ATTITUDES TO NORMALIZATION AND INCLUSIVE EDUCATION

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【Introduction】

The growth of interest in inclusion has been landmarked by a number of key events（Garner, 2009）. We could find many definitions about a concept of inclusive education. Sanagi (2011) reviewed some studies and defined the key essence of inclusive education as "expanding process of including diversity of educational needs."Teacher's recognition about inclusive education is essential for good practice.It seems, however, there are not so appropriate as situation. Sanagi (2014) conducted an investigation in Japan and pointed out that many teachers had regarded a concept of inclusive education as "type of group (group organization)" and "size of group", though these factors were not directly related to the concept of inclusive education.These keywords just symbolize an existence of special education settings.We should share the appropriate concept of inclusive education for constructive and effective practice of inclusive education. The idea of normalization is also a key concept in education and social welfare area. There are no teachers who do not know this term in Japan. There are, however, few studies to have made it clear the teacher's image on the relationship between inclusive education and normalization. Teacher's image on normalization and the relationship of these two ideas are open to debate in view of the fact that teacher's recognition of the concept will affect an effective practice for children with special educational needs.

The purpose of this study is to clarify the teacher's image on normalization and the relationship between the images on inclusive education and normalization.

【Method】

138 mainstream and special teachers were participants of this study. I used a set of questionnaire that consisted of 34 items for analyzing SD image on normalization and 11 items for conjoint analysis on inclusive education. The questionnaire on normalization image was a five-point SD scale style.In the other questionnaire, for analyzing teachers' images to inclusive education, the author sets four factors in conjoint analysis - factor A: Inclusivity Image; factor B: Group Organization; factor C: Group Size; factor D: Diversity Image. Factor A and D were closely related to inclusive education image. On the other hand, factor B and C was not directly related to inclusive education image. These factors were on special settings for pupils with special educational needs and/or general school environment. The reason why I mixed these factors related to inclusive education image or not was that it is a good way to clarify whether the teacher's image on inclusive education is appropriate or not. That is, if teachers would answer their image on inclusive education as factor B and C like as Sanagi (2014, 2015), it means that teachers have not appropriate image on inclusive education.

【Result】

1) SD image to normalization（semantic differential method; five-point scale）

Table 1 High Ave. Items(Normalization)	Mean	SD
Inclusive - Exclusive	4.28	0.80
Sympathetic - Unsympathetic	4.25	0.75
New - Old	4.24	0.78
Cooperative - Uncooperative	4.20	0.77
Good - Bad	4.06	0.76
Positive - Negative	4.03	0.76
Warm - Chilly	4.02	0.81
Equal - Inequal	3.96	0.98
Harmonic - Nonharmonic	3.93	0.92
Compatible - Inconpatible	3.91	0.95

Teachers evaluated 34 items on normalization with five-point scale. High-Average items are summarized in Table 1. It shows that teacher's image on normalization is seemed to be similar to the inclusive education image. It is worthwhile to note that terms such as "inclusive","equal", and "harmonic" were involved.

2) Factor analysis of normalization images

The responses to 34 items about normalization image were subjected to principal component factor analysis with Promax rotation. Teacher's image on normalization consisted of five factors, that is, Factor 1 -Balanced Accordance; Factor 2 - Familiarity; Factor 3 - Sensitivity; Factor 4 - Showiness; Factor 5 - Sincerity. The Kaiser-Meyer-Olkin (KMO) is enough high (KMO=0.880). The P value of Bartlett's test is less than 0.001.

3) Classification of teachers' images with cluster analysis

Teachers' images on normalization and inclusive education were classified into three groups using cluster analysis. Each group consisted of both mainstream and special teachers.

4) Average scores of SD images about Normalization

Table 2   Average Scores of SD image to Normalization

	Groups	N	Average	SD
Factor 1 Balanced Accordance	X	46	3.59	0.57
	Y	60	4.10	0.46
	Z	32	4.45	0.36
	total	138	4.01	0.57
Factor 2 Familiarity	X	46	3.21	0.45
	Y	60	3.53	0.44
	Z	32	3.93	0.54
	total	138	3.52	0.54
Factor 3 Sensitivity	X	46	3.08	0.48
	Y	60	3.38	0.51
	Z	32	3.42	0.52
	total	138	3.29	0.52
Factor 4 Showiness	X	46	2.98	0.46
	Y	60	3.23	0.45
	Z	32	2.92	0.39
	total	138	3.07	0.46
Factor 5 Sincerity	X	46	3.16	0.42
	Y	60	3.46	0.54
	Z	32	3.49	0.51
	total	138	3.37	0.51

Average scores in each factor by groups were shown in Table 2. Nearly all of highest average scores are found in Group Z (Factor 1: $F_{(2,135)} = 33.334$, $p<.001$; Factor 2: $F_{(2,135)}=21.531$, $p<.001$; Factor 3: $F_{(2,135)}=6.257$, $p<.01$; Factor 4: $F_{(2,135)}=6.340$, $p<.01$; Factor 5: $F_{(2,135)}=6.112$, $p<.01$). It indicates that this group has most positive images of normalization. On the other hand, Group X teachers expressed the lowest average scores in their images toward normalization among the groups.

※All average scores differed significantly in each factor (p.<0.001) (exception: Group Y-Z in Factor3, Group X-Z in Factor 4, and Group Y-Z in Factor 5)

5) Conjoint Analysis for the Images of Inclusive Education

In this section, the results of conjoint analysis on teacher's images toward inclusive education will be shown. The relative importance indicated what factor in the conjoint analysis was estimated as close to inclusive education image. For example, we can find teachers recognized "group organization(factor B)" as their close factor to inclusive education image in Fig.2-1. On the other hand, "diversity image (factor 4)" was not so taken into consideration by teachers in their image on inclusive education in Fig.2-1.

The figures about utility scores show what factor level contributes to teacher's image on inclusive education (Fig.2-2 to 2-4, Fig.3-2 to 3-4, and Fig.4-2 to 4-4). For example, the factor level "resource room system (Fig.2-3)" in factor B (group organization) contributed to make teachers' image on inclusive education than other factor levels ("repudiation of separated learning opportunities" and "homogeneous group setting").

Fig.2 to 4 shows the result of conjoint analysis by each group.
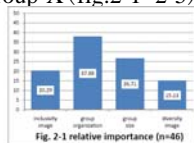
（1）Group X was characterized as:
・regards resource room system as the image on inclusive education
・deny a homogeneous group setting
・individual and a small group is the close image of inclusive education
・had not so positive image to normalization (Table 2)
Group X was named as "denying a homogeneous and a large group type".
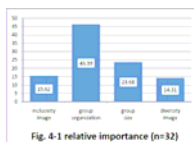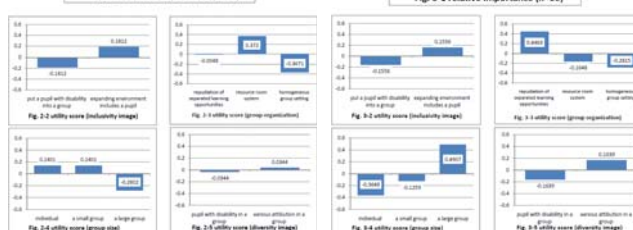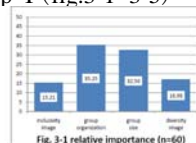
（2）Group Y was characterized as:
・had images as a large learning group size oriented to inclusive education
・to deny strongly any kind of segregated setting and homogeneous group setting in the inclusive education image
・had specific strong "showy" images toward normalization (Table 2)
・had appropriate image about diversity
Group Y can be named as "strongly denying separated learning opportunity type" from Fig.3-3 and Fig.3-4.

Group X（fig.2-1-2-5）

Fig. 2-1 relative importance (n=46)

Fig. 2-2 utility score (Inclusivity image)

Fig. 2-3 utility score (group organization)

Fig. 2-4 utility score (group size)

Fig. 2-5 utility score (diversity image)

Group Y（fig.3-1-3-5）

Fig. 3-1 relative importance (n=60)

Fig. 3-2 utility score (Inclusivity image)

Fig. 3-4 utility score (group organization)

Fig. 3-4 utility score (group size)

Fig. 3-5 utility score (diversity image)

Group Z（fig.5-1-5-5）

Fig. 4-1 relative importance (n=32)

Fig. 4-2 utility score (Inclusivity image)

Fig. 4-3 utility score (group organization)

Fig. 4-4 utility score (group size)

Fig. 4-5 utility score (diversity image)

（3）Group Z was characterized as:
・regards resource room system as the symbolic image on inclusive education
・had an image of individualized and separated learning opportunities as inclusive education
・oriented individual settings more strongly than Group X
・to deny a large group in the inclusive education image
・recognized the inclusive education issues as just about pupils with disabilities
・had overall positive images to Normalization
・showed highest relative importance score at "group organization"
Group Z can be named as "individualized resource room oriented type" from Fig.4-1 and Fig.4-5.

【Discussion】

The results indicated that teachers had various images toward both normalization and inclusive education. The author found out that we could classify teacher's attitudes into some sub-types. Teachers who had a symbolic image of inclusive education as "repudiation of segregated learning opportunities" (group Y), that is, their image on inclusive education was that special schools and special classrooms/units will be closed, had an image on normalization as something "showiness". It seemed that this kind of view was derived from their knowledge of the special school system in Japan. We have over a thousand special schools in Japan (MEXT, 2014). It means that many pupils with disabilities, except pupils with learning disabilities (specific learning disorders) or AD/HD, are schooling at special schools. It stands to reason that many teachers easily recognize the standard style of traditional special education was developed at special schools. It is reasonable to assume that teachers have something showy image on normalization because their understanding (misunderstanding) on inclusive education was to close special schools and classrooms as a revolutionary and radical progress in the education system in Japan. It also seems that their knowledge of normalization consisted of the image of closing special schools.

On the other hand, teachers whose image on inclusive education (group X) was related on resource room system and individual learning style with denying a homogeneous group setting recognized normalization as not so positive. It was likely that this was affected by the image on "assimilation".

Teachers who had the most positive image on normalization (group Z) regarded resource room system as a symbolic image on inclusive education like as group X.

The difference between group X and Z was on the notice of separated education settings. The specific feature of group Z teachers was that their image on inclusive education was strongly related to the individualized resource room system (Fig.4-2 and 4-3). This was probably because those teachers in group Z confused inclusive education with normalization as the same idea, though those two were closely related.

In conclusion, teachers' images on both normalization and inclusive education were various and were affected by the image on those two ideas.