

Teacher's View on a Balance of Pupil's Effort and Educational Provision in Grading

Tomomi SANAGI Ph.D. Chiba University, JAPAN

Background

The purpose of this study is to clarify the teacher's view on a balance of pupil's effort and educational provision in grading. The concept of special educational needs consists of interaction between individual and environmental factors (sanagi,2005). In this conceptual context, teachers should consider those factors not only in their practice but also in grading of pupils with special educational needs. However, teachers tend to assess and grade pupils with scores that shows how well pupils have performed. In other words, many teachers grade pupils sometimes without even their unskilled teaching method or inadequate accommodation. For example, a teacher would not have provided a suitable classroom management, then environment of their lesson was too noisy to concentrate, so some pupils especially with ADHD or ASD confused to join the lesson. At the end of the term, those pupils have got the lowest grade BECAUSE of their poor performance in the final examination. It seems unfair that teachers do not assess their deficient in teaching skills and suitable classroom environment. It should be assessed both what pupils have performed and what teachers have provided for. We can set some of questions as below:

Are teachers have balanced individual and environmental factors in grading of pupils adequately? Can teachers explain their grading criterion of pupils? Do teachers grade a pupil as low performed, even though the reason has caused by inadequate and deficient environments?

Then, we would clarify the teachers' view towards the grading pupils whether they consider the balanced factors, or not. The extent of understanding by teachers on environmental factors in grading would especially affect the effective education practice.

In this analysis, we also have thought over school types – mainstream school or special – that the teachers belong to.

Method

Participants

- 214 teachers (Japanese) who have joined the seminars to have special teacher license
- 136 mainstream school teachers and 78 special school teachers

Data collection

- Using questionnaire for conjoint analysis :
- the questionnaire was consisted of 11 items
- each item consisted of combined 4 factors
- conducted in August 2015

Procedure

1. Conjoint Analysis

Table 1 Factors and Levels for questionnaire

Factor 1 (Pupil's Effort)	(level 1) make a good effort (level 2) not make an effort
Factor 2 (Pupil's Achievement)	(level 1) higher performed than others (level 2) as level on others (level 3) lower performed than others
Factor 3 (Teacher's Skills)	(level 1) well skilled teacher (level 2) no skilled teacher
Factor 4 (Reasonable Accommodation)	(level 1) provide enough accommodations (level 2) partially provide accommodations (level 3) not provided accommodations

2. Cluster Analysis and Cross Tabulation

1) Cluster Analysis by Utility Scores



Five types

2) Cross Tabulation

School types and Cluster types

Result

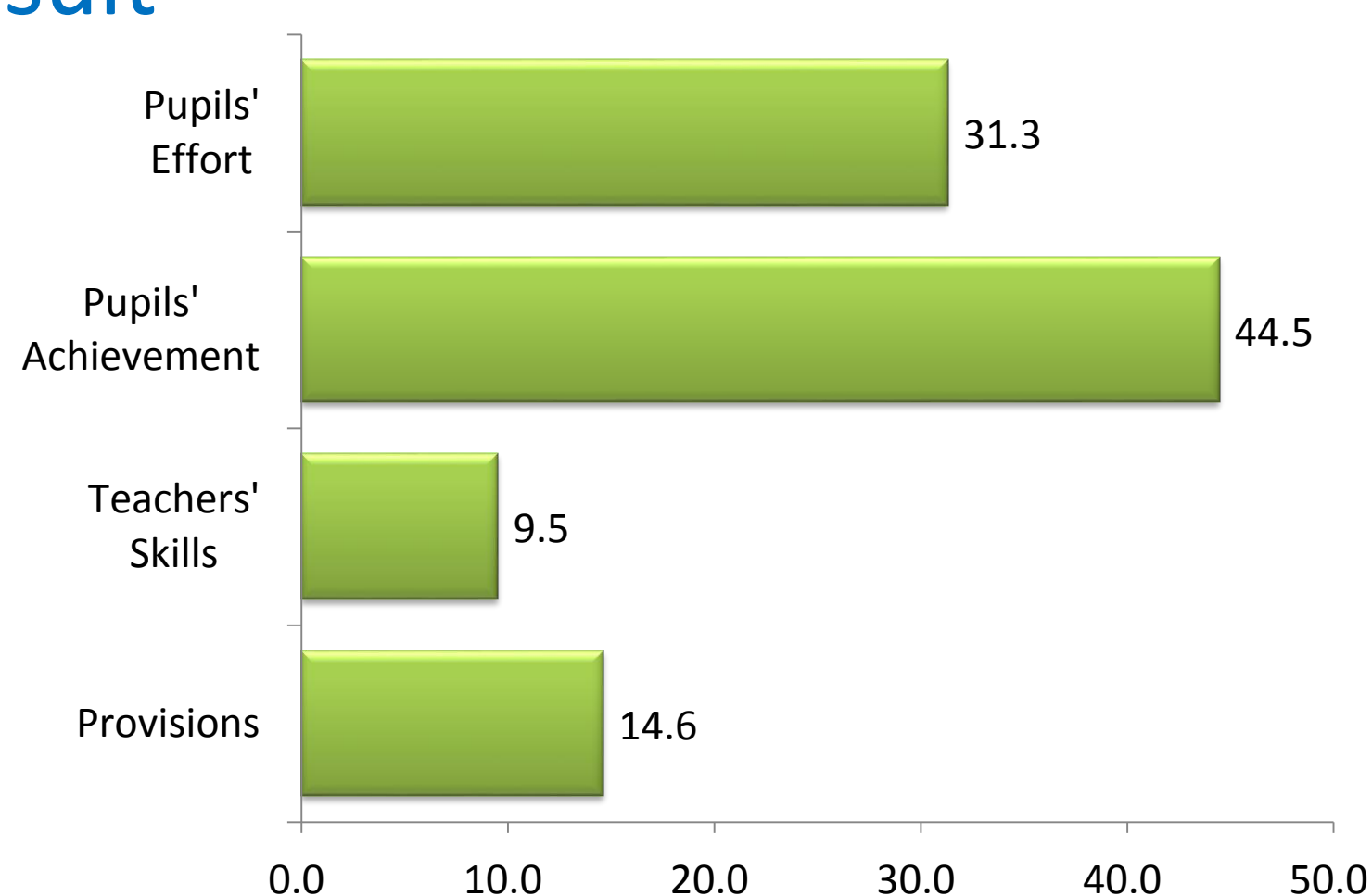


Figure 1 Average relative importance (all participants)

Figure 1 shows that many teachers graded in large deviation how pupils have made performances.

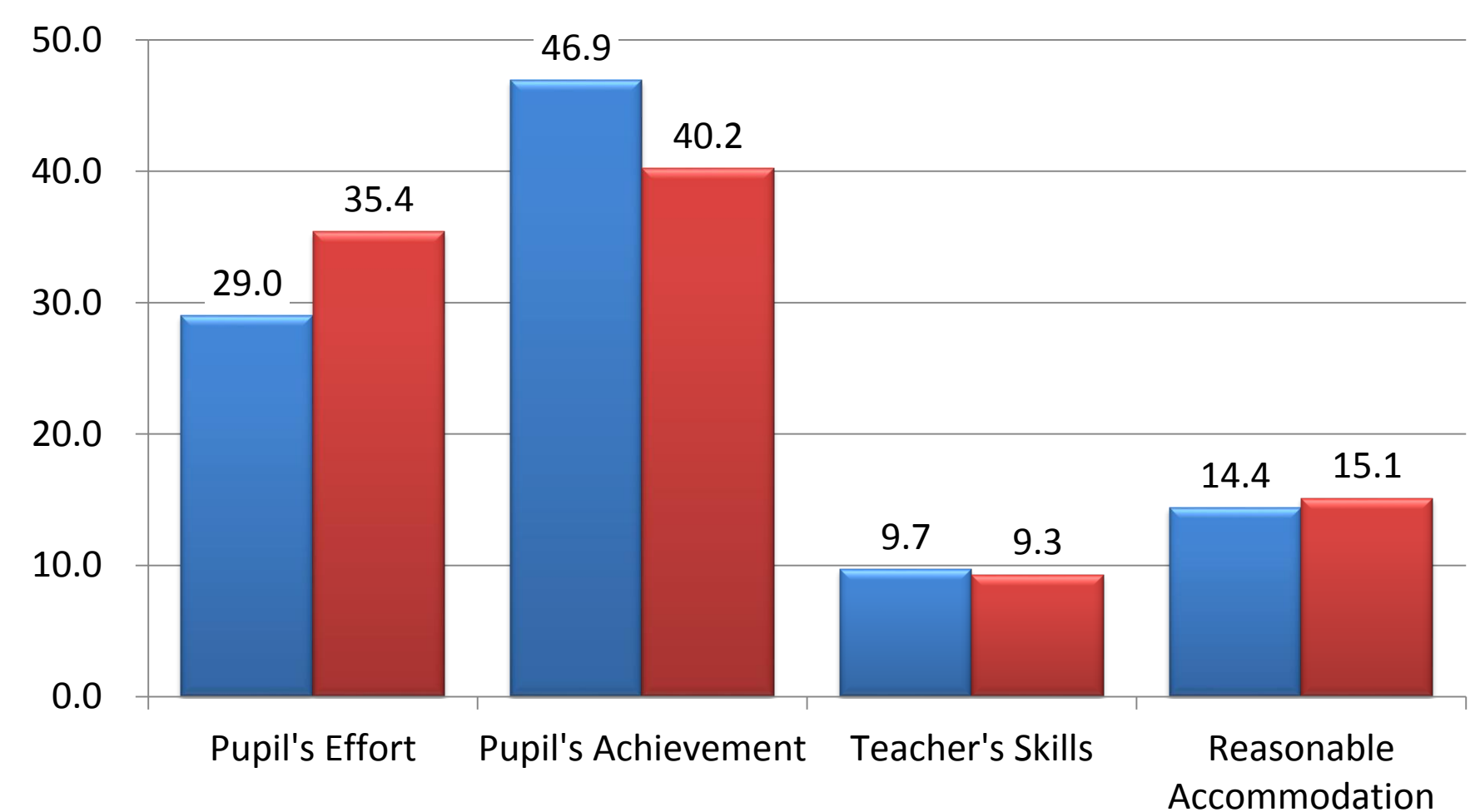


Figure 2 Average Relative Importance ■ mainstream ■ special

Mainstream teachers had much importance than special teachers in pupil's achievement. (Figure 2)

Table 2 Cluster type and School type (ratios)

	cluster1	cluster2	cluster3	cluster4	cluster5	total
mainstream	30.1	17.6	6.6	32.4	13.2	100.0
special	25.6	42.3	9.0	16.7	6.4	100.0

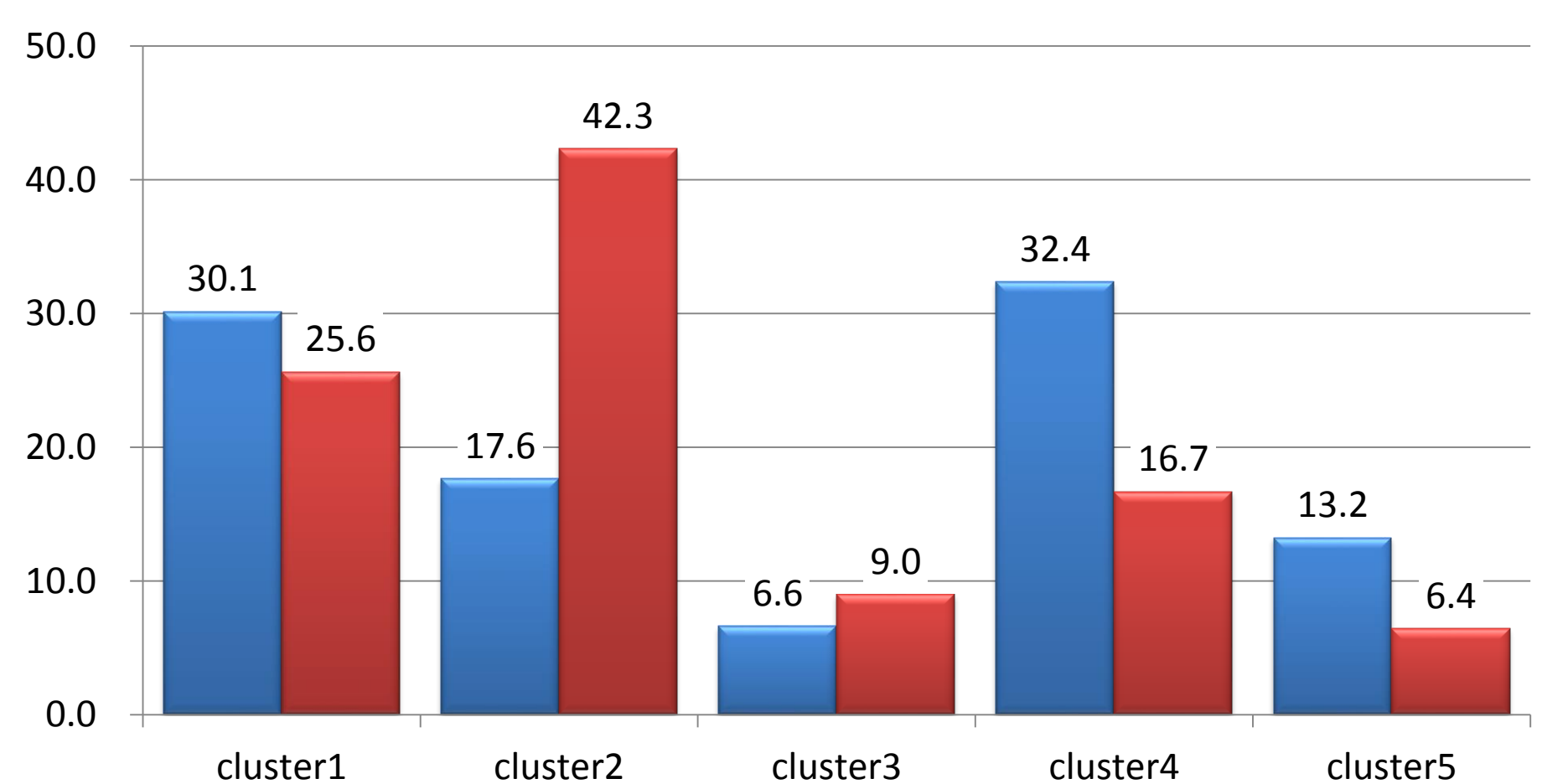
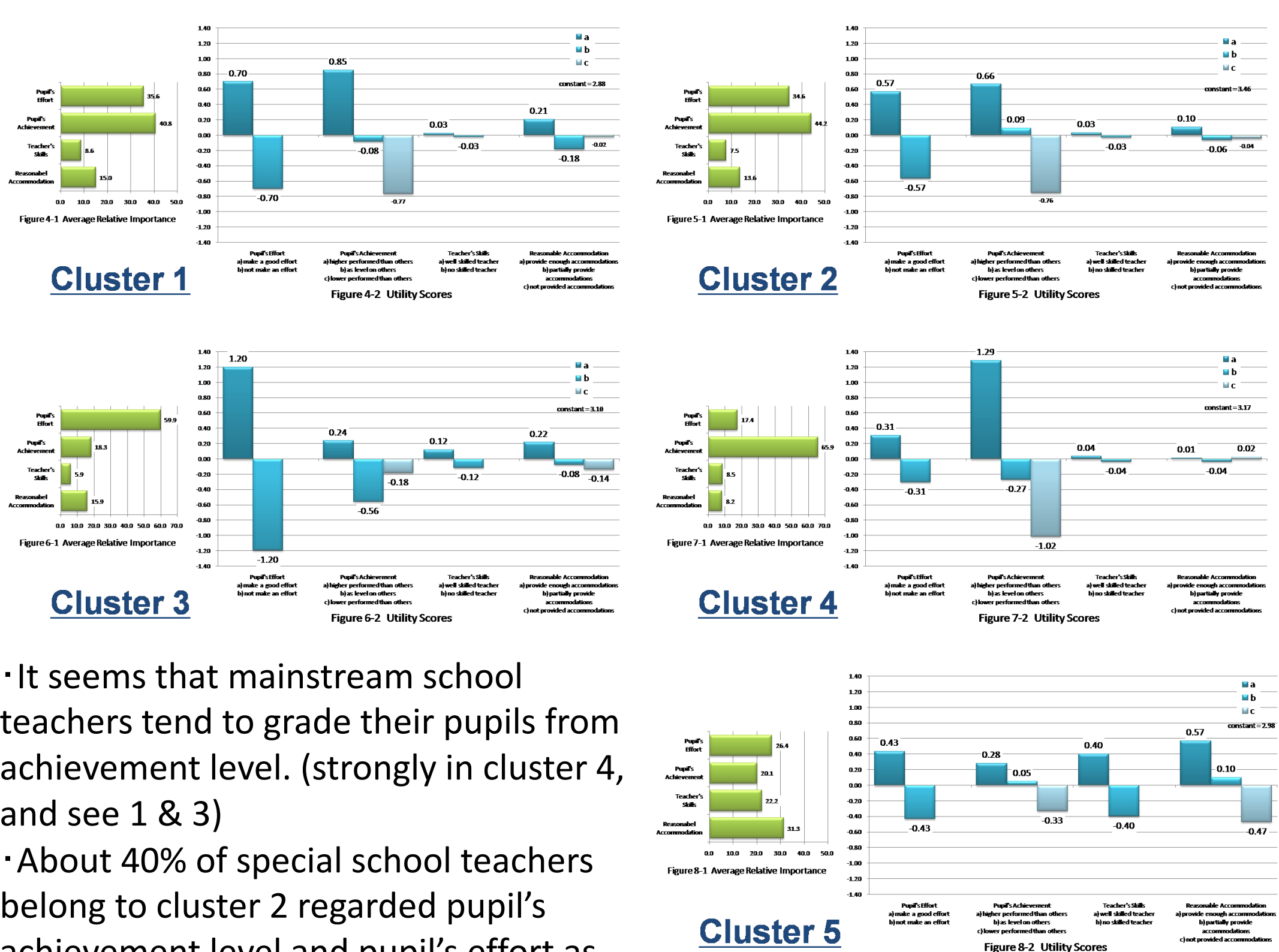


Figure 3 Ratios by school type ■ mainstream ■ special

Cluster 2 mainly consists of special school teachers. On the other hand, cluster 4 mainly consists of mainstream teachers.



• It seems that mainstream school teachers tend to grade their pupils from achievement level. (strongly in cluster 4, and see 1 & 3)

• About 40% of special school teachers belong to cluster 2 regarded pupil's achievement level and pupil's effort as important for grading.

• Very few but well balanced teachers were categorized in cluster 5.

• Cluster 3 teachers have laid emphasis on pupil's effort in grading.

Discussion

What should we do for the future?

It is the precondition that teachers should provide suitable accommodations for pupils with special educational needs. We should regard the conditions of learning environments for pupils as prerequisite factors in grading. If we lay the original concept of inclusive education that has included a diversity of educational needs of pupils as the basic principle, we must change in grading style. Unfortunately, the concept of inclusive education and the philosophy of normalization are recognized as likely as "integration" and "assimilation" in Japan. In this context, teachers easily would have tended to grade their pupils with special educational needs (especially who are schooling special schools) from the standards in mainstream education that grade pupils only from the achievements and efforts of pupils. We can get the teacher's view on grading pupils as a barometer of actual conditions on inclusive education. It will be a discussion point whether the concept of inclusion and normalization are able to harmonize our education and school culture in the future.