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Kampus Sultan Abdul Jalil Shah



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DEVELOPING AND ENHANCING INCLUSIVE EDUCATION GUIDELINES IN CHINESE HIGHER INSTITUTIONS THROUGH STUDENTS' SATISFACTION ANALYSIS



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ZHOU BO

SULTAN IDRIS EDUCATION UNIVERSITY

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STRATEGIES

ZHOU BO

THESIS PRESENTED TO QUALIFY FOR A DOCTOR OF PHILOSOPHY

FACULTY OF HUMAN DEVELOPMENT
SULTAN IDRIS EDUCATION UNIVERSITY

2025



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ABSTRACT

The aim of this study is to promote the high - quality development of inclusive higher education in China and enhance the satisfaction of college students with disabilities. This research employed a mixed - methods approach to investigate the current satisfaction status of college students with disabilities in inclusive education in China and the factors influencing their satisfaction. Specifically, quantitative analysis was performed using SPSS on the data collected from 578 college students with disabilities via questionnaires, and qualitative analysis was conducted using Nvivo 11 on the interviews with 20 college students with disabilities. The results indicate that the satisfaction levels of college students with disabilities have not yet reached satisfactory benchmarks. Five main factors affect their satisfaction: institutional image and campus cultural life; teaching services and curricula; student support and management; family environment and support; as well as other policies and social support. Ultimately, the study proposed 19 improvement strategies, such as scientifically defining the positioning and development orientation of inclusive education in higher education institutions and expanding the range of majors available to college students with disabilities. The main contribution of this study is the first systematic exploration of the current satisfaction levels of college students with disabilities in China. It also formulates an action guide for improving inclusive education in Chinese higher education institutions, aiming to offer a reference framework for promoting the high - quality development of inclusive higher education in China.





MEMBANGUNKAN DAN MENINGKATKAN GARIS PANDUAN PENDIDIKAN INKLUSIF DI INSTITUSI PENGAJIAN TINGGI CHINA MELALUI ANALISIS KEPUASAN PELAJAR

ABSTRAK

Tujuan kajian ini adalah untuk menggalakkan pembangunan berkualiti tinggi pendidikan tinggi inklusif di China serta meningkatkan kepuasan pelajar kolej yang mempunyai kecacatan. Kajian ini menggunakan pendekatan kaedah campuran bagi menyelidik status kepuasan semasa pelajar kolej yang mempunyai kecacatan dalam pendidikan inklusif di China, serta faktor-faktor yang mempengaruhi kepuasan mereka. Secara khususnya, analisis kuantitatif dilakukan dengan menggunakan SPSS terhadap data yang dikumpul daripada 578 pelajar kolej yang mempunyai kecacatan melalui soal selidik, manakala analisis kualitatif pula dijalankan menggunakan Nvivo 11 berdasarkan temu bual bersama 20 pelajar kolej yang mempunyai kecacatan. Keputusan menunjukkan bahawa tahap kepuasan pelajar kolej yang mempunyai kecacatan masih belum mencapai piawaian yang memuaskan. Lima faktor utama yang mempengaruhi kepuasan mereka ialah imej institusi dan kehidupan budaya kampus; perkhidmatan pengajaran serta kurikulum; sokongan dan pengurusan pelajar; persekitaran serta sokongan keluarga; serta dasar-dasar lain dan sokongan sosial. Akhirnya, kajian ini mencadangkan 19 strategi penambahbaikan, seperti definisi saintifik terhadap kedudukan dan hala tuju pembangunan pendidikan inklusif di institusi pengajian tinggi, serta memperluaskan pilihan jurusan yang tersedia kepada pelajar kolej yang mempunyai kecacatan. Kontribusi utama kajian ini ialah eksplorasi sistematik pertama terhadap tahap kepuasan semasa pelajar kolej yang mempunyai kecacatan di China. Ia turut merumuskan panduan tindakan untuk memperbaiki pendidikan inklusif di institusi pengajian tinggi China, bertujuan menawarkan rangka kerja rujukan bagi menggalakkan pembangunan berkualiti tinggi pendidikan tinggi inklusif di China.





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CHAPTER 1

INTRODUCTION

1.1 Introduction

With the rapid development of the global social economy, education for the disabled has achieved leaping development. Higher education for the disabled is an important part of education for the disabled and lifelong education for the disabled (Liu & Zhou, 2016). Its' popularization level, educational service quality, support service system construction and top-level design have been significantly improved, and higher education for persons with disabilities has achieved world-renowned achievements (Jiang, Cui & Dai, 2022). As a concept and practice in the field of education for the disabled, inclusive education has become one of the important measures to comprehensively promote educational equity, protect the educational rights of disadvantaged groups, and improve the quality of education for the disabled and the sharing level of educational development (Mao & Ma, 2020). Therefore, focusing on the development of higher inclusive education can create a good atmosphere for persons with disabilities to enter higher education institutions, and it is also an

important path to ensure that persons with disabilities enjoy the equal right to education and promote the high-quality development of education (Fan, Feng & Pang, 2024).

At present, under the guidance of the globalisation trend of inclusive education, China's education for persons with disabilities is booming, and higher inclusive education for persons with disabilities, as an important part of the education system for persons with disabilities and an important indicator of a country's education level, has ushered in new development opportunities and challenges. China has always regarded the development of higher inclusive education as the key role of the development of education for the disabled, and strives to create a new situation and new path for the development of inclusive education with Chinese characteristics.

Since Binzhou Medical University first recruited students with physical disabilities to enter higher education institutions in 1985, after 40 years of development, China's higher inclusive education has achieved important achievement. But it is undeniable that the development of higher inclusive education for the disabled in China is still in the exploratory and initial stage, and there are many practical problems (Chen & Wang, 2016). As service objects, the satisfaction degree of college students with disabilities is a key factor in evaluating the quality of higher inclusive education. Therefore, research on the satisfaction of college students with disabilities has become a key topic that needs to be discussed in depth in the new era.

Chapter one focuses on the research problem and purpose of the study and provides a detailed description of the background of the study, statement of the



problem, theory of the study, conceptual framework, research hypothesis, definition of keywords, and limitations of the study.

1.2 Research Background

The term inclusive education originated from the field of special education in the West in the 1960s and 1970s. It is an "inclusive" education or "return to the mainstream" movement that puts disabled children in ordinary schools for education (Zhang & Liu 2024). In 1994, at the World Conference on Special Educational Needs held by UNESCO in Salamanca, Spain, the "Salamanca Declaration" and "Special Needs Education Program of Action" were adopted, calling on all countries in the world to widely carry out inclusive education, emphasizing that each Everyone can receive equal educational rights and opportunities, and we must make full use of various social resources to ensure the quality of education (Kiuppis, 2013). So far, the concept of inclusive education has been generally recognized by the international community and has become a trend of educational innovation.

Since the 1980s, in order to protect the right of children with disabilities to receive education, China has implemented an inclusive education policy with Chinese characteristics, which is based on the national conditions. The development of regular class study has greatly increased the enrollment rate of compulsory education for children with disabilities, enriched the perceptual understanding of the diversity of life among children with disabilities and children with disabilities, and promoted the integration of persons with disabilities into ordinary society (Mao & Ma, 2020). In 1985, Binzhou Medical University became the first undergraduate institution in China





to enroll students with disabilities, creating a precedent for higher education for the disabled in China. Over the past 30 years, with the improvement of my country's education system for the disabled, promoting the development of higher inclusive education has become a new proposition of the times. The development of China's higher inclusive education has gone through three stages: preliminary exploration, from less to more, and the pursuit of quality. Great achievements have been made in policy, enrollment scale, school-running mode and support system.

In 1994, China promulgated the first special regulation on the education of persons with disabilities, the "Regulations on Education for the Disabled", which listed class-based education as the first form of education for the disabled. This regulation is a milestone in the development of class-based education and even inclusive education (Mao & Ma, 2020). In 2017, the State Council's newly revised "Regulations on Education for the Disabled" emphasized that the education of the disabled should gradually develop education above senior middle school, accelerate the development of higher education for the disabled, and vigorously promote inclusive education. In the same year, the state clearly stated in the "Second Phase Special Education Improvement Plan (2017-2020)" that "steady development of higher education for persons with disabilities" is a key task (Ding, 2017). At the same time, from 2017 to 2019, China carried out the pilot work of higher inclusive education in six universities including Sichuan University, comprehensively summarized the experience and beneficial practices obtained in the stage of higher inclusive education, and provided a basis for promoting the high-quality development of higher inclusive education in accordance with (Zhang & Yuan, 2022). At present,



inclusive education has become an effective way and mainstream form for persons with disabilities to receive higher education.

Building inclusive universities is an exploration and practice of the concept of inclusive education, as well as a way to guarantee the fairness and rights of students with disabilities to education (Anabel, 2017). Facing the new era, in the process of bravely undertaking the mission of inheriting the genes of Chinese civilization, Chinese universities have begun to re-examine and carry out university education activities with a deep-rooted view of life equality, fully respect the diversity of life, and respect the right of diverse life to receive higher education and look forward to.

With the rapid development of higher inclusive education, the survey and research on the satisfaction of college students with disabilities has received widespread attention from the society. The implementation of satisfaction evaluation of college students with disabilities in colleges and universities has important practical significance for the development of higher inclusive education in a country (Yu, Dai & Yao, 2024). The satisfaction of college students with disabilities is an important measure and evaluation index of the development quality of higher inclusive education. The level of satisfaction of college students with disabilities with teaching service quality, academic achievements, barrier facility support, campus atmosphere, etc. and the real problems reflected therein, It has become the direction guide and practice path for the high-quality development of higher inclusive education. In such a big environment, it is imminent to implement the satisfaction evaluation and survey of college students with disabilities.

1.3 Problem Statement

Firstly, China's inclusive higher education has entered a stage of large - scale development (since 2021, more than 85% of students with disabilities have been admitted to mainstream universities). At the national level, policies such as the "14th Five - Year Plan for Promoting the Development of Special Education" and the "Plan for the Protection and Development of Persons with Disabilities" have been promulgated, clearly stipulating "promoting inclusive education to guarantee equal educational opportunities for students with disabilities". Nevertheless, there is a substantial disparity between policy goals and practical implementation. The core contradiction can be summarized as follows: the existing inclusive education policies have failed to effectively resolve the disconnection between macro - level requirements and micro - level needs, as well as the absence of policy provision and quality assessment mechanisms. This has led to low satisfaction among university students with disabilities and sluggish progress in enhancing educational quality. Table 1.1 shows Insufficient Policies for Higher Inclusive Education in China: A Comparative Analysis.

Table 1.1
Insufficient Policies for Higher Inclusive Education in China: A Comparative Analysis

Policy Deficiency Type	Specific Manifestations	Comparative Analysis
Policy lacks specificity: A one-size-fits-all approach overlooks individual differences.	1. Policy documents emphasize "macro objectives" without specifying differentiated support measures for students with various types of disabilities. 2. The absence of mandatory standards for micro-level services such as "curriculum adaptation" and "assistive technology resource allocation".	Compared to mainstream higher education: While satisfaction surveys for typical university students cover specific dimensions such as "teaching, administration, and campus culture," policies for students with disabilities have not incorporated an "individual needs assessment" mechanism. Consequences: Universities' simplistic approach to policy implementation—such as merely adding accessible pathways without providing braille textbooks or sign language interpreters—has resulted in unmet special needs.
Lack of Data Support: Policy evaluations lack empirical evidence.	1. No national-level system for conducting "disability student satisfaction surveys" has been established (while satisfaction surveys for non-students with disabilities have been conducted for nine consecutive rounds, covering hundreds of thousands of samples). 2. Policy effectiveness evaluations rely on "university self-assessments" and do not incorporate "third-party data" from students with disabilities.	Comparing international practices: The United Nations Guidelines on Inclusive Education emphasize "student feedback-centered quality assessment," whereas Chinese policies have yet to incorporate "student satisfaction" as an evaluation metric. Consequences: The effectiveness of policy implementation cannot be quantified. For instance, there is a lack of data to support whether the "reasonable accommodation" provisions have been implemented or what the actual experiences of students with disabilities are (Pang & Xu , 2022).



Policy Deficiency Type	Specific Manifestations	Comparative Analysis
Weak implementation mechanisms: policies and practices remain disconnected.	1. The policy fails to explicitly define a "cross-departmental collaboration mechanism," resulting in fragmented resources. 2. The lack of mandatory teacher training requirements means that most educators have not mastered inclusive education teaching methods.	Compared to general education policies: Teacher training in mainstream higher education institutions has been incorporated into "ethical conduct assessments," whereas training related to inclusive education is mostly "voluntary participation," with coverage rates below 30%. Consequences: Students with disabilities face "hidden exclusion," such as teachers refusing to provide reasonable accommodations like extended exam time due to a lack of professional knowledge (Fan, 2018).



contradiction" in higher inclusive education. Firstly, there is the contradiction between policy goals and service quality. Although policies stipulate "enhancing the quality of inclusive education," the lack of targeted measures has led to services remaining at the level of "physical integration" without attaining "educational quality integration." Secondly, there is the contradiction between student requirements and service provision. Students with disabilities have a strong demand for "personalized support," yet universities selectively overlook these requirements due to ambiguous policy standards, resulting in consistently low "self - identity and sense of belonging satisfaction." Finally, there is the contradiction between research and practice. Existing studies mainly concentrate on "policy interpretation" without integrating satisfaction data from students with disabilities to uncover the underlying reasons.





This absence of empirical evidence for policy improvement entraps reforms in a cycle of "introduction - failure - reintroduction."

In conclusion, this study adopts a mixed - methods research approach that integrates quantitative research (a satisfaction survey among students with disabilities) and qualitative research (in - depth interviews to explore needs) to address the empirical gap in policy evaluation. At the policy level, it offers data - based support for the revision of university guidelines, facilitating a transition from "scale expansion" to "quality improvement". At the practical level, it aids universities in identifying service deficiencies. For instance, based on satisfaction rankings, it emphasizes the prioritization of improvements in "course accessibility" and "campus cultural inclusivity", thereby attaining the inclusive education objective of "equal participation and comprehensive development" for students with disabilities. This process forms a logical closed - loop: policy gaps → practical contradictions → research intervention → policy optimization and quality improvement. By focusing on core dimensions such as "inclusive campus culture", it ultimately realizes the inclusive education goal of "equal participation and comprehensive development" for students with disabilities. This logical closed - loop is established as follows: policy gaps → practical contradictions → research intervention → policy optimization and quality improvement. Its core value lies in bridging the disjuncture between policy and practice through "empirical data", ensuring that inclusive education policies truly meet the actual needs of students with disabilities.

Secondly, Through searching the literature, the researcher found that for most of the satisfaction-related studies, the research object is ordinary college students, and the studies on the satisfaction of college students with disabilities are very rare, and



the papers exploring the quality of life of students with disabilities, their learning experience, and their adaptation to the campus are not many, and most of the existing literature focuses on the descriptive analysis of the influencing factors, and lacks a more in-depth and specific qualitative study, which can't provide reference for the domestic domestic research (Pang & Xu, 2022). What is their experience and satisfaction with their studies? How well did they learn? Are they adapting to the current model of inclusive education in higher education? Relevant theoretical and empirical studies are still lacking.

The General College Student Satisfaction Survey has been conducted for nine consecutive rounds since 2015, covering nearly 1,000 colleges and universities across the country and surveying hundreds of thousands of students. The survey project aims to provide the government, colleges and universities and the public with an objective, fair and comprehensive assessment of the current situation of higher education. However, the survey on the satisfaction of college students with disabilities has not been organised and implemented at the national level, and there is still a gap in the field of research on higher inclusive education and the satisfaction of college students with disabilities.

Satisfaction surveys of students with disabilities should be an important part of the quality assessment activities of higher inclusive education, and their experiences, feelings and satisfaction with their own learning experiences at school can most truly reflect the current situation of the "internal quality" of higher education institutions (Zhang & Huang, 2016). Social barriers and environmental oppression are the root causes of disability issues, and if these barriers are removed and in an equitable environment, students with disabilities can realize their potential, achieve academic



success and take control of their lives just like other students. The purpose of this study on the satisfaction of students with disabilities is to explore the factors that affect the learning and lives of students with disabilities in the institutional environment and to provide recommendations for policy improvement and the development of inclusive campuses to promote a satisfying, high-quality education for students with disabilities (Pang & Xu, 2022).

Therefore, the researcher will use quantitative research methods to investigate the satisfaction situation of Chinese college students with disabilities in higher inclusive education to fully understand the current situation of satisfaction of Chinese college students with disabilities, which is important for two reasons. First, there are not many studies related to the satisfaction of college students with disabilities at home and abroad, and empirical studies are even rarer, this research fills the gap on the satisfaction status of Chinese college students with disabilities, and provides an important theoretical foundation and data support for the future development of China's higher inclusive education. Secondly, analyzing the satisfaction of college students with disabilities is an important means to understand the quality and development level of China's higher inclusive education, which reflects the satisfaction of college students with disabilities with the process and results of the higher inclusive education they have received, and also reflects the implementation of a country's higher inclusive education management policy from the side, contributing to the promotion of high-quality development of higher inclusive education. Thirdly, it provides data and theoretical support for the national-level survey on the satisfaction of Chinese college students with disabilities.





Thirdly, the number of college students with disabilities in China has been growing rapidly in recent years, and since 2021, more than 85% of students with disabilities have been enrolled in ordinary colleges and universities, and higher inclusive education has become the main form of higher education for persons with disabilities. At present, China's higher inclusive education is still in its infancy, and due to the influence of concepts, education levels, geography, policies, culture and other aspects, there are still dilemmas and problems such as limited enrollment of students, low quality of teaching and learning services, and poor experience of learning for students with disabilities in the process of development (Fan, 2018).

The current research on inclusive education in higher education in China mainly focuses on national policies and macro-level discussions, without fully investigating the educational needs and individual differences of college students with disabilities, which leads to the special needs of students with disabilities not being adequately attended to and satisfied. As the main body of higher inclusive education, the experience and satisfaction of college students with disability in receiving higher education is a key indicator reflecting the quality and development level of higher inclusive education. Therefore, the researcher will be based on empirical research and adopt qualitative research methods to dig deeper into the main problems affecting the satisfaction of college students with disabilities in the context of higher inclusive education from the perspective of college students with disabilities, so as to provide theoretical basis for the reform of inclusive education in colleges and universities as well as governmental support and so on, thus advancing the healthy development of inclusive education in higher education.





At last, satisfaction of students with disabilities is a key indicator for evaluating the service quality of higher inclusive education, examining the quality of the educational process and educational experience, and seeking the mission of educational value. Analyzing from the perspective of college students with disabilities, there is a positive correlation between the current satisfaction of college students with disabilities and the service quality of higher inclusive education, i.e., the higher the satisfaction of college students with disabilities, the higher the service quality and the development level of higher inclusive education; the lower the satisfaction of college students with disabilities, the lower the service quality of higher inclusive education, and there are some problems in the development of higher inclusive education.



Therefore, based on the current situation of the satisfaction of college students with disabilities and the main problems affecting the satisfaction of college students with disabilities, the researcher will summarize the strategies for improving the satisfaction of college students with disabilities, and scientifically formulate the action guidelines for the improvement of inclusive education in colleges and universities, which is of great significance for improving the satisfaction level of college students with disabilities and the quality of the service of inclusive education in higher education, solving the problems and difficulties of the inclusive education in higher education, and promoting the high-quality development of inclusive education in higher education in China. It is of great significance for the development of higher inclusive education in China.



1.4 The Research of Objective

The objectives of this research are as follows:

- a. To explore the current situation of satisfaction of Chinese college students with disabilities in higher inclusive education.
- b. To explore issues affecting the satisfaction of college students with disabilities in higher inclusive education.
- c. To summarize the satisfaction improvement strategies of Chinese college students with disabilities.
- d. To develop guidelines for the development and enhancement of inclusive education in chinese universities and colleges.

1.5 Research Question

This study will answer the following research questions:

- a. What is the current state of research on the satisfaction of Chinese college students with disabilities in higher inclusive education?

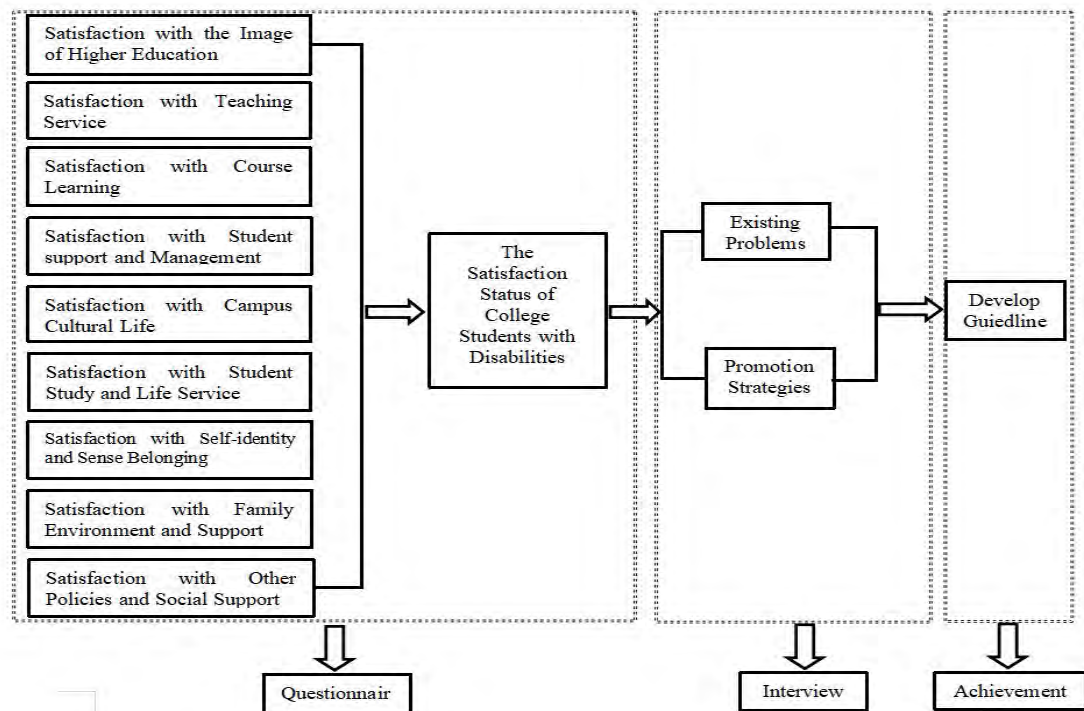
b. What are the issues affecting the satisfaction of college students with disabilities in higher inclusive education?

c. What are the strategies for improving the satisfaction of Chinese college students with disabilities in higher inclusive education?

1.6 Conceptual Framwork

Figure 1.1

Conceptual Framework for the Study of Satisfaction among College Students with Disabilities





A concept is a highly abstract generalization of rational understanding. Conceptual frameworks are constructed prior to data collection and are usually represented in visual form. Conceptual frameworks set standards for defining the research problem and, like a research roadmap, help to visualize and operationalize the research project. It also defines the relevant research variables and indicates the relationship between the variables (Vapio, 2020). Figure 1-2 shows the conceptual framework of this study.

The nine satisfaction dimensions on the left - hand side of the conceptual framework jointly constitute the core assessment indicators for "the current situation of university enrollment for students with disabilities". Through statistical analysis of the "current situation" data and validation via interviews, existing issues are identified and inferred. Based on the advantages and disadvantages revealed in the "current situation", targeted "improvement strategies" are put forward. The nine satisfaction dimensions act as the core measurement items of the questionnaire. Both the "existing problems" and the "enhancement strategies" directly inform the development guidelines. Interview data supplements and validates the quantitative results obtained from the questionnaire, deepens the understanding of the causes of problems, and refines the feasibility of strategies. The formulation and implementation of the "development guidelines" directly transform the research outcomes into actions.

In conclusion, the research conceptual framework delineates the entire process as follows: manifest variables (nine satisfaction dimensions) (composition) → latent variable "current state" → (derivation) → latent variables "issues" and "strategies" → (basis) → latent variable "guidelines" → (output) → dependent variable "outcomes." Questionnaires and interviews function as quantitative and qualitative measurement





instruments, respectively, guaranteeing that the derivation of "current state - issues - strategies" is based on empirical evidence.

1.7 Research Hypothesis

a. The level of satisfaction of college students with disabilities with regard to inclusive higher education is moderately high, between "fair" and "satisfactory", and has not yet reached the level of "satisfactory".

b. There is significant variability in satisfaction with higher inclusive education among college students with disabilities across gender, disability category, inclusive education mode, and grade level.

c. The image of higher education and campus cultural life, teaching services and course learning, student support and management, family environment and support, and other policies and social support are the main issues affecting the satisfaction of higher inclusive education of college students with disabilities.



1.8 Operational Definition

1.8.1 Inclusive Education

Inclusive education, which emerged in the field of special education in the West in the 1960s and 1970s, refers to the "integration" education or "return to mainstream" movement that places children with disabilities in regular schools, and is an important part of higher education for persons with disabilities. The integration movement under the normalization ideology is often referred to as the back-to-mainstream movement in North America, represented by the United States of America, and as the integration movement in European countries, represented by the United Kingdom (Zhu & Deng,

In China, there is a similar practice of inclusive education, known as classroom-based education in China. Since the mid- to late-1980s, the Chinese Government has been promoting inclusive education, placing children with disabilities such as blindness, deafness and mild mental retardation into ordinary classes in ordinary schools. After more than 30 years of promoting the policy and exploring the practice of studying with classes, a large number of children with disabilities have been given the opportunity to receive an education, and the problem of compulsory education for children with disabilities has been solved to a large extent. Class-based education has become the dominant method of educational placement for children with disabilities in China, and has also become one of the fixed expressions in the national education policy discourse (Li, 2017).

To sum up, in this study, inclusive education refers to an education model in which college students with disabilities can receive equal education in inclusive rather than segregated schools at the stage of higher education, further realizing the comprehensive integration of special education and general education, school education and social education, and professional skills education and comprehensive quality education, which is not only the extension of social equity in the field of higher education, but also an important embodiment of educational equity in the development of high-quality and balanced development.

1.8.2 People with Disabilities

In 1997, the World Health Organization (WHO) classified persons with disabilities into three categories according to the different impacts of disabilities on the physical and social functions of individuals: First, functional or morphological disabilities, in which individuals suffer from accidental injuries that cause abnormalities in the functioning of the body and are unable to provide normal support, such as lower limb disabilities caused by car accidents; second, loss of function disabilities, which refer to the loss of learning ability due to the inborn defects of the body's structure or some Second, loss of function disability, refers to individuals who are born with structural defects of the body or some dysfunctions that cause the body to lose the ability to learn as it should be able to, for example, people with intellectual disabilities; third, social function disability, refers to the abnormalities of bodily functions or defects of

bodily morphology, which affects their ability to participate in normal social life (Li, 2004).

In 1998, China defined "disability" as follows: "Disability is a state of affairs in which a part of the population has difficulty in participating in normal social life and learning because of functional deficiencies of the body or a poor mental state. Those who are trapped in such a state are referred to as disabled, with disability caused by injury being called disability, and disability caused by illness being called disability (Encyclopedia of China Publishing House, 1998)."

To sum up, in this study, disability refers to students with impaired hearing and vision who encounter obstacles in accessing education, they are distinguished from ordinary students in the traditional sense of the term, which mainly includes students with visual impairment and hearing impairment. They are qualified for higher education through specialized examinations, but need special education services because of individual developmental deficiencies or external disadvantages that impede their ability to move around. Since physically handicapped students do not have other sensory deficiencies and are fully inclusive into different colleges without specialization after entering higher education, their satisfaction with inclusive higher education is similar to that of ordinary students, so in this study physical handicaps are not included in the category of handicaps, which refers to hearing and visual handicaps in particular.



1.8.3 Higher Education

Higher education refers to education implemented on the basis of the completion of higher secondary education. The mission of higher education is to cultivate high-level specialists with a sense of social responsibility, a spirit of innovation and practical ability, to develop science, technology and culture, and to promote the construction of socialist modernization. It includes academic and non-academic education, and adopts the forms of full-time and part-time education. Higher academic education is divided into specialized education, undergraduate education and postgraduate education (Law of the People's Republic of China on Higher Education, 2015).

UNESCO (1998) defines higher education as all educational programs offered by universities or other accredited institutions, covering academic, vocational, technical, and usually leading to the award of degrees, diplomas or certificates. According to Prof. Trow (1973), higher education is usually defined as the education that takes place after secondary education and is usually provided by universities, colleges, or other institutions of higher education, and is designed to provide students with specialized knowledge and skills in preparation for a career or academic study.

In this study, it specifically refers to the educational process in which college students with disabilities are qualified to receive higher education after passing the General College Entrance Examination or the Single Examination.





1.8.4 Higher Education for Persons with Disabilities

Higher education for persons with disabilities, which is part of the special education system, is an educational process and educational activity based on the concept of equality and the adoption of a general or special educational approach to cultivate the professional skills required for persons with disabilities to participate in social life and maximize their potential in accordance with their basic physical and mental characteristics and developmental needs. The target group of education is young people with disabilities (mainly those who are deaf, blind, or physically challenged) who have qualified for enrollment in higher education.

Huang Wei, a domestic researcher, defines higher education for persons with disabilities as "public professional education for persons with disabilities on the basis of full secondary education with the goal of cultivating specialists and developing human resources for persons with disabilities" (2021). Higher education for persons with disabilities includes both special education (persons with moderate and severe hearing disabilities and persons with visual disabilities are enrolled in higher special education colleges) and general education (persons with physical disabilities and persons with mild hearing and visual disabilities are enrolled in general colleges and universities) (He & Yang, 2024).

Some foreign researchers define higher education for persons with disabilities as "the education that individuals with disabilities continue to receive after secondary education. This includes education in institutions of higher learning and various types of vocational and technical education based on secondary education (Yu, 2010)."





To sum up, in this study, it specifically refers to the higher education model of inclusive education in China, in which students with disabilities who have been admitted after the general college entrance examination or the single examination for students with disabilities are admitted to regular classes in regular colleges and universities to receive higher education together with normal students, or to the special education colleges (departments or specialties) in regular colleges and universities to receive higher education. They study and live alongside able-bodied college students, integrating together into the overall general college culture, and are educated together to prepare them for integration into society.

1.8.5 Satisfaction of College Students



Satisfaction is the pleasant feeling when a need or desire is met. Research on student satisfaction began in the 1990s. Due to different subject perspectives, scholars have different definitions of student satisfaction, and roughly formed two views. Based on the perspective of management, borrowing the theory that satisfaction is the difference function between perceived effect and expected value proposed by Philip Kotler, the father of marketing, it is believed that student satisfaction is the relationship between the quality of school education services perceived by students and their Expected comparisons are closely related to perceived value (Kerlin, 2002). Another perspective based on psychology holds that student satisfaction is a short-term attitude or emotional response, which comes from students' subjective evaluation of their educational experience and achievements (Elliott & Shin, 2002) .





A review of the literature shows that college students are one of the customers of colleges and universities and are the most direct beneficiaries of the higher education services provided by colleges and universities. Student satisfaction refers to the psychological feelings of happiness, pleasure or disappointment that students feel when comparing the results of the educational services they receive with their expectations. Student satisfaction is the degree to which the actual feeling of students receiving educational services is compared with their expectations (Xu, Zhao & Liu, 2010). College student satisfaction falls under the category of affective learning outcomes, which includes student satisfaction with the overall learning experience and satisfaction with specific experiences, such as the quality of instruction, course (Zhang & Huang, 2017).



Some domestic scholars believe that "student satisfaction refers to the degree of positive feelings formed by students, as consumers of school education services, on the evaluation of school education services and their own educational experiences, educational outcomes and the realization of educational expectations. Student satisfaction is not only an indicator of students' learning experience and quality of life, but also an important credential for assessing the quality of university education services in the context of massification and marketization of higher education (Pang & Xu, 2022)."

To sum up, in this study, college student satisfaction specifically refers to the degree of positive feelings formed by college students with qualifications to receive higher education as a result of evaluating the educational services of the school and





their own educational experiences, educational outcomes, and the fulfillment of educational expectations.

1.8.6 Strategy and Guideline

A strategy is a set of courses of action designed to achieve a specific goal. It involves the allocation of resources, time planning and risk control and other aspects, is an important tool to guide practice. The core of strategy lies in its relevance and flexibility, i.e., it must closely focus on the goal and make adjustments according to the actual situation. The main purpose of strategy is to achieve a specific goal and achieve the expected results through the formulation and implementation of a series of action programmes, and the application of strategy is very wide, which can involve many fields such as the military, business and personal life. In this study, strategy specifically refers to the countermeasures and suggestions for improving the satisfaction of college students with disabilities in the context of higher inclusive education (Ji, 2024).

A norm is a norm or standard used to guide people's behaviour and decision-making in a particular field or situation. It is a consensus formed by people in social life, and is of great significance in maintaining social order and promoting social development. The content of norms covers various fields and levels, including morality, law, profession, academics, etc. The main purpose of norms is to maintain social order and promote social development, and to reduce social costs and improve social efficiency by regulating people's behaviour and decision-making. Guidelines work more in specific fields or situations, such as ethical guidelines, legal guidelines, and industry guide



lines. These codes provide clear guidance and norms for people's behaviour and decision-making in specific domains.

In this study, guidelines refer specifically to normative industry standards developed on the basis of research on the current situation of satisfaction among college students with disabilities and strategies for improving satisfaction among college students with disabilities, with the aim of providing a reference for the high-quality development of higher inclusive education in China (Bai, 2023).

1.9 Research Innovation

First of all, the research conducted a systematic survey on the satisfaction of students with disabilities for the first time in China. Secondly, the research developed a guideline of China's higher inclusive education based on the perspective of students with disabilities for the first time, and providing a reference for the high-quality development of higher inclusive education in China.

1.10 Research Limitations

In 2003, China promulgated the "Guiding Opinions on Physical Examination for Admission to Ordinary Colleges and Universities". Due to the adjustment of physical examination standards and the relaxation of admission requirements, more students with disabilities have the opportunity to participate in the admissions



examinations for ordinary colleges and universities. educate. In recent years, the number of college students with disabilities enrolled in ordinary colleges and universities has generally been on the rise, and more and more colleges and universities have begun to accept college students with disabilities and provide high-quality inclusive education (Lei, Luo & Kang, 2017). Due to the large number of colleges and universities in China that carry out higher inclusive education, it is difficult to survey and analyse all the college students with disabilities in general colleges and universities that carry out inclusive education, so the questionnaire survey was only able to select five representative general colleges and universities to be sampled and researched, and the depth and breadth are still slightly insufficient.

At present, the proportion of college students with disabilities who can receive inclusive education in higher education through the single examination for persons with disabilities and the general college entrance examination is still dominated by visually impaired, hearing impaired and physically impaired students, while the proportion of students with other types of disabilities, such as intellectual disabilities, mental disabilities and multiple disabilities, who can enter general colleges and universities to receive inclusive education due to the limitations of their own conditions and abilities is still very low, and the satisfaction of students with physical disabilities is not much different from that of ordinary students due to the fact that they are able-bodied in the sense that they are not physically impaired. Therefore, this paper focuses on selecting visually impaired and hearing impaired college students, but not other types of students with disabilities in the sampling, which to a certain extent has the problem of not covering all disability categories.



1.11 Summary

The comprehensive promotion of inclusive education is an important task in the modernisation of special education as proposed in China Education Modernisation 2035, and it is also an important measure and the main way to promote the social integration of people with disabilities. In recent years, the number of students with disabilities in China has been increasing rapidly, and higher inclusive education has become the main form of higher education for students with disabilities.

With the development of higher inclusive education from elitism to popularization, improving the quality of education and teaching and providing satisfactory inclusive education is the eternal theme of higher education institutions, and the satisfaction of college students with disabilities as an important indicator for measuring and evaluating the quality of inclusive education in colleges and universities is receiving unprecedented attention. What is the current situation of satisfaction of Chinese college students with disabilities?" "What are the Issues Affecting the Satisfaction of College Students with Disabilities in the Context of Higher Inclusive Education?" and "What are the strategies for improving the satisfaction of Chinese college students with disabilities in the context of higher inclusive education?" The three research questions are of great practical significance for improving the service quality of China's higher inclusive education and promoting the development of China's higher inclusive education. The second section will review the literature and discuss in detail the previous research related to this study.