

# Research on Parents' Acceptance of Preschool Inclusive Education

## Taking Sichuan Province as an Example

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### ABSTRACT

**This paper takes parents with registered permanent residence in Sichuan Province as the research objects. A questionnaire survey is conducted on the acceptance of preschool inclusive education. With the use of statistical methods such as descriptive statistics, independent sample t-test and single factor analysis, this paper examines parents' acceptance on preschool inclusive education. According to the study, it is found that the acceptance of preschool inclusive education by parents is unpromising. For the development of preschool inclusive education, many parents are worried that special children will have an adverse effect on normal children because they lack a correct understanding of preschool inclusive education. It is recommended to widely publicize the concept of preschool inclusive education, strengthen investment and train professional special education teachers.**

*Keywords: inclusive education, preschool inclusive education, special children, acceptance*

### I. INTRODUCTION

With the development of economy, groups of children with special needs have gradually received more and more attention from society. With the advancement of education policies and nine-year compulsory education, placing children with special needs in early childhood education environments instead of traditional isolated special education institutions has become a key issue in educational research, policy, and practice worldwide. [1] China has also promulgated a series of documents as a guarantee for the education of special kindergarten groups. The "Regulations on Education for the Disabled" in 2013 pointed out that it is necessary to popularize inclusive education and allow special children to participate in kindergarten education. [2] The "Special Education Promotion Plan (2014-2016)" in 2014 pointed out that "it is necessary to strengthen the construction of special education resources and facilities, create conditions for normal kindergartens to receive disabled children, and provide convenience for study and life. [3] The "Regulations on Education for the Disabled" revised in 2017 also proposed that the local people's government should help ordinary kindergartens create conditions to receive special children and promote the development of preschool inclusive education. [4]

The effective promotion of preschool inclusive education is affected by many factors. In addition to the protection of relevant national policies and regulations,

the positive cognition of preschool teachers, parents of ordinary children, and parents of special children plays a very critical role in the effect of preschool inclusive education. However, there is not much research literature on the acceptance and attitude of preschool inclusive education, and the existing research literature is mainly on attitudes of teachers such as preschool teachers, preschool staff [5], [6] and special education teachers [7] towards preschool inclusive education. The research objects on parents' attitudes mainly include a single parent group such as parents of normal children, urban parents or parents of special children. [8], [9], [10] Research on the attitudes of preschool educators shows that teachers basically have a conservative attitude towards preschool inclusive education: they quite recognize the concept, but they are more exclusive in practice. They do not understand the connotation, role of inclusive education and related laws and regulations. The kindergarten's support system is incomplete. The ordinary preschool educators do not understand the knowledge of special children and related special education, and have not received relevant training, which makes them unwilling to accept special children. [11], [12], [13], [14] The literature studies on parents of normal children or parents of special children show that the attitude of parents of normal children is basically negative, which is contrary to the attitude of parents of special children. They do not understand the basic rights of special children and the basic concept of inclusive education. Their support for special children

only stays on emotion rather than behavior. [15], [16], [17], [18]

Whether the inclusive education can be effectively promoted depends on the attitude of parents towards inclusive education. Whether parents of normal students or parents of special students, they are "key stakeholders" in inclusive education. The attitude of parents of normal students not only directly affects their children's attitude towards special peers, but also greatly affects whether their school is willing to recruit special students. [19] The attitude of parents of special students has a direct impact on whether their children can receive inclusive education and the quality of education. Through the investigation and research on the parents of normal children and special children in Sichuan Province, this paper presents the parents'

cognition, attitude status and practical difficulties of preschool inclusive education, in order to arouse the extensive attention of all sectors of society, and provide reference for how to better promote inclusive education in the future.

## II. RESEARCH DESIGN

### A. Research objects

The main objects of this survey are parents of children in Sichuan Province. A total of 250 questionnaires were distributed online, 230 questionnaires were returned, and 208 questionnaires were valid, with the recovery rate 92% and the effective rate 90%. The basic information of the survey is shown in "Table I".

TABLE I. BASIC INFORMATION OF RESPONDENTS

Statistical variable	Item category	Frequency	Percentage
Age	Age below 25 years old	78	37.5%
	26-35 years old	51	24.5%
	36-45 years old	41	19.7%
	46-55 years old	28	13.5%
	Above 55 years old	10	4.8%
Gender	Male	91	43.8%
	Female	117	56.2%
Degree of education	Education background of technical secondary school and below	58	27.9%
	Education background of junior college	54	26.0%
	Bachelor	77	37.0%
	Postgraduate	12	5.8%
	Postgraduate and above	7	3.3%
Work type	Self-employed entrepreneurs	40	19.2%
	Civil servant	10	4.8%
	Medical care personnel	14	6.7%
	Bank staff	7	3.4%
	Teacher	39	18.8%
	Civil personnel	13	6.3%
	Production and sales staff	25	12.0%
	Others	60	28.8%
	Whether there are special children in the family	Yes	31
	No	177	85.1%
Whether there are special children among relatives and friends	Yes	49	23.6%
	No	159	76.4%

### B. Research methods

This study mainly adopts the method of questionnaire survey, collects and records relevant data on the respondents, analyzes the data and obtains the research results, so as to understand the acceptance in the cognitive dimension, emotional dimension and behavioral orientation dimension of the registered residence parents in Sichuan Province. Then, it can draw a conclusion whether there are differences between the three dimensions and certain variables, such as gender, age, education background, work type, whether there are special children in the family and whether there are special children among relatives and

friends. Finally, through the analysis of the data of multiple topics in the questionnaire, it can find out the reasons that affect parents' acceptance of preschool inclusive education.

### C. Research tools

This study uses the questionnaire of parents' acceptance of preschool inclusive education compiled by Deng Yuchao (2018) of Henan Normal University as the tool to collect data. The content of the questionnaire is divided into three parts: basic information, the status quo of parents' acceptance of preschool inclusive education and the factors influencing the parents' acceptance of preschool inclusive education.

The questionnaires were scored by 5-point scoring method. There were 30 questions in total, of which the options of questions 11, 21 and 22 were "knowing nothing", "don't know much", "general", "understood" and "very well understood", while the options of the other 27 questions were "resolutely disagree", "disagree", "general", "agree" and "very agree", but the assignment methods were consistent, which were all recorded as 1, 2, 3, 4, 5. In addition, questions 18, 19, 20 and question 31 are reverse, which were scored in reverse. The total score of the questionnaire is directly proportional to the parents' acceptance, that is, the higher the total score of the questionnaire is, the higher the acceptance of parents will be.

*D. Data processing*

Statistical software SPSS19.0 was used to analyze the questionnaire data.

**III. RESEARCH RESULTS**

*A. The current situation of parents' acceptance of preschool inclusive education*

1) *The general situation of parents' acceptance of preschool inclusive education:* It can be seen from the data in "Table II" that the average acceptance of preschool inclusive education by parents is 3.99, indicating that parents generally have a positive attitude towards preschool inclusive education. Specifically, the highest acceptance is in the emotional dimension, followed by the behavioral orientation dimension, and the lowest acceptance is in the cognitive dimension.

TABLE II. DESCRIPTIVE ANALYSIS OF OVERALL ACCEPTANCE (N= 208)

Dimensions	Minimal value	Maximum value	Mean	Standard deviation
Cognitive dimension	1	5	3.79	.41
Emotional dimension	1	5	4.22	.55
Behavioral orientation dimension	1	5	3.96	.49
Total questionnaire			3.99	.41

*a) Acceptance of cognitive dimension:*

- Parents' cognition of laws and regulations

In "Table III", the average of parents' cognition of laws and regulations is 3.99, indicating that parents

have a high cognition of laws and regulations. However, in terms of the understanding of the relevant laws and regulations, the average value was 2.33, indicating that parents' cognition of the relevant laws and regulations for special children is low.

TABLE III. DESCRIPTIVE ANALYSIS ON PARENTS' COGNITION OF LAWS AND REGULATIONS (N=208)

	Mean	Standard deviation
The state should strengthen the legislation to protect the rights and interests of special children	4.41	.63
Special children have the right to participate in various activities in the community	4.38	.70
Special children shall share educational resources with normal children	4.38	.70
Special children enjoy the same rights as normal children	4.44	.70
Do you know the relevant laws and policies of special children in China	2.33	1.02
overall situation of parents' cognition of general knowledge of laws and regulations	3.99	.49

- Parents' positive cognition of preschool inclusive education

In "Table IV", the average of parents' positive cognition of preschool inclusive education is 4.19,

indicating that parents have a high acceptance of preschool inclusive education in terms of positive cognition.

TABLE IV. DESCRIPTIVE ANALYSIS ON PARENTS' POSITIVE COGNITION OF PRESCHOOL INCLUSIVE EDUCATION (N=208)

	Mean	Standard deviation
The integration of special children in kindergartens can deepen our understanding of disabled people	4.12	.74
The integration of special children can promote social harmony	4.17	.76
It is very beneficial and necessary to carry out preschool inclusive education	4.20	.76
The implementation of preschool inclusive education can benefit normal children	4.16	.69
The implementation of preschool inclusive education can benefit special children	4.23	.76
It is inevitable for special children to be integrated into kindergartens for social progress	4.25	.66
Overall situation of parents' positive cognition of preschool inclusive education	4.19	.54

- Parents' negative cognition of preschool inclusive education

The three questions in negative cognition belong to reverse problems, so the reverse scoring is used. The

statistical results in "Table V" show that the mean of parents' negative cognition on preschool inclusive education is 3.67, indicating that the overall acceptance of parents' negative cognition on preschool inclusive education is low.

TABLE V. DESCRIPTIVE ANALYSIS ON PARENTS' NEGATIVE COGNITION OF PRESCHOOL INCLUSIVE EDUCATION (N=208)

	Minimal value	Maximum value	Mean	Standard deviation
Children with severe special conditions are detrimental to social progress	1	5	3.62	1.29
Special children are a burden for the society	1	5	3.70	1.28
Frequent contact with special children can affect the intellectual development of normal children	1	5	3.71	1.24
Overall situation of parents' negative cognition of preschool inclusive education	1	5	3.67	1.14

- Parents' cognition of related concepts of preschool inclusive education

It can be seen from "Table VI" that the mean of parents' cognition of relevant concepts of preschool inclusive education is 2.28, the mean of parents' answers to "understanding the concept of inclusive education" is 2.14, and the mean of answering "understanding this group of special children" is 2.41,

indicating that parents' understanding of special children is higher than that of inclusive education. However, both scores were lower than the score of "general" understanding (3), indicating that parents had less understanding of the related concepts of preschool inclusive education.

TABLE VI. DESCRIPTIVE ANALYSIS ON PARENTS' COGNITION OF RELATED CONCEPTS (N=208)

	Mean	Standard deviation
Do you know the concept of inclusive education before	2.14	.92
Do you know about special children	2.41	.99
overall situation of parents' cognition of concepts related to preschool inclusive education	2.28	.79

b) *Acceptance of emotional dimension:* It can be seen from "Table VII" that the mean of parents' acceptance for preschool inclusive education in

emotional dimension is more than 4, indicating that parents have a high acceptance of preschool inclusive education in emotional dimension.

TABLE VII. DESCRIPTIVE ANALYSIS ON PARENTS' EMOTIONAL DIMENSION OF PRESCHOOL INCLUSIVE EDUCATION (N=208)

	Mean	Standard deviation
I'd like to support the community in carrying out inclusive education and publicity work for special children	4.17	.80
I'd like to support the establishment of community placement institutions for special children	4.34	.64
I'd like to support kindergartens to acquire rehabilitation equipment for special children and carry out teacher training	4.29	.72
I'm in favor of the special child care center being built near my home	4.19	.75
It is necessary for ordinary kindergartens to be equipped with special teachers	4.23	.73
I'd like to invite special children to an ordinary kindergarten	4.10	.76

c) *Acceptance of behavioral orientation dimension:* In behavioral orientation dimension ("Table VIII"), the mean of these questions is above 3.6,

indicating that parents have a higher acceptance of preschool inclusive education in the dimension of behavioral orientation.

TABLE VIII. DESCRIPTIVE ANALYSIS ON BEHAVIORAL ORIENTATION DIMENSION (N = 208)

	Mean	Standard deviation
I will patiently help special children who ask me for help	4.27	.74
I will do volunteer work for special children in the kindergarten	4.00	.85
I try to avoid special children as much as possible	3.83	1.18
I will support special children and their families	3.63	.89
I would recommend special children to the kindergarten where my children are	3.84	.81
I will make my children be friends with special children	4.02	.66
I would like my child to be a classmate of special children	4.01	.73
I will invite special children to visit my home	4.04	.67

2) *Analysis on the difference of parents' acceptance of preschool inclusive education with different educational background*

a) *Analysis on the difference of parents' acceptance of preschool inclusive education (different ages and genders):* The significant values of cognitive dimension, emotional dimension, behavioral orientation dimension and overall situation of parents of different genders were 0.97, 0.36, 0.34 and 0.96 respectively, which were all greater than 0.05, indicating that there was no significant difference in the acceptance of preschool inclusive education between parents of different genders.

The significant values of cognitive dimension, emotional dimension, behavioral orientation dimension and overall situation of parents of different genders were 0.97, 0.36, 0.34 and 0.96 respectively, which were all greater than 0.05, indicating that there was no

significant difference in the acceptance of preschool inclusive education between parents of different genders.

b) *Analysis on the difference of educational background:* In "Table IX", there are no significant differences in cognitive dimension, emotional dimension and overall situation among parents with different educational background. However, in the orientation dimension, the significance value is lower than 0.05, indicating that there are significant differences in the acceptance of preschool inclusive education among parents with different education background. The acceptance of parents with education background of junior college is significantly higher than that of parents with education background of technical secondary school and below.

TABLE IX. ANALYSIS ON THE DIFFERENCE OF ACCEPTANCE OF PARENTS WITH DIFFERENT EDUCATIONAL BACKGROUND

		n	Mean	Standard deviation	F	Significance	Back testing
Cognitive dimension	Education background of technical secondary school and below	58	3.78	.42	1.43	.24	/
	Education background of junior college	54	3.78	.42			
	Bachelor	77	3.84	.37			
	Postgraduate or higher	19	3.63	.42			
Emotional dimension	Education background of technical secondary school and below	58	4.11	.49	1.57	.20	/
	Education background of junior college	54	4.27	.53			
	Bachelor	77	4.29	.58			
	Postgraduate or higher	19	4.12	.56			
Behavioral orientation dimension	Education background of technical secondary school and below	58	3.84	.39	3.12	.03	Education background of junior college > education background of technical secondary school and below
	Education background of junior college	54	4.11	.35			
	Bachelor	77	3.95	.58			
	Postgraduate or higher	19	3.91	.51			
Overall situation	Education background of technical secondary school and below	58	3.91	.35	1.81	.15	/
	Education background of junior college	54	4.05	.37			
	Bachelor	77	4.03	.45			
	Postgraduate or higher	19	3.89	.45			

c) *Analysis on the difference of occupation:* In "Table X", there are significant differences in cognitive dimensions among parents of different work categories, but there are no significant differences in emotional dimensions, behavioral orientation dimensions and overall situation. The parents who are self-employed in the cognitive dimension are significantly higher than those who are medical staff and civil servants, civil servants and bank staff, production and sales personnel and other staff.

**TABLE X. DIFFERENCE ANALYSIS OF PARENTS WITH DIFFERENT OCCUPATION**

		n	Mean	Standard deviation	F	Significance	Back comparisons
Cognitive dimension	Self-employed entrepreneurs	40	3.96	.42	2.62	.026	Self-employed entrepreneurs > civil servant and medical care personnel Self-employed entrepreneurs > civil personnel and bank staff Self-employed entrepreneurs > production and sales personnel Self-employed entrepreneurs > others
	Civil servant and medical care personnel	24	3.66	.43			
	Teacher	39	3.81	.37			
	Civil personnel and bank staff	20	3.63	.42			
	Production and sales personnel	25	3.74	.42			
	Others	60	3.79	.37			
Dimensions	Self-employed entrepreneurs	40	4.31	.62	.87	.501	/
	Medical care personnel and civil servant	24	4.10	.43			
	Teacher	39	4.25	.55			
	Civil personnel and bank staff	20	4.05	.49			
	Production and sales personnel	25	4.25	.43			
	Others	60	4.23	.59			
Behavioral orientation dimension	Self-employed entrepreneurs	40	4.01	.49	.27	.93	/
	Medical care personnel and civil servant	24	3.95	.47			
	Teachers	39	3.99	.50			
	Civil personnel and bank staff	20	3.90	.30			
	Production and sales personnel	25	3.91	.44			
	Others	60	3.94	.54			
Overall situation	Self-employed entrepreneurs	40	4.09	.43	1.20	.31	/
	Medical care personnel and civil servant	24	3.90	.37			
	Teachers	39	4.02	.39			
	Civil personnel and bank staff	20	3.86	.31			
	Production and sales personnel	25	3.97	.37			
	Others	60	3.98	.44			

d) *Analysis on the difference of parents' acceptance of preschool inclusive education with or without special children:* It can be seen from "Table XI" that there are significant differences in the emotional dimension, behavioral orientation dimension

and overall situation between the parents with or without special children, and the acceptance of parents with special children are significantly higher than that of the parents without special children.

**TABLE XI. ANALYSIS ON THE DIFFERENCE OF PARENTS' ACCEPTANCE OF PRESCHOOL INCLUSIVE EDUCATION WITH OR WITHOUT SPECIAL CHILDREN**

	whether have special children at home	n	Mean	Standard deviation	t	Significance
cognitive dimension	yes	49	3.89	.36	1.96	.052
	No	159	3.76	.42		
emotional dimension	yes	49	4.36	.47	2.10	.04
	No	159	4.18	.56		
Behavioral orientation dimension	yes	49	4.08	.42	2.11	.04
	No	159	3.92	.49		
overall situation	yes	49	4.11	.36	2.43	0.02
	No	159	3.95	.42		

**B. Factors influencing parents' acceptance of preschool inclusive education**

"Table XII" shows the reasons why parents do not accept special children into ordinary kindergartens. The results show that the reasons why parents do not accept special children to enter ordinary kindergartens are as follows: the degree of special children's impairment is

too high (64.4%); it is unfavorable to the development of special children (63.5%); it affects the life and study of normal children (60.6%), and they don't understand special children (56.7%); and the kindergarten could not take care of special children (34.1%).

**TABLE XII. REASONS FOR NOT ACCEPTING SPECIAL CHILDREN INTO ORDINARY KINDERGARTENS**

Option	n	Percentage	Order
The degree of impairment of special children is too severe	134	64.4%	1
It is bad for the development of special children	132	63.5%	2
Affecting the study and life of normal children	126	60.6%	3
Not understanding special children	118	56.7%	4
Kindergarten is unable to take care of special children well	71	34.1%	5

**TABLE XIII. IMPEDIMENTS IN THE IMPLEMENTATION OF PRESCHOOL INCLUSIVE EDUCATION**

Impediments	n	Percentage	order
It is unfavorable to the development of special children	153	73.6%	1
It reduces the source of students	147	70.7%	2
It increases the burden of teachers' work	105	50.5%	3
The resources of kindergartens are insufficient	100	48.1%	4
Lacking policy support	98	47.1%	5
Lacking the professionalism	75	36.1%	6
Parents disagree	70	33.7%	7

"Table XIII" shows the survey results of parents' perception of obstacles in the implementation of preschool inclusive education. The results show that, according to the percentage (from high to low), these obstacles are as follows: it is unfavorable to the development of special children (73.6%); it reduces the

source of students (70.7%); it increases the burden of teachers (50.5%); it lacks resources in kindergartens (48.1%); it lacks policy support (47.1%); it lacks professionalism of teachers (36.1%); and parents disagree (33.7%).

**TABLE XIV. PROBLEMS TO BE SOLVED IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRESCHOOL STAGE**

option	n	Percentage	order
equipment	114	54.8%	1
Special supervision organization	112	53.8%	2
Fund	100	48.1%	3
teachers	96	46.2%	4
concepts	81	38.9%	5

According to the survey results in "Table XIV", the most important problems for parents to solve in implementing inclusive education in preschool stage include equipment (54.8%), special supervision organization (53.8%), funding (48.1%), teacher problem (46.2%) and concept (38.9%).

#### IV. DISCUSSION

##### A. Parents have higher acceptance of preschool inclusive education

The results of the survey show that parents have a high acceptance of preschool inclusive education. This is consistent with the results of He Xiaoting et al. [20] Many parents not only believe that the integration of special children into kindergartens can deepen their understanding of special needs groups, but also believe that the integration of special children into ordinary kindergartens is inevitable for social progress. The reasons are as the following: first, due to the continuous development of China's economy, parents' ideas have also changed; second, in recent years, the state has promulgated relevant laws and policies to ensure the development of preschool inclusive education, and has

implemented pilot programs on preschool inclusive education in some areas.

##### B. Parents' acceptance of preschool inclusive education in different dimensions

The results show that parents have a high acceptance of preschool inclusive education in three dimensions, among which the emotional dimension is the highest, the behavioral orientation dimension is the second, and the cognitive dimension is the lowest. In the cognitive dimension, parents have insufficient understanding of the relevant laws and regulations and concepts of preschool inclusive education. The reasons may be as follows. First, although there are some laws and regulations on preschool inclusive education, they are not very perfect, lacking the publicity, which has affected the understanding of parents; second, in daily life, parents rarely have access to special children and inclusive education. In behavioral orientation dimension, the overall acceptance is relatively high, but parents also show a more agreed attitude when answering the questions of subsidizing special children, avoiding special children and recommending special children to their own kindergarten. In the face of these behavioral tendencies, parents' acceptance is not very

high. The reason may be that parents don't know about special children and lack of confidence in special children.

*C. Analysis on the difference of parents' acceptance of preschool inclusive education with different background variables*

The results show that the education level of parents has a significant impact on the dimension of behavior orientation. This result is inconsistent with the results of Yan Leng's research on parents of infants in Beijing. [21] The reason may be that more than 70% of the parents surveyed have junior college degree or above. They think more comprehensively than those with secondary school education or below, and they are more supportive of the development of preschool inclusive education.

There are significant differences among parents with different job in cognitive dimension, which is consistent with the findings of Deng Yuchao et al. [19] The reason may be that parents have different occupations, contact things and personnel, so there are differences among parents in the acceptance of preschool inclusive education in cognitive dimension.

Parents with special children have significant differences in emotional dimension, behavioral orientation dimension and overall situation of preschool inclusive education. The reason may be as shown in Li Xiaojie's research. There is a positive correlation between contact and acceptance, that is, the more contact with special children, the higher the acceptance. [22]

*D. Discussion on the factors influencing parents' acceptance of preschool inclusive education*

1) *Parents do not have a deep understanding of preschool inclusive education:* The results show that parents do not have a deep understanding of preschool inclusive education. The reasons are as follows. First, parents believe that the admission of special children to ordinary kindergartens will reduce the number of students and cause adverse effects on normal children. This is consistent with the survey results of Liu zewen and Niu yubai [23] on parents' attitude towards disabled children's learning in regular classes; secondly, parents are worried that the degree of obstacles of special children is too heavy, which makes the kindergarten unable to take into account both special children and normal children. This is consistent with the research results of Zhao Jing and Huang Shan [24].

2) *Parents lack confidence in the implementation of preschool inclusive education:* The results of the survey on the reasons affecting the acceptance of parents show that parents lack confidence in the development of

preschool inclusive education. The reasons are as follows: firstly, the equipment and special supervision are the problems that parents think need to be solved most. In the development of preschool inclusive education, there are different special education needs because of the different degree and category of obstacles of many special children. However, most kindergartens do not have resource classrooms and corresponding equipment. Even if there are, there is a lack of professional teachers, which are rarely used. This is consistent with the research results of Xiao Xiuping et al. [25]. Second, parents believe that there are many problems in the implementation of preschool inclusive education, such as insufficient kindergarten resources and increasing the workload of teachers. Many studies have shown that in the development of inclusive education, the problem of teachers is more prominent.

3) *The policies and funds are difficult problems in the development of preschool inclusive education:* According to the survey, some parents think that there is a lack of policy support and financial support in the development of preschool inclusive education. Many studies have shown that in the implementation of inclusive education, the lack of legal policy support and financial protection will affect the development of preschool inclusive education. For example, in the investigation of the current situation of preschool inclusive education in Chengde, Hebei Province, Wang Ying pointed out that "at this stage, China still lacks clear legal requirements and policy support on preschool inclusive education." [26] In Meng Shasha's research, it is pointed out that "if there is no guarantee of funds when carrying out relevant practical activities in preschool inclusive education, it will cause obstacles and difficulties." [27]

## V. CONCLUSION AND SUGGESTION

### A. Conclusion

Firstly, most parents have a high acceptance of preschool inclusive education, among which parents have the highest acceptance of preschool inclusive education in emotional dimension, followed by behavioral orientation dimension, and the lowest acceptance degree in cognitive dimension.

Secondly, parents with different background variables have different acceptance of preschool inclusive education. Specifically, parents with different educational background, different work and different contact with special children have significant differences in their acceptance of preschool inclusive education.

Thirdly, there are two main reasons that affect parents' acceptance of preschool inclusive education. One is that parents have insufficient understanding of preschool inclusive education; the other is that parents have insufficient confidence in the implementation of preschool inclusive education, and they are worried about the lack of resources of kindergartens and teachers, as well as the problems of policies and funds.

#### *B. Suggestion*

*1) Strengthening efforts to promote the concept of preschool inclusive education:* In this study, parents who are the registered residents in Sichuan had little understanding of the concepts and laws and regulations of preschool inclusive education, so it is necessary to strengthen the publicity and popularization of preschool inclusive education. Under the conditions permitted by law, it is hoped that all walks of life will carry out the work of promoting preschool inclusive education. The government can promote and guide preschool inclusive education through new media, including television, live broadcast and other means. Liu Mingqing and Shi Nanmei show that 67% of the public understand people with autism through film and television works. [28]

(2) In terms of schools, it is necessary to establish a family-school education platform, regularly hold knowledge propaganda of preschool inclusive education, communicate with parents, understand parents' doubts and answer in time. The community should hold mobilization meeting, volunteer and practice activities, and create opportunities to contact with special groups of children.

*2) It is necessary to give full play to the role of parents in preschool inclusive education:* In the analysis of significant differences between parents with different background variables and three dimensions, it is found that there are significant differences in the acceptance of preschool inclusive education among parents with different educational background, different occupation and different contact degree with special children. According to Peng Yan's research, "parents are promoters, cooperators, advocates and lifelong learners of inclusive education." [29] Therefore, in the development of inclusive education, it is necessary to give full play to the role of parents, and encourage parents to participate in preschool inclusive education. First of all, it is better to give full play to the potential of parents, and carry out parent training classes with the support of the society, so that parents can become "professional teachers" of their children; secondly, it is required to publicize the positive role of inclusive education, gradually eliminate the misunderstanding of parents, and guide parents to support the development

of inclusive education. Many studies have shown that the implementation of inclusive education has a lot of positive effects. For example, the research results of Wang Yu (2011) on ordinary children in preschool inclusive education show that in the implementation of inclusive education, ordinary children can actively help others and more easily accept the differences between people. [30]

*3) Strengthening the construction of Preschool Teachers:* The results of this study show that parents are worried about the problems of teachers in the implementation of preschool inclusive education. With the implementation of preschool inclusive education, ordinary kindergartens begin to accept special children with various types of impediments, which has higher requirements for preschool teachers' own skills and knowledge. However, there are few colleges and universities that carry out majors related to special education in China, and there is a lack of professional teachers in general schools and kindergartens. In the inclusive environment, the lack of knowledge of special education has seriously affected the teaching effect. In order to change this situation, the following measures should be taken. The government should encourage higher education institutions to set up major related to special education and strengthen the construction of special education majors in colleges and universities, which is also mentioned in the "outline of the 13th five-year plan to accelerate the process of well-off for the disabled". Kindergartens can cooperate with relevant departments, and regularly carry out professional training and research and discussion activities to increase the communication between teachers. The survey results of Tan Xiujing and Yin Jianqin (2008) show that more than half of the teachers in 338 kindergartens in Jiangsu Province hope to have the opportunity to receive training related to special education [32]. Teachers can learn relevant knowledge independently and read relevant books in their spare time.

*4) Strengthening the support of relevant government departments:* In this study, parents think that in the implementation of preschool inclusive education, there are some problems such as lacking policy support, financial protection or kindergarten resources. In Zheng Yi'an's research, it is mentioned that "without policy support, preschool inclusive education cannot develop well". [33] Therefore, in order to better develop preschool inclusive education, policy support must be provided. First of all, the relevant government departments should formulate relevant laws and regulations to clarify the responsibilities and obligations of various stakeholders

in the implementation process of preschool inclusive education. Secondly, it is required to strengthen the capital investment of preschool inclusive education to improve the shortage of kindergarten resources. Finally, it is better to adjust the proportion of teachers and students reasonably to achieve the balance of the proportion of teachers and students as much as possible. In the research of Zhu Yujie and others, it is also mentioned that "every child should be given reasonable educational opportunities as far as possible, and the number of teachers and students should be balanced." [34]

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