BIBLIOGRAPHIC STUDY OF SCIENTIFIC PRODUCTION DOCTORAL THESIS IN INCLUSIVE EDUCATION

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Abstract

The study of doctoral theses allows, as Repiso et al. (2011) indicated, to know the scientific evolution of an area of knowledge and identify the main characters and relationships between them.

In recent years the research on inclusive education has reached a considerable boom boosted, among other aspects, by a new normative framework that guarantees the use of this new terminology together with others used up to the moment as integrative education.

The relevance of knowing the extent to which its use has been normalized in research in the field of education, and more specifically in doctoral theses, original research works on a subject related to the scientific field of PhD program.

There are several papers that analyse the doctoral theses production according to different indicators and demonstrating the relevance of the study that is in the context of scientific production and research (Civera & Tortosa, 2001; Delgado et al., 2006; Fuentes & Argimbau, 2010; Osca-Lluch et al., 2013; Repiso et al., 2011).

These productions are analysed in this research. The data have been recollected on the TESEO database on inclusive education during the period 1982-2016, and different indicators have been used: authorship, reading date, address, university, department, PhD program. In the research process, the following key words were included in the thesis title: inclusive education, special education, attention to diversity, special educational needs, specific educational needs and disability.

As an instrument for collecting information, ad hoc matrix was developed and the information obtained in the consulted database was incorporated. A descriptive analysis (frequencies, percentages and graphical representations) of the information collected using the IBM SPSS Statistics program was carried out.

Among the most relevant results, it should be noted that doctoral theses on inclusive education have experienced more or less steady growth in recent decades; the highest scientific production of theses corresponds to departments and PhD programs belonging to the education area. Finally, in most doctoral theses, disability is the most frequently used descriptor.

Keywords: Scientific Production, Doctoral Thesis, Inclusive Education.

1 INTRODUCTION

The study of doctoral theses, original research work on a subject related to the scientific field of the PhD program (Civera & Tortosa [1]), allows to know the scientific evolution of an area of knowledge and identify the main characters and relationships between them.

In recent years the research on inclusive education has reached a considerable boom boosted, among other aspects, by a new normative framework that guarantees the use of this new terminology together with others used up to the moment as integrative education.

When we talk about inclusive education we even refer to "the right of all students to receive a quality education that satisfies their basic learning needs and enriches their lives" (UNESCO [2]). Inclusive education is "an educational approach based on the valuation of diversity as an enriching element of the teaching-learning process and, consequently, becoming to human development" (Parra [3: 143].

The relevance of knowing the extent to which it has been normalized use inclusive education in research in the field of education, and more specifically in doctoral theses. There are several papers that analyse the doctoral theses production according to different indicators and demonstrating the relevance of the study is in the context of scientific production and research (Civera & Tortosa [1]; Delgado et al. [4]; Díaz-Campo [5]; Fuentes & Argimbau [6]; Moreno-Fernández & Moreno-Crespo [7]; Osca-Lluch et al. [8]; Repiso et al. [8]).
The main goal of this work is to analyse the doctoral theses production in inclusive education during the period 1982-2016, so as to know the scientific evolution of an area of knowledge and identify the main characters and relationships between them.

2 METHODOLOGY

The analysis of the theses from 1982 to 2016, a descriptive study was carried out through document analysis. Doctoral theses have been recollected on the TESEO database, Ministerio de Educación, Cultura y Deporte database, which compiles the doctoral theses read in Spanish universities since 1976. This database contains the following fields: title, authorship, university, department, reading date, european/international doctoral degree, phd program, director, court, descriptors and abstract.

For the selection of doctoral theses, different indicators have been used: authorship, reading date, university, department, director. In the research process, following key words were included in the thesis title: inclusive education, special education, attention to diversity, special educational needs, specific educational needs and disability.

As an instrument for collecting information, ad hoc matrix was developed and the information obtained in the consulted database was incorporated. A descriptive analysis (frequencies, percentages and graphical representations) of the information collected using the IBM SPSS Statistics program was carried out.

3 RESULTS

During the period 1982-2016, 460 theses on inclusive education have been defended in Spanish universities related to the selected indicators (inclusive education, special education, attention to diversity, disability, special educational needs, specific educational needs). As it can be seen in table 1, most of the theses refer to disability (331 theses; 72%), followed by a lower percentage of theses referring to special educational needs (45 theses; 9.8%) and special education (41 theses; 8.9%).

<table>
<thead>
<tr>
<th>Inclusive Education</th>
<th>Special education</th>
<th>Attention to diversity</th>
<th>Disability</th>
<th>Special educational needs</th>
<th>Specific educational needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>41</td>
<td>27</td>
<td>331</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td>(3.3%)</td>
<td>(8.9%)</td>
<td>(5.9%)</td>
<td>(72%)</td>
<td>(9.8%)</td>
<td>(0.2%)</td>
</tr>
</tbody>
</table>


Figure 1. Doctoral theses for five years.
Localized theses have been defended in 61 universities. The University with a higher thesis production is the University of Salamanca with 41 theses (8.9%) followed by the University Complutense de Madrid and Granada (27 theses, 5.9%), the University of Extremadura (21 theses, 4.6%), and the Autonomous Universities of Madrid and Barcelona (18 theses, 3.9%). In the Universities of Sevilla, UNED, Barcelona, Murcia and Oviedo have defended a total of 16 theses (3.3%) during the selected period. In the rest of universities, a total of 50, the number of read theses has been less than 15.

![Figure 2. Universities with higher production of doctoral theses.](image)

Most of the theses defended in the period analyzed correspond to the Departments of Didactics and Educational / School Organization, with 40 theses (8.7%), Education/Education Sciences (39 theses, 8.5%), Psychology (21 theses, 4.6%), Personality, Psychological Evaluation and Treatment (20 theses, 4.3%) and Pedagogy (12 theses, 2.6%). The remaining theses have been defended in departments of other areas, such as Medicine, Engineering, Philology, Law, Economics, etc. In addition, in these departments the number of read theses read is lower than 5.

![Figure 3. Departments with higher production of doctoral theses.](image)

The authorship of the analyzed theses corresponds mainly to women, 301 (65.4%); the remaining 159 (34.6%) are authored by a male.
The 460 analyzed theses have obtained the European/International Doctoral Degree, only 7, 1.5% of the total.

400 theses (87%) have been conducted under the direction of a director and the remaining 60 (13%) have had two directors. In addition, 159 theses have been codirected, 140 theses by one teacher (88%) and 19 (12%) by two teachers. Only 12 theses have a tutor.
4 CONCLUSIONS

The results show that there is still a growing interest in research on topics already consolidated in the educational field, such as disability and special educational needs, as evidenced by the 460 theses defended in the period analyzed and the increase in thesis production in the five-year period 2012-2016.

The higher production of theses corresponds to departments of education, since more than half of the theses analyzed have been defended in this area, with public universities leading research production. An upward trend is also the interest in the study of this theme in other areas in which the study of inclusive education is addressed in a transversal way.

The authorship of the thesis is mostly feminine, proof of the increasing presence of women in doctoral programs. It draws particular attention to the small number of theses that have been awarded the mention of European doctorate.

The data related to the thesis management, show that the number of theses being collaboratively directed is increasing.

Finally, it must be pointed out that we consider it fundamental to make research activity on inclusive education visible and reinforcing, since, as Martínez [10: 7] points out, "research is necessary to identify and diagnose educational, social, institutional and personal needs and to promote effective changes in educational practices".

REFERENCES


