

PhD dissertation theses

**POTENTIALS AND RESULTS IN THE INSTITUTIONAL
MANAGEMENT OF SEN PUPLIS**

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1. PRESENTATION OF THE RESEARCH ANTECEDENTS, GOALS AND HYPOTHESES

I was encouraged to write this paper by the everyday problems faced by the SEN (special educational needs) pupils in mainstream primary schools. The fact that I had been working in a mainstream primary school which aimed to help such pupils and the leaders of that school admitted more SEN pupils played an important role in choosing this research subject. Based on my own studies and observations, I found that there are a number of problems which affect the successful integration of SEN pupils quite adversely. Primary schools are supposed to train future employees, thus, the output result of these schools does matter. During my research, I involved the heads of mainstream and special schools and pupils of mainstream schools. The general goal was to explore the organizational framework of integration in regard to the SEN pupils in mainstream and special schools. Based on the literary processing and my own research, I attempted to obtain a complex image of the heads of the schools and the organizing work regarding the special groups of pupils in primary schools. It was also my goal to help the work of the heads in the mainstream and special schools in the future. My dissertation is novel in the Hungarian scientific area, since so far no other research has approached the education of SEN pupils from the viewpoint of management. The result of my studies provides a practical guide for the heads and the teachers of mainstream and special primary schools. By exploring and analyzing the current situation, it was also my goal to point out the existing problems and give suggestions in regard to the possible improvements. The provided basic data can contribute to further research.

1.1. Research goals

- Goal 1: The state-financed educational institutions wish to cover their financial deficiencies and the training of their teachers from the money they win on various tenders. The goal of the research is to explore the rate, efficiency and willingness of the heads and employees of the mainstream and special schools to take part in tenders for the SEN pupils.
- Goal 2: The majority of the mainstream teachers did not have any kind of training how to deal with such pupils more efficiently and

professionally. These teachers do not consider themselves well-prepared and they do not train themselves continuously. The goal of the research is to present the attitude, the qualifications of the special teachers and the mainstream teachers and their willingness to participate in further training to integrate SEN pupils more efficiently.

- Goal 3: The integrated education of SEN pupils demands that the improvement of such pupils should take place in separate classrooms with the help of special tools. It is an important task for the heads of mainstream schools to provide such classrooms together with the necessary tools. The goal of the research is to explore the existence of the infrastructure in order to be able to make suggestions in regard to further improvements.
- Goal 4: The integrated education of SEN pupils can succeed only if the proportion of such pupils remains under the professionally determined 10% compared to the majority of the pupils. The goal of the research is to explore through semi-structured interviews how this ratio is realized in the mainstream schools and to explore the attitude of the heads and employees of these schools toward integration.

Research hypotheses:

(H1) The heads of schools do not put enough emphasis on tracking the SEN pupil-related tenders or on creating tender-writing groups.

(H2) The heads of the mainstream schools should send their teachers to more trainings related to the differentiated education of SEN pupils.

(H3) The heads of the mainstream schools do not improve the infrastructure sufficiently to meet the requirements of the integrated education.

(H4) I assume that the heads of mainstream schools admit more SEN pupils in the schools than it is acceptable professionally when they improve the organization.

2. PRESENTATION OF THE DATABASE

The research started in Budapest and my workplace is also in the capital city. The research is not representative for Budapest but only for the district of Zugl6.

Table 1 presents the size of the groups involved in the research.

Table 1: The number of people in the participating groups

Study type	Sample source	Number of people
1. Semi-structured interview	Mainstream heads	10
	Leading special teachers	10
2. Questionnaire-based interviews	Mainstream teachers	173
	Special teachers	165
	Total:	358

Source: the author's own compilation, 2018

2.1. The study of the semi-structured interviews by involving samples

The target groups of the research consist of heads of mainstream and special schools in Budapest. The heads of 10 special schools indicated their voluntary participation in the research. In each of these schools there is a primary school section. To ensure comparability, I contacted the heads of 10 mainstream schools as well. Thus, 20 semi-structured interviews were conducted (N=20).

Table 2: The composition of the semi-structured interview sample

Sample composition		main-stream school	special school
By sex (number of people):	male:	1	
	female:	9	10
By age (number of people):	30 to 40:	1	2
	41 to 50:	4	2
	over 50:	5	6
By qualifications (number of people):	college:	5	3
	university:	5	7
Working as a teacher (number of people):	for 11 to 20 years:	2	4
	for more than 20 years:	8	6
Working as a head of a school (number of people):	for 1 to 4 years:	3	7
	for 5 to 8 years:	2	1
	for more than 8 years:	5	2
Number of people working in the school (number of people):	100 or fewer:		4
	101 to 300:	2	5
	more than 300:	8	1
The rate of SEN pupils in the school (%):	5 to 10%:	5	

	10 to 99%:	5	
	100%:		10

Source: the author's own compilation, 2018

2.2. Questionnaire-based studies with the teachers of special and mainstream schools

After carrying out the semi-structured interviews, I conducted the questionnaire-based interviews among the teachers of the special and the mainstream schools. The two groups of teachers were put together from those special and mainstream schools where the semi-structured interviews had been conducted with the heads earlier. The questionnaires were handed out and collected by the heads of the schools. I handed out 550 questionnaires and the number of filled in questionnaires suitable for assessment is (N=165) from the special schools and (N=173) from the mainstream schools, altogether (N=338).

Table 3: Questionnaire-based sample

Sample composition		Main-stream school	Special school
By sex (number of people):	male:	17	24
	female:	156	171
By age (number of people):	22 to 29:	10	36
	30 to 39:	32	30
	40 to 49:	54	45
	50 to 59:	62	45
	over 60:	15	9
Position (number of people):	teacher	92	97
	deputy of head	10	7
	team leader	11	10
	form teacher	47	40
	team leader and form teacher	13	8

Sample composition		Main-stream school	Special school
	deputy of head and form teacher		1
	team leader and deputy of head		1
	deputy of head in affiliated school		1
How long has one been working in the school? (number of people)	less than 6 months:	4	5
	more than 6 months but less than 1 year:	9	21
	more than 1 year but less than 10 years:	65	89
	10 to 19 years:	43	28
	20 to 29 years:	24	15
	30 or more years:	28	7
workplace changes (number of people):	first workplace:	35	38
	second workplace:	42	33
	third workplace:	55	50
	more than the third workplace:	41	44
Previous workplaces	none, first workplace:	35	38
Previous position =number of people):	worked in the same position	69	36
	worked in a similar position	44	62
	worked in a completely different position dolgozott	14	19
	worked at several workplaces in the same or a similar position:	2	2
	worked at several workplaces in the same or a different position:	6	2

Sample composition		Main-stream school	Special school
	worked at several workplaces in similar or different positions:	3	5
	worked at several workplaces in the same, similar or different positions:		1

Source: the author's own compilation, 2018

3. RESEARCH METHODS

3.1. The semi-structured interviews

Before handing out the questionnaires to the teachers, I performed semi-structured interviews with the heads of the schools belonging to the experimental and the control groups. The goal was to determine the further dimensions of the research. (BABBIE, 1993) The research started from the second half of the 2015/2016 academic year. The first step was to send an introductory letter to the heads of the special schools in every district of Budapest. The initial reluctance to participate in the research was a difficulty. During the research, I encouraged the participants as a moderator to express their opinions.

The qualitative method applied in the research was to make the heads of the schools tell about their past experience and present opinion. I applied the method of (HÉRA – LIGETI, 2005). I also made appointments with the heads of the schools on the phone or by e-mail to perform the interviews in the schools they lead. I conducted the semi-structured interviews with the heads of the schools in person. Sometimes it took me about 50 minutes to perform an interview. The responses were first recorded on paper at the scene of the interview, later I used MS Word, then the responses were assessed with the help of MS Excel. The first part of the semi-structured interviews contained demographic questions. The second part presented questions arranged into seven groups. 54 of the 60 questions were open questions and 6 of them were closed ones. First, I quantified and then coded them. The responses were assessed by topics. The public education law in Hungary specifies that the powers of the heads of schools have been restricted since the establishment of the KLIK. In spite of this, the heads are entitled to modify the pedagogical programs of the schools to some extent. During the semi-structured interviews, those areas were covered where the

heads of the schools have some power to change the organizing process of education.

The semi-structured interviews were conducted on 18 different days. It is important that the interviews involved not only heads of mainstream schools but the heads with special teaching qualifications. These people have dealt with only SEN pupils and they understand the problems related to the education of such children. The interviews were conducted along the following question groups: 1) Admission of pupils; 2) training of the teachers; 3) advanced level education; 4) participation in tenders; 5) the place, tools and teachers; of SEN pupils' improvement; 6) study groups and competitions; 7) opinions about the admission of SEN pupils.

3.2. The questionnaires with the teachers and special teachers of mainstream schools

The questionnaires were compiled with regard to the results received from the earlier interviews conducted with the heads of the schools. Then a Pilot study was done with the participation of 12 mainstream teachers and 5 special teachers. After correction, the questionnaires were handed out to the members of the two groups. The two groups consisted of the mainstream and special teachers of those schools where the semi-structured interviews had been performed with the heads of the schools. The heads of the schools helped to hand out and collect the questionnaires. The teachers were informed about the subject and the goal of the research. The questionnaires were filled in anonymously. Thus, the presentation of the results for research purposes was also anonymous. The questionnaire contained closed questions. Apart from the yes-or-no questions, the questionnaire also contained multiple-choice questions which were presented on a four-degree Likert scale. This four-degree scale is better than the five-degree one because the respondents cannot give neutral answers owing to the so-called forced choices. (FÁBIÁN, 2014) The quantitative processing of the questionnaires was performed with the help of the SPSS version 25 program. During the data processing, I applied non-parametric methods beside descriptive statistics, like Parson's chi-squared test or in case of the Likert-scale answers, the groups were compared with the Mann-Whitney and Kruskal-Wallis ANOVA tests. The results of the statistical tests were considered significant at the value of $p < 0.05$. To analyze the data, I used the IBM SPSS v25 program.

The questionnaire contained 11 major question groups:

1. some data about the teacher 's school: the seat and the maintainer of the school, the number of teachers,
2. some personal details: sex, age, position, type of the diploma, subject(s) taught, how long the teacher has been working for the school and the number of workplace changes,
3. Participation in tenders, applications,
4. Opinion about the necessity of integration. In this question group, the respondents had the chance to write down their opinions about the integrated education, the differentiated teaching or the segregated education,
5. Trainings, courses. The questions here were about the teacher's SEN pupil-related training during and after the college or university years. There were separate questions on the financing of these trainings, the teacher's future plans and the application of the acquired knowledge,
6. This question group was related to the place, tools and personnel (special teachers, assistants) of the SEN pupils' improvement.
7. Questions related to the problems arising from the teaching of SEN pupils (inactivity, behavior disorders)
8. The social contacts between the mainstream and SEN pupils show the pupils' cohesion index. This question group sized up the teacher's opinions about this.
9. The question group asked about the effects of integration on the mainstream students.
10. The question group asked about the teachers' source of information on the SEN pupils.
11. The question group focused on the meetings, the lectures that aimed to expand the teachers' knowledge about SEN pupils, organized inside or outside the schools.

The teachers of the special schools deal only with SEN pupils, so a modified questionnaire was prepared for them. This questionnaire omitted the questions about the co-education of mainstream and SEN pupils. In the comparison of the questionnaires, only the responses to the common questions (given to both the mainstream and special teachers) were taken into account. The quantitative data processing of these questionnaires was also performed with the SPSS v25 pro-

gram. Parson's chi-squared test and in case of the Likert scale responses, Mann-Whitney and Kruskal-Wallis ANOVA tests were used.

4. THE MAIN RESULTS AND FINDINGS OF THIS DISSERTATION

I consider the presentation of the semi-structured interview results extremely important. The research focused on those areas where the heads of the schools have the means to make changes in the organization process of education. The questionnaire-based study of the teachers from ten mainstream schools and ten special schools was also of great importance.

4.1. Change in the organizational culture

It is among the heads' tasks to organize the education, to raise the employees' awareness and to overcome any possible resistance. In this question group, the heads of the schools had the opportunity to characterize their own and their employees' attitude toward their pupils. Five mainstream school heads consider the SEN pupils' presence more positively. Four of them are rather neutral in this regard, they consider the SEN pupils as a kind of burden imposed on them. They think that the schools do not have too much trouble with these children but their presence does not provide any advantage to the school either. *"We have always been receptive, we have always had such children, since the pupils have always been mixed. Our teachers know this."* Only one of these heads replied that the integration has disadvantages. The heads of the mainstream schools state in their responses that the integrated education is not perfect. They think there should be some kind of an intermediary institution where such children would study neither among mentally healthy children nor among children with moderate mental handicaps. *"There are not any interim schools for the sane and not completely sane children. Many times the experts write in their reports that such children can be integrated but this is just not true. The mainstream teachers have not received any training related to the SEN pupils. Everything that is going on now is a total failure."* One of the heads outlined a solution and considered it viable and suggested that it might be implemented by others too. *"In our school the integration of SEN pupils may be successful because we have our own special teachers in*

full-time jobs. They can help, intervene or calm down the children immediately if necessary.” Some would suggest a different form of education for such children. *“There might be segregated classes which would consist of only SEN pupils with the same ICD ratings.”* According to the results, it can be stated that a kind of resistance can be found in case of the mainstream school heads in spite of the fact that the integrated education was introduced more than 20 years ago and it has been continuously improved ever since. The responses from the heads of the special schools show that the segregated education is not bad but it is rather expensive. *“Integration is not working, it is pseudo-humanism. Admitting a (SEN) child into a mainstream school will not make that child sane. Such children can be successfully educated in a segregated way but it is extremely expensive. The mainstream teachers are not trained for this job and they lack motivation too.”* Integration is a kind of compulsion which was launched due to the decreasing number of children around 2000. The mainstream schools rather agreed to integrate SEN pupils because of the money they received for it. However, the teachers in these schools did not have the skills related to such pupils. Several mainstream school and special school heads have almost the same opinion, that is, the integrated education is not the best solution for the SEN pupils.

4.2. Results from the study of the teachers’ training

Most of the mainstream teachers did not receive any training related to the SEN pupils during their college or university studies. However, the educational environment has changed since that time but the continuous adjustment, that is, training is essential. With this question, I wanted to find out how the heads of schools implement the process of adjustment through training. In spite of the fact that only three schools launched special training, seven heads stated that between 2006 and 2014 they themselves had completed similar courses serving the more efficient teaching of the target group. It is more interesting that the employees in nine schools completed similar courses from 1998 on. In some of the schools, several teachers completed courses. *“Yes, 40 or 50 teachers out of 61 completed or is taking courses. Due to the great number of participants, the training is taking place in our school.”* Several heads encourage their colleagues to complete courses and in some cases, these teachers get new duties. Again, there was one head who was very pessimistic about the courses. *“I might as well send my colleagues to*

courses but if they have to pay, they will not go.” The heads of the special schools are special teachers too. They have been continuously completing courses since 1994. Their employees have also been taking courses or obtaining further degrees continuously after their graduation since 1999. *“Everyone here completes the autism course, if necessary, even at their own expenses.” “I reply inversely: all the teachers working here have completed the 140-lesson Meixner course. They could not teach here without that.”* Of course, the heads in these schools encourage the colleagues to complete courses but this is often difficult due to the reasons mentioned above. *“Yes, but they have to pay for these expensive trainings themselves. It would be great if the maintainer could realize that they should cover these expenses. Of course, they should make a study contract which would ensure that the colleagues would work here for several years after completing the course.”* The heads of the special schools report very serious financial problems which impede the professional education of the children.

4.3. Results from the study of the place, tools and teachers of SEN pupils

Every mainstream school provides one or more small classrooms for the improvement of SEN pupils. However, in some cases, the teachers have to find practical solutions. *“Yes, we have turned earlier storage rooms and the gym into classrooms for SEN pupils but sometimes we have to use the doctor’s room or the technology room for this purpose.”* The necessary tools are available at every school.

The special schools have the classrooms needed for the improvement. *“We are pretty good at this, we have a classroom for each of these activities: speech therapy, dyslexia, music therapy, special PE and psychology. The colleagues are flexible, they can lend these classrooms to one another at any time.”* The necessary tools are mostly available too in these classrooms. Again, one response mentions the lack of methodology in case of the mainstream teachers. *“In general, I would say that the mainstream teachers do not have the required knowledge to deal with the SEN pupils.”* The heads of both the mainstream and the special schools stated that their infrastructure was proper for the improvement of SEN pupils. Later, in one response the segregated education was praised: *“Those in power decide about the education of these children but they do not see the reality at all. There are system-wide errors. The segregated education is homogenous and it has been working well since*

the reign of Queen Maria Theresa (the 1700s). This form of education should not have been thrown out of the window. Before 2000, there had been about 200 pupils in this school, now there are only 106. The integration is a requirement from the EU, so these children got into mainstream schools.” According to two other heads, the special teachers have difficulties doing their jobs in mainstream schools. The financing of the trainings is also a problem. *“The problem does not come from the lack of tools but rather from the insufficient level of the teachers’ training. For example, we are supposed to deal with autistic children and the colleagues have to pay for their own trainings. We need a psychologist and another external mental hygiene expert who could make the children’s parents understand and accept what happens to their children. It is important that this expert should be external.”* The heads of the special schools tell about serious problems on several areas. The organization of education, the financing and the lack of professionals seem to be the most important problems to fix.

4.4. Results from the study of tender participation

In the current economic environment, the heads of the schools can operate the schools only by obtaining money from tenders. To do this, it is essential to apply project management. The tender objectives can be various: to improve the infrastructure and the tools, to ensure the necessary conditions to create high quality education, to organize the processes which help inclusive education, to modernize the pedagogical methods and the study-organizing procedures or to ensure the special ICT tools which help the integrated education.

The heads of the mainstream schools gave neutral responses to the tender-related questions. They are not aware of the tenders, some of them think that there are not any tenders at all. Only one head was aware of such tenders. *‘The HEFOP tenders are the ones related to integrated education. Fir example, the Híd, Kagyló or Messzelátó tenders.’* In spite of this, six heads have already entered tenders before. The heads formed special groups to write the tenders. The members of these groups were the most competent people. In several cases, the heads and the team leaders were also the members of these groups. The most frequent response was: *“the group included the medium-level leaders and the special teachers. I chose them based on their professional competence.”* Only one head hired an external tender-writing firm. The tenders are written by the most competent people. One head replied this:

“We seek to include all the specialties. The point is that the tender should be written by an experienced and motivated person.” One head gave a negative response. *“The KLIK tenders require an immense amount of administration but provide little money.”* Three heads were not aware of tenders related to SEN pupils at all and they never entered tenders this way.

The special schools have similar opinions regarding the existence of tenders. Six heads firmly expressed their disappointment regarding the lack of such tenders. *“Our possibilities have narrowed down. We are in the region of Central Hungary. Here, the GDP is higher compared to other regions. That is why we do not get money. We do not get any money from the development fund.”* or *“I have to say that there have been no tenders since the establishment of the KLIK in 2010. Before that we had had many EU tenders.”* Four respondents stated that there are tenders but they are extremely difficult to access due to various reasons. *“Yes, there are quite a few but it takes a tremendous amount of time to look for them.”* Two respondents were very satisfied with the success of the tenders. *“I consider them to be very successful since we could take the children to Germany and England.”* The heads of two special schools were not aware of any tenders related to SEN pupils and they did not enter any tenders at all. We can state that there are few tenders in both the mainstream schools and in the special schools and it takes a lot of time to look for them. Neither the heads of the mainstream schools nor the heads of the special schools mentioned the composition of the tender groups.

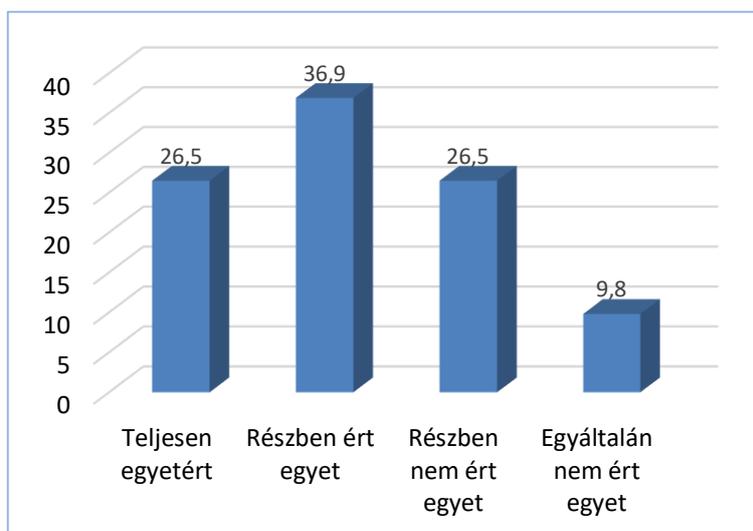
4.5. Presentation of the results from the questionnaire-based studies

In the second part of the studies, I compared the responses of the teachers working in the mainstream schools (N= 173) with the responses of the teachers working in the special schools (N= 165). The questions of the semi-structured interviews conducted with the heads of the schools were complemented with six groups of questions about the organization and problems of teaching SEN pupils.

The percentage of SEN pupils in the mainstream schools

Questionnaire item: *“The teaching of SEN pupils takes away time from the teaching of mainstream pupils.”*

Figure 1: The percentage of SEN pupils in mainstream schools according to the mainstream and special teachers (%) N=338



completely agrees, partially agrees, partially disagrees, does not agree at all

Source: The author's own studies, 2017

Questionnaire item: *"There are more SEN pupils in the classes than the number which can be taught successfully."*

58.8% of the teachers agree with the statement, while only 25.0% of the special teachers agree (Kruskal-Wallis ANOVA: $H=11.344$; $p < 0.045$). In case of the teachers from the mainstream schools, based on the responses by the subjects they teach, we can see differences. 72.7% of the PE teachers agree, while in case of those teaching other subjects, 40.8% agree. (Kruskal-Wallis ANOVA: $H=9,068$; $p < 0,028$)

Trainings, professional meetings related to the SEN pupils

Questionnaire item: *"Are you planning to complete any courses related to the teaching of pupils who require differentiated treatment or who have learning difficulties?"*

The distribution by sex shows that in case of the teachers from mainstream schools, 68.6% of the women and 41.2% of the men plan to take courses in the future. ($\chi^2=5.126$; $p < 0.024$) By age, in case of the teachers from the mainstream schools, 90% of the teachers between 20 and 29, while 50.6% of the teachers over 50 plan future courses. ($\chi^2=15.054$;

$p < 0.001$) In case of the employees from the special schools, 94.9% of those between 20 and 29 and 35.2% of those over 50 plan to take courses in the future. ($\chi^2=40.773$; $p < 0.00$)

Questionnaire item: *"I think it is important to obtain knowledge which makes my work with SEN pupils easier."*

The responses of teachers and special teachers are similar here. The members of both groups would like to improve their knowledge. (Mann-Whitney: $U=12753.5$; $p =0.019$). In case of the teachers of the mainstream schools, 76.3% of the women and 41.2% of the men; Mann-Whitney: $U=784.500$; $p=0.0$). The teachers of the mainstream schools, by the type of the diploma: special teachers 100% and engineer teachers 50%; Kruskal-Wallis ANOVA: $H=24.021$; $p < 0.0$). The teachers of the mainstream schools, by the subjects they teach: those who teach arts subjects do not agree – 2.3%, PE teachers – 36.4% ; Kruskal-Wallis ANOVA: $H=10.002$; $p < 0.019$). In case of the teachers of the special schools, by age: those over 50 disagree (9.3%) rather than those between 20 and 29 (2.8%), (Kruskal-Wallis ANOVA: $H=7.525$; $p < 0.023$)

The place, tools and teachers of SEN pupils' improvement

Questionnaire item: *"The school has the sufficient number of special classrooms."*

Both the mainstream and the special teachers dismiss the statement (65.9% of the mainstream school teachers and 58.7% of the special school teachers). We can see a difference in the responses of the mainstream school teachers by the type of the diploma. Those with qualification exams rather agree (39.1%) than the engineer teachers (0%).

(Kruskal-Wallis ANOVA: $H=13.125$; $p < 0.022$) In case of the special schools, there is a difference by the maintainer. 39.5% of the teachers of state-run schools dismiss the statement, while in the foundation schools this figure is 0%. (Kruskal-Wallis ANOVA: $H=8.731$; $p < 0.013$)

Questionnaire item: *"All the tools helping the improvement are available in the special classroom."*

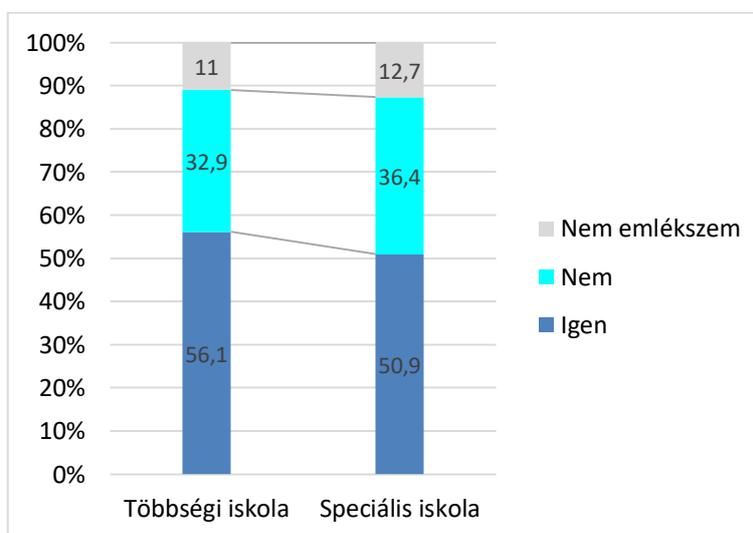
The mainstream teachers and the special teachers see the problem of improvement tools. In case of the mainstream school teachers, the difference is by the type of diploma; the special teachers rather agree (50%) than the engineer teachers (0%).

(Kruskal-Wallis ANOVA: $H=12.159$; $p<0.033$) There is a difference among the responses of the special school teachers by the maintainer, 27.1% of the teachers in state-run schools dismiss the statement, while this figure is 0% in case of the foundation schools. (Kruskal-Wallis ANOVA: $H=7.288$; $p<0.026$)

Communication in the school related to the SEN pupils

Questionnaire item: “A one-time training for the teachers inside the school”

Figure 2: The one-time training related to the SEN pupils inside the school, according to the mainstream and special teachers (%) N=338



I do not remember, No, Yes

Mainstream school, Special school

Source: the author's own studies, 2017

The mainstream teachers and the special teachers have very similar opinions in case of this question. We cannot see any significant difference here. However, it can be stated that there were internal trainings in case of both school types. The responses from the teachers of mainstream schools by the subjects they teach show some difference. 36.4%

of the PE teachers did not remember the training, while this figure is 0% in case of the teachers teaching arts subjects.

($\chi^2=13.486$; $p < 0.036$) In case of the special school teachers, we can see differences in the responses by the change of workplace. Those who work at their first workplace do not remember such trainings (23.7%), while in case of those who work at their third workplace, this figure is 2%. ($\chi^2=18.865$; $p < 0.021$)

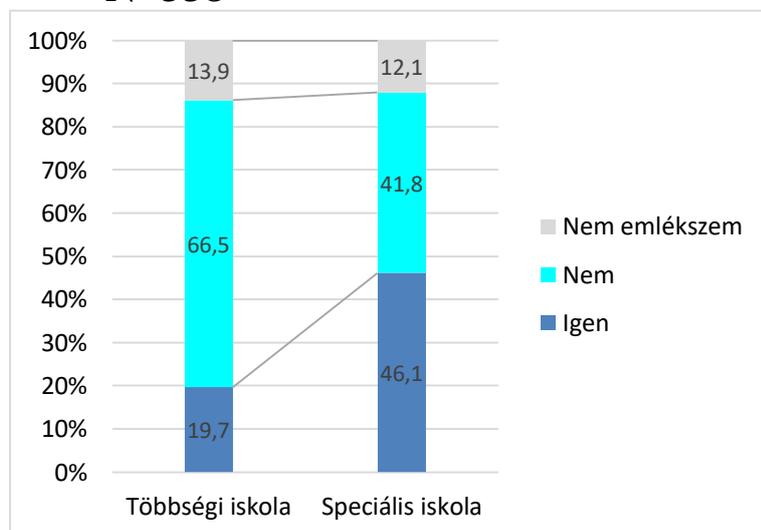
Questionnaire item: *”External, one-time training for the teachers”*

Neither type of schools held trainings outside the schools.

There is some difference in the responses of the teachers from the special schools by the maintainer type. 33.3% of the teachers from state-run schools and 5.3% of the teachers from church schools stated that there was some training. ($\chi^2=13.796$; $p < 0.008$) The responses from the teachers of special schools by age also show some difference. (30 to 49: 41.3%, while 20 to 29: 19.4%; $\chi^2=11.100$; $p < 0,25$)

Questionnaire item: *”Internal courses for the teachers”*

Figure 3: Internal courses related to the SEN pupils for mainstream and special teachers inside the schools (%) N=338



I do not remember, No, Yes
Mainstream school, special school

Source: *The author’s own studies, 2017orrás: Saját vizsgálatok, 2017*

There were not internal courses in the mainstream schools but the special schools arranged such trainings. The difference is significant between the responses of the two groups. 46.1% of the special teachers responded that there were courses, while only 19.7% of the mainstream school teachers responded so.

($\chi^2=27.726$ $p< 0.000$). Some difference can be seen in the responses of the mainstream school teachers by age. 29.9% of those over 50 have some memory of an internal course, while those between 20 and 29 do not remember (0%). ($\chi^2=10.178$; $p< 0.038$) The responses of the teachers from the special schools by the maintainer show some difference too (foundation schools: 52.9%, church schools: 21.1%; $\chi^2=10.054$; $p< 0.04$)

Questionnaire item: “*External courses for the teachers*”

Neither of the two school types organized courses outside the schools. The responses show differences. 36.4% of the teachers from the special schools responded that there were external courses, while 24.3% of the mainstream school teachers responded so. ($\chi^2=6.129$; $p< 0.047$)

SEN pupil-related tenders

Questionnaire item: “*Are there any tender opportunities for the schools to help the improvement of SEN pupils?*”

The mainstream school teachers did not know of the existence of such tenders, while the teachers of special schools responded that there are such tenders (61.8% vs. 32.4%; $\chi^2=30.933$; $p<0.000$)

Questionnaire item: “*Have you participated in such tenders as a member of a tender team?*”

It is characteristic of both school types that the teachers did not take part in tenders. If we look at the responses from the teachers of special schools by sex, we can see some difference. More men (33.3%) than women (13.5%) worked in tender teams; $\chi^2=5.909$; ($p <0.015$) There is also a difference in the responses from the teachers of special schools by age: those between 20 and 29 did not participate in tenders at all, while 27.8% of those over 50 did; $\chi^2=12.191$; $p <0.002$)

Questionnaire item: “*Have the tender opportunities narrowed down in the past 6 years (2010 2016)?*”

Neither most special teachers (66.7%) nor the mainstream teachers (78.6%) know how much the tender opportunities have narrowed down. (Mann-Whitney: $U=12689.5$; $p=0.024$)

Questionnaire item: “*Since the establishment of the KLIK in 2010, the tender opportunities have become more frequent and more accessible.*”

Neither most special teachers (69.7%) nor the mainstream teachers (77.5%) know whether the tender opportunities have become more frequent or not. We can see some difference in the responses of the mainstream school teachers by the change of workplace. (16.7% of those working at their second workplace agree, while this figure is 0% in case of those whose current workplace is more than the third one in their careers; $\chi^2=24.104$; $P < 0.02$) The responses of the special school teachers by the maintainer were different. Only 4.7% of the teachers in state-run schools agree, while in the church schools more teachers agree (21.1%)

(Kruskal-Wallis ANOVA: $H=8.477$; $p < 0.014$)

Internal communication in the schools regarding the SEN pupils

Questionnaire item: *“Information received from the head of the school”*

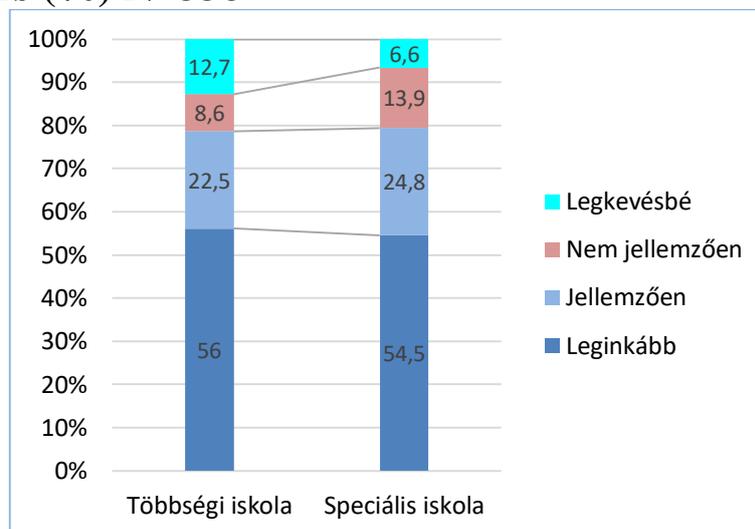
We can state that in case of both the mainstream school teachers and the special teachers in the special schools, the colleagues did not receive the information on the SEN pupils from the heads. The result between the two groups is significant. (Mann-Whitney: $U=12531.5$; $p = 0.044$). There is some difference in the responses of the special teachers in the special schools by the maintainer. 34.2% of the teachers in the state-run schools do not agree at all, while in case of the church schools this figure is 0%. (Kruskal-Wallis ANOVA: $H=9.269$; $p < 0.010$).

Questionnaire item: *“Information received from the team leader”*

Characteristically, the mainstream school teachers did not receive the information from their team leaders. The special teachers of the special schools have various opinions. The result is significant between the two groups. (Mann-Whitney: $U=10859.5$; $p = 0$)

Questionnaire item: “*The information came from an expert’s report*”

Figure 4: The information on the SEN pupils received from the expert’s report, according to the mainstream and special teachers (%) N=338



*least, characteristic, not characteristic, most
mainstream school, special school*

Source: the author’s own studies, 2017

There is not a significant difference between the responses of the mainstream teachers and those of the special teachers, more than 70% of the respondents receive their information on the pupils’ condition from the expert’s reports. There is some difference in the responses from the teachers of the mainstream schools by sex (women: 60.9%, men: 11.8%; $\chi^2=28.56$ $p < 0.000$).

By the subjects they teach, the responses of the mainstream school teachers show that 69.8% of those teaching arts subjects and foreign languages agree, while this figure is 9.1% in case of the PE teachers. (Kruskal-Wallis ANOVA: $H=16.87$; $p < 0.001$). The responses of the teachers in the special schools by sex show some difference. 59.6% of the women agree, while 25% of the men agree. (Mann-Whitney: $U=1123.00$; $p = 0.004$).

Questionnaire item : “*I received information on the pupils from a colleague*”

There is some difference between the responses of the mainstream teachers and the special teachers since the mainstream school teachers mostly receive information on the SEN pupils from the colleagues who earlier taught these children. The special teachers of the special schools

gave definitely less positive responses in this case. (Mann-Whitney: $U=11645$; $p=0.002$).

5. SUMMARY OF THE NEW AND NOVEL RESULTS OF THE DISSERTATION

The vast majority of the international and Hungarian publications on the education of SEN pupils approach the subject from the pedagogical viewpoint. Very few publications bring attention to the organization of learning in case of such pupils. The integrated education causes a great number of pedagogical and organizing problems for the teachers and these pupils do not receive proper care.

The novelty of my dissertation comes from the fact that I have examined the integration of the SEN pupils from the viewpoint of management science and not the pedagogical approach. I interviewed heads of schools, teachers and the children concerned during my research.

- Another novel result of this dissertation is that I revealed that the heads of the mainstream schools do not put enough emphasis on tracking the SEN pupil-related tenders, although such tenders do exist. The heads of these schools do not actively pay attention to the organization of tender-writing groups and they give up significant amounts of money, tools and programs. The differences could be seen in the responses of the teachers of the special schools and those of the mainstream school teachers. The mainstream school teachers are not even aware of the existence of tenders and know nothing of the efficacy of such tenders. On the other hand, the teachers of the special schools are just in the opposite situation: they are aware of the tenders and their efficacy as well. The mainstream teachers would not enter any tenders next time, while the special teachers would do so.
- I consider it a significant result of my research that I managed to confirm that the teachers of both school types would gladly take part in the various courses in order to improve their knowledge. However, they do not want to pay for these courses themselves. In spite of this, the heads of the mainstream schools send only few teachers to such courses related to the differentiated education of SEN pupils.
- I consider it a novel finding and result that there is a difference between the infrastructural facilities of the two school types.

There is not a problem with the special classrooms and the tools of the special schools, these are available in the required quantities. The heads of the mainstream schools do not put enough emphasis on the infrastructure, thus, these schools have few special classrooms and an insufficient amount of tools. The special schools have solved accessibility but the mainstream schools have not.

- I revealed that according to the heads of mainstream schools, the teachers do not like to deal with SEN pupils. The teachers of mainstream schools think that there are more SEN pupils in the classes than the number of such pupils that can be successfully integrated. In spite of all this, the heads of mainstream schools admit more SEN pupils into their schools than the professionally accepted number. Thus, the integrated education cannot be successful.

6. THE THEORETICAL/PRACTICAL USABILITY OF THE RESULTS

Based on my research results, I suggest that the mainstream heads should not admit more SEN pupils than the professionally accepted number because it would inevitably be against integration. It would be useful for the teachers of the mainstream schools to complete courses which are about co-education.

A higher number of mainstream school teachers should be sent to courses and trainings about SEN pupils since the differentiation of the lessons does not take place regarding the SEN pupils. The employers should find financial resources to cover the costs of these courses and trainings so that the employees would gladly participate.

The layout, the size of the special classrooms are not adequate in the mainstream schools and the tools are incomplete. The heads of these schools should consider the ways of improving the material and personnel conditions.

One problematic area in the flow of communication is the insufficient relay of information toward the teachers. In my opinion, it is necessary to hold meetings and professional trainings inside the schools several times a year so that the teachers should be up-to-date regarding their pupils.

Based on the research results, it can be stated that the heads of both school types should put more emphasis on tracking and launching tenders and creating tender-writing groups in order to improve the financial conditions. This is particularly true for the heads of the mainstream schools. This way, these schools many more training opportunities, the teachers and the SEN pupils could win more programs

The expert's report is a document that describes the partial ability disorders of the SEN pupils. his report is issued by an expert committee and the child receives improvement or exemption based on it. It would be important if the form teachers presented these reports to the teachers dealing with such children. It would be useful to make these documents available for all the teachers.

The collected data might serve as a starting point for further studies. These data contain information about the state of the education of SEN pupils within the Hungarian education system from the 2010s.

This paper has revealed the current problems based on the representative survey of a Budapest district and it provides suggestions to the resolution of these problems. Furthermore, this paper brought attention to the importance of the improvement opportunities, primarily from the study organization aspect.

7. PUBLICATIONS IN THE SUBJECT OF THIS DISSERTATION

PUBLICATIONS SERVING AS THE BASIS OF THIS DISSERTATION

Journal articles and papers (7)

1. **Erdei N.:** Sajátos Nevelési Igényű tanulók összehasonlító vizsgálata két általános iskolában.
Agrártudományi közlemények = Acta Agraria Debreceniensis 58: pp. 71-76. (2014)
2. Móré M. – **Erdei N.** (2014). Sajátos nevelési igényű tanulók oktatása sajátos pedagógiai programmal egy budapesti általános iskolában. In Tánczos, J. (Szerk.). Fejlesztő pedagógiai és pszichológiai tanulmányok I., Debreceni Egyetem Kiadó, Debrecen. 127 - 136.o. Debrecen. ISBN 978-963-318-475-2
3. **Erdei N.:** Sajátos nevelési igényű (SNI) tanulók oktatásának szervezése.
Taylor 2015/3–4. szám, VII. évfolyam 3–4. szám No. 20–21. pp. 1-14. ISSN 2064-4361
4. **Erdei N.:** Sajátos nevelési igényű (SNI) tanulók kohéziós index vizsgálata egy általános iskolában.
Taylor 2016/4. szám, VIII. évf./4. szám No 25. pp. 96- 104. ISSN 2064-4361
5. E. Szabó, **N. Erdei**, Sz. Bene.: A comparative study of the physical development and motor performance of mentally non-handicapped children and children with intellectual and development disabilities.
6. **Erdei N.:** Sajátos nevelési igényű (SNI) és többségi tanulók testalkati mutatóinak és motoros képességeinek összehasonlító vizsgálata a NETFIT rendszerben.
Különleges Bánásmód, I. évf. 2015/3. pp. 57-66. DOI 10.18458/KB.2015.3.57

7. **Erdei N.:** A fogyatékkal élő emberek elutasításának és elfogadásának története napjainkig és helyzetük a mai oktatási rendszerben.
Különleges Bánásmód, II. évf. 2016/3. szám, pp. 41-49. DOI 10.18458/KB.2016.3.41



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List of publications related to the dissertation

Articles, studies (7)

1. **Erdei, N.:** A fogyatékkal élő emberek elutasításának és elfogadásának története napjainkig és helyzetük a mai oktatási rendszerben.
Különleges Bánásmód. 2 (3), 41-49, 2016. EISSN: 2498-5368.
DOI: <http://dx.doi.org/10.18458/KB.2016.3.41>
2. **Erdei, N.:** Sajátos nevelési igényű (SNI) tanulók kohéziós index vizsgálata egy általános iskolában.
Taylor 8 (4), 95-104, 2016. ISSN: 2064-4361.
3. Szabó, E., **Erdei, N.**, Bene, S.: A comparative study of the physical development and motor performance of mentally non-handicapped children and children with intellectual and development disabilities.
Acta Physiologica Hungarica 102 (3), 311-323, 2015. ISSN: 0231-424X.
DOI: <http://dx.doi.org/10.1556/036.102.2015.3.9>
IF: 0.814
4. **Erdei, N.:** Sajátos nevelési igényű (SNI) és többségi tanulók testalkati mutatóinak és motoros képességeinek összehasonlító vizsgálata a NETFIT rendszerben.
Különleges Bánásmód. 1 (3), 57-66, 2015. EISSN: 2498-5368.
DOI: <http://dx.doi.org/10.18458/KB.2015.3.57>
5. **Erdei, N.:** Sajátos nevelési igényű (SNI) tanulók oktatásának szervezése.
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7. **Erdei, N.:** Sajátos Nevelési Igényű tanulók összehasonlító vizsgálata két általános iskolában.
Agrártudományi Közlemények. 58, 71-76, 2014. ISSN: 1587-1282.

Total IF of journals (all publications): 0,814

Total IF of journals (publications related to the dissertation): 0,814

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