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Are there any differences between mainstream and special school teachers in the image on inclusive education?

Tomomi SANAGI Ph.D.

Chiba University (Japan)

Abstract

In Sanagi (2014), a questionnaire survey of about 180 teachers has been carried out, and he pointed out that many teachers had an inaccurate and inappropriate image on inclusive education. The purpose of the present study was to clarify the differences between mainstream teachers and special school teachers about the image on inclusive education. 138 teachers participated in the investigation through using the same questionnaire as sanagi (2014). Teachers were divided into two groups by using conjoint analysis and cluster analysis. Group A teachers mainly consisted of mainstream teachers and characterized by their tendency of answer that "resource room system" was recognized as the symbol of inclusive education. In group A, although "relative importance" on the factor of "group size" was high percentage, the absolute values on the average score of the utility scores were low. It means that group A teachers had various images on group size. In other words, their image of group size in inclusive education was ambiguous. On the other hand, group B teachers mainly consisted of special school teachers and characterized their image on inclusive education as "repudiation of separated learning opportunities." Their image of inclusive education was "denying individual teaching and resource room system" and just only "teaching in a large group setting." It was the same result as sanagi (2014) that many teachers had not correct image on inclusive education. New findings were as follows: 1) Why did mainstream teachers recognize the resource room system as a symbol of inclusive education? : The resource room system has diffused parallel simultaneously with spreading the word "inclusive education" in Japan.; 2)Why special school teachers did recognize that "repudiation of separated learning opportunities" and "denying individual teaching and resource room system" as the main aspect of inclusive education? : Many special teachers misunderstood that inclusive policy will make diminish the number of special schools and all pupils will integrate into mainstream schools and classrooms.

Background

Sanagi(2014) pointed out :

➡ Definition of inclusive education :

Expanding process of including diversity of educational needs (Sanagi, 2011)

➡ Many teachers express their approval and positive attitude of inclusive education

However,

Some teachers think "inclusive education" as

when all pupils are in a mainstream school, then that is the inclusion,

when pupils with disabilities always join the class with their peer, then the inclusion come true, or

denying any segregated setting in learning, then we could avoid exclusion etc.

Background

(cont.)

In case as below;

If all pupils are in a mainstream school, but the school does not make suitable provision to meet pupils' educational needs.

If a pupil with disability join the lesson always in a mainstream classroom, but their peers exclude them as 'guest.'

If education authority abolish special schools in their area, or close special classrooms and resource rooms at mainstream schools, but no schools can provide special educational provision.

Needless to say, these are not "inclusive education."

Background

Sanagi(2014) pointed out that there were a variety of teachers' attitudes toward the image of inclusive education and more research was needed on it in detail.

There are some questions about this topic:

What specific feature does mainstream teachers have?

What about special teachers?

Are there any differences between mainstream teachers and special teachers ?

We should clarify teachers' attitudes towards the images of inclusive education in detail.

That is the purpose of present study.

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Method

participants

- 150 teachers
- who want to have special teacher license
- all of participants joined short certification courses
- consists of mainstream and special teachers

Data collection

- Using questionnaire for factor analysis and conjoint analysis
- the questionnaire on inclusive education for conjoint analysis was consisted of 11 items (each item consisted of combined 4 factors)
- August – October 2014

Method

Conjoint Analysis

➡ Factor 1 (Inclusivity image)

/ put a pupil into a mainstream

/ expanding environment includes a pupil

➡ Factor 2 (Group organization)

/ repudiation of separated learning opportunity

/ resource room system

/ homogeneous group setting

➡ Factor 3 (Group size)

/ individualized lesson

/ a small group

/ a large group

➡ Factor 4 (diversity image)

/ pupil with disability in a group

/ various attribution in a group

Combination of items
2 x 3 x 3 x 2 = 36

11 combinations were extracted for the questionnaire using orthogonal layout.

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Questionnaire

・**Please estimate your image of inclusive education as 1 to 5.**

We set some combination of items as below.
（1：this combination is far from my inclusive education image　〜
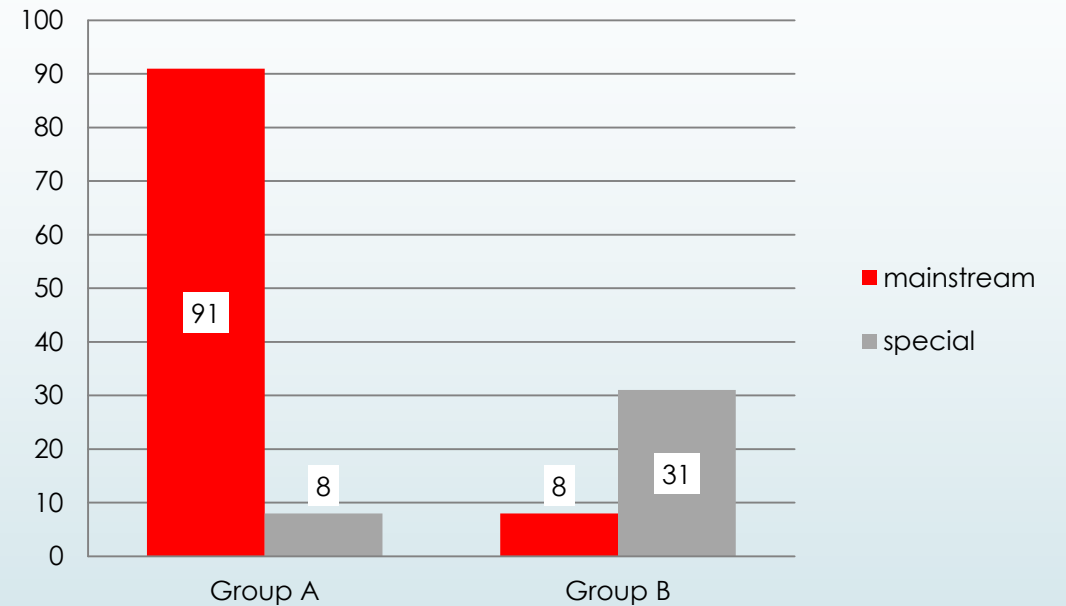**5：this combination is a just image of my inclusive education）**

Results

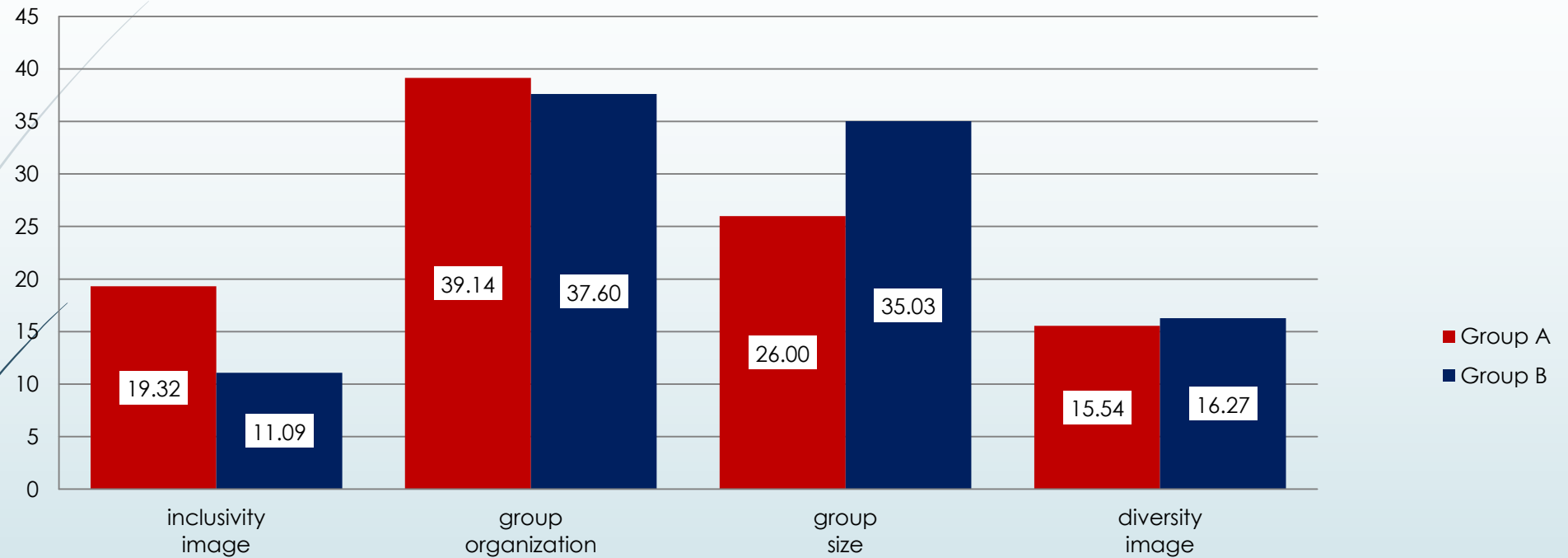Fig. 1   Average Relative Importance (n=138)

Teachers (mainstream and special) regards 'group organization factor' as decision making of their symbolic image of inclusive education.

Fig. 2 School type by clasters

Group A mainly consists of mainstream teachers. Group B mainly consists of special teachers.
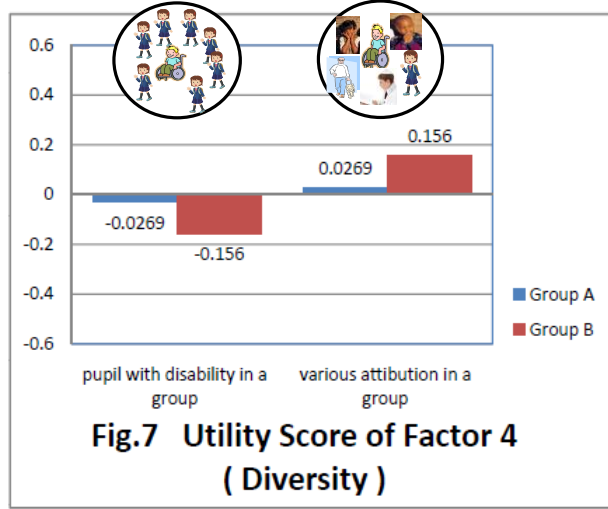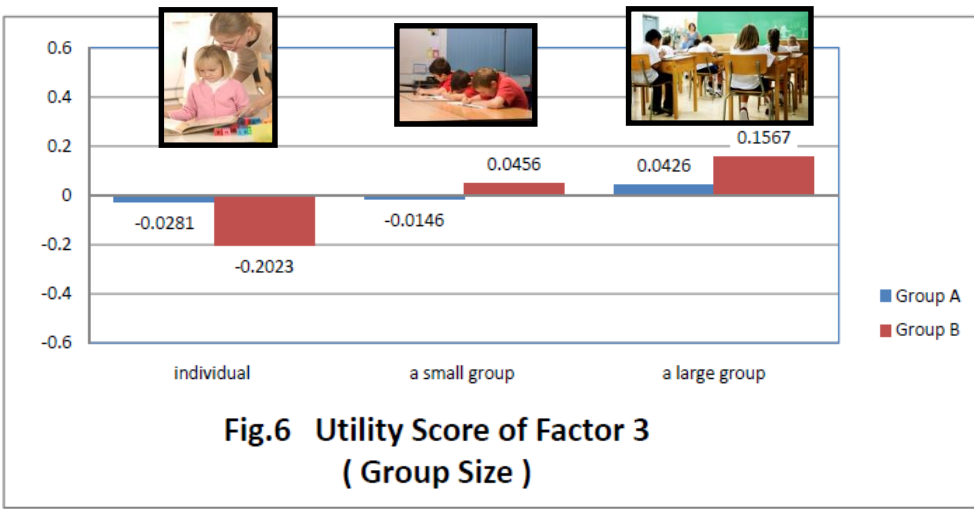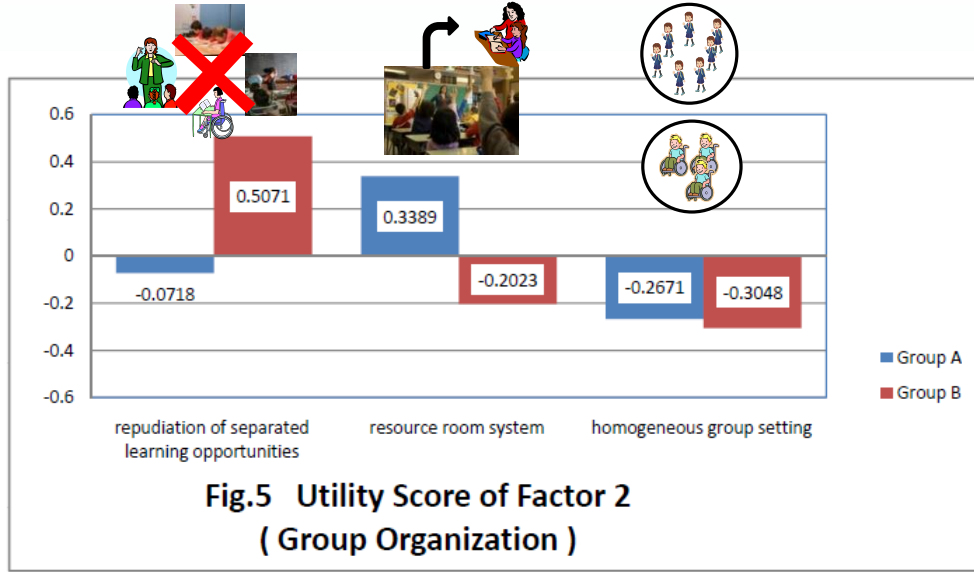
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Results

Fig. 3   Average Relative Importance

It seems that the 'Relative importance' profile of both groups were similar to each other.
Could we conclude that these two groups had the same images towards inclusive education?

Results

Fig.4　Utility Score of Factor 1
(Inclusivity)

Fig.5　Utility Score of Factor 2
(Group Organization)

Fig.6　Utility Score of Factor 3
(Group Size)

Fig.7　Utility Score of Factor 4
(Diversity)
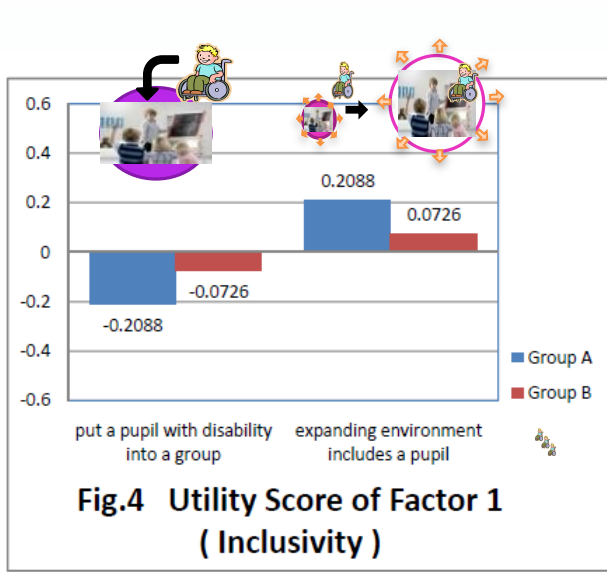
There are considerable differences between Group A and B.

Discussion

Group A (mainly mainstream teachers)

➡ Group A teachers recognized resource room system as symbolic image of inclusive education

Group B (mainly special teachers)

➡ Group B teachers recognized 'repudiation of separated learning opportunities' as symbolic image of inclusive education

Why did mainstream teachers focus on resource room?
--- There are a possibility that the term 'resource room system' was diffused at mainstream schools while at the same time introducing the term 'inclusive education.

Why did special teachers focus on 'repudiation of separation'?
--- Many special teachers afraid whether inclusive education system will make special schools and classes diminish in the future.

Conclusion

- For including pupils' diversity in education, teachers' attitudes towards inclusive education are foregone important.

- The facts, however, teachers had the inaccurate and different image of inclusive education indicated that educational practices on inclusive education also were confused in schools.

For Next

- More research will be needed to develop a provision for teacher training systems for effective inclusive education.

- Studies for developing a new policy for good education practice will be also needed for ensuring 'substantial participation' at schools for pupils with special educational needs.

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Main References

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