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How does teachers grasp and support the self-esteem of students in special needs classes of Japanese high schools?

LEE Sujin*, HASHIMOTO Soichi**, ODAKA Kunio***,
SUGIOKA Chihiro****, HIRONO Masato*****, KUSAKA Kotaro*****

The self-esteem of high school students with mild intellectual developmental disorders and support for such students were investigated. The participants were teachers (N = 356; Years of experience in current job = 16.7, SD = 9.4) that were working in the high school sections of special support schools for students with intellectual developmental disorders in Japan. Their perspectives and judgments on the conditions of students with mild intellectual developmental disorders were examined, and support was identified. Teachers responded that students with high self-esteem were enthusiastic about learning activities, whereas they were worried about students with low self-esteem, not only in learning situations but also in every aspect of school life, including interpersonal relationships. Teachers proposed that "individual guidance" and "praise" were effective in improving the students' self-esteem. Most teachers responded that they were trying to develop and support the self-esteem of students, regardless of their actual self-esteem level. These findings are useful for understanding the self-esteem of students with intellectual developmental disorders and for analyzing and developing educational support

methods. However, the study did not clarify the effects of support and guidance teachers provided on students' self-esteem. It is suggested that case studies on the level and type of students' self-esteem should be conducted in the future.

Key words

mild intellectual developmental disorders, special support school, self-esteem, educational support

*The United Graduate School of Education Tokyo Gakugei University

**Support Center for the Special Education and Clinical Practice on Education, Tokyo Gakugei University

***Juntendo University

****University of Teacher Education Fukuoka

*****The United Graduate School of Education Tokyo Gakugei University

*****The United Graduate School of Education Tokyo Gakugei University