



Professional Vision of Teachers and its Role in Developing the Characteristics of Inclusive Pedagogy During Sports Lessons in Middle Schools

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ABSTRACT

Physical education teachers are exposed to many challenges and problems during the implementation of lessons, which appear in several forms, including those related to the educational curriculum as well as the plans and methods they use in the teaching process. Hence, the research aims to reveal the level of possession of physical education teachers in middle schools with a professional vision in their field of work from their point of view. Also, to reveal the level of possession of physical education lessons of inclusive pedagogy characteristics from the teachers' point of view. The researcher used the descriptive approach using the survey and correlation methods in the research procedures. The researcher defined the research community as physical education teachers in schools affiliated with the Nineveh Education Directorate. The number of individuals in this sample is 293. The researcher reached a set of results: Physical education teachers in middle schools affiliated with the Nineveh Education Directorate have professional visions about their teaching job that are characterized by being average in level from their point of view. Physical education lessons in middle schools affiliated with the Nineveh Education Directorate are characterized by a low level of comprehensiveness in education from the point of view of physical education teachers. They concluded that the professional vision of physical education teachers plays an acceptable role in developing the characteristics of inclusive pedagogy for physical education lessons, with the two variables being linked by an excellent moral relationship.

Keywords: Professional vision, inclusive pedagogy



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INTRODUCTION

The profession of teaching physical education is a dynamic and multifaceted process. It involves much more than simply introducing students to the rules and regulations of sports or demonstrating exercise techniques. It represents a commitment to fostering the physical, mental, and social development of students while promoting a sustained appreciation for physical activity, health, and well-being. Physical education teachers play the roles of mentors and role models to be emulated. They also guide students in exploring the principles of movement, physical

fitness, and sportsmanship. The profession of teaching physical education also plays a vital role in enhancing inclusive and diverse learning environments. Teachers strive to create learning spaces where all students feel valued, welcomed, and empowered to participate and excel, regardless of their physical abilities, backgrounds, or interests. Physical education teachers also emphasize concepts such as cooperation, communication, flexibility, and perseverance, creating opportunities for students to develop their personal qualities, leadership skills, and growth mindset by overcoming physical challenges and engaging in group activities.

Teachers must also have well-rooted roles and visions aimed at fostering a passion for knowledge and innovation while cultivating essential skills such as empathy, creativity, and ethical values in their students. They strive to equip learners with the competencies necessary to succeed in an ever-evolving world while nurturing their social and emotional growth. In addition, they are committed to fostering a sense of community, collaboration, and respect among their students within the educational environment. These visions should also aim to create learning experiences that encourage openness, tolerance, and a spirit of cooperation among students from diverse backgrounds and experiences. Therefore, the professional vision of teachers acts as a guiding force, informing educational practices, decision-making processes, and continuous professional development. It represents their dedication to making a positive impact on the lives of their students in particular, and on society more broadly. This shapes learners into engaged, responsible, empathetic individuals who are ready to contribute meaningfully to the world around them. Hence, having a professional vision for teachers is of utmost importance. As it provides a roadmap for their professional development, their teaching practices, and their impact on student learning. The professional vision also encompasses the aspirations, beliefs, values, and goals of teachers related to education and the well-being of their students. Undoubtedly, a clear professional vision guides teachers in setting high expectations for themselves and their students, contributes to shaping their teaching strategies, and continuously enhances their practices. Therefore, this vision acts as a guiding compass that helps teachers overcome challenges, make informed decisions, and maintain a sense of purpose in their role. Thus, the professional vision empowers teachers to cultivate a positive and inclusive learning environment by aligning their teaching practices with their core values and educational goals. It enables them to inspire and motivate students, foster critical thinking, and promote a love of lifelong learning. Muhonen et al. (2023) indicate that the concept of professional vision is an integral part of understanding how teachers interact with classroom environments. It also refers to teachers' ability to perceive, interpret, and understand significant events and interactions that occur during the teaching process. Additionally, it includes attention to student interactions, behaviors, and the use of instructional materials. Moreover, effective observation is crucial as it allows teachers to identify their students' needs and monitor their progress, enabling them to respond appropriately to different classroom situations. Thus, the professional vision represents a key indicator of teachers' professional competence (Muhonen et al., 2023); Meschede et al., 2017 add that professional vision represents teachers' ability to perceive and understand relevant situations in the lesson that affect student learning. This concept is an essential element of teacher competence, as it allows teachers to focus on events that enhance or limit learning, allowing them to respond effectively and reflect on their teaching practices to improve the quality of education (Meschede et al., 2017).

For the educational process to be complete, it requires a teaching approach that aims to provide students with an inclusive and integrated learning experience,

extending beyond academic education. This approach emphasizes the comprehensive development of students, addressing their intellectual, social, emotional, and physical well-being. Furthermore, the goal of this educational approach is to nurture students to become critical thinkers, well-versed in a wide range of skills, and to develop a strong understanding of ethical and societal values. In the context of this holistic educational approach, the curriculum is designed in a way that ensures the inclusion of traditional academic subjects, along with elements such as arts, physical education, character development, and life skills. Moreover, inclusive pedagogy emphasizes personalized learning, recognizing and embracing diverse learning styles, abilities, and backgrounds. It strives to create a supportive and inclusive learning environment that values individual strengths and interests, while meeting the needs of all students. Everything mentioned above is referred to as inclusive pedagogy. In the field of physical education, the concept of inclusive pedagogy focuses on providing a comprehensive approach to the physical, mental, and social well-being of students. It goes beyond traditional physical activities and sports education to include various aspects of health, fitness, and personal development. In inclusive physical education and sports, the focus is not only on teaching sports skills but also on fostering a deeper understanding of the importance of physical fitness, healthy lifestyle choices, and overall well-being. This approach integrates elements such as nutrition education, mindfulness practices, and the development of social and emotional skills alongside physical activities. Undoubtedly, inclusive physical education emphasizes meeting the diverse needs and abilities of all students. It also provides students with opportunities to engage in physical activities that align with their individual interests and abilities, boosting their self-confidence and fostering lifelong fitness habits. Moreover, the impact of inclusive physical education extends beyond the school environment, encouraging students to apply what they have learned in real-life contexts, engage in community physical activities, and advocate for the importance of physical well-being.

Moriña & Orozco (2021) mention that the concept of inclusive pedagogy is an educational approach aimed at integrating all students into a single learning environment, regardless of their abilities or special needs. This concept focuses on the importance of respecting diversity and differences among students. Inclusive pedagogy encompasses several key aspects, including the recognition that each student has unique skills and abilities and should be given the opportunity to learn and participate in the classroom. This requires providing the necessary resources and support within the classroom. Curricula should be designed to meet the needs of all students, enhancing learning opportunities for everyone. Additionally, it encourages collaboration between teachers, parents, and the community, ensuring a supportive learning environment for all students. Positive interaction among all stakeholders fosters a sense of belonging and participation (Moriña & Orozco, 2021).

Physical education teachers face numerous challenges and problems while implementing lessons, which manifest in various forms. Some of these challenges relate to the curriculum they deliver to students, which impacts their learning outcomes. While others are associated with the plans and methods they use in the teaching process. Due to her work in the field of physical education teaching, the researcher has noticed several negatives that may appear in the performance of these teachers in their teaching work. Among these is their lack of ability to formulate clear learning objectives, which affects the direction of the educational process. Additionally, the teaching methods they use with their students rely on inconsistent or ineffective instructional strategies. Such as relying on traditional teaching methods without integrating innovative approaches to engage and motivate students.

Moreover, their teaching plans often struggle to effectively meet the diverse needs and abilities of students. It is also observed that in physical education lessons, students with varying abilities, backgrounds, and needs may face barriers to meaningful participation and engagement in the activities of the lesson. In addition, there is limited opportunity for student participation during the lesson. Inadequate support provided by these teachers for learners with varying levels of sports skills. Also, a lack of accommodations for students from diverse cultural, social, or economic backgrounds. This has contributed to the spread of bullying, discrimination, and social isolation among students, negatively impacting their overall wellbeing during lessons and hindering their ability to engage in the learning process fully.

The researcher has formulated a series of questions to explore the underlying causes of these issues, focusing on the professional vision of physical education teachers and its impact on inclusive pedagogy in middle schools. The study examines whether physical education teachers possess the traits that reflect their professional vision and to what extent they embody these characteristics. Additionally, it investigates whether physical education lessons incorporate the principles of inclusive pedagogy and assesses the level of these characteristics. Lastly, the research seeks to determine whether the professional vision of physical education teachers influences the development of inclusive pedagogy within their lessons.

The significance of this research lies in its opportunity to explore how teachers' perspectives and methodologies influence student learning and holistic development within the context of physical education. By delving into the interaction between professional vision and inclusive pedagogy, researchers can gain valuable insights that inform evidence-based practices, educational strategies, and curriculum development in the field of physical education. Moreover, this research may contribute to a deeper understanding of the impact of teachers' vision on students' well-being, physical literacy, and lifelong engagement in physical activity. By examining teachers' professional vision and its role in promoting inclusive pedagogy in physical education lessons, this research aims to enhance the quality of physical education in middle schools and promote a comprehensive educational experience for students.

The significance of this research also lies in its potential to reveal how teachers' professional vision impacts student motivation and participation in physical and sports activities. Additionally, it can examine how professional vision influences the inclusivity of students' experiences during physical education lessons, fostering integration and collaboration among students with diverse abilities and backgrounds. Furthermore, the research can clarify how teachers' vision can contribute to enhancing students' personal and social development through physical education lessons. The findings may also contribute to improving the teaching of physical education and enriching students' inclusive learning experiences. Additionally, the research can provide significant value through the two scales that the researcher will develop to measure the levels of the research variables across various educational institutions, academic stages, and different subjects.

This study aims to achieve three primary objectives. First, it seeks to determine the level of professional vision possessed by middle school physical education teachers in their field of work, based on their personal perspectives. Second, it aims to assess the extent to which physical education lessons incorporate the characteristics of inclusive pedagogy, as perceived by the teachers. Lastly, the study investigates the potential role of teachers' professional vision in fostering and enhancing inclusive pedagogy within physical education lessons.

This research is subject to specific limitations. Human limitations include the participation of middle school physical education teachers under the Nineveh Directorate of Education during the 2024/2025 academic year. Temporal limitations define the study period, which spans from October 1, 2024, to December 20, 2024. Spatial limitations encompass the physical locations of middle schools under the Nineveh Directorate of Education, as well as digital platforms such as Google Forms and the communication application WhatsApp, which were utilized for data collection and interaction.

Professional vision refers to a teacher's ability to observe, interpret, and respond to critical events and interactions within the classroom. It involves both visual perception and cognitive processing to understand classroom dynamics effectively. A well-developed professional vision enables teachers to navigate classroom complexities, enhance student learning experiences, and adapt their teaching strategies accordingly. This ability is shaped by factors such as teaching experience and the subject matter being taught (Minarikova et al., 2021).

Inclusive pedagogy is an educational approach designed to address the diverse needs of all learners while preventing marginalization. It promotes equal treatment of students to avoid stigmatizing differences while also recognizing that learners have both common and unique needs. Rooted in principles of social justice, equality, and respect, inclusive pedagogy emphasizes diversity, flexibility, and real-world relevance in teaching. As a result, it plays a crucial role in modern education by fostering an inclusive and supportive learning environment (Stentiford & Koutsouris, 2021).

METHOD

Research methodology encompasses a range of systematic approaches and techniques used by researchers to collect, analyze, and interpret data to answer specific research questions or test hypotheses. These methodologies can be broadly classified into several fundamental types, including quantitative research, qualitative research, mixed methods, arts-based research, and community-based participatory research (Leavy, 2017). For this study, the researcher adopted a descriptive methodology, utilizing both the survey and correlational approaches, as they align well with the research problem and objectives.

The research population refers to a group of individuals or entities that share specific characteristics relevant to the study (Tabash et al., 2022). In this research, the population comprises middle schools under the Nineveh Governorate Directorate of Education (central district). From this population, the researcher selected 293 physical education teachers as the main sample. The sample was further divided into three sub-samples to facilitate the research process: (1) Pilot study sample 13 physical education teachers (4.4% of the main sample); (2) Statistical analysis sample 168 physical education teachers (57.4% of the main sample); and (3) Application sample 112 physical education teachers (38.2% of the main sample).

Measurement in research involves assigning numerical values or labels to variables based on specific rules to determine their size, quantity, or quality (Adom et al., 2020). The researcher developed two scales to obtain the required research results: the first scale measures the level of professional vision among physical education teachers, while the second scale assesses the level of inclusive pedagogy within physical education lessons. The development of these scales adhered to established scientific procedures for scale construction to ensure validity and reliability.

To formulate the research scales, the researcher conducted a comprehensive review of scientific sources related to professional vision in physical education teachers and inclusive pedagogy within physical education lessons. Based on these sources, 15 items were designed for each scale. These items were carefully constructed to align with the study's objectives and measurement criteria. Table (1) presents the key scientific references that informed the formulation of the research scales.

Table 1. Scientific sources used in formulating the research scales' items

Research Variables	Scientific sources
Professional vision	(Witt et al., 2024) (Farrell et al., 2024) (Oellers et al., 2024) (Horlenko et al., 2024) (Muhonen et al., 2023) (Finefter-Rosenbluh & Power, 2023) (Eßling et al., 2023) (Wyss et al., 2023) (Stahnke & Friesen, 2023) (Wedde et al., 2023) (Finefter-Rosenbluh & Power, 2023) (Steinwachs & Martens, 2022)
Inclusive pedagogy	(Zinnah et al., 2024) (Jackson-Summers et al., 2024) (Langan et al., 2024) (Carballo & Cotán, 2024) (Galih Rasita Dewi & Hermanto, 2024) (Basha et al., 2024) (Lynch & Wojdak, 2023) (Valdez & Kelp, 2023) (Cinkara et al., 2023) (Nwachukwu et al., 2023) (Mirzakhmedova et al., 2023) (Moriña & Orozco, 2021)

After completing the formulation of the items for both scales, the researcher provided a set of response alternatives. A five-point Likert scale (5-4-3-2-1) was used, with the response options being: (Strongly Apply, Apply, Somewhat Apply, Do Not Apply, Do Not Apply at All).

The preliminary version of both the Professional Vision Scale and the Inclusive Pedagogy Scale was administered to a randomly selected group from the main research sample, consisting of 13 physical education teachers, representing the pilot study sample. The pilot study aimed to assess the clarity of the scale items, both linguistically and terminologically, ensuring their comprehensibility for the research participants. Additionally, it sought to identify potential challenges the researcher might encounter during the full-scale application of the instruments to the statistical analysis sample and the application sample. Furthermore, the study measured the average time required for participants to complete both scales, which was approximately 22 minutes.

To obtain the required results and complete the preparation of the research scales, the researcher administered the scales to a random sample from the main

research sample, consisting of (168) physical education teachers, representing the statistical analysis sample. The application process was conducted during the period from (20–25/10/2024).

Following this, the researcher proceeded to extract the results and process them statistically to verify the validity and reliability of the scales. To determine the validity of both the Professional Vision Scale for physical education teachers and the Inclusive Pedagogy Scale in physical education lessons, the researcher employed the internal consistency method of validity. The purpose of calculating the internal consistency validity of the scales is to assess the degree to which the different questions or items in the scale consistently measure the same ability or characteristics intended by the research. Internal consistency validity also aims to determine the homogeneity of the items within the scale and their ability to consistently measure the concept. This method involves calculating the correlation between the score of each item and the total score of the scale. Table 2 presents the results of the internal consistency validity for both scales.

Table 2. Internal consistency of the research scales

Professional Vision Scale			Inclusive Pedagogy Scale		
Item	Correlation with Total Score	Sig.	Item	Correlation with Total Score	Sig.
1	0.463	0.000	1	0.509	0.000
2	0.592	0.000	2	0.501	0.000
3	0.735	0.000	3	0.551	0.000
4	0.449	0.000	4	0.524	0.000
5	0.700	0.000	5	0.584	0.000
6	0.716	0.000	6	0.455	0.000
7	0.791	0.000	7	0.572	0.000
8	0.801	0.000	8	0.626	0.000
9	0.692	0.000	9	0.773	0.000
10	0.573	0.000	10	0.629	0.000
11	0.417	0.000	11	0.677	0.000
12	0.474	0.000	12	0.626	0.000
13	0.517	0.000	13	0.588	0.000
14	0.689	0.000	14	0.702	0.000
15	0.789	0.000	15	0.437	0.000

All the items of the Professional Vision Scale and the Inclusive Pedagogy Scale showed significant consistency coefficients with their respective total scores, as indicated in Table 2. The correlation coefficients of the Professional Vision Scale items for physical education teachers with the total score ranged between (0.417–0.801), with significance levels of (0.000). Similarly, the correlation coefficients of the Inclusive Pedagogy Scale items within physical education lessons with the total score ranged between (0.437–0.773), with significance levels of (0.000). Thus, the validity of both scales was confirmed.

The next step to ensure that the scales possessed psychometric properties was to verify their reliability. To achieve this, the researcher calculated the reliability of both the Professional Vision Scale and the Inclusive Pedagogy Scale using the split-half method. This method involves dividing the items of each scale into two halves and then calculating the correlation between these halves to determine the split-half reliability for each scale. The researcher then processed the results obtained using Guttman's formula to calculate the overall reliability of the research scales. Table 3 illustrates the reliability verification results.

Table 3. Reliability of the research scales

Professional Vision Scale for teacher		
Split-half reliability	Guttman's formula	Reliability
0.901		0.940
Inclusive Pedagogy Scale		
Split-half reliability	Guttman's formula	Reliability
0.830		0.907

It can be seen from Table 3, that both the professional vision scale and the inclusive pedagogy scale possess a high level of reliability.

After verifying the validity and reliability of the scales, the Professional Vision Scale for physical education teachers and the Inclusive Pedagogy Scale within physical education lessons were finalized with 15 items each. The items on both scales are answered using a five-point Likert scale with the following response options: Strongly Applies, Applies, Somewhat Applies, Does Not Apply, Strongly Does Not Apply, assigned weights of (5-4-3-2-1). Thus, the highest possible score for each scale is (75), while the lowest possible score is (15).

After finalizing both the professional vision scale and the inclusive pedagogy scale, the researcher applied them to the final application sample, randomly selected from the main research sample. This sample consisted of (112) physical education teachers. The application process was conducted over the period from (November 15 to 20, 2024). After obtaining the results, they were processed statistically using the (SPSS26) software. The following statistical methods were utilized: percentage, mean (AM), standard deviation (SD), simple correlation coefficient, Guttman formula, split-half method, independent sample t-test, and hypothetical mean (HM). These methods were employed to determine the levels of both the Professional Vision Scale and the Inclusive Pedagogy Scale, as well as their individual items.

RESULTS AND DISCUSSION

Table 4. Levels of the professional vision scale for physical education teachers and its items

Item	Content	HM	AM	SD	T value	Sig.	Level
1	The teacher demonstrates a deep understanding of diverse learning styles and integrates them into physical education lessons	3	3.36	0.788	3.499	0.001	High
2	The teacher recognizes students' cultural backgrounds, respects their diverse perspectives, and incorporates them into lesson execution	3	3.34	0.762	3.446	0.001	High
3	The teacher effectively communicates subject knowledge, including sports and physical education concepts, to students, emphasizing the correction of misconceptions	3	2.95	0.887	0.444	0.659	Moderate
4	The teacher integrates technology and multimedia to enhance the learning experience in physical education lessons	3	2.71	0.991	2.252	0.028	Low
5	The teacher identifies students' individual needs for developing physical fitness components and motor skills, adapting plans to suit their abilities	3	3.26	0.762	2.584	0.012	High
6	The teacher fosters positive and supportive relationships with students, creating an inclusive environment within physical education lessons	3	3.07	1.074	0.489	0.627	Moderate
7	The teacher demonstrates a strong understanding of injury prevention methods, prioritizing students' well-being during physical	3	3.17	1.172	1.120	0.267	Moderate

activities							
8	The teacher collaborates with colleagues and technical supervisors to ensure that students with diverse abilities and talents receive appropriate facilities and support in sports	3	3.14	0.945	1.112	0.271	Moderate
9	The teacher consistently seeks professional development opportunities to stay updated on the latest inclusive teaching strategies in physical education	3	2.93	0.835	0.629	0.532	Moderate
10	The teacher encourages collaboration and mutual support among students, fostering a sense of integration during sports activities	3	3.57	0.624	6.939	0.000	High
11	The teacher adopts a holistic approach to education, addressing mental and emotional well-being alongside teaching sports concepts in physical education curricula	3	3.02	0.888	0.148	0.883	Moderate
12	The teacher recognizes the diverse contributions of all students, celebrates their athletic achievements, and values them within the context of lessons	3	3.07	0.835	0.629	0.532	Moderate
13	The teacher inspires students to develop a lifelong love for physical activity, fitness, and a passion for health and well-being beyond the classroom	3	3.36	0.810	3.404	0.001	Moderate
14	The teacher collaborates with sports organizations and community groups to enhance students' experiences in physical education	3	2.93	0.971	0.541	0.883	Moderate
15	The teacher actively seeks feedback from students to evaluate their learning experiences and adjusts teaching practices accordingly	3	3.07	1.006	0.522	0.604	Moderate
The Overall Scale Score		5	46.95	8.472	1.751	0.085	Moderate

Table 4 reveals that the levels of the items on the Professional Vision Scale for Physical Education Teachers ranged between high, moderate, and low. Specifically, items (1, 2, 5, 10, and 13) achieved high levels, as their mean scores exceeded the hypothetical mean of 3 with significant values. These mean scores are (3.36, 3.34, 3.26, 3.57, and 3.36), respectively. Meanwhile, the items (3, 6, 7, 8, 9, 11, 12, 14, and 15) recorded moderate levels, with mean scores of (2.95, 3.07, 3.17, 3.14, 2.93, 3.02, 3.07, 2.93, and 3.07), respectively. These mean scores are close to the hypothetical mean value and are statistically insignificant. Item (4) obtained a low level, with a mean score of (2.71), which is below the hypothetical mean value and statistically significant. The Professional Vision Scale, as a whole, achieved a moderate level, with a mean score of (46.95), which is close to the total hypothetical mean value of (45) and statistically insignificant.

The researcher may attribute the moderate result of the Professional Vision Scale among physical education teachers to the teaching approach adopted by physical education teachers when delivering sports lessons. This does not sufficiently prioritize providing students' mental and emotional well-being alongside the teaching of sports concepts. The researcher may also attribute this result to the process of knowledge transfer carried out by these teachers, which relates to sports skills, knowledge, and various physical abilities in a way that ensures effectiveness in learning. However, this learning process is not linked to addressing mistakes made by students during the learning process. In addition, these teachers may have somewhat overlooked an important aspect of teaching, which is linking learning experiences to modern educational technologies. This result was further compounded by the limited learning environment created by the teachers, which does not emphasize the promotion of positive relationships and the necessary

support for students. Additionally, the limited recognition by teachers of the contributions and achievements made by students and the lack of celebration and appreciation of these within the course of lessons also contributed to this outcome. Another factor contributing to the overall result of the scale at this level is the professional stagnation that dominates these teachers, which distances them from the advancements in teaching physical education, along with the noticeable lack of required collaboration with various sports organizations. All of the aforementioned factors led to the professional vision level being moderate. Consequently, this level affected the enhancement of the learning process and the students' learning experiences.

Eßling et al. (2023) mention that teachers' professional vision is one of the key elements that contribute to improving the quality of education and enhancing the effectiveness of the educational process. Professional vision enables teachers to have a deep understanding of the learning and teaching processes, allowing them to meet the needs of their students better. When teachers have a clear vision, they become more capable of observing and interpreting classroom events, which helps them make informed educational decisions that benefit students. Furthermore, there is a close relationship between professional vision and student outcomes. Teachers with a strong professional vision tend to achieve better outcomes for their students, both in terms of academic achievement and increased interest and engagement in lessons. (Eßling et al., 2023, p. 2).

Heinonen et al. (2023) add that teachers' professional vision enables them to interpret what they observe in the learning environment, helping them make informed educational decisions that support student progress. Additionally, teachers' understanding of their professional vision is closely linked to their concepts of teaching and learning, which enhances their educational experience and increases their effectiveness in the classroom. (Heinonen et al., 2023, p. 11)

Table 5. Levels of the inclusive pedagogy scale in sports lessons and its items

Item	Content	HM	AM	SD	T value	Sig.	Level
1	The teacher creates a supportive and welcoming environment for students from all backgrounds, identities, and abilities during physical education lessons	3	3.21	0.744	2.119	0.038	High
2	They adjust lesson plans and activities to ensure the participation of all students, regardless of their physical abilities and experiences of success and failure in performance	3	3.14	0.868	1.211	0.231	Moderate
3	They adopt an inclusive approach that includes mental, social, and emotional aspects in teaching when designing and implementing their plans	3	2.91	0.732	0.897	0.374	Moderate
4	They allow discussions and activities that promote understanding and respect for diverse cultures, traditions, and sports practices within physical education curricula	3	2.93	0.971	0.541	0.591	Moderate
5	The teacher encourages students to take on leadership roles to enhance a sense of belonging and empowerment during physical education lessons	3	2.97	0.837	0.314	0.755	Moderate
6	They ensure open communication and feedback loops to ensure all students feel heard and valued during the lesson	3	2.93	0.989	0.531	0.597	Moderate

7	They emphasize implementing inclusive assessment methods that consider individual progress and growth, rather than just relying on performance outcomes in physical activities	3	2.74	0.807	2.441	0.018	Low
8	They work diligently to eliminate biases and stereotypes related to gender, race, or ability within the context of physical education, promoting a culture of inclusion and respect	3	2.48	0.883	4.459	0.000	Low
9	The teacher fosters a learning environment where students feel comfortable expressing themselves and their physical abilities, promoting self-confidence and self-worth	3	2.69	0.730	3.236	0.002	Low
10	They establish clear connections between physical activities and real-world applications, such as teamwork in lessons	3	2.81	0.945	1.528	0.132	Moderate
11	They encourage students to participate in decision-making and problem-solving while engaging in physical activities	3	2.55	1.245	2.742	0.008	Low
12	They promote values of fairness, good sportsmanship, and inclusivity during the execution of physical activities and various games	3	3.03	1.025	0.256	0.799	Moderate
13	They encourage student interaction with the local community and contributions to solving social issues	3	3.02	0.761	0.173	0.864	Moderate
14	They integrate diverse sports equipment and facilities to facilitate full participation for students with physical disabilities in physical education lessons	3	2.64	1.003	2.748	0.008	Low
15	They adopt a flexible approach that allows students to choose and guide their learning processes based on their interests and abilities	3	3.09	0.904	0.726	0.471	Moderate
The total score for the scale		45	43.14	6.624	2.141	0.037	Low

When reviewing Table 5, it is clear that the items of the inclusive pedagogy scale within sports lessons show levels that range from (high, moderate, and low). Item (1) achieved a high level with a mean score of (3.21), which is higher than the hypothetical mean value of (3), with statistical significance. Items (2, 3, 4, 5, 6, 10, 12, 13, 15) attained moderate levels with mean scores of (3.14, 2.91, 2.93, 2.97, 2.93, 2.81, 3.03, 3.02, 3.09), which are values close to the hypothetical mean with no statistical significance. As for items (7, 8, 9, 11, 14), they scored low levels with mean values of (2.74, 2.48, 2.69, 2.55, 2.64), which are lower than the hypothetical mean value, with statistical significance. The overall score of the scale was low, with a mean of (43.13), which is below the hypothetical total mean value of (45), with statistical significance.

It appears from Table 5 that the level of the inclusive pedagogy scale within physical education classes was low. The researcher attributes this result to the inability of physical education teachers to create a learning environment that provides students with feelings of happiness, comfort, and security, allowing them to express their physical and skill-based abilities. Additionally, there was a lack of a classroom approach that includes skills and activities ensuring the consideration of the mental, emotional, and social aspects related to students. Thus, this affects the growth of

students' self-confidence and their sense of self-worth, as well as their insufficient involvement in decision-making and problem-solving processes that arise during the implementation of physical education activities, which require them to have enough courage to participate. Furthermore, the failure of these teachers to emphasize evaluating students through assessment methods that consider ensuring their overall development, regardless of the results they achieve from performing physical and educational activities, contributes to this issue. The disappointing outcome may be attributed to the lack of effort by physical education teachers in promoting a culture of inclusion, diversity, and respect among students. This culture is crucial for eliminating disparities among students based on gender, ethnicity, or abilities. Additionally, the failure of teachers to plan their lessons in a way that ensures the meaningful participation of students with special needs might have contributed to this result. This includes providing appropriate sports equipment for these students and integrating such equipment with the tools used by the rest of the class during lessons. In addition, the failure of these teachers to establish essential connections that integrate sports lesson activities with the real world in which students live has contributed to this outcome. These combined factors have led to a decline in the level of inclusive pedagogy within sports lessons.

Zinnah et al. (2024) emphasize that the importance of adopting an inclusive pedagogy approach in lessons manifests in several key aspects. This approach promotes inclusivity within the educational environment by enabling all students, regardless of their abilities or cultural backgrounds, to actively participate in lessons. This, in turn, enhances their sense of belonging and equality while fostering a more positive learning environment. Moreover, inclusive pedagogy enables teachers to meet the diverse needs of their students by employing various teaching strategies. This includes adapting their instructional methods to accommodate different learning styles, which helps improve students' academic performance (Zinnah et al., 2024, p. 31).

Carballo & Cotán (2024) point out that diversity in classrooms represents a rich element and an opportunity for learning, fostering the development of inclusive and effective teaching practices for all students. Inclusive teachers demonstrate a strong commitment to the learning of all students, not just a specific group. They also encourage their students by providing the necessary support and accommodations to ensure everyone's participation in educational activities, which enhances their engagement in the learning process. Inclusive pedagogy contributes to fostering a deep understanding of educational concepts. It also supports the process of changing teachers' misconceptions about teaching and learning, ultimately improving their teaching practices. (Carballo & Cotán, 2024).

Table 6. Nature of the relationship and the role of professional vision in inclusive pedagogy

Independent variable	Dependent variable	Correlation coefficient (R)	Determination coefficient (R ²)	Sig.
Professional vision of teachers	Inclusive pedagogy	0.604	0.365	0.000

It can be observed from Table 6 that there is a significant positive correlation between the professional vision of physical education teachers and inclusive pedagogy within physical education lessons. The correlation coefficient between them is (0.604), with a significance level of (0.000). It can also be observed from the

same table that the professional vision of teachers contributes to inclusive pedagogy by (0.365). This means that approximately (37%) of the variance in inclusive pedagogy within physical education lessons is attributed to the professional vision of physical education teachers, while the remaining variance is due to other variables.

The researcher can attribute this relationship and role to the influence of the professional beliefs and values of physical education teachers on their teaching practices and the learning environment they create. Teachers with a strong professional vision often prioritize holistic development, not only focusing on physical skills but also on the social, emotional, and cognitive growth of their students. This vision includes the belief that physical education should contribute to the overall well-being and development of students, fostering values such as teamwork, respect, flexibility, and healthy competition. When these values are incorporated into teaching practices and lesson design, they create an environment that aligns with the principles of inclusive pedagogy. It is also likely that teachers with a professional vision emphasizing inclusive pedagogy will design lessons that include activities promoting social interaction, emotional regulation, problem-solving, life skills development, positive social interaction, and critical thinking alongside physical skill development. This approach fosters an inclusive, supportive, and nurturing learning environment that aligns with the goals of inclusive pedagogy.

CONCLUSION

In conclusion, the researcher concluded that physical education teachers in middle schools affiliated with the Nineveh Education Directorate have professional visions regarding their teaching role, which are characterized by being average in their personal view. These professional visions of physical education teachers play a major role in developing the characteristics of comprehensiveness in physical education lessons, with a significant positive relationship between the two variables.

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