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Analysis of specialists' shortages in schools with inclusive education in Kazakhstan

Abstract

Object: to reveal the causes behind staff shortage and staffs drain of support specialists (psychologists, special teachers, speech therapists) in general schools with inclusive education.

Methods: qualitative study with the utilization of semi-structured interviews and thematic analysis of the data; SWOT analysis for support specialists' availability in general schools.

Findings. The findings indicate that the major reasons behind the staff shortage and turnover come along with dissatisfaction of teachers with working conditions as low salaries and heavy workload, lack of qualifications and availability of specialists and the organizational conditions such as administrative support and decision-making input in school settings. SWOT analysis provides an overall observation for the provision of support specialists and their scarcity in schools.

Conclusions: Based on the analyses, the study concludes that sufficient salaries, adequate workload, professional competence and administration support mostly determine staff will continue their functions in teacher position.

Keywords: inclusive education, staff shortage, staff drain, support specialists.

Introduction

Inclusive education is gaining more and more attention around the world today. In Kazakhstan it has been gradually introduced since 2011. According to the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, by 2025, 100% of schools, kindergartens and 70% of colleges and universities should create conditions for inclusive education (Ministry of Education, 2019). Therefore, with the rise of educational institutions with inclusive education, the demand for necessary conditions is also growing.

One of the difficulties in the development of inclusive education is the preparation of high-quality teaching staff that meets all the criteria for inclusive education (Smith & Tyler, 2011; Forlin et al., 2015). The problem lays in a significant shortage of applicants and decline in the popularity of such specialties, as well as in retraining of existing specialists in the field of education every year (Antilogova et al., 2020). Apart from the lack of general teachers who are ready to work in inclusive settings, the demand for support specialists (psychologists, speech therapists, special teachers) is also increasing. With turning schools to be inclusive, their availability is necessary to show the support for all children with special educational needs (SEN). The number of such specialists stay limited as well as the staff drain in schools is becoming a common phenomenon.

The current literature lacks the research particularly on specialists' availability, their causes of changing workplace. Movkebayeva (2014), Makoelle (2020), Rollan (2021) generally mention the scarcity of teaching staff and their professional development as being one of the significant barriers for effective implementation of inclusive education. Therefore, the given research aims to reveal the reasons behind support specialists' scarcity and turnover in general schools, the results of which can have practical implications for administrators to consider the necessary policies.

Research questions

This study addresses two main questions:

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1. What are the causes of the support specialists' shortage and drain in general schools?
2. What are the strengths, weaknesses, opportunities and threats for their availability in general schools?

Literature Review

International and domestic considerations of inclusive education and special educational needs

Inclusive education by gaining an international trend becomes a challenging task for many countries to implement (Ainscow & Cesar, 2006). It requires a comprehensive approach and effort to meet the needs of all children with SEN. Starting from the adjustment of the country's legislation and technical equipment of educational institutions toward the preparation of teaching staff and offering psychological support are necessary steps for effectively reaching an inclusion (Singal, 2008; Makoelle, 2020).

However, there is no one-shared idea of inclusion among countries (Ainscow et al., 2000). Dyson and Millward point out (as cited in Ainscow and Cesar, 2006) that there is also "no one perspective on inclusion within a country or school". Ainscow et al. (2006) conceptualize inclusive education in six categories regarding the developments in policies and practices of inclusive education worldwide. These are: a) the thinking of inclusion as being concerned with disability and SEN; b) inclusion being as a response to disciplinary exclusions. It is either c) as about all groups vulnerable to exclusion, or d) inclusion as a promotion of the school for all, or e) being seen as "education for all" and f) as a principled approach to education and society. These different understandings of inclusion and special educational needs paved the way for various developments in policies and practices worldwide (Haug, 2017; Messiou, 2017).

Special educational need (SEN) is a concept that has become widespread in most countries of the world community. Since, in accordance with the principles of inclusive education, it allows schools to focus on creating conditions for the successful education of each learner. In the OECD countries the term "special educational needs" is applied to children with disabilities in physical and medical terms, to those facing difficulties in learning due to behavioral or emotional problems and to children with disadvantages related to their economic and cultural backgrounds (OECD, 2007). These terms can be applied to gifted children as well, because these children also have a special need in the development of talents and in the disclosure of personal qualities.

The Law on Education of Kazakhstan signed in 2007 (last amended in 2021) describes inclusive education as the process of ensuring equal and accessible conditions to education for all children, including children with SEN. How "special educational need" is perceived among different stakeholders remains unclear (Rollan, 2021). Nevertheless, the definition reflects the wider understanding of inclusive education to support all children, who experience permanent or temporary needs in special conditions for obtaining general and additional education of the appropriate level (Law on Education, 2007, Article 1/19-3, Section 1). Rollan stressed out that the terms used often in Kazakhstani normative documents accentuate more on children with disabilities and view inclusive education "as specialized or medicalized approach to correcting certain deficits". Moreover, the rhetoric of inclusive education is still mainly inclined to focus on the children with disabilities (Makoelle, 2020). For instance, the existence of Psychological Medical Pedagogical Consultations (previously commissions) (PMPC) until recently act as centers for revealing diagnosis and evaluating the needs of the children with disabilities. They observe children to define the abilities or inability to study in general schools or giving options for going to special educational institutions. These practices were inherited from the historical Soviet legacy, which was characterized by separation of children with disabilities in special correctional schools or at home (Rollan & Somerton, 2019). However, according to the recent developments in inclusive education policies and normative basis, the nature of PMPCs is gradually changing. Today, these centers play the role of consulting parents and schools giving recommendations and the choice for parents regarding their children's needs (Yerzholova, 2022).

In order to ensure equal access to education for all its citizens, Kazakhstan has taken the efforts to revise its educational norms. It signed the Salamanca Declaration on Principles, Policies and Practices in ensuring education for people with special needs of 1994 and the Dakar Framework for Action of 2001. It ratified the UN Convention on the Rights of Persons with Disabilities in 2015 by recognizing the rights of disabled people to equal general education without discrimination and the need for the creation of appropriate conditions for their self-realization. The country has adjusted its legislation and embodied the principles of inclusive education to its state programs.

Service of psychological and pedagogical support (SPPS)

The State Program for the Development of Education and Science for the 2020-2025 (2019) and the Strategic Development Plan of the Republic of Kazakhstan until 2025 (2018) set the high priority for ensur-

ing the accessibility and inclusiveness of education. That assumes goals, one of which is the provision of psychological and pedagogical support for inclusive education (Yelisseyeva & Yersarina, 2019).

A well-functioning psychological and pedagogical service is necessary to work with children with SEN, whose duties include helping children to overcome their difficulties in order to meet different kinds of individual barriers to learning. Moreover, specialists of this service or special teachers constantly cooperate with teachers and parents to develop common approaches, a unified strategy for working with students, accompanying appraisal activity.

The SPPS composed of a team of specialists, as special teachers (defectologist, oligophrenic teacher or typhlo pedagogue), psychologist, speech therapist and teacher assistants. Special teachers show assistance to children with specific needs. For instance, a defectologist conducts an in-depth examination of children with disabilities, determines a plan for correctional and developmental work with each child, implements it, and traces the dynamics of the development of pupils; provides organizational and methodological assistance to teachers on issues of integrated education and upbringing. An “*oligophrenic*” pedagogue is a specialist in the education and upbringing of children with impaired intellectual development, and a “*typhlo*” pedagogue is specialized in teaching children with visual impairments. A speech therapist identifies speech disorders in children and conducts corrective work to overcome them, participates in the development of speech skills in the general educational environment. So, the teachers plan, organize and conduct educational work to ensure the full psychological development of children based on the study of their individual characteristics, interests and abilities, carry out pedagogical activities in close contact with special teachers and other specialists involved in psychological and pedagogical support.

Staff shortage and staff drain in educational sector of Kazakhstan

The general schools with inclusive education are facing challenges with staff shortage who can afford the psychological and pedagogical support to children with SEN. With the priority given in the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, by 2025, 100% of all schools being obliged to create conditions for inclusive education, it becomes evident that more support specialists will be in demand. For example, “In 2017 there were 178 speech therapists, 109 psychologists, 324 defectologists, 66 teachers for children with hearing impairments, 26 teachers for children with intellectual disabilities and 6 visual impairment pedagogues working in general schools” in Kazakhstan (Rollan, 2021).

Gunger (2016) insists some factors behind the teachers' staff shortage in educational institutions in Kazakhstan as small salaries and low financial package. Despite significant reforms in revising policies toward increasing salaries of teachers in past three-five years, the income in educational sector still remains lower among other sectors of economic activity in Kazakhstan. Table 1 illustrates the nominal earnings by type of economic activities in the first quarters of past six years. The inflation rate as of spring 2022 was 12%, which increased for 5% from 2017 (Ministry of National Economy, 2022). The earnings in education area (205 520 tenge) are small than in the sectors of industry, construction, wholesale and retail trade, transportation and storage, information and communication, financial activities, health care, administrative services. It is almost the same as in the field of residing and catering services (204 635 tenge).

Table 1. Average monthly nominal earnings of one employee by types of economic activity (in tenge, 1 tenge~0.0023\$)

Type of economic activity	2017	2018	2019	2020	2021	2022
Total	140 265	152 442	168 489	200 332	230 829	248 791
Agriculture, forestry and fishing	71 787	80 049	93 153	105 140	116 075	149 976
Industry	201 113	223 296	243 800	271 788	314 479	325 467
Construction	171 144	201 392	214 972	244 730	262 434	291 387
Wholesale and retail trade, car and motorcycles repairs	134 136	149 256	168 033	184 919	202 277	215 383
Transportation and storage	186 756	206 092	218 197	245 754	272 858	291 530
Residing and catering services	131 640	146 153	145 917	167 306	213 448	204 635
Information and communication	199 851	217 869	252 959	305 366	328 101	341 599
Financial and insurance activity	290 814	298 974	323 046	371 081	420 770	461 588
Operations with real estate	127 804	142 196	162 705	176 800	169 237	184 645
Professional, scientific and technical activity	237 894	255 113	296 327	338 652	345 722	376 542
Activity in the field of administrative and auxiliary service	137 521	178 690	207 012	212 738	226 995	246 725

Governance and defense; obligatory social security	112 601	123 433	134 087	161 479	179 308	207 246
Education	91 805	95 484	109 940	154 604	192 317	205 520
Health care and social security	99 675	101 769	115 795	152 424	197 914	224 215
Arts, entertainments and recreation	122 329	125 327	128 686	150 363	144 787	155 449
Other services provision	207 382	198 045	205 729	214 583	239 994	239 045

Note – compiled by authors on the basis of (Ministry of National Economy of the Republic of Kazakhstan. Committee on Statistics, 2017-2022)

The low salaries in the field of education assume low attractiveness to this sector. Most of the applicants to the universities have low motivation to choose the specialties related to teaching. Having low incentives by applicants can be merged with the question of professional orientation of university graduates. The Minister of Education and Science of Kazakhstan, Mr. Aimagambetov (2021, February 23) insisted on the problem of uncertainty by students/applicants in choosing the specialties. He stressed on the need of professions being explained to future school graduates, specialties of which are in demand on the market and which are not, organize professional tests and revive the once by popular training and production facilities.

The report made by the Learning Policy Institute in the USA (2016) on the crisis of teacher supply, demand and shortages revealed some factors related to the attrition (leaving the profession). Most of the teaching staff stresses on dissatisfaction as the most significant factor to leave teaching position. That associated with the administration support, accountability pressures, dissatisfaction with working conditions or a career in general. Another important reason is related to personal or family factors. Ingersoll investigates that organizational characteristics and conditions of schools, as administration support, students discipline problems and low faculty input on school decision-making contributes for higher teacher turnover (2001).

The lack of competence among specialists is considered to be among the reasons behind staff turnover (Svistunov et al., 2013). For instance, teachers with better experience and preparation have lower rates of attrition than those who have little preparedness to take a particular job. An OECD report emphasizes on the importance of age and experience. The elder and experienced teaching staff has low withdrawal rate from teaching position and located for a longer period in the same place (Santiago, 2002). Sutchter et al. (2016) emphasizes professional learning opportunities and time for collaboration and planning as factors contributing for motivating teachers to stay in position. Sufficient professional development opportunities seem to play important role for new teachers entering the career (Oyen & Schweinle, 2021). Favorable salary and financial packages, necessary professional development opportunities, showing administrative support for teachers, some personal factors seem to play considerable role in determining teachers' intention to stay in the position. Thus, it is important to consider the necessary comfortable working conditions for teachers in order to sustain their stability.

Considering the ongoing research in this field, it is significant to note that the issue has mainly explored the factors of teachers' shortages and attrition in general. However, in the context of Kazakhstan the investigations on this problem were limited, and none of them were related to the problem with the shortage of support specialists. As the service of pedagogical and psychological support is a necessary condition for effective implementation of inclusive education and meeting the needs of children with SEN, the observation of this problem seems to be essential.

Methods

Research design. The research employed qualitative method to study the factors behind the shortage and drain of support specialists in general schools with inclusive education. The use of qualitative approach allows collecting rich data from respondents and gaining deeper understanding of their attitudes and experiences.

Research site and participants. Participants for the research were selected according to the method of purposive sampling. Eighteen support specialists from seven pilot schools participated in interviews (Table 2). These schools, which are assigned by the municipality department of education in general schools with inclusive education from each district of Almaty, were chosen as research sites. The pilot schools are the government-owned (or general) schools, which are chosen to be responsible for implementation of inclusive education and direction of other schools in their district. As pilot school, they provide methodological and practical support, give recommendations to teachers and specialists, conduct trainings, collect all reports from other district schools and help with paperwork. The justification for choosing pilot schools was the existence of resource classrooms and a team of support specialists working in them respectively.

Among the pilot schools, four of them deliver the instruction in Kazakh and Russian, in two schools the Russian is the language of instruction, and in the last one the Kazakh is the language of instruction.

Table 2. Interview participants

Participants positions	Number interviewed
Coordinators of resourced classrooms	7
Psychologists	3
Speech therapists	4
Special teachers (defectologists)	2
Teaching assistants	2
Total	18
<i>Note – compiled by the authors</i>	

Data collection and analysis. The use of semi-structured interviews enabled to get extensive understanding of the situation with inclusive education resource rooms and experiences of support specialists in implementing inclusive practices. The guiding questions were prepared ahead aiming to observe the general specialists availability in schools, the staff drain and shortage. They were widened and deepened during the interviews to get more information about the staff problems and the current status on the availability of specialists.

The interviews were conducted in Kazakh or Russian language. They were recorded by the consent of respondents. Later, the interviews were transcribed into English language in order to investigate the findings. The transcripts were thoroughly analyzed and codified. The emerged codes were categorized into dominant themes, which represent significant factors behind staff shortage and staff drain. The themes as: 1) dissatisfaction with working conditions; 2) qualification and availability of specialists and 3) organizational conditions were revealed from the analysis of participants' responses.

SWOT analysis. The findings were summed up by the analysis of strengths, weaknesses, opportunities and threats for the availability of support specialists in general schools. It observes the current trends in inclusive education with specialists' provision and the prospects of their availability or scarcity in schools.

Results

In analyzing the responses of participants' three major themes were revealed: dissatisfaction with working conditions, qualification and availability of specialists and organizational conditions. Themes mean the overwhelming category of factors that were listed by respondents. The themes have sub-themes (Table 3).

Table 3. Themes emerged from the analysis of respondents' answers

Theme	Theme title
Theme 1	Dissatisfaction with working conditions Heavy workload Financial attractiveness of a position
Theme 2	Qualification and availability of specialists Lack of competences Lack of specialists
Theme 3	Organizational conditions School administration support Decision-making input
<i>Note – compiled by the authors</i>	

Dissatisfaction with working conditions

Heavy workload. Weekly workload of one specialist should be 16 hours per week. However, in practice the real hours that specialists deliver to children with SEN exceed the normative according to the required hours of teaching to number of children with SEN. As one of the specialists emphasized:

According to the legal norms, specialists can have one rate (the amount of certain hours per week). That is sixteen hours per week. However, we have 30 children with SEN in our school. We should teach them all, because most of them need individual lessons with speech therapists (Res. № 3 — Speech therapist).

One of the coordinators of the resourced classrooms commented that in order to adjust more or less to the given normative weekly hours, they might exclude some children with SEN or reduce the personal hours of teaching to them who might not need severely the specialists' individual support (Res. № 12). Another coordinator noted:

We really have a staff shortage. New candidates come to the interviews. First question they ask is about the number of children with SEN in the school. As we declare their number, they immediately refuse the proposal. Because they are cautious of workload...It is demotivating them (Res. № 2).

Several respondents expressed their opinion on their wish to have one more specialist in their field. For example, having two speech therapists or defectologists would be better in responding to the needs of children.

If one more speech therapist will be in position, it would be very good either for me or for children. The work would have been more qualitative. We would be able to take the children for extra lessons, who really in need of our support. But now, if I want to take them, I could not do that physically. I would not have enough time (Res. № 13 — Speech therapist).

The PMPC in the provided order states the type of necessary support and time to children with SEN for personal hours with specialists. "It actually says at least 10-15 minutes. However, nothing can be taught in this time. So, 30-40 minutes are taken to give an individual lesson," — responds one of the speech therapists (Res. № 3). As some participants explain, the children are gathered in groups sometimes in order for specialists to deliver the necessary lessons.

The majority of specialists also pointed out the lack of time for their own development and for the preparation of materials for the next lessons. "I don't have enough time to take necessary courses for increasing my own qualifications, just because I am so exhausted," — noted one of the specialists (Res. № 4 — defectologist). Hence, this heavy workload usually seems to lead along with dissatisfaction with the given job to the quality and upgrading of teaching as well.

Financial attractiveness of a position. The heavy workload is more dissatisfying when the salaries are low too. The salaries of support specialists seem to be lower than of general teachers. Almost all specialists expressed that the salaries are low for the given workload. As one of the coordinators shared:

Our specialists are doing hard work every day, but receive low salaries. They are as key stakeholders show support for not only children, but also work closely with parents, consult and help general teachers with methodological work providing teaching techniques and developing the individual curriculum (Res. № 5).

Some of the specialists are not happy with the given salaries and workload that they have.

Most of us think that the salary does not justify our work. Because of that, some of us leave jobs for better salaries with small number of children, to the places, where little paperwork (Res. № 4 — defectologist; Res. № 6 — Psychologist).

It became evident that specialists (especially the younger ones) often stay in general schools for gaining experience and enriching their portfolio. By doing so they can later on search for better jobs or go for private sectors with appropriate salary:

We often get responses to our open vacancies from fresh graduates, bachelors or with Master's degrees. They want to get experience and qualifications here. Because all other sectors, especially if you want to work for private centers, demand some work experience from specialists (Res. № 5 — Coordinator).

The given responses specify the importance of financial attractiveness of the specialists' position. Low salaries often discourage support specialists to consider long career in the same place. They may prefer to stay in the job for upgrading their knowledge and later search for new opportunities with better salaries and financial packages.

Qualification and availability of specialists

Lack of competencies. Lack of competencies and enough qualifications appears to be one of the reasons behind staff shortage in schools with inclusive education. Those who are younger and have less experience tend to leave the jobs more often than those who are in their elder age. However, the specialists who have more and enough qualifications prefer to leave the job in public schools for a private sector with the purpose of earning more and having less stress.

One of the psychologists said:

I prefer to leave my job in coming years. Maybe, I will go to private organization, like educational centers or rehabilitation centers. On the other hand, even, I can make private consultations, in either offline or online formats, which is common nowadays. It would be more beneficial for me as I can earn more money than here (Res. № 8).

A coordinator of the resource classroom in one of the schools mentioned her point about the problem with specialists' turnover and filling the positions with new graduates with little experience.

The specialists stay at position maximum for one or two years. Usually new university graduates or students with masters' degree come to work in order to get experience. However, most of them lack competence, even methodology, techniques to work with children with SEN (Res. № 12).

The coordinators have big concerns about it. As new graduates come to the work with little experience, there is high demand to educate and train them to work in inclusive settings. Some of them may lack the general competencies, even methodologies and practical knowledge in handling the duties.

We educate new specialists who come to vacancy positions. But, they don't stay longer in our school. Maybe, just for one to three years. As not all of them have necessary qualifications we educate them how to work with children with SEN, how to conduct lessons, keep documents, etc. And, if the turnover is high, we should do this work every time, which is exhausting and time consuming (Res. № 5 — Coordinator).

Insufficient qualifications of specialists appear to be serious challenge for existing coordinators. Since it demands their time and effort for training, it will lead to the effectiveness of provision of underpinning knowledge and skills for children with SEN.

Lack of specialists. High turnover of specialists in schools increases the demand for them. That in turn becomes an immediate reason for concern, as the supply of appropriate qualified teachers is low. Most of the coordinators emphasized about open vacancies filled very slowly, which sometimes become hard to find any candidate for the job. Some of the specialists, like an "oligophrenic" or "typhlo" pedagogues are even rare. The shortage of such specialists constitutes a considerable barrier to inclusive education.

"We sometimes witness the cases when a child with SEN could not get enough support from our specialists. Or, even there is no specialist who can individually provide additional help to him/her, like teachers for children with hearing impairments or visual impairments. Because of that, these children might leave our school and return to their previous special correctional school" (Res. № 14 — Coordinator, Res. № 17 — Speech therapist).

A coordinator accentuated that the school sent the order for municipality office with demand for an oligophrenic teacher, but could not get him for one year from now. Usually the children who need support from oligophrenic teacher get help from teacher assistants. These teacher assistants may support them in doing their assignments (Res. № 2, Res. № 15). Besides, teacher assistants might not have enough qualifications to give support for the children with intellectual disabilities, and the process becomes challenging for them. "We should always learn and search for techniques ourselves to help these children because we do not have other options" (Res. № 9 — Teaching assistant). Thus, the lack of specialists becomes a considerable reason for staff shortage. Consequently, it may accelerate existing specialists' workload in filling the shortage positions.

Organizational conditions. While dissatisfaction with working conditions remain the major factor determining the intention of specialists to stay or leave the job among all respondents, some organizational conditions as school administration support and influence on school decisions seem to play a determining role. Coordinators have challenges in communicating their needs with school or municipality administration. Usually, to achieve the results from their request becomes a long process.

We make request for the necessary equipment from the school, and then the school sends it to municipality office to provide it or allocate money for it. However, the process takes a lot of time. As the request finally being issued, it become really late and we might not need this stuff anymore (Res. № 5 — Coordinator).

However, some of the coordinators expressed their opinion about their schools' administration being supportive in organizing special and regular events with the school community: "Our school principal always supports us in organizing the educational event about inclusion for school community, for all school children, for parents of "normal" children, etc." (Res. № 7, Res. № 11). The specialists emphasized their hopes with the current changes in state regulations, where the more duty is put on the school administrators to be responsible for own in school practices and policies. Therefore, they highly recommended for school administration to stay positive and supportive about inclusive activities. The specialists insist on the role of collaboration and school support as encouraging the staff to dedicate them to work.

Discussions

Overall, the themes presented above revealed what factors determine the reasons behind staff shortage and attrition of support specialists working in inclusive schools. Almost all respondents expressed their dis-

satisfaction with working conditions, as low salaries and overwhelming workload. Moreover, qualifications (lack of competences) and deficit of specialists in the labor market as well as organizational conditions cause the shortage and staff drain of existing specialists.

The most significant factor behind staff shortage and high turnover remains the current working conditions under which the specialists should work. Heavy workload and low salaries demotivate teachers to reconsider their career and change their workplace. The given rate, which specialists should take, does not fit the actual hours they deliver to students. This fact is due to the norm of hiring just one specialist in a particular field to one school. Moreover, according to the recent Order No. 6 dated January 12, 2022 (Ministry of Education, 2022), the number of children with SEN for one position of a specialist should not exceed 12-14. It indicates that a specialist (special teacher, speech therapist or psychologist) has approximately 12-14 children with SEN to work individually. However, most schools considered as resource centers accommodate about 30-40 children with SEN. The specialists need to work extra hours to meet the needs of all children, or spend less time for individual lessons with each child. That in turn will affect the quality of teaching and performance of children. The more lessons the specialists deliver the less time will remain for their professional development. They would be challenged with finding extra time to upgrade their level, to take extra courses to improve their qualifications and finally to prepare effectively for their lessons. Mihajlovic (2020) points out that the lack of time can be a serious problem for the success within inclusive classrooms as it can affect the opportunity for cooperation, consultation and planning the lessons with other colleagues.

The shortage with specialists poses a substantial barrier for the development of inclusive education in schools. The scarcity of professional and competent teaching staff will cause reverse process, where children with SEN would leave general schools for the special educational institutions. Especially, those children who demand more specialized services and methods to be taught in schools, will need special support from rare professionals. If the support is not appropriate and sufficient, these learners and their parents will prefer to leave the school and return to their special correctional schools.

Santiago (2002) lay special emphasis on the role of teachers for the nation of any country, and its shortage being “a major consideration in any nation’s aspirations to attain, or maintain, an educational system of high quality, namely when our knowledge-based societies are placing new demands on individuals’ abilities and skills”. The competence of teacher plays not lesser role in determining the situation around the stability of teachers in a workplace and their turnover. From the analysis of findings, the coordinators of school resourced classrooms asserted on the filling the vacancies with newly graduates who might lack enough competences to work. Despite of that, the new comers do not stay in the position permanently. Coordinators are obliged to train these specialists every time, which in turn affects the work of the coordinators on one hand, and students’ performance on the other.

Many researchers (Polly et al., 2015; Canales & Maldonado, 2018; Young, 2018) confirm the role of teachers on students’ achievements. High level of students’ performance will mostly depend on teachers’ professional development and quality. Specialists, who are more trained, qualified and sustainably improve their methodologies would have more effective teaching and response to their students. Therefore, it is important for educational policies to enhance teacher quality with preparation courses, training and education. For this, it is necessary to create appropriate conditions for them by allowing enough time and finance to take this opportunity of learning. Furthermore, as the Minister of Education and Science of the Republic of Kazakhstan Mr. Aimagambetov (2021) emphasized, the role of universities and schools would be significant in directing future graduates to make decisions on their future careers. Professional orientation is influential especially for school graduates to choose the high demanded specialties, revealing the potential candidates and highlighting the specialties’ importance.

In terms of salaries, the income in education sector remains lower, which makes this profession less attractive. Xuehui (2018) relying on the characteristic wage theory analyzes that for the jobs that are difficult, harmful, “long accumulation of expertise or poor working conditions”, appropriate compensation should be provided. That can be in financial terms, insurance services, provision of accommodation and other incentives to attract and retain educators in the workplace.

The school administration support and opportunity for influencing decision-making process are also one of the reasons behind specialists’ concerns. The coordinators are concerned about the degree of their input on decision-making of the school, especially in allocating the financial services for buying commodities, as the schools still are dependent on municipality budget. However, some of them were enthusiastic about their schools support in organizing community events to foster inclusive society. The deep collaboration (Carver-Thomas & Darling-Hammond, 2019), partnership in community, parental involvements and school leader-

ship (Kraft, Marinell & Shen-Wei, 2016) becomes substantial reasons for the motivation of teachers to work in such community. These factors allow teachers to feel safe and valuable, encourage them to enjoy their job and concentrate on the effectiveness of the working process.

The findings indicated above demonstrate the existing challenges in overall provision of support specialists in schools. Moreover, the provided SWOT analysis emerged from the data shows the role of support specialists, the weaknesses in the current provision of them in schools, opportunities with their availability and threats related to their scarcity. As inclusive education concerns children with SEN and disabilities, it makes possible to include these children to general settings because of special services. Currently, the policy and legal change paved the way for the rise of schools with inclusive education, so the parents and children become freer to go and choose general schools for their children. Therefore, the role of special teachers and specialists is growing. However, the scarcity and the availability of specialists significantly have weaknesses in the form of low salaries, lack of enough competences and qualifications of them. This is due to insufficient trainings and practicum of educators in the provision of special services and inclusive education. The existing problem can lead to challenging threats in the development of inclusive education. Children with SEN might not receive appropriate services and learning opportunities due to the shortage of the specialists, underperform in many subjects as general teachers turn to specialists in consultation, planning and organizing individual or adaptive programs for children with SEN.

Table 4. SWOT analysis for support specialists' provision in general schools

Strengths	Weaknesses
<p>The development of inclusive education due to the provision of special services and availability of specialists in schools;</p> <p>The growing role of support specialists in schools</p>	<p>Shortage of support specialists in schools;</p> <p>Low salaries for support specialists;</p> <p>Lack of specialists' competences;</p> <p>Insufficient teacher training courses;</p> <p>Lack of effective practicum of pre-service teachers</p>
Opportunities	Threats
<p>Rise of general schools with inclusive education;</p> <p>Increase in the number of children with SEN in general schools</p> <p>Increasing demand for support specialists</p>	<p>The possibility of children's drop-out due to the scarcity of specialists;</p> <p>Children's underachievement and underperformance</p> <p>Pressure on general teachers and existing specialists</p>
<i>Note – compiled by the authors</i>	

Conclusions

The significant challenge for inclusive education in Kazakhstan remains the shortage and drain of support specialists in schools. The factors as low salaries, heavy workload, lack of competencies and specialists, organizational conditions determine the attrition of specialists from the workplace. This raises a serious consideration of the issue, as demand for support specialists raises with the increasing number of children with SEN in general schools. Therefore, it will be important to revise the salary and rate policies for support specialists working in schools with inclusive education. As the specialists already work overtime, their rate can be doubled or paid in extra hourly manner. Either, the provision of another position for these types of specialists would considerably decrease the attrition, as the workload would be diminishing. Special financial incentives and allowances would be effective tools of motivating and retaining specialists. School administration should stay open and practice the distributed leadership in order to communicate well the needs of their workers, to find solutions for the existing problems and effectively respond to the needs of their students. Teacher trainings courses should be designed and improved in a manner of increasing practicum of real tools and methodologies to work with children with SEN in general settings. Otherwise, the problem might pose crucial risks for children with SEN receiving quality education or their drop-outs from general education system.

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Қазақстандағы инклюзивті білім беретін мектептердегі мамандардың жетіспеушілігін талдау

Аңдатпа

Мақсаты: Зерттеудің мақсаты — инклюзивті білім беретін жалпы мектептердегі психологиялық-педагогикалық қолдау қызметінің мамандарының (психологтар, дефектологтар, логопедтер) жетіспеушілігін және жұмыстан кету себептерін анықтау.

Әдісі: Жартылай құрылымдалған сұхбаттарды қолдану арқылы сапалы зерттеу әдісі, деректерді тақырыптық талдау әдісі, SWOT талдауы қолданылды.

Қорытынды: Алынған мәліметтер кадрлардың тапшылығы мен тұрақтамауының негізгі себептері мұғалімдердің еңбек жағдайына қанағаттанбауы, біліктілігі аз болуы немесе ондай мамандардың тіпті жоқ болуы, сондай-ақ мектеп жағдайындағы ұйымдастырушылық жағдайлар байланысты болуын көрсетеді. SWOT әдісі мамандардың тапшылығын және олардың мектептердегі жеткілікті болғанындағы талдауын ұсынған.

Тұжырымдама: Талдау негізінде жеткілікті жалақы, барабар жұмыс көлемі, кәсіби құзыреттілік және өкімшіліктің қолдауы мамандарды қызметтерін жалғастыруға себеп бола алады деген қорытындыға әкеледі.

Кілт сөздер: инклюзивті білім беру, кадр тапшылығы, психологиялық-педагогикалық қолдау қызметінің мамандары.

Д.Ш. Юсупова, Т.З. Жүсіпбек, Х. Дуайер

Анализ нехватки специалистов в школах с инклюзивным образованием в Казахстане

Аннотация

Цель: Целью данного исследования является выявление причин кадрового дефицита и оттока кадров — специалистов службы психолого-педагогического сопровождения (психологов, специальных педагогов, логопедов) в общеобразовательных школах с инклюзивным образованием.

Методы: Качественный метод анализа с использованием полуструктурированных интервью, тематический анализ данных, SWOT-анализ наличия специалистов поддержки в общеобразовательных школах.

Результаты: Полученные данные свидетельствуют о том, что основными причинами дефицита и текучести кадров являются неудовлетворенность учителей условиями труда, отсутствием квалификации и наличия специалистов, а также организационными условиями в школьной среде. SWOT-анализ предоставляет общее наблюдение за наличием специалистов и их дефицитом в школах.

Выводы: На основе анализа сделан вывод о том, что достаточная заработная плата, адекватная рабочая нагрузка, профессиональная компетентность и административная поддержка в основном определяют желание сотрудников продолжать свои функции в должности специалиста.

Ключевые слова: инклюзивное образование, кадровый дефицит, специалисты службы психолого-педагогического сопровождения.

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