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Personálne zabezpečenie školy v kontexte inkluzívneho vzdelávania žiakov so špecifickými vývinovými poruchami učenia

School Staffing in the Context of Inclusive Education of Students with Specific Developmental Learning Disabilities

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Abstract

The presented contribution focuses on the analysis of school staffing in the context of inclusive education of pupils with specific developmental learning disabilities. Staffing of schools is an important factor that affects the quality of inclusive education. We focused more closely on the analysis of personnel staffing at I. and II. levels of primary schools, which include students with specific developmental learning disabilities.

Keywords: Inclusive education. Personal integration. Specific developmental learning disorders.

Theoretical starting points

One of the most important factors affecting the quality of inclusive education is school staffing. We agree with the authors Hájková & Strnadová (2010) that the position of the teacher is crucial in the process of inclusive education, but it is necessary to emphasize that cooperation with other professional and pedagogical workers is also necessary. Vításková (2009) states that the personality of the teacher or other expert will always play an essential role in the process of inclusion, she also points out that it is very important his relationship to the practice of the profession, to the individuals he works with and the willingness to innovate or adapt his knowledge. As Rittmeyer (2015) emphasizes, a teacher in inclusive education is primarily expected to be competent in teaching towards all students. One of the basic characteristics of inclusive education is education in connection with diversity. In this process, the teacher must be flexible and adaptable, he must be able to recognize that each student has different ways of understanding and interpreting information. Creating inclusive pedagogy in ordinary schools means that education should be adaptive and imaginative in its approach to students and teaching itself (Bartoňová, Magová, 2018). As Mitler (2005) writes, teachers' opinions on

inclusive education are different. Due to the heterogeneity of students, it is important to have comprehensive knowledge in the field of special pedagogy, psychology, social pedagogy and other fields. "Many differences can be characterized as diverse, variable, unique. They are assessed from different aspects, not only depending on health status, somatic handicaps, intelligence, talents or current social situation. Heterogeneity can be understood from the aspect of belonging to a different culture, a different nationality, a different religion or a different native language" (Kováčová, 2019, p. 64). Therefore in inclusive education emphasis should be placed on staffing and interpersonal communication. If we want to achieve effective results in inclusive education, it should take place as a complex team collaboration between experts, such as a teacher, a special pedagogue, a psychologist, an educational consultant and a social pedagogue (Pudišová, 2014). Adamus (2015) also claims that mutual cooperation is considered one of the basic conditions for the functioning of the life of an inclusive school. As stated by Emmerová and Bělík (2022, p. 49) "current changes in school legislation introduce the concept of a school support team, which the school principal can create for the purposes of inclusive education". Team cooperation, consulting and sharing of knowledge from one's discipline will also help the personal and professional growth of other team members.

Research methodology

As part of the quantitative approach we used the questionnaire method. The questionnaire was self-designed. In the contribution, we present only partial research results.

The aim of the research is to find out satisfaction with staffing at schools where pupils with specific developmental learning disabilities are integrated from the point of view of special educators. Subsequently we have established partial goals:

- to find out satisfaction with staffing at the 1st grade of primary schools, where pupils with SDLD are included
- to find out satisfaction with staffing at the 2nd grade of primary schools, where pupils with SEN are included,
- find out the staffing at elementary schools where students with specific developmental learning disabilities are educated.

Due to the goal of the research a statistical hypothesis was chosen as it was not possible to find research papers related to these relationships in available domestic and foreign databases.

H10: According to special educators, the number of integrated pupils with SDLD in primary schools does not affect satisfaction with staffing.

H1A: According to special educators, the number of integrated pupils with SDLD in primary schools has an impact on satisfaction with staffing.

Selection of the research sample

The target group in the quantitative research was special educators who work with students with specific developmental learning disabilities as part of re-education in primary schools. We used purposive sampling. The basic set consisted of 528 approached primary schools in the Slovak Republic. These were schools where, according to the statistics of the Ministry of Education, students with diagnosed specific developmental learning disabilities are integrated. From the mentioned elementary schools, 118 special educators participated in the research, which made up our selection group. The analytical unit consisted of special educators working in elementary schools. The composition of respondents by gender was as follows: 97.46% women (i.e. 115) and 2.54% men (i.e. 3).

Quantitative analysis of the obtained data

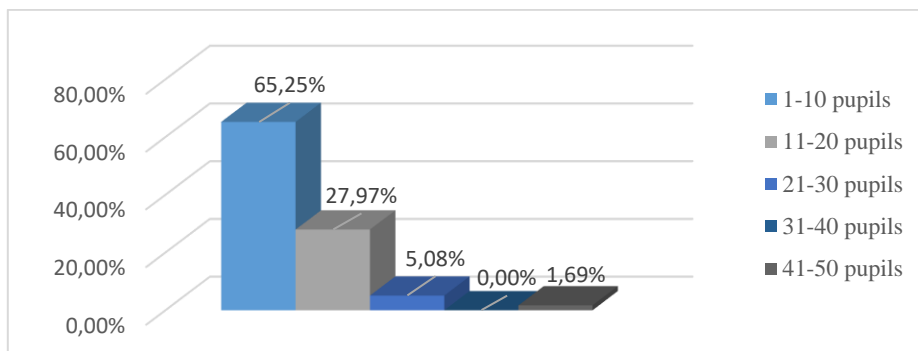
The obtained data were converted into numerical form in such a way that a specific number was assigned to each option for statistical data processing. The recoded data were processed in the form of relative frequency for each question separately. The second step of the analysis was the verification of hypotheses, therefore it was necessary to use the methods of inductive statistics, specifically because of the nominal nature of the data obtained, the Chi square - test of independence (χ^2) was used. Due to the fact that some variable contained more than 2 groups (e.g. length of practice), in order to accurately determine statistical significance, it was necessary to use the so-called z-score. An additional analysis was the determination of the strength of the relationship between the investigated pairs of variables through the Čuprov contingency coefficient. This coefficient takes the values $\langle 0;1 \rangle$, the closer to 0 the relationship is weak to none, and the closer to 1 it is stronger. The level of significance (p) was related to 3 values of $p < 0.05$; $p < 0.01$ and $p < 0.001$.

Data evaluation using relative frequency

Data regarding the number of integrated pupils with specific developmental disorders in primary schools

Figure 1

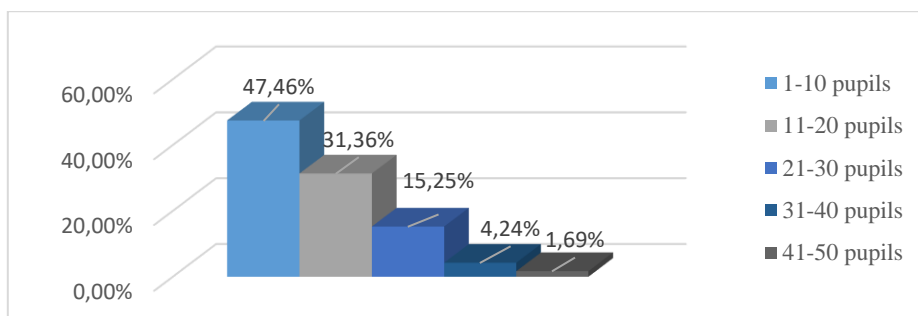
Number of pupils with specific develop. disorders who are integrated into elementary school at the 1st g.



In this question, we asked special pedagogues how many pupils with SDD they have integrated in elementary school at the 1st grade. The largest number of respondents, 65.25% (i.e. 77 respondents), said that they have 1-10 integrated students at school. The option of 11-20 pupils was indicated by 27.97% (i.e. 33 respondents). The range of 21-30 pupils was indicated by 5.08% (i.e. 6 respondents). No respondent mentioned the option of 31-40 pupils. The last option 41-50 pupils was marked by 1.69% (i.e. 2 respondents).

Figure 2

Number of pupils with SDD who are integrated into elementary school at II. degree.



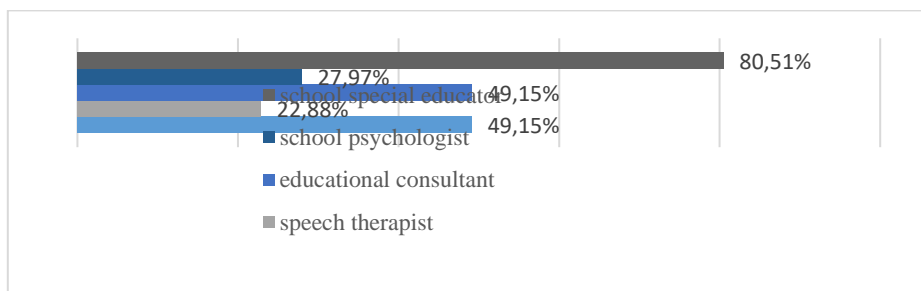
In this question, we found out from special educators how many pupils with SDDL they have integrated in elementary school at II. degree. The largest group, 47.46% (i.e. 56 respondents), was made up of respondents who marked the option 1-10 pupils. The option 11-20 pupils was marked by 31.36% (i.e. 37 respondents). The number of pupils in the range of 21-30 was reported by 15.25% (i.e. 18 respondents). 4.24% (i.e. 5 respondents) marked the following option 31-40 pupils. 1.69% (i.e. 2 respondents) indicated the last option of 41-50 pupils. According to the above results, we believe that the number of

integrated pupils with SDLD depends on several factors, such as from the number of pupils who attend the given school (the more pupils attend the school, the greater the assumption that there will be more pupils with SDLD), or from the number of professional employees who attend to pupils.

As part of the research, we wanted to know what kind of counsellors pupils with SDLD work with within the school. Respondents could indicate a number of options.

Figure 3

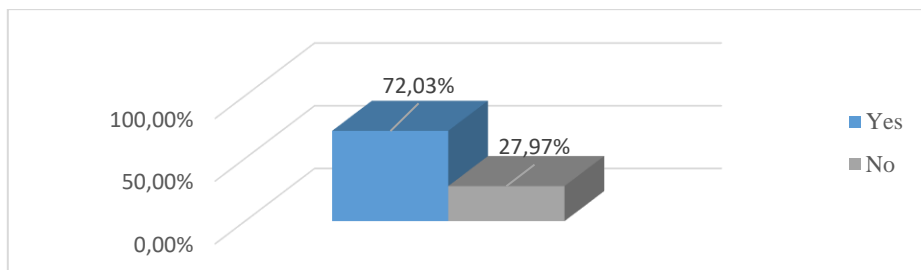
Counselors who work with students with SDD



The most frequent employee who works with pupils with SDLD is a special educator, 80.51% (i.e. 95 respondents) indicated this option. The school psychologist option was mentioned by 27.97% (i.e. 33 respondents). 49.15% (i.e. 58 respondents) indicated educational advisor. The least represented worker working with pupils with SDLD was a speech therapist, this option was mentioned by 22.88% (i.e. 27 respondents). Other workers within counseling facilities made up 49.15% (i.e. 58 respondents). Subsequently, we found out whether there is a teacher's assistant in the classes where students with SDLD are integrated.

Figure 4

Use of the services of a teacher's assistant in a classroom where students with SDD are integrated

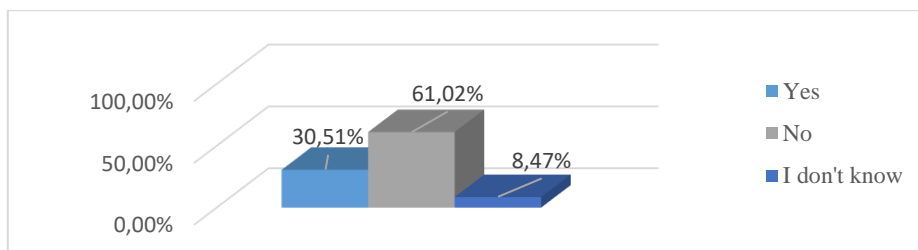


To the above question, 72.03% (i.e. 85 respondents) told us that they use the services of a teacher's assistant in classes where students with SDLD are

integrated. 27.97% (i.e. 33 respondents) indicated no. We were interested in whether the respondents think that the staffing at their school is sufficient considering the number of integrated pupils with SDDL.

Figure 5

Satisfaction with staffing at elementary schools where pupils with SDDL are integrated



To the given question, 30.51% (i.e. 36 respondents) answered that they are satisfied with the staffing at the school where they work, considering the number of pupils with SDDL that they have integrated at the school. Up to 61.02% (i.e. 72 respondents) expressed dissatisfaction with staffing. 8.47% (i.e. 10 respondents) could not comment on this question.

Statistical processing

Table 1

The relationship between the number of integrated students at the first level and satisfaction with staffing

The number of integrated students at the first degree	Satisfaction with staffing		
	yes	no	I do not know
1-10	26	44	7
11-20	9	22	2
21 and more	1	6	1

The relationship between the number of integrated students in the first grade and satisfaction with staffing proved to be insignificant ($\chi^2=2.26$; $p=0.69$; $\check{C}. K. =0.26$).

Table 2

Relationship between the number of integrated pupils at II. level and satisfaction with staffing

The number of integrated pupils at II. degree	Satisfaction with staffing		
	yes	no	I do not know
1-10	20	30	6
11-20	9	25	3
21 and more	7	17	1

The relationship between the number of integrated pupils at II. degree and satisfaction with personnel security turned out to be insignificant ($\chi^2=2.91$; $p=0.57$; Č. K. =0.28). From the above tables no. 18 and no. 19 showed that the number of integrated pupils with SDD at I. or II. level of elementary schools, according to special educators, does not affect satisfaction with staffing.

Hypothesis verification: Hypotesis H_{10} is accepted and hypotesis H_{1A} is **rejected**, because no significant relationship was detected between the number of integrated students in schools and satisfaction with staffing (see table no. 1 and no. 2).

Research conclusions

Respondents were of the opinion that the school where they work is insufficiently staffed. Some could not comment on the issue. Regarding the use of the services of a teacher's assistant, the majority of respondents stated that they use the services of a teacher's assistant. The most common expert with whom pupils with SDD work is a special educator. An educational advisor, a school psychologist and a speech therapist also work with students with SDDL.

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