

THE ATTITUDES OF REGULAR AND SPECIAL
TEACHERS AND SCHOOL ADMINISTRATORS
TOWARD HANDICAPPED STUDENTS
IN THAILAND

By

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CHAPTER I

INTRODUCTION

The Nature of the Problem

Background and Related Information

Initial educational provisions for handicapped children in Thailand began with the establishment of The School for the Blind in Bangkok, funded by the Foundation for the Blind in Thailand under the patronage of Her Majesty the Queen. This is regarded as the first special school for handicapped children in Thailand. In 1941, the Division of Special Education, under the authority of the Department of General Education, established an experimental teaching unit for the deaf with the cooperation of the Foundation for the Deaf, under the royal patronage of Her Majesty the Queen and the Sethasathien Foundation. The Ministry of Education renamed the Experimental Foundation for the Deaf as the Suan Dusit School for the Deaf. Later this school moved to its present site on Rama V Road in Bangkok and changed its name to Sethasathien School.

In 1957, experimental classes were provided for slow learners in seven schools in Bangkok by the Ministry of Education, which were under the authority of the Department

of General Education. At present, the expansion of the program has led to ten such schools. In 1964, the Rajanukul School for mentally retarded children was founded by the Rajanukul Hospital for the Mentally Retarded. This school began in a classroom building on the hospital grounds, funded by His Majesty the King's donation. In 1965, Srisangwal School for the physically handicapped was established in Pakred District, Nontaburi Province, by the Foundation for the Welfare of the Crippled under the royal patronage of His Royal Highness the King's mother.

The Ministry of Education, through its Special Education Division, which is under the Department of General Education is presently in charge of the various special education programs. There are seven types of special education programs conducted by the Division of Special Education or the Division of Special Education in cooperation with hospitals or with private organizations and various foundations. These include special education programs for slow learners, mentally retarded, blind, physically handicapped, deaf, hard of hearing, and hospitalized children.

The Ministry of Education cooperates with all foundations by assigning personnel to teach at these schools, providing necessary educational equipment and materials, helping with teacher training and conducting periodical educational seminars. Thus, the government has recently been increasingly its interest in special education for the

handicapped. Not only does the government encourage and cooperate with the foundation as described, but it has also includes a policy on special education for handicapped children as described in the National Education Scheme (NES, 1977) which is currently being implemented. It is stated in Section Two, Article Fifteen (NES, 1977, p. 4) that "The state shall endeavor to make education accessible to the poor, the physically, mentally and socially handicapped as well as the educationally disadvantaged." Also in Section Three, Article Thirty Eight (NES, 1977, p. 11) mandates that

Special education is provided for those who have special education traits, or who are physically, intellectually or mentally abnormal. It may be given in a special institute or in an ordinary school, as required.

Those two declarations by the Government of Thailand have established the right of handicapped children to an education in the least restrictive environment. The intent of these mandates is now commonly referred to as mainstreaming. As a consequence, the inclusion of handicapped students in regular school programs is increasing (The National Development Education Center, 1983). This movement aims at providing alternatives for handicapped students to maximized their opportunities for receiving the best education possible according to their individual capacities.

For many years, Thailand has ignored the needs of handicapped children because of the general attitude that the handicapped were to be kept out of sight and mind.

At the present time, however, misconceptions about the handicapped are gradually declining while positive influence toward educational policies and programs is increasing. The Ministry of Health and Social Welfare in cooperation with the Division of Special Education has various workshops, seminars, and conferences, along with several forms of mass media, to promote a better awareness and understanding about the handicapped. It is of great importance for the general public not to view the handicapped as societal defects, but as individuals with unique differences who possess the same human dignity as normal people, deserving the right to function as an integral part of society.

Significance of the Study

According to the passage of the Public Law 94-142, the Education for All Handicapped Children Act of 1975 (Federal Register, 1977) of the United States, and the mandate of the National Education Scheme (1977) of Thailand, handicapped students have a right to receive free and appropriate education and to be educated in the least restrictive environment. Students with special needs are mainstreamed into regular classes when appropriate. This practice involves all school personnel, particularly the school administrators, regular classroom teachers and special education teachers, into cooperative educational programming for handicapped students to an unprecedented level (Kraft, 1973; Tom, 1979; Leibfried, 1984).

As the recognized administrative and instructional leader of school, the school principal has been identified as a key individual in the success of mainstreaming.

For example, principals have these responsibilities:

1) support the regular class teachers in order to develop individual programs for special need students, 2) coordinate the personnel service, 3) sustain effective communication among regular and special educators and parents, 4) establish the monitoring activities to ensure compliance with federal and state regulations concerned with the education of handicapped students, and 5) determine and provide effective inservice training activities in the area of special education (Davis, 1980a). Since the roles of principals in dealing with special education issues are many and varied, the attitudes and actions of the principal when working with exceptional students and special educational programs should be taken into consideration. Without the understanding and support of the school principal, it is difficult if not impossible to meet the responsibilities of mainstreaming.

Since mainstreaming requires a large number of responsibilities and the involvement of regular classroom teachers, their attitudes are also extremely important in determining the success of handicapped students in school. Previous research studies indicate that a teacher's attitude can either impede or facilitate students' success in school. Teachers negative attitudes toward handicapped students impede confidence or competence on the part of

students (Lawrence & Winschel, 1973). In addition Horne (1982) indicated that the attitudes and understanding teachers have toward handicapped students are influential in determining students' adjustment and performance. Because the regular teachers have handicapped students in their classroom only for a portion of the day, yet are responsible for their education, the majority of classroom teachers feel that having exceptional children in their classroom would negatively affect teaching effectiveness and be a disturbance (Hudson, Graham & Warner, 1979). Teachers in the regular classroom have expressed concern that they do not have the time, support services, or necessary training to effectively teach handicapped students. It is the responsibilities of principals and special education teachers to provide the skills regular teachers need in order to work with handicapped students. Educating handicapped students in the least restrictive environment has increased the opportunities for regular and special education teacher interaction. Because these children with special needs exhibit a diverse and unique range of problems, their education and remediation requires that special education teachers and regular teachers establish effective lines of communication, work together cooperatively and coordinate instruction plans. Mitchell (1976) emphasized the importance of: 1) the competence and thus the credibility and confidence of the special education teachers, 2) the competence of the regular teachers, and 3) the attitudes of those special and regular teachers toward

each other and toward the students as being the main determinants of success or failure of programs in educating handicapped students. Of the three factors Michell (1976) mentioned, the role of the principals can not be underestimated since they are responsible for overseeing interactions among school policy pertaining to the handicapped.

In conclusion, teachers have a significant influence on the student's performance and adjustment, and principals have a significant role in creating and mainstreaming the educational program. To be a successful in educational programming for handicapped students, the attitudes of regular classroom teachers, special education teachers, and principals or administrators toward the handicapped are important factors that need investigation. Most research on educators' attitudes toward handicapped students have considered attitude as unidimensional; there is evidence, however, that attitudes toward handicapped students are multidimensional (Trippe, 1959; Harth, 1971; Hannah & Pliner, 1983). This study attempts to measure regular teachers, special education teachers, regular school administrators, and special school administrators attitudes toward handicapped students in multidimensional components.

Statement of the Problem

Since research findings indicate that there is a relationship among the attitudes, expectations and success of mainstreaming handicapped students, it appears beneficial to delineate relevant attitudinal dimensions of those responsible for the mainstreaming of handicapped students. Such information will be useful to the Special Education Division in Thailand in several ways. For example, if one or more groups of professional educators have negative attitudes toward handicapped students, then action to improve these attitudes could be taken. This might lead to additional preservice or inservice training for those responsible for mainstreaming. Intervention programs can also be developed to strengthen positive attitudes, resulting in better special educational programs being provided for handicapped students. Consequently, this investigation proposes to determine whether or not there are any differences in attitudes toward the handicapped among educational personnel (regular or special education) who have or have not been involved in mainstreaming in Bangkok or the other seven provinces.

Definition of Terms

For the purpose of this investigation and in order to simplify the intent of this research, the following terms and definitions will be used throughout the remaining chapter of this paper.

Attitude refers to the positive or negative emotional reaction to an object, a reaction that is accompanied by specific beliefs and tend to impel an individual to behave in specific ways toward the object of attitudes. (White House Conference on Handicapped individuals, 1977, p.92)

Multidimensional Attitudes is defined as the five dimensions on the Multidimensional Attitudes Scale on Handicapped Students (MASHS): integration-segregation policy, overfavorableness, social distance, private right, and subtle derogatory beliefs.

Attitudes toward Handicapped Students is defined as the perception of regular teachers, special education teachers, and school administrators as determined by scores on a modified form of the MASHS.

Handicap refers to the cumulative result of the obstacles which disability interposes between individuals and their maximum function levels (Hamilton, 1950). Handicapped students are defined here as these individuals diagnosed as eligible for special education services according to the criteria established by Ministry of Education of Thailand (The National Education Scheme, 1977)

Administrators in School refers to directors, assistants, principals, and acting principles as defined by the Thai Educational System.

Limitations

This study is limited to a specific population consisting of regular teachers, special education teachers, and administrators during the 1984-1985 school year who were registered with the Ministry of Education Department of General Education. Therefore, any conclusions drawn from this study should not be generalized into all thirty-two provinces in Thailand since this investigation is limited only to eight provinces.

This study investigates the relationship between school administrators and teachers attitudes toward handicapped students. It does not analyze any of the variables which may be affecting those attitudes.

Assumptions

This study is based on the following assumptions:

1. The instrument, Multidimensional Attitude Scale on Handicapped Students, is capable of measuring Thai attitudes toward handicapped students.
2. The selected samples are representative of their respective populations.
3. The responses of the teachers and administrators express their true feeling toward handicapped students.

Hypothesis

The research hypothesis for this study was as follow:

There will be no significant difference among regular

and special teachers and administrators who are in Bangkok or other seven provinces in attitudes toward handicapped students regarding: integration-segregation policy (INSE), overfavorableness (OVER), social distance (SDIS), private rights (PRRT), and subtle derogatory beliefs (SUDB).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Recently, attention has been directed to attitudes held by educators toward the handicapped. The current interest, at least in part, is the result of including handicapped students in public schools and the newly acquired responsibilities that school administrators, regular and special teachers share as they deal with those special students. The impact of the relationship between educators and attitudes toward handicapped students is important and worthy of investigation. This chapter is divided into the following sections: Related Literature, Educator's Attitudes Toward Handicapped Students, and Cultural Impact on Attitudes Toward Handicapped.

Review of Related Literature

The term attitude is widely used by the public to denote a psychological state that predisposes a person to action. It is derived from the Latin word *aptus* which means a mental state of preparation for action (Allport, 1967). Attitude has been defined in several different ways (Berkowitz, 1972). Some define attitude by restricting it to

a single component concept regarding attitudes as tendencies to evaluate objects, persons, situations, and ideas on positive or negative terms (Bem, 1970; Thurstone, 1929; Allport, 1935; Insko & Schopler, 1967). However some believe that attitude is a multiple component concept, composed of affective, cognitive, and behavioral components (Berkowitz, 1972; Katz & Scotland, 1959; Rokeach, 1969; Kerlinger, 1973). Baron (1977) described the three components of attitude in the following manner: a cognitive component refers to knowledge based on information, an affective component involves the feeling or emotional dimension of an attitude, and finally a behavioral component predisposes one to act. Most of the research on educators' attitudes toward handicapped students has only considered attitudes as unidimensional in nature without examining the possibility that attitudes may be multidimensional (Harth, 1981; Kennon & Sandoval, 1978). In support of a multidimensional concept, Woodmansee and Cook (1967) believe that attitudes toward the black are multidimensional. Trippe (1959) also states that racial attitudes were similar to attitudes concerning the handicapped. Both the handicapped and blacks are not only considered to be minority groups, but also they are the recipients of the same attitudinal problem-discrimination. Harth (1971) followed this concept and attempted to determine whether the components of attitudes toward Blacks are applicable to attitudes toward the mentally retarded. The conclusion of Harth's study indicated that the dimensions of

attitudes are quite similar in both populations.

Patton (1979) stated that the consideration of attitudes toward the handicapped should include several variables: 1) a temporal construct, 2) the severity of the handicapping condition, 3) the nature and type of handicapped, and 4) the nature of the perceiver or possessor of attitudes toward the handicapped. These variables: the severity, nature, chronological age, and self-perception of handicapped students do affect educators' attitudes. On the other hand, educators' attitudes are a significant influence upon the entire educational development of the handicapped learner. Yet attitudes of school administrators and teachers regarding the handicapped are far more important than any administrative or curricular scheme (O'Rourke, 1979). The construct of attitudes is complex and educators' attitudes toward handicapped students will continue to play a significant role. In order for mainstreaming to be successful, it is essential that both school administrators and teachers have positive attitudes toward handicapped students.

Educator Attitudes Toward Handicapped Students

School Administrator Attitudes

The school administrator at all level is the key to the success of all educational school programs (Pat, 1981). The influence of school principals has especially been considered to be critical in the acceptance and implementation of change

and innovation (Griffiths, 1963). The entire program of instruction within a given school, including special education programs, is the responsibility of the principal (Vargason, Smith & Wyatt, 1974). Consequently, the successful and integrative program is dependent upon the principal's attitudes and actions. Administrative support plays a crucial role in adequately facilitating an educational program for handicapped students (Cochrane & Westling, 1977; Berry, 1974). In addition, a principal's negative or positive attitudes and perceptions regarding such a program can adversely affect teachers' attitudes (Mandell, 1978).

Pupke (1977) investigated thirty-six elementary and secondary school principals in a school district of East Tennessee on their attitudes and knowledge of handicapped students. Using the Rucker-Gable Educational Programming Scale, and a 2x2 Factorial analysis of variance, results showed no significant difference in attitudes of elementary and secondary school principals toward handicapped students. Through a post hoc analysis, a significant relationship was found between the types of handicapping conditions and attitudes toward the placement of handicapped students. Principals had more negative attitudes toward mentally retarded, emotional disturbed and learning disabled students.

Studies have been conducted to examine the relationship of administrators' attitudes toward served handicapped students with different severity levels and handicapping

conditions within regular education setting. In general, school administrators attitudes appear to differ in term of the type and severity of handicapping conditions.

In 1980, Smith, Flexer, and Sigelman investigated the attitudes of 198 secondary school principals of a work-study program in Texas toward the mentally retarded, learning disabled, and normal students by using the Semantic Differential Scale. Findings also indicated that principals were more positive toward the normal students and perceived learning disabled students to be more like normal students than like the mentally retarded group.

Payne and Murray (1974) surveyed 100 urban and suburban principals' attitudes toward the concept of integrating handicapped students into regular education settings. The results indicated that principals have positive attitudes toward students who were categorized as visually handicapped, hearing impaired, physically handicapped, and learning disabled. Principals were less accepting of students who were labeled educable mentally retarded, trainable retarded, and emotionally disturbed.

Similar results were found in Davis' study (1980b) who used the 5-point Likert-type Scale in his questionnaire, Principals' Attitudes Toward Mainstreaming and Training (PATMAT). Three hundred and forty-five Maine public school principals (214 elementary principals, 104 secondary principals) were asked to indicate their perceptions of how successful various types of mainstreaming programs

would be for these types of handicapped: mental retardation, learning disability, auditory impairment, vision impairment, emotional disturbance, speech and language disabilities, physical or motor disabilities, in addition to the level of handicapping conditions: mild, moderate, severe, and profound. Principals tended to estimate success according to the degree of handicapping conditions; therefore students who are categorized as mild were commonly assigned the highest success followed by the moderate condition. In addition, students with learning disabilities were considered to have either an excellent or a good probability of being successfully mainstreamed. Next in sequence speech and language, vision impairment, auditory impairment, and physical or motor disabilities. Mental retardation and emotional disturbance were considered relatively worse as compared with other handicapped students.

Nazzaro (1977) conducted telephone interviews with 40 local district directors of special education in Columbia, Missouri, about current problems and issues and personnel training for mainstreaming. Thirty-five state directors specified emotionally disturbed students as being the most difficult to mainstream.

Further studies have examined the relationship of administrators attitudes toward handicapped students and selected aspects of the school setting.

Payne and Murray (1974) found significant differences in attitudes toward mainstreaming between principals who worked

in urban and suburban setting. The urban school principals were more reluctant to integrate handicapped students into a regular school program than suburban school principals. Seventy-one percent of the suburban principals indicated acceptance of the concept of mainstreaming while only 40.3 percent of the urban principals accepted it.

Overline's (1977) studies compare the attitudes toward mainstreaming between teachers and principals (n=264). The results showed that rural educational personnel have a significantly more positive attitude toward mainstreaming than the suburban educational personnel. Urban educational personnel, although still favorable toward mainstreaming, were the least favorable of the three groups.

Research on administrators' knowledge and experience in relation to attitudes toward handicapped students have been conducted. In southern United States principals' attitudes (n=91) toward disabled students were assessed by Cline (1981) using the Rucker-Gable Education Programming Scale. Results showed that no significant differences were noted between those principals who had one semester of experience with special education programs and those with no experience. Contrary results have been reported by Overline (1977). Principals who have had one or more years of mainstreaming experience tended to hold more positive attitudes toward the integration of handicapped children in regular classes than did those with no experience.

Teacher Attitudes

The mandate of mainstreaming has had great impact on the role and responsibility of regular and special education teachers (Birch, 1978; Blankenship & Lilly, 1977). Regular classroom teachers especially have to prepare themselves to deal with the unique characteristics of handicapped students. The majority of teachers feel unprepared to integrate handicapped students into regular classroom programs and much of their hesitation is due to their inadequate understanding of the characteristics of handicapped students along with their over-preoccupation for providing proper instruction for handicapped students (Baum & Frazita, 1979). Turney (1975) stated that regular educators have enough difficulty with regular students and that the addition of handicapped students would only increase the problem. In addition to having handicapped students in regular classrooms, teachers are also concerned with handicapped students functioning at difference academic and social levels. For this reasons, the mainstreamed students will require an excessive amount of teacher attention in order to complete assignments (Salend, 1979) which will markedly increase their management problems (Harasymiw, 1975). A review of research concerning educators' attitudes toward handicapped students and mainstreaming by Alexander and Strain (1978) indicates that regular classroom teachers, particularly those with limited special education training or experience were unlikely to support mainstreaming, assuming that handicapped students

would generally get less benefit from school. In conclusion, Alexander and Strain (1978) emphasized that the characteristics of the successful teacher of handicapped students include not only skills and competencies but attitudes as well. Teacher attitude and understanding toward handicapped students were perceived to be influential in determining the intellectual and social adjustment of handicapped students (Keogh & Levitt, 1976; Horne, 1982). Thus, the abilities and attitudes of teachers appear to be the most important factors in determining the success of integration programs (Haring, Stern & Cruickshank, 1958; Raver, 1980).

Attitudes of regular classroom teachers toward handicapped students and the concept of teaching handicapped students in regular classrooms have been investigated in a number of descriptive studies.

Stephens and Braun (1980) surveyed 795 regular classroom teachers from kindergarten to grade eight in the Southwestern school districts of Cook County, Illinois, concerning their attitudes toward handicapped students, prior to their experience with handicapped students and teacher's training. Results indicated that 61 percent of 795 teachers were willing to integrate the handicapped students in their classroom, only 39 percent said they would not be willing to do so. Findings also revealed that primary and middle grade teachers were more willing to integrate handicapped students than were teachers of grade seven and eight.

Moreover the teachers who have confidence in their ability to teach handicapped students also believe that handicapped students are capable of becoming useful members of society and feel that public schools should educate handicapped students.

Vacc and Kirst (1977) assessed the attitudes of 149 regular class teachers in public schools of Western New York state toward emotional disturbed children. The questionnaire was designed to measure attitudes of regular class teachers toward segregation and integration of ED students. Their findings indicated that teachers favored the segregation of ED students into special classes and believed that ED students would not be accepted by their nonhandicapped peers. Furthermore, results revealed that teachers did not believe mainstreaming would be beneficial for ED students and ED students would have a negative effect on the teacher's program and provision for the children in the regular classrooms.

A study conducted by Hirshoren and Burton (1979) was designed to determine the attitudes of 34 regular teachers at the elementary and 33 regular teachers at the secondary level (n=67) in Georgia on the educational placement of handicapped students by type and level of severity. Teachers were presented with vignettes representing five handicapping conditions: mental retardation, visual handicap, behavioral disorder, orthopedic, and auditory handicaps with five levels of severity ranging in order from borderline to profound.

Using one-way analysis of variance the test showed a significant difference at $p < .001$ on how teachers rated the five different handicapping conditions. Findings indicated that regular teachers were more willing to assist in mainstreaming behavioral disorders than other groups. Students with sensory and physical handicaps were in an intermediate position, follow by mental retardation, the least desirable for regular classroom placement.

The survey of 639 regular teacher on attitudes toward different handicapping conditions of a physical nature in a middle-sized community in Massachusetts, by Wechsler, Surez & McFadden (1975) show that 86 percent of teachers felt that children with asthma, heart conditions, or crutches and braces would be more suitable for integration than children with visual, hearing or seizure problems. And teachers who had previous experience with physically handicapped children had more optimistic attitudes toward the children.

Frith and Edwards (1981) investigated 40 regular classroom teachers who never had interaction with the physically handicapped and 32 regular classroom teachers who had experience with the physically handicapped. Teachers without direct experience had greater concern about physical responsibilities such as toileting, administering medication, and excess paperwork. The experienced group was concerned with the lack of materials and the amount of time required by the disabled students.

Guerin (1979) assessed the concerns of regular teachers

regarding mainstreamed educable mentally retarded and educationally handicapped children (including learning disabled, emotionally disturbed, and neurologically impaired children). A Teacher Response Scale, which examines the degree of comfort and discomfort related to two categories of handicapped students in a variety of situations, was utilized. Results indicated that teachers experience greater comfort with supervisory and academic responsibilities than with the child's social competence. Research also reported that teachers were less comfortable with mentally retarded than educationally handicapped students.

In an attempt to evaluate regular teacher attitudes toward various groups of exceptional children, Parish, Dyck, and Kappes (1979) used the Personal Attribute Inventory Scale. One-hundred and thirty teachers across the state of Kansas were asked to rank students who were labeled gifted, normal, physically handicapped, mentally retarded, learning disabled, and emotionally disturbed. Repeated measure analysis of variance was applied to analyze the data and results indicated that gifted, normal, and physically handicapped were received significantly more positively than students who were labeled mentally retarded, learning disabled or emotional disturbed.

William and Algozzine (1977) investigated 267 regular teachers in central Pennsylvania on their attitudes toward various handicapping conditions of students presently in a mainstreaming program. An analysis of variance was

performed and indicated that teacher's attitudes was differentially influenced by 4 handicapping conditions. Teachers felt that physically handicapped and learning disabled students should receive more services in the regular classroom and teachers also felt more capable in programming for physically handicapped and learning disabled students than for emotionally disturbed or mentally retarded students.

Shotel, Iano, and McGettigan (1972) observed similar results when 128 regular teachers in six elementary schools in three school districts of Philadelphia were asked to respond to a questionnaire concerning attitudes toward handicapped children and placement of handicapped children. Teachers were generally more positive in their attitudes toward learning disabled students than the emotionally disturbed and educable mentally retarded.

It is possible that the unwillingness of regular teachers to integrate handicapped students is due to their limited skills and knowledge in handling problems of the atypical child. Therefore, the role of the special education teacher is to act as consultant for providing services to the regular teachers. Since mainstreaming has created a number of unanticipated problems, classroom teachers need the assistance and support of special education teacher in order to meet the needs of handicapped students. Effective mainstreaming programs require regular and special education teachers to communicate and share responsibilities concerning their students' educational program (Jones, Gottlieb, Guskin

& Yoshida, 1978). Since the success of integration programs depends upon the interaction of regular and special education teachers, attitudes of both should be taken into consideration.

Attitudes of special education teachers versus regular classroom teachers have been investigated. Kennon and Sandoval (1978) administered the Multidimensional Attitudes Scale on Mental Retardation to 60 regular and special class teachers. No significant difference was found between regular and EMR teachers in attitudes toward EMR children. Regular teachers who have had some experience with the retarded favored integration of the retarded into the normal setting, were accepting of the retarded in social settings, and held fewer subtle derogatory beliefs than teachers who reported no teaching experience with the retarded.

Using the same instrument, Harth (1971) compared 31 general education majors and 55 special education majors (n=86) in the college of Education at the University of Missouri-Columbia. Results showed that the special education group has significantly more positive overall attitudes toward the retarded. However, on the subtest results, special education majors were more willing to decrease social distance with retarded students and were more positive about private rights for the retarded compared to general education majors.

Similar results on the same scale have been reported by Malekpour (1981), with 61 regular and 34 special education

teachers from the City of Tehran elementary public school. One way analysis of variance was performed in order to determine the significant difference between regular and special education teachers.

Panda and Bartel (1972) compared the perceptions of exceptionalities by 20 regular teachers and 20 special education teachers. Using the Semantic Differential Scale composed of 19 bi-polar adjectives, analysis of variance indicated no significant difference between the two groups of teachers' attitudes toward the following concepts of exceptionality: normal, gifted, mentally retarded, emotional maladjusted delinquent, deaf, blind, epileptic, culturally deprived, speech impaired, and crippled. Results did indicate, however, that normal and gifted were consistently rated higher compared to speech impaired, deaf, blind, emotionally maladjusted, epileptic, and delinquent.

The comparative study by Flower and McMillan (1979) compared the attitudes of 91 special education teachers and 63 regular teachers in Georgia toward exceptional children. The Semantic Differential Scale consisted of 20 bi-polar adjective pairs on a 7-point Linkert Scale. Multivariate analysis of variance indicated a significant difference between the two groups of teachers. The grand mean for regular classroom teachers was marginally greater than the mean for special education teachers. Univariate analysis of variance identified the exceptionalities that contributed most to the overall difference between the two groups of

teachers. It showed that regular teachers' attitudes toward mentally retarded and speech defective children were significantly more positive than attitudes held by special education teachers.

Casey (1978) studied the attitudes of 100 primary and special education teachers toward exceptional children in the city of Townsville, Australia. By using the Semantic Differential Scale composed of 10 bi-polar adjectives, teachers were asked to rate four concepts of exceptionality: physically handicapped, emotionally disturbed, mentally retarded, and speech impaired. Results showed that the label ED evoked the most negative reaction from teachers. Teachers viewed children who were ED as unmotivated to learn, unfriendly, impolite, dishonest, unhappy, aggressive, and in great need of professional help.

Marsh (1983) conducted a comparative study between 48 regular teachers and 50 special education teachers (n=78) of the West Central Texas Education Cooperative in their attitudes toward four special groups of disabled children: ED, MR, LD, and physically handicapped. Using the Attitudes Toward Disabled Person Scale, a one-way analysis of variance showed no significant difference in attitudes relative to teaching assignment. However, four specific groups of disabled showed a significant difference at the .001 level of confidence. Attitudes toward the physically handicapped ranked most positive, followed by LD, and MR, and finally ED being the least positive.

Several studies have compared the attitudes of school administrators with other educators such as regular classroom teachers, special education teachers, and school psychologists.

Gickling and Theobald (1975) surveyed 47 regular supervisors or administrators, 12 special supervisors or administrators, 183 regular classroom teachers, and 84 special education teachers on attitudes toward education for handicapped students (n=326). A forty-six item questionnaire was used to measure the willingness of educators to integrate handicapped students. Results indicated that 50 percent of regular education personnel felt imposed upon to help special students, 80 percent regular teachers would be more comfortable if special education teachers were to assist them in their classrooms and, while only 20 percent of regular educational personnel would accept mildly handicapped students into the regular classrooms, 40 percent of regular teachers were strongly opposed to mainstreaming.

In another study carried out by Guerin and Szatlocky (1974), the attitudes of 20 regular class teachers and 11 special education teachers were compared with those of 17 administrators in eight California school districts. Interviews were conducted in regards to attitudinal reactions toward the integration of educable mentally retarded children. Ninety-four percent of the administrators held positive attitudes toward integration. Sixty-two percent of the teachers were positive, 19 percent held neutral attitudes

and 19 percent held negative attitudes. However, regular teachers' attitudes were found to be identical to those of special education teachers. Attitudes seemed to follow even more specific associations. When special education teachers of the same staff held different attitudes, regular teachers held attitudes similar to those of special teachers with whom they directly worked.

Overline (1977) assessed 264 regular and special teachers' and principals' attitudes toward mainstreaming all 10 categories of exceptional children. Using the Classroom Mainstreaming Inventory and the Survey on Mainstreaming, all three groups had positive attitudes toward integrating all 10 categories. Special education teachers manifested significantly more positive attitudes toward exceptional children than did the other two groups, principals were second and regular teachers were third according to their overall attitudes. For four categories (intelligence, vision, hearing, and emotional problems), principals had significantly more positive attitudes than regular or special teachers. Furthermore, rural education personnel maintained significantly more positive attitudes toward mainstreaming than did the suburban personnel. Urban personnel, although still favorable toward mainstreaming, were the least favorable of the three groups.

Barngrover (1971) examined the attitudes of 16 regular teachers, 13 special education teachers, 14 administrators and 7 school psychologists toward integrating exceptional

children into the regular program by interviews. The results found that classroom teachers more often favored retention of special classes for the exceptional, while administrators and school psychologists preferred integration of the mildly exceptional into the regular classroom.

A population representing 30 administrators, 74 special education teachers and 66 regular classroom teachers who participated in an inservice training program was used by the Oklahoma State Department of Education for an attitudinal study. Van Horn (1978) administered the Attitude Toward Disabled Persons Scale and Social Distance Scale to compare the attitudes among selected groups of administrators, regular and special teachers relative to severely/profoundly handicapped students. An analysis of the data concluded that administrators seem to be reluctant to integrate severely/profoundly handicapped students into the public school of Oklahoma. Similar results were found with regular classroom teachers; however, regular teachers had more negative attitudes toward severely/profoundly handicapped students than administrators. Special education teachers held more positive attitudes toward severely/profoundly handicapped students than either the administrators or the regular classroom teachers.

A study conducted by O'Rourke (1979) surveyed fifteen junior high school administrators and teachers in a school district of Nebraska. Thirty administrators and four hundred-four teachers participated in investigating the

relationship between administrators' and teaching staff's attitudes toward handicapped students by using the Rucker-Gable Educational Programming Scale. The Spearman Rho was applied in order to test the correlation coefficient. The results indicated a statistically significant relationship at a .01 level between attitudes toward handicapped students of building principals and their teaching staffs. The total mean scores showed that administrators are generally more favorable toward mainstreaming than regular class teachers.

In another comparative study, Tom (1979) surveyed 200 regular classroom teachers, 75 special education teachers and 50 principals from three large school districts of Arkansas on their attitudes toward categories of exceptional children. The data showed that principals, regular, and special class teachers are in close agreement on which categories of exceptional students should be mainstreamed. The majority of disagreement was with the category of the borderline and educable retarded. Thirty-seven percent of the regular class teachers and 44 percent of the special class teachers were in favor of mainstreaming the borderline and educable retarded, while 70 percent of the principals were in favor. The respondents were strongly against mainstreaming of the trainable retarded.

Cultural Impact on Attitudes Toward the Handicapped

The traditional Thai culture is strongly influenced by the Buddhist theory of cause and effect which has been

responsible for conception of the handicapped. The handicapped condition is thought to be a direct result of karma or fate that is determined by pervious lives as a result of reincarnation, the birth and rebirth of life, another principle deeply rooted in Buddhism. One's life force is reborn into another form depending upon the good or evil actions of former lives. That a person does good and he receives good, that a person does evil and he receives evil is the law of karma.

Similarly, the Japanese also hold superstitious beliefs about the handicapped since Buddhism is a major influence in their lives (Ogano, 1978). Consequently, they see the handicapped as symbols of misfortune. The handicapped are seen as those people who did not adhere to the teachings of Buddha in previous lives, who must now endure the public scorn that is associated with being physically handicapped.

A study of Nigerian culture (UNESCO, 1980) indicates that the causes of physical handicaps were explained by cultural superstitions and taboo beliefs related to witch craft, evil spirits, demons, and punishment by vengeful gods for wrongdoing in past and present incarnations. In Mba's investigation (1978) of nineteen developing countries including Nigeria, Malaysia, Thailand, Taiwan, Ethiopia, Ghana, Iran, the Phillippines, and others reveal that attitudes of the general public resemble each other in nature. Attitudes were based on radical superstitions concerning the supernatural which could not be explained

rationally.

Thus, it appears that other countries besides Thailand have accepted explanations for interpreting the condition as the result of heavenly punishment for certain misdeeds in previous lives based on traditional stories and folklore. Because these beliefs have persisted for hundreds of years, they have created barriers and prejudice between the handicapped and society. Unfortunately, time alone has not abolished the misconceptions, maltreatment, and prejudice of handicaps. Hopefully, with new techniques and professional personnel training in special education, society will enter into a new state of awareness and acceptance toward the handicapped.

Summary

In this chapter, various studies related to the main thrust of this present study have been presented. Most studies used single or compared interest groups: regular classroom teachers, special education teachers or principals as the respondents. It is difficult to evaluate these studies on attitudes especially since researchers have used different instruments, descriptions, and labels to elicit reactions. However it appears that educators, in general are not overwhelmingly positive in their attitudes toward the handicapped. Indeed, while there are some variations of attitudes toward handicapping conditions among regular educators; there are even some special educators that seem to

have negative beliefs about and feelings toward handicapped students as well as being somewhat reluctant to enter into teaching relationships with them. This issue needs to be recognized and dealt with in any educational situation. According to these previous reviews, it appears that the attitudes and interactions of school administrators, regular and special classroom teachers are an important factor in the success of education for handicapped students. Thus, this investigation should be beneficial in determining the attitudes toward handicapped students in an Eastern culture in preparation for the development of more special education services.

CHAPTER III

METHODOLOGY

This chapter reviews the procedures which were used in the investigation of the attitudes toward handicapped students. Included are the following five areas:

1) subjects, 2) instrumentation, 3) procedure, 4) research design, and 5) statistical analysis.

Subjects

Thailand consists of 72 provinces, only eight of which have established special education programs. They are the provinces of: 1) Bangkok, 2) Nontaburi, 3) Sonkla, 4) Tahk, 5) Chiangmai, 6) Khon Kain, 7) Surahatnee, and 8) Chonburi. To obtain the necessary data for drawing the conclusions relevant to the purpose of this study, a list of all schools throughout Bangkok and the seven provinces was obtained from the Ministry of Education during the 1984-1985 academic year. A sample of 43 schools was randomly selected from the total number of schools in the 8 provinces. These included the 14 regular schools in Bangkok, 14 regular schools in 7 provinces, 5 special education schools in Bangkok, and 10 special education schools in the 7 provinces. Next, 302 school administrators, regular teachers, and special

class teachers were selected from the 43 schools by using a table of random number. The total number of subjects (N = 302) met the requirement of the power of .80 on the alpha level of .05. Of the participants, 84 were special education teachers, 84 were regular class teachers, 84 were regular school administrators, and 50 were special administrators (N = 302).

Two hundred-twenty-one usable questionnaires were completed and returned. These represent the sample used in analyzing the data. Thirty-six percent were special class teachers (N = 79); 32 percent were regular teachers (N = 70); 23 percent were regular school administrators (N = 50); and 10 percent were special school administrators (N = 22). The distribution of educational personnel by place revealed that 47.7 percent were from Bangkok and 54.3 percent were from the other 7 provinces. Regarding gender of the participants, 44.8 percent were male, 55.2 percent were female. The mean age of the respondents was 38.7 with a median age of 39. The majority of the educational personnel had over 8 years of experience in teaching (49.8%); mean years of teaching experience was 3.8 with a median of 4 years.

Instrumentation

To assess the attitudes of educators toward handicapped children, a questionnaire was designed to include two separate sections: 1) General Background and Information and 2) The Attitudes Toward Handicapped Students. Each section

will be discussed.

General Background and Information

The first section of the questionnaire dealt with the demographic information. It was designed to obtain data related to academic position, sex, age, highest educational level, number of years in teaching, contact with handicapped persons, and the number of handicapped persons in the family. A total of twelve items were included. (For the actual instrument, see Appendix B)

The Multidimensional Attitude Scale on Handicapped Student (MASHS)

The second section of the questionnaire was developed based on the Multidimensional Attitude Scale on Mental Retardation as designed by Robert Harth (1971). This scale measures five dimensions of attitudes toward handicapped students. Each of five subtests is assessed by ten items for a total of 50 items to which the subject responds in a Likert-type fashion (i.e., 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree). To avoid a scoring pattern, some of the items are stated positively and others are stated negatively. Thus, in some instances, a disagree response is favorable and in the other instances an agree response is favorable. For scoring purposes, negative items were reversed so that responses represented a high score on the scale. The five attitude dimensions are defined as

follows:

Integration-Segregation (INSE): This scale reflects the respondent's attitudes toward mainstreaming or integrating handicapped students into the regular classroom. A high score on this subtest indicates that respondents favor placing handicapped students into regular classes; a low score indicates that respondents favor the placement of handicapped students in special classes.

Overfavorableness (OVER): This scale involves attributing personal characteristics to the handicapped students which make them superior to the nonhandicapped. A higher score on this subtest indicates a willingness to attribute socially desirable characteristics to handicapped students.

Social Distance (SDIS): This scale reflects the respondent's openness or willingness to interact socially with handicapped students. A high score on this subtest implies that the respondent is willing to recognize, live near or be associated with handicapped students.

Private Rights (PRRT): This scale involves with the rights of school personnel, playground officials, landlords, and others who oppose having handicapped students around on the basis of their individual rights of free association or choice of clients. High scores on this subtest indicate that the respondent sees the needs of handicapped students as being more important than the private rights of school personnel, playground officials, landlords, and others.

Subtle Derogatory Beliefs (SUDB): Two types of items make up this scale. The first type concerns the notion that the morals and social skills of handicapped students are substandard. The second type measures the extent to which the respondent disapproves of social interaction between handicapped and nonhandicapped students. High scores on this subtest imply that the respondent is not subtly biased against the handicapped students. (For the actual instrument, see Appendix B)

Because of language and cultural variations inherent in this study, rewriting of some of the items was necessary. One modification involved the changing of the term retarded to handicapped. In other instances, greater changes were required due to cultural differences, for example, on item numbers 3, 4, and 41. The intention of the item as well as its relationship to the subtest was maintained as much as possible with the original. Changes in the items were made based upon the suggestions of experts in the field of special education in both Thailand and the United State.

Translation of the Questionnaire

Because this researcher expected that the Thai questionnaire version would be more comprehensible and practical than the English version to field personnel, it was necessary to translate the questionnaire into the Thai language. The initial draft of the questionnaire was translated from English to Thai by this researcher. The

questionnaire was then presented to two Thai linguists, Dr. Banchob Bandhumedha and Professor Rathakit Manathat, for validation. The experts reviewed both the English and Thai versions for language accuracy and simplicity in the Thai version. After this verification, the complete final translated questionnaire was developed and distributed to the subjects for this pilot study.

Reliability

Bartz (1981) indicated that one important characteristic of any measuring device is its reliability. Gay (1981) stated that reliability is the extent to which a test is accurate or consistent in measuring whatever it measures. To determine the reliability on the Thai version of the Multidimensional Attitude Scale on Handicapped Students (MASHS), a test-retest procedure was established providing a reliability coefficient of stability. Internal consistency reliability of the instrument using Cronbach's coefficient alpha was also examined.

Twelve public school teachers who taught in Bangkok were participants in the reliability study. Procedures, as suggested by Gay (1981), were used for determining test-retest reliability. On February 11, 1985, the MASHS (Thai version) was administered to the pilot group. After one week, on February 18, 1985, the same test was readministered to the group. The Pearson r method was used to determine the reliability coefficient of stability between the two scores

of the test. In addition, the internal consistency reliability of the scale was measured and the coefficient alpha was applied to the data. Table I presents results of these analyses.

TABLE I
INTERNAL CONSISTENCY AND STABILITY RELIABILITY
OF THE INSTRUMENT

Subtest	English		Thai		** Thai Test Retest
	No. of Items	Alpha	No. of Items	Alpha	*
INSE	10	.89	10	.86	.74
OVER	10	.79	6	.60	.20
SDIS	10	.72	10	.78	.52
PRRT	10	.58	6	.52	.46
SUDB	10	.55	10	.60	.44

* Alpha N = 221

** Thai Test-Retest N = 12

Validity

It was necessary to determine whether the instrument measured what it intended to measure and whether it was valid for a particular purpose and for a particular group. To achieve this purpose, the content validity of this instrument was established through an examination of the construction of items on the questionnaire. Gay (1981) suggested that content validity be dependent on the judgements of a panel of experts. Three experts in the field of special education: Professor Sathaporn Suvannus, Dr. Surapol Boapimp, and Ms. Jurai Leeyaguard reviewed and were asked for comments on the quality of the items. The suggestions made by these evaluators were incorporated into the final draft of the questionnaire.

Procedure

On February 20, 1985, a letter was sent to the Director of the General Education Department, Ministry of Education in Thailand, describing the nature of this study and requesting permission and cooperation in administering the questionnaire. As a result an official letter supporting this research was sent from the Director of General Education to the governors and school principals of seven provinces. The letters informed the participants who were conducting the research study and requested their cooperation in completing the questionnaire.

The sample was randomly chosen from the total population

of administrators and regular and special education teachers (who were registered for the 1984-1985 school year) whose schools are located in Bangkok and in seven other provinces of Thailand. On February 26, 1985, questionnaire packets were mailed. Each packet consisted of:

- An official letter from the Director of General Education Department (see Appendix A);
- A cover letter explaining the nature of current study;
- The 7-page questionnaire (see Appendix C); and
- A stamped envelope addressed to the researcher's data-coordinator in Thailand.

Table II displays the rate of return for each group.

TABLE II
QUESTIONNAIRE RESPONSES

Sample	Mailed	Return	%	Completed	%
Reg. Teacher	84	71	84.5	70	83.0
Sp. Ed. Teacher	84	79	94.1	79	94.0
Reg. Administrator	84	52	61.9	50	60.0
Sp. Administrator	50	22	44.0	22	44.0
TOTAL	302	224	74.2	221	73.2

After two weeks, a follow-up letter and questionnaire were mailed to those members of the sample participants who did not return the questionnaire on the closing date for returning questionnaires of March 26, 1985. A total of 224 questionnaires were returned. After screening for the proper completion of each questionnaire, a total number of 221 was used to analyze the data. The return rate was approximately 73 percent. (See table II for questionnaire responses)

Research Design

The purpose of this study was to determine the differences in existing attitudes toward handicapped students among regular and special teachers and regular and special administrators. Thus, a causal comparative method was utilized as the research design for exploring relationship among the chosen variables. As discussed by Gay (1981), this method investigates a cause-effect relationship, that is the effect of independent variables on dependent variables; however, because there is no manipulation, the results are tentative in nature. Interpretation of causal comparative findings are limited, as it is not insured whether the variables are true causes of the behaviors under investigation.

For this study, employment position, type of educator, and region served as the independent variables. There are three variables with two levels of each: employment position (teacher:school administrator), type of educator

(regular:special), and region (Bangkok:seven provinces). The five dimensions of attitudes toward handicapped students (Integraion-Segration Policy, Overfavorableness, Social Distance, Private Rights, and Subtle Derogatory Beliefs) served as dependent variables.

Statistical Analysis

In order to assess whether there were significant differences among regular and special school administrators, and regular and special teachers in attitudes toward handicapped students, analysis of the data started with the computation of descriptive statistics for the four comparison groups, including group means and the standard deviations for the five dependent variables measured. A 2x2x2 multivariate analysis of variance (MANOVA) was performed to test the statistical significance. The fixed independent variables are employment position (1 = school administrator, 2 = teacher), type of educator (1 = regular, 2 = special), and region (1 = Bangkok, 2 = seven provinces). The dependent variables are multidimensional attitudes toward handicapped students regarding: 1) integration segregation policy (INSE), 2) overfavorableness (OVER), 3) social distance (SDIS), 4) private right (PRRT), and 5) subtle derogatory beliefs (SUDB).

CHAPTER IV

RESULTS

This chapter presents an analysis of the data based on the responses of a sample of 221 regular and special teachers, and regular and special school administrators who were in Bangkok and the provinces in Thailand. The questionnaire was used as the research instrument for collecting responses.

A 2x2x2 between subject multivariate analysis of variance was performed on the five dependent variables. These formed a construct of attitudes toward handicapped students as measure by subtest of the MASHS: integration-segregation (INSE), overfavorableness (OVER), social distance (SDIS), private rights (PRRT), and subtle derogatory beliefs (SUDB). Independent variables were employment position (1 = teachers, 2 = school administrators), type of educator (1 = regular, 2 = special), and region (1 = Bangkok, 2 = seven provinces). Analysis was done through SPSS-X MANOVA. The order of entry of independent variables was employment position, region, and then type of educator; the total N was 221. An examination of the error correlation matrix of dependent variables is presented in Table III.

TABLE III
ERROR CORRELATION MATRIX TABLE

	INSE	OVER	SDIS	PRRT	SUDB
INSE					
OVER	.02607				
SDIS	.42376	-.06026			
PRRT	.44703	-.09925	.63010		
SUDB	.24387	.07226	.06827	.09197	

Values of error correlation matrix of dependent variables were greater than .3, indicating that a dependent construct was formed; therefore, a multivariate analysis was performed. The assumptions of normality, homogeneity of the variance-covariance matrix, linearity, and multicollinearity were met.

The means and standard deviations of scores on the Multidimensional Attitude Scale on Handicapped Student (MASHS) are presented in Table IV. Table V presents a summary of the multivariate F and univariate F analyses. The application of Wilks' criteria test for the three-way interaction of the independent variables (type by position by region) indicated that there was not a significant difference ($F = 0.35$, $df = 5, 209$, $p > .05$).

TABLE IV
MEAN AND STANDARD DEVIATIONS OF SCORE

Variables	Bangkok				Seven Provinces			
	Teacher		Adminis. ^a		Teacher		Adminis.	
	^b Reg.	^c Spe.	Reg.	Spe.	Reg.	Spe.	Reg.	Spe.
INSE								
Mean	25.54	29.31	26.30	31.36	26.83	29.03	28.93	31.09
SD(d)	4.60	5.31	3.44	4.23	4.83	5.06	5.19	6.24
OVER								
Mean	15.93	13.93	16.80	14.46	16.41	14.62	17.03	14.73
SD	2.04	2.22	1.82	2.07	2.14	2.51	2.09	2.41
SDIS								
Mean	31.14	32.55	31.00	34.18	30.69	31.30	31.47	33.46
SD	3.29	4.06	3.80	3.82	3.34	3.95	3.64	3.17
PRRT								
Mean	18.18	18.83	17.35	20.18	17.81	18.08	18.43	19.46
SD	2.21	2.48	2.43	2.44	2.41	2.14	2.30	2.77
SUDB								
Mean	23.79	21.95	23.10	22.64	22.71	21.54	23.93	24.73
SD	3.27	3.58	3.08	3.33	3.29	3.41	3.35	4.00
	N=28	N=42	N=20	N=11	N=42	N=37	N=30	N=11

- a. Adminis. = Administrator
b. Reg. = Regular Teacher
c. Spe. = Special Education teacher
d. SD = Standard Deviations

TABLE V
 MULTIVARIATE ANALYSIS OF VARIANCE AND UNIVARIATE ANALYSIS OF VARIANCE
 SUMMARY TABLE

Source	Multivariate		Univariate					
	df	F	df	INSE	OVER	SDIS	PRRT	SUDB
Position	5,209	3.58**	1,213	2.29	11.12**	1.70	.89	6.23*
Type	5,209	14.51**	1,213	20.53**	43.79**	7.48**	7.08**	4.18*
Region	5,209	1.99	1,213	.56	5.83	2.51	.98	.01
Position/Type	5,209	1.39	1,213	.16	.44	1.62	3.87	2.63
Position/Region	5,209	1.01	1,213	.73	.23	.35	1.93	3.28
Type/Region	5,209	.81	1,213	2.05	.07	.65	1.48	.78
Position/Type/Region	5,209	.35	1,213	.19	.02	.00	.97	.08

* p < .05
 ** p < .01

Since the multivariate test was not significant, univariate and stepdown analyses were not examined for the contribution of individual dependent variables. Examination of Wilks' F test for the two-way interaction between region by type, position by type, and position by region also indicated that there was not a significant difference. (See Table V for actual F value)

Having found the two-way interaction to be nonsignificant, the effects of each main effect were examined. Using Wilks' criterion, the main effect of type ($F = 14.51$, $df = 1,213$, $p < .01$) and position ($F = 3.58$, $df = 1,213$, $p < .05$) were found to be significant. With only two levels of type and position, no multiple comparisons of the independent variables were necessary. Following procedures suggested by Finn (1978), post hoc univariate tests were conducted. For the main effect of type, all five dependent variables, INSE, OVER, SDIS, PRRT, and SUDB were found to contribute to the construct of attitudes toward the handicapped. In looking at the size of the F's it can be seen that the greatest contribution was made by OVER, with $F(1,213) = 43.79$, $p < .01$. Examination of the means indicated that regular educators have more overfavorable characteristics toward handicapped students ($\bar{X} = 16.54$) than do special educators ($\bar{X} = 14.43$). Also, the subtest INSE was indicated as a major contributor with $F(1,213) = 20.53$, $p < .01$. Special educators have more positive attitudes ($\bar{X} = 30.20$) toward the integration of handicapped students

into regular classrooms than do regular educators ($\bar{X} = 26.90$). Table VI presents \bar{X} of Type of Educator and Table VII presents \bar{X} of Employment Position.

TABLE VI
MEAN OF TYPE OF EDUCATOR

Variables	Regular Educator n = 120	Special Educator n = 101
INSE	26.90	30.20
OVER	16.54	14.43
SDIS	31.15	32.87
PRRT	17.94	19.14
SUDB	23.38	22.71

For the main effect of employment position, only two dependent variables, OVER and SUBD, were indicated as important variables. The greatest contribution was made by OVER, with $F(1,213) = 11.12$, $p < .01$. School administrators have more overfavorable characteristics toward handicapped students ($\bar{X} = 16.22$) than do teachers ($\bar{X} = 15.18$). Subtest SUDB, with $F(1,213) = 6.23$, $p < .05$ was also significant. School administrators show less disapproval toward the

handicapped students' social behavior in relation to the nonhandicapped ($\bar{X} = 23.63$) and have less subtle derogation toward the handicapped students than do teachers ($\bar{X} = 22.40$).

TABLE VI
MEAN OF EMPLOYMENT POSITION

Variables	Teacher n = 149	Administrator n = 72
INSE	27.68	29.42
OVER	15.18	16.22
SDIS	31.45	32.14
PRRT	18.24	18.56
SUDB	22.40	23.63

Summary

In summary, the results of 2x2x2 MANOVA indicated no significant interaction on attitudes toward handicapped students, in regards to the subtests INSE, OVER, SDIS, PRRT, and SUDB, among regular and special school teachers and regular and special school administrators who were in Bangkok and the seven provinces. In addition, the two-way

interaction between position by type, type by region, and region by position in attitudes toward handicapped students also proved to be nonsignificant. However, the examination of the main effect of type of educator (regular:special) and employment position (teacher:school administrator) indicated a significant difference in attitudes toward handicapped students.

In chapter V, findings, conclusions, and recommendations were be identified and discussed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was undertaken as an attempt to identify the attitudes toward handicapped students held by regular and special school administrators, regular and special teachers who work in Bangkok and in seven other provinces. The population for this study consisted of school administrators and teachers who served in these position during the 1984-1985 academic year in the eight provinces of Thailand. A stratified sample was randomly drawn from the total number of school administrators and teachers within the schools of eight provinces. A total of 70 regular teachers, 79 special education teachers, 50 regular school administrators, and 22 special administrators participated in this study. All subjects were given the two sections of the questionnaire: the Background Information, and the Multidimensional Attitude Scale on Handicapped Students (MASHS). A Thai version of the questionnaire was developed and used. Two by two by two multivariate analysis of variance was used to analyze the data. The alpha of .05 was established to identify the significant differences among three groups on the five

dependent variables. The result of the study indicated significant findings for two main effects.

While none of the interactions were significant, examination of two of the three main effects (type of educator and employment position) revealed significant differences on the construct attitudes toward handicapped students. The main effect for type of educator (regular:special) was found to be significant. All five dependent variables contributed to the construct but the size of the univariate Fs indicated that subtests INSE and OVER contributed the most. Examination of the means supported the notion that special educators have more positive attitudes on integrating handicapped students into regular class than do regular educators. Regular educators overcompensated more for the handicapped than special educators. Results also showed that special educators want to decrease social distance between themselves and handicapped children more than regular educators, in addition to being more positive about private rights for the handicapped students than regular educators. Finally, special educators showed more subtle derogation toward the handicapped students than did regular educators. The main effect for employment position (school administrator:teacher) was also found to be significant. The subtest OVER and SUDB were the major univariate contributors to this difference. It appeared that school administrators overcompensated more for the handicapped students than did teachers. Also school

administrators held less subtle derogation toward the handicapped students than did teachers.

Conclusions

The following conclusions are based on the results of this study. The first findings indicated that special educators have more positive attitudes toward integrating handicapped students into regular classrooms, are more realistic and have less overfavorableness, are more willing to associate with handicapped students, are more positive about private rights, and have more subtle biases against handicapped students. The explanation for this results may be due to skills training and the experience of special educators. Teachers who have confidence in their ability to teach the handicapped are shown to have positive attitudes about mainstreaming (Stephens and Braun, 1980). It may also be concluded that the hesitation or unwillingness of regular teachers to integrate the handicapped into regular classrooms may be due to inadequate information and limited skills. Alexander and Strain's (1978) findings show that, in general, regular class teachers do not favor integration of handicapped children. Furthermore, without exposure to the characteristics of handicapped children and without knowledge of their special needs, teachers are less likely to favor integration programs. Special educators were consistently found to be more positive in their attitudes toward handicapped students than either administrators or

regular classroom teachers. Results from the subtests, OVER and SUBD, show that special educators hold more positive perception of what is possible for handicapped students.

In reference to the employment position, school administrators showed more overcompensation and had less subtle derogation toward handicapped students. The explanation for these positive attitudes may due to the fact that school administrators were not involved with handicapped student on an instructional level, as opposed to the administrative level. Thus, school administrators did not have an opportunity to receive direct contact and actual experiences with handicapped students as did the teachers. According to the finding, teachers have more subtle derogation toward handicapped students than school administrators have. It may due to the fact that experience with the handicapped can also lead to negative or to more realistic attitudes. Shotel, Iano, and McGettigan (1972) found that after teaching handicapped students for a year, regular teachers were less willing to have handicapped students in their classroom. Moreover, Keogh and Levitt (1976) state that it is interesting to note that, the closer personnel are to the actual operation of a program, the less certainty there is about mainstreaming. Administrators or principals are, for the most part, positive, while classroom teachers are frequently ambivalent.

The scores on the three-way and two-way interaction did not yield any significant differences. Possible explanations

may be due to the following reasons listed below:

The measurement instruments which were used may not have been as sensitive as desired or may not have been suitable due to the difference of cultural background. This instrument was designed for detecting the difference in attitudes toward the handicapped in the United States' culture. Since this investigation took place in Thailand, the scale might not be adequate enough to detect attitudinal differences.

Since all subjects were educators, their educational backgrounds were similar; therefore, their biases in relation to the handicapped might represent socially acceptable responses. Furthermore, the group size of school administrator was rather small due to the limited number of special school administrators and also geographical limitations.

Implications and Recommendations

Based on the findings that a relationship does exist between regular and special education personnel, and between administrators and teachers, it is important to note the implications of these attitudinal differences. Since no other research of this nature has been conducted in Thailand, it is hopeful that this thesis will be a fundamental source for further research in this field.

Further research is needed in order to consider demographic variables that effect educators such as number of

years of teaching experience, level of education, age, amount of contact, etc. These variables may be associated with attitudes toward handicapped students or toward a particular type of handicapping condition. Also attitudes of different professional groups should be compared with the attitudes of educational personnel concerning the handicapped.

The results of this study lead to the conclusion that special training in educating handicapped students is essential. The Ministry of Education should provide inservice and preservice training on the attitudes and perceptions of the teaching-learning process and other inservices could include workshops on skills and competencies related to mainstreaming for school administrators and teachers. Research findings have indicated that workshops and inservice programs seem to contribute to improving attitudes of educators. However, without exposure to characteristics of handicapped students, training and information alone may not guarantee change in attitudes. Thus, inservice training should included some forms of contact or interaction between educators and handicapped students who could be mainstreamed into regular classes and school.

Questions regarding attitudes toward handicapped children in cognitive, affective, and behavioral aspects are also in need of further examination. Since the research in this study was limited in terms of geographic location, the results could be applicable in different ways for Thai

professionals in the field of special education. Finally, the replication of this study should be established in order to confirm and expand the results of this study.

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APPENDIXES

APPENDIX A
CORRESPONDENCE



Oklahoma State University

APPLIED BEHAVIORAL STUDIES IN EDUCATION

STILLWATER, OKLAHOMA 74074
310 NORTH MURRAY HALL
(405) 624-6036

December 18, 1984

To Whom It May Concern:

I am writing this letter for Wajjanin Rohitsuk who is my doctoral advisee. I am currently her doctoral dissertation advisor. Miss Rohitsuk is in the process of collecting data for her dissertation. She will be mailing questionnaires concerning educators' attitudes regarding handicapped persons. The data she collects will be held strictly confidential and will be analyzed in the United States. Miss Rohitsuk will need the assistance of leaders in Thailand to complete this project.

I am willing to provide any other information necessary to help Miss Rohitsuk complete her dissertation.

Sincerely,

J. Barbara Wilkinson

J. Barbara Wilkinson, Ph.D.
Associate Professor
Doctoral Dissertation Advisor
304 N. Murray Hall
Oklahoma State University
Stillwater, OK 74078

JBW/esf



ที่ ศธ 0801/

2647

กรมสามัญศึกษา

กระทรวงศึกษาธิการ กทม. 10300

26 กุมภาพันธ์ 2528

เรื่อง ขอความร่วมมือในการวิจัย

เรียน ผู้ว่าราชการจังหวัด

ด้วย นางสาวจันทน์ โรหิตสูซ นักศึกษาปริญญาเอก ณ Oklahoma State University สาขาวิชา Special Education ได้ขอความร่วมมือไปยังกรมสามัญศึกษา ในการอำนวยความสะดวกให้ทำการเก็บข้อมูล โดยการแจกแบบสอบถามให้แก่ผู้อำนวยการโรงเรียน และอาจารย์โรงเรียนในสังกัดกรมสามัญศึกษาในส่วนกลางและส่วนภูมิภาค กรอกแบบสอบถาม เพื่อการวิจัยเรื่อง "Educators' Attitude Toward Handicapped Students" ซึ่งกรมสามัญศึกษาพิจารณาแล้วเห็นสมควรให้ความร่วมมือ

จึงเรียนมาเพื่อโปรดทราบ ทั้งนี้ได้แจ้งให้โรงเรียนในสังกัดกรมสามัญศึกษา ในจังหวัดของท่านทราบด้วยแล้ว

ขอแสดงความนับถือ

(นางสาวจิวไร ลียากาศ)

รองอธิบดี ปฏิบัติราชการแทน

อธิบดีกรมสามัญศึกษา

สำนักงานเลขาธิการกรม

โทร. 2816320



ที่ ศธ 0801/

2646

กรมสามัญศึกษา

กระทรวงศึกษาธิการ กทม.10300

26 กุมภาพันธ์ 2528

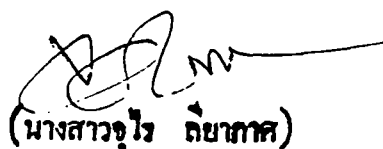
เรื่อง ขอความร่วมมือในการวิจัย

เรียน

ด้วย นางสาวจันนินทร์ โรหิตสุช นักศึกษาปริญญาเอก ณ Oklahoma State University สาขาวิชา Special Education ได้ขอความร่วมมือไปยังกรมสามัญศึกษา ในการอำนวยความสะดวกให้ทำการเก็บข้อมูล โดยการแจกแบบสอบถามให้แก่ผู้อำนวยการโรงเรียน และอาจารย์โรงเรียนในสังกัดกรมสามัญศึกษาในส่วนกลางและส่วนภูมิภาค กรอกแบบสอบถาม เพื่อการวิจัยเรื่อง "Educators' Attitude Toward Handicapped Students" ซึ่งกรมสามัญศึกษาพิจารณาแล้วเห็นสมควรให้ความร่วมมือ

จึงเรียนมาเพื่อโปรดทราบและพิจารณาให้ความร่วมมือตามที่เห็นสมควรต่อไป

ขอแสดงความนับถือ



(นางสาวจิว ติยาภาค)

รองอธิบดี ปฏิบัติราชการแทน
อธิบดีกรมสามัญศึกษา

สำนักงานเลขาธิการกรม

โทร. 2816320

เรื่อง ขอบขออนุญาตเผยแพร่ในการรอกแบบสอบถาม

เรียน ผู้บริหารโรงเรียนและอาจารย์

เนื่องด้วยดิฉันกำลังศึกษาระดับปริญญาเอก ที่ Oklahoma State University
 ทำการวิจัยเรื่อง Educators' Attitudes Toward Handicapped Students
 ในการทำวิจัยเรื่องนี้ ดิฉันมีวัตถุประสงค์ที่จะเปรียบเทียบทัศนคติของกลุ่มนักการศึกษา
 ผู้บริหารในโรงเรียนมัธยมศึกษาทั่วไป กับโรงเรียนการศึกษาพิเศษ ครูสอนเด็กปกติ
 และครูการศึกษาพิเศษ ที่มีต่อเด็กพิการ ซึ่งข้าพเจ้าเชื่อว่าจะผลของการวิจัยจะสามารถ
 นำไปใช้ประโยชน์ในการจัดการศึกษา และมีคุณธรรมบุคลากรที่เกี่ยวข้องกับการศึกษาพิเศษได้

แบบสอบถามชุดนี้แบ่งเป็น 2 ตอน คือ ตอนที่ 1 เป็นรายละเอียดเกี่ยวกับ
 ผู้ตอบแบบสอบถาม ซึ่งมีจำนวน 13 ข้อ และตอนที่ 2 เป็นคำถามเกี่ยวกับความคิดเห็น
 ส่วนบุคคลที่มีต่อเด็กพิการ ซึ่งมีจำนวน 50 ข้อ ฉะนั้น โปรดพิจารณาคำถามและข้อความ
 แต่ละข้อโดยละเอียด และกรุณาตอบคำถามทุกข้อด้วย จะเป็นพระคุณอย่างยิ่ง

ข้อมูลทั้งหมดที่ได้มานำไปวิเคราะห์โดยส่วนรวม จะไม่มีผลต่อตัวบุคคล
 ผู้ตอบแบบสอบถาม เพื่อให้การวิจัยสำเร็จไปได้ด้วยดี ดิฉันใคร่ขอความกรุณาจากท่าน
 โปรดกรอกแบบสอบถามอย่างสมบูรณ์ และใส่ซองที่แนบมาส่งกลับคืนมา ภายในวันที่ 15
มีนาคม 2528 ด้วย จักขอบพระคุณยิ่ง

ขอแสดงความนับถืออย่างสูง

ดิฉันเอง ในที่นี้

(นางสาวจันทน์ โรหิตสุร)

APPENDIX B

RESEARCH INSTRUMENT (ENGLISH VERSION)

THE QUESTIONNAIRE

PART I

Demographic Information

Direction: Please answer all questions. For each of the following questions, place an X on an appropriate item that best describes you or fill in the blanks.

1. Your current academic positions:
 1. Regular teacher
 2. Special education teacher
 3. Special administrator
 4. Regular administrator

2. Your current school is located at:
 1. Bangkok
 2. Other (please specify) _____

3. Sex:
 1. Male
 2. Female

4. Age: _____

5. Religious:
 1. Buddhism
 2. Christian
 3. Islam
 4. Other (please specify) _____

6. Your highest academic level:
 1. Associate degree
 2. Bachelor's degree
 3. Master's degree
 4. Doctoral degree
 5. Other (please specify) _____

7. Total number of years that you have been in this position:
 1. 0-2 years
 2. 3-4 years
 3. 5-6 years
 4. 7-8 years
 5. More than 8 years

8. Total number of preservice and inservice hours you have had in special education:
 1. None
 2. 1-15 hours
 3. 16-30 hours
 4. More than 30 hours

9. Experiences with a handicapped person that applies to you (you can choose more than one answer):
1. Neighbor
 2. Friend
 3. Student in your school
 4. Co-worker in the same office
 5. Contemporary co-worker
 6. Relative
 7. Other (please specify) _____
10. Number of handicapped person in your family:
1. None
 2. One
 3. Two
 4. More than two
11. Do you have any disability:
1. No
 2. Yes
12. Do you believe that it was his/her karma to be born handicapped:
1. Yes
 2. No (please give the reason) _____

PLEASE GO TO NEXT PAGE

PART II

Opinion Inventory

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE.

Directions: Please answer all questions. For each of the following questions, place an X on an appropriate item.

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

- | | SA | A | D | SD |
|--|----|---|---|----|
| 1. The handicapped student should be integrated into a regular class..... | 1 | 2 | 3 | 4 |
| 2. There is nothing to the idea that the handicapped student's problems in many situations have built in him a stronger character than the nonhandicapped student..... | 1 | 2 | 3 | 4 |
| 3. I would allow my child to do some activities with handicapped student..... | 1 | 2 | 3 | 4 |
| 4. A Sunday school teacher ought to have the right to decide for himself whether he is going to let a handicapped student enter his class..... | 1 | 2 | 3 | 4 |
| 5. Handicapped students sometimes imagine they have been discriminated against even when they have been treated fairly..... | 1 | 2 | 3 | 4 |
| 6. School officials should not try placing handicapped and nonhandicapped students in the same classes because problems would arise..... | 1 | 2 | 3 | 4 |
| 7. I think that handicapped students have a kind of quiet courage which few nonhandicapped students have..... | 1 | 2 | 3 | 4 |
| 8. I would not take a handicapped student to eat with me in a restaurant where I was well known..... | 1 | 2 | 3 | 4 |
| 9. There should be a strictly enforced law requiring school personnel to admit students regardless of whether or not they are handicapped..... | 1 | 2 | 3 | 4 |

	SA	A	D	SD
10. Some handicapped students are so touchy that it is difficult to get along with them.....	1	2	3	4
11. We should not put handicapped and nonhandicapped students in the same class until handicapped students can behave as well as nonhandicapped students.....	1	2	3	4
12. Suffering and trouble have made handicapped students better able to understand the stresses and strains of modern life than most nonhandicapped students.....	1	2	3	4
13. I would rather not have handicapped students swim in the same pool as I do.....	1	2	3	4
14. A person should not have the right to run a school in this country if he will not admit handicapped students.....	1	2	3	4
15. Although social equality between handicapped and nonhandicapped students may be the democratic way, a good many handicapped students are not yet ready to practice the self-control that goes with it.....	1	2	3	4
16. Integrating handicapped and nonhandicapped students in the same class will result in greater understanding between handicapped and nonhandicapped students.....	1	2	3	4
17. There is no basis in fact for the idea that handicapped students withstand misfortune more courageously than do most nonhandicapped students.....	1	2	3	4
18. I am willing for my child to have handicapped students as close personal friends.....	1	2	3	4
19. Playground officials have the right to refuse service to anyone they please, even if it means refusing handicapped students.....	1	2	3	4

	SA	A	D	SD
20. Many handicapped students waste time playing in class instead of trying to do better.....	1	2	3	4
21. Placing handicapped and nonhandicapped in the same class will be beneficial to both the handicapped and nonhandicapped.....	1	2	3	4
22. There is no reason to believe that because handicapped students have suffered in the past it has made them more noble people than are nonhandicapped students.....	1	2	3	4
23. I would be willing to go to a competent handicapped barber.....	1	2	3	4
24. In areas where they have been given an opportunity to advance, handicapped students have shown that they are good sports and gentlemen.....	1	2	3	4
25. Even if there is complete equality of social opportunity, it would take a long time for handicapped students to show themselves equal to nonhandicapped students in social situations.....	1	2	3	4
26. Integrating the handicapped and nonhandicapped into the same classes should not be attempted because of the turmoil it would cause.....	1	2	3	4
27. I think that handicapped students have a sense of dignity that you see in few nonhandicapped students.....	1	2	3	4
28. I would rather not have handicapped people as dinner guests with most of my nonhandicapped friends.....	1	2	3	4
29. If I were a school principal I would resent it if I were told that I had to serve handicapped students.....	1	2	3	4
30. Even though handicapped students are in public school, it is doubtful whether they will gain much from it.....	1	2	3	4

	SA	A	D	SD
31. Assigning handicapped and nonhandicapped students into the same class is more trouble than it is worth.....	1	2	3	4
32. There is nothing to the idea that handicapped students have more sympathy for other handicapped students than most nonhandicapped students do.....	1	2	3	4
33. I have no objection to attending the movies or the play in the company of handicapped students.....	1	2	3	4
34. Real estate agents should be required to show homes to families with handicapped students regardless of desires of the home owner.....	1	2	3	4
35. Even though some handicapped students have some cause for complaint, they would get what they want if they were more patient.....	1	2	3	4
36. I feel sympathy with responsible people who are trying to integrate handicapped and nonhandicapped students into the same classes.....	1	2	3	4
37. In this day of rush and hurry, the handicapped student has met the problems of society in a much calmer manner than the nonhandicapped student	1	2	3	4
38. If my child were invited to be a guest of a group of handicapped and nonhandicapped students on a weekend pleasure trip, I would probably not let her go.....	1	2	3	4
39. If I were a landlord, I would want to pick my own tenants even if this meant only renting to families with nonhandicapped students.....	1	2	3	4
40. The problems of prejudice toward handicapped students has been greatly overexaggerated by parents of handicapped students and by special educators.....	1	2	3	4

	SA	A	D	SD
41. Since the mandate of the National Education Scheme (1977) has been declared, we should integrate the handicapped and the nonhandicapped into the same classes.....	1	2	3	4
42. There is no basis in fact for the idea that the handicapped student's misfortunes have made him more understanding than the average nonhandicapped student.....	1	2	3	4
43. I would rather not have handicapped students live in the same apartment building I live in.....	1	2	3	4
44. Laws forcing schools to admit handicapped students often violate the rights of the individual who does not want to associate with handicapped students.....	1	2	3	4
45. Although social mixing of handicapped and nonhandicapped students may be right, it is impractical until handicaps learn to accept more "don't" in the relations between boys and girls.....	1	2	3	4
46. It is a good idea to have separate classes for handicapped and nonhandicapped students.....	1	2	3	4
47. The handicapped student's own experiences with unfair treatment has given him a sensitivity and understanding that will make him an excellent worker with nonhandicapped people.....	1	2	3	4
48. I would be willing to introduce handicapped students visiting my home to friends and neighbors in my home town.....	1	2	3	4
49. Regardless of his own views, a nursery school principal should be required to admit handicapped students.....	1	2	3	4
50. If I were handicapped, I would not want to go places where I was really not wanted.....	1	2	3	4

ANSWER SHEET (KEY)

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

INSE = Integration-Segregation
 OVER = Overfavorableness
 SDIS = Social Distance
 PRRT = Private Right
 SUDB = Subtle derogatory Beliefs

	SA	A	D	SD		SA	A	D	SD		
INSE	1.	4	3	2	1	INSE	11.	1	2	3	4
OVER	2.	1	2	3	4	OVER	12.	4	3	2	1
SDIS	3.	4	3	2	1	SDIS	13.	1	2	3	4
PRRT	4.	1	2	3	4	PRRT	14.	4	3	2	1
SUDB	5.	1	2	3	4	SUDB	15.	1	2	3	4
INSE	6.	1	2	3	4	INSE	16.	4	3	2	1
OVER	7.	4	3	2	1	OVER	17.	1	2	3	4
SDIS	8.	1	2	3	4	SDIS	18.	4	3	2	1
PRRT	9.	4	3	2	1	PRRT	19.	1	2	3	4
SUDB	10.	1	2	3	4	SUDB	20.	1	2	3	4

	SA	A	D	SD
INSE	21.	4	3	2 1
OVER	22.	1	2	3 4
SDIS	23.	4	3	2 1
PRRT	24.	4	3	2 1
SUDB	25.	1	2	3 4
INSE	26.	1	2	3 4
OVER	27.	4	3	2 1
SDIS	28.	1	2	3 4
PRRT	29.	1	2	3 4
SUDB	30.	1	2	3 4
INSE	41.	4	3	2 1
OVER	42.	1	2	3 4
SDIS	43.	1	2	3 4
PRRT	44.	1	2	3 4
SUDB	45.	1	2	3 4
INSE	46.	1	2	3 4
OVER	47.	4	3	2 1
SDIS	48.	4	3	2 1
PRRT	49.	4	3	2 1
SUBD	50.	1	2	3 4

	SA	A	D	SD
INSE	31.	1	2	3 4
OVER	32.	1	2	3 4
SDIS	33.	4	3	2 1
PRRT	34.	4	3	2 1
SUDB	35.	4	3	2 1
INSE	36.	4	3	2 1
OVER	37.	4	3	2 1
SDIS	38.	1	2	3 4
PRRT	39.	1	2	3 4
SUDB	40.	1	2	3 4

APPENDIX C

RESEARCH INSTRUMENT (THAI VERSION)

ตอนที่ 1 ข้อมูลทั่วไป

กรุณาตอบคำถามทุกข้อ ว่างกลมล้อมรอบตัวอักษรหน้าข้อความที่ท่านเห็นว่า
เหมาะสมกับที่ท่าน หรือเติมข้อความในช่องว่าง

1. ท่านดำรงตำแหน่งใด

- ก. ครูสอนเด็กปกติ
- ข. ครูสอนเด็กพิการ
- ค. ผู้จัดการการศึกษาในโรงเรียนการศึกษาพิเศษ
- ง. ผู้จัดการการศึกษาในโรงเรียนเด็กปกติ

2. โรงเรียนของท่านตั้งอยู่ที่ใด

- ก. กรุงเทพฯ
- ข. ต่างจังหวัด (โปรดระบุจังหวัด.....)

3. เพศ

- ก. ชาย
- ข. หญิง

4. อายุ.....(โปรดระบุ)

5. ท่านนับถือศาสนาอะไร

- ก. พุทธ
- ข. คริสต์
- ค. อิสลาม
- ง. อื่น ๆ (โปรดระบุ).....

6. การศึกษาระดับสูงสุดที่ท่านได้รับระดับใด

- ก. ต่ำกว่าปริญญาตรี
- ข. ปริญญาตรี
- ค. ปริญญาโท
- ง. ปริญญาเอก
- จ. อื่น ๆ (โปรดระบุ)

7. ท่านรับราชการอยู่ในตำแหน่งนี้นานเท่าไร

- ก. 0 - 2 ปี
- ข. 3 - 4 ปี
- ค. 5 - 6 ปี
- ง. 7 - 8 ปี
- จ. มากกว่า 8 ปี

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8. ท่านเคยได้รับการอบรมหรือเรียนวิชาเกี่ยวกับการศึกษาพิเศษบ้างหรือไม่เพียงใด
- ไม่เคย
 - 1 - 15 ชม.
 - 16 - 30 ชม.
 - มากกว่า 30 ชม.
9. ท่านเคยพบเห็นหรือมีประสบการณ์ต่อคนพิการในฐานะใด (ท่านสามารถตอบได้มากกว่า 1 ข้อความ)
- เป็นเพื่อนบ้านใกล้เคียง
 - เป็นเพื่อน
 - เป็นนักเรียนในโรงเรียนที่ท่านสอน
 - เป็นเพื่อนร่วมงานอยู่ในที่ทำงานเดียวกัน
 - เป็นเพื่อนร่วมงานเป็นครั้งคราว
 - เป็นญาติ
 - อื่น ๆ (โปรดระบุ)
10. มีคนพิการอยู่ในครอบครัวของท่านหรือไม่ ก็คน
- ไม่มี
 - 1 คน
 - 2 คน
 - มากกว่า 2 คน
11. ท่านมีความพิการทางร่างกายหรือไม่
- ไม่มี
 - มี (โปรดระบุ)
12. ท่านเชื่อหรือไม่ว่าเป็นเพราะกรรมทำให้เกิดมาเป็นคนพิการ
- เชื่อ
 - ไม่เชื่อ (โปรดให้เหตุผล)

ตอนที่ 2 **ทัศนคติที่มีต่อเด็กพิการ**

กรุณาคอบำความทุกข้อ โปรดเลือกคำตอบที่ตรงหรือใกล้เคียงกับความคิดเห็นของท่านมากที่สุด

- ถ้าท่าน**เห็นด้วยเป็นอย่างมาก** กับข้อความในประโยคนั้น ๆ ใหวงกลมล้อมรอบ

หมายเลข 1

- ถ้าท่าน**เห็นด้วย** กับข้อความในประโยคนั้น ๆ ใหวงกลมล้อมรอบหมายเลข 2

- ถ้าท่าน**ไม่เห็นด้วย** กับข้อความในประโยคนั้น ๆ ใหวงกลมล้อมรอบหมายเลข 3

- ถ้าท่าน**ไม่เห็นด้วยเป็นอย่างมาก** กับข้อความในประโยคนั้น ๆ ใหวงกลมล้อมรอบ

หมายเลข 4

เห็นด้วยเป็นอย่างมาก
 เห็นด้วย
 ไม่เห็นด้วย
 ไม่เห็นด้วยเป็นอย่างมาก

- | | | | | |
|---|---|---|---|---|
| 1. เด็กพิการควรที่จะเรียนรวมในชั้นเรียนของเด็กปกติ..... | 1 | 2 | 3 | 4 |
| 2. ความกีดกันทางปัญหาต่าง ๆ ที่เกิดขึ้นกับเด็กพิการในสภาวะต่าง ๆ เป็นสิ่งที่ทำให้เด็กพิการมีความเข้มแข็งกว่าเด็กปกติที่ไม่เป็นความมั่งจริงแต่ประการใด | 1 | 2 | 3 | 4 |
| 3. ข้าพเจ้ายินยอมอุทิศทุนทรัพย์ส่วนตัวไปรวมกิจกรรมของเด็กพิการ..... | 1 | 2 | 3 | 4 |
| 4. ครูควรมีสิทธิ์ในการตัดสินใจโดยตนเองว่า จะอนุญาตให้เด็กพิการเข้ารวมเรียนในชั้นเรียนที่ตนเป็นผู้สอนหรือไม่..... | 1 | 2 | 3 | 4 |
| 5. ในบางครั้งเด็กพิการคิดไปเองว่า ตนเองถูกแบ่งแยกและกีดกัน ถึงแม้ว่าตนจะได้รับการปฏิบัติอย่างยุติธรรมแล้ว..... | 1 | 2 | 3 | 4 |
| 6. ผู้บริหารงานโรงเรียนไม่ควรพยายามที่จะให้เด็กพิการและเด็กปกติเรียนรวมห้องกัน เพราะอาจจะทำให้เด็กมีปัญหาอื่นใด..... | 1 | 2 | 3 | 4 |
| 7. ข้าพเจ้ายกย่องเด็กพิการที่มีความกล้าอย่างเจียม ๆ มากกว่าเด็กปกติบางคนเสียอีก..... | 1 | 2 | 3 | 4 |
| 8. ข้าพเจ้ายินยอมให้เด็กพิการไปรวมรับประทานอาหารกับข้าพเจ้าในร้านอาหารที่ข้าพเจ้าเป็นที่รู้จัก..... | 1 | 2 | 3 | 4 |
| 9. การที่จะมีกฎหมายบังคับให้โรงเรียนรับเด็กเข้เรียนในโรงเรียน ไม่รับเด็กผู้นั้นจะเป็นเด็กพิการหรือเป็นเด็กปกติ..... | 1 | 2 | 3 | 4 |
| 10. เด็กพิการส่วนมากจะเป็นคนที่อารมณ์เสื่อง่าย ซึ่งยากต่อการที่จะเข้กับคนอื่นใด..... | 1 | 2 | 3 | 4 |

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	เห็นด้วยเป็นอย่างมาก	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยเป็นอย่างมาก
11. ไม่ควรที่จะให้เด็กพิการและเด็กปกติเรียนรวมในชั้นเรียนเดียวกัน จนกระทั่งเด็กพิการสามารถประพฤติและปฏิบัติตนได้ก็เท่าเทียมกับเด็กไม่พิการ.....	1	2	3	4
12. อุปสรรคและความยากลำบาก ทำให้เด็กพิการสามารถเข้าใจถึงความดี เกียรติของชีวิตในสังคมปัจจุบันได้ดีกว่าเด็กไม่พิการส่วนมาก.....	1	2	3	4
13. ข้าพเจ้าไม่สมัครใจว่ายนํ้าร่วมกับเด็กพิการในสระเดียวกัน.....	1	2	3	4
14. บุคคลที่ไม่ยอมรับเด็กพิการไม่ควรที่จะมีสิทธิ์ในการบริหารงานของโรงเรียนในประเทศนี้.....	1	2	3	4
15. ถึงแม้ว่าความเสมอภาคระหว่างเด็กพิการและเด็กปกติจะเป็นวิธีทางแสดงออกของประชาธิปไตย แต่เด็กพิการจำนวนมากยังไม่พร้อมที่จะฝึกควบคุมตนเองซึ่ง เป็นคุณสมบัติที่ควบคู่กับระบบประชาธิปไตย.....	1	2	3	4
16. การศึกษารวมระหว่างเด็กพิการและเด็กไม่พิการในชั้นเรียนเดียวกัน มีผลทำให้เด็กพิการและเด็กไม่พิการสามารถเข้าใจกันได้ดียิ่งขึ้น.....	1	2	3	4
17. สมมุติฐานที่ว่าเด็กพิการสามารถที่จะทนทานต่อเคราะห์ร้ายได้อย่างกล้าหาญกว่าเด็กที่ไม่พิการนั้น ไม่ถูกต้องแต่ประการใด.....	1	2	3	4
18. ข้าพเจ้ายินดีที่จะให้บุตรของข้าพเจ้ามีเพื่อนสนิทเป็นเด็กพิการ.....	1	2	3	4
19. ครูผู้มีหน้าที่ดูแลควบคุมสนามเด็กเล่นระหว่างเวลานักเรียนมีสิทธิ์ที่จะปฏิเสธที่จะให้บริการแก่ผู้ใดก็ได้ตามที่ตนปรารถนา แม้ว่าการปฏิเสธดังกล่าวจะเป็นการตัดสิทธิ์ของเด็กพิการก็ตาม.....	1	2	3	4
20. เด็กพิการจำนวนมาก ใช้เวลาในชั้นเรียนให้เปล่าประโยชน์ไปโดยการเล่นสนุก แทนที่จะพยายามเรียนให้ดีขึ้น.....	1	2	3	4
21. การที่ให้เด็กพิการและเด็กไม่พิการเรียนรวมในชั้นเรียนเดียวกัน จะทำให้เกิดประโยชน์แก่ทั้งเด็กพิการและเด็กไม่พิการ.....	1	2	3	4
22. ไม่มีเหตุผลใด ๆ ที่จะควรเชื่อว่า เพราะเด็กพิการได้รับการบีบบังคับมาจากอดีต จึงมีผลให้เด็กเหล่านั้นเป็นผู้ที่มีคุณธรรมสูงกว่าเด็กซึ่งไม่พิการ.....	1	2	3	4

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	เห็นด้วยเป็นอย่างมาก	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยเป็นอย่างมาก
23. ข้าพเจ้ายินยอมที่จะไปตัดผมในร้านตัดผมที่มีช่างตัดผมเป็นคนพิการ แต่มีความสามารถ.....	1	2	3	4
24. ในการแข่งขันกีฬา แม้ว่าจะไม่ได้รับการลดหย่อนอย่างไรก็ตาม เด็กพิการ โชคดีแสดงให้เห็นถึงความเป็นสภาพบุรุษและความมั่นใจเป็นนักกีฬา.....	1	2	3	4
25. ถึงแม้จะได้รับความเสมอภาคในทางสังคม แต่ยังคงจะต้องใช้เวลาอีก นานกว่าเด็กพิการจะแสดงให้เห็นได้ว่า คนมีความหัดเหมือนกับเด็กไม่ พิการในสภาวะการณต่าง ๆ ทางสังคม.....	1	2	3	4
26. ไม่ควรพยายามที่จะจัดให้เด็กพิการและเด็กไม่พิการศึกษารวมกันใน ชั้นเรียนเดียวกัน เพราะอาจจะก่อให้เกิดความยุ่งยากขึ้นได้.....	1	2	3	4
27. ข้าพเจ้าคิดว่าเด็กพิการมีความรักเกียรติของตนเอง ซึ่งเด็กที่ไม่พิการ จำนวนน้อยเท่านั้นที่จะมีความรู้สึกเช่นเดียวกันนี้.....	1	2	3	4
28. ข้าพเจ้าไม่ต้องการที่จะให้คนพิการมาเป็นแขกร่วมรับประทานอาหารค่ำ กับเพื่อนส่วนมากของข้าพเจ้าซึ่งไม่พิการ.....	1	2	3	4
29. ถ้าข้าพเจ้าเป็นอาจารย์ใหญ่ของโรงเรียน ข้าพเจ้าจะรู้สึกดีที่คน หากถูกส่งไปบริการแก่เด็กพิการ.....	1	2	3	4
30. ถึงแม้ว่าเด็กพิการจะได้รับการศึกษาในโรงเรียนรัฐบาล แต่ยังเป็นที่น่า สงสัยว่า เด็กเหล่านั้นจะได้รับประโยชน์มากเพียงใดจากการศึกษาใน โรงเรียนดังกล่าว.....	1	2	3	4
31. การให้เด็กพิการและเด็กไม่พิการเรียนรวมกันในชั้นเรียนเดียวกัน ก่อให้เกิดปัญหามากกว่าผลดี.....	1	2	3	4
32. ไม่มีเหตุผลใด ๆ ที่จะเชื่อได้ว่าเด็กพิการ มีความเห็นอกเห็นใจ เด็กพิการด้วยกันมากกว่าเด็กปกติ.....	1	2	3	4
33. ข้าพเจ้าไม่รังเกียจที่จะร่วมชมภาพยนตร์หรือละครกับเด็กพิการ.....	1	2	3	4
34. บริษัทนายหน้าขายบ้านและที่ดิน ควรที่จะให้การบริการกับทุกครอบครัว ถึงแม้ว่าครอบครัวนั้น ๆ จะมีเด็กพิการรวมอยู่ด้วยก็ตาม.....	1	2	3	4

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	เห็นด้วยเป็นอย่างมาก	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยเป็นอย่างมาก
35. ไม่ว่าในบางคราวการร้องทุกข์ของ เด็กพิการจะมีเหตุผลอันควรรับฟัง แท้จริง ๆ แล้วเด็กพิการเหล่านั้นจะได้ในสิ่งที่ตนต้องการดังกล่าว โดยเพียงแค่ออกทนมากข้นเท่านั้น.....	1	2	3	4
36. ข้าพเจ้ามีความเห็นอกเห็นใจผู้ที่มีความรับผิดชอบ ซึ่งพยายามที่จะให้ การศึกษาธรรมระหว่างเด็กพิการและเด็กผู้ไม่พิการ.....	1	2	3	4
37. ในสังคมปัจจุบันที่ เร่งรีบและวุ่นวาย เด็กพิการสามารถเผชิญปัญหา ทางสังคมควยความสุขและรอนอบโตดีกว่าเด็กไม่พิการ.....	1	2	3	4
38. ทนายศรของข้าพเจ้าได้รับเชิญให้ไปรวมกลุ่มเกินทาง เพื่อความบันเทิงใน วันสุคติศัปดาห์ ซึ่งมีทั้งเด็กพิการและเด็กไม่พิการ ข้าพเจ้าอาจจะไม่ อนุญาตให้บุตรของข้าพเจ้าไปเที่ยวควย.....	1	2	3	4
39. ถ้าข้าพเจ้าเป็นเจ้าของบ้านให้เช่า ข้าพเจ้าใครที่จะเลือกผู้เช่าเอง แม้ว่าการเลือกดังกล่าวจะมีผลให้ เฉพาะครอบครัวที่ไม่มีเด็กพิการได้ เช่าก็ตาม.....	1	2	3	4
40. ออกตีพิมพ์ต่อเด็กพิการ เป็นเรื่องที่ถูกเกินกว่าความเป็นจริง โดย ผู้ปกครองของเด็กพิการและครูผู้สอนเด็กพิการ.....	1	2	3	4
41. เนื่องจากแผนการศึกษาแห่งชาติ ปี 2520 สนับสนุนการให้การศึกษาแก่ เด็กพิการ ดังนั้น เราควรที่จะให้เด็กพิการและไม่พิการให้เรียนรวม ในชั้นเรียนเดียวกัน.....	1	2	3	4
42. ไม่มีพื้นฐานใดที่จะยืนยันความคิดว่า ความโชคร้ายของเด็กที่เกิดมา พิการ ทำให้เด็กมีความเข้าใจบุคคลอื่นโตดีกว่าเด็กที่ไม่พิการโดยทั่วไป	1	2	3	4
43. ถ้าสามารถจะเลือกได้ ข้าพเจ้าเลือกที่จะไม่อาศัยอยู่ในอาคารเดียวกับ เด็กพิการ.....	1	2	3	4
44. พระราชบัญญัติที่บังคับให้โรงเรียนรับเด็กพิการเข้าเรียนในโรงเรียน เป็นการละเมิดสิทธิส่วนบุคคลสำหรับผู้ที่ไม่ต้องการค้นหาสมาคมกับ เด็กพิการ.....	1	2	3	4

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	เห็นด้วยเป็นอย่างมาก	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยเป็นอย่างมาก
45. แม้ว่า การอยู่ร่วมกันในสังคมของ เด็กพิการ และ เด็กไม่พิการ จะเป็นการ ถูกต้อง แต่ ถ้า เด็กพิการ ไม่ยอมรับ "ข้อห้าม" เกี่ยวกับความสัมพันธ์ ระหว่าง เด็กหญิง เด็กชาย แล้ว ก็ จะ ก่อ ให้ เกิด ปัญหา ไต มาก.....	1	2	3	4
46. เป็น ความ ตี ตี ใน การ ที่ แยก ชั้น เรียง ระหว่าง เด็ก พิการ และ เด็ก ไม่ พิการ.	1	2	3	4
47. ประสบ การ ณ์ ที่ เด็ก พิการ ใ คร ับ ก็ ใ ขว กับ การ ใ คร ับ การ ปฏิ บั ติ อี ใ ช้ ไม่ เป็น ธรรม ทำให้ เด็ก พิการ เป็น คน สามารถ ใ ร ู และ เข ใ อ ก เข ใ จ สื่ ง เหล ใ นี้ ทำให้ เด็ก พิการ สามารถ ทำ งาน รว ม กับ คน ไม่ พิการ ไ ต ก็.....	1	2	3	4
48. ชา พ เจ ใ มี ความ อ น ใ ที่ จะ แ น ใ น ใ เด็ก พิการ ที่ มา เข ใ ย ม เข ใ ย น ชา พ เจ ใ ให้ ร ู จ ใ กับ เพื่อน และ เพื่อน บ้าน ไ กล เก ใ ช้ ใน ใ ริ เว ล ที่ ชา พ เจ ใ อา ตี ย อ ใ.....	1	2	3	4
49. การ ใ ร ใ เด็ก พิการ เข ใ เร ใ ย น ไม่ จำ เป็น ที่ จะ ต อ ง ก ใ น ใ ง ว่า ครู ใ พ ุ ก น น ใ มี ความ ตี ตี เห็น อี ใ ไ ร.....	1	2	3	4
50. ถ้า ชา พ เจ ใ เป็น คน พิการ ชา พ เจ ใ จะ ไม่ ไป ใน ที่ ที่ ไม่ มี ไ คร ต อ ง การ ชา พ เจ ใ	1	2	3	4

APPENDIX D

CHARACTERISTICS OF THE SAMPLE

TABLE VIII
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY TYPE AND POSITION

Type and Position	No. of Responses	Percent
Regular Teacher	70	32
Special Teacher	79	36
Regular Administrator	50	22
Special Administraror	22	10
Total	221	100

TABLE IX
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY REGION

Region	No. of Responses	Percent
Bangkok	101	46
Provincial	120	54
Total	221	100

TABLE X
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY SEX

Gender	No. of responses	Percent
Male	99	45
Female	122	55
Total	<u>221</u>	<u>100</u>

TABLE XI
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY AGE

Age Range	No. of Responses	Percent
Under 25 years old	9	4
25 - 34 years old	78	35
35 - 44 years old	60	27
45 - 50 years old	74	34
Total	<u>221</u>	<u>100</u>

TABLE XII
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY RELIGION

Religions	No. of Responses	Percent
Buddhism	211	95
Christian	7	3
Islam	2	1
Other	1	1
Total	<u>221</u>	<u>100</u>

TABLE XIII
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY EDUCATIONAL LEVEL

Education level	No. of Responses	Percent
Associate Degree	17	8
Bachelor's Degree	177	80
Master's Degree	25	11
Doctoral Degree	0	0
Other	2	1
Total	<u>221</u>	<u>100</u>

TABLE XIV
 DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
 BY NUMBER OF YEARS IN THE POSITION

Number of Years	No. of Responses	Percent
0 - 2 years	16	7
3 - 4 years	33	15
5 - 6 years	39	18
7 - 8 years	23	10
more than 8 years	110	50
Total	<u>221</u>	<u>100</u>

TABLE XV
 DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
 BY NUMBER OF HOURS IN SPECIAL EDUCATION COURSES

Number of Hours	No. of Responses	Percent
None	104	47
1 - 15 hours	11	5
16 - 30 hours	9	4
More than 30 hours	96	44
Total	<u>221</u>	<u>100</u>

TABLE XVI
 DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
 BY EXPERIENCES WITH HANDICAPPED PERSONS

Type of experiences	No. of responses	Percent
Neighborhood	48	22
Friend	18	8
Student in your school	146	66
Co-worker in the same office	40	18
Contemporary co-worker	19	9
Relative	27	12
Other	23	10

TABLE XVII
 DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
 BY NUMBER OF HANDICAPPED IN FAMILY

Number of handicapped	No. of Responses	Percent
None	206	93
One	14	6
Two	1	1
More than two	0	0
Total	221	100

TABLE XVIII
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY DISABILITY STATUS

Disability	No. of Responses	Percent
No	214	97
Yes	7	3
Total	<u>221</u>	<u>100</u>

TABLE XIX
DISTRIBUTION OF TEACHERS AND SCHOOL ADMINISTRATORS
BY BELIEFS

Beliefs in Karma	No. of Responses	Percent
Yes	92	42
No	129	58
Total	<u>221</u>	<u>100</u>

VITA

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