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**Special education intervention for adolescents with a  
disability from the perspective of value orientation in Tibet.**

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## **Declaration of Originality**

**I, Bu Qiong (Student number 80062331 ) declare that this dissertation entitled “Special education intervention for adolescents with a disability from the perspective of value orientation in Tibet.” and submitted as partial requirement for Ph.D. study program of Special Education is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of reference.**

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**Signature**

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**Date**

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# Abstract

The treatment and family intervention of disabled adolescents in the Tibetan region may date back to several hundred years ago. However, they are only somebody treatment behaviors in the traditional medicine and simple rehabilitation trainings by their family members for meeting the living needs. Some people think that the appearance of temple facilitates the special education in the Tibetan region, for the temple accepts the disabled children for study in the temple. However, the temple only provides a study opportunity to the disabled children, but does not implement the special education. Therefore, we have reasons to believe that the temple only plays the role of looking after the disabled children but does not implement the special education discussed. The special education in the Tibetan region developing in the school education sense only has a history of more than ten years. This means that the systematic and standard special education intervention for the disabled adolescents in the Tibetan region is an important but arduous task. It is of great urgency to conduct relevant researches on the special education intervention of disabled adolescents. Therefore, the special education intervention of disabled adolescents is discussed in this research. For the final purpose of this research, through knowing the educational concept of students, parents and teachers in the Tibetan region and their cognition and viewpoint of education, the educational value orientation in the Tibetan region currently is combed, and the special education intervention of disabled adolescents under such value orientation horizon is discussed.

To achieve this research purpose, in this research, with value theory, intervention theory and four levels of cultural theory as the research theoretical basis and theoretical method, by the mixed research method of quantitative and qualitative combination, about 670 students of general middle schools and special education schools, about 210 parents and about 210 teachers in Tibet Autonomous Region, Tibetan region of Sichuan Province, Tibetan region of Qinghai Province, and Tibetan region of Gansu Province are recruited in the questionnaire survey. Besides, among these respondents in the questionnaire, 7 students, 7 parents, 7 teachers and 4 monks are recruited to participate in the semi-structural depth interview. The deep investigation has been conducted on five special education schools in the Tibetan region.

In this research, there are three questionnaires, namely, student questionnaire, parent questionnaire and teacher questionnaire. Through the questionnaire survey, the educational idea of respondents and their educational viewpoint can be known. The

interview objects include four kinds, namely, student, parent, teacher and monk. Through the interview, the degree of cognition and understanding of interviewees for education in the Tibetan region presently can be known. In the implementation of this research, the deep field investigation has been conducted on five special education schools in the Tibetan region. Through the compilation of investigation narration, the current situation of education in the Tibetan region is known.

Through the discussion of results of questionnaire survey, interview and investigation narration, the following conclusions are reached: (1) the educational value orientation in the Tibetan region is affected by its traditional culture and social realistic conditions; (2) the educational value orientation in the Tibetan region is the educational idea of students, parents and teachers and their same cognition and viewpoint for education. It can reflect the basic need of different crowds in the Tibetan region for education currently. It shows that education can meet the needs of educates; (3) the educational value orientation in the Tibetan region is the fundamental basis for special education intervention of disabled adolescents; (4) the special education intervention of disabled adolescents in the Tibetan region is building their self-confidence and self-esteem. It is a process to enable them to gain the deserved identity and dignity. This meets the outlook on life of Tibetan people's belief in "all sentient beings are equal". Besides, this meets the need of personality equality and dignity of disabled adolescents; (5) the self-care ability is the goal and content of special education intervention of disabled adolescents in the Tibetan region; (6) the special education intervention based on the cultural foundation and social realistic condition of the ethnic group is the most ideal one for the disabled adolescents in the Tibetan region.

Key words: Special education intervention; Value orientation; Education value orientation; Adolescents with a disability; Tibet

# Chapter 1 Introduction

## 1.1 background and reasons to the research

The Tibetan nationality is one of the 55 minorities in China. Some live on Qinghai-Tibet Plateau, the Roof of the World, which is also land of snow due to snow mountains all around. There are three ecological zones, including rural area, pasturing area and farming-pastoral region, with respective ways of production and working. Tibetan people have their own language and words, long and traditional culture and religion of Tibetan Buddhism. From birth to death, most Tibetan people enjoy farming life or shepherd's life. Simple production and labor skills are all learnt in practice. People think that the purpose of school education is to educate children to pass exams, find an office job and get rid of farmers' and shepherd's life limited by the seasons or weather. They don't understand that school education can bring changes for production and life in farming and stockbreeding areas, or they don't know the values and significance of school education for human survival and development. It is generally considered that it is unnecessary to enable disabled children to go to school, based on such understanding of school education. Especially, before 2000, there was no school for children with special needs<sup>1</sup>. Disabled young people couldn't go to general schools failed to obtain school education. Since 2000, some special education schools have successively been established in Tibetan areas to meet the education needs of a minority of impaired children.

In other words, Schools in Tibetan areas have developed rapidly since the establishment of Chinese government. An undeniable fact about education in Tibetan areas is that the value orientation of education is driven by Han Chinese culture. It spontaneously frames the purpose of education in Tibetan areas. The education system aims to cultivate state cadres and it creates the needs for hierarchy in education rather than fulfilling students' needs for survival and a happy life. Such

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<sup>1</sup> No school specially for special children education before 2000 refers to no public special education school. In 1997, a blind German woman subsidized the establishment of Lhasa Blind Children School, and it was the first special school in Tibet. Due to different restrictions, the author fails to enter this school for investigation.

simplicity in its purpose and utilitarianism in its value orientation have created certain negative impacts on the education and cultural construction in Tibetan areas. It is critical to explore if such issues exist in initiation and development of current special education in the Tibetan region, and what the impacts are? Based on my past research findings and personal experiences, when it comes to impairment children, the majority of Tibetan people focus on the children's future lives and the purpose and value of education. The value is mainly oriented by the purpose of how to create a happy life for children.

If we assume that education value orientation of focus on children's future happy lives and perceptions about education are better adapted to the basic theories of special education intervention, we can conduct an in-depth analysis on the interventions of special education development through addressing the following questions. What is the relationship between that such kind of education value orientation and Tibetan traditional value orientation? What is the relationship between that such kind of education value orientation and the values orientations of special education by constructed in the context of Han Chinese culture? studies on this topic can make us to think about the relationship and similarities regarding the value orientation constructed in different cultural context, Tibetan and Han Chinese, and why the school education system constructed in Han Chinese culture is not only helpless in serving Tibetan students' needs but also constraining in students' learning and development. The next question is what should the value orientation of Tibetan education be? If current special education development is based on the dominant paradigms of Han Culture, how will it effect the educational development of disabled adolescent Tibetans? In this interventional process, based on the types of conditions and objectives, how do special schools, local communities, and families conduct their interventions? Based on answering these questions, this research tries to understand the special education interventions for adolescents with a disability in Tibet. In other words, this study intends to analyze the value orientation of education in Tibetan regions with detailed survey data on cultural knowledge and social reality. The survey is designed to understand the attitudes of Tibetan students, parents and teacher toward education. The study also discusses interventions in the special education of adolescents with disabilities based on the value orientation of education. My research tries to address the following two major objectives:

### **1.1.1 The need for development of special education intervention for adolescents with a disability in Tibetan areas.**

In China, Tibetan people are mainly distributed in the regions of Tibet Autonomous Region (TAR), and Qinghai , Gansu , Sichuan, and Yunnan provinces(As shown in Figure1), with a total population of about 6.4 million people. Tibet Autonomous Region is the main Tibetan region with central to Tibetan cultural, political, and economic development. Tibetan regions in Sichuan Province are the central areas of Kangba in the traditional regional division of Tibetans. They include two Tibetan autonomous prefectures and one Tibetan autonomous county, which constitute the second most populated Tibetan settlement outside the Tibet Autonomous Region. Therefore, some basic data was collected in these two settlements. The results show that only four of the five special education schools founded in the Tibet Autonomous Region since 2000 enroll students. There are totally 656 students and 173 faculty members in these schools. Tibetan regions in Sichuan Provinces have four existing special schools with more than 260 students, about 70 faculty members<sup>2</sup>. TAR has total of 32000 disabled young people who are under age of 15<sup>3</sup>. Ganzi Prefecture has a total of 1889 registered disabled young people, which does not include those disabled young people that are not officially registered<sup>4</sup>. Special education in the Tibetan regions of other provinces areas, such as Qinghai, Gansu and Yunnan, even lag far behind these two places. Only 4 schools enroll students and maintain regular teaching in the Tibetan regions of those provinces. The total number of students in those schools is not less than 300<sup>5</sup>. In Tibetan regions, the special education development extremely lacks with interventions on the aspects of equipment, organizational capacity, special personnel and community services. Therefore, it can be stated that current special education development interventions in Tibetan regions actually focus more on the development of the special school itself, rather than the improvement of the special education system. Based on our previous survey and findings, this is the key issue challenging the development of special education in Tibetan regions. Therefore, in order to promote more sustainable and adaptive special

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<sup>2</sup> Data source: the survey conducted by the author.

<sup>3</sup>Date Source Tibet Autonomous Region Disabled Persons' Federation, 1987 Investigation data.

<sup>4</sup> Data sources Ganzi Disabled Persons' Federation.

<sup>5</sup>Data source: the survey conducted by the author.

education development system to the needs of disabled adolescent Tibetans, it is critical to conduct more in-depth and comprehensive research studies to address abovementioned questions.



Figure 1: Map of People's Republic of China<sup>6</sup>

### 1.1.2 Individual responsibility and interest

The relative backwardness of special education in Tibetan areas as well as the extreme shortage of local researchers has been mentioned repeatedly above. Being one of the few researchers studying special education in ethnic minorities, it's my responsibility to make contributions to the development of special education within my own ethnic group. Having a sense of social responsibility alone may not lead to an effective research result. We also need strong enthusiasm and interest in the field. I grew up in the Tibetan areas of Sichuan province, and I have engaged with minority education research and work for nearly 20 years. I have strong interests in the field of

<sup>6</sup> The source of the map see Baidu: <https://image.baidu.com/>



minority education development. There are limited research studies being conducted in the field of minority education development in China, and the existing studies have more biased and subjective findings. In the era of advocating people-oriented education development, very limited attention is paid to the development of special education system and disabled people in Tibetan regions. Therefore, it is essential to conduct a more in-depth study in this area and it is also my personal interest as well.

## **1.2 Research purpose**

(1) To understanding the aim of education of elder, middle aged and young population in agricultural, pastoral, semi-pastoral and township areas in Tibet as well as education of impaired adolescents and its context in order to find out how these age grow ups perceive their education. On basis on these finding the we will systematize the value orientation in different areas in Tibet age groups, historical and practicability as well as the education value orientation of adolescents with disability. Further, we will focus on school education and locate the needs.

(2) To analyze the origin of value orientation and its alternative purpose of special education for children in Tibetan areas through a cultural perspective in order to explore the theoretical, methodological and practical implementation strategies for Tibetan special education development

(3) To reflect and systematize the alternative purpose of school education through comparing the value orientation of special education and general school education in Tibetan areas.

(4) To summarize and carding the methods and strategies of special education intervention for adolescents with disabilities on the basis of Tibetan special education value orientation and the purpose of the analysis.

## **1.3 The research significance**

(1) Through discussion of value orientations in the Tibetan special education, to synthesize existing perspectives of special education, and summarize the theoretical and methodological perspectives that can be used to explain the special education

development in Tibetan regions. In order to attract people to reflect and conduct further research studies on the promotion and development of special education in Tibetan regions. To specify the purposes and value orientation of special education in Tibetan areas, revise about the significance of school education, bring the attention of the public to the development challenges of school education constructed by Han Chinese culture.

(2) To seek a rational value orientation for school education in Tibetan areas, provide theoretical references for the purpose of school education and curricula for general and special education schools in Tibet.

(3) Tibetan society has a unique status in the current civilization. The empirical studies of value orientations in Tibetan special education development provide theoretical perspectives and methodologies for a multicultural school education value through of value orientation studies of special education for children in Tibetan areas.

## **1.4 Research questions**

After getting a research idea, perhaps from making observations of the world around us, the next step in the research process involves translating that research idea into an answerable question (Marczyk, DeMatteo, & Festinger, 2005, p.7). What is the quality of special education intervention for adolescents with a disability from the perspective of value orientation in Tibet? The research question is unpacked to contain the following sub-questions:

(1) What is the value and value orientation of Tibetan traditional culture?

(2) What is the popular value orientation of education in Tibetan areas at present?

(3) By what kind of educational value orientation are current Tibetan schools of special education impacted?

(4) What kind of cultural knowledge and life skills are needed for adolescents with a disability in Tibetan areas?

(5) What should the special education intervention be for adolescents with a disability in Tibetan areas?

- (6) How is school education enlightened by value-based special education intervention for adolescents with a disability in Tibetan areas?
- (7) Who or what influences the attitudes of high school students to education?
- (8) The relationship between respondents' age and their relationship to education. Whether this relationship changes with age?
- (9) Whether education has a gender impact.
- (10) Whether the type of school attended has an impact on the relationship to education.
- (11) Whether the relationship to education is influenced by parental education.

## **1.5 Research hypothesis**

The next step in the scientific method is coming up with a hypothesis, which is simply an educated—and testable—guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted (Marczyk & DeMatteo & Festinger, 2005, p.8). The present research has several research hypotheses as following:

H1: The value orientation of education in Tibetan areas has close correlation with value orientation of Tibetan traditional culture.

H2: The value orientation of education in Tibetan areas is no significant difference in all areas and age groups.

H3: The special education intervention for adolescents with a disability in Tibet has a close correlation with special needs of adolescents with a disability.

H4: There is no statistically significant link between the factors and the age of the respondents.

H5: There is no statistically significant link between individual factors and gender.

H6: There is no statistically significant link between the factors and the type of school attended.

H7: There is no statistically significant link between the factors and the education of the parents of the respondents.

## 1.6 Concept definition

**Value:** The definition of value varies in different dictionaries and works. In this research, the value refers to certain content in “the relationship between the subject and object. The content is whether the object meets the needs of the subject and whether it is consistent with the subject and serves the subject. The affirmative answer, namely what we call ‘good’, signifies positive value; the negative answer is what we call ‘bad’, that is, negative value.(Li, 2004, P.30) It is about the dynamic development arising from continuous evolution of utility relationship between the subject’s needs and the object’s attributes”(Ruan, 2004, P.46). Based on the abovementioned understanding, the definition of value in this research is: the object meets and is approximate to or consistent with a need of the subject. In terms of this definition, it may be observed that “need” is especially important, and “need” decides value.

**Value orientation:** A value preference that evolves into a significant belief after a long period of time can be called value orientation. It is substantially the choice or selection of, and pursuit or yearning for certain values of the object based on judgment on such values by the subject.

**Educational value orientation:** The educational value orientation means the intention or tendency of the subject of educational value while making value setting and value expectation against the educational object according to the educational needs of its own survival and development in the case of taking education as some social object. Such value setting and value expectation is actually a kind of value choice, i.e., selecting certain one or several schemes among the several value relationships between educational value as the subject and education as the object, so as to meet the subject’s educational needs of the subject to a certain extent. (Wang,

2002. pp33) In short, the educational value orientation is the selection or choice of, and pursuit or yearning for educational value; it is targeted at the future.

**Adolescents with a disability:** Adolescents with a disability in this research mainly refer to adolescents aged 13 to 18 who have hearing, visual and mental disabled.

**Special education intervention:** Special education intervention refers to the diagnosis, treatment, education and training for children with special needs. In this research, it can be interpreted as the treatment, education and training specific to the foresaid needs of disabled adolescent, aiming to help them give full play to their capabilities, so as to make them become an independent, adaptable and dignified person in society. In China, the common models of special education intervention include special schools, integrated education in general schools (learning in regular class), special education resource centers, rehabilitation centers for disabled children, family rehabilitation, community rehabilitation, etc. However, this research involves special education intervention for adolescents with a disability in Tibetan areas, mainly in special schools, as other models of special education intervention have not yet been formed in Tibetan areas.

## Chapter 2 Literature Review

Successful research is based on all the knowledge, thinking and research that precedes it, and for this reason a review of the literature is an essential step in the process of embarking on a research study. A review of literature is a summary, analysis and interpretation of the theoretical, conceptual and research literature related to a topic or theme.( Anderson,1998, p. 83)

Although Tibetan has a long history of treating disabled young people and family intervention therapy, though in most cases, those treatment systems are informal traditional physical therapy and family treatment, mainly for the conveniences of livelihood adaptation. In addition, there are none existing literature and research studies explaining the traditional therapy of treating disabled young people. Tibetan only have short history of school-oriented special education development. This also means the standards and formality of special education interventions on the special education development of disabled young Tibetan becomes a crucial program. Given the special geographical location, socio-cultural background and biophysical conditions of Tibetan regions, consideration of local socio-cultural-values in development of especial education become crucial. To this end, a more systematic literature review of national and international studies on special education development are conducted to finding more appropriate research perspectives and methodologies for my research design.

This research mainly discusses value orientation-based special education intervention for disabled young people in Tibetan areas. It is the study of theory and practice of “special education intervention” that is most closely related to this research and most deserving to be expounded and referenced for research experience, thought and method. A bit broad in concept, the term of “special education intervention” is rarely seen in a variety of special education-related studies and literature. The widely used term that has similar meaning is “early childhood intervention”, which mainly concerns research and discussion on the issues of intervention from birth to pre-school, or from birth to primary school, and even to secondary school. The age of specific intervention object varies with countries, social and cultural environments. The special education in Tibetan regions is also closely associated with the current

special education development in the country and bigger regions. The lagging special education in Tibetan regions has been frequently discussed before. This study, based on the past and present development of special education in Tibetan areas as well as future development trend of special education in Tibetan areas, defines the target of special education intervention as disabled teenagers (with special needs) aged 13 to 18. Therefore, in this review of international and mainland China's special education intervention, the development of early childhood intervention is primarily discussed and illustrated. Besides, the review of Tibetan special education intervention will comprehensively describe the development of special education and research progress of special education in Tibetan areas.

The research data of special education intervention in mainland China as well as development and status of special education in Tibetan areas is derived from tools such as China National Knowledge Infrastructure (CNKI) and Google Scholar; foreign research refers to relevant research literature in English. As English literature pertaining to Tibetan special education have not yet been found, the literature related to special education intervention in a broad sense in this research is mainly gained via query and collection from ERIC, Google Scholar and E-Book of Palacky University Library etc..

## **2.1 Early childhood intervention abroad**

Early childhood intervention is a support and educational system for very young children (aged birth to six years) who have been victims of, or who are at high risk for child abuse and/or neglect. Some states and regions have chosen to focus these services on children with developmental disabilities or delays, but Early Childhood Intervention is not limited to children with these disabilities (Wikipedia On-line Dictionary, 2017). Early intervention is beneficial to compensation for the shortcomings of special children as early as possible, so that they can grow, both physically and mentally, as normally as possible, thus improving their social adaptability (Yan, 2003). This section begins with a brief review of the stages of

development of foreign special education, followed by discussion about the development of early childhood intervention abroad.

### **2.1.1 Developmental stages of foreign special education**

There are have always been exceptional learners, but there haven't always been special educational services to address their needs (see Holmes, 2004; Metzler, 2006). It is generally believed that the development of special education can be divided into three stages (Qian, 2008). Special education can be defined as educational and social services provided by preschools(Vargas & Janson & Mufel, N. 2009, p.8), schools and other educational organisations to children usually between the ages of two and one-half or three years of age to 18 to 21 years of age. The first is the stage of diagnosis and treatment dominated by medical model, focusing on of disability and obstruction. The second stage is dominated by psychological model, focusing on testing and classification. The third is the social model-dominant stage. According to Deng Meng(1999), the development models of U.S. special education have gone from scratch, from isolated boarding education back to the mainstream, and to the inclusive education under vigorous development. Lipsky and Gartner, based on key issues including who is the service object, where to provide services, how is the process, and who provides services and what's the goal, analyzed the services for the disabled at different historical stages. They classified the development of special education into three stages from another perspective, namely, era of institutionalization, era of deinstitutionalization and era of community members. In the era of institutionalization, special children or the disabled mainly accepted the daily care from the adult in unified and isolated institutions. In the era of deinstitutionalization, special children and disabled people return to the family, special classes and workshops for learning and living, and appropriate services may be selected from the service selection system according to their degree of retardation. Different from the previous two historical eras, in the era of community members, everyone is treated



equally as with other ordinary individuals; special children and disabled people return to the family, ordinary classes and community agencies for learning and living while parents and educators are committed to cultivating them into qualified community citizens. The different classification about the various stages of the development of special education actually reflects the same theme, i.e., the evolution from discrimination against and exclusion of disabled people to advocacy of human rights and equality, and to recognition of differences and promotion of fair understanding and acceptance.

### **2.1.2 Development of early childhood intervention abroad**

Proposed in the United States in the 1960s, early childhood intervention mainly refers to the use of remedial measures to compensate children education in adverse environment and this compensatory education is called early childhood intervention. Once proposed, this concept triggered extensive attention globally, and directly led to the birth and implementation of a series of intervention programs and methods in the United States and the rest of the world, so that early intervention was promoted and developed around the world. The U.S. 94-142 “Individuals with Disabilities Education Act (IDEA)”, in particular, specifies that special children and young people aged 3 to 21 receives free public school education, and the compulsory education for special children is advanced from school age to preschool age. In 1986, the amendment to this Act provided for the provision of individualized family service plans for disabled infants. Japan and other countries carried out early intervention for special children in forms such as setting special classes in ordinary kindergarten (Wang, 2000).

Early intervention is a support and education service system that includes at least intervention technology, parental involvement, and social support and education services. In terms of intervention technology, Deng Meng and Yan Tingrui stated, when it comes to the technological development of Western special education

intervention, that with the human research of disability pathology and the development of science and technology, technologies of detection and treatment, compensatory education specifically for disabled individuals have gradually improved. In recent decades, researchers of special education have conducted multidisciplinary exploration and research on the operative technologies including behavioral interventions and rehabilitation training of children with disabilities. For example, early researchers developed the technology of “behavioral correction” based on behaviorism. The technology of behavioral correction suggests that behavior disorders of children are mostly negative. It focuses on changing the children’s behavior by controlling the consequences and tends to adopt “punishment” as a single behavioral intervention model and strategy (Bambara & Knoster, 2009). After the 1980s, the application of behaviorism in special education began to shift from the traditional “behavioral correction” technology to “positive behavior support”. Positive behavior support is a more comprehensive approach to replace the punishment for special children with behavior problems in a positive and instructional way, featuring the method of systematic change to rebuild the individual living environment. In recent years, the response to intervention (RTI) has become a new intervention model coping with student diversity by schools and classes. Under this model, the adjustment and reform of teaching and intervention is conducted based on intervention response, and methods approved to be effective are adopted for teaching on the basis of dynamic assessment of students(Fairbanks, etc., 2007).

Social support and parental involvement in early childhood intervention have been initiated and popularized in western education in recent decades, and are guaranteed by legislation of special education in many countries. Parental intervention refers to the rights and obligations of parents to participate in the education and growth of their children, including both family education and participation in school management and education (Qiu & Wang, 2001). Researchers generally believe that all successful interventions for children with disabilities necessitate parental involvement (William

& Howard). The Philippine “Family Guidance Plan for Early Special Children”, which emphasizes parental involvement and help for children at home, has been adopted by basic service agencies of many cities in recent years, resulting in satisfactory achievements. Hobbs argues that early intervention should focus on but not limited to formal intervention institutions in society; what’s more important is to mobilize families, neighbors, churches, etc., who are the preferred support and with whom it is easier to strengthen the family function.

In 1994, the World Conference on Special Needs Education clearly put forward the idea of integrated education, and discussed the various aspects of the implementation, including curriculum provision, classroom organization, evaluation system, teacher training, special education center, community service, parental involvement, the role of non-governmental organizations and early education for disabled children (Zan, 2016, p.26). The *Framework for Action on Special Needs Education* and *Salamanca Statement* have had a significant impact on the early intervention of special children under integrated education worldwide. The British government published a series of influential documentary policies such as the *Warnock Report* and the *Green Paper on Special Education*, and has clearly proposed that special education is dominated by integrated education and great importance should be attached to parental involvement and early intervention. In the United States, *the Head Start Plan*, *Individuals with Disabilities Education Act (1975)* and *No Child Left Behind Act (2001)* effectively guarantee the smooth implementation of early intervention programs including differential diagnosis for each child with special needs, individualized family service plan and educational plan. Potměšil & Valenta (2006) elaborated the diagnosis of special children by means of interviews, questionnaires, matter analysis, testing and other methods and tools, highlighting the importance of joint diagnosis and treatment by specialists, social workers, doctors, psychologists, etc.

In conclusion, foreign special education and its research is developing rapidly, and the research on early children intervention is rather fruitful. Moreover, the development

of integrated education makes it possible for each student with special needs to obtain effective intervention. But research of special education intervention oriented at children and teenagers after preschool education are rarely found in the literature.

The above description briefly shows the development and research status of early childhood intervention in foreign countries, and also introduces several developmental stages of foreign special education. Foreign studies directly related to this research are barely found.

## **2.2 Development of early childhood intervention on Chinese mainland**

Early childhood intervention is one of important fields of special education. Therefore, it is an integral part of special education research. On the Chinese mainland<sup>7</sup>, research findings in the field are seen in lots of literature. The following contents consist of three parts - definition and legal provisions on early childhood intervention, theories about early childhood intervention in existing research results, and practice of early intervention for children with special needs.

### **2.2.1 Definition and legal provisions on early childhood intervention**

In existing literature, different scholars on the Chinese mainland gave different definitions to early intervention. They include: “Early intervention is a special educational and training tool used to increase the intelligence (or ability) of infants who deviate or may deviate from their normal growth, and help them acquire certain living ability and skills.”(Mao, 1990. p215) “In the special education field, (early intervention) mainly refers to therapy and education services provided for preschool children. It helps the children in full social, emotional, physical and cognitive

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<sup>7</sup> In this section, it refers to Chinese mainland excluding regions where ethnic minorities live

development, enabling them to enter normal education system or accept as little special education as possible.” (Piao, 1996) “Early intervention is a generic term for organized, targeted programs covering prevention, identification, treatment and education, and training for children under the age of 5-6 who deviate or may deviate from their normal growth.”(Wang, 2000) “Early intervention is a series of stimulation and training activities for infants.”(Huang, 2000) “In a broad sense, early intervention refers to a series of measures of prevention, identification, treatment and education for preschool children who have or may have developmental disabilities, helping these children grow healthily and normally.” (Lei, 2008) Among the aforesaid definitions, some include early diagnosis, early treatment and early education for disabled children; while some exclude early diagnosis and only place emphasis on treatment and education. In addition, these definitions show different targets of early intervention. Some cover children who have or may have developmental disabilities, excluding gifted infants. Some cover all children, while some cover children who deviate or may deviate from their normal growth, including gifted infants. It can be seen from existing literature that the targets of early intervention in China are now limited to children with special needs(Yang, 2003). Therefore, connotation and target definition of early childhood intervention shall be further standardized and unified.

Special education is an integral part of education systems of any modern civilized nations, and early intervention to children with special needs is an important part of a nation’s special education system (Zhang, 2016). The term "early childhood intervention" is not explicitly stated in China’s existing legal provisions and policies on persons with disabilities. But early intervention is closely associated with early education and early diagnosis. Therefore, when we talk about legislation of early childhood intervention, we can firstly learn about legal provisions on early education and early diagnosis, including: *The Law of the People's Republic of China on the Protection of Disabled Persons(1990)*, *the Regulations on the Education of Persons with Disabilities(1994)*, *the Maternal and Infant Health Law of the People's Republic of China()*, *the Opinions on Further Promoting the Reform and Development of Special Education during the Tenth Five-Year Plan(2001)*, *the Regulations on*

*Disability Prevention and Rehabilitation*(2017). Secondly, a small number of studies related to legal construction can be found in the documents. For example, Zhang Lingyan(2016) pointed out the importance of early education for children with special needs and the necessity of legal system construction. Following a study on the United States *Individuals with Disabilities Education Act*, Li (2007) noted that China should also speed up formulation of laws and regulations on early intervention, and pay attention to building and promotion of the early intervention concept. In an article titled “Special Education Law Research Review and Legislative Proposals in China”, Pang Wen (2011) also proposed adding specific provisions on early childhood intervention, appraisal and assessment of disabled students, and services for disabled students during transitions of different education stages and when they leave schools, and making clear duties and specific procedures of governments, educational institutions and medical institutions. In brief, the construction and research of the legal system related to special education have garnered more attention, but research on implementation and effect of existing legal provisions is lacking.

### **2.2.2 Theories about early childhood intervention in existing research results**

Based on analysis of the feasibility and necessity of early intervention, Wang Yan(2000) said there are two kinds of theories about early intervention: One is the biological theoretical basis of early intervention. The other is the psychological theoretical basis of early intervention; regarding specific training methods for early intervention to children with intellectual disabilities, Mao Yuyan(1990) said: The major theory about early intervention is behaviorist learning theory. This theory is based on the operant conditioning proposed by B. F. Skinner, which was originally used for animals and then applied to children's education; on the basis of promoting family intervention for infants, Huang Chun (1999) proposed an important theory that affects early intervention: ecological system theory. According to the theory, infants are most dependent on their parents, their living environment is mainly the family system, so early intervention to infants can be made at home<sup>8</sup>.

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<sup>8</sup> Yang, X.J.(2003). Review of Researches on the Early Intervention in Mainland China. *Chinese Journal of Special Education* (Bimonthly), (4), 63-68.

It can be seen from the above several theoretical studies and other documents that China's research on intervention to children with special needs is very weak. Most of the research papers did not clearly clarify their theoretical bases, but focused on introducing specific practice and operation of early intervention, and the research did not go beyond the above theoretical framework. Therefore, indigenous theoretical studies need to be strengthened.

### **2.2.3 Practice of early childhood intervention**

In addition to the above studies on definitions, legal provisions and theories about early childhood intervention, another important field is research on practice of early childhood intervention. Documents on practice research are much more than the former two fields. Research on practice can be divided into two aspects: The first is introduction of analysis and methods of the implementation of the early childhood intervention. Such as Research on Impact of Early Intervention on Infant Development by Huang Chunxiang(2000); American Special Education Intervention Model by Jia Chanjuan(2011); Discussion on Early Intervention to Children with Special Needs by Yao Dan(2012); Application of Sandplay in Intervention to Children with Special Needs by Li Fangfang and Yang Liu(2015); "Portage" and Early Intervention to Children with Special Needs by Lai Zhongtai(2005); Thoughts on Parents Participation in Early Intervention to Children with Special Needs by Chen Xiumin(2013); Research on Social Support for Early Intervention to Children with Special Needs by Liu Xinxue(2001); Ecological System Model and Revelation of Early Childhood Intervention in European Countries by Chen Jing(2008); An Investigation on the Current Situations of Community Intervention on People with Disabilities in Shanghai by Zhang, & Jiang, etc.. (2007); Decision making in cognitive therapy for special children by Song, & Du, etc.. (2008); Decision making in auditory intervention for special children by Liu, & Zhang, etc. (2008); and Decision making in language intervention for special Children by Huang, & Li, etc. (2008). The second is research on early intervention to children with different types of disabilities. Such as Parents' Participation in and Influencing Factors of Early Intervention to Autistic Children in Beijing by Qiu Xiaoju and Wang Lixin (2010); An Investigation on Needs of Families and Developmental Support of 71 Autistic Children by Huang, & Zhang, etc.(2009); Early Intervention for Autistic Children – A

Three –Way Training System by Zhou, & You(2007); Autistic Infants Joint Attention: Development Models and Early Interventions by Wang & Jia, etc.(2016); The Autistic Child Behavioral Intervention in Rehabilitation Status and Suggestions by Liu Hui (2010); On the Deficits in Facial Expression Recognition in Children with ASD and Clinical Intervention by Liu & Mo, etc.(2014); Case Study on Early Intervention to Mentally Handicapped Children-Graphics Understanding and Hand-Eye Coordination Training by Xu (1995); Discussion on Model Construction of Personalized Comprehensive Intervention to Children with ADHD by Liu Yanju(2013); Means of Coping with Hearing-impaired Children in Families and the Family-centered Early Intervention by Liu(2010); A Case Study on the Early Intervention for a Child with Hearing Impairment by Li & Zhang(2007); and Conditions and Countermeasures of China Rehabilitation for Deaf Children by Sun (2004). These studies have introduced many special education intervention methods from abroad, but the indigenization of the studies based on social and cultural differences is not enough. There are many studies on intervention to autistic children, but studies on practice of special education intervention to children with other types of disabilities are still lacking.

In general, studies on early childhood intervention have taken shape, but there are no expert teams that integrate resources for collaborative research. There are also few indigenous studies on intervention theories and practice methods. Research on turning early intervention operation skills into early education programs is not enough. In-depth research on parent-participated and community-supported intervention modes is needed.

### **2.3 Special education in Tibetan areas**

Special education in Tibetan areas started at the turn of the century. It was marked by establishment of special education schools. The conditions were not ripe for early assessment and diagnosis, intervention, and prevention and treatment for children with special needs. At present, almost all of knowledge and related research on special education are developed along with the development of special education schools. Therefore, the following contents will be discussed from two aspects -



development of special education in the Tibetan areas and development of special education research.

### **2.3.1 Development of special education in Tibetan areas**

Before 2000, “special education” was an unacquainted concept for most people in Tibetan areas and there was not one special education school in the whole Tibetan areas. Middle and low grade physically disabled and mentally retarded children could study in general schools, but schools failed to meet their special learning need, so they could only adapt to the learning environment and conditions the same as general students do. In early childhood, blind, deaf and seriously mentally retarded children might accept medical treatment and rehabilitation training. If the training effect was not good, rehabilitation training could be only done at home on his or her own initiative and there were no conditions for them to go to school. Just for the lack of understanding for special education, neither systematic and normative special education diagnosis nor early intervention is formed in Tibetan areas. Therefore, development of special education was far behind that in inland and other minority regions.

#### **2.3.1.1 Relevant Legal Provisions for Special Education and Their Effects on Special Education in Tibetan Region**

From the perspective of global special education development trend and human rights development, the implementation of special education through the national policy and legislation has become an important part of education decision of different countries, and it is a basic scale to measure whether the special education requirements of the disabled of a country are met, whether the participation opportunity is equal, and whether the equal human rights are enjoyed<sup>9</sup>. The national policy has also become an important driving force for the special education development. Although China is

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<sup>9</sup> Deng, M. (2015). Interpretation of Basic Literature of Foreign Special Education Science. Beijing, Beijing University Press. 105.

behind the western developed countries in the special education legislation, the education issue of the disabled has been involved many times in relevant laws and regulations since the founding of the People's Republic of China in 1949. To be specific, subject to Article 45, the *Constitution of the People's Republic of China*, "the State and the society provide assistance in the arrangement of labor, living and education of the blind, the deaf, the mute and other disabled citizens". This is the first time that the special education for the disabled is stipulated in the fundamental law of the State. The *Several Opinions on the Development of Special Education* is a policy document for the development of special education cause of China, which covers three parts, namely, guideline and policy, goal and task, and leadership and management. The *Law of the People's of China on the protection of Disabled Persons* (1990) is the first special law on protecting the rights of the disabled of China. There are nine articles in Chapter 3 "Education", and the following provisions are laid down: the State protects the right of the disabled to receive the education equally. The people's governments at all levels should regard the education of the disabled as a part of national education cause, carry out the uniform planning, enhance the leadership, and create the conditions for the disabled to receive the education. The government, society and school should take effective measures to solve the practical difficulties of the disabled children and juveniles in schooling, and help them fulfill the compulsory education. The people's governments at all levels should provide the textbooks free of charge to the disabled students and students of the needy family of the disabled who receive the compulsory education, and give the boarding life and other expense subsidies. For the disabled students and students of the needy family of the disabled who receive other education beyond the compulsory education, the subsidies should be given subject to relevant national regulations. Pursuant to Article 12, the *Education Reform and Development Program of China*(1993), "the education cause of the disabled should be stressed and supported. The governments at all levels should regard the education of the disabled as a part of education cause, and develop the education cause of the disabled by separately holding the school for the disabled, the general school recruiting the disabled and the like." The *Regulations on the Education for the Disabled* is an administrative law of the State Council for the education of the disabled, for the purpose of protecting the right of the disabled to receive the education and developing the education cause of the disabled. In

accordance with Article 10, the *Education Law of the People's Republic of China*(1995), “the State supports and develops the education cause of the disabled.” According to Article 38, “the State, society, school and other educational institutions should implement the education based on the physical and mental characteristics and requirements of the disabled and provide assistance and convenience to them.” Subject to Article 5, the *Action Plan for Education Vitalization Facing the 21<sup>st</sup> Century*(1999), “close attention is paid to the special education, great efforts are exerted to provide the opportunities for the vast disabled children and juveniles to receive the education, and their autonomous and self-improving spirit and survival and development abilities are cultivated.” Subject to the *Law of the People's Republic of China on Compulsory Education*(2006), “the people's government at the county level or above should set the corresponding school (class) which implements the special education as required, so as to implement the compulsory education for the children and juveniles of the right age with visual disability, hearing and speech disability and mental disability. The special education school (class) should be provided with the places and facilities meeting the study, rehabilitation and living features of the disabled children and juveniles. The general school should admit the disabled children and juveniles of the right age who have the ability to receive the general education for the learning in regular class, and provide assistance in their study and rehabilitation.” The *Plan for Special Education School Construction in the Central and Western Regions of China* is a document of the Ministry of Education and the National Development and Reform Commission for the special education hardware construction. Its overall goals are as follows: the central and local governments make joint investment in the construction of about 1,150 special education schools in the central and western regions, and an independently-set comprehensive (combined organizational system school of two kinds or above among three kinds of schools for the blind, the deaf and the mute and the mentally disabled) or single special education school for the prefecture-level city and the county with more than 300,000 population or many disabled children and juveniles in the central and western regions is basically realized; the conditions for running a school of the existing special education school are obviously improved. Subject to the *Opinions of the State Council and the Central Committee of the Communist Party of China on Promoting the Cause Development of the Disabled*, developing the education for the

disabled is regarded as the primary task in promoting the development of the disabled in an all-around manner. Besides, “develop the preschool rehabilitation education of the disabled children, accelerate the development of special education in the senior high school stage, and encourage and support the general institutions of higher education to open the special education major. Gradually settle the education issue of the seriously physically disabled, the seriously mentally disabled, the blind, the deaf, children and juveniles with cerebral palsy, and autistic children and juveniles” are mentioned.” Chapter 10 of the *Mid- and Long-term Education Reform and Development Program of China* specially discusses the special education, and there are three clauses: (1) care and support the special education. The special education is a basic approach to promote the comprehensive development of the disabled and help the disabled better integrate into the society. The governments at all levels should accelerate the development of special education, bring the special education cause into the local economic and social development plan, and list it into the agenda. The whole society should care and support the special education. The comprehensive abilities of the disabled students should be improved. Close attention should be paid to the potential development and defect compensation, and the awareness of the disabled students to positively face the life and comprehensively integrate into the society and their self-esteem, self-confidence, self-reliance, and self-improvement spirit are cultivated. The vocational skill and employability upbringing of the disabled students is enhanced. (2) Improve the special education system. By 2020, there will be a special education school in the city (prefecture-level) and the county (city) with more than 300,000 population and many disabled children and juveniles basically. The schools at all levels should positively create the conditions to admit the disabled, and constantly expand the learning in regular class and the special education class of general school. The level of popularization of compulsory education of the disabled children and juveniles is comprehensively improved, the development of education in the senior high school stage for the disabled is accelerated, the vocational education of the disabled is robustly carried forward, and close attention is paid to the development of higher education of the disabled. The preschool education for the disabled children is developed according to the local conditions. (3) Perfect the special education guarantee mechanism. The State establishes the basic standards for running a school of special education school, and the local government establishes the per capita public

fund standard of the students. The investment in the special education is enhanced. The general school which admits the disabled students is encouraged and supported to create the study and living conditions for the disabled students. The teacher team building of special education is strengthened, and relevant measures are taken to implement the treatment of special education teachers. In the commendation of excellent teachers, the proportion of special education teachers is increased. The subsidy to the disabled student of the family with financial difficulties is enhanced. The free education in the senior high school stage for the disabled students is gradually implemented. A batch of major projects, including the development of special education, is implemented. A batch of special education schools is reconstructed, expanded or newly constructed so that there is a special education school in the city (prefecture-level) and the county (city) with more than 300,000 population and many disabled children and juveniles; the necessary teaching, living and rehabilitation training facilities are added and the conditions for running a school are improved for the existing special education school; the professional training is carried out for the special education teachers to improve the education and teaching level. The *Special Education Promotion Plan* is a national action plan jointly formulated by the Ministry of Education, the National Development and Reform Commission, the Ministry of Civil Affairs, the Ministry of Finance, the Ministry of Human Resources and Social Security, the National Health and Family Planning Commission and China Disabled Persons' Federation. The full text is divided into four parts. The overall goals are as follows: the inclusive education is comprehensively advanced so that every child can receive the suitable education. It is anticipated that the compulsory education of the disabled children and juveniles will be basically popularized nationwide, and the enrollment rate of compulsory education of children and juveniles with visual, hearing and mental disability will be more than 90% by 2016, and the opportunity for other disabled people to receive the education will obviously increase. The special education system characterized by reasonable layout, connection of study phase, connection of general school and vocational school, and combination of medical rehabilitation and educational training is preliminarily established, and the conditions for running a school and the educational quality are further promoted. The special education service guarantee mechanism characterized by public finance in the dominant position, social support, complete

coverage and smoothness and convenience is established and improved, and the guarantee capacity of special education is enhanced. The special education work pattern featuring government-leading, departmental cooperation and all parties participation is basically formed, and the promotion capacity of special education is strengthened. Three tasks are put forward: Firstly, the level of popularization is improved. In particular, for the disabled children and juveniles who do not enter a school, they are arranged one by one to receive the compulsory education. Secondly, the condition guarantee is enhanced. The normal running of special education school is guaranteed, and the level of running a school is improved. Thirdly, the education and teaching quality is promoted, and the perfect special school course and teaching material systems are established.

The promulgation and implementation of these policies and laws and regulations have boosted the significant development of special education in the inland of China. The remarkable effects have been achieved in such aspects as promotion of the degree of cognition of people for the disabled students, improvement of the education access right of the disabled students, and attainment of achievements of the disabled students. However, in terms of the actualities of Tibetan region, for a long time, these legal provisions do not leave obvious effects on the education development of the disabled in the Tibetan region. Besides, according to the practical survey, the special education development in the Tibetan region is far behind that in the inland of China and it is far from the specific development goals required by the legal provisions above.

As a Tibetan autonomous region whose main residents are Tibetans, Tibet has not promulgated any legal provision for the special education development. Sichuan, Qinghai, Gansu and Yunnan Provinces which have the Tibetan autonomous prefectures only mention the development of special education in the regions inhabited by minority nationalities incidentally on necessary occasions, and there are almost no specific regulatory and policy documents concerning the development of special education in the regions inhabited by minority nationalities. The officials of some relevant competent departments of these provinces and autonomous region know nothing about the special education. In recent years, as the voice of “everyone enjoys the opportunity to fairly receive the education” is increasingly popular, the balanced educational development is comprehensively implemented, and the specific

and explicit requirements are raised for the special education development in the *Mid- and Long-term Education Reform and Development Program of China* and the *Special Education Promotion Plan* especially, the special education school is constructed and planned in each prefecture at least in the Tibetan region after 2010. The development of special education in the Tibetan region is accelerated, and relevant research on the special education in the Tibetan region is facilitated.

### **2.3.1.2 Social Adjustment Conditions of the Disabled in Tibetan areas**

In any society, any nation, or any historical period, people with disabilities are discriminated and excluded. Being religious, all Tibetan people have a very commendable tolerance and can fully respect and accept disabled children, while the disabled also have a good self-recognition and social adaptation ability. Through long-term observation, it is discovered that all the disabled people won't be discriminated too much in Tibetan society. Of course, different disability types have different social adaptations.

The physically disabled. The disabled have normal language competence, so they can adapt social communication, but different conditions may occur when they adapt ordinary beings' production and labor according to different physical disability types and disabled degrees. They will generally acquire life skills adaptable to themselves according to their actual conditions. For instance, a person with lower limb disability can learn hand sewing.

The deaf. For the loss of language competence, the deaf can only communicate with others with self-created gestures, making certain barriers when they communicate with intact people. For four limbs and visual sense are all normal, they can totally adapt to ordinary people's living style. They can take part in any production labor of ordinary people.

The blind. Without loss of language competence, the blind can normally communicate with ordinary people. But without visual perception, they cannot be occupied in production and labor like ordinary people and they even have some certain difficulties in life independence.

The mentally retarded. The middle and low grade mentally retarded can communicate with others smoothly and they can also adapt to production and labor with small strength. The seriously mentally retarded cannot communicate with others normally or participate in production and labor ordinary people work on, and they also have poor social adaptation.

From the above descriptions, various people with disabilities adapt themselves well to social communication and exchange. They all have a certain degree of difficulty in the productive labor except the deaf (including those with hearing impairment), but they can always find what they can do. It should be noted that the types of disability here are well known in Tibetan areas and most persuasive in defining the disabled. More detailed classification of disability has not yet formed nor been familiar with in Tibetan areas. Also from the above descriptions, it can be concluded that there was neither diagnosis and rehabilitation organization or community service for special education, nor special education school before 2000, so the disabled almost had no chance to go to school. However, they were extremely recognized and helped by family members and others in the village in respect of social and life adaption.

### **2.3.1.3 Current situation of development of special education in Tibet**

After 2000, with the proposal of and general attention to educational equality and balanced development, the education and special education in the regions inhabited by ethnic groups have met unprecedented development opportunities. since the Ministry of Education, especially the Government of China issued “Special Education School Construction Plan in the Central and Western Regions during the 11<sup>th</sup> Five-year Plan (2006-2010)”, “National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)”, "Special Education Promotion Plan (from 2014-2016)”, In Tibet, Sichuan, Qinghai, Gansu and other Tibetan regions, the special education schools have been established in succession. So far, 14 special education schools have been established in the whole Chinese Tibetan region. The special education needs of some Tibetan students are met.

In the survey, we collected the curriculum schedules for deaf and blind students in Ganzi special education schools. Those curriculum schedules reflected the basis



concept and special education value orientation of curriculum design in the current Tibetan special education schools, to a large extent, and fully indicated the development situation of Tibetan special education.

By analyzing those curriculum schedules, we can know that there are three kinds of courses for 90% special children coming from farming and pasturing areas in Tibetan special education schools: (1) cultural knowledge courses which include languages, math, science and other basic knowledge; (2) living habits and social interaction courses which intend to cultivate students' living etiquettes, health habits and communication methods and abilities; (3) living and producing skills and specialties courses which aim at helping students study survival skills by combing their own conditions in their future life.

Special schools in Tibetan areas are only responsible for compulsory education. After the students complete the education, only a few of them will further their studies in vocational schools or universities. But more students will have to face the difficulties of transition and placement. So it's necessary to stress the importance of living and producing skills and specialties courses. According to different disabled students types, many special schools in Tibetan areas have opened some skill courses by combining local cultural and social service requirements, such as blind massage for the blind, Tangka painting and tailor for deaf students, and vocal music, musical instruments, dance for talent students, which can help them obtain some skills for their future life.

By analyzing the development of Tibetan special education after 2000, we can draw three conclusions. Firstly, the government pays much attention to the development of Tibetan special education, so more and more special children will get relatively fair education. But the few special education schools are far from meeting the requirements of all the special children. Secondly, although the courses in the Tibetan special education schools meet the national, local and school-based requirements, the traditional culture education still fails to be fully utilized and sufficient attention fails to be given to the local life of special children. Finally, although special education

schools helped special children finish the compulsory education, there is still no solution for them to transit after early intervention and special education.

### **2.3.2 Overview of research on special education Tibetan areas**

Using the China National Knowledge Infrastructure (CNKI) , baidu search engine, Google Scholar, ERIC, E-Book of Palacky University Library, Sichuan normal university library etc. a total of 35 papers related to Tibetan special education development are found. The focuses of these studies are summarized as following:

#### (1) Current situations of Tibetan special education development

As papers, Chen Q.M. “Analysis of the current situation and problems of special education in Sichuan Tibetan”; Dai, H. “A Study of the present Situation and Development Strategies of Special Education in Tibet ”; She W.B., “Investigation and Reflection of Special Education in Sichuan Ethnic Areas”; Wu CH. Y., Mao Y. L., Huang H. “ Survey on the Development of Special Education School in Minority Areas of Sichuan Provinces”; Shen, R.H. “Research on Relationship Model of Social Adaptation, Social Support and Life Satisfaction of Tibetan Hearing Loss Children” ; She W.B. “Exploring and Analyzing the “Three elements” Model on Vocational Education of Disable Students——Based on the Observation of Disabled Students in Sichuan Special Education School”. These mainly focus on a formal description of the special school development, faculty capacity building and equipment development, and curriculum design. There are also some thoughts are provided on the aspects of social investment, family perspectives and traditional culture and their impacts on special education development. However, the findings of these academic studies are based on very limited literature review without empirical field analysis. Therefore, the findings and recommendations of these studies are biased without in-depth analysis. Ge C. “A comparative Study of Deaf Identity in Chinese Han, Tibetan Regions and Czech Republic”, The compare of deaf identity issues on a majority group, Han and a minority group, Tibetan are explored based on Three Levels Culture Theory; Zhu Y.” Research on Tibetan Teacher’s Attitude towards Inclusive Education”, The research by studying the three element factors of attitude as cognitive, emotional and behavior tendency of Tibetan teachers towards inclusive education, in order to explore the characteristics of the attitudes of Tibetan teachers

towards inclusive education. These two doctoral dissertations are more academically valuable among others focusing on Tibetan special education. They provide some methodological and theoretical support for this study.

## (2) Development of special education curriculum and teacher capacity in Tibetan regions

The interventions on the special education development of disabled young Tibetans mainly focus on development of special schools. The quality of intervention on the special schools are correlated with development of curriculum and teacher quality. Therefore, some studies directed their focuses on the development of curriculum and teacher training. For instance, Mei Z.H., "Tibet special education teacher training situation analysis " ; " Special Education Teacher Training thinking" Li Jiang master's thesis; Li J. Reflections on the Professional Development of Special Education in Colleges and Universities in Tibet Dai G.Y. "Research on Teacher Training of Special Education in West China". These studies pointed out that teachers engaged with special education in Tibetan regions have poor qualifications and the curriculum design does not fit the local conditions. And based on these findings, teacher trainings and curriculum redesign are recommended. However, these proposed measures are mostly at the policy level, or based on the special education development experiences of mainland China. And thus, have very limited references to the development of special education in Tibetan regions.

## (3) Study of Braille and sign language

Tibetan special education development is recent intervention. Communication skills of deaf and blind teenagers such as Braille and sign language still in developing and experimental stage, in the collected literature review, there are some studies focused on this aspect. For example :ZHong J.H. "On Tibetan Language Braille and Its Abbreviations"; Zhao X.CH. "Initial Research on Tibet Sign Language: Talk about Sign Language Work of Ethnic Minorities in China as Well"; Li H. "A Cognitive Study of Metaphor and Metonymy of Time in Tibetan Gesture Language"; Suo Q.,

Sun W.ZH. " Tibetan sign language development so that more Tibetan deaf " barrier-free "communication ". Research studies in this areas is not as popular as the previous two issues, and their findings mainly focused on the urgent needs of incorporating more technical aspects in the community skills in school curriculum.

Although the abovementioned research studies did not directly address the interventions on special education development of disabled young people, This is almost all available literature about the research on Tibetan special education. They reflects the various aspects of development issues, education content, applied method and strategies, and also reflects the current situation of special education development in Tibetan regions. In the absence of other direct research materials able to support this study, these have been the basis for the study of rare Tibetan teenagers with disabilities in the special education intervention. Given the limitations of existing literature on Tibetan special education development, these studies already provided critical information for my research design.

## **2.4 Summary**

The research and development of special education in foreign countries, Mainland China and Tibetan areas, especially the research and development of early childhood intervention home and abroad, has been reviewed above. Special education intervention is one of the key words in this study, but it, together with its concept, cannot be found in relevant literature, therefore much length is contributed to discussing the definition, theoretical and practical research of the closely related early childhood intervention, expecting to seek out some theoretical and methodological basis related to this study, thereby enlightening the research thoughts. This section gives a comprehensive and in-depth review of special education in Tibet, which is directly related to this study and also acts as the basis and main focus thereof.

# **Chapter 3 Theoretical basis and methodology of research**

## **3.1 Theoretical basis of the research**

In this section, the theoretical basis of the Research is described and combed primarily. The theoretical basis of value theory and special education intervention, as well as the cultural hierarchy theory is discussed.

The value theory is the theory to discuss the subject and object and subject need and object relationship. For example, in the Tibetan region, are the disabled adolescents the education subjects or objects? If the disabled adolescents are subjects, what are their needs? If they are objects, who is the subject? The value theory is an important theory to analyze and describe the value orientation. The value orientation is another important concept of the Research. On the basis of understanding and analysis of educational value orientation in the Tibetan region, it is a theoretical method to explore the purpose, strategy and method and content of special education intervention of the adolscents with special education needs. In particular, it clarifies the value subject and basic information of need, and cultural basis and condition of social identification.

The theoretical basis of special education intervention mainly discusses the support theory of possibility and feasibility of special education intervention of the disabled adolescents. The cultural hierarchy theory is a theoretical perspective and logical analysis tool of the Research. It is used to analyze the to-be-understood source and level of education of the disabled teenagers based on certain cultural basis and social condition, and the basic logic of historic culture of educational value judgment. Hence, the current situation of special education intervention under the value orientation horizon meeting this kind of cultural and social condition, and assumptions for the future are discussed.

### 3.1.1 Theory of value

The value theory is generated and developed with the generation of value philosophy. Value philosophy is originally an important term of neo-Kantianism Freiburg school in the late 1800s and early 1900s. It is the basic concept used by the Western value philosophers, represented by Windelband and Meinong, to represent the system of theory. In their opinion, the existence of world may be summed up as its value. In essence, philosophy is the theory of value. Besides, it is necessary only when it acts as the theory of value (Mu, & Wang, 1997). In *Lehrbuch der Geschichte der Philosophie* (in English, *Course of History of Philosophy*), Windelband ((1892)) pointed out that: “philosophy has vital force only when it acts as the value science of universal meaning. Philosophy regards the values of universal meaning as its fields”<sup>10</sup>. Zhang Dongsun can be said to be the first philosopher trying to establish his own philosophy system in the modern China. He established a value-centric philosophy system. He thought that: “value is the ‘relation essence’ between the object and the subject. ‘Relation essence’ simply refers to “value can only be presented in the relation between the object and the subject. Like alum paper being red after it is soaked in the rice water, red is the relation essence ...it is a natural result of encountering of the subject and the object” (Zhan, 1934, p8.) Thinking and mastering the value essence in terms of the relation between the subject and the object is a relatively comprehensive thought in the understanding of value essence in the Chinese traditional philosophy. Zhu Xi in Song Dynasty really explicitly understood value as relation and he specifically expressed it. In the discussion of “argumentation” and “lust for gain”, he said: “the speeches of ancient and modern sages and men of virtue are used to analyze the argumentation, they are carefully read over and over again, and the source of argumentation and the source of lust for gain are thought constantly, which is more important, which is retained, which is more urgent? At first sight, it seems tasteless. For a long time, the judgment is made. It is let go.”<sup>11</sup>(Zhou, 1169) *Chinese Traditional Philosophy Value Theory*: the value evaluation and value selection deal with relations, such as affinity, importance, retention and urgency, between the object

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<sup>10</sup> Quote from: Jiang, C.. Research on Modern western value theory. Xian: Shanxi Normal University press.1992: 36.

<sup>11</sup> Quote from: Zhao, F. J.. Chinese Traditional Philosophy Value Theory. Xian: Shanxi people’s publishing hose. 1991:24

and human (the subject). The essence of value is a relation between the subject and the object(Zhao, 1991, p.24).

“Value” is a concept which easily causes different meanings. As the prior concept of educational value orientation, the educational value will inevitably suffer from the constraint of educational value philosophy on the definition of “value” concept. Based on different methodological viewpoints, different value philosophy reflects the value issue. Different value concepts are figured out, and the educational value concept is also affected. Further, the selection by the people of educational value orientation is affected<sup>12</sup>. In the Research, based on this cognition, from the value orientation perspective, the special education intervention of the disabled teenagers is analyzed.

According to the research findings of value philosophy, in terms of the research methodology of value philosophy, the value philosophy may be divided into five categories, namely, subject-object relationship value methodology, human value theory, general value theory or system value theory, natural value theory, value duality theory, and phenomenological method value theory of survival theory. The subject-object relationship value methodology has the most results and the greatest influence. It is the main reference value methodology of the Research.

For the subject-object relationship value methodology, by the subject-object analysis pattern, the value issue is researched, and the value essence, value category, value existence, value generation process and other issues are revealed. In the Research, this analysis pattern is embodied by the discussion of educational value orientation meeting the human survival needs, exploration of value orientation of realistic condition and cultural basis horizon, as well as special education intervention of the disabled teenagers suitable for this value orientation.(Gangan, 2013<sup>13</sup>; Robert, & Ebru. 2016<sup>14</sup>)

### **3.1.3 Theory of special education intervention**

From the perspective of feasibility and necessity of special education intervention, the reference theory suitable for the special education intervention in the Research mainly

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<sup>12</sup>Xue, Z. X.. Research on Education Values Based on Education Ontology. Beijing. Science Press, 2017:16

<sup>13</sup> Gangan Prathap. The cost of instruction, the value of education. CURRENT SCIENCE, 2013, (12), 1605.

<sup>14</sup> Robert, T., Ebru, O. Moral and citizenship educational goals in values education: A crosscultural study of Swedish and Turkish student teachers' preferences. Teaching and Education, 2016, (55), 110-121.

includes two categories, namely, Lamarck's biological theory(Lamarck, 1809.) and Bandura's theory of social learning (Bandura, 1971.).

In the Research, the biological theory mainly discusses the organ use and disuse theory and organ compensation or replacement theory. The organ use and disuse theory is a rule in the biological evolutionism thought put forward by Lamarck(1809), a French biologist. According to this rule, "in each animal which does not go beyond its development boundary, the relatively frequent continuous use of any organ will gradually enhance this organ, make it developed and expanded, and give a capability in direct proportion to its use; on the contrary, the frequent disuse of any organ will gradually make it weak, the capability increasingly declines, and it disappears finally"<sup>15</sup>. The disabled teenagers are caused by the organ damage or function loss in most cases. However, the function of most organs is not completely lost. The residual function can be maintained and developed through the education and training intervention. In other words, through the directional training on the corresponding organ of the disabled teenagers, repeated and frequent training and paying close attention to the training fun, the organ may not degrade or shrink but may maintain the proper function(Zhang, & Yang. 2011).

For the organ function compensation or replacement theory, if a part or organ of the organism has any pathological change or malfunction, the organism may mobilize the residual capability of the organ or the capability of other organs to compensate or replace the lost function through the establishment of new condition connection (Zhang, & Yang. 2011). According to the observation, after some organ functions are lost, the function of other organs of the disabled teenagers is especially strong in most cases. For example, although the visually impaired teenagers and children lose the visual function, their hearing and touch are more sensitive than average people. Through the conscious and purposeful educational training and intervention, the visual function may be replaced by the function of these organs. The hearing-impaired teenagers often have some residual hearing function, and their hearing function is not completely lost. Through wearing the hearing aid device and carrying out the suitable rehabilitation educational training, the function may be compensated.

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<sup>15</sup> Quote from: Zhang, F. J. & Yang, F. Y. . Early intervention of special needs children, Shanghai: East China normal university press, 2011:11.



If the organ use and disuse theory and organ function compensation or replacement theory are the important theoretical basis for the special education intervention possibility of the disabled teenagers, the social learning theory is the important theoretical basis for the special education intervention feasibility of the disabled teenagers.

The social learning theory emerged in the 1960s and its founder is Bandura(1971). In the social learning theory, he thinks that the social learning is the process in which the individual masters the social knowledge, experience and code of conduct and skill to meet the social needs. It may be divided into the observational learning and experience-based learning. The observational learning is the process in which the individual obtains the similar behavior by observing the response behavior of the model. The experience-based learning is the process in which the individual directly responds to the simulation and obtains information from the response results. The observational learning and experience-based learning are very common learning in the society. Bandura has conducted tremendous experimental researches on these two kinds of social learning and has revealed the law. This provides the technical and theoretical support for the special education intervention of the disabled teenagers. For example, he stresses the imitation learning and the model vicarious reinforcement role. These contents are embodied in the special education intervention. In many cases, the special education intervention lets the special children learn the corresponding behavior by imitation through the demonstration action of the teacher. Besides, in the social learning theory, the self-regulation ability of the individual is emphasized. Though the self-regulation ability of the disabled teenagers is poorer than that of normal teenagers, they also have autonomy. In many special education interventions, the teachers will bring the forces of the teenagers into play to promote the effects of special education intervention. These methods and concepts cannot do without support of social learning theory.

### **3.1.3 Cultural hierarchy theory**

Culture is not an important concept in the Research. Its definitions will not be discussed here. However, in the analysis of value orientation, and the discussion of special education intervention under certain value orientation, the cultural analysis is

required. In particular, the cultural hierarchy theory is suitable as the theoretical method of the Research. Therefore, the cultural hierarchy theory and the cultural structure hierarchy theory model built in the Research are discussed as follows.

The onion theory of Hofstede and organizational culture of Schein have great influences on the cultural hierarchy theory.

### 3.1.3.1 The Onion Theory of Culture by Gerard Hendrik Hofstede

Hofstede (1928-), a social psychologist of the Netherlands, is famous for his pioneering research on the cross-cultural group and organization. In 1980, Hofstede first created the model of the “Cultural Onion” based on abundance surveys and collected data. His book, “Culture’s consequences: comparing values, behaviors, institutions and organization across nations” was republished by Sage publication in 2001<sup>16</sup>. He thinks that the cultural hierarchy may be clearly summarized when four terms, namely, symbol, hero, etiquette and value, are combined. He compares culture to onion. The level of culture is several layers of peels of onion. “Symbol” is the outermost surface layer, “value” is the innermost expression form, and “hero” and “etiquette” are in the middle. Therefore, his cultural hierarchy theory is also called the “cultural onion peel theory”.

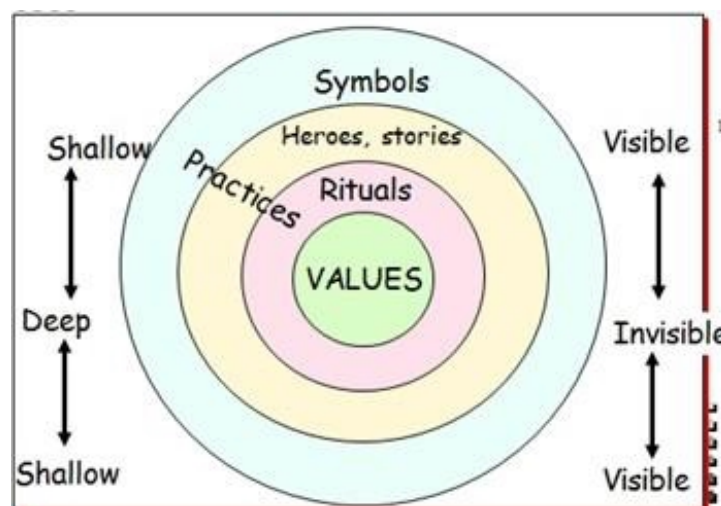


Figure 2: Cultural Onion Theory of Hofstede in 1980

<sup>16</sup> Quote from: Ge, C.. (2014). A Comparative Study of Deaf Identity in Chinese Han, Tibetan Regions and Czech Republic, dissertation. 49.

Some symbols are words, some are posture, and some are charts or objects. These things have their specific meanings. Only the person who shares such culture can identify it. The symbol of a cultural group is often imitated by other groups, so symbol is in the outermost layer. “Hero” features being extolled or praised in certain culture, so it becomes the behavior model. “Etiquette” belongs to the collective activity, such as social contact ceremony, religious rites, commercial and political assembly. Symbol, hero and etiquette are concluded into “practice”, and they may be observed by the outside world. However, their cultural significance is intangible, and it is definitely manifested by the people in this cultural circle through practice completely. The cultural core is composed of value. Value is the basic belief and value orientation followed by people. It is an emotion of pointing to positive or negative by arrow, such as kindness and evil, beauty and ugliness, and compliance with natural law and violation against natural law.

### **3.1.3.2 The Model of Organizational Culture by EdgarHenry Schein**

As an authority of organizational cultural research, Edgar Henry Schein, Schein, E. H., & Van Maanen, J. E. (1977). Toward a theory of organizational socialization. A former professor of Alfred P.Sloan School of Management of Massachusetts Institute of Technology, Schein’s model of organizational culture, namely “Three Levels of Culture” originated in the 1980s.He (2010) identifies three distinct levels in organizational cultures: Artifacts, espoused values, and basic assumptions and values. Thinks that culture is composed of the following three interactive levels:

----- Material level: observed organization structure and organization process, etc.

-----Support value: including strategy, goal, quality awareness, guidance philosophy, etc.

-----Basic sub consciousness assumption: some subconscious beliefs, consciousness, thought, feeling, etc.

By the onion peel theory shape, the position and relation of these three levels are clearly shown.

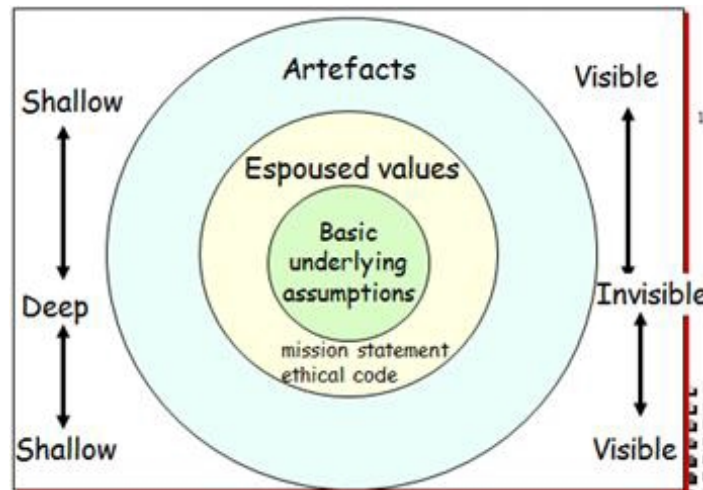


Figure 3: Schein’s model of organizational culture in 2010<sup>17</sup>

The material level is the surface of certain culture. It is easily identified but hard-to-understand. The support value is the value and code of conduct stated in the organization. The basic sub consciousness assumption is deep-rooted and accepted behaviors, and these behaviors are unconscious generally, but they constitute the cultural essence.

The difference between the cultural onion peel theory and organization structure theory is obvious. Based on different cultural dimensions, they analyze the cultural structure and emphasize the relationship between different dimensions.

### 3.1.3.2 Four Levels Culture Theory in present research

Influenced and inspired by the abovementioned cultural hierarchy theory, the Research builds the four levels of cultural theory in Figure4 according to the theoretical model of “life understanding centric quadruple structure of identity culture” of Professor Badeng Nima (2016, p10.) and his method of educational analysis based on the cultural hierarchy. By this structural level, the special education intervention of the disabled teenagers under the value orientation horizon in the Tibetan region is analyzed.

Culture is the life understanding centric four-level structure and the belief level, value level, behavior level and organization level exist respectively from inside to outside.

<sup>17</sup> Quote from: Ge, C.. (2014). A Comparative Study of Deaf Identity in Chinese Han, Tibetan Regions and Czech Republic, dissertation. 50.

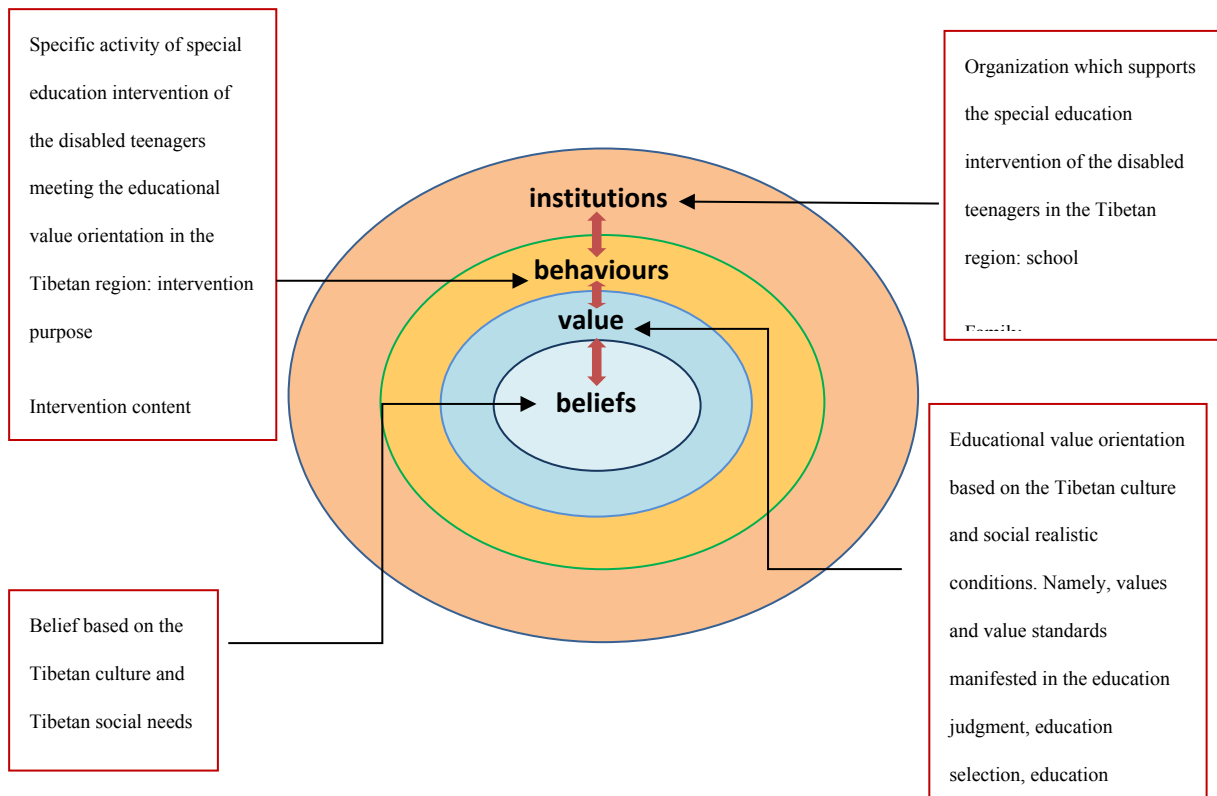


Figure 4: Four level of cultural theory

The deepest level of this model is belief. In other words, the cultural core structure is belief. Belief is the understanding of life. To be specific, it is the answer of an ethnic group (or people in the same culture) to the understanding of life and death. This answer is the origin of cultural world and the source of needs. Besides, it is the value origin for a person to judge and analyze the things. The outlook on time and space depends on the outlook on life. All things involved in life are in the time and space understanding due to belief. The need is generated, and it is the need for human being to understand life (namely, answer to life and death). This level is used to analyze the belief of people based on the Tibetan society and culture, discuss the educational need for understanding of life level, and explore the suitable special education intervention of the disabled teenagers. Value is the judgment of “the true, the good and the beautiful”. Value grows based on belief and satisfies the need. It is used to analyze the educational value orientation based on certain cultural basis and social reality. The behavior level is the behavior to meet various needs. It is used to analyze the behaviors and activities of special education intervention of the disabled teenagers. The organization level is the organization to guarantee the implementation of various activities. It discusses how to establish the school, family, community and other

organizations suitable for the special education intervention of the disabled teenagers in the Tibetan region.

## **3.2 Research methodology**

Education is lifelong process and its function is to continuously improve people's intelligence to deal with and use various knowledge. The purpose of teaching process is to enjoy and create a wisdom journey, and education aims to make everyone live with dignity. This is the cognition basis of the subject research. Education for adolescents with disability is no exception. Based on the knowledge investigation and analysis of people's attitudes towards education and the choice of educational value basic methods are required to answer the questions raised in the research. Therefore, the present study adopted the methodology of combining qualitative and quantitative research.

### **3.2.1 Qualitative research**

As a field of inquiry in the human sciences, qualitative research has a long and distinguished history (Denzin & Lincoln, 1994). Qualitative research is an activity that considers researchers themselves as a research tool and makes in-depth and comprehensive study on phenomena, forms conclusions and theories from original data, and obtains an interpretive understanding of behavior and meaning construction of targets by interacting with the targets based on multiple data collection methods (interviews, observations and object analyses) in natural setting. Literature review, interviews and case study are mainly used for the research.

**Literature review:** Literature review is an effective scientific method in collection of existing research studies and review of current perspectives on the research subject. It targets to select the needed references from a pool of literature, and based on this, to conduct a more systematic review.

As far as the research is concerned, documents of several aspects need to be carefully collected and analyzed. Firstly, reading classical Tibetan works (including literature, history, Buddhism and others) to learn about the value orientation and educational value orientation in traditional Tibetan culture; secondly, collecting earlier relevant

research documents on special education intervention and contents, implementation and methods of special education in the Tibetan areas to obtain research theories, ideas and methods that can be used for reference; thirdly, collecting policies and regulations, clauses of documents, and various documents from communities and service organizations for disabled persons on education and special education in ethnic areas to know China's legal protection and social support for special education in the Tibetan areas; lastly, collecting various documents in special education schools in the Tibetan areas, such as documents on school management, student training objectives, curriculum design and implementation, and analyzing ideas, methods and implementation status quo of special education intervention in the Tibetan areas.

**Interview:** The interview is probably the most widely used of data collection in educational research. Interviews can be conducted on all subjects by all types of interviewers and they can range from inform informal incidental sources of data to the primary source of information used in a research study (Anderson, 2005, p.203).

An interview is a useful method of collecting data in a qualitative research. The research intends to conduct in-depth semi-structured interviews with monks, students, teachers, parents from general and special education schools. In the Tibetan areas, monks that accept the traditional education are a typical representative of the traditional values in Tibetan culture. The main purpose of the interview with them is, on one hand, to understand the value orientation in traditional Tibetan culture and their recognition of traditional Tibetan education, and, on the other hand, to understand the attitude towards current education under the vision of traditional cultural values.

**Narrative research methods:** Most case study research is interpretive and seeks to bring to life a case. It often, but not exclusively, occurs in a natural setting and it may employ qualitative and/or quantitative methods and measures(Anderson, 2005, p.161). The narrative research in this study mainly includes narrative case studies and narrative journals kept by the researcher while surveying in Tibetan special education schools. These narrative resources are used to further analyze the status quo and problems of special education development in Tibetan regions. They may inspire thought and discussion on intervention in the special education of disabled adolescents in Tibetan regions.

### 3.2.2 Quantitative research

Quantitative research refers to a research process of collecting quantitative data or information, and making quantitative processing, testing and analysis on the data, and reaching a meaningful conclusion. Questionnaire survey and descriptive statistics methods are mainly used for the research.

**Questionnaire survey:** The questionnaire has become one of the most used and abused means of collecting information.(Anderson, 2005, p.179) Compared to literature research the approach of collecting data is a prominent feature of questionnaire survey(Wisrsma & Jurs, 2010), which gets information from the respondent group usually with a certain paper-and pencil instruments. Questionnaires are designed in this study to investigate the value orientation of education in Tibetan regions. The focus is on the educational concepts of students, parents, and teachers in regular middle schools and special education schools, as well as their understanding, evaluation and choices of education. There are three types of questionnaires for different subject groups: students, parents, and teachers. There are 20 identical core variable questions in each questionnaire. They are designed by Prof. PhDr. PaeDr. Miloň Potměšil Ph.D(2015) and were used in our previous research project about the value of special education in Tibetan regions. In addition to these 20 core variable questions, the questionnaire also includes questions about the samples' information and basic attitudes. There are four optional questions asking about the factors that greatly influence the educational concepts of students, in addition to the 20 required core questions. The subjects have to answer Yes or No. In the questionnaires for parents, three more questions ask about their satisfaction with and expectation about the education their child is receiving. Five questions are added to the questionnaires for teachers to learn about their satisfaction with the existing education and their recognition of the knowledge and skills that students are learning. The questionnaires are translated into Tibetan and Chinese so that they are easily understood and answered by the samples.

Two aspects need to be considered when choosing the questionnaire samples. The first one is that Tibetan areas can be divided by ways of production into farming, pastoral and farming-pastoral areas. In addition, quite a number of Tibetan people are



urban residents who work in schools, offices etc.. So the samples should cover population in all areas; the second is that teachers, students and parents of general school and special education school should be selected as questionnaire samples.

**Statistical method:** "That is the theory of statistical data analysis, approaches and methodologies." <sup>18</sup> A statistical method is a method of analyzing the collected data, to provide explanations for the findings. Here it is mainly used for data analysis of questionnaires and interviews. This study uses a descriptive statistics method to analyze attitudes and views of different groups of people on education. It also focuses on their opinion on education to describe the current educational value orientation in Tibetan areas and the special education intervention to disabled adolescents there.

The processing of the questionnaire data is an important quantitative approach in this study. All the questionnaire data to be acquired will be encoded and recorded into the SPSS. The centralized tendency will be observed by mean and median; the discrepancy will be observed by the chi-square statistic; and the questionnaire results will be analyzed and described by the statistical methods based on frequency distribution and percentage; The core variables are described by exploratory factor method; In order to understand if there have differences in education idea between different demographic of respondents, the study takes the method of one-way analysis of variance to examine it.

In addition to the abovementioned methods, the research will also analyze the research contents and materials using the cultural stratification theory, the cultural self-reflection theory and the constructivism learning theory. It is an attempt to construct an educational analysis theory based on value and value orientation.

To sum it up, the following figure illustrates the research methods system of the present study.

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<sup>18</sup>Writing by William Wiersma Stephen G. jurs, translated by Yan ZH. G. *Research methods in Education an introduction (Ninth Edition* p386.

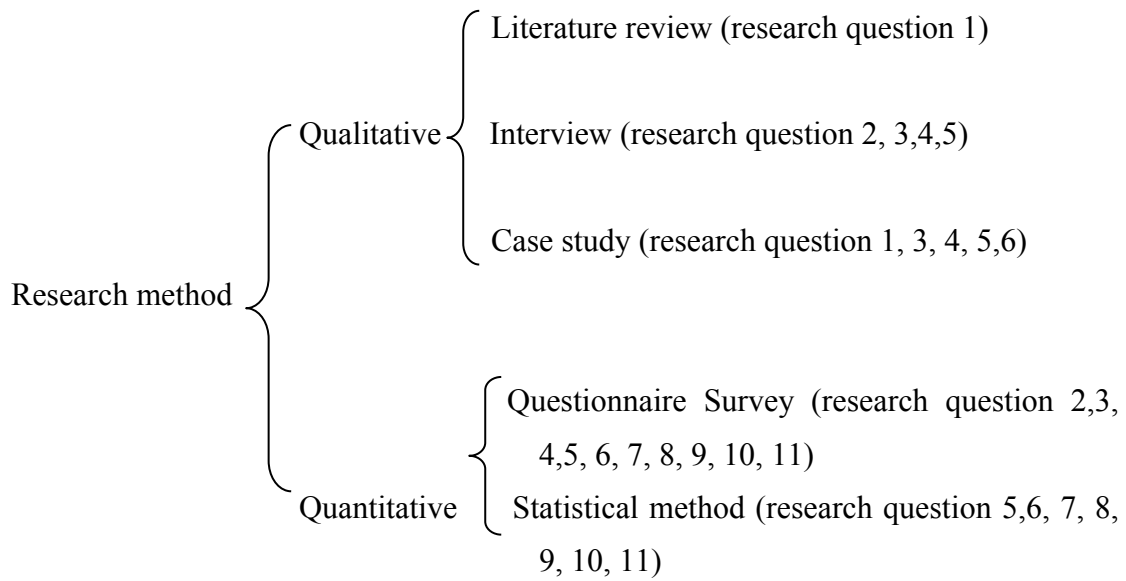


Figure 5: The research methods system of the present study.

### 3.2.3 Investigation areas

In terms of the administrative division, the Tibetan people are mainly distributed in Tibet Autonomous Region, Sichuan Province, Qinghai Province, Gansu Province, and Yunnan Province. In the Research, after the comprehensive consideration of population distribution, economic development status, research condition and other factors, Lhasa, Rikaze Prefecture and Shannan Prefecture of Tibet, Ganzi Tibetan Autonomous Prefecture and Aba Tibetan and Qiang Autonomous Prefecture of Sichuan Province, Yushu Tibetan Autonomous Prefecture of Qinghai Province, and Gannan Tibetan Autonomous Prefecture of Gansu Province are selected. Based on the development of remote school running<sup>19</sup> in the Tibetan region in recent years, the students of Tibetan student class of No. 3 Middle School of Chengdu, Sichuan Province are selected.

<sup>19</sup>Senior high school class of independent class of Tibetan students in the Han Chinese area in the inland.

code	Province Region	City/Prefecture
1	Tibetan Autonomous Region	Lasa city
2		Shannan Region
3		Rikaze Region
4	Sichuan Province	Ganzi Tibetan Autonomous Prefecture
5		Aba Tibetan and Qiang Autonomous Prefecture
6		Chengdu no.3 middle school
7	Qinghai Province	Yushu Tibetan Autonomous Prefecture
8	Gansu Province	Gannan Autonomous Prefecture

Table 1: Investigation areas of this research

The surveyed region is simply described above. The basic information of composition of personnel participating in the questionnaire, interview and the like will be introduced in the chapters and sections of corresponding survey result analysis.

# Chapter 4 Results and discussions

This chapter mainly covers three aspects, namely, result of questionnaire survey, result of interview, result of case study.

## 4.1 Results of questionnaire survey

Since there are three types of samples in this research, namely: students, parents, and teachers, three types of questionnaires are designed correspondingly. Each questionnaire includes three parts: questions for basic information about the samples, core variable questions, and questions to understand the basic attitudes of the samples. The three types of questionnaires share the same core variable questions from Q1 to Q20 on a scale from 1 to 5: strongly agree, agree, I don't know, disagree, and strongly disagree. There are four questions asking about the basic attitudes of students from Q21 to Q24 with two options: 1 for yes and 2 for no. There are three questions asking about the basic attitudes of parents from Q21 to Q23, with the scale and value assignment the same with the core variable questions. There are five questions asking about the basic attitudes of teachers from Q21 to Q25, with the scale and value assignment the same with the core variable questions. The following is the statistics and analysis of the survey results from the three sample groups.

### 4.1.1 Results of student's questionnaire survey

The distribution objects of student questionnaire are Lower secondary school and Upper secondary school students of special education school and general school in the Tibetan region. The distribution way is the face-to-face distribution in the sampled class of surveyed school. The time of completion of questionnaire was July-November 2017. A total of 700 questionnaires were distributed and all were collected back. The recovery rate was 100%. After excluding those with missing basic information questionnaires, there were 670 valid questionnaires. Mean, a total of 670 students responding in effective questionnaires, including 522 students from the general school, accounting for 77.9% of the respondents, and 148 students from the

special education school, accounting for 22.1% of the respondents. The background information of surveyed students is as follows:

#### 4.1.1.1 Basic situation of students in the questionnaire

##### (1) gender of student

Different background factors		Sample size (person)	Percentage (%)
Gender	Male	277	41.3
	female	393	58.7

Table 2: Statistics of students' gender (N=670)

Among 670 students in the questionnaire, there are 277 boys, accounting for 41.3% of the respondents; 393 girls, accounting for 58.7% of the respondents. This is consistent with the actuality of “the girls are more than the boys in most schools in the Tibetan region”.

##### (2) Age status of student

Different background factors		Sample size (person)	Percentage (%)
Age	9-12 years	20	3.0
	13-18 years	627	93.6
	19-20 year	22	3.3
	Missing	1	0.1

Table 3: Statistics of students' age (N=670)

For the students participating in the questionnaire, there are 20 students from 9 years old to 12 years old, and there are 22 students from 19 years old to 20 years old. These samples come from the special education school. This is inconsistent with the requirement of questionnaire of the students from 13 years old to 18 years old in the Research. However, most special education schools in the Tibetan region only have been established for a few years. The range of age of recruited students is 6 years old to 26 years old. Among the students from 13 years old to 18 years old in the same class, there are not a few students under 13 years old and above 18 years old. Considering such actuality, in the statistical analysis, the questionnaires of these 42 students are brought into the effective questionnaires.

### (3) education background of student

Different background factors		Sample size (person)	Percentage (%)
Education	Lower secondary school	293	43.7
	Upper secondary school	296	44.2
	Primary school	81	12.1

Table 4: Statistics of education background of students (N=670)

The general students in the questionnaire are lower secondary school students or upper secondary school students, but the students of special education school. As the construction time of special school in the Tibetan region is short, many schools only have primary school students. However, students in most special schools are over-aged, many of whom are between 13 and 18 years old.

#### 4.1.1.2 Reliability and Validity analysis

##### (1) Reliability analysis

“Reliability” refers to the authenticity and reliability of research data and is about whether the respondents answer each question truthfully (Zhu, 2017, p43). The statistics of Cronbach Alpha has shown in table5 below.

Cronbach’s alpha	N of Items
.791	24

Table 5: The statistics of Cronbach Alpha of the students questionnaire

By the statistics of Cronbach Alpha of the questionnaire above, it is found that, the Cronbach Alpha is greater than 0.7 that indicate an excellent valid of the questionnaire, which it meet the requirement of this research.

##### (2) Validity analysis

“Validity” is the effective expression of the conceptual information about variables in the questions. It is about whether the questions and scales are designed reasonably (Zhu, 2017. p44). Validity analysis mainly includes content validity analysis and

structural validity analysis. The questionnaires in this research are borrowed from a relevant project conducted quotation Prof.PhDr. PaedDr. Miloň Potměšil, Ph.D and were used in a study on the value of special education in Tibetan regions. Therefore, the content validity is no longer tested in this research. Exploratory factor analysis is adopted to analyze the structural validity of the 20 core questions. The result shows that all the questions have a factor loading coefficient over 0.4, except Q19, whose factor loading coefficient is 0.37. Thus, all the 20 core questions are retained. The factor loading coefficients are analyzed in the table6 below.

Item	Initial	Extraction
Higher Education = good job security.	1.000	.509
Education is the path to success at work.	1.000	.512
Education protects humans against poverty.	1.000	.480
Education is increasingly guarantee higher income.	1.000	.527
Education encourages entrepreneurial activity.	1.000	.471
Highly educated people make up the nation's elite.	1.000	.405
For good education is worth to go abroad.	1.000	.505
Schools are not required.	1.000	.710
Main's diploma.	1.000	.639
Important are contacts.	1.000	.534
Education in my country is a waste of time.	1.000	.516
To be able to work is the most important.	1.000	.555
One may make good living without education.	1.000	.560
Most people should have an education.	1.000	.541
You cannot make a career without education.	1.000	.471
Professionalism is more important than education.	1.000	.721
Work will show up.	1.000	.550
Education can afford only those who have money on it.	1.000	.565
Graduation is required.	1.000	.370
Educated person need not worry that cannot find work.	1.000	.536

Table 6: Communalities analysis of the students questionnaire

The 20 questions are analyzed with exploratory factor analysis. Table7 shows the KMO value of 0.858, much greater than 0.7.The Bartlett's test of sphere city yields a

P value of 0.000. This data indicates that the questionnaires have good structural validity and meet the requirements for further factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.858
Bartlett's Test of Sphericity	Approx. Chi-Square	2278.385
	df.	190
	Sig.	.000

Table 7: KMO and Bartlett's Test of the students questionnaire

The following table 8 shows. In this questionnaire, for 20 core variable questions, by the method of factor extraction of principal component, 6 factors are automatically extracted. The cumulative variance interpretation rate is 53.388%, and the total variance interpretation rate is greater than 50%. Overall, it shows that the exploratory factor result analysis is acceptable.

Component	Initial Eigenvalues			Extraction of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	4.296	21.482	21.482	4.296	21.482	21.482	2.893
2	2.064	10.322	31.805	2.064	10.322	31.805	2.711
3	1.380	6.899	38.704	1.380	6.899	38.704	1.400
4	1.302	5.158	43.862	1.032	5.158	43.862	1.258
5	.988	4.938	48.800	.988	4.938	48.800	1.216
6	.918	4.588	53.388	.918	4.588	53.388	1.198
7	.899	4.494	57.881				
8	.840	4.199	62.081				
9	.817	4.084	66.164				
...							

Table 8: Total Variance Explained of the students questionnaire (N=670)

According to the score analysis of "rotated component matrix", the items of each of the 6 factors are shown in the following table.



	Item
Factor score 1	Education can afford only those who have money on it.
	Work will show up.
	Education in my country is a waste of time.
	Educated person need not worry that cannot find work.
	You cannot make a career without education.
	Graduation is required.
Factor score 2	Education is the path to success at work.
	Education is increasingly guarantee higher income.
	Education protects humans against poverty.
	Higher Education = good job security.
	Highly educated people make up the nation's elite.
	Education encourages entrepreneurial activity.
Factor score 3	Important are contacts.
	For good education is worth to go abroad.
Factor score 4	To be able to work is the most important.
	Main's diploma.
Factor score 5	Professionalism is more important than education.
	Most people should have an education.
Factor score 6	Schools are not required.
	One may make good living without education.

Table 9: Item of each of the factors

Based on the item of each factor, and the investigation and survey on educational concept of students and their educational viewpoint in this research, the following naming interpretation is done for 6 factors.

Factor 1: Education is needed to get a good job

Factor 2: The level of education determines employment and careers

Factor 3: Diploma from abroad and contacts are important for employment

Factor 4: Education is needed but able to work and contacts are more important.

Factor 5: Education is needed and is a way of social recognition.

Factor 6: For good work, contacts and entrepreneurial spirit are enough. Education is better abroad.

### 4.1.1.3 Result of the questionnaire

(1)Mean, Median, Minimum, Maximum, Std.Deviation of the questionnaire

Measuring item	N		mean	median	minimum	maximum	Std.Deviation
	Valid	Missing					
Q1	670	0	2.38	2.00	1	5	1.067
Q2	666	4	2.08	2.00	1	5	.890
Q3	669	1	2.42	2.00	1	5	1.048
Q4	668	2	2.56	2.00	1	5	1.078
Q5	666	4	2.15	2.00	1	5	.900
Q6	668	2	2.49	2.00	1	5	1.027
Q7	669	1	2.44	2.00	1	5	1.137
Q8	668	2	2.51	2.00	1	5	1.143
Q9	667	3	2.19	2.00	1	5	.996
Q10	667	3	2.17	2.00	1	5	1.119
Q11	665	5	3.65	4.00	1	5	1.345
Q12	668	2	2.7	2.00	1	5	1.176
Q13	669	1	2.86	3.00	1	5	1.139
Q14	669	1	2.05	2.00	1	5	1.013
Q15	669	1	2.87	3.00	1	5	1.126
Q16	667	3	2.63	2.00	1	5	1.076
Q17	668	2	3.27	3.00	1	5	1.247
Q18	668	2	3.63	4.00	1	5	1.274
Q19	667	3	3.20	3.00	1	5	1.328
Q20	669	1	3.30	4.00	1	5	1.224

Table 10: Descriptive statistics of mainly variance measuring items

In the abovementioned statistics, for Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q12, Q14 and Q16, the mean value is less than 3.00 and the median is 2.00. This shows that more than 50% respondents accept these statements. For Q11, Q18 and Q20, the mean value is greater than 3.00 and the median is 4.00. This shows that more than 50% respondents do not accept these statements. For the remaining Q13, Q15, Q17 and Q19, the median is 3. This shows that the respondents who accept or do not accept these statements are less than 50%.

**(2) Selected phenomena with significant frequency**

Among the 20 core variable questions, those with higher frequencies are shown in the table 11 below.

STATEMENT	ITM	FREQUENCY AND PERCENTAGE
Agree	Education is the path to success at work.	494 (74.2%)
	Education encourages entrepreneurial activity.	488 (73.3%)
	Most people should have an education.	512(76.5%)
Not agree	Education in my country is a waste of time.	413(61.7%)
	Education can afford only those who have money on it.	422(62.7%)
I don't know	Highly education people make up the nation's elite.	186(27.8%)
	One may make good living without education.	182(27.2)
	You cannot make a career without education.	191(28.5)

Table 11: The item with significant frequency

In this table, the result “agree” is the sum of “strongly agree” and “agree”. The result “disagree” is the sum of “disagree” and “strongly disagree”. According to statistics, of the 20 questions, students most agreed that “Education is the path to success at work.” (74.2%), “Education encourages entrepreneurial activity” (73.3%), and “Most people should have an education” (76.5%). They most disagreed that “Education in my

country is a waste of time” (61.7%) and “Education can afford only those who have money on it n” (62.7%).The largest percents of students who gave the answer of “I don’t know” appear in “Highly education people make up the nation’s elite” (27.8%), “One may make good living without education” (27.2%), and “You cannot make a career without education” (28.5%).

### (3) Item of basic attitude

There are 4 item of basic attitude. The results can be described in terms of frequency.

#### The biggest influence on my ideas education is from my family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	545	81.3	82.6	82.6
NO	115	17.2		100.0
Total	660	98.5	100.0	
Missing System	10	1.5		
Total	670	100.0		

Table 12: Statistics of Item of basic attitude A

Among the surveyed students, 545 students express that their educational concept and viewpoint are greatly influenced by their family (parent), accounting for 81.3% of the respondents; 115 students express that their educational concept is not influenced by their family, accounting for 17.2% of the respondents. 10 students have left this subject out.

#### The biggest influence on my ideas education is from the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	513	76.6	77.6	77.6
NO	148	22.1	22.4	100.0
Total	661	98.7	100.0	
Missing System	9	1.3		
Total	670	100.0		

Table 13: Statistics of Item of basic attitude B

Among the surveyed students, 513 students express that their educational concept and viewpoint are greatly influenced by the school, accounting for 76.6% of the respondents; 148 students express that their educational concept is not influenced by the school, accounting for 22.1% of the respondents. 9 students have left this subject out.

**The biggest influence on my ideas education is from my friends**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	347	51.8	52.7	52.7
NO	312	46.6	47.3	100.0
Total	659	98.4	100.3	
Missing System	11	1.6		
Total	670	100.0		

Table 14: Statistics of Item of basic attitude C

Among the surveyed students, 347 students express that their educational concept and viewpoint are greatly influenced by their friends , accounting for 51.8% of the respondents; 312 students express that their educational concept is not influenced by their friends, accounting for 46.6% of the respondents. 11 students have left this subject out.

**The biggest influence on my ideas education is from media**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	288	43.0	43.5	43.5
NO	374	55.8	56.5	100.0
Total	662	98.8	100.0	
Missing System	8	1.2		
Total	670	100.0		

Table 15: Statistics of Item of basic attitude D

Among the surveyed students, 288 students express that their educational concept and viewpoint are greatly influenced by media, accounting for 43.0% of the respondents; 374 students express that their educational concept is not influenced by media, accounting for 55.8% of the respondents. 8 students have left this subject out.

#### (4) Demographic differences of the questionnaire students

##### Gender difference

In order to understand if there have differences in education idea between different gender of student, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table16 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	6.555	1	6.555	6.612	.010
	Within Groups	648.445	654	.992		
	Total	655.000	655			
REGR factor score 2 for analysis 1	Between Groups	.001	1	.001	.001	.973
	Within Groups	654.999	654	1.002		
	Total	655.000	655			
REGR factor score 3 for analysis 1	Between Groups	.562	1	.562	.562	.454
	Within Groups	654.438	654	1.001		
	Total	655.000	655			
REGR factor score 4 for analysis 1	Between Groups	.000	1	.000	.000	.990
	Within Groups	655.000	654	1.002		
	Total	655.000	655			
REGR factor score 5 for analysis 1	Between Groups	.470	1	.470	.469	.494
	Within Groups	654.530	654	1.001		
	Total	655.000	655			
REGR factor score 6 for analysis 1	Between Groups	.288	1	.288	.288	.592
	Within Groups	654.172	654	1.001		
	Total	655.000	655			

Table 16: The results of ANOVA gender of student

By the difference analysis of gender of students, it is found that factor of “Education is needed to get a good job” is mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of “The level of education determines employment and careers”, “Diploma from abroad and contacts are important for employment”, “Education is needed but able to work and contacts are more important”, “Education is needed and is a way of social recognition”, “For good work, contacts and entrepreneurial spirit are enough. Education is better abroad”.

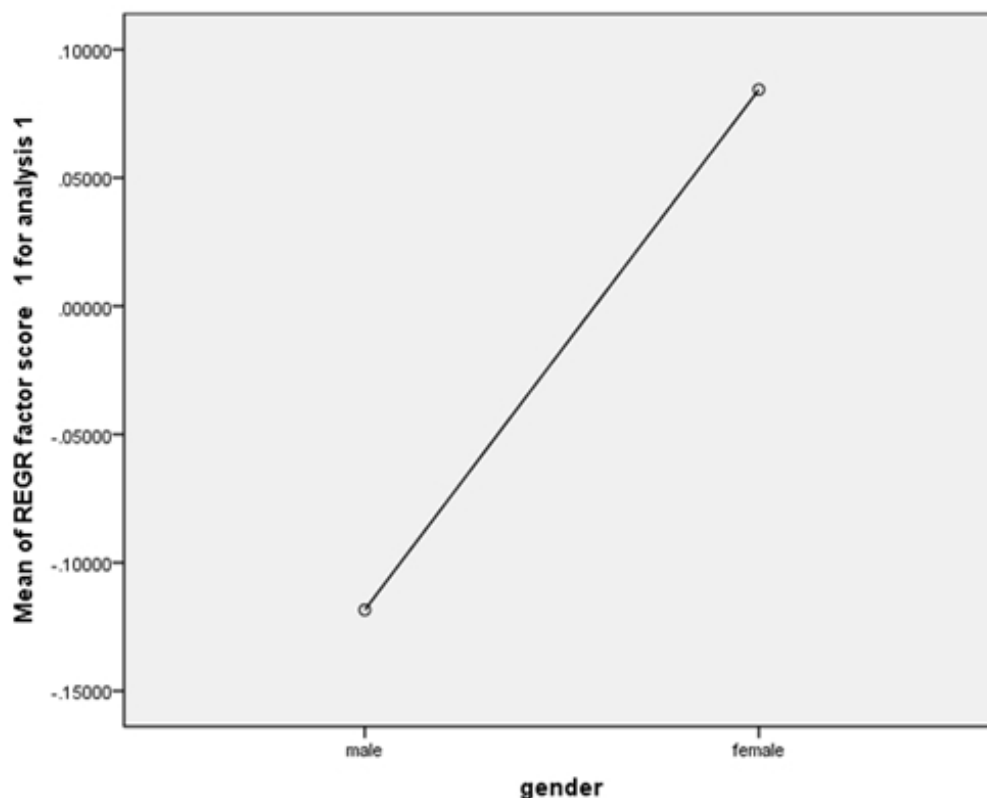


Figure 6: Means plots of different gender for students’ opinion of “Education is needed to get a good job”

In made a further analysis with comparison of the means between groups. It can seen in figure 6, on the factor of “Education is needed to get a good job”, we find that more boys than girls think that a good job is inevitably connected with education. The schoolboys pay more attention to whether a good and satisfactory job can be obtained through receiving education. However, in the job quality, the schoolgirls do not have higher requirements than the boys. The girls think that finding a bread-winning job is OK through receiving education.

### Age group difference

In order to understand if there have differences in education idea between different age group of student, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table17 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	1.029	2	.515	.513	.599
	Within Groups	651.913	650	1.003		
	Total	652.942	652			
REGR factor score 2 for analysis 1	Between Groups	.785	2	.393	.394	.674
	Within Groups	647.512	650	.996		
	Total	648.306	652			
REGR factor score 3 for analysis 1	Between Groups	4.522	2	2.261	2.267	.104
	Within Groups	68.365	650	.988		
	Total	652.752	652			
REGR factor score 4 for analysis 1	Between Groups	4.673	2	2.336	2.340	.097
	Within Groups	649.080	650	.999		
	Total	653.752	652			
REGR factor score 5 for analysis 1	Between Groups	1.020	2	.510	.511	.600
	Within Groups	649.159	650	.988		
	Total	650.179	652			
REGR factor score 6 for analysis 1	Between Groups	.199	2	.099	.099	.906
	Within Groups	651.691	650	1.003		
	Total	651.889	652			

Table 17: The results of ANOVA age group of student

The differences analysis has shown that, the p-value is greater than the level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of age group for the students' education idea.



### Education background difference

In order to understand if there have differences in education idea between different school of student, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table18 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	54.573	2	27.286	29.676	.000
	Within Groups	600.427	653	.919		
	Total	655.000	655			
REGR factor score 2 for analysis 1	Between Groups	28.553	2	14.276	14.882	.000
	Within Groups	626.447	653	.959		
	Total	655.000	655			
REGR factor score 3 for analysis 1	Between Groups	1.485	2	.743	.742	.477
	Within Groups	653.515	653	1.001		
	Total	655.000	655			
REGR factor score 4 for analysis 1	Between Groups	.802	2	.401	.400	.670
	Within Groups	654.198	653	1.002		
	Total	655.000	655			
REGR factor score 5 for analysis 1	Between Groups	2.532	2	1.262	1.263	.284
	Within Groups	652.477	653	.999		
	Total	655.000	655			
REGR factor score 6 for analysis 1	Between Groups	1.967	2	.984	.984	.374
	Within Groups	653.033	653	1.000		
	Total	655.000	655			

Table 18: The results of ANOVA education background of student

By the difference analysis of gender of students, it is found that factor of “Education is needed to get a good job” and “The level of education determines employment and careers” are mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of “Diploma from abroad and contacts are important for employment”, “Education is needed but able to work and contacts are more important”, “Education is needed and is a way of social recognition”, “For good work, contacts and entrepreneurial spirit are enough. Education is better abroad”.

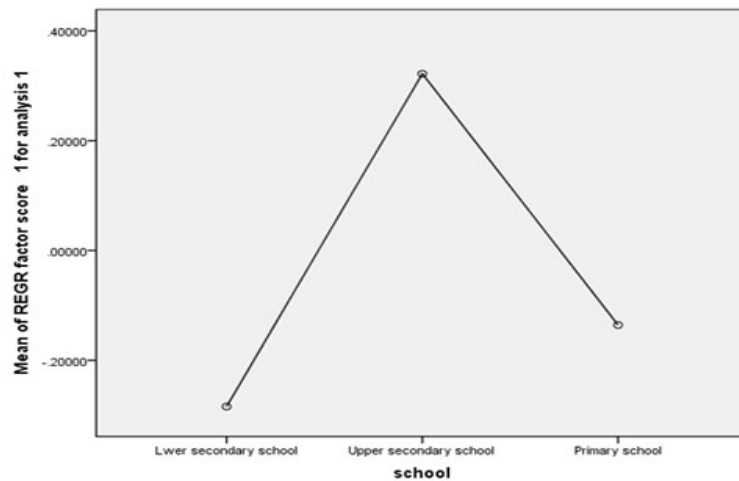


Figure 7: Means plots of different school for students’ opinion of “Education is needed to get a good job”

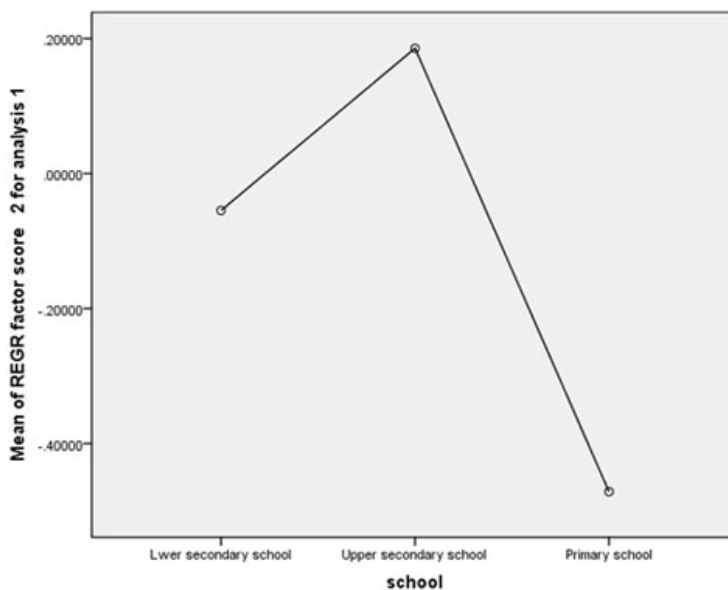


Figure 8: Means plots of different school for students’ opinion of “The level of education determines employment and careers”

In made a further analysis with comparison of the means between groups. It can seen in figure7 and figure 8, on the factor of “Education is needed to get a good job”, the junior high school students value most the relationship between good job and education, followed by pupils. However, the senior high school students do not care much about this relationship. This is related to the college entrance examination, an arduous task for them. The sole purpose of senior high school students is to be admitted to a university. With regard to the factor of “The level of education determines employment and careers”, the senior high school students regard it less important compared with the junior high school students and pupils. This is the same as the analysis above. It is still related to the short-term goal of pursuing the college enrollment rate in the senior high school education.

#### **4.1.2 Results of parent’s questionnaire survey**

Questionnaires were also distributed to the parents of the Lower and Upper secondary school students in special education schools and general schools in the selected regions mentioned above. The questionnaires were distributed and collected in person from July to November 2017. A total of 250 questionnaires were distributed and 235 were collected back. The recovery rate was 94%. Questionnaires with missing basic information and those suspected with plagiarism are excluded. There are 211 valid questionnaires filled out by 211 parents. 159 of them are parents of regular school students, accounting for 75.4% of the total parent samples. 52 of them are parents of students from special education schools, accounting for 24.6%. What follows is the basic information about these parents, their responses, and the analysis.

##### **4.1.2.1 Basic situation of parents in the questionnaire**

###### **(1) Gender of parent**

Different background factors		Sample size (person)	Percentage (%)
Gender	male	132	62.6
	female	79	37.4

Table 19: Statistics of parents’ gender (N=211)

Of the 211 parents responding in the questionnaires, 131 are fathers, accounting for 62.1% of the respondents; 80 are mothers, accounting for 37.9%. There are far more fathers than mothers participating in the survey.

### (2) Age status of parent

Different background factors		Sample size (person)	Percentage (%)
Age	30-39 years	93	44
	40-49 years	99	47
	50years above	19	9

Table 20: Statistics of age status of parents (N=211)

The table20 shows that, there are 93 parents between the ages 30-39, accounted for 44% of investigative person; 99 parents between the ages of 40-49, account for 47% of investigative person; 19 parents above 50 years, account for 9% of investigative person. Among of them, the ages between 40-49 have the largest number of parents, and the ages above 50 has the lowest.

### (3) education background of parent

Different background factors		Sample size (person)	Percentage (%)
Education	illiteracy	82	38.9
	Lower secondary school	100	47.4
	Upper secondary school	15	7.1
	vocational school	5	2.4
	University	9	4.3

Table 21: Statistics of education background status of parents (N=211)

Of the parents surveyed, 82 are illiterate, accounting for 38.9%; 100 are lower secondary school graduates, accounting for 47.4%; 15 are upper secondary school graduates, accounting for 7.1%; 5 are vocational school graduates, accounting for 2.4%; 9 are University graduates, accounting for 4.3%. The statistics shows that most of the parents over 30 have low educational degrees and receive little education in Tibetan regions.

#### 4.1.2.2 Reliability and Validity analysis

##### (1) Reliability analysis

The statistics of Cronbach Alpha has shown in table22 below.

Cronbach's alpha	N of Items
.821	23

Table 22: Statistic of Cronbach Alpha of the parents questionnaire

By the statistics of Cronbach Alpha of the questionnaire above, it is found that, the Cronbach Alpha is greater than 0.7 that indicate an excellent valid of the questionnaire, which it meet the requirement of this research.

##### (2) Validity analysis

Exploratory factor analysis is adopted to analyze the structural validity of the 20 core questions. The result shows that all the questions have a factor loading coefficient over 0.4, except Q19, whose factor loading coefficient is 0.354. Thus, all the 20 core questions are retained. The factor loading coefficients are analyzed in the table below.

Item	Initial	Extraction
Higher Education = good job security.	1.000	.631
Education is the path to success at work.	1.000	.447
Education protects humans against poverty.	1.000	.446
Education is increasingly guarantee higher income.	1.000	.589
Education encourages entrepreneurial activity.	1.000	.514
Highly educated people make up the nation's elite.	1.000	.662
For good education is worth to go abroad.	1.000	.663
Schools are not required.	1.000	.709
Main's diploma.	1.000	.627
Important are contacts.	1.000	.535
Education in my country is a waste of time.	1.000	.599
To be able to work is the most important.	1.000	.607
One may make good living without education.	1.000	.548
Most people should have an education.	1.000	.822
You cannot make a career without education.	1.000	.605
Professionalism is more important than education.	1.000	.532
Work will show up.	1.000	.588
Education can afford only those who have money on it.	1.000	.578
Graduation is required.	1.000	.354
Educated person need not worry that cannot find work.	1.000	.537

Table 23: Communalities analysis of the parents questionnaire

The 20 questions are analyzed with exploratory factor analysis. Table 24 shows the KMO value of 0.782, much greater than 0.7. The Bartlett's test of sphericity yields a P value of 0.000. This data indicates that the questionnaires have good structural validity and meet the requirements for further factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.782
Bartlett's Test of Sphericity	Approx. Chi-Square	965.743
	df.	190
	Sig.	.000

Table 24: KMO and Bartlett's Test of the parents questionnaire

The following table 25 shows. In this questionnaire, for 20 core variable questions, by the method of factor extraction of principal component, 6 factors are automatically extracted. The cumulative variance interpretation rate is 57.954%, and the total variance interpretation rate is greater than 50%. Overall, it shows that the exploratory factor result analysis is acceptable.

Component	Initial Eigenvalues			Extraction of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	total
1	4.558	22.791	22.791	4.558	22.791	22.791	2.2772
2	2.364	11.819	34.610	2.364	11.819	34.610	2.701
3	1.335	6.673	41.283	1.335	6.673	41.283	2.076
4	1.227	6.137	47.420	1.227	6.137	47.420	1.412
5	1.087	5.435	52.855	1.087	5.435	52.855	1.350
6	1.020	5.099	57.954	1.020	5.099	57.954	1.279
7	.942	4.708	62.662				
8	.867	4.334	66.998				
9	.829	4.144	66.996				
...							

Table 25: Total Variance Explained of the parents questionnaire

According to the score analysis of “rotated component matrix”, the items of each of the 6 factors are shown in the following table.

	Item
Factor 1	Highly educated people make up the nation's elite.
	Education is increasingly guarantee higher income.
	Education encourages entrepreneurial activity.
	For good education is worth to go abroad.
	Education protects humans against poverty.
Factor 2	Education in my country is a waste of time.
	Educated person need not worry that cannot find work.
	Education can afford only those who have money on it.
	Graduation is required.
	You cannot make a career without education.
	Work will show up.
Factor 3	Main's diploma.
	Important are contacts.
	Education is the path to success at work.
	Higher Education = good job security.
Factor 4	To be able to work is the most important.
	Professionalism is more important than education.
Factor 5	Schools are not required.
	One may make good living without education
Factor 6	Most people should have an education.

Table 26: Item of each of the factors

Based on the item of each factor, and the investigation and survey on educational concept of parents and their educational viewpoint in this research, the following naming interpretation is done for 6 factors.

Factor 1: Education brings personal prosperity, social recognition and careers.

Factor 2: Education, especially abroad, is a guarantee of security and financial security.



Factor 3: Education, diploma and contacts are a guarantee of good work.

Factor 4: Education is not needed, professionalism and contacts are enough.

Factor 5: Education is a waste of time and for the rich, everyone can help themselves.

Factor 6: Education is good, but if there is contact and professionalism, the way of life can be good.

#### 4.1.2.3 Result of the questionnaire

(1)Mean, Median, Minimum, Maximum, Std.Deviation of the questionnaire

Measuring item	N		mean	median	minimum	maximum	Std.Deviation
	Valid	Missing					
Q1	210	1	2.12	2.00	1	5	.661
Q2	210	1	1.82	2.00	1	5	1.009
Q3	210	1	2.22	2.00	1	5	.569
Q4	210	1	2.38	2.00	1	5	.493
Q5	207	4	1.99	2.00	1	5	.1006
Q6	208	3	2.21	2.00	1	5	.615
Q7	208	3	2.42	2.00	1	5	.419
Q8	207	4	2.58	2.00	1	5	.424
Q9	208	3	2.05	2.00	1	5	.865
Q10	208	3	1.92	2.00	1	5	1.269
Q11	207	4	3.50	4.00	1	5	-.437
Q12	208	3	2.63	2.00	1	5	.547
Q13	208	3	2.83	3.00	1	5	.278
Q14	208	3	1.90	2.00	1	5	1.320
Q15	208	3	2.56	2.00	1	5	.392
Q16	208	3	2.47	2.00	1	5	.494
Q17	208	3	2.94	3.00	1	5	.054
Q18	208	3	3.38	4.00	1	5	-.368
Q19	208	3	2.86	3.00	1	5	.188
Q20	208	3	3.11	3.00	1	5	-.181

Table 27: Descriptive statistics of mainly variance measuring items

In the abovementioned statistics, for Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q12, Q14, Q15 and Q16, the mean value is less than 3.00 and the median is 2.00. This shows that more than 50% respondents accept these statements. For Q11 and Q18, the mean value is greater than 3.00 and the median is 4.00. This shows that more than 50% respondents do not accept these statements. For the remaining Q13, Q17, Q19 and Q20, the median is 3. This shows that the respondents who accept or do not accept these statements are less than 50%.

(2) Selected phenomena with significant frequency

Among the 20 core variable questions, those with higher frequencies are shown in the table below.

STATEMENT	ITM	FREQUENCY AND PERCENTAGE
Agree	Education is the path to success at work.	182 (86.7%)
	Important are contacts	167 (80.3%)
	Most people should have an education.	172(82.7%)
Not agree	Education in my country is a waste of time.	116(56.1%)
	Education can afford only those who have money on it.	115(56.2%)
I don't know	Education is increasingly guarantee higher income.	50(23.8%)
	You cannot make a career without education.	60(28.4%)

Table 28: The item with significant frequency

According to statistics, of the 20 questions, parents most agreed that “Education is the path to success at work” (86.7%), “Important are contacts” (80.3%), and “Most people should have an education” (82.7%). They most disagreed that “Education in my country is a waste of time.” (56.1%) and “Education can afford only those who have money on it.” (56.2%). The largest percentage of students who gave the answer of “I don't know” appear in “Education is increasingly guarantee higher income.” (23.8%), “You cannot make a career without education.” (28.4%).

**(3) Item of basic attitude**

There are 3 item of basic attitude. The results can be described in terms of frequency.

**I am satisfied with my child’s education.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	81	38.4	38.9	38.9
A	78	37.0	37.5	76.4
DK	20	9.5	9.6	86.1
D	17	8.1	8.2	94.2
SD	12	5.7	5.8	100.0
Total	208	98.6	100.0	
Missing System	3	1.4		
Total	211	100.0		

Table 29: Statistic of Item of basic attitude A

Among the surveyed parents, 81 parents strongly agree with the viewpoint of “I am satisfied with my child’s education”, accounting for 38.4% of respondents; 78 agree with it, accounting for 37% of the respondents; 20 patents are uncertain about it, accounting for 9.5% of respondents; 17parents disagree with it, accounting for 8.1% of respondents; 12 parents strongly disagree with it, accounting for 5.7% of respondents. 3 parents have left this subject out.

**I think the value of education is currently increasing.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	71	33.6	34.1	34.1
A	90	42.7	43.3	77.4
DK	30	14.2	14.4	91.8
D	11	5.2	5.3	97.1
SD	6	2.8	2.9	100.0
Total	208	98.6	100.0	
Missing System	3	1.4		
Total	211	100.0		

Table 30: Statistic of Item of basic attitude B

Among the surveyed parents, 71 parents strongly agree with the viewpoint of “I think the value of education is currently increasing”, accounting for 33.6% of respondents; 90 agree with it, accounting for 42.7% of respondents; 30 patents are uncertain about it, accounting for 14.2% of respondents; 11 parents disagree with it, accounting for 5.2% of respondents; 6 parents strongly disagree with it, accounting for 2.8% of respondents. 3 parents have left this subject out.

**I wish my child to achieve education.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	130	61.6	62.5	62.5
A	49	23.2	23.6	86.1
DK	14	6.6	6.7	92.8
D	7	3.3	3.4	96.2
SD	8	3.8	3.8	100.0
Total	208	98.6	100.0	
Missing System	3	1.4		
Total	211	100.0		

Table 31: Statistic of Item of basic attitude C

Among the surveyed parents, 130 parents strongly agree with the viewpoint of “I wish my child to achieve education.”, accounting for 61.6% of respondents; 49 agree with it, accounting for 23.2% of respondents; 14 parents are uncertain about it, accounting for 6.6% of respondents; 7 parents disagree with it, accounting for 3.3% of respondents; 8 parents strongly disagree with it, accounting for 3.8% of respondents. 3 parents have left this subject out.

**(4) Demographic differences of the questionnaire parents**

**Gender difference**

In order to understand if there have differences in education idea between different gender of parent, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table32 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	1.403	1	1.403	1.406	.237
	Within Groups	201.597	202	.988		
	Total	203.000	203			
REGR factor score 2 for analysis 1	Between Groups	1.607	1	1.607	1.612	.206
	Within Groups	201.393	202	.997		
	Total	203.000	203			
REGR factor score 3 for analysis 1	Between Groups	.024	1	.024	.024	.877
	Within Groups	202.976	202	1.005		
	Total	203.000	203			
REGR factor score 4 for analysis 1	Between Groups	1.505	1	1.505	1.508	.221
	Within Groups	201.495	202	.998		
	Total	203.000	203			
REGR factor score 5 for analysis 1	Between Groups	.673	1	.673	.672	.413
	Within Groups	202.327	202	1.002		
	Total	203.000	203			
REGR factor score 6 for analysis 1	Between Groups	.002	1	.002	.002	.963
	Within Groups	202.998	202	1.005		
	Total	203.000	203			

Table 32: The results of ANOVA gender of parent

The differences analysis has shown that, the p-value is greater than the level of significance, that is: Sig>0.05. Therefore, there no significant differences in gender of parent for the education idea.

### Age difference

In order to understand if there have differences in education idea between different age of parent, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table33 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	26.515	26	1.020	1.023	.441
	Within Groups	176.485	177	.997		
	Total	203.000	203			
REGR factor score 2 for analysis 1	Between Groups	39.509	26	1.520	1.645	.032
	Within Groups	163.491	177	.924		
	Total	203.000	203			
REGR factor score 3 for analysis 1	Between Groups	26.012	26	1.000	1.001	.470
	Within Groups	176.988	177	1.000		
	Total	203.000	203			
REGR factor score 4 for analysis 1	Between Groups	27.506	26	1.058	1.067	.385
	Within Groups	175.494	177	.991		
	Total	203.000	203			
REGR factor score 5 for analysis 1	Between Groups	22.489	26	.865	.848	.680
	Within Groups	180.511	177	1.020		
	Total	203.000	203			
REGR factor score 6 for analysis 1	Between Groups	20.096	26	.773	.748	.807
	Within Groups	182.904	177	1.033		
	Total	203.000	202			

Table 33: The results of ANOVA age of parent

By the difference analysis of age of parents, it is found that factor of “Education brings personal prosperity, social recognition and careers” is mostly affected by all

difference factors so as to become significant difference. But there were no statistical significance in the factor of “Education, especially abroad, is a guarantee of security and financial security”, “Education, diploma and contacts are a guarantee of good work”, “Education is not needed, professionalism and contacts are enough”, “Education is a waste of time and for the rich, everyone can help themselves”, “Education is good, but if there is contact and professionalism, the way of life can be good”.

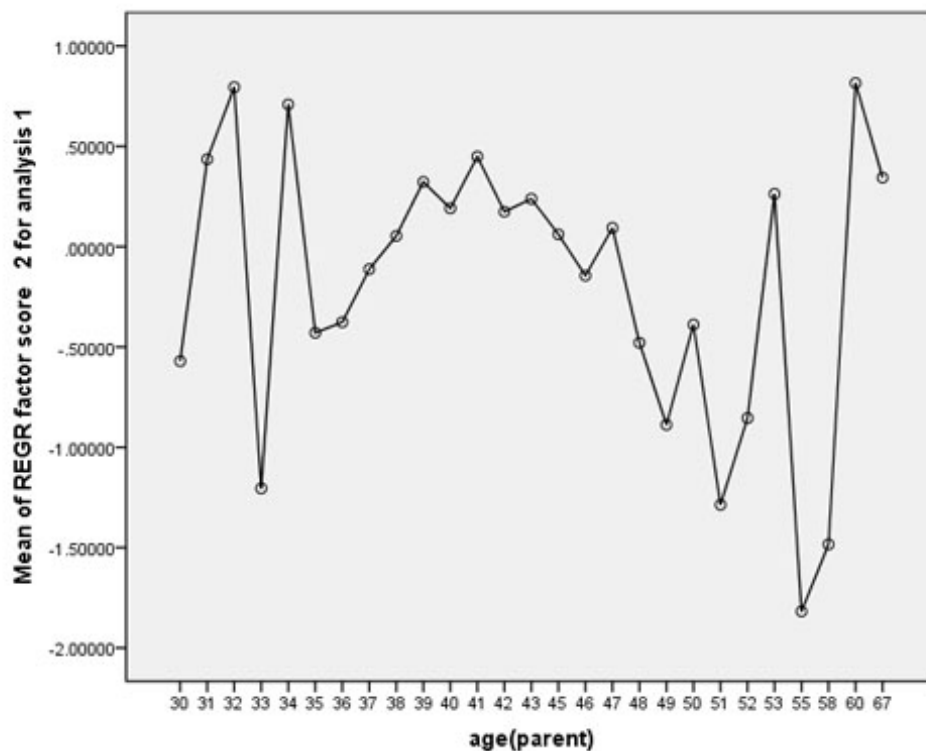


Figure 9: Means plots of different age for parents’ opinion of “Education is needed to get a good job”

In made a further analysis with comparison of the means between groups. It can seen in figure 9, on the factor of “Education, especially abroad, is a guarantee of security and financial security”, main differences come from the viewpoints of 19 parents who are more than 50 years old. Therefore, we have reasons to think that the result is disturbed by some individual data. There is no great difference between the viewpoints of 192 parents who are 30 years old to 49 years old. Therefore, through

the analysis of individual disturbance data, we may think that there is no significant statistical difference for different ages of the parents with regard to this factor.

### Education background difference

In order to understand if there have differences in education idea between different education background of parent, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table34 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	8.174	4	2.044	2.087	.084
	Within Groups	194.826	299	.979		
	Total	203.00	203			
REGR factor score 2 for analysis 1	Between Groups	8.042	4	2.010	2.052	.089
	Within Groups	194.958	199	.980		
	Total	203.000	203			
REGR factor score 3 for analysis 1	Between Groups	10.341	4	2.585	2.670	.033
	Within Groups	192.659	199	.968		
	Total	203.000	203			
REGR factor score 4 for analysis 1	Between Groups	2.804	4	.701	.697	.595
	Within Groups	200.196	199	1.006		
	Total	203.000	203			
REGR factor score 5 for analysis 1	Between Groups	4.078	4	1.202	1.020	.398
	Within Groups	198.922	199	1.000		
	Total	203.000	203			
REGR factor score 6 for analysis 1	Between Groups	5.806	4	1.451	1.465	.214
	Within Groups	197.194	199	.991		
	Total	203.000	203			

Table 34: The results of ANOVA education background of parent

By the difference analysis of education background of parents, it is found that factor of “Education, diploma and contacts are a guarantee of good work” is mostly affected by all difference factors so as to become significant difference. But there



were no statistical significance in the factor of “Education brings personal prosperity, social recognition and careers”, “Education, especially abroad, is a guarantee of security and financial security”, “Education is not needed, professionalism and contacts are enough”, “Education is a waste of time and for the rich, everyone can help themselves”, “Education is good, but if there is contact and professionalism, the way of life can be good”.

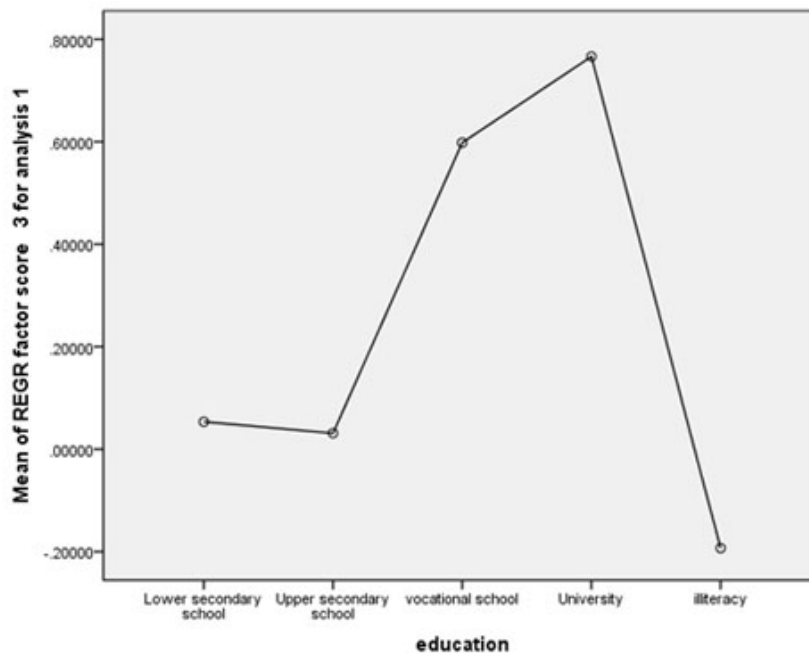


Figure 10: Means plots of different age for parents’ opinion of “Education is needed to get a good job”

In made a further analysis with comparison of the means between groups. It can seen in figure10, on the factor of “Education, diploma and contacts are a guarantee of good work”, the parents who have not received education attach importance to education and diploma. However, they attach more importance to the interpersonal relationship. They think that finding a good job is often reliant on the interpersonal relationship. The parents with the university education background attach more importance to education received by children. Although they also think that the interpersonal relationship is very important in the current society, they think that the education background and ability enhancement are conditions for competition. The parents with the junior high school education background and senior high school education background have basically same viewpoints. They are between the parents with the high education background and the patents with the illiteracy background.

### 4.1.3 Results of teacher's questionnaire survey

Questionnaires were distributed to the teachers of lower secondary schools, upper secondary schools, and teachers of special education schools in the selected regions mentioned above. The questionnaires were distributed and collected in person from July to November 2017. A total of 230 questionnaires were distributed and 230 were collected back. The recovery rate was 100%. Questionnaires with missing basic information and those suspected with plagiarism are excluded. There are 214 valid questionnaires filled out by 214 parents. 127 of them are teachers of lower and upper secondary schools, accounting for 59.3% of the total teacher samples. 87 of them are teachers of special education schools, accounting for 40.7%. What follows is the basic information about these teachers, their responses.

#### 4.1.3.1 Basic situation of teachers in the questionnaire

##### (1) Gender of teacher

Different background factors		Sample size (person)	Percentage (%)
Gender	male	80	37.4
	female	134	62.6

Table 35: Statistics of teachers' gender (N=214)

The table35 shows that, among the teachers of in the questionnaire, 80 male accounted for 37.4% of investigative person; 134 female accounted for 62.6% of investigative person, the number of female teachers is higher than male.

##### (2) Age status of teacher

Different background factors		Sample size (person)	Percentage (%)
Age	20-29 years	99	46.3
	30-39 years	80	37.4
	40-49 years	32	15
	50years above	3	1.4

Table 36: Statistics of age of teacher (N=214)

The table36 shows that, there are 99 teachers between the ages 20-29, accounted for 46.3% of investigative person; 80 teachers between the ages of 30-39, account for 37.4% of investigative person; 32 teachers between the ages of 40-49, account for 15% of investigative person; 3 teachers above 50 years, account for 1.4% of investigative person. Among of them, the ages between 20-29 have the largest number of teachers, and the ages above 50 has the lowest.

### (3) Length of professional experience of teacher

Different background factors		Sample size (person)	Percentage (%)
Length of professional experience	0-3 years	57	26.6
	4-10 years	87	40.7
	11-19 years	46	21.5
	20 years above	24	11.2

Table 37: Statistics of length professional experience of teacher (N=214)

The table 37 shows that, there are 57 teachers have 0-3 years length of professional experience , accounted for 26.6% of respondents; 87 teachers have 4-10 years length of respondents, accounted for 40.7% of respondents; 46 teachers have 11-19years length of professional experience, accounted for 21.5% of respondents; 24 teachers have 20years above length of professional experience, accounted for 11.2% of respondents.

### (4) education background of teacher

Different background factors		Sample size (person)	Percentage (%)
Education	Upper secondary school	2	0.9
	College degree	42	19.6
	Bachelor degree	163	76.2
	Master degree	7	3.3

Table 38: Statistics of education background of teachers (N=214)

On the statistics of education background of teacher of investigation, there are 2 teacheres with upper secondary school which account for 0.9% of respondents; there

are 42 teachers with college degree which account for 19.6% of respondents; there are 163 teachers with bachelor degree which account for 76.2% of respondents; there are 7 teachers with master degree which 3.3% of respondents. The education with bachelor degree have the largest number of teachers, and the education with upper secondary has the lowest.

#### 4.1.3.2 Reliability and Validity analysis

##### (1) Reliability analysis

The statistics of Cronbach Alpha has shown in Table39 below.

Cronbach's alpha	N of Items
.804	25

Table 39: The statistics of Cronbach Alpha of the teachers questionnaire

By the statistics of Cronbach Alpha of the questionnaire above, it is found that, the Cronbach Alpha is greater than 0.7 that indicate an excellent valid of the questionnaire, which it meet the requirement of this research.

##### (2) Validity analysis

Exploratory factor analysis is adopted to analyze the structural validity of the 20 core questions. The result shows that all the questions have a factor loading coefficient over 0.4. Thus, all the 20 core questions are retained. The factor loading coefficients are analyzed in the table 40 below.

Item	Initial	Extraction
Higher Education = good job security.	1.000	.529
Education is the path to success at work.	1.000	.520
Education protects humans against poverty.	1.000	.651
Education is increasingly guarantee higher income.	1.000	.576
Education encourages entrepreneurial activity.	1.000	.673
Highly educated people make up the nation's elite.	1.000	.437
For good education is worth to go abroad.	1.000	.530
Schools are not required.	1.000	.673
Main's diploma.	1.000	.641
Important are contacts.	1.000	.547
Education in my country is a waste of time.	1.000	.635
To be able to work is the most important.	1.000	.735
One may make good living without education.	1.000	.500
Most people should have an education.	1.000	.546
You cannot make a career without education.	1.000	.433
Professionalism is more important than education.	1.000	.603
Work will show up.	1.000	.516
Education can afford only those who have money on it.	1.000	.640
Graduation is required.	1.000	.591
Educated person need not worry that cannot find work.	1.000	.701

Table 40: Communalities analysis of the teachers questionnaire

The 20 questions are analyzed with exploratory factor analysis. Table 41 shows the KMO value of 0.798, much greater than 0.7. The Bartlett's test of sphericity yields a P value of 0.000. This data indicates that the questionnaires have good structural validity and meet the requirements for further factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	983.885
	df.	190
	Sig.	.000

Table 41: KMO and Bartlett's Test of the teachers questionnaire

The following table 42 shows. In this questionnaire, for 20 core variable questions, by the method of factor extraction of principal component, 6 factors are automatically extracted. The cumulative variance interpretation rate is 58.387%, and the total variance interpretation rate is greater than 50%. Overall, it shows that the exploratory factor result analysis is acceptable.

Component	Initial Eigenvalues			Extraction of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	total
1	4.254	21.272	21.272	4.254	21.272	21.272	2.992
2	2.498	12.492	33.764	2.498	12.492	33.764	2.569
3	1.661	8.305	42.069	1.661	8.305	42.069	1.699
4	1.168	5.840	47.909	1.168	5.840	47.909	1.597
5	1.132	5.661	53.571	1.132	5.661	53.571	1.549
6	.963	4.817	58.387	.963	4.817	58.387	1.271
7	.901	4.503	62.891				
8	.859	4.293	67.184				
9	.830	4.150	71.334				
...							

Table 42: Total Variance Explained of the teachers questionnaire (N=214)

According to the score analysis of “rotated component matrix”, the items of each of the 6 factors are shown in the following table 43.

	Item
Factor 1	Education encourages entrepreneurial activity.
	Education protects humans against poverty.
	Education is increasingly guarantee higher income.
	For good education is worth to go abroad.
	Education is the path to success at work.
	Highly educated people make up the nation's elite.
Factor 2	Educated person need not worry that cannot find work.
	Higher Education = good job security.
	Work will show up.
	You cannot make a career without education.
	Graduation is required.
Factor 3	Education can afford only those who have money on it.
	One may make good living without education
	Education in my country is a waste of time.
Factor 4	Professionalism is more important than education.
	Most people should have an education.
Factor 5	To be able to work is the most important.
	Graduation is required.
Factor 6	Schools are not required.
	Important are contacts.

Table 43: Item of each of the factors

Based on the item of each factor, and the investigation and survey on educational concept of teachers and their educational viewpoint in this research, the following naming interpretation is done for 6 factors.

Factor 1: Good education, especially abroad, is a guarantee of good work and employment.

Factor 2: Education is the foundation of social recognition and good work.

Factor 3: Education in our country is a waste of time and it is not necessary for another career.

Factor 4: Education is socially important, but without it you can also make a career.

Factor 5: Education, especially abroad, is formally important, but contacts and hard work make decisions.

Factor 6: If the contacts and efforts are there, the work will show up.



### 4.1.3.3 Result of the questionnaire

#### (1) Mean, Median, Minimum, Maximum, Std.Deviation of the questionnaire

Measuring item	N	mean	median	minimum	maximum	Std.Deviation
Q1	214	2.73	2.00	1	5	1.226
Q2	214	1.86	2.00	1	5	.868
Q3	214	2.00	2.00	1	5	1.007
Q4	214	2.45	2.00	1	5	1.128
Q5	214	1.84	2.00	1	5	.832
Q6	214	2.32	2.00	1	5	1.068
Q7	214	2.32	2.00	1	5	1.106
Q8	214	2.43	2.00	1	5	1.123
Q9	214	2.50	2.00	1	5	1.150
Q10	214	1.95	2.00	1	5	.865
Q11	214	4.08	4.00	1	5	.956
Q12	214	2.52	2.00	1	5	1.051
Q13	214	2.77	3.00	1	5	1.101
Q14	214	1.71	2.00	1	5	.787
Q15	214	2.83	3.00	1	5	1.085
Q16	214	2.09	2.00	1	5	.940
Q17	214	3.20	3.00	1	5	1.147
Q18	214	3.50	4.00	1	5	1.174
Q19	214	3.47	4.00	1	5	1.221
Q20	214	3.38	4.00	1	5	1.176

Table 44: Descriptive statistics of mainly variance measuring items

In the abovementioned statistics, for Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q12, Q14 and Q16, the mean value is less than 3.00 and the median is 2.00. This shows that more than 50% respondents accept these statements. For Q11, Q18, Q19 and Q20, the mean value is greater than 3.00 and the median is 4.00. This shows that more than

50% respondents do not accept these statements. For the remaining Q13, Q15 and Q17, the median is 3. This shows that the respondents who accept or do not accept these statements are less than 50%.

**(2) Selected phenomena with significant frequency**

Among the 20 core variable questions, those with higher frequencies are shown in the table 45 below.

STATEMENT	ITM	FREQUENCY AND PERCENTAGE
Agree	Education is the path to success at work.	185 (86.4%)
	Education encourages entrepreneurial activity.	184 (86.0%)
	Most people should have an education.	192(89.7%)
Not agree	Education in my country is a waste of time.	164(76.6%)
	Education can afford only those who have money on it.	132(51.7%)
	Graduation is required.	129(60.3%)
I don't know	One may make good living without education	52(24.3%)
	You cannot make a career without education.	50(23.4%)

Table 45: The item with significant frequency

According to statistics, of the 20 questions, parents most agreed that “Education is the path to success at work” (86.4%), “Education encourages entrepreneurial activity.” (86%), and “Most people should have an education” (89.7%). They most disagreed that “Education in my country is a waste of time.” (76.6%), “Education can afford only those who have money on it.” (51.7%) and “Graduation is required.” (60.3).The largest percents of students who gave the answer of “I don’t know” appear in “One may make good living without education.” (24.3%), “You cannot make a career without education.” (23.4%).

**(3) Item of basic attitude**

There are 5 item of basic attitude. The results can be described in terms of frequency.

**I think the value of education is currently increasing.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	65	30.4	30.4	30.4
A	122	57.0	57.0	87.4
DK	22	10.3	10.3	97.7
D	4	1.9	1.9	99.5
SD	1	.5	.5	100.0
Total	214	100.0	100.0	

Table 46: Statistics of Item of basic attitude A

Among the surveyed teachers, 65 teachers strongly agree with the viewpoint of “I think the value of education is currently increasing”, accounting for 30.4% of respondents; 122 agree with it, accounting for 57% of respondents; 22 teachers are uncertain about it, accounting for 10.3% of respondents; 4 teachers disagree with it, accounting for 1.9% of respondents; 1teacher strongly disagree with it, accounting for 0.5% of respondents.

**I think the knowledge and skills students are learning are what they need and expect.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	43	20.1	20.1	20.1
A	102	47.7	47.7	67.8
DK	39	18.2	18.2	86.0
D	24	11.2	11.2	97.2
SD	6	2.8	2.8	100.0
Total	214	100.0		

Table 47: Statistics of Item of basic attitude B

Among the surveyed teachers, 43 teachers strongly agree with the viewpoint of “I think the knowledge and skills students are learning are what they need and expect.”, accounting for 20.1% of respondents; 102 agree with it, accounting for 47.7% of respondents; 39 teachers are uncertain about it, accounting for 18.2% of respondents; 24 teachers disagree with it, accounting for 11.2% of respondents; 6 teachers strongly disagree with it, accounting for 2.8% of respondents.

**I think that the knowledge acquired by students at school will largely impact their future study.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	52	24.3	24.3	24.3
A	116	54.2	54.2	78.5
DK	30	14.0	14.0	92.5
D	15	7.0	7.0	99.5
SD	1	.5	.5	100.0
Total	214	100.0	100.0	

Table 48: Statistics of Item of basic attitude C

Among the surveyed teachers, 52 teachers strongly agree with the viewpoint of “I think that the knowledge acquired by students at school will largely impact their future study.”, accounting for 24.3% of respondents; 116 agree with it, accounting for 54.2% of respondents; 30 teachers are uncertain about it, accounting for 14% of respondents; 15 teachers disagree with it, accounting for 7% of respondents; 1 teacher strongly disagree with it, accounting for 0.5% of respondents.

**I think that the knowledge acquired by students at school will largely impact their future life.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	58	27.1	27.1	27.1
A	111	51.9	51.7	79.0
DK	28	13.1	13.1	92.1
D	16	7.5	7.5	99.5
SD	1	.5	.5	100.0
Total	214	100.0	100.0	

Table 49: Statistics of Item of basic attitude D

Among the surveyed teachers, 58 teachers strongly agree with the viewpoint of “I think that the knowledge acquired by students at school will largely impact their future life.”, accounting for 27.1% of respondents; 111 agree with it, accounting for 51.9% of respondents; 28 teachers are uncertain about it, accounting for 13.1% of respondents; 16 teachers disagree with it, accounting for 7.5% of respondents; 1 teacher strongly disagree with it, accounting for 0.5% of respondents.

**I am satisfied with students' education.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	29	13.6	13.6	13.6
A	109	50.9	50.9	64.5
DK	34	15.9	15.9	80.4
D	35	16.4	16.4	96.7
SD	7	3.3	3.3	100.0
Total	214	100.0	100.0	

Table 50: Statistics of Item of basic attitude E

Among the surveyed teachers, 29 teachers strongly agree with the viewpoint of “I am satisfied with students' education.”, accounting for 13.6% of respondents; 109 agree with it, accounting for 50.9% of respondents; 34 teachers are uncertain about it, accounting for 15.9% of respondents; 35 teachers disagree with it, accounting for 16.4% of respondents; 7 teachers strongly disagree with it, accounting for 3.3% of respondents.

with it, accounting for 50.9% of respondents; 34 teachers are uncertain about it, accounting for 15.9% of respondents; 35 teachers disagree with it, accounting for 16.4% of respondents; 7 teachers strongly disagree with it, accounting for 3.3% of respondents.

#### (4) Demographic differences of the questionnaire teachers

##### Gender difference

In order to understand if there have differences in education idea between different gender of teacher, the study takes the method of one-way analysis of variance to examine it, that the results has shown in table 51 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	.144	1	.144	.144	.705
	Within Groups	212.856	212	1.004		
	Total	213.000	213			
REGR factor score 2 for analysis 1	Between Groups	1.102	1	1.102	1.102	.295
	Within Groups	211.898	212	1.000		
	Total	213.000	213			
REGR factor score 3 for analysis 1	Between Groups	3.364	1	3.364	3.402	.067
	Within Groups	209.636	212	.989		
	Total	213.000	213			
REGR factor score 4 for analysis 1	Between Groups	.011	1	.011	.011	.918
	Within Groups	212.989	212	1.005		
	Total	213.000	213			
REGR factor score 5 for analysis 1	Between Groups	.039	1	.039	.038	.845
	Within Groups	212.961	212	1.005		
	Total	213.000	213			
REGR factor score 6 for analysis 1	Between Groups	2.366	1	2.366	2.382	.124
	Within Groups	210.634	212	.994		
	Total	213.000	213			

Table 51: The results of ANOVA gender of teacher

The differences analysis has shown that, the p-value is greater than the level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of gender of the participated teachers education idea.

### Age difference

In order to understand if there have differences in education idea between different age of teacher, the study takes the method of one-way analysis of variance to examine it, that the results has shown in Table 52 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	28.125	30	.938	.928	.579
	Within Groups	184.875	183	1.010		
	Total	213.000	213			
REGR factor score 2 for analysis 1	Between Groups	37.162	30	1.239	1.289	.158
	Within Groups	175.838	183	.961		
	Total	213.000	213			
REGR factor score 3 for analysis 1	Between Groups	26.476	30	.883	.866	.670
	Within Groups	186.524	183	1.019		
	Total	213.000	213			
REGR factor score 4 for analysis 1	Between Groups	24.018	30	.801	.775	.793
	Within Groups	188.982	183	1.033		
	Total	213.000	213			
REGR factor score 5 for analysis 1	Between Groups	39.611	30	1.320	1.394	.097
	Within Groups	173.389	183	.947		
	Total	213.00	213			
REGR factor score 6 for analysis 1	Between Groups	42.258	30	1.409	1.510	.053
	Within Groups	170.742	183	.933		
	Total	213.000	213			

Table 52: The results of ANOVA age of teacher

The differences analysis has shown that, the p-value is greater than the level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of age for the teachers education idea.

### Education background difference

In order to understand if there have differences in education idea between different education background of teacher, the study takes the method of one-way analysis of variance to examine it, that the results has shown in Table 53 below.

		Sum of squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	2.278	3	.759	.757	.520
	Within Groups	210.722	210	1.003		
	Total	213.000	213			
REGR factor score 2 for analysis 1	Between Groups	.713	3	.238	.235	.872
	Within Groups	210.722	210	1.003		
	Total	213.00	213			
REGR factor score 3 for analysis 1	Between Groups	.290	3	.097	.096	.962
	Within Groups	212.710	210	1.013		
	Total	213.000	213			
REGR factor score 4 for analysis 1	Between Groups	2.211	3	.737	.734	.533
	Within Groups	210.789	210	1.004		
	Total	213.000	213			
REGR factor score 5 for analysis 1	Between Groups	.237	3	.079	.078	.972
	Within Groups	212.763	210	1.013		
	Total	213.000	213			
REGR factor score 6 for analysis 1	Between Groups	3.952	3	1.317	1.323	.268
	Within Groups	209.048	210	.995		
	Total	213.000	213			

Table 53: The results of ANOVA education background of teacher



The differences analysis has shown that, the p-value is greater than the level of significance, that is:  $\text{Sig} > 0.05$ . Therefore, there education background no significant differences in terms of gender for the teachers education idea.

#### **4.1.4 summary**

Primarily, the questionnaire results are classified and presented by descriptive statistics, factor analysis, one-way analysis of variance and other statistical approaches. The questions of core variables in the student, parent and teacher questionnaires are the same. The questions of basic attitude differ from one another. Their answers to these same or different questions and their selection results show the educational concept of the student, parent and teacher, as well as their educational viewpoint and attitude.

##### **(1) On student**

Firstly, according to the statistical description(table 10) and significance frequency statistical result (table 11)of core variable question selection of the questionnaire, the students think that education is the path to success at occupation and it can promote the business startup. Therefore, the students think that most people should have an education. Meanwhile, they think that the promotion of professional skill is more important than the study of general knowledge. However, they do not think only the rich people can afford the educational expenses. Moreover, they do not think education is a waste of time in China. They believe that there is an inevitable relationship between receiving education and finding a job. Therefore, we may think that the students care about the role of education in their occupational development and care about whether education can promote their own ability.

Secondly, the basic attitude of student questionnaire aims to know the influencing factors of formation of ideas about education of the students. According to the answers, most students think that their parents have the greatest influence on their ideas about education, followed by the school. More than 50% students think media does not have great influences on their ideas about education. This shows that the ideas about education of parents will directly influence the students' ideas about education and their view on education. The degree of parents' attention to education will affect the development of education in the Tibetan region.

Finally, according to the variance analysis results of demographic variable, in “Education is needed to get a good job” and “The level of education determines employment and careers”, in the variation analysis of different genders or different ages, or different school types, Value p is less than the significance coefficient. This shows some influences of these fixed variables in this dimension. In “Diploma from abroad and contacts are important for employment” , “Education is needed but able to work and contacts are more important” and other two dimensions, they are not affected by different genders, different ages and different school types of the students. In other words, there is no statistical significance difference. We have made further variation analyses of questions. We find that the school type of the students has certain effects on the ideas about education and viewpoint of the students. The age and gender of the students do not have obvious effects on the educational viewpoint.

## **(2) On parent**

Firstly, according to Table 27 and Table 28 of questionnaire statistical results, the parents think that education is the path to success at occupation and most people should receive education. Meanwhile, they think that a person can “go more smoothly” in the way to success if he obtains the opportunity to receive good education. Moreover, the interpersonal relationship is very important. They attach great importance to the diploma and job opportunity. The parents extremely disagree on “education is a waste of time in China”. Not a few parents recognize that only the rich people can afford the educational expenses. However, still more than 50% investigated parents disagree. Therefore, we may think that the parents care about the social utilitarianism of education. They value the roles of education in employment, income and quality of life of their children.

Secondly, the basic attitude of parent questionnaire aims to know the value of expectation of the parents for the opportunity of their children to receive education and their degree of satisfaction with education. According to the answers, more than 70% investigated parents are satisfied with education being received by their children. They also think that the educational value is constantly promoted presently. They hope their children can obtain the opportunity to receive education. Therefore, the parents are positive about education.

Finally, according to the variation analysis of demographic variable, the educational concept of the parents and their educational viewpoint are not affected by different

genders. In other words, there is no statistical significance difference between different genders and educational concept of the parents. In “Education, especially abroad, is a guarantee of security and financial security” and “Education, diploma and contacts are a guarantee of good work”, they are affected by different ages or different educational backgrounds of investigated parents. Four dimensions, including “education brings about human success and social recognition and occupational development”, are not affected by different ages and educational backgrounds. According to the further variation analysis of each question, age and educational background only affect a few questions. Therefore, we think that gender, age and educational background of the parents do not have great effects on the formation of educational concept of the parents and their educational viewpoint and cognition.

### **(3) On teacher**

Firstly, according to Table 44 and Table 45, the investigated teachers also think that education is the path to success at occupation and it can promote the business startup of human. Therefore, most people should receive education. They also encourage the people who desire to obtain higher educational quality to study abroad. They do not think that education of China is a waste of time. They do not think diploma is more important than knowledge. They disagree on “Education can afford only those who have money on it”. However, the proportion of respondents who disagree on such statement is lower than that of students and parents. This shows that the teachers care about whether the students can enjoy good education.

Secondly, the basic attitude of teacher questionnaire aims to know the degree of satisfaction of teachers with the current school education and their judgment of educational value. According to the answers, the degree of recognition of teachers about the statement of “The value of education is currently increasing” is not very high. However, they are relatively satisfied with the current school education. They think that knowledge being learned by the students will have great effects on their study and life in the future.

Finally, according to the variation analysis of demographic variable, “Education is the foundation of social recognition and good work” is slightly affected by different ages. “Education in our country is a waste of time and it is not necessary for another career” is affected by different educational backgrounds of teachers to some extent. Others are not affected by different genders, different ages and different educational

backgrounds of teachers. This shows that different genders, different ages, and different educational backgrounds of teachers do not have obvious effects on the formation of their educational concept and educational viewpoint and cognition. In other words, there is no statistical significance difference between different genders, different ages, different educational backgrounds and educational concept of teachers. According to the further analysis of difference of questions, “different ages” only affects two questions among 20 questions. “Different educational backgrounds” only slightly affects a question among 20 questions. In the significance difference analysis, they may be neglected basically. Therefore, different genders, different ages and different educational backgrounds of teachers have no effects on the formation of their educational concept and educational viewpoint and cognition.

In short, the significance frequency questions of student, teacher and parent are similar basically. They recognize the role of education in personal job, business startup and economy and other aspects. They think that education in China is not a waste of time and everyone should receive education and have an opportunity to receive education, for the basic education in China is free. However, they ignore the relationship between economy and educational quality. It does not mean that having an opportunity to receive education is enjoying the best education certainly.

## **4.2 Results of interview**

Interview is another most common and effective method in the survey(Wiersma, & Jurs, & Yan. 2010. P.222). Semi-structured interviews were conducted with students, parents, teachers, and monks to understand their knowledge, opinions, expectations, and satisfaction with school education in Tibetan regions. The results can complement the study on value orientation of education. This section presents the background information about the interviewees and the interview results

### **4.2.1 Result of students' interview**

The students interviewed were recruited from general lower and upper secondary schools. Considering that disabled adolescents would not be able to handle deep communication, students from special education schools were not selected as interviewees. During the interviews, ten questions were asked from two dimensions:

students' perception of their study and their attitude toward school education. The basic information about the interviewees and the responses to the remaining nine questions are provided as follows.

### **(1) Basic information about interviewees**

In this study, seven students were interviewed. In order to protect personal privacy, the basic information about the interviewees includes only gender, age, and grade.

Nuber	Gender	Age	School (grad)
S1	Female	15	Lower secondary (2)
S2	Male	16	Lower secondary (2)
S3	Male	17	Upper secondary(2)
S4	Female	13	Lower secondary (2)
S5	Male	14	Lower secondary (1)
S6	Female	18	Upper secondary(2)
S7	Male	16	Upper secondary(2)

Table 54: Basic information about students surveyed

Note: The letter S in the number is the first letter of the word student, and the figure is the number of interviewees.

### **(2) Interviewees' perception of their study**

The perception of study is about students' knowledge on subjects and their understanding of the function and meaning of study. Their understanding of the current study and cognition level is learned in the interviews with 5 questions. Their answers are summarized as follows.

#### **What subjects do you learn in school?**

This question is asked to understand the subjects or what students need to learn in school.

Some of the interviewee said "Tibetan Language, Chinese Language, Geography, and History"; the others listed "Tibetan Language, Chinese Language, Mathematics, English, History, Geography, Physics, Morality, Biology, Sports, and Music". Although there are differences in the curricula of lower secondary schools

and upper secondary schools, two of the interviewees listed all the subjects and the other five students listed only some of the subjects.

### **Do you study Tibetan Language in school?**

Tibetan language is the mother tongue of the Tibetan people. It is the primary language used by Tibetan children in the vast agricultural and pastoral areas. However, Tibetan Language is considered as an insignificant subject by many in Tibetan schools. Therefore, we specially asked this question in the interviews. Of the 7 interviewees, 5 students said that they study Tibetan Language in school, while 2 students gave a different answer. We learn from the responses that not every Tibetan student is learning Tibetan Language, that is, some of the schools and classes in Tibetan region do not have Tibetan Language as a subject.

### **What is your favorite subject and why?**

When asked about their most favorite subjects, most interviewees chose Tibetan Language, followed by English and politics. When asked why, they attributed the reasons to interest, humorous teachers, their improved communication skills and broadened horizons. These were the most popular reasons.

### **What is the subject you hate most and why?**

Three of the students chose Mathematics as the most unpopular subject; one chose geography; two chose English; one chose music. One of the students mentioned Mathematics, English and history, and this was the only interviewee who chose more than one unpopular subject. They did not like the subjects because of poor grades, lack of interest, and strict requirements from teachers. Nearly half of the interviewees did not like Mathematics. This is a problem worthy of attention, because we also found in the survey that much more high school students choose to study liberal arts than sciences in Tibetan regions. This choice is most affected by the students' performance in the Mathematics subject.

### **What is your daily schedule? (Please provide your daily schedule in school and during the weekend or holiday)**

Most of the interviewees provided their schedule in the morning, afternoon, and evening in school. The answers show that both lower secondary school and supper secondary school students, resident or non-resident, wake up basically at 6 to 6:30. After breakfast, there will be a morning reading class before any formal class; there is a break after lunch, but many teachers will tutor the students during this break; the students usually have lunch and supper in school and spend one hour or so freely, before they start the self-study at night. Non-students are dismissed at about 8:00 pm., while resident students are dismissed at 9:00 pm. Some of the interviewees said that they may go to bed later than 11 pm. if they return home with extra homework. Only three of the seven interviewees provided their weekend schedule. Over the weekend, they would play after finishing homework. “We are so busy in school that we have no time to play. At weekends, all you want to do is having fun. But we still have so much homework to do and so many books to read, so there is little time to have fun,” said one interviewee.

### **(3) Attitude toward school education**

This dimension is designed to understand students’ satisfaction with and expectation about school education. There are 5 questions in total. The responses are summarized as follows.

#### **Do you think what you are learning now will benefit your future studies? Why?**

All the interviewees believed that what they are learning now will benefit their future studies. Here are the main reasons they listed: 1. What they are learning now will be used in future studies; 2. The more they learn now, the more they will know when they step into social work and the less difficulty they will encounter at work; 3. There is much knowledge in society that is associated with our future; 4. What they are learning now will pave the way for their future studies; 5. There is always knowledge to learn wherever they go; 6. What they are learning now will help them know more.

#### **Do you think what you are learning now will be helpful in your future life? Why?**

All the interviewees believed that what they are learning now will be helpful in their future life. Here are the reasons they explained: “I think knowledge is everywhere”; “Real life needs knowledge, and what we are learning now includes what we need in our future life”; “If we learn well now, life will be very easy in the future”; “What we are learning now is the source of knowledge in our future life.” They were sure of the future benefits of what they are learning now, although they did not explain how. That means they recognized the benefits of school education.

### **What do you want to learn in school most and why?**

Three of the seven students answered that they wanted to Tibetan history most in school. “We would like to know about the history and culture of our own people, but Tibetan history is hardly mentioned in textbooks and the teachers do not tell us about it. We are very upset.” Two students said that they were most eager to learn honesty. They said, “Honesty is fundamental to human and his survival. It will be very important in our future life. However, learning the knowledge in books is regarded as the most important matter in school, while life guidance is neglected.” One student expressed the desire to learn knowledge, because he thought “Knowledge will benefit our future life.” The last one student would like to learn as much as possible, especially more knowledge in school. These responses reflect that the students not only expect to learn knowledge but also need guidance about their future life and social life from school.

### **Do you think it is necessary to learn Tibetan language and why?**

Six of the interviewees thought that learning Tibetan language is very necessary. They offered the following reasons: “We are Tibetans. We must learn the language of our own people and pass on our own culture.” “It is not only the native language of our people, but also one of the important language tools that carry the fine culture of the Chinese nation.” “Tibetan is my mother tongue and also an important language for me to learn other courses.” “As descendants of Tibetan nationality, we must learn Tibetan language. It is unrealistic for us to rely on other nationalities to pass on our own language and texts.” “Only when we study the Tibetan language, can we help more Tibetans and teach more Tibetan children to learn the language as well.” One



interviewee said it is unnecessary to learn Tibetan language. “Tibetan language is useless if we are admitted by a mainland school later. If we are not good at Tibetan language, we can give up and spend the time learning other subjects.” His answer actually represented the attitude of some of the children in the Tibetan regions towards their own language.

### **Are you happy in school? Why?**

Six of the seven interviewees said that they had a good time in school. One student gave a different answer and explained that he was not good at the subjects taught in schools, which made him stressful and unhappy. Those who felt happy provided the following reasons: “It is a happy thing for a minority child in a remote area to study in school.” “The school can meet my needs.” “I can not only learn knowledge in school, but also gain friendship and learn honesty, etc. School life is an important process in our life.” “We feel happy because there are so many companions around us.” “The teachers are strict, the classmates get along well, and I can learn knowledge very happily.” “I have classmates around me and sometimes we chat with each other. Our relationships with classmates and teachers develop. Not to mention that there are many kinds of books to read every day. As we read, we learn more and know more day by day. We are busy but happy every day.” These varied reasons reflect the diversity of school life for the students.

### **4.2.2 Result of parents’ interview**

The parent interviewees were recruited from the respondents of the questionnaire. They are parents of students from both general and special education secondary schools at lower and upper levels. The interview included seven questions from two dimensions: the parents’ knowledge about their child’s study in school and their attitude towards school education. The basic information about the interviewed presents and their answers to the seven questions are provided as follows.

### **(1) Basic information about interviewees**

Nuber	Gender	Age	education	School (child)
P1	Male		University	Lower secondary school
P2	Male		Technical secondary	Lower secondary school
P3	Male		Primary	Lower secondary school
P4	Female		college	Upper secondary school
P5	Male		Illiteracy	Special education shcool
P6	Female		Technical secondary	Special education shcool
P7	Female		Upper secondary	Special education school

Table 55: Basic information about parents surveyed

Note: The letter P in the number is the first letter of the word parent, and the figure is the number of interviewees.

### **(2) Knowledge about their child's study**

The parents' knowledge about their child's study was reflected in their familiarity with and care for their child's education. Three questions were designed. The feedback in the interview is presented below.

#### **Do you know what subjects your child learn at school?**

Four of the parents interviewed said that they knew what subjects their child learn in school, while three said that they were not sure. The negative group was understandable, because the three parents were illiterate or dropped out at elementary school level. They were not even clear about all of the subjects. When asked to list the subjects during the interview, four parents just mentioned Chinese language, Tibetan language, Mathematics, history, and sports. It can be concluded that most of the interviewees are not very clear about what their child learns in school and that they are not deeply involved in their child's study.

#### **What is your child's favorite subject and why?**

Two of the parents said that their child likes history. "As citizens of the People's Republic of China, the kids need to understand the long history and culture of the country." "Because there are many stories in history class, my child has liked to listen

to stories since childhood. No doubt he is particularly interested in history.” Two of the parents said that their child likes Tibetan language because “Tibetan language is their mother tongue and it’s easy to understand.” These four interviewees were parents of general school students. Two parents of students from special education schools said that their child likes Tangka painting and massage classes, because they think this knowledge will benefit their future life. One parent replied that his child does not like any subject particularly.

### **Does your child learn Tibetan language in school?**

Four of the interviewees answered that their child learns Tibetan language in school; three said that their child does not learn that. Two of the interviewees who gave the negative answer were parents of students from special education schools. It can be concluded that the absence of Tibetan language class is more common in special education schools than in general schools.

### **(3) Attitude towards school education**

The interview in this dimension is designed to understanding parents’ willingness to send their child to school, their expectations about their child’s learning, and their satisfaction with school education. There are 4 questions in the interview.

#### **Are you willing to send your child to school? Why?**

Seven parents interviewed said that they are willing to send their child to school. Here are the reasons given by the parents of general school students: “Receiving school education can change his fate.” “I send him to school because he will have the opportunity to go to college and won’t end up as a farmer.” “School education allows him to have a greater chance of finding a job in a government office or institution, and life will not be that hard for him.” “In school, the kid can learn cultural knowledge and will have a better life when he steps into society in the future.” Parents of students from special education schools provided the following reasons for their willingness to send their child to school. “We don’t have to pay tuition. The teachers not only teach the children cultural knowledge, but also take care of their life patiently. So I have no worry at all.” “In school, the children can learn sewing, massage and other skills. I think that these skills will help him become a breadwinner in the future.” It is clear

that the parents are willing to send their child to school because they believe school education will lead the child to a good life in the future. However, parents of general school students and those of special education school students have somewhat different expectations about school education and their child's future social life.

### **Do you think children need to learn Tibetan language in school? Why?**

Seven parents interviewed agreed that children need to learn Tibetan language in school. They offered the following reasons: "As Tibetans, our children must first learn Tibetan language before they learn other languages." "We must learn and use Tibetan language. It is unrealistic to rely on other nationalities to pass on our own language and texts." "The children need to learn Tibetan language because this is our own language." "As the Tibetan people, if we give up our own culture, do we still have our dignity?" "Learning the language of our own nation is a matter of course. If the descendants of a nation do not learn their language, the nation may die out someday." The parents' answers show their strong sense of national responsibility, but it is surprising that they do not mention how the Tibetan language means to the future life and career of their child or to their adaptability to society.

### **What do you think the children need to learn most in school and why?**

Two of the parents interviewed said that the children need to learn Tibetan language most in school. They listed the following reasons: "Children should learn Tibetan language from an early age since it is the language of the nationality." "My child will return to the Tibetan region after completing his studies in school. Although you don't have to learn Tibetan language just because you live in the Tibetan region, it will become an indispensable part of your life and work." One parent said in the interview that the children should learn both Tibetan language and Chinese language in school because "They need to know both the language of their nationality and the mainstream language of their country as minorities, so that they can find a job more easily." One interviewee answered that the children should learn Chinese language well because "Chinese language is more useful in the workplace and in the community." One parent said that he wanted his child to learn various knowledge in school because he "expect(ed) his child to become a fully-developed person." Another

two parents of students from special schools thought that learning the ability to take care of themselves in school is the most important knowledge for the children.

### **Are you satisfied with the school education and why?**

Five of the parents interviewed said that they are satisfied with the school education. Their reasons include: “The teachers are all responsible.” “The teachers try to use the Tibetan language in class, and the children can understand what they talk more easily.” “Although we live in a poor and remote ethnic area, the state and the government have invested large funds to create sound conditions for the children to pursue study.” “The children not only learn cultural knowledge, but also develop the ability to take care of themselves.” “My child now cares more about us and becomes more respectful and more polite than before. It happens after he entered the school. I am very satisfied.” Two of the parents said that they are not satisfied with the school because “There is no Tibetan language class in school” and “The school focuses only on all kinds of examinations and pays no attention to the development of students’ skills and conduct.” In short, most of the parents are satisfied with the schools.

### **4.2.3 Result of teachers’ interview**

The teachers interviewed were recruited from those of general schools and special education schools who participated in the questionnaire survey. The interview included seven questions from two dimensions: perception of students’ learning in school and attitude towards school education.

#### **(1) Basic information about interviewees**

Nuber	Gender	Age	education	Teaching subeject	school
T1	Male	50	College	Tibetan	Lower secondary school
T2	Male	24	University	Tibetan	Lower secondary school
T3	Female	36	University	Math	Lower secondary school
T4	Male	48	College	Tibetan	Special education school
T5	Femal	25	University	Rehabilitation	Special education school
T6	Male	52	University	Physical	Upper secondary school
T7	male	40	Universiy	English	Upper secondary school

Table 56: Basic information about teachers surveyed

Note: The letter T in the number is the first letter of the word teacher, and the figure is the number of interviewees.

## **(2) Perception of students' learning**

Two questions are designed to understand what the teachers know about the knowledge and skills the students are learning.

### **Do you think the students are learning the knowledge and skills they need? Why?**

Four of the interviewees said that the students are learning the knowledge and skills they need. They gave the following reasons: "The courses offered in school are both comprehensive and suitable for the target age groups of the students. They also cover various knowledge and skills. As Tibetan children, it would be better if they could learn the knowledge in their native language. Teaching classes in their mother tongue could be of great help to the children in Tibetan regions, especially in pastoral regions." "The curriculum design of the school has fully allowed for the knowledge and skills that the students need." "English, the subject I teach, is what the students need if they want to go global and understand the wider world." "Our educational goal is to cultivate talents that will contribute to society, so the knowledge and skills the students learn are exactly what is needed to realize this goal." Three interviewees believed that the knowledge and skills the students learn in school are hardly what they need. They said that "What the students need should be future-oriented, but no one knows what knowledge and skills will be needed in the future." "The school education now only focuses on how to improve the score and how to deal with exams. It pays little attention on the needs of students and ignores the nature of education, that is, promoting students' all-round development." "Students have the right and obligation to receive education, but it seems that they don't have the right to choose what kind of education to receive. So it is difficult to determine whether the students are learning what they need." It can be found that more than half of the interviewees believed that the students are learning what they need, while nearly half of them were not sure about that.

### **Do you think the students are learning the knowledge and skills as they expect? Why?**

Five of the interviewees said that the students are not necessarily learning the knowledge and skills as they expect. They believed so for the following reasons. “The students are too young to be sure about their learning expectations, and their expectations may be changeable and not well controlled. The decisions are usually made by parents and teachers.” “Students, as at their age, seldom have well-grounded expectations.” “I think the students’ expectations about knowledge and skills are temporary, and the small knowledge and skills they are learning now will not live up to their ultimate expectations.” “Actually what they expect is learning while playing.” “There is a gap between what the students are learning and what they expect, because there is a gap between their knowledge and their life.” Two of the interviewees believed that the students are learning the knowledge and skills as they expect. Their reasons were as follows: “Getting good grades in different subjects is what they expect.” “They come to school with the expectation to acquire knowledge and skills in different subjects. This is exactly what they are doing right now.” The answers suggested that the teachers were not very satisfied with what is taught in school.

### **(3) Attitude towards school education**

There are 4 questions in this dimension. They are designed to understand how the teachers evaluate the influence of school education on the future schools and life of the students and their satisfaction with school education.

#### **Do you think the students need to learn Tibetan language and why?**

Six of the teachers interviewed said that the students need to learn Tibetan language in school. They thought that “Learning Tibetan language is really important for a school in a minority inhabited region or for a minority school, because it is their first language. It would be difficult for the students to accept another language, and their study will be negatively affected.” “Learning Tibetan language is necessary because we need to pass on the traditional Tibetan culture.” “Tibetan language is very practical in this minority inhabited region; it is very necessary to learn it. For any ethnic group, individual development must be built on the learning of their native language.” One interviewee believed that the students do not necessarily need to learn Tibetan language. “It is not necessary for students to learn Tibetan language, except those in Tibetan regions and places where Tibetan language is used. I mean that

students should not be required to learn Tibetan language if they do not live in Tibetan regions or in places where Tibetan language is used. Since they will not use it in life or at work, there is no need to waste time learning it.”

**Do you think what the students learn in school will greatly influence their future studies? Why?**

Five of the interviewees said that what the students learn in school would greatly influence their future studies. They explained the reasons as follows: “The knowledge they now learn in the school is an important basis for all the cultural knowledge they need to learn in their life.” “The knowledge taught in school is basic and practical. For example, I teach English and it is very practical in social activities.” “Knowledge can change one’s fate.” These interviewees emphasized the role of knowledge in the future of the students. Another two interviewees did not agree. Their reasons were as follows: “No one is sure about what they are going to learn in the future, but they must study hard in school.” “The knowledge taught in school is so limited that high grades do not necessarily guarantee a good future.” It seems that most of the interviewees felt that the future is so uncertain and broad that no one could be sure about how it will be influenced by the knowledge being taught now.”

**Do you think what the students learn in school will greatly influence their future life? Why?**

A total of 5 interviewees believed that what the students learn in school would greatly influence their future life. They explained their answer in the following way. “For most students, academic performance in school spells his fate.” “If students learn more knowledge in school, even if they might not have a glorious future, they can live better. In contrast, students who learn little or even no knowledge in school may end up in dishonest practices or even crimes in the future.” “The knowledge that students learn in school may determine their future fate.” “The knowledge that students now learn in school can be useful in their future lives and thus benefit their future.” “Knowledge can enhance students’ abilities in all aspects and has a role to play in students’ future lives. It is a necessity of life itself.” They were strongly convinced that what is taught in school can change the future of students. Two interviewees said that what the students learn in school will not have much influence on their future life.



One of them explained, “Many students’ learn from books, and their abilities are not tested. This is an educational problem. The knowledge that students keep in mind in school will no longer be useful in society. So I think school education will not lead students to anywhere.” “The students are learning nothing more than basic and single knowledge from textbooks, but their future life will be colorful, so there is little influence we are talking about here.” Some interviewees thought that what is taught in school is simple and limited as it is exam-oriented. They claimed that there is a lack of skills teaching and training and that the knowledge the students learn now will not greatly influence their future colorful life.

### **Are you satisfied with the school education and why?**

Three interviewees were satisfied with the school education for the following reasons. “There is complete internal system and good working environment in school.” “There is a good environment for teaching and educating people in school, and students are immersed in a strong learning atmosphere.” “I can accept the school administrators’ management philosophy and methods, as well as the teaching modes applied here.” They were satisfied with the working environment in school and the learning atmosphere for students. One interviewee said that he was basically satisfied because “The school does not make adequate efforts to build the teaching team staff and the students do not perform satisfactorily in unified examinations. And there are many other problems, but it insists on a good overall direction after all.” He thought that the school develops well as a whole, but there are many problems to be solved. So he was basically satisfied. Another interviewee provided a mixed answer. “I am satisfied with the teaching of basic knowledge, but I don’t think we do a good job in training students’ abilities. The school only pays attention to the former and ignores the latter,” said he. He tried to analyze the pros and cons of school education with an objective attitude. Two of the interviewees confessed that they were not satisfied with the school education. One reason was that “The teachers are burdened with a big teaching workload”, while the other reason was that “There are few opportunities to learn Tibetan culture in school. Course about the national traditional culture should be properly included in the curriculum of the school, such as Tangka painting, basic Buddhist theory, Hetuvidya and Sanskrit. After all, education has to perform the function of passing on cultural heritage.” They expressed their satisfaction with

school education from whether the division of labor among teachers was reasonable and whether the cultural inheritance function of education was performed.

#### **4.2.4 Result of monks' interview**

Monks are the recipients of Tibetan traditional education. Their understanding of monastic education and their attitude towards school education will be insightful to this study. The information will form the cultural foundation to further analyze the value orientation of education and intervention in the special education for disabled adolescents. The monks were interviewed in two dimensions: “awareness of their own learning” and “attitude toward monastic education and school education.” The basic personal information and interview responses of the monks are described below.

##### **(1) Basic information about interviewees**

Number	gender	age	Length of Learning
M1	Male	25	7
M2	Male	19	2
M3	Male	24	6
M4	Male	40	26

Table 57: Basic information about monks surveyed

Note: The letter M in the number is the first letter of the word Monk, and the figure is the number of interviewees.

##### **(2) Awareness of their own learning**

Three questions are designed to learn about the way of learning, the content of study and the daily schedule in the monastery so as to catch a glimpse of the Tibetan traditional education.

**Can you briefly describe what you learn mostly?**

All the seven monks interviewed said that they mainly learn “knowledge of Buddhism”, but they offered different definitions of such knowledge. For example, some said that the Buddhist knowledge they learn is “scripture readings that promise them happiness in the afterlife and the esoteric and esoteric Buddhism.” Some said, “The knowledge of Buddhism is one based on Hetuvidya, as Guru Dignāga puts it, ‘Hetuvidya is a mirror of any subject knowledge that is needed in the future’.” Others said “It is a collective of various esoteric and esoteric teachings and axiology knowledge”. One interviewee revealed that they have to learn different subjects and knowledge including Sum ca pa, the Tibetan grammar, and Tibetan phonology, poetry, rhythm and history in addition to the knowledge of Buddhism.

### **What is your daily schedule?**

Three interviewed monks said that they do not have a regular daily schedule. They usually read and recite scriptures after getting up. After breakfast, they attend class or, when there is no class, they would study in the dormitory or participate in scripture debate training. The scripture debate is a way of learning. Two or more are trained in the form of debate to understand and consolidate the knowledge of Buddhism. One interviewee said that he gets up at 7:00 am and goes to bed at 11:00 pm. Specifically, he recites the essential knowledge of various subjects after getting up at 7:00 am, has breakfast during 8:00 to 9:00, attends the class of scripture teachers from 9:00 to 10:30, finishes the chanting mission for the worship of pilgrims from 10:30 to 11:00, and attends the temple-wide scripture lecture of a master from 11:00 to 12:00. Next, he has lunch from 12:00 to 13:00, takes a break from 13:00 to 14:00, studies in the dormitory from 14:00 to 15:30, reviews what he learns in the morning under the tutorship of a scripture teacher from 15:30 to 16:00, starts a debate training with a partner from 16:00 to 18:30, and has supper from 18:30 to 19:30. After supper he attends the lecture of a scripture teacher from 19:00 to 21:00, has a review session in the dormitory from 21:00 to 22:30, and usually goes to bed at 23:00.

### **What is your biggest change after receiving temple education and why?**

Four of the interviewees said that they become altruistic and are always ready to help others after receiving temple education. They also indicated that they have abandoned material desire and an utilitarian attitude. These are the positive changes they

mentioned. They also talked about certain negative ones. For example, some interviewees said, “I feel that I have become a bit superstitious and not determined enough.” Some also confessed that they are more paranoid about the teachings of the Buddha and so single-minded that they refuse to think too much. These answers are pertinent, suggesting both positive and negative changes.

### **(3) Attitude toward monastic education and school education**

Three questions are designed to understand how the monks see and evaluate monastic education and school education.

#### **What do you think is the biggest advantage of monastic education and why?**

An interviewee said, “I think the greatest merit of monastic education is that it advocates altruism and the pursuit of spiritual well-being. The ultimate result of the study of Buddha is the development of an altruistic mind. The pursuit of inner happiness is hindered by five annoyances: greed, hatred, ignorance, arrogance, and jealousy. The only way to get rid of these five annoyances is to study Buddhism, which is also the only way to pursue happiness in life.” Another interviewee said, “I think the biggest merit of monastic education is that it instructs people to cultivate their minds. The way to do so is integrating self into the law, guiding all beings to the right track of a happy life, and treating all sentient beings without bias.” The other interviewees believed that “Monastic education is good as it educates people, regardless of their abilities and financial resources, to be always altruistic. It also emphasizes that everyone who studies in a monastery should have his own specialty or focus on his strength to learn a certain skill.” The core idea of Buddhism is to work for the good of sentient beings with compassion and kindness. Their answers disclosed that monastic education focuses on both spiritual and physical cultivation of people.”

#### **What do you think is the biggest shortcoming of monastic education and why?**

An interviewee said that “The study of Buddha emphasizes listening, contemplation and reflection, but now these three approaches are disconnected in monastic education. That’s why the purpose of spiritual and physical upbringing is not well achieved.” Another interviewee explained, “The monastic education in Tibetan

regions is too focused on the Buddha's teachings and excludes other thoughts. It overemphasizes the philosophy of unworldliness while neglecting the opposite." One interviewee said, "Monastic education does not regard this life as the main goal, so it does not play a due role in the construction of social culture and fails to reform with the times. It also mainly relies on traditional teaching styles that do not arouse the interest of learners. The teaching content does not fit with the habits of modern people." The interviewees talked about the drawback of monastic education in engagement with society. Perhaps it can be understood as a shortcoming in the teaching and practice of productive labor skills.

### **What do you think about the school education and why do you think so?**

Regarding school education, one interviewee said that he did not have an in-depth understanding of school education and would not comment blindly. However, he shared some views based on his experience. "School education encourages different thinking and keeps up with the times. Students who have received school education show stronger creativity. This is a good side of school education. But a coin has two sides. For example, school education tends to overemphasize results, and students become competitors easily," said he. According to another interviewee, "The pursuit of immediate interests and the fame and fortune of this life should not be the values of school education. Measuring everything by money should not be a value orientation, either. However, such utilitarian values are somehow popular in school education, and as a result many selfish egoists are trained. Material desires outweigh spiritual pursuit, which renders students prone to psychological problems. They are happy when they get what they want; they are sad when their needs are not met. They are too fragile to withstand failures and setbacks. This trend can be detected from the increasing news reports about student suicides, thefts, and robbery in society. So I suggest that schools should pursue positive education that encourages kindness and altruism." Another interviewee believed that "The biggest problem with school education in Tibetan regions is that the Tibetan language and culture is not given due respect and attention. In most public schools, students are deprived of the opportunity to learn about their own culture. School leaders, local leaders and government authorities rob children of the right and need to learn Tibetan language for the sake of social development. It is also worth noting that now schools teach nothing but textbooks and neglect the

ideological and moral education in order to send students to colleges and help them find a job. Driven by this goal, many graduates care for personal enjoyment only and refuse to contribute to society, people or development of the nationality although they do enter university and find a job. Of course, there are more and more opportunities for learning Tibetan culture in private schools and some public ones. This shows that school education is also constantly developing.” These answers are objective criticism of the utilitarianism and pragmatism in school education.

#### **4.2.5 Summary**

Although different questions were asked to different interviewees, they were asked to understand the interviewees’ perception of students’ learning and their basic attitudes towards school education. Therefore, the results of the interviews can be summarized from these two dimensions as follows.

##### **(1) Perception of students’ learning**

This dimension was first and foremost focused on the perception of what the students learn in school. Parents and students were required to list the subjects taught in school. Most of the interviewed parents said that they were clear about the subjects that their child needs to learn in school. However, further communication showed that more than half of the parents were not sure about what their child learns specifically. The students did not list all the subjects, either. This suggests that they simply listed the subjects that are valued in school or that they are interested in. The teachers were asked in a different way to evaluate whether what the students learn meets their needs and expectations. In this regard, most of the teachers were not very sure whether the students are learning what they need and expect. They claimed that students of this age are not able to know what knowledge they need except following the instructions of their school, teachers and parents. What’s more, their expectations are constantly changing. These answers suggested that teachers and students in Tibetan schools do not communicate about learning content and its selection. The teachers strictly follow the textbooks prescribed by the state, and the students follow the teachers’ instructions obediently. They do not question the reasonableness of the determined learning content.

In addition, as for whether Tibetan language is taught in school, not every school in Tibetan regions provides Tibetan language classes and not every class learns Tibetan language. However, Tibetan language was the most popular subject among students and parents when they listed their child's favorite subject. They explained that from a subjective perspective learning Tibetan language not only is their duty as Tibetans, Tibetan language is also their native language that can be understood and learned easily. The students who chose their favorite subject other than the Tibetan language attributed the reasons to the teaching methods and requirements of teachers. This indicated that the teaching of teachers can influence the academic development of students greatly.

Finally, with respect to the daily schedule of students, they spend more than 10 hours in school every day. When the self-study classes in morning and evening are included, the students have more than 10 class hours per day. This is a tight learning schedule for the students in lower secondary schools and upper secondary schools in Tibetan regions. They have little free time.

We have a basic idea of the current school education in Tibetan regions from the interviews in this dimension. We realize that the school education in Tibetan regions needs to strengthen the Tibetan language teaching and provide students with the opportunity to learn about the Tibetan history and culture. What needs to be done most is to improve the students' wisdom in creating a happy life in the future.

## **(2) Basic attitude towards school education**

First of all, when asked whether what they learn would influence their future study and life, all the interviewed students gave a positive answer. They thought that there must be a connection between the knowledge they learn today and the knowledge they will learn someday. Future study would be easier for them if they lay a good foundation now. Some also believed that how much they learn now will influence the quality of their future study and life, because knowledge can change people's destiny. It can be found that the students have a blind belief in knowledge and they tend to believe that the knowledge taught in school will surely be useful for their future study and life. This result reflects that the school education in Tibetan regions focuses on the instillation of knowledge while neglecting the upbringing of critical thinking in

students. In this respect, the parents shared almost the same understanding with the students. Almost all of them considered that what their child learns now would influence their future study and life. In fact, these responses simply confirm the finding of our previous survey in Tibetan regions that parents are rarely involved in school education. However, the teachers shared more thoughts on this question. Some teachers thought that the school education pays attention to exams and teaches students more exam-taking knowledge and ability than other skills. They thus concluded that what the students learn now would not necessarily influence their future study and life greatly.

Secondly, when asked whether students need to learn Tibetan language, all the interviewees provided a positive answer. This was the only one unified and resolute answer among all of the respondents during all of the interviews. Two of the reasons they provided merit attention. For one thing, Tibetan language is the native language of the vast majority of students, while Chinese language is used in the classes of different subjects. Students have difficulty in learning the subjects well because of language barrier. This is the most important reason why the education quality in minority areas has not been improved for a long time. For another, the cultural continuity of a nationality depends on its language. As future successors of the nationality culture, the students will not be able to shoulder the important mission if they do not learn the native language. What puzzles me or a thought-provoking issue is that most of the students will still return to the Tibetan regions and live in the Tibetan communities, but almost none of the interviewees talked about the future role of Tibetan language in their future life.

Furthermore, all of the students except one said that they enjoy a good time in school, and five of the parents and four of the teachers said they were satisfied with the school education. The results show that parents and students in Tibetan regions trust schools and most of the teachers recognize the merits of schools. However, a preliminary analysis on the reasons for their happiness and satisfaction shows that their positive comments come from the hardware condition and equipment of schools, the teachers' sense of responsibility, and the benefits of friendship and good faith. Few of them mentioned how the school education would benefit the future study and life of the students. A few respondents who were dissatisfied with school education explained



that schools overemphasize exam-oriented education and neglect the improvement of quality and the development of various abilities in students. They also mentioned that schools in minority areas fail to provide students with opportunities to learn cultural knowledge about their nationality and do not offer courses that adapt to local life or production labor.

Finally, monks who receive traditional Tibetan monastic education were interviewed in this study. They shared detailed understanding of the monastic education they receive, which is elaborated above. We will not go into details again here. They had mixed responses when asked about their opinion on school education. They acknowledged the way how schools train the multicultural quality and diverse thinking in students. However, they were worried about the fact that schools pay disproportionate attention to knowledge teaching while neglecting the development of students' abilities and sound personality. They also believed that education should empower students to pursue a happy life.

In short, the interviews with different respondents found the answers to the two questions raised in this study: What is the value of Tibetan traditional culture? Is the value orientation of school education influenced by the traditional cultural values of Tibetans? The interview results also confirm the hypothesis that the value orientation of school education is positively related to the value orientation of Tibetan culture.

### **4.3 A case: Nimawangdui, principal of a school for blind children in Tibet**

I tried to find some cases but in vain. I was very frustrated. As I browsed the boring updates in the friends' circle of Wechat, I accidentally saw a post from one of my students who worked at the TV station. It was about her interview with a man named Nimawangdui, who is a blind principal of a school for blind children. I watched this 25-minute interview several times as if it were a treasure. Then, I called my student and asked her to find me the principal. I wanted him to know that I was so eager to meet him. What was even more exciting was that my student called back a few

minutes later, telling me that she contacted the blind principal and he was willing to meet me.

A few days later I met Principal Nimawangdui in a hotel in Chengdu. He was a very warm and talkative person. I had learned some details about him from the TV interview. Therefore, we went straight to the point of special education in Tibetan regions. However, before disclosing what we talked that day, I think it's necessary to provide some basic information about him.

Nimawangdui was born in Ganzi County, Sichuan Province, in 1988. He lost his sight at the age of three and came to Lhasa with his mother at the age of fourteen. He entered a school for blind children in Lhasa, where he spent his early school years. The education of the school for blind children focuses on intelligence inspiring, especially the hands-on ability and various talents of children. Naturally intelligent, Nimawangdui soon stood out and became a key student in school. In 2005, Nimawangdui, who had been studying in the school for three years, was sent to study English in London, England. After returning home, he became a management member of the school. In 2009, he became the principal, whom more than 20 children in the school relied on. In 2014, Nimawangdui married Yu Zhen, who was working in the school. They were the first couple in the school. The birth of a healthy and lovely baby girl in the following year made them a happy family of three.

In recent years, Nimawangdui has been invited to give lectures at Tsinghua University, Peking University, and Hong Kong University. He has learned and travelled in the United States, India, Germany, South Korea and many other countries. These experiences not only enrich his life, but also give him a chance to share his self-confidence, optimism, and positive attitude toward life with every audience. His life story enabled more people to truly understand and appreciate the blind and inspired many ordinary people to pursue their happy life.

During the talk, I asked him to start with an introduction to his school, because for various reasons I had learned little about it from the materials I collected. From his brief introduction and his TV interview, I had certain knowledge about that school.

The school for blind children in Tibet now has 29 students. It has helped more than 300 blind students learn braille, get to know and accept themselves, and embrace

society since its establishment in 1997. The students are generally aged between 6 and 15. Like other students in general schools, they also need to learn English, Chinese Language, Tibetan Language and Mathematics. After studying in the school for three years, they may choose to study from Grade four in general schools like normal children. Since they have already learned basic braille, it is relatively easy for them to study in general schools. Any general school that has teaching materials in braille can satisfy their learning needs. What makes the school proud is that its students can go to school with normal students. They are admitted into lower secondary schools and upper secondary schools and even colleges.

During the talk, he frequently mentioned the term “special education”. He believed that special education is applicable to everyone instead of being specific to disabled people. People with disabilities have special learning needs, while normal people have theirs. He said to me very seriously, “Although you are doing special education research, I know more about blind people than you do. I know what they need best because I am blind myself.” His words impressed me deeply and reminded me of what he said in the interview.

Nimawangdui said in his TV interview, “As far as I am concerned, as blind people we must accept ourselves, that is, we must realize and acknowledge the fact that we are blind. Being blind is something that we cannot change, but it is entirely up to ourselves to be a good person or not. Our students are still young, and it is easy for them to learn knowledge. What I expect most about them is that they will become good people when they come to society. I think there are also good and bad blind people. The difference between people who can see and those who can’t is that - let’s me take an example, if a blind person borrows 200 Yuan from you, you may give the money to him immediately because he could take advantage of his blindness to win your trust easily. I think this is wrong. Blind people may also lie. So I hope that they can become good people in society in spite of their abnormality. In that case, people lend money to you not because you are blind but because they trust you. And they will treat you equally.”

“Some people are rich, while others are poor. Some people have difficulty in learning knowledge, while others have physical defects. But all of us need a happy life. That’s the same for us, we are just different in the way we pursue happiness,” he added.

These words well explain his understanding of special education: everyone has special learning needs and everyone is born equal. What is important is that we should recognize our uniqueness, face the unchangeable reality, and try to be a good person.

Now Nimawangdui is famous, but he was once discriminated for his visual impairment. When he just became the principal, many people doubt that a blind person could be a good leader. He confessed that he had the same doubt, because sometimes he was indeed powerless as a blind person. However, he still had the courage to assume this responsibility. He told himself that there was nothing worse than his blindness but he had overcome this serious difficulty and faced it boldly, so he would fear nothing else. With this in mind, he has done a brilliant job as a schoolmaster for blind children over the past few years.

Nimawangdui said that he did not work so hard, study so diligently, and participate in various social activities so actively for his own fame or fortune. His real intention was to allow more people to learn about the lives and ideas of blind people and to make the blind people better understood in the community. He explained, “If we are not understood or accepted in the community, it is our own fault because we do not stand up. Nobody knows what kind of help we need and what we can do. That’s why I hope all the blind people can get involved in the community and make a voice. It is very important for them to do what they could in the community.”

He thought that blind people should make friends with normal people and they may eat outside with normal-sighted people happily. He himself has many friends with normal sight. “When we just become friends, they are worried about me in everything and they would think what they could do to help me. But as we get familiar, they treat me as their family member.”

He shared two anecdotes in his life that enabled me to understand how he got along with normal friends naturally. He said that he likes drinking coffee very much. He would drink coffee with his friends as long as he is free. At first, his friends did everything they could for him, for example putting sugar into his coffee. Even though he could do it himself with ease, his friends were still worried and did it for him. “They were probably afraid that I might pour the sugar out of the cup,” he laughed. However, after two or three dates, his friends never did that for him again, because

they knew that he could do it himself. Also, when he went to the bathroom, his friends immediately run to turn on the light for him. He said his friends were worried that he could not see the switch, but they forgot that the light was useless to him. But after a long time they naturally stopped doing that for him.

Happy smiles appeared in his face when he told these stories. It seems that he is satisfied with his life now, for I remember what he said in the TV. “I think happiness is a simple thing. You feel happy when you are contented and feel satisfied with your life. If you are not satisfied with your life, you won’t be happy. If you feel contented, any small thing you do will make you happy.”

When talking about the current education in Tibetan regions, he thought that the existing education could not meet the needs of students, such as the needs for moral upbringing, for survival skills, and for the learning of Tibetan cultural knowledge. He indicated that what blind students need most now is learning materials, especially in Tibetan braille. He also pointed out that receiving the education in special schools is the one and only choice for disabled students, because it is the choice made by the government and the community, not by the students themselves.

Principal Nimawangdui will continue to live his wonderful life. May him succeed with his school for blind children and wish him a happy life!

## **Summary**

Although the story of the principal Nimawangdui is few and far between, we recognize from this case that the special education in Tibetan regions falls much behind that in the Mainland. Disabled children have fewer opportunities to receive educational intervention and start to be educated very late. The special education intervention model is relatively limited. Special education schools are virtually the only channel. However, if special education interventions for disabled adolescents are regarded as the top priority in the special education and are seriously implemented, it will be beneficial to the further research and practice in special education interventions for school-age and even pre-school disabled children in Tibetan regions. It will also promote the rapid development of special education for children in Tibetan

regions. From this case, we can also clearly understand that special education interventions for disabled adolescents in Tibetan regions should focus on improving their self-confidence and self-esteem, create a social environment that they can integrate and adapt to, and provide them with more options to satisfy their needs.

In the Appendix D, there are two diaries comprehensively recorded the processes, methods, and content of the author's investigations in the special education schools in Tibetan regions, as well as his thorough understanding of the current special education interventions for disabled adolescents in Tibetan regions. In particular, the recorded discussions with the teachers and parents in the dairies fully revealed how schools, the community, the government, and families support special education interventions in Tibetan regions. In Tibetan regions, the community tolerate children with disabilities to some extent, but their social value and social contributions comparable to those of normal children are not well admitted. Although the government has increased the economic support year by year, there is a lack of investment in training their social adaptability and their survival skills and in constructing a good living environment for them. The parents tend to spoil and over protect their disabled children and have poor awareness of their ability to receive education. They fail to recognize the development potential of their children. Instead, they focus on the children's attitudes and behaviors rather than their cognitive development. They barely support the school education. The school education develops rapidly. Efforts are made to explore and innovate special education interventions for disabled adolescents in Tibetan regions that adapt to the Tibetan community and culture, but support from the community, the government and parents is needed.

In short, the education for disabled children and adolescents in Tibetan regions relies on special education interventions in special education schools. The development of special education interventions should focus on local social conditions and cultural foundation and should win support from the government, the community, and parents.

## **4.4 Discussion**

Questionnaire, interview and narration are the most important research methods in this research. “Four levels of cultural theory” is an important theoretical basis and analysis tool. In the descriptive analysis of questionnaire results, the descriptive statistics and demographic variation analysis are carried out for the student, parent, teacher and other respondents respectively. It is sufficient to discuss their educational concept. Interview is the deep understanding of educational viewpoint and attitude of student, parent and teacher in the semi-structural way. These investigation data and result analysis are an important basis to discuss the educational value orientation in the Tibetan region presently. The individual case and survey log indicate the current situation of education in the Tibetan region, especially special education in the Tibetan region, as well as cognition of student, parent and teacher for such current situation. They are another important investigation material to discuss the educational viewpoint of student, parent and teacher in the Tibetan region. In this section, by questionnaire, interview and narration results, with four levels of cultural theory as the analysis tool, the educational concept of student, parent and teacher, and their educational cognition, viewpoint and attitude are discussed. Besides, the current educational value orientation in the Tibetan region is combed.

### **4.4.1 Educational concept of students, parents and teachers and similarities and differences of their educational viewpoints**

In the answers to relevant questions in the questionnaire of educational concept, the students, parents and teachers in the Tibetan region have same or consistent or different answers. Therefore, it is very necessary to analyze and discuss the educational concept of students, parents and teachers and similarities and differences of their educational viewpoints.

#### **(1) Different answers to educational concept and viewpoint**

Based on the questionnaire, interview and survey record results, the students, parents and teachers have different answers to some questions, or they have certain selection differences.

In the questionnaire results, according to the statistical results of significance frequency question, the parents think that, in addition to education, the interpersonal relationship is very important. Most students and teachers agree with such viewpoint. However, the students do not think it very important in that way like the parents. According to the statistical results of mean value and median, the teachers think that acquiring knowledge and ability is more important than acquiring a diploma. However, the parents and students are not very sure about it. The students and teachers think an educated person may fail to find a job. Like the uneducated person, the educated person also worries about not finding a job. However, the parents express that they are not sure about it. They believe that receiving education means a good job.

In the interview, many interviewed parents do not know very well the study of the students. They cannot judge whether knowledge learned by their children is expected by them and is required. The interviewed students think that knowledge being learned by them will be useful in their study and life in the future. Most interviewed teachers think that the students learn knowledge according to the courses stipulated by the State, Government and School, and they study for being admitted to a school at a higher level and knowledge is not necessarily expected or required by themselves. Moreover, the students are unable to independently judge their own needs. This shows that the students, parents and teachers have some different angles of view in judging the value of educational content. All interviewed parents express that they are satisfied with the current school education. A few interviewed students express that they are not very satisfied with it. 50% interviewed teachers express that they are not satisfied with the school education. This shows that the degree of satisfaction of students, parents and teachers with the school education is different.

In the survey, we know that the parents in the Tibetan region pay more attention to the change of student behavior, and they do not pay much attention to the acquisition of knowledge, especially in the special education school. However, the students and teachers especially pay close attention to the acquisition of knowledge and they pay more attention to the results of examination.

All the above mentioned conditions show that students, parents and teachers have their own different angles of view for the educational viewpoint. However, this is the



difference in degree. It is difficult to constitute the material difference in viewpoint. They hold the consistent viewpoint in the educational concept basically.

## **(2) Same answer to educational concept and viewpoint**

According to the questionnaire statistical results in Appendix C, in the answers of three types of different respondents, namely, student, parent and teacher, to 20 core questions in the questionnaire, most questions show that there is a significance difference between different types of respondents. However, according to the statistical results of mean value and median of questions, their selection trend in these questions is the same. In other words, their answer to this question tends to be consistent. In “higher education = good job security”, according to the analysis of variance of different types of respondents,  $P$  is less than the significance coefficient, namely,  $\text{sig} < 0.05$ . It shows that the significance difference exists in the viewpoint of different types of respondents for such question. The mean value of such question of three types of respondents is less than 3, and the median is 2.00. This shows that the number of “agree” people is more than that of “disagree” people in this question for three types of respondents. In other words, the selection trend of different types of respondents in this question is consistent. Besides, according to the statistical results of significance frequency, most questions of relatively high frequency selected by different types of respondents are the same. All these show that the educational concept of student, parent and teacher and their educational viewpoint are basically consistent. In addition, in the interview and narrative research, their common points for educational concept and educational viewpoint may be discovered.

To be specific, their common cognition of education is as follows: education is an important guarantee for personal achievement, occupational development and social recognition; education enables the mankind to get rid of poverty, and the educational level decides the income level and personal business startup ability; education is not a waste of time, and everyone should receive education and may study abroad to gain better education; education has the functions of cultural inheritance and promotion of ideological and moral accomplishment of individual, and the study and understanding of Tibetan historical culture and all-round development of morality, intelligence, physique and aesthetics of human cannot do without education.

The abovementioned educational cognition and viewpoint include the assessment and value of education for future economy, role of education in occupational development, educational quality, educational value and other aspects and they are important bases for combing the educational value orientation in the Tibetan region.

#### **4.4.2 The educational concept of student, parent and teacher is the major content of educational value orientation in the Tibetan region presently**

The educational value orientation is the pursuit or yearning for the educational value and the selection of an or several schemes to meet own educational needs. The educational value orientation in the Tibetan region refers to the pursuit or yearning of students, parents and teachers in the Tibetan region for the educational value, and is an or several educational schemes for the people in the Tibetan region to meet the educational needs. Specifically, it is the educational concept of students, parents and teachers in the Tibetan region and their common cognition and viewpoint of education. It is the values and standard of value presented in the educational judgment, educational selection, educational implementation and educational evaluation by them for meeting their needs.

According to the abovementioned discussion, main contents of educational value orientation in the Tibetan region may be summarized in the following aspects:

(1) Education is an activity of knowledge transmission and ability upbringing. Teaching knowledge and cultivating abilities of human are basic values of educational activity. In the educational survey results of the Tibetan region above, such cognition is fully embodied. However, in the specific educational activity practice, what knowledge is taught and what skill is cultivated in the school education in the Tibetan region should be determined. Due to the unique natural living environment in the Tibetan region and the history of civilization of several thousand years, a lot of cultural knowledge and living skills adapting to the local society have been accumulated. At present, in the uniform educational evaluation nationwide, the screening of such knowledge and abilities has left certain negative effects.

(2) Education is an important approach to improve the quality of life of human. Life is the most fundamental requirement of human. Vulgarly, life means “survival”. The

quality of life expresses how to lead a better life based on “survival”. In the Tibetan society, how to lead a better life may be understood as how to lead a happy life. The happy life includes the material needs and spiritual pursuits. The most fundamental material condition is good income and relatively good economic foundation. In other words, education can create certain economic value. Besides, the ideal occupation exists, and people can engage in the favorite job. In other words, education should embody the corresponding occupational value. The educational quality should be constantly promoted, and people can enjoy better education. The spiritual pursuit is respecting the belief of human and everyone has his own spiritual support. Therefore, another important value of education is bringing up the happy life of human.

(3) Education is a life process of promoting the wisdom of human and endowing the deserved dignity to human. For the core of Tibetan culture, it is the mercy and goodness of human emphasized by belief layer. Education aims to lead the goodness of human. However, goodness is not unconditional and baseline-free. It is established based on wisdom. Only the wise goodness can respect all living beings and really realize that all sentient beings are equal. Only under such circumstance can the deserved dignity be endowed to all living beings. In terms of such cognition and significance, the most fundamental purpose of education lies in promoting the wisdom of human.

In a word, education should meet the needs of knowledge study and ability enhancement, improvement of quality of life, promotion of own wisdom and acquisition of own dignity of Tibetan people. Therefore, the special education intervention of disabled adolescents inevitably chooses such educational value requirement and standard.

#### **4.4.3 Limitations of this research**

It is difficult to conduct the field investigation in the Tibetan region, especially in the school. If you do not have relevant certificate of local government and competent department or you do not have familiar friends in the school, you cannot enter the school basically, let alone do the questionnaire and interview investigations. In this research, by making use of different relationships, the author smoothly enters the schools in the Tibetan region for an investigation. As the researcher is Tibetan, once the researcher enters the school, he can conveniently communicate with the teachers

and students. Besides, the researcher can easily win their trust. Such trust is very important to the authenticity of survey results at least. However, in the collection of some data, such as number of disabled adolescents in the Tibetan region, number of different types of disabled adolescents, basic distribution of disabled adolescents and other essential data, there are great difficulties. Firstly, the government department does not have accurate statistical data in these aspects. Even if the government department has such data, it is unwilling to provide them to the researcher. For a long time, this is the most difficult-to-break research limitation for the researchers on relevant problems in the Tibetan region. Secondly, we have tried the field statistics of essential data. However, as the Tibetan region is scarcely populated, traffic and other infrastructure conditions of remote farming and pasturing areas are poor, no researcher individual is able to fulfill such task. Although these data do not have great effects on this research, it is raised as a great difficulty in this research.

## Chapter 5 Conclusion

For the final purpose of this research, through knowing the educational concept of students, parents and teachers in the Tibetan region and their cognition and viewpoint of education, the educational value orientation in the Tibetan region currently is combed, and the special education intervention of disabled adolescents under such value orientation horizon is discussed.

To achieve this research purpose, in this research, with value theory, intervention theory and four levels of cultural theory as the research theoretical basis and theoretical method, much literature is collected to understand the Tibetan traditional culture and value theory and intervention theory. By the mixed research method of quantitative and qualitative combination, the research is done. About 600 students of general secondary schools and special education schools, about 200 parents and about 200 teachers in Tibet Autonomous Region, Tibetan region of Sichuan Province, Tibetan region of Qinghai Province, and Tibetan region of Gansu Province are recruited in the questionnaire survey. 7 students, 7 parents, 7 teachers and 4 monks participate in the semi-structural depth interview. The deep investigation has been conducted on five special education schools in the Tibetan region.

Through the questionnaire survey, the educational concept and educational viewpoint of respondents can be known. Through the interview, the degree of cognition and understanding of interviewees for education in the Tibetan region presently can be known. Through the educational investigation narration, the current situation of education in the Tibetan region is known. According to the abovementioned results and conclusions, the following conclusions may be reached.

(1) The Tibetan nationality has a long history, unique natural living environment and excellent traditional culture of several thousand years. Tibetan people believe in Buddhism, uphold wisdom, have mercy, pursue the cause of benefiting all sentient beings, and think that all living beings are equal. Meanwhile, Tibetan people attach great importance to the wisdom and life educational needs. However, with the constant permeation of mainstream culture of Han nationality, the social structure and political system are completely consistent with those of Inland. Therefore, the school education gradually pursues the enrolment rate and pays close attention to the acquisition of diploma and job. The interpersonal relationship plays a more and more

important role in the social life. Hence, the educational value orientation in the Tibetan region is affected by its traditional culture and social realistic conditions.

(2) Based on the common pursuit of people of different genders, different ages and different areas for educational needs, the educational value orientation in the Tibetan region is combed and screened. It is the educational concept of students, parents and teachers and their same cognition and viewpoint for education. It does not change as the individual need changes. It is the relatively stable need of social group. It can reflect the basic need of different crowds in the Tibetan region for education currently. It shows that education can meet the needs of educates.

(3) The special education intervention in the Tibetan region is mainly reliant on education of special education school. It is an important part of school education. However, the current educational value orientation in the Tibetan region reflects the need, concept and viewpoint for school education. Therefore, the educational value orientation in the Tibetan region is the fundamental basis for special education intervention of disabled adolescents.

(4) In terms of four levels of cultural theory, belief at the cultural core layer starts the behaviors of people to meet their own spiritual and material needs. According to psychology, need is “a deficiency or unbalanced state in the organism. It embodies the reliance of organism survival and development on objective condition and it is the source of enthusiasm of organism activity.”(Lin, & Yang, & Huang. 2004, 1473). In terms of realistic society, the disabled lacks respect for his life equality. Therefore, the special education intervention of disabled adolescents in the Tibetan region is building their self-confidence and self-esteem. It is a process to enable them to gain the deserved identity and dignity. This meets the outlook on life of Tibetan people’s belief in “all sentient beings are equal”. Besides, this meets the need of personality equality and dignity of disabled adolescents.

(5) The parents of disabled children in the Tibetan region pay special attention to whether education can bring two changes to their children. One is whether the attitude of children changes, namely, whether the children receive good ideological and moral education and become a kind-hearted and sensible person. The other is whether the children have the independent living ability through school education. Therefore, the self-care ability is the goal and content of special education intervention of disabled adolescents in the Tibetan region.

(6) In the Tibetan region, the traditional culture is deficient in the school education inheritance, but it inveterately influences the life of locals. Education should give consideration to the inheritance of ethnic culture and meet the basic needs of social realistic life of people. Therefore, the special education intervention based on the cultural foundation and social realistic condition of the ethnic group is the most ideal one for the disabled adolescents in the Tibetan region. The special education intervention cannot only stick to the requirements of inheritance of its traditional culture and adaption to the cultural values of the ethnic group. Moreover, it cannot only adapt to the social realistic requirements.

In short, for the educational intervention of disabled adolescents in the Tibetan region, on the basis of educational value orientation in the Tibetan region, by special education intervention of special education school as main means, the Tibetan traditional culture and requirements of realistic society in the Tibetan region are respected, “the disabled adolescents gain the dignity of everyone being equal” and “promote the self-care ability” are regarded as the goals of special education intervention, and knowledge and ability meeting the social needs in the Tibetan region and their own needs are taught, including the Tibetan traditional cultural knowledge and craftsmanship.

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# Appendix A --- Questionnaire in English:

## Questionnaire 1: For Students



A. I am: 1. Male   1   2. Female   2  

B. My age

C. School: secondary education  vocational education

Dear student, we would like to ask you to participate in research that is focused on your views on education. The questionnaire is anonymity. Please fill in all the items in the table. Encircle valid answer.

Thank you for your time.

**Please circle the response which best applies to you.**

SA	A	DK	D	SD
Strongly Agree	Agree	Do not know	Disagree	Strongly disagree

Q1	Higher Education = good job security.	SA	A	DK	D	SD
Q2	Education is the path to success at work.	SA	A	DK	D	SD
Q3	Education protects humans against poverty.	SA	A	DK	D	SD
Q4	Education is increasingly guarantee higher income.	SA	A	DK	D	SD
Q5	Education encourages entrepreneurial activity.	SA	A	DK	D	SD
Q6	Highly educated people make up the nation's elite.	SA	A	DK	D	SD
Q	For good education is worth to go abroad.	SA	A	DK	D	SD
Q8	Schools are not required.	SA	A	DK	D	SD
Q9	Main's diploma.	SA	A	DK	D	SD
Q10	Important are contacts.	SA	A	DK	D	SD
Q11	Education in my country is a waste of time.	SA	A	DK	D	SD
Q12	To be able to work is the most important.	SA	A	DK	D	SD
Q13	One may make good living without education	SA	A	DK	D	SD
Q14	Most people should have an education.	SA	A	DK	D	SD
Q15	You cannot make a career without education.	SA	A	DK	D	SD
Q16	Professionalism is more important than education.	SA	A	DK	D	SD





Q1	Higher Education = good job security.	SA	A	DK	D	SD
Q2	Education is the path to success at work.	SA	A	DK	D	SD
Q3	Education protects humans against poverty.	SA	A	DK	D	SD
Q4	Education is increasingly guarantee higher income.	SA	A	DK	D	SD
Q5	Education encourages entrepreneurial activity.	SA	A	DK	D	SD
Q6	Highly educated people make up the nation's elite.	SA	A	DK	D	SD
Q7	For good education is worth to go abroad.	SA	A	DK	D	SD
Q8	Schools are not required.	SA	A	DK	D	SD
Q9	Main's diploma.	SA	A	DK	D	SD
Q10	Important are contacts.	SA	A	DK	D	SD
Q11	Education in my country is a waste of time.	SA	A	DK	D	SD
Q12	To be able to work is the most important.	SA	A	DK	D	SD
Q13	One may make good living without education	SA	A	DK	D	SD
Q14	Most people should have an education.	SA	A	DK	D	SD
Q15	You cannot make a career without education.	SA	A	DK	D	SD
Q16	Professionalism is more important than education.	SA	A	DK	D	SD
Q17	Work will show up.	SA	A	DK	D	SD
Q18	Education can afford only those who have money on it.	SA	A	DK	D	SD
Q19	Graduation is required.	SA	A	DK	D	SD
Q20	Educated person need not worry that cannot find work.	SA	A	DK	D	SD
Q21	I am satisfied with my child's education.	SA	A	DK	D	SD
Q22	I think the value of education is currently increasing.	SA	A	DK	D	SD
Q23	I wish my child to achieve education.	SA	A	DK	D	SD

### Questionnaire 3: for teacher

A. I am:  1.Boy  2. Girl Age: \_\_\_\_\_

B. I am the father of the child  the mother of the child  My age\_\_ Number of children in the family\_\_\_\_\_

C. My education is: secondary education  vocational education  University

Dear teacher, we would like to ask you to participate in research that is focused on your views on education. The questionnaire is anonymous. Please fill in all the items in the table. Encircle valid answer which is true for your statement related to your child.

Thank you for your time.

**Please circle the response which best applies to you.**

SA	A	DK	D	SD
Strongly Agree	Agree	Do not know	Disagree	Strongly disagree

Q1	Higher Education = good job security.	SA	A	DK	D	SD
Q2	Education is the path to success at work.	SA	A	DK	D	SD
Q3	Education protects humans against poverty.	SA	A	DK	D	SD
Q4	Education is increasingly guarantee higher income.	SA	A	DK	D	SD
Q5	Education encourages entrepreneurial activity.	SA	A	DK	D	SD
Q6	Highly educated people make up the nation's elite.	SA	A	DK	D	SD
Q7	For good education is worth to go abroad.	SA	A	DK	D	SD
Q8	Schools are not required.	SA	A	DK	D	SD
Q9	Main's diploma.	SA	A	DK	D	SD
Q10	Important are contacts.	SA	A	DK	D	SD
Q11	Education in my country is a waste of time.	SA	A	DK	D	SD
Q12	To be able to work is the most important.	SA	A	DK	D	SD
Q13	One may make good living without education	SA	A	DK	D	SD
Q14	Most people should have an education.	SA	A	DK	D	SD
Q15	You cannot make a career without education.	SA	A	DK	D	SD
Q16	Professionalism is more important than education.	SA	A	DK	D	SD
Q17	Work will show up.	SA	A	DK	D	SD
Q18	Education can afford only those who have money on it.	SA	A	DK	D	SD
Q19	Graduation is required.	SA	A	DK	D	SD
Q20	Educated person need not worry that cannot find work.	SA	A	DK	D	SD
Q21	I think the value of education is currently increasing.	SA	A	DK	D	SD
Q22	I think the knowledge and skills students are learning are what they need and expect.	SA	A	DK	D	SD
Q23	I think that the knowledge acquired by students at school will largely impact their future study.	SA	A	DK	D	SD
Q24	I think that the knowledge acquired by students at school will largely impact their future life.	SA	A	DK	D	SD
Q25	I am satisfied with studtens'education	SA	A	DK	D	SD

## **Appendix B --- Interview outline in English**

### **For students:**

- 1 What subjects do you learn in school?
- 2 Do you study Tibetan language in school?
- 3 What your favorite subject and why?
- 4 What is the subject you hate most and why?
- 5 What is your daily schedule? (Please provide your daily schedule in school and during the weekend or holiday)
- 6 Do you think what you are learning now will benefit your future studies? Why?
- 7 Do you think what you are learning now will be helpful in your future life? Why?
- 8 What do you want to learn in school most and why?
- 9 Do you think it is necessary to learn Tibetan language and why?
- 10 Are you happy in school? Why?

### **For parents:**

- 1 Do you know what subjects your child learn at school?
- 2 What is your child's favorite subject and why?
- 3 Does your child learn Tibetan language in school?
- 4 Are you willing to send your child to school? Why?
- 5 Do you think children need to learn Tibetan language in school? Why?
- 6 What do you think the children need to learn most in school and why?
- 7 Are you satisfied with the school education and why?

**For teachers:**

- 1 Do you think the students are learning the knowledge and skills they need? Why?
- 2 Do you think the students are learning the knowledge and skills as they expect? Why?
- 3 Do you think the students need to learn Tibetan language and why?
- 4 Do you think what the students learn in school will greatly influence their future studies? Why?
- 5 Do you think what the students learn in school will greatly influence their future life? Why?
- 6 Are you satisfied with the school education and why?

**For monks:**

- 1 Can you briefly describe what you learn mostly?
- 2 What is your dialy schedule?
- 3 What is your biggest change after receiving temple education and why?
- 4 What do you think is the biggest advantage of monastic education and why?
- 5 what do you think is the biggest shortcoming of monastic education and why?
- 6 What do you think about the school education why do you think so?

# Appendix C --- The results of ANOVA

## different type of questionnaires

The results of ANOVA different type of questionnaires

		Sum of Squares	df	Mean Square	F	Sig.
Higher Education = good job security.	Between Groups	39.549	2	19.774	16.465	.000
	Within Groups	1310.279	1091	1.201		
	Total	1349.828	1093			
Education is the path to success at work.	Between Groups	15.729	2	7.865	10.399	.000
	Within Groups	822.091	1087	.756		
	Total	837.820	1089			
Education protects humans against poverty.	Between Groups	30.117	2	15.059	14.060	.000
	Within Groups	1167.453	1090	1.071		
	Total	1197.570	1092			
Education is increasingly guarantee higher income.	Between Groups	6.058	2	3.029	2.583	.076
	Within Groups	1276.939	1089	1.173		
	Total	1282.996	1091			
Education encourages entrepreneurial activity.	Between Groups	17.621	2	8.811	11.098	.000
	Within Groups	860.611	1084	.794		
	Total	878.232	1086			
Highly educated people make up the nation's elite.	Between Groups	13.843	2	6.921	6.440	.002
	Within Groups	1168.349	1087	1.075		
	Total	1182.192	1089			
For good education is worth to go abroad.	Between Groups	2.351	2	1.176	.915	.401
	Within Groups	1398.556	1088	1.285		
	Total	1400.907	1090			
Schools are not required.	Between Groups	2.366	2	1.183	.878	.416
	Within Groups	1463.801	1086	1.348		
	Total	1466.167	1088			
Main's diploma.	Between Groups	23.360	2	11.680	11.039	.000
	Within Groups	1149.070	1086	1.058		
	Total	1172.430	1088			

Important are contacts.	Between Groups	14.757	2	7.378	6.650	.001
	Within Groups	1204.969	1086	1.110		
	Total	1219.726	1088			
Education in my country is a waste of time.	Between Groups	41.929	2	20.965	12.298	.000
	Within Groups	1846.190	1083	1.705		
	Total	1888.119	1085			
To be able to work is the most important.	Between Groups	5.631	2	2.815	2.125	.120
	Within Groups	1439.892	1087	1.325		
	Total	1445.523	1089			
One may make good living without education	Between Groups	1.508	2	.754	.569	.566
	Within Groups	1440.777	1088	1.324		
	Total	1442.284	1090			
Most people should have an education.	Between Groups	19.995	2	9.998	10.654	.000
	Within Groups	1020.980	1088	.938		
	Total	1040.975	1090			
You cannot make a career without education.	Between Groups	15.639	2	7.819	6.276	.002
	Within Groups	1355.597	1088	1.246		
	Total	1371.236	1090			
Professionalism is more important than education.	Between Groups	46.721	2	23.361	21.436	.000
	Within Groups	1183.490	1086	1.090		
	Total	1230.211	1088			
Work will show up.	Between Groups	17.344	2	8.672	5.592	.004
	Within Groups	1685.582	1087	1.551		
	Total	1702.926	1089			
Education can afford only those who have money on it.	Between Groups	11.105	2	5.552	3.365	.035
	Within Groups	1793.637	1087	1.650		
	Total	1804.742	1089			
Graduation is required.	Between Groups	40.351	2	20.176	12.021	.000
	Within Groups	1822.681	1086	1.678		
	Total	1863.032	1088			
Educated person need not worry that cannot find work.	Between Groups	8.326	2	4.163	2.861	.058
	Within Groups	1583.408	1088	1.455		
	Total	1591.734	1090			

# **Appendix D Journal of investigation in special education schools in Tibetan regions**

There are two journal of investigation in special education schools in Tibetan regions at below.

## **(1) Journal of investigation in Shannan Special Education School**

On October 30, 2017, two local friends of mine and I drove from Lhasa to the Shannan Special Education School. Shannan is one of the birthplaces of ancient Tibetan civilization. It is a prefecture-level city under the jurisdiction of the Tibet Autonomous Region and borders Lhasa, the capital of Tibet, in the north with a distance of more than 160 km. It has a total population of 370,000. We set off early and drove on the unimpeded road with few pedestrians and vehicles. As we were driving into the urban area, we were stopped at a checkpoint and were required to swipe our ID cards through a check channel. My friends are locals, while I come from a Tibetan region outside the Tibet Autonomous Region. Different sounds were heard from our swiping. The on-duty police asked me to register my information and asked me detailed questions like why I went to Shannan and how long I planned to stay. In order to avoid unnecessary troubles, I did not say that I was going to do education research. Instead, I lied that I came for sightseeing with two of my friends and would leave in the afternoon. Fortunately, accompanied by the two local friends, I successfully passed the inspection. After getting on the car, I joked with the two companions that my card swiping sounded better than theirs. They smiled with resignation and all of us knew what that meant.

We kept driving straight after entering the urban area until we almost reached the end of the city. We saw the gate of the special school with its name written in both Tibetan and Chinese across the road. When we came into the campus, a spacious playground and many buildings appeared. The clean environment and the large



greenery area were pleasant. My friends had one friend who took us to the principal's office. As soon as we met, the principal began to tell us about the school.

Founded in August 2013, Shannan Special School now has 55 faculty members and 134 students. There are nine classes for hearing impaired, visually impaired, and mentally retarded students. The teachers also visit 48 severely handicapped students to teach them lessons at home. The principal also introduced the school's recent development plan. This tall and dark-skinned man seems to be an educator with ideas and actions. Having talked for an hour in his office, he quickly arranged the students and teachers for my questionnaires and group discussion, which further proved that he was a vigorous and efficient principal.

Questionnaires were distributed to deaf and blind students, because the teachers were worried that they were too difficult for mentally retarded students. Although there are more than 100 students in the school, few of them could manage the questionnaires. This was a common problem in several special schools in Tibetan regions.

I talked with the teachers in a meeting room. The principal convened the heads of departments responsible for rehabilitation, vocational education, and the Youth League and Young Pioneers, as well as professional teacher representatives of various subjects. Their gathering greatly helped me fully understand the school and the development of local special education. Therefore, instead of doing Q&A interviews based on my outline, I explained my research and hoped that they could talk freely about their actions at work, thoughts on actions, problems and confusions. The teachers, who were active and enthusiastic, indeed inspired me a lot. For example, I gained insights on further understanding of the special education in Tibetan regions, definition of goals for the children with special needs in Tibetan regions to learn language, mathematics and other subjects, better parent training and social services, and so on. What follow is the sorted speeches of the teachers recorded during the

conversation. Because the teachers were spontaneous without prepared speeches, the language organization and wording were somewhat problematic. I try to sort the sentences with fluency while making sure that I would not distort their original meanings.

**Teacher 1:** I teach daily Chinese to mentally retarded students. This subject is closely linked with life. We first used the teaching material in Shanghai, but we soon found that the textbook was not suitable for the children in Tibetan regions. Although it was said that the textbook was simple, this was not the case here in Tibet. We thought that it was even difficult for some students in regular schools. The goal of Chinese language subject is to train the spoken language of students. After all, Tibetan students have to communicate with the Han people if they want to integrate into their lives. For example, if they want to buy something, they will find most of the malls filled with the Han people. If they don't understand the prevailing language, it will be difficult for them to integrate into social life. For this reason, we began to try subject teaching. For example, we have taught students how to communicate during a visit to hospital over the past few months. First, we introduced the nearby hospitals. Then, we asked the students to act as patients to learn how to register for a doctor and how to find the department they needed. We taught little by little in this way. However, we still had one problem: it's impossible to take the students to a real hospital. So we showed some pictures to them and explained. But once they did come to a hospital themselves, they were still lost. This seems to be a difficult problem.

This happened in a class. At the school level, things went on well with the hearing and visually impaired classes. We have a training base for basic skills and a vocational education class. Children with mild mental retardation are also enrolled in the latter. In recent years, we have admitted more and more students with moderate intellectual disabilities. It is a great difficulty to help those students learn skills. We provide special education desperately for students in the schools and teach their daily skills. However, they still need the support of the government if they want to integrate

with society. For example, a Sunny Home has been built in Hunan. It is a small factory invested by the China Disabled Persons' Federation and the civil affairs department. The products of this factory are made by students with intellectual disabilities. Students are given the chance to work in the factory and earn some salary. However, disabled students do not get such support in Tibet. After receiving the compulsory education for nine years, the students may return home and forget what they have learned in school. This is a very practical issue. That's all I want to say!

**Teacher 2:** I would like to talk about the status quo of our school. Because all of us began to work here immediately after it was built, we may claim to be the founders of Shannan Special Education School. Although it's only four years after it was built in 2013, we have encountered many problems both in running the school and in teaching. At the beginning, we enrolled students aged from 7 to 14, which was a huge range. Our students were hearing impaired, visually impaired or mentally retarded. Sometimes the number of students with certain disability took up a disproportionate share, while others were far less. It was extremely difficult to divide the students in classes in terms of age structure or student type. Since both age and disability were considered in placement, students with different disabilities were put in one class, which in turn posed a challenge on the curriculum design. In addition, I would like to talk about the difficulty in teaching. Most of the teachers in our school were transferred from regular schools and did not master any theoretical knowledge or educational methods about special education. They were not able to determine whether they should stick to the exam-oriented education as in regular schools or turn to quality education? For example, the teachers assumed that they should still use the traditional teaching method to teach mathematics as in regular schools. But they later found that the students were not able to catch up with their explanation. Or, their teaching goals were too high to reach the desired results. What I want to add at last is that our students would have to embrace, adapt to, and integrate with society, no matter how much they practiced and learned in school. So we also started a vocational

education class, hoping that the students could master a skill that enables them to survive in society. For example, some students are able to make certain traditional ethnic craftwork. However, we realize that there is a big gap between this vocational education class and those schools that specialize in vocational education. We do not specialize in vocational education. Therefore, we can only run the vocational education class as a feature of the school. I think our biggest difficulty lies in ultimately introducing the students to society. This is a problem that bothers not only us, but also the special education circle in Tibet as a whole.

**Teacher 3:** I will talk about the rehabilitation education in our school. There are 4 special trainers and 8 functional rooms in the school. They mainly serve for the rehabilitation training of suitable students in the school. Our problem is the shortage of professionals, and that's why we don't receive good training results. What's surprising is that some deaf students who have received the training actually make progress in language without hearing aids. Some students with limb problems received medical assistance in Tibetan hospitals before they came here. However, in spite of the training they received here for a period of time, they do not improve at all. This is something I am confused about. I have been wondering why the combination of medical assistance and education, as is emphasized now, sometimes fails to work and instead makes the students who feel well already become worse and worse? I am also in charge of freshman admission assessment in school. I can't communicate with hearing impaired students in the freshman admission assessment. They are not good at sign language. They can only use some simple and natural signs. Even though I can understand some of them, they don't understand my sign language or physical gestures. This would affect my assessment of them, because I was not sure of their cognitive level. Now we have equipment for hearing tests, but we have problems when we can't fix this auxiliary equipment when it fails. For example, we couldn't fix the hearing aid of a student when it was broken some time ago. Such problem often occurs. Also, when we meet a student from a relatively remote pastoral area,

sometimes it is difficult to judge whether his speech impairment is caused by hearing or mental retardation, or by rare communication with others since he lives in a remote and closed environment. We have a typical example of a family from a remote pastoral area. Five of the seven children in the family were considered deaf and dumb. When we got to know the children slowly, we found that they were not deaf or dumb. They had normal hearing and speech ability, but they simply did not know how to communicate. We found from a survey that they lived in a pure pastoral area far away from the county and the transportation was inconvenient. Their parents grazed in the mountains all year round, leaving them attended by their grandmother. The grandmother did not talk, and there was little verbal communication among the children because no one taught them so after they were born. As these problems appear, we often sign that early diagnostic assessment and family-based rehabilitation training are absent in Tibetan regions because there is poor support from the community, families, and the government.

**Teacher 4:** I think that children with disabilities, be them in Tibetan regions or in the Mainland, have the same educational needs generally. We did a survey with parents, asking them about their expectation of their children. They expected their children to either take care of themselves or, in a better case, hoped they could master a skill. I think there is the same direction in the Mainland. The only difference is that we need to allow for the actual situation of Tibetan children or Tibetan community life when we provide them with vocational education and life skills training. In fact, I think our difficulty lies in the shortage of a social knowledge system. As in the case with the Mainland, a complete knowledge system has been developed for the disabled in the community, but it is basically absent here. The government mostly provides financial support. For instance, they give nothing but subsidies to the disabled. Parental support is also needed here. Many parents in the Mainland choose to accompany their children while they are studying in school, but the parents are not able to do so. So children with moderate or severe disabilities are unable to attend

school. In addition, I think that special education seems to attract due attention in theory, but in fact it does not receive sufficient support from the government, the community, and especially parents, because they do not comprehensively understand their children. What touches us most is that students change their behaviors after they come to study and receive physical rehabilitation here, but their progress is not consolidated during holidays when they return home, because their parents do not have the skills or knowledge to help them. Unfortunately, a holiday often turns them back to what they were before attending school. This is a common problem in special schools in Tibetan regions.

**Teacher 5:** I teach Chinese language to deaf children and take charge of auditory and language rehabilitation in the Rehabilitation Department. We are satisfied with our auditory and language rehabilitation effects. When the children first came here, they knew nothing and wouldn't even open their mouth. Later, they made progress in listening slowly and thus became very active and cooperative in class. But they still have one problem: they always forget to open their mouth when they communicate and tend to use sign language instead. In this way, they can't apply what they learn. In my Chinese language class, I feel the most difficult part is to train the sense of language in students. Maybe this is a common problem in deaf and dumb students all over the country. Besides, since their native language is Tibetan, they have to learn Tibetan language before Chinese, which is pretty hard for them. The children have a hard time reading a text in class. Can they understand it? No! They are also required to memorize the text, but do they understand it even if they memorize it? The answer is no, too. Sometimes I feel like an actor in class: I act on the stage, with my body moving around, in order to tell them what the text is about rather than explain the deep meaning behind it vividly. I think this training is somehow difficult. My biggest wish is that the children will have more options in the future. They will pursue an ideal career. They can learn knowledge while having more career options. Sometimes I feel powerless, but that's my heartfelt wish.

**Teacher 6:** I think our paramount task is to find out the meaning of special education. We need to think it is better to compensate for the disability or to explore an alternative function for the special children. As far as I am concerned, sometimes it is more important to discover their potential than to correct their deformation. In addition, I suggest we correctly understand the value of education. Education is not simply about teaching knowledge in books; it is more about developing good habits. Students need education of love and morality. They should learn to treat others with kindness and gratitude. It is a fact that parents in the Tibetan regions do not have a strong awareness of being involved in their children's education and they do not take adequate actions in this regard. However, we cannot wait for them to make changes. I think we should give students more education that adapts to their family and community. We may also borrow some practices of regular schools. This is what I think.

**Teacher 7:** The chief problem with special education in Tibetan regions, in my opinion, is teachers. Many of the teachers in our school and other special education schools in Tibetan regions were transferred from general education. Although we received certain professional training, this short-term training only changed our concepts, without substantially improving our systematic knowledge and professional competence as special education teacher. The ageing of teachers in special schools in Tibetan regions is also an issue that cannot be ignored. The average age of teachers in many schools is more than 30, and a ladder team of senior, middle-aged and young teachers has not been built. Moreover, the pre-service teacher training is unreasonable. Tibetan teachers can only receive training in the Nanjing Normal University of Special Education. The limited enrollment quota cannot address the current shortage of teachers.

The sharing of teachers above helped me better understanding the special education in Tibetan regions. I feel more responsibility and burden as a research of national education.

After we finished the student survey, teacher survey and the interview, the principals showed us around their vocational education classrooms. There are sewing workshop to make traditional items and Thangka painting classroom to create traditional painting. He said that students would be able to support themselves in the future if they master such production skills. Therefore, the school pays special attention to the teaching of vocational skills. In addition, they also found in the teaching that meticulous movement training in weaving teaching could also promote the rehabilitation of mentally handicapped children. It seems that front-line study is needed in order to gain insights on special education interventions for disabled youths.

## **(2) Journal of investigation in Yushu Special Education School**

On November 5, I completed a field survey which lasted for nearly ten days in the Tibet Autonomous Region and was ready for the next destination: Yushu, Qinghai. Yushu, meaning “relics” in the Tibetan language, is the first ethnic autonomous prefecture in Qinghai Province and the second in the country. Located in the source of the Three Rivers in the hinterland of the Qinghai-Tibet Plateau in Qinghai Province, Yushu has an average elevation of over 4,200 meters. Its Tibetan population is 397,721, which accounts for more than 98% of its total population. It has the highest percentage of main nationality among all the minority autonomous prefectures in the country.

The flight I took was delayed for nearly four hours and was landed at 4:30 p.m. at Batang airport in Yushu. My schoolmate, who is the director of the Culture and Education Bureau in Yushu Prefecture, had waited for me at the airport exit and greeted me with a hada. I was deeply moved. With his help, I was confident that my investigation in Yushu would go on smoothly. With this faith in mind, I was happy along the way. We visited the Temple of Wencheng Prince and a famous local



attraction named Jiana Mani. I was shocked by the power of Tibetan beliefs hidden in the grand and sacred stone scripture stacks there!

Da Xi, principal of Yushu Special Education School, invited us to dinner. This was the first time I met her, although we kept in touch via E-mail before. She was a beautiful special education manager who looked competent and thoughtful. We chatted while eating, and we also discussed the arrangements for tomorrow. I felt assured to have a good sleep at night.

The next day I arrived at the special education school for the appointment. The principal was waiting for me in her office. In order to pave the way for the investigation, she first introduced the basic information about the school.

Yushu Special Education School began to formally enroll students in September 2014. It enrolled 12 students with hearing impairment between the ages of 7 and 14 that year. Because the construction site of the school was allocated to an orphan school along with its buildings, the school now still rents the vacant buildings of the orphan school. The school is run under harsh conditions, so to speak. Up to now, there are 45 students divided in 2 classes for mentally retarded students and 4 classes for hearing impaired students. In the total four grades, there are 22 students with hearing impairment and 23 students with mental retardation. There are also 6 students who receive home schooling. The school has 16 teachers, 5 of whom are special education majors: one in dance, one in sign language, one in rehabilitation, and two in education for mentally retarded students. One of the teachers holds a master degree; 13 hold a bachelor degree; 5 hold a junior college degree. The average age of the teaching staff is 30. In its education and teaching practice, the school attaches great importance to the development of good habits and self-care ability in students. It strengthens students' ability to adapt to and understand society through situational and reality teaching. As the principal introduced, although she was not a special education major, she has learned more and more deeply about special education after studying in

domestic universities and other special schools over the past few years. She also has a clearer plan for the future development of the school. The school runs very well in various aspects. The idea of establishing a special education resource center is vanguard in the development of special education in other parts of Tibetan regions. After introducing the school briefly, the principal made an orderly arrangement for my research that day. The first step was a discussion with parents and questionnaires. The school suggests that mentally handicapped students should go home after school and have their parents around to assist them in rehabilitation training, so many parents send their children to school every morning and pick up them from school in the afternoon. The principal asked more than ten parents to stay for my investigation when they sent their children to school that day. The gentle and grateful expressions in the parents' faces clearly showed how much they value and cherish the school. After all, children with disabilities were basically denied access to education in the past.

I talked well with the parents. They could understand my Tibetan and I could understand their dialect. They were grateful for having the chance to have their children educated. They saw a bright future from the children's experience in learning and living in this school. Many of parents said graciously that they saw and would always remember how the teachers treated the children patiently and meticulously. They hoped that their children would learn cultural knowledge and master some skills within their capabilities in school so that they would be able to integrate into society and take care of themselves in the future. We met a trouble in the questionnaire part because more than 90% of the parents were not educated or poorly educated and were not able to read the questionnaires. The special school teachers were asked to help them fill in the questionnaires one by one. I had a little doubt whether the parents faithfully spoke their mind. But that was the best solution. I stressed again and again that the parents should share their true feelings without being affected by the presence of the teachers. When the parents finished the questionnaires and left, the expectation

and hope in their eyes scared me a little. They seemed to tell me that they counted onus for the future education of their children!

Immediately after the talk with the parents, the principal organized a discussion with teachers. Most of the teachers who attended the discussion were young. Some of them were graduates of special education major, while others were transferred from general education posts. Instead of specifying a topic in the discussion, I expected the teachers to share their stories about special education and the development of special education in Tibetan regions. Their contributions could be summarized in the following aspects. First of all, they talked about their confusion about special education, especially about the existence and future development of special education schools, because they learned that inclusive education is an inevitable trend when they attended training in the Mainland. Besides, they had no sense of accomplishment from the school evaluation system that measures students with grades. A young teacher sighed, “When a teacher of a regular school is proud to say that he has students everywhere, where are ours? How would we respond when we are asked how many college students or high school students we have trained? As teachers of special education schools, we are simply expected to protect the children, as if we were babysitters. No one cares about our professionalism. All they say is, in the best case, you work very hard and you are very loving. We deeply feel the hardships as special education teachers and how we are not understood by people.” The teachers also talked about the greater difficulty in developing special education in Tibetan regions than in the Mainland. They discussed the differences in special education between the two regions due to cultural, economic and geographical differences. They particularly mentioned the influence of Tibetan community, cultural beliefs, and parents’ perception on the development of special education in Tibetan regions. According to one teacher, “In Tibetan regions, many parents lose hope in their disabled children. If they don’t, they would have helped their children through various channels. They hardly help in their children’s education. In most cases, they simply accept the fact

that their children are disabled and spoil them. This may be related to their belief. They believe in goodness, so all they can do is to love their disabled children.” The teachers also talked about the fact that the parents in Tibetan regions are poorly educated and have a weak awareness of improving the family education for their children. They regard education as a matter of school, which has no positive influence on home-school relations.

At last, I also distributed the questionnaires to the students with the help of the teachers. Several teachers helped the students in each class distribute and fill in the questionnaires. I also visited two classes and felt in person the great difficulty in doing a survey among students in a special school. After all, many special schools in Tibetan regions have been established for only two or three years. Although the students are generally old enough, they have received very limited schooling. They do not have the knowledge to fully read and understand the questionnaire. After my investigation was finished, the principal took me to several functional rooms in the school. From the existing equipment, it could be found that the education administration department has made large investments in purchasing rehabilitation and learning equipment for various types of disabled students. During the investigations with schools in Tibetan regions, I strongly felt that great improvement has been made in the hardware and equipment conditions in recent years. However, the team building of professional special education teachers is indeed worrisome.