

# A Study on the Attitude of Ordinary Primary School Students Towards Disabled Children in Western China

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## Abstract

In order to understand the attitude of ordinary primary school students towards disabled children, a questionnaire survey was conducted among 4 primary school students in a city by using the localized catch scale, and the data was analyzed by spss20.0. The results show that the general level and dimension level of explicit attitude of ordinary primary school students to special children are in the middle level. Therefore, we should enhance the attention of ordinary primary school students to special children, increase the opportunities of ordinary primary school students to contact with special children, and let them understand the positive side of disabled children.

## Keywords

Ordinary primary school students; disabled children; attitude research.

## 1. Introduction

The attitude of ordinary people to the disabled not only affects the health status and quality of life of the disabled, but also affects the realization of social rights and social participation of the disabled. China's "national medium and long term education reform and development planning outline (2010-2020)" also proposed to continuously expand the scale of integrated education, encourage and support ordinary schools to create learning and living conditions suitable for disabled students [1]. According to relevant research at home and abroad, the positive or negative attitude of ordinary primary school students towards disabled children not only affects the learning and life of disabled children, but also affects the promotion of integrated education and the development of China's special education with learning in regular classes as the main body [2-3]. The attitude of ordinary primary school students to disabled children will directly affect their learning and life [4]. Therefore, this study systematically and comprehensively discusses the attitude of ordinary primary school students to disabled children in Dazhou city of Sichuan Province, hoping to have a more in-depth and comprehensive understanding of this issue, and also hopes to provide meaningful information for other scholars in the future.

## 2. Research Object and Process

### 2.1. Research Object

In this study, a total of 400 questionnaires were sent to eight classes of grade four, five and six in four ordinary primary schools in Dazhou City, Sichuan Province. 377 valid questionnaires were collected, and the effective recovery rate was 94.25%. Among them, 168 are boys and 209 are girls; 135 are in grade 4, 122 are in Grade 5 and 120 are in Grade 6; 91 are only children and 286 are non only children; 67 are in rural areas, 70 in counties and towns, 59 in provincial capitals and 181 in small and medium-sized cities.

## 2.2. Research Tools

The survey tool used in this study is the Chedoke McMaster attitudes towards children with disabilities (CATCH) developed by Canadian researchers Rosenbaum, Armstrong and King, which is used to measure the attitude of ordinary primary school students to disabled children [5].

The content of the questionnaire mainly includes two parts: the first part is the basic information; the second part is the survey on the attitude of ordinary primary school students towards disabled children, mainly including three dimensions of cognition, emotion and behavioral intention. After localization, there are 29 items. The scale was scored by Likert 5 points, with a score range from 1 (very disagreed) to 5 (strongly agreed), with good internal consistency ( $\alpha = 0.90$ ) and retest stability.

In this study, SPSS 20.0 statistical software was used to analyze and process the data, mainly involving descriptive statistics, independent sample t-test, F-test and other statistical methods.

## 3. Data Statistics and Analysis

### 3.1. An Analysis of the Explicit Attitude of Ordinary Primary School Students to Disabled Children

Through descriptive statistical analysis on the explicit attitude of ordinary primary school students to disabled children, it can be concluded from table 1 that  $m$  (cognition) = 2.85,  $m$  (behavior) = 3.18,  $m$  (emotion) = 2.63. The Likert 5-point scoring method is adopted in this study, so 3 is taken as the theoretical median. Comparing the average score with the theoretical median 3, the cognitive dimension and emotional dimension are slightly lower than the theoretical median value, and the behavioral dimension is slightly higher than the theoretical median value, but the total mean value is close to the theoretical median value. It can be considered that the general level of the explicit attitude of ordinary primary school students towards special children is in the middle.

**Table 1.** Analysis of the explicit attitude of ordinary primary school students to disabled children

dimension	M
Cognitive	2.85
Behavior	3.18
Emotional	2.63
Total mean	2.89

### 3.2. An Analysis of the Gender Differences in the Attitude of Ordinary Primary School Students to Special Children

The independent sample t test was used to test the difference of the scores of the attitudes of the ordinary primary school students of different genders to the disabled children. The results are shown in Table 2. There is no significant difference in cognition and emotion between the pupils of different genders to the disabled children ( $P > 0.05$ ), but there are significant differences in the behavior.

**Table 2.** Differences in explicit attitudes between boys and girls

	Gender	M	SD	t	F
Cognitive	male	3.19	2.91	-1.32	0.07
	female	3.24	2.54		
Emotional	male	3.07	3.08	0.28	2.46
	female	33.96	3.79		
Behavior	male	3.00	2.70	2.25	3.17
	female	2.95	2.21		

### 3.3. An Analysis of the Difference of the Attitude of Ordinary Primary School Students Towards Special Children in Whether They Are Only Children

Independent sample t test was used to test the difference in the scores of the attitudes of ordinary primary school students of different genders to disabled children. The results are as shown in Table 3. The only child's cognitive dimension, behavioral dimension and emotional dimension score are slightly higher than those of non only child. Therefore, the only child's attitude towards disabled children is significantly higher than that of non only child Children's attitude is more positive.

**Table 3.** Difference analysis of the attitude of ordinary primary school students towards special children in whether they are only children

	Only child or not	M	SD	t	p	F
Cognitive	yes	3.16	1.21	6.81	.000	16.82
	no	3.15	2.86			
Emotional	yes	3.17	2.38	2.30	.000	31.68
	no	3.05	5.24			
Behavior	yes	3.05	2.36	3.99	.001	1.02
	no	2.95	2.42			

### 3.4. An Analysis of the Differences in the Attitudes of Ordinary Primary School Students to Special Children in Different Grades

ANOVA was used to test the difference in the scores of the attitude of ordinary primary school students to disabled children in different grades. The results are as shown in Table 4. There are no differences in cognition and behavior of children with disabilities among pupils of different grades, but there are significant differences in emotion.

**Table 4.** The attitude of ordinary primary school students to special children is different in different grades

	fourth grade	fifth grade	Sixth grade	F	p
Cognitive	3.22(0.31)	3.20(0.54)	3.25(0.26)	.735	.480
Emotional	3.08(0.31)	3.03(0.59)	3.14(0.35)	23.43	.000
Behavior	2.97(0.19)	3.07(0.24)	2.88(0.20)	2.24	.108

### 3.5. Analysis on the Difference of the Attitude of Ordinary Primary School Students Towards Special Children in Contact with the Disabled

According to the data from the questionnaire, all of them have met or contacted the disabled, of which 91.7% have seen it on TV; the number of students with disabilities accounts for 48.1%; the number of relatives or friends with disabilities accounts for 22.6%; the number of family members with disabilities accounts for 3.4%.

Independent sample t-test was used to test the difference of attitude scores of ordinary primary school students who have seen TV, have disabled people, have disabled relatives and disabled family members in disabled children. The results are shown in Table 5. There are significant differences in cognitive and behavioral dimensions between the primary school students who have seen the disabled or not on TV, but there is no difference in emotion. There were significant differences in cognition, but no significant differences in emotion and behavior among pupils with or without disabilities. There are significant differences in cognitive, emotional and behavioral dimensions between primary school students with and without disabled relatives and disabled family members.

**Table 5.** The differences of the attitude of ordinary primary school students to special children in different degree of understanding

	Have seen it on TV		someone around you		have relatives		Have family members	
	M(SD)	p	M(SD)	p	M(SD)	p	M(SD)	p
Cognitive	3.24(0.39)	.004	3.17(0.40)	.005	3.358(0.24)	.000	2.71 (0)	.000
Emotional	3.09(0.43)	.481	3.09(0.52)	.774	3.179(0.27)	.002	2.54 (0)	.000
Behavior	2.965(0.22)	.015	2.97(0.26)	.560	3.145(0.20)	.000	2.90 (0)	.000

## 4. Conclusion and Suggestion

### 4.1. Conclusion

4.1.1 The attitude of ordinary primary school students to special children.

From the analysis of the data obtained, the general primary school students showed a neutral attitude towards disabled children in the cognitive dimension; in the emotional dimension and behavior dimension, it showed a neutral to positive situation; overall, it showed a neutral attitude.

4.1.2 The influencing factors of general pupils' attitude towards special children.

The influence of gender factors. Girls' empathy is generally stronger than boys, so girls will better understand the hardships and difficulties of disabled people, and show more positive emotion towards them.

The influence of grade factors. Primary school students are developing people. The older they are, the more mature their cognitive and behavioral abilities will be. Therefore, they will show more care and respect for disabled children. Whether in terms of cognition, behavior or emotional attitude, they are more mature than junior students.

The only child or not. Compared with non only children, only children get more attention and more education. In such an environment, they have more care for disabled children.

Contact and understand the impact of how much. There are significant differences in cognitive, emotional and behavioral dimensions when people with relatives and friends are disabled. The more people know about the disabled, the more friendly they can care and support them.

To sum up, gender, grade, one-child or not, contact number all lead to the different attitudes of ordinary primary school students to special children.

### 4.2. Suggestions

With the rise of inclusive education, more and more ordinary primary schools accept disabled children. In addition to the integration of physical environment, inclusive education also needs children with disabilities to truly understand, understand and support them. From the conclusion of this study, in order to promote the general children to have positive cognition,

behavior and emotional attitude towards disabled children, we can think from the following points.

#### **4.3. Strengthen the Publicity of Disabled Children**

Social level or school level can increase the publicity of disabled children. In the society, we can play propaganda films for disabled children on TV, computer pages or large LED screens to increase the public's understanding of disabled children. In schools, the international day of disabled persons on December 3, the autism Publicity Day on 4.2, and the national disability day can be held every year to carry out knowledge competitions or propaganda activities related to the disabled, so as to enhance the understanding of ordinary primary school students about the disabled.

#### **4.4. Increase the Access of Ordinary Children to Disabled Children**

After a change in cognition, there are also changes in action and emotion. Schools can organize students to carry out activities to contact disabled children, such as regularly organizing students to go to welfare homes or special schools to play and study with disabled children. In this process, teachers need to do a good job in publicity and guidance and demonstration. Contact with disabled children can promote children's understanding of them and cultivate their love, patience and sense of responsibility.

#### **4.5. Develop A Positive Outlook on Life for Disabled Children**

Ordinary children's cognition of disabled children is more compassion. When they think of their physical and mental disorders, they feel that we should give them more care and more charity. At the same time, disabled children should strive to create their own value and let others really know themselves. In addition, in the publicity, we can publicize some inspirational representatives of the disabled. On the one hand, ordinary children can understand the external characteristics of the disabled and understand their internal qualities. On the other hand, they can set an example among the disabled.

In the process of cultivating children's attitude towards disabled children, their parents also play an important role. Primary school teachers should also do a good job in the promotion of parents in training ordinary children to know and care for disabled children, so that ordinary parents can recognize disabled children. This not only improves the attitude of ordinary children to disabled children, but also benefits the development of inclusive education.

### **Acknowledgements**

Sichuan University of Arts and Science 2020-2022 school level education teaching research and reform project "Research on the training mode of applied talents for special education" (2020JY028) phased research results.

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