

A Mixed Study on the Attitudes of Ordinary Primary School Teachers towards Integrated Education

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Abstract: Education integration is a new educational concept and process, which accommodates all students, opposes discrimination and exclusion, promotes active participation, pays attention to collective cooperation, and meets different needs. Through research, it is hoped that the regional education administrative departments will pay further attention to and attach importance to integrated education in schools. In this paper, the mixed research on the attitude of ordinary primary school teachers towards integrated education is carried out, mainly through a questionnaire survey of 150 teachers in a primary school, aiming at the present situation of the attitude of primary school teachers towards integrated education. Through SPSS21.0 and Excel statistical software, the collected questionnaire data are statistically analyzed and tested. The research shows that ordinary primary school teachers hold a positive attitude towards integrated education as a whole. Through independent sample T-test, it is found that the acceptance of ordinary primary school teachers with special education-related training is significantly higher than that of those without relevant training ($t = 1.42$, $p = 0.04$). It is suggested that the relevant contents of inclusive education should be included in the continuing education training plan of ordinary primary school teachers, and action research should be carried out to understand the influence of multiple variables on teachers' attitude towards inclusive education and its mechanism.

1. Introduction

Education integration is the development trend of education. According to the relevant research, the attitude of teachers in special schools towards children with disabilities in regular classes is basically positive, but it is not excluded that there is a certain degree of misunderstanding or prejudice, and there is even a tendency of rejection and isolation [1]. It has become the mainstream trend in the world to let students with special needs enter ordinary classes to study together. In China, regular class attendance is a policy practice form to realize integrated education [2]. The all-round development of special children in the process of receiving education needs an educational environment of integration, mutual assistance and equal acceptance.

The acceptance attitude of ordinary primary school teachers is related to the mental health of special children and their adaptation to the environment, the fairness of the educational process [3], and the acceptance of human differences and diversity. Then, what is the attitude of ordinary primary school teachers, especially those in compulsory primary education, towards integrated education? What do they know about integrated education? This paper will conduct a mixed study on the attitudes of ordinary primary school teachers towards inclusive education.

2. Integration of educational concepts

Education integration emphasizes providing necessary support and services for students with special needs in ordinary classes. Because of its value judgments such as "human rights, fairness", it occupies the dominant voice in the global education field and is greatly promoted. As the most important implementation subject, teachers develop and maintain a positive attitude towards integrated education, and have corresponding professional knowledge and skills to meet the needs of special students, which is the key to the success of integrated education [4-5]. The integration of

education has not had a substantial impact on teachers' classroom teaching, and it has fallen into the dilemma of difficult implementation. In addition, the existing research regards teachers as passive executors of integrated education to a certain extent, and pays insufficient attention to the process of implementing integrated education.

Education is a new educational concept and process, which accommodates all students, opposes discrimination and exclusion, promotes active participation, pays attention to collective cooperation and meets different needs [6].

In this study, integrated education refers to a form of education in which special children receive education together with ordinary children in ordinary educational institutions. For the investigation and study of the attitude towards integrated education, the general primary school teachers' comprehensive performance of integrated education work and regular class attendance policy and students' theoretical cognition, emotional expression and behavioral intention is investigated and analyzed [7].

3. Investigation and design of general primary school teachers' attitude towards integrated education

Through the research, it is hoped that the regional education administrative departments will pay more attention to and attach importance to the integrated education in schools. On the one hand, support schools to carry out integrated education from the aspects of policies, funds and resource allocation, on the other hand, strengthen the guidance and coordination of special education professional institutions or departments to cooperate with schools, and provide professional support for schools to carry out integrated education. This study mainly adopts the questionnaire survey method, mainly through a questionnaire survey of 150 teachers in a primary school, aiming at integrating the present situation of primary school teachers' educational attitude.

This study adopts the method of questionnaire survey. Three primary and secondary schools were selected as the investigation objects by means of convenient sampling. 150 questionnaires were distributed by asking questions, of which 133 were valid, with an effective rate of 88.67%. Through SPSS21.0 and Excel statistical software, the collected questionnaire data are statistically analyzed and tested, and the final effective conclusion is formed after induction and discussion.

The research tool is the Questionnaire of Acceptance Attitude of Inclusive Education of Ordinary Primary School Teachers, which is adapted from the Inclusive Education Attitude Scale [8]. There are 22 items in the questionnaire: 1-8 are demographic factors, including gender, age, highest education, etc. 9-22 is titled Acceptance Attitude Scale, which consists of 14 scoring items. The scale is divided into physical dimension, behavioral dimension and social dimension. The scale adopts the six-point scoring method, with one point for very different opinions, two points for disagreeing, three points for comparatively disagreeing, four points for comparatively agreeing, five points for agreeing and six points for strongly agreeing.

4. Survey result

4.1. Analysis of the general attitude of primary school teachers towards integrated education

The attitude of ordinary primary school teachers towards integrated education is shown in Figure 1. According to the questionnaire data, the general primary school teachers hold a positive attitude towards integrated education as a whole.

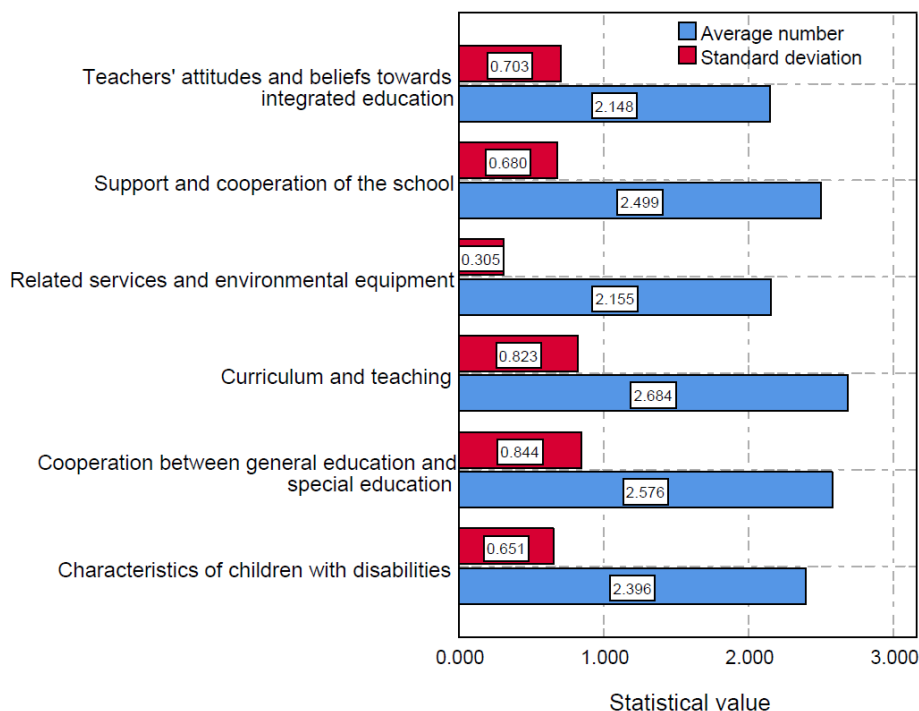


Figure 1 General primary school teachers' attitude towards integrated education

4.2. Attitude differences of ordinary primary school teachers with or without special education-related training background

Through independent sample T-test, it is found that the acceptance of ordinary primary school teachers with special education-related training is significantly higher than that of those without relevant training ($t = 1.42$, $p = 0.04$). The general attitude of ordinary primary school teachers with special education-related training is slightly higher than that of those without relevant training (Table 1).

Table 1 Attitude differences of ordinary primary school teachers with or without special education-related training

Dimension	Training	Average value	Standard deviation	t	p
Body	Yes	5.166	6.211	0.53	0.50
	No	3.983	3.879		
Behaviour	Yes	3.252	7.12	1.42	0.04
	No	2.15	3.801		
Society	Yes	6.831	5.758	1.51	0.31
	No	4.161	4.842		
Overall attitude	Yes	54.394	11.652	1.44	0.64
	No	45.19	10.503		

5. Analysis and suggestions

The survey of educational cognitive dimension mainly refers to the primary school teachers' understanding and views on integrated education. This study investigates and analyzes whether integrated education will promote the development of special children and whether special children should attend ordinary schools. Studying in regular classes, that is, special children studying in ordinary schools, is the most basic form of integrated education and the key point of implementing integrated education. Views on whether special children should study in ordinary schools reflect the positive attitude of integrated education and affect the effect of implementing integrated education. According to the survey results of this study, the attitude of ordinary primary school teachers towards integrated education is generally positive. In the past similar surveys, the attitude of

ordinary primary school teachers in China towards regular classes for special children was negative. This may be related to the different samples of the respondents.

The factors that have great influence on teachers' acceptance of integrated education in ordinary primary schools are the training related to special education and the degree of understanding of laws related to special education. Under the influence of these two factors, teachers' acceptance attitudes in ordinary primary schools are significantly different. The middle system involves the training system related to integrated education, teachers' personal roles, and the ideas that teachers have come into contact with in their career. Only a few primary school teachers receive special education knowledge, and the pre-service training after work does not involve the relevant knowledge of integrated education. This is the reason why ordinary primary school teachers are not too optimistic about integrated education, and it also seriously affects the development of integrated education in primary schools [9]. Primary school teachers' self-accomplishment and teaching skills still need to be strengthened. In addition, primary school teachers seldom take the initiative to learn books and materials about integrated education and regular classes. Therefore, teachers lack experience in integrated education and grow slowly.

Teachers' behavior tendency of integrated education means teachers' willingness to make teaching adjustments for special students. In the attitude of ordinary primary school teachers towards integrated education, cognition is the foundation and the premise of accepting special students and actively adjusting them. Based on the above analysis, the following specific suggestions are put forward:

(1) Intensify the propaganda of the concept of integrated education

It takes a long time for any new thing to be accepted. The process of people accepting new things is the process of changing their ideas. Strengthening the propaganda of the concept of integrated education is to deepen people's understanding of integrated education.

On the one hand, the effective implementation of integrated education needs the support of relevant national laws and regulations, and it is necessary to improve the resettlement mechanism of integrated education and strengthen social propaganda. On the other hand, the public's awareness of special education will become a factor that will affect the effective implementation of integrated education, and increase social popularization. There is still a long way to go to change the traditional old ideas of the general public and ordinary teachers about special children and accept them, in which policy guarantee and social propaganda play an important role.

(2) Improve the general primary school teachers' integrated education literacy

General primary school teachers' quality of integrated education directly determines the quality of integrated education. Normal students' knowledge and ability of integrated education are generally low, and the overall level of integrated education literacy of non-special teachers' normal students is even lower [10], which contradicts the high demand for teachers from the development of integrated education. It is an important way to improve teachers' literacy of inclusive education by offering general education courses in normal universities. Strengthen the on-the-job training of integrated education and teaching for primary and secondary school teachers, especially the training of integrated education and teaching management and support dimensions, including the frontier research and practice of integrated education at home and abroad, the laws and regulations of integrated education, and how schools can provide reasonable convenience, learning support and help for students with special education needs. Starting from the pre-service and post-service aspects, we will comprehensively improve the inclusive education literacy of ordinary school teachers.

(3) Improve the legal and policy guarantee system

Integration education is a new educational concept and mode. To improve the attitude of primary school teachers towards integration education and enhance the concept of integration education, it is necessary for the government to establish and improve the supporting policies and legal guarantee system, and also to strengthen the propaganda and guidance, so as to improve the public's awareness of integration education. Therefore, China should establish and improve the laws, regulations and related policies of inclusive education for special children, and formulate specific

rules on evaluation and appraisal, resettlement mode, parent participation mode, education and support content, relief and assistance system, etc.

We should ensure that special children have the right to integrated education, so that there is a basis for litigation, a way to solve it and a way to implement it. Establish a green channel for the legal practice of inclusive education for special children, and with the help of administrative departments, legal institutions and government departments, quickly and directly solve the acquisition and legal guarantee of the right to inclusive education.

6. Conclusions

Education integration emphasizes providing necessary support and services for students with special needs in ordinary classes. Because of its value judgments such as "human rights, fairness", it occupies the dominant voice in the global education field and is greatly promoted. This study mainly adopts the questionnaire survey method, mainly through a questionnaire survey of 150 teachers in a primary school, aiming at integrating the present situation of primary school teachers' educational attitude. The research shows that ordinary primary school teachers hold a positive attitude towards integrated education as a whole. Through independent sample T-test, it is found that the acceptance of ordinary primary school teachers with special education-related training is significantly higher than that of those without relevant training ($t = 1.42$, $p = 0.04$). The general attitude of ordinary primary school teachers with special education-related training is slightly higher than that of those without relevant training. The attitude towards integration of education needs to be understood in a broader context, not just in the form of educational placement. Teachers' attitude towards integrated education also involves teachers' attitude and recognition of the disabled, and the attitude towards integrated education represents the possibility of coping style under disability recognition.

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