



# FIND OUT HOW WORKING CONDITIONS OF TEACHERS (THROUGH SALARY POLICY) AFFECT THE HEALTH OF HIGH SCHOOLS IN VIETNAM TODAY

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**Abstract:** *In social life, education and training is an important field for all nations and peoples at all times. In today's trend of knowledge development, education - training is considered the most important policy and measure for development in many countries around the world and Vietnam is no exception. Well aware of the role of education and training in development, the Government of Vietnam always has specific policies and actions to make education a top national policy. In Vietnam, general education is education at three levels of education: primary school, middle school and high school. For each level of study, there are different requirements for training quality and content, so that it is suitable for each training object. The article analyzes and clarifies theoretical and practical issues related to teachers' working conditions (through salary policy) to the health of high schools. The article also stated and analyzed a number of statements related to maintaining and stabilizing the health of schools (School Health) in the current context. The limitation of this study is that it has not shown and analyzed the factors affecting the working conditions of teachers (through salary policy) affecting the health of high schools in Vietnam today.*

**Keywords:** *Education and training; teacher; high school; working conditions*

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## 1. INTRODUCTION

The role of education and training is given special importance and is a top priority of all countries, in order to improve people's knowledge, provide qualified human resources, protect the country's political institutions, fostering talents, building a team of highly qualified and skilled workers. Not only in countries around the world, but Vietnam is also one of the countries that attach great importance to the development of education, has been consolidating and building a really strong and quality education. The Party and government of Vietnam always affirm and emphasize: Education is the first national policy; choose science and education as a breakthrough for development; choose education as the premise and backbone of sustainable development. The comprehensive renovation of education in the current period is the responsibility of the Party committees, branches, scientists and the whole society.

In recent years, Vietnam's education has made remarkable progress and achievements, making an important contribution to improving people's intellectual knowledge, training human resources for the construction and protection of human resources. and reform the country such as: The system of mechanisms and policies in the field of basic education and training has been completed; Promulgating and actively implementing the new general education program; The organization of examination, examination and evaluation of education quality is increasingly substantive and effective; The quality of both mass and spearhead general education has been raised, internationally recognized and appreciated; University autonomy is promoted, the quality of higher education has many positive changes; The work of political, ideological, ethical and life skills education for students has had many positive changes; Strengthen the application of information technology, promote digital transformation in the education sector; Actively integrate and improve the effectiveness of international cooperation in education and

training. It can be seen that education plays an extremely important role for individuals in the formation of personality, development of intellect, spirit, and soul, so in the sense that the educational stage occupies the majority of the population. On the basis of satisfying the objectives related to: comprehensive development for learners in moral, intellectual, physical, aesthetics, basic skills, personal capacity development, dynamism and creativity; human personality formation; With primary education aimed at forming the initial basis for the development of students' moral, intellectual, physical, aesthetic and capacity; prepare students to continue in middle school. With lower secondary education aimed at consolidating and developing the outcomes of primary education; ensure that students have a basic general education, the minimum necessary technical and vocational knowledge to continue in high school or a vocational education program. With upper secondary education to equip citizens with knowledge; ensure that students consolidate and develop the results of lower secondary education, complete their general education, and have common understanding of techniques and career guidance; have conditions to promote individual capacity to choose development direction, continue to study higher education program, vocational education or participate in labor, construction and defense of the Fatherland. For Vietnam today, although the attention to the working conditions of teachers and the "health" of high schools is concerned at a global level, research on the important role of working conditions working conditions and especially "health" in high schools as well as the impact mechanism of working conditions and organizational "health" in the context of education are still very limited. Therefore, understanding the working conditions of teachers and the health of schools in Vietnam today, approaching from a theoretical and practical perspective, is a matter of urgent significance.

### **Theoretical basis**

Based on the guidelines, guidelines and policies of the State of Vietnam on education and training in the current context.

### **Practical basis**

The process of leadership, direction and implementation of the Government of Vietnam in education and training is directly related to the working conditions of teachers and the health of the high schools.

### **Research Methods**

The article uses specific methods including: Analysis, synthesis, logic and history. Besides, the article uses the method of overview research and the method of scoping (reviewing, determining the scope) of articles in specialized journals and a number of books on theory in educational sciences in Vietnam. foreign.

### **Techniques of use**

The article uses document analysis techniques, research and document analysis of previous researchers, guidelines, policies and laws of the Government of Vietnam on education and training, which are directly related. to the working conditions of teachers and the health of high schools.

### **Research question**

Question 1: How does the salary policy for teachers affect the working conditions of teachers and the health of high schools?

Question 2: What are the conclusions drawn when learning about the working conditions of teachers (through salary policy) to the health of high schools?

### **Research purposes**

The purpose of the article is to analyze and clarify theoretical and practical issues related to teachers' working conditions (through salary policy) to the health of high schools.

## **2. LITERATURE REVIEW**

In general, the research and evaluation works on the working conditions of teachers and the health of high schools (School Health) are shown through a number of typical works as follows:

In the study of Sinclair (2008), the author conceives of teacher's work motivation including 3 aspects: 1) attraction, 2) retention and 3) focus. Two authors Dornyei and Ushioda (2011) synthesize into two aspects of work motivation: 1) orientation and 2) level of human behavior. In 2012, Marko Kukanja conducted a study on factors affecting the work motivation of tourism service employees in 16 coastal Piran regions of Slovenia with a survey sample of 191 employees working in restaurants, bars, restaurants, cafes. The research model is based on the influence of 6 factors on employee's work motivation, including salary, career development, training, social welfare, happy working atmosphere and working time. flexible working time. Research results show that: the most important factor is salary; social welfare ranked second and flexible working time ranked third; The training factor was rated the least important. For teachers, Dornyei and Ushioda said that teachers' work motivation includes the motivation to become a teacher and the motivation to continue working. Research on teacher's work motivation is one of the topics that many scientists in Vietnam are interested in researching, the project "Motivating lecturers at Hanoi Tourism College" Master Thesis Human resource management, University of Labor - Social Affairs, Hanoi, by Pham Thu Ha (2015) emphasizes: the essence of motivation is determining the needs of employees, satisfying the reasonable needs of workers add to their benefits so that they can work actively, self-consciously, creatively and effectively. In addition, Velarde et al (2020) conducted a study to examine the mediating effects of attributes in transformational leadership styles on the relationship between cultural intelligence and organizational "health" in context of junior high schools in Kuala Lumpur. Research surveying 476 leaders of high schools in Kuala Lumpur, Malaysia, the research results show that transformational leadership style has a direct impact on the health of the organization and has a mediating effect in the relationship relationship between cultural intelligence of leaders and organizational health. The article is a useful reference for leaders in bringing cultural elements into the curriculum and developing organizations in the direction of multiculturalism. In another study, Stremersch et al (2021) based on the social agency theory (Sociological agency theory) to explore the role of the faculty's encouragement of scientific research in the "health" of the organization. in economic schools. According to Merrill (2021), teachers' working conditions are non-monetary factors in schools, i.e. teachers' workplaces, which have a decisive influence on activities and quality of teaching and learning. Working conditions of teachers are not only issues related to working time, standard hours conversion, tasks to be completed, salary and bonus policies, but also related to: (1) style leadership of school leaders and teacher empowerment, (2) peers and faculty positions within the subject and school, (3) students' parents and the wider community, (4 ) students' abilities, behaviors, habits and learning orientations, (4) school characteristics such as grade level, geographical location, class size, timetable..., (5) school orientation such as school strategy, school innovation and learning environment, school reputation and integrity, (6) physical and psychological safety in schools (Merrill, 2021).

## **3. RESULTS AND DISCUSSION**

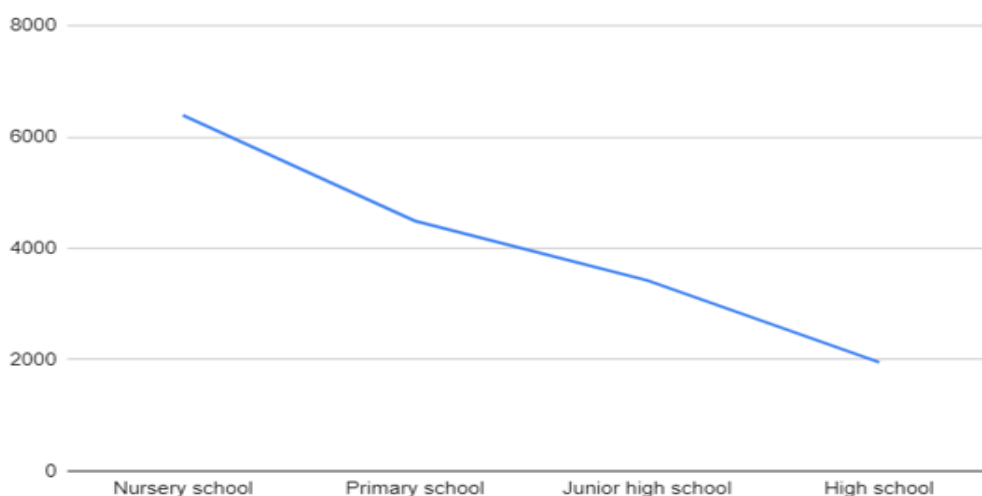
### **Salary policy for teachers: One of the important factors about teachers' working conditions and the health of high schools in current conditions**

In general, teachers' working conditions are understood as the sum total of natural, social, economic and technical factors expressed by tools, working means, working objects, environment. working, technological processes in a certain space and the arrangement, arrangement and interaction between those factors for the teacher, creating a certain condition for the teacher in the process of working. job. Working conditions include work to be done, working time, rest time, working location, conditions on occupational safety and hygiene, social insurance, salary, bonus and allowances. levels and labor norms for teachers. These conditions are specified in different legal documents suitable for different types of employees. The category "School Health" is actually not new to international researchers. In 1969,

Matthew Miles introduced the school health analysis model. According to him, a healthy school is one that not only survives in its environment but also continues to exist and develop as well as expand its capabilities. Matthew Miles also gives 10 characteristics of a healthy school, which are: school goals, communication environment, power sharing, resource utilization, school cohesion, spirit, innovation, self-control, adaptability, problem solving ability.

Pursuant to the provisions of the current Vietnam Education Law, the education levels and training levels of the national education system include: Pre-school education with crèches and kindergartens; General education includes elementary, middle, and high schools. Teachers in the national education system outside of the summer break as prescribed in Clause 1, Article 3 of Decree 84/2020/ND-CP, teachers and lecturers are entitled to public holidays, Tet and other days off according to the Labor Law. motion. The teacher's weekday regulations are updated in the following circulars on teachers' working regime. Regulations on working regime with the latest high school teachers in Vietnam with the following contents: working time in one year; the mode of reducing the teaching period norm; class norms for principals and vice-principals; The mode of reducing the teaching time limit for teachers who are concurrently performing professional jobs; The regime of reducing the teaching time limit for teachers who are concurrently working for the Party, Union and other organizations in the school; Mode to reduce the norm of teaching for other subjects. The working regime of high school teachers is implemented in accordance with Circular No. 28/2009/TT-BGDĐT dated October 21, 2009 of the Ministry of Education and Training; Amendments and supplements to Circular No. 15/2017/TT-BGDĐT dated June 9, 2017 of the Ministry of Education and Training. Accordingly, based on the above regulations and based on the school year plan, specific characteristics and conditions, the Principal will arrange the annual leave time for teachers in a reasonable manner.

The graph of the number of teachers leaving and changing jobs in the school year 2021-2022



Source Ministry of Education and Training

In terms of teachers' working conditions, salary is one of the important factors and has a direct influence on the health of high schools. According to the Ministry of Education and Training, as of the 2020-2021 school year, the total number of teachers in the country is 1,402,469 people. In which, teachers at preschool, high school and university levels are 1,318,510 (1,059,729 payroll, 48,662 contracts, 123,996 non-public). Early Childhood Education and general education institutions have 1,190,443 teachers (public 1,108,391, non-public 82,052; payroll 1,059,729, contract in public schools 48,662). Vocational education institutions have 83,959 teachers (37,235 teachers in colleges, 13,295 teachers in intermediate schools, 23,086 teachers in vocational education centers and there are nearly 10,343 teachers in vocational institutions. other institutions that participate in vocational education activities). According to

statistics from the database system of the Ministry of Education and Training, in the 2021-2022 school year, there are 16,265 teachers leaving and changing jobs. In which, the number of public teachers leaving is 10,407 people, the number of non-public teachers leaving is 5,858 people [<https://vneconomy.vn/doi-hoi-cap-bach-tang-luong-phu-cap-cho-delivery-vien.htm>]. The number of teachers who quit and moved out of the industry mainly concentrated in regions with developed socio-economic conditions such as Hanoi, Ho Chi Minh City, Da Nang, Dong Nai, Ba Ria - Vung Tau, Binh Duong. The reason is that in these localities, teachers have many options to switch careers with higher incomes (teachers who quit their jobs will move to work in private schools or work in other fields). have higher income). There are a few localities with difficult socio-economic conditions such as Gia Lai, Son La, the number of teachers who quit their jobs is higher than in other localities. For public educational institutions, the situation of teachers leaving their jobs is due to inadequate salary regimes and policies, teachers' salaries are not enough to cover their lives, while essential expenses for standard of living (eating, living, raising children, taking care of health) is quite high. Meanwhile, some educational institutions are slow to innovate in management, and the work pressure on teachers is still great. Although in recent years, the education and training sector has drastically innovated the management mechanism, but the change in some schools is still slow and has not met the requirements. This also causes pressure on teachers such as unreasonable assignment of tasks, lack of science, lack of democratic management organization, heavy emphasis on imposition, orders from top to bottom. In addition, under the impact of the market economy and increasing demand for teachers, people with good qualifications will tend to look to places with better conditions to find promotion opportunities. Some teachers accept to quit their jobs and go back to school to look for new job opportunities. From there, it affects the spirit of work, limits the creativity of teachers, causing a certain influence on the health of schools (School Health).

In fact, the issue of salary for teachers in Vietnam currently has some shortcomings and limitations, reflected in the following points:

**Firstly**, the current salary scale of teachers and educational administrators does not reflect the spirit of the Central Resolution II, term VIII and Resolution No. 29-NQ/TW. ranked the highest in the administrative and career salary scale system and has additional allowances depending on the nature of the job, by region. The application of the current salary scale system is not based on the job position and the nature and complexity of the job (for example, preschool teachers, primary school teachers of the same grade share the same salary scale), while the base salary is still low compared to the minimum wage. As a result, young teachers have incomes lower than the regional minimum wage, while having to attend training for at least 3 years. The gap between salary levels is still low (0.20; 0.31; 0.33...) so the increase in salary has not improved teachers' income much.

**Secondly**, the policy system is still scattered, some management documents are not really synchronized, unclear and lack of consistency, leading to difficulties in applying policies for local teachers (eg. the delimitation of mountainous and highland areas; regimes and policies for inter-level schools, allowances for managers according to school grades, etc.). The advisory and promulgation of policies for teachers and learners in the Northern Midlands and Mountains region still have some limitations and inadequacies in terms of subjects, norms, benefit duration, support methods, etc. The implementation of some policies is sometimes not timely and inconsistent. The above limitations and difficulties have a significant impact on the development of education and training in the region. The level of allowances according to Circular 33/2005/TT-BGDDT dated December 8, 2002 of the Ministry of Education and Training, providing temporary guidance on the implementation of the allowance for leadership positions in public educational institutions is currently disparate. lower than the equivalent position allowance level in some Circulars in the health sector such as Circular No. 23/2002/TT-BYT guiding the ranking of medical non-business units. In addition, the Government has not had a drastic direction to perfect the salary policy, streamline the payroll associated with salary reform for public teachers. Attracting and mobilizing social resources to participate in educational activities is still entangled in mechanisms and policies.

**Third**, the contingent of educational administrators (which is typical for the education sector is that the majority of education managers are mobilized, appointed and strengthened from teachers in educational

institutions) have not been trained. receive the teacher's seniority allowance according to regulations. This has a great impact on the current income as well as the pension regime of education administrators, leading to difficulties in assigning and appointing teachers from educational institutions to the education and training department. , education and training. Managers, teachers, and staff at non-public educational institutions, especially preschool education institutions, are not really satisfied with their work because the number of students is unstable, the salaries of teachers and staff are not stable low membership, no remuneration or degree of dependence on the policy of the school owner. Many localities still have difficulties and do not yet have mechanisms and policies to support facilities, salary regimes for the staff, which partly affects the maintenance and improvement of the quality of students' nurturing, care and education.

### **Some conclusions drawn**

Teachers are seen as an element, playing the role of a subject to create quality education. Creating working conditions, including motivation, and salary conditions for teachers so that they can maintain and promote their position determines the success of the educational innovation career, contributing to important in maintaining and stabilizing the health of the school (School Health). The conclusions drawn are:

**First**, economic transparency: Legitimate income only becomes a motivation when it meets the minimum material needs of teachers, helps them feel secure, and has enough to spend for themselves and their families. It is necessary to ensure fair, public and timely sources of lawful income of teachers. It can be the state's salary system or public activities, collective labor that is available. It is necessary to ensure the principle of non-discrimination, democratic discussion, and based on actual achievements and circumstances when distributing benefits to teachers. Try to organize welfare activities to ensure economic and psycho-social balance in the life of teachers.

**Second**, maintaining and stabilizing school health is related to many factors. Subjective factors include: school administrators; teachers; pupil; professional groups, subjects; the school's physical conditions. Objective factors include: political, economic - social situation of the country; the trend of fundamental and comprehensive renovation of Vietnamese education; the management of superiors; the social environment and the connection with the school; the role of political and social organizations. In addition, we can mention the elements of State management expressed through strategies, plans, policies, schemes, projects and programs related to education in general and educational development. education in particular; The elements belonging to the school's management are expressed through the staff's vision, capacity, qualities, qualifications, and professional passion; solidarity and consensus in the school community; Elements of teacher training management; training quality, teaching staff, training program. School Health requires the synchronization of all objective and subjective factors, so maintaining and stabilizing the health of high schools should be considered the responsibility of all. everyone, from the highest management level to all departments in the school and society, in which the factor is directly associated with people.

**Third**, carry out salary reform for teachers. This requires careful calculation on the basis of budget resources. The amendment of regulations on salary policy for cadres, civil servants and public employees should be implemented in a scientific and reasonable manner. At the same time, it is necessary to build a wage system suitable to the labor market to shorten the wage gap between the public and private sectors, creating equal competition between these two sectors in attracting quality human resources. High. In particular, it is necessary to create a healthy working environment with equal competition among employment positions; transparent recruitment mechanism and personnel work; assign the right people to the right jobs, have a mechanism to respect talented people; downsizing the payroll by boldly replacing the part of civil servants and public employees who do not meet the requirements. At the same time, continue to innovate management methods, reduce meetings; strengthen digital transformation, apply information technology to build a shared data system, reduce administrative work load to create conditions for cadres, civil servants and public employees to have more time to focus on research,

professional improvement, dedicated dedication. The research on paying salary based on job position will soon be implemented so that the inequities in teacher pay are solved at the root (In terms of job position, there are 3 positions in educational institutions). position: Leaders, teachers, employees).

**Fourth**, ask the National Assembly and the Government of Vietnam to allow the development of the Law on Teachers to perfect the legal system related to standards, recruitment, management, remuneration, honor, suitable to the role, important positions, specific professional work of teachers. Motivate teachers to stick with and devote themselves to the cause of education. While waiting for the competent authorities to consider and decide on raising salaries and allowances for teachers, the Ministry of Education and Training needs to continue to improve the working environment, strengthen school administration, and school charters to educate teachers. employees have favorable working conditions and environment, promote their responsibilities and mission.

**Fifth**, improve the working environment: Improve the working environment for teachers, such as providing minimal equipment to reduce the physical and mental consumption of teachers in the working process. Pay attention to hygiene and occupational safety, plant a lot of trees and have enough light in the classroom. Ensure classroom standards, tables and chairs and the number of students in each class. Create conditions for teachers to develop and advance their careers such as encouraging teachers to participate in training courses, including outside of work. Public, transparent and objective system of evaluation criteria for teachers, in a specific, process and quantifiable direction. Eliminate prejudice, subjective or flat assessment of employees. The evaluation results serve as a basis for determining the level of remuneration, bonus or promotion or salary increase ahead of time. Creating a favorable psychological atmosphere, comfort, respect and mutual support in the labor collective will have a good impact on the work motivation of teachers and their attachment to the development of the school. . It is possible to organize fun activities, rest and other social activities according to the actual conditions and capabilities of the school. The principal is the one who takes the lead and spreads a positive attitude to live peacefully and happily in the school.

#### 4. CONCLUSION

In the trend of global integration and the explosion of the industrial revolution 4.0, education and training play an increasingly important role, becoming a guideline for the sustainable development of all countries and ethnic groups. . Along with the development of society, the role of education and training becomes especially important and a top priority of all countries in the world in general, including Vietnam in particular. The role of education and training for society is reflected in 4 main aspects, including: Raising people's knowledge in all countries and ethnic groups; Provide qualified human resources; Protect the country's political institutions; Nurturing talents, building a workforce. In Vietnam, general education is education at three levels of education: primary school, middle school and high school. For each level of study, there are different requirements for training quality and content, so that it is suitable for each training object. General education aims to comprehensively develop learners in moral, intellectual, physical, aesthetic and basic skills, in order to develop personal capacity, dynamism and creativity; shaping the personality of Vietnamese people. The article analyzes and clarifies theoretical and practical issues related to teachers' working conditions (through salary policy) to the health of high schools. The results show that the salary policy for teachers is one of the important factors on teachers' working conditions that affects the health of high schools in the current conditions. In fact, the issue of salary for teachers in Vietnam today still emerges some shortcomings and limitations, reflected in the points and salary scale of teachers and education administrators today. has not properly reflected the reality of life; the policy system is still scattered, some management documents are not really synchronized, unclear and lack of consistency, leading to difficulties in applying policies for local teachers; the staff of education administrators have not yet received the seniority allowance for teachers as prescribed. The article also stated and analyzed a number of statements related to maintaining and stabilizing the health of schools (School Health) in the current context. The limitation of this study is that it has not shown and analyzed

the factors affecting the working conditions of teachers (through salary policy) affecting the health of high schools in Vietnam today. /.

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