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ATTITUDES TO NORMALISATION AND INCLUSIVE EDUCATION

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The purpose of this paper was to clarify the features of teachers image on normalisation and inclusive education. The participants of the study were both mainstream teachers and special teachers. One hundred and thirty-eight questionnaires were analysed. (1) Teachers completed the questionnaire of SD (semantic differential) images on normalisation. The responses were subjected to principal factor analysis with promax rotation. The results indicated that teachers image to normalisation was composed of five factors. (2) The questionnaire that consisted of 11 items on inclusive education for conjoint analysis was evaluated by the teachers. (3) The participants were divided into three groups with cluster analysis by the results of teachers image on both normalisation and inclusive education. The results indicated that teachers who had a showy image on normalisation regarded repudiation of separated learning opportunities as a symbolic image of inclusive education practice. On the other hand, teachers who had a positive image on normalisation regarded resource room system as a symbolic image on inclusive education.

Introduction

The growth of interest in inclusion has been landmarked by a number of key events (Ainscow, 2002; Garner, 2009). We could find many definitions about a concept of inclusive education (cf. Cigman, 2007; Clough and Corbett, 2002; Dyson, 2005; Loreman et. al., 2015; Rieser, 2005; Vlachou, 1997). 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 organisation)' and 'size of group', though these factors were not directly related to the concept of inclusive education. These keywords symbolise an existence of special education settings. Sanagi and Matsumoto (2015) also pointed out that teacher's image on inclusive education were so different from each other and difficult to achieve a consensus as one concept. Needless to say, we should share the appropriate concept of inclusive education for constructive and effective practice of inclusive education.

The idea of normalisation 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 normalisation. Teacher's image on normalisation 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 was to clarify the teacher's image on normalisation and the relationship between the images on inclusive education and normalisation.

Method

One hundred and thirty-eight mainstream and special teachers were participants of this study.

We used a set of questionnaire that consisted of 34 items for analysing SD image on normalisation and 11 items for conjoint analysis on inclusive education. The questionnaire on normalisation image was a five-point SD scale style. Items of the questionnaire are described in Table 3.

In the other questionnaire, for analysing teachers' images to inclusive education, the author sets four factors in conjoint analysis (Table 1) – factor A: Inclusivity Image; factor B: Group Organisation; factor C: Group Size; factor D: Diversity Image. Factors A and D were closely related to inclusive education image. On the other hand, factors B and C were 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 factors B and C like as Sanagi (2014, 2015), it means that teachers have not appropriate image on inclusive education.

Table 1: Factors and levels for questionnaire (conjoint analysis)

Factor A	(Level 1) put a pupil into a mainstream
(Inclusivity Image)	(Level 2) expanding environment includes a pupil
Factor B	(Level 1) repudiation of separated
(Group Organisation)	learning opportunity
	(Level 2) resource room system
	(Level 3) homogeneous group setting
Factor C (Group Size)	(Level 1) individualised lesson
	(Level 2) a small group
	(Level 3) a large group
Factor D (Diversity Image)	(Level 1) pupil with disability in a group
	(Level 2) various attribution in a group

The total number of factor levels was 10 (two factor A levels + three factor B levels + three factor C levels + two factor D levels). With the full concept method of conjoint analysis procedure, each item for the questionnaire should be combined factor levels of those four factors. That is, it yields $2 \times 3 \times 3 \times 2 = 36$ combination. We used orthogonal layout and finally 11 question items were extracted for questionnaire.

Result

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

Teachers evaluated 34 items on normalisation with five-point scale. High-average items are summarised in Table 2.

Table 2 shows that teacher's image on normalisation 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.

Factor analysis of normalisation images

The responses to 34 items about normalisation image were subjected to principal component factor analysis with promax rotation (Table 3).

Table 2: High average items of SD images towards normalisation

	Mean	SD
Inclusive – Exclusive	4.28	0.80
Sympathetic – Unsympathetic	4.25	0.75
New – Old	4.24	0.78
Co-operative – Unco-operative	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 – Incompatible	3.91	0.95

Table 3: Factor analysis – teachers' normalisation image:

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Balanced accordance					
Co-operative – Unco-operative	0.862	0.502	0.538	−0.004	0.367
Good – Bad	0.753	0.610	0.379	0.118	0.367
Sympathetic – Unsympathetic	0.725	0.401	0.362	−0.013	0.417
Warm – Chilly	0.717	0.509	0.546	−0.016	0.376
Equal – Unequal	0.694	0.367	0.310	−0.081	0.425
Harmonic – Nonharmonic	0.690	0.494	0.284	−0.100	0.238
Bright – Dark	0.679	0.635	0.382	0.075	0.290
Superior – Inferior	0.679	0.358	0.472	0.124	0.501
Inclusive – Exclusive	0.670	0.374	0.486	0.229	0.098
Pre-possessing – Exasperating	0.645	0.626	0.549	0.052	0.429
Compatible – Incompatible	0.615	0.366	0.242	−0.048	0.215
Positive – Negative	0.568	0.350	0.472	0.413	0.230
New – Old	0.410	0.108	0.193	0.245	0.316
Familiarity					
Joyful – Mournful	0.512	0.795	0.260	0.067	0.366
Likes – Dislikes	0.584	0.747	0.607	0.071	0.369
Sprightly – Tired	0.456	0.739	0.272	0.172	0.290
Interesting – Uninteresting	0.462	0.711	0.621	0.117	0.250
Happy – Sad	0.658	0.695	0.398	0.042	0.378
Intimate – Standoffish	0.405	0.682	0.176	0.120	−0.105
Comfortable – Uncomfortable	0.648	0.656	0.404	−0.042	0.368
Free – Unfree	0.374	0.645	0.364	0.131	0.053
Active – Inactive	0.591	0.597	0.464	0.239	0.289
Cheerful – Dismal	0.234	0.562	0.258	0.190	0.063
Sensitivity					
Keen – Dull	0.365	0.299	0.771	0.165	0.316
Sensitive – Insensitive	0.376	0.364	0.657	0.111	0.186
Careful – Careless	0.350	0.219	0.628	−0.058	0.397
Hot – Cold	0.419	0.301	0.600	0.288	0.243

Table 3: Continued

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Showiness					
Showy – Conservatively	0.007	0.149	0.144	0.712	0.090
Quiet – Noisy	−0.009	−0.074	−0.070	−0.643	0.004
Lively – Lonely	0.164	0.257	0.207	0.573	0.043
Excited – Calm	−0.165	−0.157	−0.089	0.527	0.071
Sincerity					
Sincere – Insincere	0.343	0.162	0.343	0.033	0.629
Fair – Foul	0.312	0.316	0.270	0.008	0.523
Beautiful – Ugly	0.254	0.126	0.228	0.317	0.494
Major Factor Method: promax rotation with Kaiser Criterion					
KMO = 0.880 Bartlett $P < 0.001$					

Table 3 shows that teacher's image on normalisation 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) index is enough high (KMO = 0.880). The *P*-value of Bartlett's test is less than 0.001.

Classification of teachers' images with cluster analysis

Teachers' images on normalisation and inclusive education were classified into three groups using cluster analysis. The number of teachers in each group is shown as Figure 1. Each group consisted of both mainstream and special teachers.

Average scores of SD images about normalisation

Average scores in each factor by groups were shown in Table 4. Nearly all highest average scores are found in Group Z (Factor 1: $F(2, 135) = 33.334$, $P < 0.001$; Factor 2: $F(2, 135) = 21.531$, $P < 0.001$; Factor 3: $F(2, 135) = 6.257$, $P < 0.01$; Factor 4: $F(2, 135) = 6.340$, $P < 0.01$; Factor 5: $F(2, 135) = 6.112$, $P < 0.01$). It indicates that this group has most positive images of normalisation. On the other hand, Group X teachers expressed the lowest average scores in their images towards normalisation among the groups.

Figure 1: Number of teachers (n = 138)

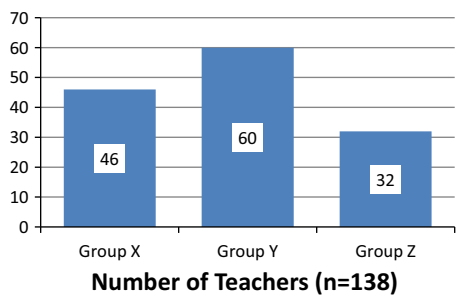


Table 4: Average scores of SD image to normalisation

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

All average scores differed significantly in each factor ($P < 0.001$) (exception: Group Y-Z in Factor 3, Group X-Z in Factor 4 and Group Y-Z in Factor 5).

Conjoint analysis for the images of inclusive education

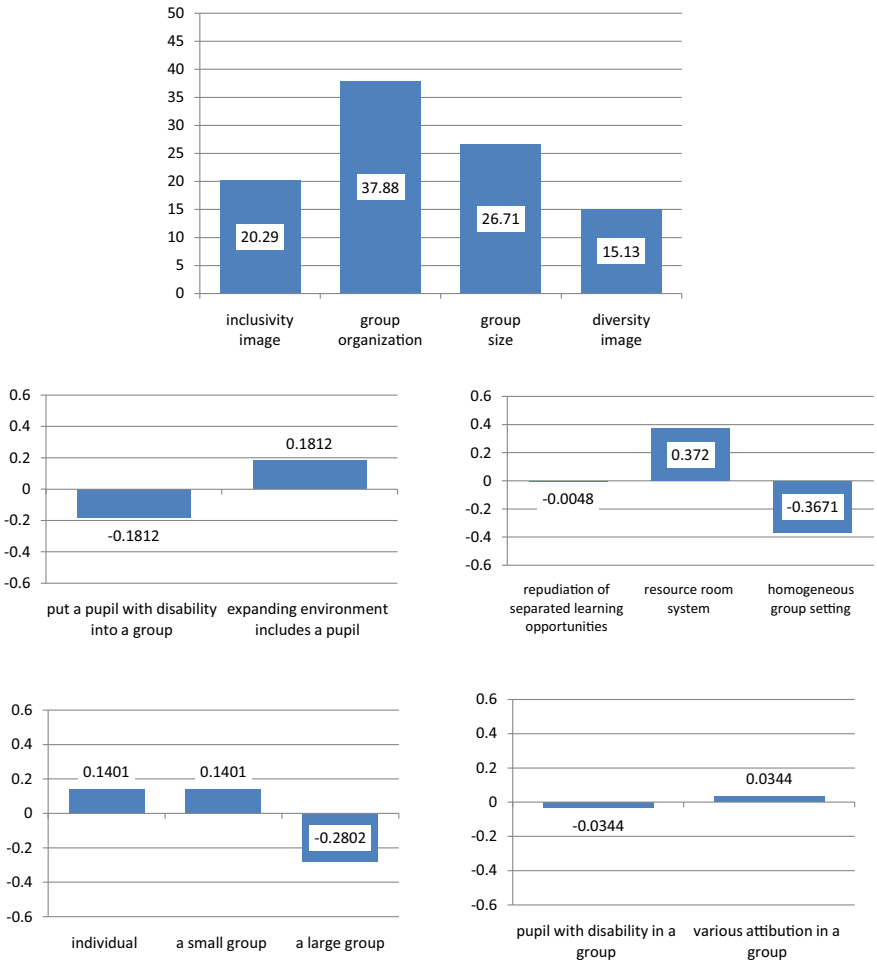
In this section, the results of conjoint analysis on teacher's images towards inclusive education will be shown. The relative importance in Figures 2-1, 3-1 and 4-1 indicated what factor in the conjoint analysis was estimated as close to inclusive education image. For example, we can find that teachers recognised 'group organisation (factor B)' as their close factor to inclusive education image in Figure 2-1. On the other hand, 'diversity image (factor 4)' was not taken into consideration by teachers in their image on inclusive education in Figure 2-1.

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

Group X. Figures 2–4 show the result of conjoint analysis by each group.

Figures 2-1 to 2-5 show relative importance and utility scores on factor A to D of Group X. (See Table 1 for factors in conjoint analysis) (Figure 2-1: relative impor-

Figure 2: (2-1) Relative importance (n = 46). (2-2) Utility score (inclusivity image). (2-3) Utility score (group organisation). (2-4) Utility score (group size). (2-5) Utility score (diversity image)



tance; Figure 2-2: factor A; Figure 2-3: factor B; Figure 2-4: factor C; Figure 2-5: factor D).

Group X was characterised 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 normalisation (Table 4)

Group X was named as 'denying a homogeneous and a large group type'.

Group Y. Figures 3-1 to 3-5 show relative importance and utility scores on factor A to D of Group Y.

This type was characterised 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 towards normalisation (Table 4)
- had appropriate image about diversity

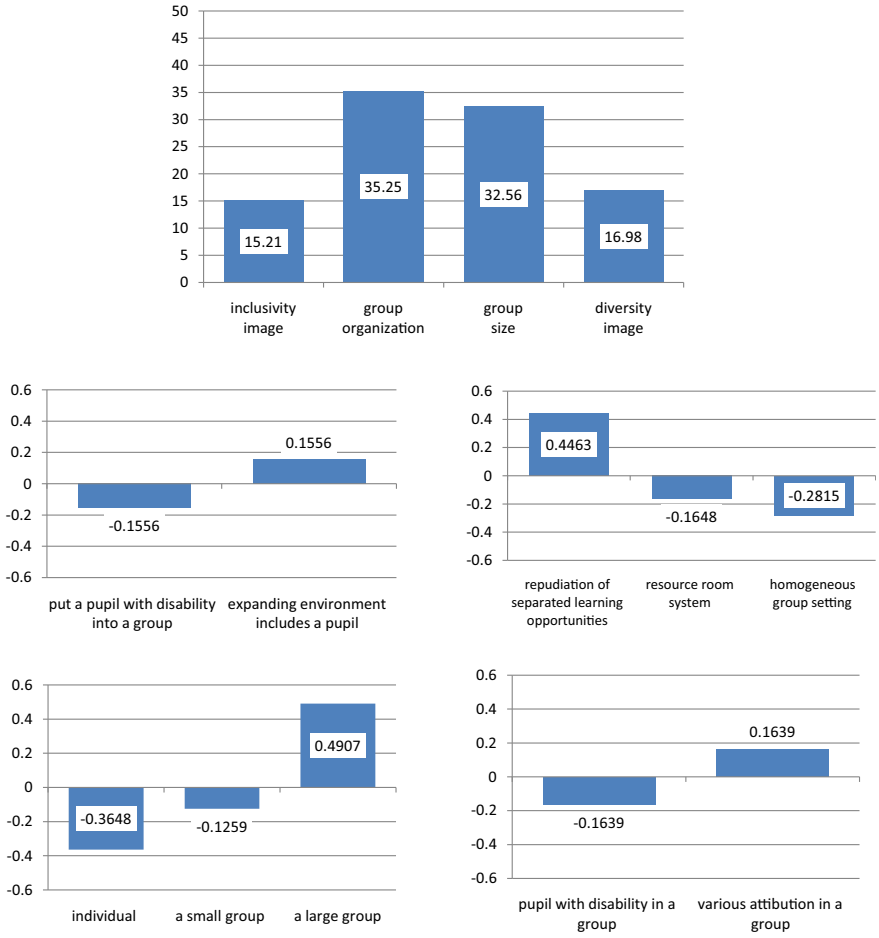
It seems that Group Y can be named as 'strongly denying separated learning opportunity type' from Figures 3-3 and 3-4.

Group Z. Figures 4-1 to 4-5 show relative importance and utility scores on factor A to D of Group Z.

This type was characterised as:

- regards resource room system as the symbolic image on inclusive education
- had an image of individualised and separated learning opportunities as inclusive education
- oriented individual settings more strongly than Group X

Figure 3: (3-1) Relative importance (n = 60). (3-2) Utility score (inclusivity image). (3-3) Utility score (group organisation). (3-4) Utility score (group size). (3-5) Utility score (diversity image)



- to deny a large group in the inclusive education image
- recognised the inclusive education issues as just about pupils with disabilities
- had overall positive images to normalisation
- showed highest relative importance score at 'group organisation'

Group Z can be named as 'individualised resource room oriented type' from Figures 4-1 and 4-5.

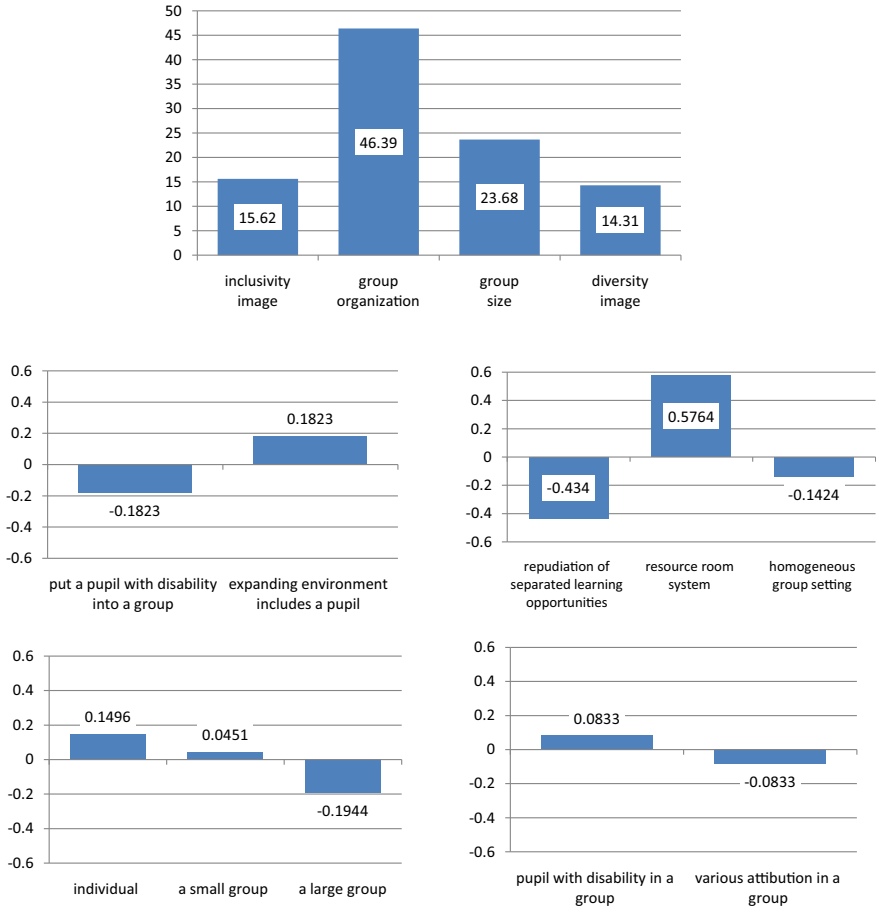
The number of this type was not so large; however, they seemed to have had the most positive images towards normalisation.

Discussion

The results indicated that teachers had various images towards both normalisation 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 normalisation 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 recognise the standard style of traditional special education was developed at special schools. It is reasonable to assume that teachers have something showy image on normalisation 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 normalisation 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 recognised normalisation as not so positive. It was likely that this was affected by the image on 'assimilation'.

Figure 4: (4-1) Relative importance (n = 32). (4-2) Utility score (inclusivity image). (4-3) Utility score (group organisation). (4-4) Utility score (group size). (4-5) Utility score (diversity image)



Teachers who had the most positive image on normalisation (Group Z) regarded resource room system as a symbolic image on inclusive education like as Group X. The difference between Groups 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 individualised resource room system (Figure 4-2 and 4-3). This was probably because those teachers in Group Z confused inclusive education with normalisation as the same idea, though those two were closely related.

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

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Conflicts of interest

The author have no conflict of interest directly relevant to the content of this article.

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