	44,6
Whether There Is a Student with a Disability in the Physical Education Class	Yes	169	44,8
	No	208	55,2
Whether the Students Have a Competitive Understanding	I am quite competitive	121	32,1
	I am partly competitive	221	58,6
	I am not competitive at all	35	9,3

As could be seen in Table 1, 50.9% of the sample in the study was boy, whereas 49.1% was girl, 22.3% had an individual with a disability in their family, 55.4% had a friend with a disability, 44.8% had a student with a disability in the physical education classes, and 32.1% had a quite competitive understanding.

Translation Process

In order to adapt the "Attitude Scale towards Integrated Physical Education Class for the Development of Children" into Turkish language, the researcher, who brought the validity and reliability study of the scale to the literature, was contacted via e-mail and the necessary permissions were obtained. The translation-back translation method (Behr, 2017) was used in the translation of the scale from English, which is the source language, into Turkish, which is the target language. Accordingly, the measurement tool was sent to three language experts working in the field of languages. The experts made the translation into Turkish language independently of each other. As a result of these translations, the translations with similar and different meanings were again sent to field experts by using a standard form, and expert view in the field of language was obtained. The experts were three faculty members who had scientific publications in such specific fields as psycho-social fields and especially attitudes in sports. After receiving expert views, the Turkish form of the scale was created for the pilot study. This Turkish form was then translated back into English and after the comparison process with the original scale form items, the final version of the Turkish scale form was created for the pilot study.

FINDINGS

In this section, item analysis, item-total correlation analysis, exploratory factor analysis, and 27% lower-upper group item discrimination analyses were performed on the data collected from the sample in order to conduct the pilot study. In the main study, confirmatory factor analysis and convergent-divergent analyses were performed in order to validate the model.

Table 2. Item Analysis Regarding the Attitude Scale Towards Integrated Physical Education Class

Sub-dimensions	Scale Items	$\bar{x}$	sd	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
General Attitude	G1	1,06	0,39	24,54	32,18	,076	,710
	G2	1,23	0,71	24,36	31,60	,072	,715
	G3	1,64	1,05	23,96	30,35	,205	,721
	G4	2,78	0,96	22,81	29,49	,213	,704
	G5	2,42	1,04	23,17	26,30	,491	,664
	G6	2,10	0,97	23,50	26,49	,519	,661
	G7	1,50	0,71	24,09	28,32	,509	,672
	G8	1,74	0,99	23,85	26,41	,519	,661
Adapted Sportive Attitude	S9	2,36	0,98	23,24	27,81	,374	,683
	S10	1,58	0,85	24,02	28,29	,401	,680
	S11	2,50	1,20	23,09	26,54	,378	,682
	S12	1,68	0,88	23,92	28,85	,321	,690
	S13	2,95	1,09	22,64	28,21	,281	,697

n=377; G: General Attitude; S: Adapted Sportive Attitude

As could be seen in Table 2, when the analysis results Regarding the Attitude Scale Towards Integrated Physical Education Class were examined, it was concluded that two of the items in the general attitude sub-dimension of the scale [G1 (I live in Turkey) and G2 (We usually have lunch at 9 am)] should be removed from the scale as these items were below .20 value. After these items were removed from the scale, it was decided to perform item-total correlation analysis (Gürbüz & Şahin, 2018; Uçan & Baydur, 2018).

Table 3. Item-Total Correlation Analysis Regarding the Attitude Scale Towards Integrated Physical Education Class

Items	$\bar{x}$	sd	r	p
G3	1,64	1,05	,314**	,000
G4	2,78	0,96	,369**	,000
G5	2,42	1,04	,649**	,000
G6	2,10	0,97	,632**	,000
G7	1,50	0,71	,604**	,000
G8	1,74	0,99	,654**	,000
S9	2,36	0,98	,526**	,000
S10	1,58	0,85	,530**	,000
S11	2,50	1,20	,568**	,000
S12	1,68	0,88	,453**	,000
S13	2,95	1,09	,455**	,000

As could be seen in Table 3, after G1 and G2 were removed from the scale with the item analysis, it was observed as a result of the item-total correlation analysis that there were no scale items left under .30, and the correlation values with the item analysis were between .654 and .314. When the item scores were examined, it was determined that there was consistency between the items, and that all the items included in the evaluation were statistically significant at the 99% confidence level (p<0.01).

Table 4. Correlation Matrix Regarding the Data

Items	G3	G4	G5	G6	G7	G8	S9	S10	S11	S12	S13
G3	1,000										
G4	-,184	1,000									
G5	,450	,035	1,000								
G6	,077	,233	,385	1,000							
G7	,088	,200	,307	,428	1,000						
G8	-,032	,209	,333	,411	,411	1,000					
S9	,225	-,025	,374	,244	,175	,236	1,000				
S10	,034	,136	,173	,255	,299	,397	,224	1,000			
S11	,333	,047	,396	,145	,220	,238	,283	,124	1,000		
S12	-,036	,089	,152	,216	,345	,148	,184	,261	,161	1,000	
S13	-,393	,407	,021	,282	,214	,423	,052	,278	,094	,222	1,000

Table 5. KMO and Barlett's Test of Sphericity Analyses Regarding the Data

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,759
	Approx. Chi-Square	946,672
	df	55
Bartlett's Test of Sphericity	p	,000

In the study, the structural validity of the Attitude Scale Towards Integrated Physical Education Class was provided for the Turkish adaptation process. The factor loads of the items forming the scale were determined (Büyüköztürk, 2011), and it was decided to perform Exploratory Factor Analysis (EFA) on the scale items (Gürbüz & Şahin, 2018). Before the factor analysis was performed, the data were analyzed by using the Kaiser Mayer Olkin (KMO) in order to determine whether the sample size collected for the study was adequate for Explanatory Factor Analysis, and by the Barlett's Test of Sphericity in order to determine the homogeneity of the data and the appropriateness for the normal distribution of the data. Besides, the determinant coefficient was determined as .78 (Table 4). Since the correlation matrix between the factors was r<.30, the varimax rotation method was utilized. After removing the two items from the scale with item analysis and item-total correlation analysis, the KMO value for the 11-item scale was determined as .759, the Bartlett's Test of Sphericity result was determined as x2(55)=946.672; p=0.000; p<0.01 (Table 5). The fact that the KMO value is higher than .60 and the Barlett's Test of Sphericity is statistically significant (p<0.01) indicates that the sample size we used in the study is suitable for factor analysis (Büyüköztürk, 2011; Tabachnick & Fidell, 2012; Koyuncu & Kılıç, 2019). When the result of the factor analysis was examined, the factor eigenvalues of the scale items were calculated. Values with a factor eigenvalue above 1 were deemed significant. This rule is also called "K1" in the literature (Zwick & Velicer, 1986). The first factor analysis results regarding the Attitude Scale Towards Integrated Physical Education Class are shown in Table 6.

Table 6. Factor Analysis Regarding the Attitude Scale Towards Integrated Physical Education Class

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variance % of	Cumulative %	Total	Variance % of	Cumulative %	Total	Variance % of	Cumulative %
1	3,194	29,032	29,032	3,194	29,032	29,032	2,790	25,361	25,361
2	1,963	17,844	46,876	1,963	17,844	46,876	2,367	21,515	**46,876**

As could be seen in Table 6, the two factors with an eigenvalue above 1.00 explained 46.876% of the total variance in the scale. In order to be able to decide how many factors the scale would be composed of, it was decided to examine the scree plot graph.
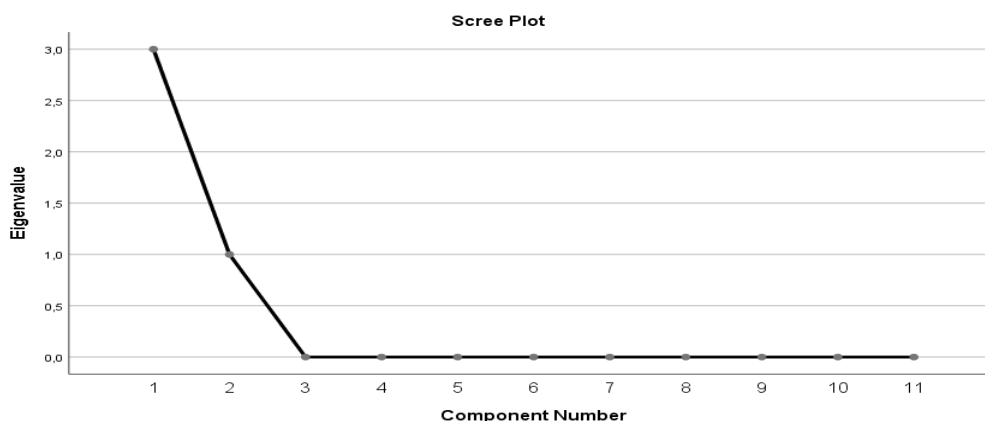

Figure 1. Scree Plot Graph Regarding the Attitude Scale Towards Integrated Physical Education Class

As could be seen in Figure 1, after evaluating the scree plot graph, it was decided that the scale should have a two-factor structure since it was appropriate for the intended purpose in the study and it explained 40% to 60% (Table 4) of the total variance (Can, 2014). According to the literature, a factor load value of.20 or higher for each item in the measurement tool may be a desired criterion (Büyüköztürk, 2011; Can, 2014). After the items that did not meet this desired value were removed from the analysis, factor analysis was performed for the third time.

Table 7. Factor Analysis and Cronbach's Alpha Analysis Regarding the Attitude Scale Towards Integrated Physical Education Class

| Factors	Scale Items	Factor Loads	Explained Variance	Factor Reliability
General Attitude	G3	,703	25,361	,68
	G4	,453		
	G5	,728		
	G6	,481		
	G7	,451		
	G8	,619		
Adapted Sportive Attitude	S9	,449	21,515	,69
	S10	,425		
	S11	,497		
	S12	,334		
	S13	,744		
Total			**%46,876**	0,72
Kaiser Meyer Olkin Scale Validity (KMO)				0,759
Bartlett's Test of Sphericity Chi-Square				946,672
df				55
p				0,000

As could be seen in Table 7, item factor loads ranged from .744 to 334. The 11-item Attitude Scale Towards Integrated Physical Education Class was collected under two factors. It was also determined that the measurement tool explained 46.876% of the total variance. Since the internal consistency reliability of the factors between the items was above α=0.70, it could be said that the reliability was high. The Split-half

Coefficient Value was determined as .73 for part 1 and as .78 for part 2, and the correlation coefficient between the two parts was determined as.79.

Table 8. Item Discrimination Analysis According to lower-upper 27% Groups Regarding the Attitude Scale Towards Integrated Physical Education Class

Sub-dimensions	Scale Items	t	p
General Attitude	G3	-5,068	,000**
	G4	-6,691	,000**
	G5	-17,727	,000**
	G6	-13,182	,000**
	G7	-10,467	,000**
	G8	-14,396	,000**
Adapted Sportive Attitude	S9	-11,369	,000**
	S10	-10,183	,000**
	S11	-12,990	,000**
	S12	-9,007	,000**
	S13	-9,663	,000**

As could be seen in Table 6, it was determined that the 27% lower-upper group values used in deciding the item discrimination of the Attitude Scale Towards Integrated Physical Education Class were statistically significant for each item in the scale at the 99% confidence level (p<0.01).

Chi-Square=147.15, df=31, P-value=0.00000, RMSEA=0.104
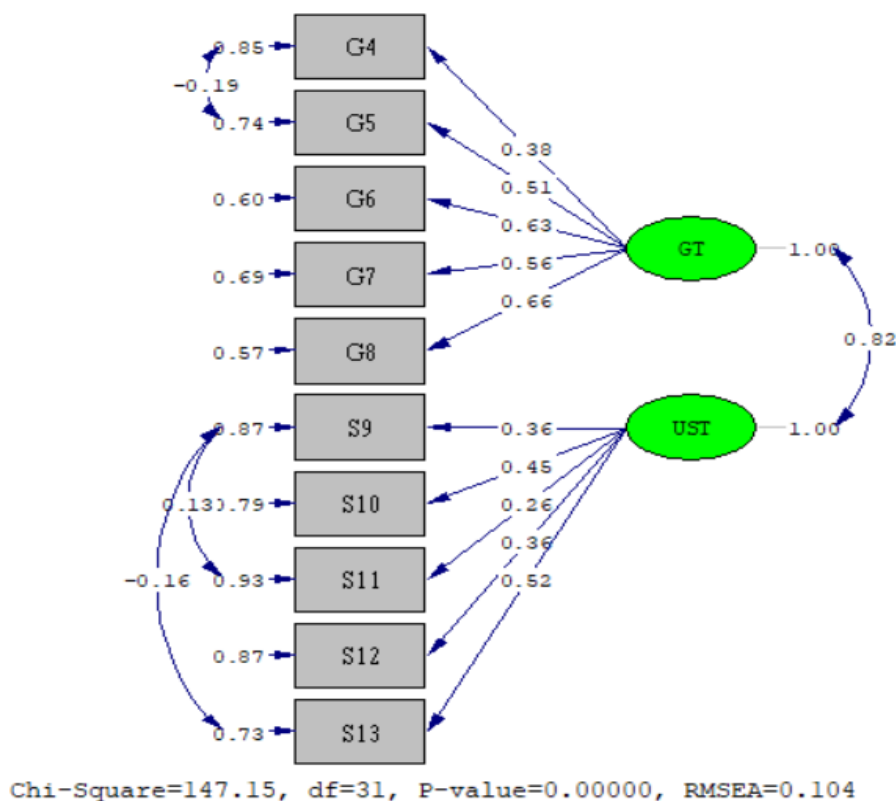
GT: General Attitude; UST: Adapted Sportive Attitude

Figure 2. Confirmatory Factor Analysis (CFA) Regarding the Attitude Scale Towards Integrated Physical Education Class

Table 9. Measurement Model Regarding the Attitude Scale Towards Integrated Physical Education Class

Factors	Items	Standardized Loads	t values	R^2
General Attitude	G4	0,38	6,31	0,14
	G5	0,51	8,66	0,26
	G6	0,63	11,23	0,39
	G7	0,56	9,80	0,31
	G8	0,66	11,81	0,43
Adapted Sportive Attitude	S9	0,36	5,16	0,12
	S10	0,45	7,11	0,20
	S11	0,26	3,92	0,06
	S12	0,36	5,56	0,12
	S13	0,52	7,80	0,27

As could be seen in Table 9, the data of the main study were formed by collecting data from the participants again so as to validate the model. As a result of the Confirmatory Factor Analysis performed on 349 samples, it was decided to remove the item G3 (There is no problem for me that Özgür is attending my physical education class) from the scale since the standardized load value of the related item (0.12) was below.30. While performing the Confirmatory Factor Analysis regarding the Attitude Scale Towards Integrated Physical Education Class, the sub-dimensions of the scale were entitled "general attitude" and "adapted sportive attitude" as related to the items. It was determined that there was a positive correlation with a correlation ratio of 12.47 between the general attitude sub-dimension and the adapted sportive attitude sub-dimension, and these correlations were statistically significant at the 99% confidence level (p<0.01).

Table 10. Fit Indices for the Confirmatory Factor Analysis Model Regarding the Attitude Scale Towards Integrated Physical Education Class

Fit Indices	Perfect Fit Measure	Good Fit Measure	Research Finding	Result
χ^2/sd	0-3	3-5	4,7	Good Fit
RMSEA	,00 ≤ RMSEA ≤ 05	,05 ≤ RMSEA ≤ ,10	,10	Good Fit
CFI	,95 ≤ CFI ≤ 1,00	,90 ≤ CFI ≤ ,95	,91	Good Fit
NNFI	,95 ≤ NNFI ≤ 1,00	,90 ≤ NNFI≤ ,95	,91	Good Fit
NFI	,95 ≤ NFI ≤ 1,00	,90 ≤ NFI ≤ ,95	,92	Good Fit
SRMR	,00 ≤ SRMR ≤ ,05	,05 ≤ SRMR ≤ ,08	,07	Good Fit

Source: Schumacker and Lomax, 1996, Schermelleh-Engel and Moosbrugger, 2003; (RMSEA: Root Mean Square Error of Approximation, SRMR: Standardized RootMean Square Residual, GFI: Goodness of Fit Index, AGFI: Adjusted Goodness of Fit Index, CFI: Comparative Fit Index, NFI: Normed Fit Index, NNFI: Non-Normed Fit Index)

As could be seen in Table 10, the fit level of the sample collected with the Model was tested. Since the ratio of the Chi-Square value to the freedom value was determined as 4.7<5, our model could be said to exhibit good fit (Hu & Bentler, 1999; Kline, 2005). The RMSEA value was determined as.10, and thus our model could be said to show good fit (MacCallum et al., 1996; Steiger, 1990). Since the CFI value was determined as .91 in the study, it was observed to be within the range of good fit value (Hooper, Coughlan & Mullen, 2008; Hu & Bentler, 1998). The NFI value was developed by Bentler and Bonett (1980) as an alternative to the CFI. The NFI value was obtained as .92 within the scope of the findings of our study, and thus it could be said to indicate good fit. In addition, the NNFI value was found to be .91 according to the findings of our study, which could be said to indicate good fit (Bollen, 1989). The SRMR value Also, the value of our study was determined as.07, which could be said to indicate good fit (Hu & Bentler, 1999).

As a result of the Confirmatory Factor Analysis performed on the data collected from the main study, it was determined that the scale items confirmed the relevant factors (p<0.01; p=0.000), and the fit indices were within the range of good fit values (X2/df=145.15/31≤5). Considering all these results, it can be said that the model regarding the Attitude Scale Towards Integrated Physical Education Class is a scale with a good fit level that can be used in different samples. Finally, AVE and CR values were analyzed in order to determine the convergent and divergent values of the scale.

Table 11. Descriptive Statistics, Convergent-Divergent Analysis, Cronbach's Alpha Internal Consistency Coefficients Regarding the Attitude Scale Towards Integrated Physical Education Class

Sub-dimensions	$\bar{x}$	sd	AVE	CR	α
General Attitude	38,32	8,09	,68	,72	,68
Adapted Sportive Attitude	38,53	8,69	,51	,71	,69

As could be seen in Table 11, it was determined that the convergent and divergent validity values of the general attitude sub-dimension and adapted sportive attitude sub-dimension of the Attitude Scale Towards Integrated Physical Education Class were: when the AVE>.50 values were examined, the values were .68 (general attitude) and .51 (adapted sportive attitude); when the CR>.70 values were examined, the values were .72 (general attitude) and .92 (adapted sportive attitude). In line with these results, it could be said that the convergent and divergent validity of the scale was ensured.

CONCLUSION and DISCUSSION

Within the scope of this discussion, the Turkish adaptation of the "Attitude Scale Towards Integrated Physical Education Class" was made, and its validity and reliability analyses were performed in order to be able to analyze the psychometric properties of the scale. Confirmatory Factor Analysis (CFA) fit indices for the construct validity of the scale were determined as x2/df=4.7, RMSEA=.10, SRMR=.07, NFI=.92, NNFI=.91, CFI=.91. Within the framework of the current research, when the fit indices for the scale are examined, it can be said based on the findings that they are within acceptable limits (Table 8). Similarly, it is noted that the fit values of the scale are within acceptable fit values in the original article for the scale by Block (1995) and in the Portuguese version of the scale by Martins (2013). As a result of the correlation analysis performed to be able to analyze the convergent and divergent validity of the scale, it was determined that there was a significant and positive correlation between the general attitude sub-dimension and adapted sportive attitude sub-dimension of the scale. When the AVE and CR values were examined in order to obtain more in-depth information about the convergent and divergent validity of the scale, it could be observed that the CR values of the two sub-dimensions of the Attitude Scale Towards Integrated Physical Education Class were above .70, and the AVE values were above the critical value of .50 for both sub-dimensions (Table 11) (Hair et al., 2010). When the item-total correlation of the scale was examined, it was determined that there was a positive, significant and strong correlation between the items involving the general attitude and adapted sportive attitude sub-dimensions and the item-total correlation of the scale in all patterns (Table 3). When the Cronbach's Alpha internal consistency coefficients calculated in order to determine the reliability coefficient among the items of the scale were examined, it was found to be α=.68 for the general attitude sub-dimension and α=.69 for the

adapted sportive attitude sub-dimension. These values were found to be within the acceptable range for the inter-item internal consistency reliability coefficients regarding the sub-dimensions of the scale, and thus the scale could be said to be reliable (Field, 2009). In the original study of the scale by Block et al. (2013), the internal consistency coefficients were determined as .78 and .56, respectively. When the item discrimination values for the items in the Turkish adaptation version of the scale are found to be .30 and above, it can be said to indicate a high level of item discrimination (Büyüköztürk, 2012). Based on all the data obtained from the current study, this measurement tool, which was adapted into Turkish language, in other words, the Turkish version of the Attitude Scale Towards Integrated Physical Education Class is a valid and reliable measurement tool to measure the attitudes of the children without disabilities to include their peers with various types of disabilities in regular physical education class. The difference of our inventory from other studies measuring the attitudes of other children without disabilities towards their peers is that it focuses specifically on the beliefs about physical education class. This inventory, which focuses solely on the attitudes of the children with normal developmental levels towards their peers with disabilities in physical education class, is a measurement tool that can be used by general physical education teachers who are interested in the effects of inclusive education in physical education on the students without disabilities and the educators who are interested in the adapted physical education issues. It is thought that the findings to be obtained from the studies to be conducted will contribute to the experimental researches that will be carried out on the children with and without disabilities. Within the framework of the findings obtained as a result of the current study, in which the Turkish adaptation of the Attitude Scale Towards Integrated Physical Education Class was made, it can be said that the Turkish form of the "Attitude Scale Towards Integrated Physical Education Class" (13 items) may be used in different samples as a valid and reliable scale to be able to measure the attitudes of children towards general attitude and adapted sportive attitude regarding physical education class. It is also considered that performing Confirmatory Factor analysis in further studies to be conducted will contribute to the validity and reliability of the scale.

RECOMMENDATIONS

Since the Turkish version of the Integrated Physical Education Lesson Scale has been adapted for the first time in our country, it is thought that it will contribute to the literature as an important measurement tool in determining the inclusion attitudes of students with and without disabilities towards physical education lesson.

ETHICAL TEXT

The permission of this study was obtained with the letter of Uşak Provincial Directorate of National Education affiliated to the Ministry of National Education, dated January 20, 2022 and numbered E-29425508-605.01-41633169.

Author(s) Contribution Rate: In this article, the contribution of the first author to the study was determined as 60% and the contribution of the second author to the study was determined as 40%.

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