

Yan PengFaculty of Education Science, Sichuan Normal University
Chengdu, Sichuan, China**The attitudes of mainstream primary school teachers toward inclusive education: a perspective from the People's Republic of China****Introduction**

„Inclusive – a word much more used in this century than in the last, it has to do with people and society valuing diversity and overcoming barriers” (Topping and Maloney, 2005, p.1). Inclusive education is one of the most important current trends in the theory and practice of education. China began to nationally initiate inclusive education under the name of *sui ban jiu du* (Learning in Regular Classroom, LRC) in response to global trends and domestic pragmatic requirements after the middle of the 1980s (Deng and Zhu, 2007a). LRC has become the key form of providing compulsory education to children with disabilities in China. Though China has shown rapid development in special education since the end of the 1970s, special educational resources are still limited for children with disabilities because of the huge population and the fact that people who have disabilities are dispersed very broadly. Nowadays, in China the population exceeds 1.3 billion, and according to the official statistics from the national statistics office, there were 82.96 million people with disabilities in China till the year 2006, i.e. 6.34% of the whole population (Leading Group of the Second China National Sample Survey on Disability and National Bureau of Statistics of the People's Republic of China, 2007, May 28). Although we had set up 1672 special schools for children with special educational needs (SEN), it still could not meet the needs of special education development – 63.19% of school-aged disabled children went to school, but at the same time there were still 227,000 school-aged disabled children in China who did not go to school until the end of 2008 (China Disabled Persons' Federation, 2009, April 23).

Inclusive education has great significance for most children with disabilities in China. Most of the time, the only alternative for school-aged children with SEN is to go to school to receive nine years of compulsory education. China has implemented inclusive education more than twenty years ago. On the one hand, the amount of children with SEN being taught in regular schools increased greatly, but on the other hand, the quality of inclusive education is still a problem; some children with SEN only 'sit' alone in the regular classrooms or their names are on the registry although they stay at home (Wei, Yuan and Liu, 2001; Chen, 2003; Meng, Liu and Liu, 2007).

Also, there are lots of problems that are waiting to be solved, one of them being the attitudes that mainstream teachers have toward inclusive education.

Research results in China are varied. Generally, three kinds of attitudes can be identified in recent studies. Firstly, partial investigations show that some regular education teachers in primary schools have negative attitudes toward inclusive education (e.g., Liu, Du and Yao, 2000; Wei, 2000). Secondly, there are other studies that show that most regular education teachers in primary schools have positive attitudes toward inclusive education (e.g., Zeng, 2007; Qian and Jiang, 2004). The third kind of surveyed attitude was the cautious attitude meaning that it 'depended on' other circumstances. Study results showed that there were lots of factors that could influence mainstream teachers' attitudes toward inclusive education, e.g. effective teacher training, the kind of disabilities the child with special needs had, and how severe the disability was (Peng, 2000, 2003).

These findings confirmed the importance of regular education teachers' attitudes toward inclusive education and revealed their various attitudes toward inclusive education from different points of view and from different experts in China. In addition, these findings were complicated and confused the author. In order to further realize the real status quo of regular education teachers' attitudes toward inclusive education, the following research questions were made the focus of this study:

1. What are the primary mainstream teachers' attitudes toward inclusive education in China?
2. Do they perceive that they are capable of implementing inclusive education?
3. What difficulties do they face when implementing inclusive education in their regular classrooms?

Method

A review was made of the relevant Western and Chinese literature describing target groups' (especially teachers', parents' and principals') perceptions of and attitudes toward inclusive education, mainly Deng's research findings (2004a), which revealed that teachers' attitudes toward inclusive education consisted of three principal components: the advantages and disadvantages of inclusive education and the advantages of a special school. According to the research questions of this study, one draft of the questionnaire was created, carefully worded, and formatted in Chinese by the author for mainstream primary school teachers involved in an inclusive program.

The researcher invited three special education experts and three frontline practitioners with at least 10 years experiences in implementing inclusive education in regular schools in China to review the draft and give suggestions. Minor changes in the wording and formatting of items were made following these critical reviews. The final questionnaire was field-tested by using 30 primary school mainstream teachers involved in an inclusive program.

This questionnaire is comprised of four parts. The first is an introductory statement to declare the purpose and significance of the research and an assurance of confidentiality. The second section has open-ended questions to elicit respondents' background information. The third section uses a 5-point Likert scale format (strongly

disagree, mildly disagree, not sure, mildly agree, strongly agree) for items assessing respondents' attitudes toward inclusive education. The last section is designed as one open-ended question which asks respondents to list three difficulties they face when implementing inclusive education in their regular classrooms. In total there are 22 items.

Sampling

The Chinese respondents were regular education teachers from urban and rural mainstream primary schools in Sichuan Province, which is located in the southwest of China and has a population of 83,29 million (National Bureau of Statistics of China, 2001). Two sample sites, the Qingyang District of Chengdu City and the Xinjin County of Chengdu City, were selected for investigation. Mainstream primary schools that had students in classes with any of the three major disabilities, i.e. mental retardation or a hearing or visual disability, were chosen in the two sample sites from grade 1 to grade 5. As a result, 120 teachers from 36 mainstream primary schools were surveyed; among the returned questionnaires, 98 questionnaires proved useful for further analysis, including 66 urban questionnaires and 32 rural questionnaires.

The demographic information of the Chinese mainstream primary school teacher sample showed a high percentage of female respondents (85%). 40.8% of respondents were 30–39 years old. 57.1% of them had a bachelor education degree. 68.3% of them had less than five years of teaching experience with students with SEN in regular classrooms. 38.8% of them reported that they had never received any training in inclusive education. 44.9% of respondents reported they received less than one month of training. Finally, 58.2% of them had done some school-based research for inclusive education¹.

Procedures of investigation

Firstly, the author contacted the related local education departments to make an announcement to all participating schools, asking for cooperation. After that, the author personally conducted the formal survey on the spot, going from school to school.

Data analysis

Data were coded and entered into the Statistical Package for Social Sciences (SPSS) for Windows (15.0). Statistical analysis of the data was conducted using descriptive statistics and a one-way ANOVA.

Results

1. Results from closed questions of the questionnaire²

60.2% of all respondents agreed that all children should be educated in regular classes, but it seemed there were many disputes on this point ($M=3.37$, $SD=1.271$). 66.3% of them agreed that students with SEN could improve academically because of inclusive education. Also, 79.6% agreed that inclusive education could promote these students' social and emotional development and 78.6% of them reported that inclusive education promoted different students' mutual communication, understanding, and acceptance about individual diversity. The item, "There are

¹ Corresponding data can be found in annex 1.

² Corresponding data can be found in annex 2, 3 and 4.

sufficient supportive resources and professionals to support inclusive education in regular schools," had a relatively low mean ($M=2.83$) with the highest standard deviation ($SD=1.313$), which reflected lower level agreement as well as the fact that there were many disputes on this point.

Respondents did not agree they had corresponding knowledge and skills to educate students with SEN, and responses were varied due to the relatively low mean ($M=2.84$) and high standard deviation ($SD=1.097$). 59.2% of respondents did not agree regular education teachers' instructional effectiveness would be enhanced by implementing inclusive education and it seemed there were many disputes on this point ($M=3.00$, $SD=1.218$). The opinion as to whether regular education teachers felt comfortable working with students with SEN and their parents, seemed to be controversial and responses were centred on "not sure" ($M=3.19$, $SD=1.233$).

It's interesting that at the same time, 78.6% of respondents agreed that special, separate settings could best serve the needs of students with SEN. The low mean score ($M=1.62$) and low standard deviation ($SD=0.711$) indicated that respondents mildly agreed that children with severe disabilities should be educated to a large extent in special, separate settings. The statistics showed that respondents mildly agreed that special education teachers were trained to use different teaching methods to teach students with SEN more effectively, and they also mildly agreed that children communicating in special ways should be educated to a large extent in special, separate settings. All the statistics of the items analyzed in this paragraph indicate that respondents had positive attitudes toward separate special education.

90.8% of respondents agreed that inclusive education sounded good in theory but to a large extent did not work well in practice ($M=1.79$, $SD=0.759$).

In addition, a one-way ANOVA for respondents' attitudes toward inclusive education as a whole showed that teachers with different genders, teaching years, educational backgrounds, training types, and training time did not demonstrate significant differences. However, there were significant differences between respondents who had different experiences with research, $F(1, 96) = 18.934$, $p < 0.001$.

As a whole, the average mean of the entire attitude was 2.73 with a relatively lower standard deviation of 0.633, indicating all responses of this section were centred to a large extent on "not sure"; that's to say, it seemed that respondents had relatively negative attitudes toward inclusive education. It is very interesting, however, that all statistics showed huge contradictions between teachers' attitudes toward inclusive education and special school education. On the one hand, they recognized the advantages of inclusive education, but on the other, they admitted that there were benefits connected to special school education also, and at the same time, they agreed that, "inclusive education sounds good in theory, but difficult to realize in practice".

2. Result from the open-ended question of the questionnaire

In the last part of the questionnaire, there was one open-ended question designed to ask the regular education teachers to write down three current difficulties they were facing when implementing inclusive education in their regular classrooms. About three fourths of all 98 respondents wrote down their opinions. On the whole, all difficulties were outlined as the following:

"We have too large teaching workloads for regular education in order to attend to students with SEN."

To be specific, this aspect included these concrete difficulties: the class size was too big, it was difficult to meet individual special educational needs; teachers had too much pressure from regular teaching tasks, they had to devote most of their time and energy to finishing heavy regular teaching loads, so they had no time to take particular care of students with SEN and to tutor them in class or after class. Many teachers expressed that, "I am willing, yet unable".

"We lack knowledge and skills about special education, which caused us to feel difficulty in implementing inclusive teaching in regular classes."

Many teachers reported they had no knowledge and skills about how to teach students with SEN in regular classrooms because they lacked the corresponding training and experience. For example, lots of teachers said it was very difficult to grasp the instructional goal, contents, approaches and methods for teaching students with SEN, because these students were so different from typical students. Some teachers reported they had no idea how to adjust their teaching pace, methods and content to satisfy both students with and without SEN. The majority of teachers expressed their strong desires to have opportunities to get some training about special education and observe other teachers' practical inclusive teaching.

"We have some difficulties in communicating with students with SEN."

Many teachers reported they felt it was not easier to communicate with special education needs students, especially with students with hearing disabilities. They found that sometimes students with SEN liked to hide thoughts and feelings in their hearts and didn't like speaking about them to teachers, such as students with mental retardation. So, teachers did not know what these students really needed. And several teachers reported that communication difficulties among teachers, typical classmates, and students with SEN rose with age. Also, some teachers reported they observed that students with SEN became more inferior, sensitive and taciturn with age because they lacked in achievement and lagged behind other typical students, although teachers had no idea how to help them.

"We lack cooperation and support from parents' of children with SEN."

Teachers reported that some parents didn't want to accept and admit their children's exceptional needs, and they had a lot of resistance and violent reactions when teachers tried to tell them their children's exceptional actions and needs. Some parents had inappropriate expectations for their children's academic development, e.g. some of them had very low expectations and had even lost confidence in their exceptional children; they only cared about their eating and dressing but not about their learning and education. This is not to say that they educated their children at home; on the contrary, few parents had too high expectations for their exceptional children; they always hoped their exceptional children would develop as well as their typical peers. Some teachers reported parents were unable to implement

family tutoring at home for their children with SEN, because they lacked patience or did not know at all how to do it.

"Our schools' support for inclusive teaching is not enough."

Some teachers reported that the leaders didn't attach importance to inclusive education in practice. Many teachers reported their school had no financial support for inclusive education and that they and their students with SEN could not get necessary teaching materials and equipment. Many teachers reported their school could not provide necessary support and services to students with SEN, such as specific textbooks, rehabilitation training, and equipment. Lots of teachers reported they could not get fair pay and good conditions though they devoted so much for inclusive education; their rewards were not always proportionate to their work. A few teachers reported that the teacher's assistant in their class lacked professional knowledge, and they could not offer appropriate services to students with SEN and help them integrate well into the regular class.

"There is still a small portion of typical students and parents of typical children that negatively support inclusive education."

Though teachers encouraged typical students to make friends with their disabled classmates, several teachers reported that a few of them did not like to do that. Some teachers reported there were some communication barriers between students with SEN and their typical classmates, especially for students with hearing disabilities. Also, several teachers reported that parents with typical children did not support having their children sit next to their classmates with SEN or becoming providers of peer-tutoring, because they worried that the special students would interfere with their children's 'normal' learning in the class.

"Current education system barriers are radical obstacles."

A few teachers reported that China's existing education system was knowledge-centred and exam-oriented, which made inclusive education in essence difficult to realize.

"The government does not have specific and effective policies to support inclusive education."

Several teachers realized that either the central government or local government should establish more tangible and pressing regulations and policies to support inclusive education. The existing policies could not guarantee that inclusive education would be implemented in real earnestness.

The results of the questionnaire showed that the respondents had negative but decrease attitudes toward inclusive education and felt they were not capable of implementing inclusive education in their regular classrooms. Most of them reflected they really needed support from the Government, school administrators, parents of children with SEN, and so on to help them carry out practical inclusive education in regular classrooms.

Discussion

The findings from the questionnaire mentioned above show that respondents were not consistent. However, these contradictions rightly reflect the characteristics of China's inclusive education.

Firstly, the author guesses that challenging social and cultural views of people with disabilities might influence respondents' attitudes toward inclusive education. Some adverse views come from the general public, such as "the existence of people with disabilities is worthless because they can not contribute to our society" (Xiao, 2005), meanwhile, "many people still believe that China will never be able to provide education for children with disabilities until all 'normal children' receive an education" (Chen, 1996). True equal treatment and respect for people with disabilities has not been developed well in China's current society. Wide acceptance and equal treatment for people with disabilities is not formed in the Confucian tradition, though most people have compassion for them.

Secondly, most regular education teachers do not have a good and deep understanding of inclusive education in the context of an adverse social atmosphere for people with disabilities, also because of the lack of professional training in inclusive education. In written responses to the open-ended question, some respondents said they did not clearly know what inclusive education was, so the most of them agreed that the benefits of inclusive education were just what these teachers thought – "*inclusive education should have these benefits*".

Thirdly, until now, there has been a severe shortage of supportive resources for Chinese inclusive education. Mainstream schools still lack teaching materials and equipment, compensation training, counselling services, and qualified teachers to meet SEN education (Hua, 2003; Xiao, 2005). Compared with regular schools, special schools have a better equipped environment, more sufficient resources and professional services, and experienced special education teachers. So, if conditions permit, regular education teachers would like students with SEN to go to special schools.

Fourthly, China does not have enough special schools to offer special education to the majority of students with SEN, and most of the time, learning in regular classroom is the only alternative for students with SEN, and especially in extensive rural areas regular education teachers obviously realize this fact and have to accept students with SEN.

Finally, though teachers had an overload of teaching tasks and lacked knowledge and skills about special education, they did as much as they could for students with SEN and these students made some progress. So, they did think students with SEN could be integrated into regular classes in the existing condition, though many of these students could not get appropriate and sufficient support at regular schools.

Other researchers also showed similar findings about regular education teachers' attitudes toward inclusive education (e.g., Deng, 2008).

Conclusion and recommendations

In conclusion, because of an adverse social atmosphere and traditional notions about people with disabilities, there is a lack of an effective and systematic support system for inclusive education, and mainstream primary school teachers' attitudes

toward inclusive education are still negative and contradictory. To improve this status quo, the following aspects can be considered:

1. Further intensifying and fostering positive social attitudes toward persons with disabilities via all kinds of approaches;

2. Accelerating the pace of legislation for special education, especially to establish a specific law for special education to mandate clear and flexible government financial support and systematic professional training;

3. Adjusting the development plan of the delivery of special education services. At the end of the 1980s, a plan that "Special schools would constitute the 'backbone' of the system, and a large number of special classes and Learning in Regular Classrooms would serve as the 'body' (Deng and Guo, 2007b)," was advocated and has promoted the development of special education in China in the past two decades. However, it is not suited for the current development status of special education. The plan should be adjusted as, "a certain amount of special schools will serve as resource centres and a large amount of Learning in Regular Classrooms combined with resource room or itineration special education professionals will serve as the 'body' (Deng, 2004b)".

4. Accelerating the pace of the entire educational reform in China. Though China has carried out many educational reforms since the 1980s, current education is still knowledge-centred and exam-oriented, which basically hinders inclusive education's development. Only once quality-oriented education is advocated, mainstream teachers' attitudes toward inclusive education might begin to gradually change and inclusive education may really make great progress and be a possible in the future.

Limitations of this research

Our Chinese questionnaire sample was limited to mainstream primary school teachers in 36 regular primary schools in Chengdu City of Sichuan Province in China. It is unknown whether the characteristics of the respondents from these regions might be shared by samples from other regions.

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Annex 1

	Variable	Frequency (n=98)	Percentage (%)
Gender	Male	13	13.3
	Female	85	86.7
Age	20–29 years	29	29.6
	30–39 years	40	40.8
	40–49 years	29	29.6
	Secondary education	6	6.1
Educational Background	College programs	30	30.6
	Bachelor programs	56	57.1
	Master or Ph.D. programs	6	6.1
Years of teaching students with SEN in a regular classroom	within 1 year	13	13.3
	1–3 years	30	30.6
	3–5 years	22	22.4
	5 years above	33	33.7
Grades that the teacher taught	1	11	11.2
	2	18	18.4
	3	16	16.3
	4	12	12.2
	5	41	41.8
Training types	None	38	38.8
	Pre-service	1	1.0
	Nonperiodic In-service	47	48.0
	Periodic In-service	8	8.2
Training time	Pre-service + Nonperiodic	4	4.1
	In-service	16	16.3
	Within one week	28	28.6
	1 week to 1 month	9	9.2
	1 month to 6 months	7	7.1
Research for inclusive education	above 6 months	38	38.8
	Missing	57	58.2
	Yes	39	39.8
	No	2	2.0
	Missing		

Tab. 1. Demographic information of the sample (P.R.C)

Note: P.R.C is the abbreviation of the People's Republic of China.

Annex 2

Items	Sd	Md	Ns	Ma	Sa	M/SD
All children should be educated in regular classes.	8.2%	25.2%	6.1%	41.8%	18.4%	3.37/1.271
Both students with and without SEN can academically improve because of IE.	8.2%	18.4%	7.1%	44.9%	21.4%	3.53/1.245
IE is likely to have a positive effect on the social and emotional development of students with SEN.	3.1%	10.2%	7.1%	54.1%	25.5%	3.89/1.004
IE programs provide different students with opportunities for mutual communication, thus promoting students to understand and accept individual diversity.	2.0%	11.2%	8.2%	55.1%	23.5%	3.87/0.970
There are sufficient supportive resources and professionals to support IE in regular schools.	16.3%	33.7%	17.3%	18.4%	14.3%	2.81/1.313
I have corresponding knowledge and skills to educate students with SEN.	7.1%	42.9%	12.2%	33.7%	4.1%	2.84/1.097
Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular classes.	10.2%	31.6%	17.3%	29.6%	11.2%	3.00/1.218
I feel comfortable working with students with SEN and their parents.	10.2%	22.4%	18.4%	35.7%	13.3%	3.19/1.223

Tab. 2. Teachers' attitudes towards IE (P.R.C) – Advantages of IE

Note: Sd=Strongly disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strongly agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strongly disagree", "mildly disagree", "not sure", "mildly agree" and "strongly agree"; IE=Inclusive Education, SEN=Special Educational Needs. P.R.C = People's Republic of China. Items in Table 2 are mainly based on Deng (2004a).

Annex 3

Items	Sd	Md	Ns	Ma	Sa	M/SD
The needs of students with SEN can be best served in special, separate settings. ^x	1.0%	11.2%	9.2%	40.8%	37.8%	1.97/1.009
Children with severe disabilities should be educated in special, separate settings. ^x	1.0%	1.0%	4.1%	46.9%	46.9%	1.62/0.711
Special education teachers are trained to use different teaching methods to teach students with SEN more effectively. ^x		5.1%	5.1%	45.9%	43.9%	1.71/0.786
Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings. ^x		11.2%	7.1%	44.9%	36.7%	1.93/0.944
IE sounds good in theory but does not work well in practice. ^x	1.0%	3.1%	5.1%	56.1%	34.7%	1.79/0.759

Tab. 3. Teachers' attitudes towards IE (P.R.C)—Disadvantages of IE

Note: Sd=Strongly disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strongly agree. Adverse weights of "5", "4", "3", "2", "1" are correspondent to the categories "strongly disagree", "mildly disagree", "not sure", "mildly agree" and "strongly agree" to all items with "x". IE=Inclusive Education, SEN=Special Educational Needs. P.R.C = People's Republic of China. Items in Table 3 are mainly based on Deng (2004a).

Annex 4

Items	Sd	Md	Ns	Ma	Sa	M/SD
All children should be educated in regular classes.	8.2%	25.2%	6.1%	41.8%	18.4%	3.37/1.271
Both students with and without SEN can academically improve because of IE.	8.2%	18.4%	7.1%	44.9%	21.4%	3.53/1.245
IE is likely to have a positive effect on the social and emotional development of students with SEN.	3.1%	10.2%	7.1%	54.1%	25.5%	3.89/1.004
IE programs provide different students with opportunities for mutual communication, thus promoting students to understand and accept individual diversity.	2.0%	11.2%	8.2%	55.1%	23.5%	3.87/0.970
There are sufficient supportive resources and professionals to support IE in regular school.	16.3%	33.7%	17.3%	18.4%	14.3%	2.81/1.313
I have corresponding knowledge and skills to educate students with SEN.	7.1%	42.9%	12.2%	33.7%	4.1%	2.84/1.097
Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular classes.	10.2%	31.6%	17.3%	29.6%	11.2%	3.00/1.218
I feel comfortable working with students with SEN and their parents.	10.2%	22.4%	18.4%	35.7%	13.3%	3.19/1.223
The needs of students with SEN can be best served in special, separate settings. ^x	1.0%	11.2%	9.2%	40.8%	37.8%	1.97/1.009
Children with severe disabilities should be educated in special, separate settings. ^x	1.0%	1.0%	4.1%	46.9%	46.9%	1.62/0.711
Special education teachers are trained to use different teaching methods to teach students with SEN more effectively. ^x		5.1%	5.1%	45.9%	43.9%	1.71/0.786
Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings. ^x		11.2%	7.1%	44.9%	36.7%	1.93/0.944
IE sounds good in theory but does not work well in practice. ^x	1.0%	3.1%	5.1%	56.1%	34.7%	1.79/0.759
Total	/	/	/	/	/	2.73/0.663

Tab. 4. Teachers' attitudes towards IE (P.R.C)--Total

Note: Sd=Strongly disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strongly agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strongly disagree", "mildly disagree", "not sure", "mildly agree" and "strongly agree"; adverse weights of "5", "4", "3", "2", "1" are correspondent to the categories "strongly disagree", "mildly disagree", "not sure", "mildly agree" and "strongly agree" to all items with "x"; IE=Inclusive Education, SEN=Special Educational Needs. P.R.C = People's Republic of China. Items in Table 4 are mainly based on Deng (2004a).

The attitudes of mainstream primary school teachers toward inclusive education: a perspective from the People's Republic of China

Abstract

Inclusive education is one of the most important current trends in the theory and practice of education. Though China has carried out many experiments on how to integrate children with special educational needs to learn in regular classrooms near their home since middle of the 1980s, inclusive education is still facing lots of developmental challenges.

The purpose of the study was to identify mainstream primary school teachers' attitudes toward inclusive education. The study was also designed to examine whether these teachers perceived themselves capable of implementing inclusive education in their regular classrooms, and what support they most needed to help them carry out inclusive education in practice.

One questionnaire was designed to obtain the needed data and was distributed to mainstream primary school teachers involved in inclusive programs and working in 36 public schools in China. An analysis of the collected data indicated that these teachers had negative but contractive attitudes toward inclusive education, and that they felt they were not capable of implementing inclusive education in their regular classrooms. The study ended with research-based recommendations for future practice.

Postawy nauczycieli masowych szkół podstawowych wobec edukacji włączającej: z perspektywy Chińskiej Republiki Ludowej

Streszczenie

Edukacja włączająca jest jednym z najważniejszych trendów w nowoczesnej teorii i praktyce edukacyjnej. Choć w Chinach już od połowy lat 80. prowadzi się wiele eksperymentów dotyczących włączenia dzieci ze specjalnymi potrzebami edukacyjnymi do masowej klasy w pobliżu miejsca zamieszkania, edukacja włączająca nadal pozostaje wyzwaniem rozwojowym.

Celem badania było określenie postaw nauczycieli masowych szkół podstawowych wobec edukacji włączającej. Badanie zostało również przeprowadzone, aby określić, czy nauczyciele spostrzegają siebie jako będących w stanie zrealizować edukację włączającą w klasach masowych, a także jakiego wsparcia oczekują, by móc realizować edukację włączającą w praktyce.

Specjalny kwestionariusz został zaprojektowany w celu uzyskania niezbędnych danych i został rozesłany do nauczycieli 36 masowych szkół podstawowych w Chinach. Analiza zebranych danych wskazuje, iż nauczyciele przejawiają negatywne postawy wobec edukacji włączającej oraz sądzą, iż nie są w stanie realizować edukacji włączającej w klasach masowych. Analiza zakończyła się wyprowadzeniem zaleceń dla przyszłych działań.

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