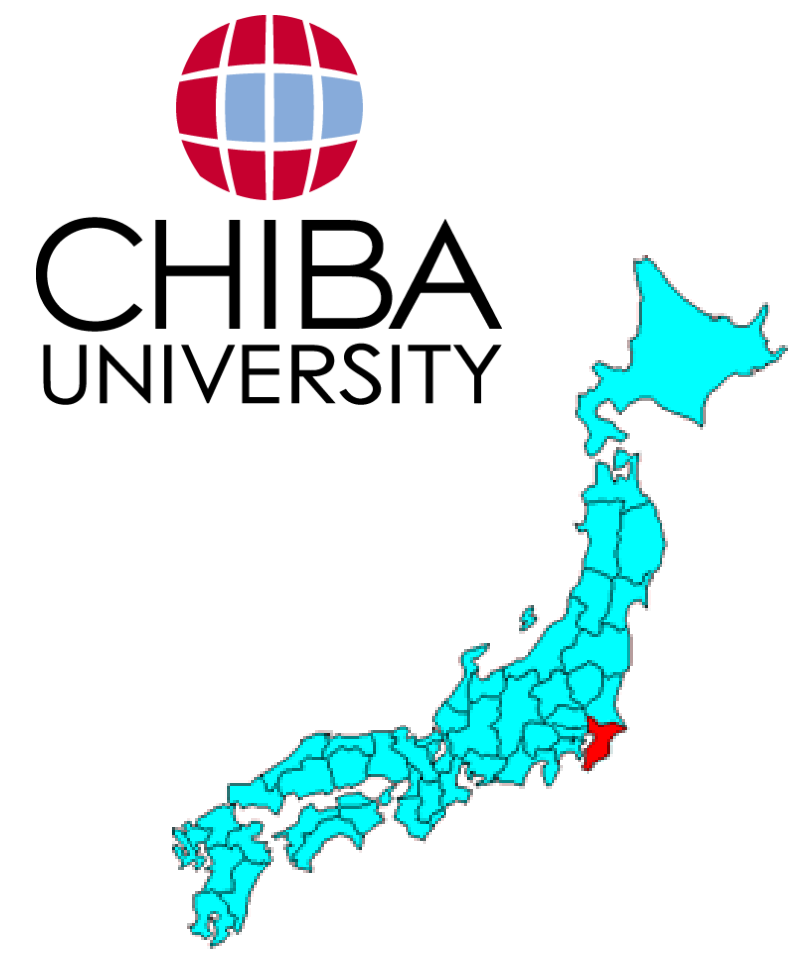# Teacher's image on inclusive education
- classification using conjoint analysis -

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Background

Sanagi(2014) pointed out:

Most of all teachers hear the word 'inclusive education' as a next key concept in primary and secondary education. And, many teachers express their approval and positive attitude of inclusive education.

However, there are some question about teacher's recognition on inclusive education:

  Do teachers have a correct understanding of inclusive education?

  Can teachers explain the definition of inclusive education?

  Do teachers have only superficial or ambiguous image of inclusive education, or not?

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

Some teachers think "inclusive education" like as follows:
   when all pupils are in a mainstream school, then that is the inclusion,
   when pupils with handicap always study with their peer, then "inclusion" come true, or denying any segregated setting in learning, then we could avoid "exclusion" etc.

The extent of understanding by teachers on inclusive education would affect the effective education practice.

Sanagi(2014) divided teacher's image on inclusive education into two groups and explain the features with affair of foreign pupils and location of their schools.

We should clarify in detail of the structure of teacher's image on inclusive education.

That is the purpose of present study.

Method

Participants
・150 teachers (Japanese) who want to have special teacher license
・all of participants joined certification courses

Data collection
・Using questionnaire for conjoint analysis : same as Sanagi (2014)
・the questionnaire was consisted of 11 items
・each item consisted of combined 4 factors
・August 2014

Procedure

1. Conjoint Analysis

Table 1 Factors and Levels for questionnaire

Factor 1 (Inclusivity Image)	(level 1) put a pupil into a mainstream
	(level 2) expanding environment includes a pupil
Factor 2 (Group Organization)	(level 1) repudiation of separated learning opprtunity
	(level 2) resource room system
	(level 3) homogeneous group setting
Factor 3 (Group Size)	(level 1) individualized lesson
	(level 2) a small group
	(level 3) a large group
Factor 4 (Diversity Image)	(level 1) pupil with disability in a group
	(level 2) various attribution in a group

2. Cluster Analysis
1) Cluster Analysis by Relative Importance → three types
2) Cluster Analysis by Utility Scores → two types
3) Making Contingency Table

SIX TYPES

questionnaire

Result

Fig. 1 Subfile Summary (Conjoint Analysis)

Image of inclusive education has been defined mainly group organization factor and group size factor by teachers. (similar as sanagi(2014))

cf. Concept of inclusive education originally defined by diversity factor and inclusivity factor.

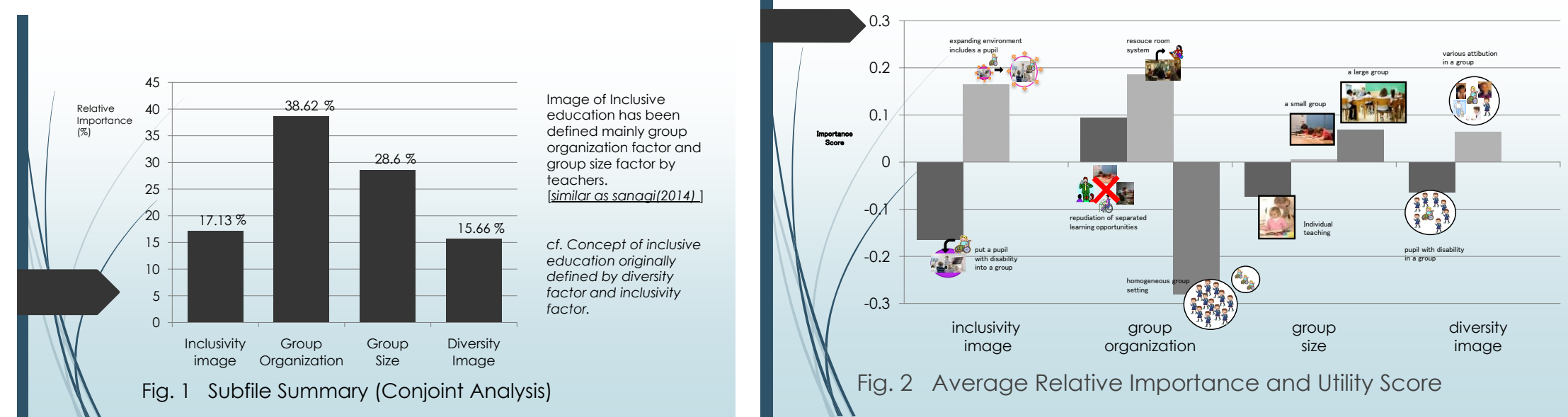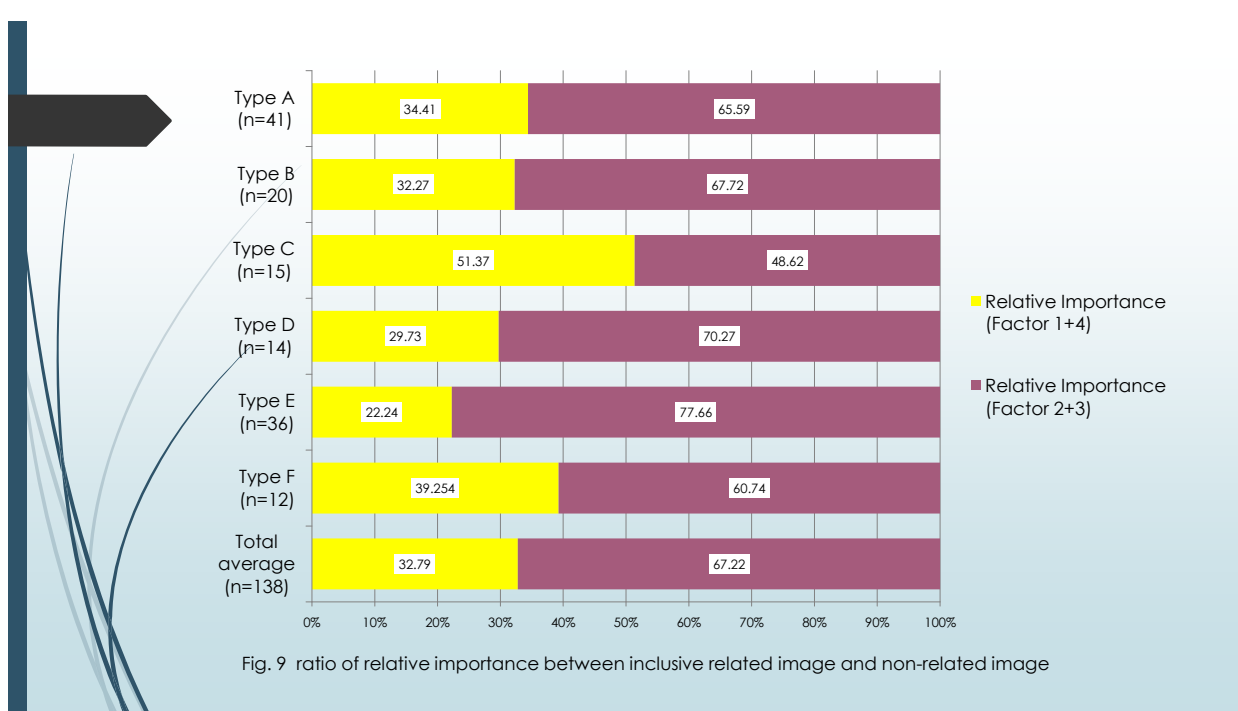Fig. 2 Average Relative Importance and Utility Score

Table 2   Contingency table on relative importance and utility score

CONTINGENCY TABLE Relative Importance & Utility Scores		Cluster by Relative Importance			
		1	2	3	
Cluster by Utility Scores	1	**Type A (41)** ・strongly regards image on large learning group size as inclusive education ・deny segregated setting and homogeneous group setting ・appropriate image on factor 1 and 4 (expanding environment / diversity), however less emphasized than factor 2 and 3	**Type B (20)** ・something similar to Type A, but teachers regards image on the style of teaching as inclusive education ・strongly deny not only segregated setting but also resource room style and homogeneous group setting ・take a few accout of expanding image of environment ・appropriate image on diversity	**Type C (15)** ・regards image on including diversity of needs as inclusive education ・highest relative importance score of inclusive education concept ・deny individual and segregated setting and homogeneous group setting ・large learning group size oriented	76
	2	**Type D (14)** ・regards group size factor, especially individual or small size setting, as deciding image of inclusive education ・also regards resouce room setting as symbol of the inclusive education ・deny large classroom setting ・inclusion is close image to locational integration of children with and without disability	**Type E (36)** ・strongly has image of inclusive education as providing resource room, individual setting and small group setting ・deny large learning group size ・take little account of exact inclusive concept (just imaged inclusive education as group organization and group size)	**Type F (12)** ・has almost no inclusivity image ・inclusion is close image to locational integration of children with and without disability ・resource room and small size group oriented ・deny large size group and homogeneous group setting	62
		55	56	27	n = 138

Type A

Type B

Type C

Type D

Type E

Type F

Fig. 9 ratio of relative importance between inclusive related image and non-related image

Discussion

Why many teachers did pay their attention to "group" as image on inclusive education ?

・Results imply many teacher in Japan having images of inclusive education as being derived from style and size of study group.
・Traditionally, teachers were familiar with education at mainstream as "Integration" in Japan.
・After 2007, the government emphasized special needs education at mainstream schools than before.
・Many discussions focused on "style" and "individuality" for special needs education.

Conclusion

What should we do for the future?

・There are a few but certainly exist teachers who have paid their attention to "diversity" as a close related factor to inclusive education image. (in type C)
・The important is not on just focusing to include pupils, but on including pupil's educational needs. So teachers will think, then, it would be expected many teachers may have their image on and understanding inclusive education more appropriately.