

FACTORS INFLUENCING BELIZE DISTRICT  
PRIMARY SCHOOL TEACHERS' ATTITUDES  
TOWARD INCLUSIVE EDUCATION

By

MAXINE MCKAY

Bachelor of Arts in English  
University College of Belize  
Belize City, Belize  
2000

Master in Secondary Education  
University of North Florida  
Jacksonville Florida  
2004

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Dissertation Approved:

Dr. Benita Krumm

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Dissertation Adviser

Dr. Ed Harris

---

Committee Member

Dr. Stephen Wanger

---

Committee Member

Dr. Mwarumba Mwavita,

---

Outside Committee Member

Dr. Sheryl Tucker

---

Dean of the Graduate College

## PREFACE

Inclusive education continues to be a reoccurring challenge as various factors affect to what extent teachers or educators are willing to educate children with disabilities in the regular education setting alongside their non-disable peers. This quantitative study examined factors influencing Belize District Primary School teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of teachers in the Belize District. The study measured 661 registered Belize District primary school teachers' attitudes toward inclusive education using a 38 item attitudinal survey.

The study found that Belize District primary school teachers have varying attitudes toward inclusion. The more serious the disability, particularly those such as Duchene Muscular Dystrophy, Spinal Bifida, Musculoskeletal Conditions, Serious Emotional among other disabilities, the more negative the attitudes toward inclusive education. The findings suggest there are no differences in Belize District teachers' attitudes toward inclusive education as related to experience of contact, gender, ethnicity, age and educational qualification. The study also found no differences between teachers' attitudes and school demographics, namely school location, school management and school size. However, there were differences in teachers' attitudes toward inclusion and student with disabilities population (SWD population). Belize District primary school teachers are ardent toward students with disabilities; however, the challenges persist as students with disabilities continue to face marginalization in general education and until there is a mandated attitude change, students with disabilities will continue to be absent from 21<sup>st</sup> Century education and beyond in Belize.

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# CHAPTER I

## Introduction

“Educators today continually complain that the students in the classrooms are difficult to teach because children show up for school underfed or malnourished, angry or apathetic, stressed or threatened, and sleepy” (Jensen, 1998, p. 17). The issues are compounded by other challenges such as language, speech, physical, brain and other disorders. For many educators, students entering general education classrooms today are just more difficult to deal with due to the many compounding issues that they bring. Today’s classrooms are more diverse as education is now more inclusive.

The diversity present in general education classrooms can best be compared to a box of crayons as each crayon has its own distinct shape, color and size similar to the children in a classroom. Some crayons are sharp, some are attractive, some are dull, some have unique names, and they all have different colors, but these crayons have learned one thing and that is to live in the same box (The Getty, 2001). Today, education is similar to a box of crayons as classrooms are becoming more colorful (Marquardt, 2009). There has been a clear shift in a once general education setting that catered only to able bodied individuals, to a more inclusive setting that now caters to individuals with disabilities. The “concept of Inclusive Education has become a widely contested global agenda (Pijl, Meijer & Hegarty, 1997, p.41); “however, in context it has specific meaning and practice” (Pijl, Meijer & Hegarty, 1997, p. 41). In education, inclusion is the contemporary term that refers to “the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighborhood schools” (Alper, 2003, p. 15).

## Inclusive Movement

Since the publication of *A Nation at Risk* (1983), which heightened public interest in educational reform in the United States and many other countries around the world there has been a strong national movement in the United States to include all students in the regular neighborhood schools and classroom (Stainback & Stainback, 1990). The inclusive education movement in the U.S. led to the establishing of laws and policies supporting inclusive education. These laws include the Public Law 94 - 142, The Education for All Handicapped Children Act of 1975.

The Public Law 94- 142, The Education for All Handicapped Children Act of 1975 governs and protects the right of children with disabilities. The Public Law 94 – 142, mandates that individuals with disabilities receive equal opportunity to education (Rebore, 2001). This law was later renamed in 1990 to the Individual with Disabilities Education Act (IDEA) (Flagle, 2007). The Public Law 105 - 17 was again amended to IDEA in 1997 establishing a more specific set of policies for individuals with disabilities. The 1997 modified law further mandated that children with disabilities become more involved with the general education curriculum so the roles of the general education teacher became significantly essential.

The increased responsibilities of IDEA 1997 brought general education teachers greater challenges. The movement toward inclusive education continued to receive unpredictable support from general educators although the movement for ‘inclusive education’ was a part of a broader human rights agenda (Florian, 1998). Many general education teachers continued to have reservations about supporting the widespread placement of individuals, with disabilities in general education schools (Florian, 1998).

### *General Educators' Attitudes*

These challenges continue to affect the attitudes that general education teachers have toward inclusive education. Many general education teachers may feel unprepared and fearful to work with learners with disabilities in the regular classroom and display frustration, anger and negative attitudes toward inclusive education (Gary, 1997; Tiegerman-Faber & Radziewicz, 1998). Access to resources and specialist support may also affect teachers' confidence and attitudes toward inclusive education (Bennett, DeLuca & Burns, 1997; Wolery, Anthony, Snyder, Werts, & Katzenmeyer, 1997). Clearly, a determining variable in inclusive education is general education teachers, and more importantly, the diverse attitudes that they may possess toward inclusive education.

### *Role of General Educators*

Generally, one of the key components in any form of education is teachers. Teachers help to form young minds and should serve as protectors when children are within the confines of a Least Restrictive Environment (LRE). Gay (2000) explained that teachers must be competent in understanding the dynamics in their classrooms. Daily classroom activities should facilitate learning environments that reflect diversity while also promoting academic achievement for all students (Gay, 2000). Classroom activities should enhance students' abilities to identify stereotypes and prejudices and also teach students how to avoid perpetuating discrimination this is the role of all educators (Gay, 2000). General educator inclusion teachers maintain a general education classroom with the enrollment of at least one student with special needs while establishing and maintaining a community environment where each of their students is welcome and attended to (Wistrom, 2010). The roles of general education inclusion teacher

consist of many elements such as attending to the requirements detailed in the Individualized Education Plans (IEPs) of their students with disabilities, gathering information on the students' strengths and weaknesses and developing ways to address these students by reviewing past performances on state tests, semester exams, or report cards and the student's personal history (Wistrom, 2010). There are numerous roles that general educators play, but inconsistencies remain as teachers still have diverse attitudes toward the inclusion of children with disabilities.

These reservations have led to many studies conducted in the Western world that examine the attitudes of teachers toward inclusive education and variables and factors that may affect teachers' attitudes. Scruggs and Mastropieri (1996) and Avramidis and Norwich (2002) found that although teachers appear to be in favor of inclusion as a social and educational principle, their support of the practical implementation of inclusion is dependent on the type and severity of disability, with reluctant views expressed toward the inclusion of students with more "severe disability."

The success of inclusion depends on many variables, including the attitudes of general educators and the quality of instruction they offer students with and without disabilities (Leyser & Tappendorf, 2001). More specifically, teachers' attitudes about inclusion have been found to be a crucial factor that impacts the implementation of inclusion for children with disabilities (Bender, Vail, & Scott, 1995). Researchers found that general education teachers with more positive views of inclusion have more confidence in their abilities and commitment to accommodate students' needs in inclusive settings by adapting appropriate classroom materials and related procedures (Campbell, Gilmore & Cuskelly, 2003; Norwich, 1994). Teachers with more negative attitudes were found to have low expectations for individuals with disabilities (Wilczenski, 1993). Because teachers' attitudes may influence the quality of instruction students

receive, it is important to understand the factors influencing these attitudes. More specifically, this study sought to identify Belize District primary school teachers' attitudes and variables that affect these attitudes, if any exists, toward inclusive education.

### *Context of the Study*

No current literature exists in Belize that examines variables that affect general education primary school teachers' attitudes toward inclusive education; therefore this study is significant to Belize's inclusive education movement. As a small democratic country once colonized by Britain, Belize is the home of many diverse ethnic groups as well as many different types of unique individuals. The conception of No Child Left Behind 2007 was just recently introduced to Belize's educational setting, so the concept of inclusive education is an almost new phenomenon to this nascent nation. The new movement toward No Child Left Behind 2007 and inclusive education has led general education schools and teachers to prepare for students with disabilities. This inclusive movement accompanied by Belize's Education Rules (2000) to protect individuals with disabilities, however, has been faced with multifaceted challenges in Belize's education system.

In Belize, specifically the Belize District the unfair distribution of resources has persisted due to the lack of social and educational growth. Evident in countless cases is the fact that those from the south side of Belize City have fewer opportunities than those from the north side of the City (O. Sabal, personal communication, September, 9, 2010). This severance is present even though both of these locations are homes to the different ethnic groups that are dominant in Belize. These ethnic groups include Mestizo, Creoles, Maya, Chinese, Mennonites, Garinagu and other (Library of Congress Country Studies/Area Handbook).

Belize District, one of the six districts in the country of Belize, the setting for this study is populated mostly by Creoles (International Zoological Expeditions, Inc. (IZE)). Belize District is also the area of the country that has many of the social issues that contribute to the slow process of development in the country (O. Sabal, personal communication, September, 12, 2010). These issues include teenage pregnancy, a devastatingly high crime, unemployment, illiteracy, high HIV and AIDS rates and a pronounced disability rate among young children and adults (O. Sabal personal communication with, September, 12, 2010). These social issues tend to be dominant on the southernmost side of Belize City (O. Sabal personal communication, September, 12, 2010) and most residents of south side Belize do not make enough money to cater for some of the basic needs that are important to growth and development.

On the surface, Belize's development efforts have been impressive when it comes to areas such as education; opportunities for all levels of schooling have greatly increased in the last thirty years. However, this is only part of the representation, as enrollment rates have increased more slowly than the population growth and large numbers of children are not completing their primary education (Y. C. Swift personal communication, September, 29, 2010). Some may argue that more education is not necessary in such an agriculturally based society; however, without primary school credentials individuals face the continued prospect of lifelong underemployment or unemployment. Belize has an educational system that is still developing, as all the citizens' needs are not being met especially those of community members who have disabilities. These individuals are often left obscured because of shame or they are marginalized. The education system is also failing when children do attend school. Haylock (1991) explained,

Education in Belize must surely be at its lowest ebb if we are to judge by the recently released results of the national teachers' exams. A less timid communications medium

could very well have headlined that the education system in Belize is on the brink of collapse. (p.45)

This educational slump is attributed to the Belizean education system implemented by the British that retains what Paulo Freire referred to as the “banking concept of education” where teachers pour information into students only for the students to regurgitate the information back out “without perceiving what the words or concepts really mean” (Freire, 1993). There may be many institutional organizations that do cater to what one may term as “normal” or “able bodied” children, but there are not many that provide for children with disabilities. To date, there is one inclusive educational institution in Belize City, *Stella Maris* that educates children with Special Needs. These include children who are hard of hearing, physically and mentally disable, and visually impaired, diagnosed with Attention Deficit Disorder (ADD), Behavioral Disorders and slow learners (S. Evans, personal communication, September 17, 2010). Along with *Stella Maris*, there are some general education institutions at all levels; kindergarten (early childhood), primary level, secondary and tertiary that allow students with varying disabilities to be enrolled, especially since Belize recently endorse their laws to the belief that all citizens should be allowed the right to an education; however many do not. There are also two disability center: one that serves the visual impaired and one that serves the hearing impaired. Special education units that help to diagnosed children with disabilities and find appropriate placement are located across the country. The main special education unit, the National Resource Center for Inclusive Education (NaRCIE), is managed by the government of Belize. As a developing nation, Belize is doing many things to make education more inclusive. However, this requires more commitment, experiences, and positive attitudes as well as training for general educators; this is the challenge.

### *Problem Statement*

The Ministry of Education and Youth in Belize has done significant work in identifying and seeking to eliminate or reduce the effects of those factors that contribute to children being excluded from acquiring a basic education (Caribbean Symposium on Inclusive Education, 2007). The factors include all those that may place children at a disadvantage such as physical, emotional, cognitive and mental disabilities, learning deficiencies, effects of HIV and AIDS on families and children, illness, social and cultural differences and any form of inequity (Caribbean Symposium on Inclusive Education, 2007).

In Belize inclusion or inclusive education is often used restrictively to refer to provisions for children with special needs due to some physical disability (Caribbean Symposium on Inclusive Education, 2007). Today, Belizean teachers are mandated by Belize's Referendum of Education and the Education Laws to learn to cope with children with HIV and AIDS, diverse learning needs, physical and psychological handicaps, highly negative social circumstances and a host of other challenges. This is because the concept of education in Belize has changed considerably (Caribbean Symposium on Inclusive Education, 2007).

Like many other central and Caribbean territories, Belize recently signed on to the Conventions of the Rights of a Child which has helped with the evident upward movement toward a more equal education system and more children with varying disabilities are being included in the general education setting. However the number of students with disabilities in the general education setting in Belize is the minority as there is a lack of willingness by general education teachers to take on the additional challenges that children with disabilities bring to the classroom. Therefore to facilitate the principle of inclusive education in Belize, more



information is needed about factors influencing teachers' attitudes that are preventing the successful integration of students with disabilities in the general education classroom.

### *Purpose of the Study*

The purpose of this study was to examine factors that influence Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education.

### *Research Questions*

The following research questions guided the study.

1. What attitudes, if any, exist among Belize District primary school teachers toward inclusive education?
2. What differences, if any, exist between teachers' attitudes and experience of contact, gender, ethnicity, age and educational qualification?
3. What differences, if any, exist between teachers' attitudes and school demographics (school location, school management, school size, and SWD (Students with Disabilities) population)?

### *Significance of the Study*

Many variables affect general education teachers' attitudes toward inclusive education, so it was essential to examine the most reoccurring variables from existing literature as a scaffold for the study. The study has the following significance: (a.) it will provide data on inclusive education and teachers' attitudes in the Belize District, (b.) indicate some variables that may/can

affect the attitudes of primary school teachers toward inclusive education (c.) establish the importance of inclusive education training and support (d.) promote the importance of teachers and educators' understanding of Special Education Laws in Belize and (e.) aid in the application of ways in which Inclusive Education can become more prevalent in Belize.

There are many educational gaps that need to be filled; these gaps some of which have been listed could be some of the reasons for the high illiteracy rate that is present in a still developing nation. Clearly, all avenues of education are not being fully explored; therefore, a study on inclusive education and teachers' attitudes will contribute positively to Belize's educational system and more specifically inclusive education. This study provides adequate help in rectifying some of the issues that parents of children with disabilities encounter upon attempting to enroll their children in regular schools.

Finally, much of the research that does exist on inclusive education is neither Caribbean nor Central American based; thus, the information from the study will definitely serve positively to education not only in Belize but in many other countries where literature on teachers' attitudes and inclusive education is lacking.

#### *Definition of Terms*

Several terms are important to this study:

*Attitude*- "A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p. 1). Further analysis of this conception requires a definition of "psychological tendency" which is referred to as "a state that is internal to the person... a type of bias that predisposes the individual toward evaluative responses that are positive or negative (Eagly & Chaiken, 1993, p. 1- 2).

*Belizean Education*- Is rooted in a colonial history. In Belize children begin their education at pre-school or kindergarten then move on to primary or elementary school later secondary school then junior- high and later to university.

*Denominational Schools* - Are managed by different religious denominations without the influence of the government; however the Government of Belize provides financial assistance.

*Disabilities*- For the purpose of this specific study, the term disability is defined as stated in the IDEA Act of 1992. “The only way students with special needs can receive individual instructional activities and related services is by meeting the eligibility criteria for one of the disabilities categories listed under IDEA”. “ These categories include visual impairment, hearing impairment, deafness and blindness, orthopedic impairment, other health impairment, mental retardation, specific learning disabilities, serious emotional disabilities or language impairment, multiple disabilities, traumatic brain injury and autism” .

*Inclusion* - The controversial practice, sometimes called “full inclusion,” of educating children with disabilities alongside their non-disable peers, often in a general classroom in their neighborhood school. The Individual with Disabilities Education Act requires that disable children be educated in the “Least Restrictive Environment (LRE)” possible (Education Week, 2004).

*General Education* - A set of educational experiences that a child would receive in a school or school district were that child enters at the kindergarten or the first grade level (Infant 1), and proceed through school without being labeled ‘handicapped’ or in need of special services (Lilly, 1988).

*Government-aided school* - A school in receipt of a granting-aid from the Government in accordance with the provisions of Belize's Education Act (Belize Education Rules, 2000).

*Government Schools in Belize* - Schools maintained wholly from the General Revenue (Belize Education Rules, 2000).

*North side of Belize* - Perceived as the upper class side of the city. The north side of Belize hosts many deluxe homes often referred to as the more attractive side of the City.

*Primary school* - A school recognized by the Ministry of Education as providing instruction and training suited to the ages, abilities and aptitudes of children between the ages of five years and fourteen years (Belize Education Rules, 2000).

*Private Schools* - Schools that are neither a government school nor a government-aided school (Belize Education Rules, 2000).

*South side of Belize* - Perceived as the more depressed area in the city. The homes are less expensive as it is assumed that more social issues are prevalent in this area.

*Special Education* - "Special Education is, specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducive in the classroom, in the home, in hospitals and institutions, and in other settings and instruction in physical education" (IDEA, 1997, p. 12).

*School* - "An institution that provides preschool, primary or secondary education; an "institution" refers to educational institutions providing some form of schooling" (Belize Education Rules, 2000).

*Teacher* - Means “a person appointed by the manger or managing authority of a school for the purpose of instructing students” (Belize Education Rules, 2000).

### *Methodology*

#### *Description of Setting and Participants*

The primary schools in the Belize District are different ranging from very small all-grade and semi-grades rural schools to large and small urban schools. The most current data on education in Belize showed that from 2010 - 2011, there were 246 primary schools in the country of Belize; 66 of these schools are located in the Belize District (Ministry of Education and Youth, 2010 - 2011). The schools that were used for the study were a representation of the 66 primary schools located in the Belize District. A total of 60 (90.9%) primary schools participated in the study. The primary schools in the Belize District and country wide are further broken down into nine main classifications of educational managements. These managing authorities include Other (O1), Roman Catholic (RC2), Anglican (A3), Methodist (M4), Seventh Day Adventist (SDA5), Nazarene (N6), Assemblies of God (AG7), Government (G8) and Private (P9). The primary schools in Belize vary according to building size , structure and number of classrooms and buildings, campus size, resources, staff ratio (including male to female) student to teacher ratio, managements, and location in Belize District namely urban or rural (including south and north side).

There were a total of 846 registered primary school teachers teaching at the 66 Belize District primary schools during the academic year 2010-2011 (Ministry of Education Data Base, 2010 - 2011). The target sample (human population) for the study was all of 846 registered

primary school teachers in the Belize District. A total of 753 (89.0%) general education primary school teachers from the Belize District received the survey and 661 (87.7%) participated.

### *Instrument*

An existing inclusion survey entitled *Principals' Attitude towards Inclusion* originally developed by Praisner (2000) and later modified by Ramirez (2006) was the instrument used in the study. Ramirez's (2006) version of the survey was adapted to fit the context of Belize. The researcher distributed hard copies of the attitudinal survey to teachers at the participating 60 schools on different assigned dates. Once the hard copies of the survey were delivered, issued, collected, and pre - analyzed the raw data was imputed into the Statistical Package for Social Science 19.0 software to generate statistical results and the findings were analyzed.

### *Conceptual Framework*

There is no one set theory or approach that can best validate how attitudes are formed and measured, so for this study a Conceptual Framework was integrated in the Literature Review that examined several components of attitudes and perceptions. First and foremost the Attitude Formation Theory which includes the Learning, Incentive, Cognitive Consistency and Genetic Approach are discussed. The noted approaches are essential to the study as these approaches provide useful information that supports the questions and statements outlined in the survey instrument and guided the researcher to better understand factors that influence teachers' attitudes toward inclusive education.

Additionally, Bandura's (1977) Social Learning Theory (SLT) "that describes the link between behaviors, environmental factors, and personal factors and their influence on actions" is also included (as cited in Vasquez, 2010, p. 30). Bandura (1977; 1986) Social Learning and

Cognitive Theory; establishes that there can be “understanding, predicting, and changing of human behavior” (as cited in Vasquez, 2010, p. 30); therefore the inclusion of both of Bandura’s theories was critical.

Lastly, Theory of Reasoned Action (TRA) was also examined as this theory explains the relationship between attitudes and action” (as cited in Vasquez, 2010, p. 30). Ajzen and Fishbein (1980) “exerted that a behavior is predicated by attitudes toward that behavior and the perceptions of others when a behavior is performed” (cited in Vazquez, 2010, p. 30).

#### *Assumptions*

This study assumed that different variables affect the attitudes of general education primary school teachers in the Belize District toward inclusion. The study also assumed that primary school teachers from Belize District would have different attitudes (positive and negative) toward the inclusion of students with disabilities in the general education setting. The study also assumed that some teachers may have no attitudes or perceptions toward inclusive education. It was further assumed that the sampling population represented the country’s population. Lastly, it was assumed that the participants of the study answered honestly.

#### *Limitations of the Study*

Since the study was done in Belize District it did not included primary school teachers from the entire country. The study was limited to only teachers from the Belize District; hence a generalization cannot be made about the attitudes of teachers from the other districts toward inclusive education and what factors affect these attitudes.

Another limitation was the respondents' understanding of some key concepts and terms particularly as it relates to the types of disabilities that were noted on the survey. This limitation was compounded by the participants just selecting any response and therefore may have not provided a true reflection of their understanding of the terms which in turn affected their concrete attitudes and perceptions towards inclusive education.

### Summary

The purpose of this study was to examine factors that influence Belize District primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. With the use of the contextualized version of the *Principal and Inclusion Survey* (PIS), the researcher was able to determine variables that affect teachers' attitudes toward the inclusive education as well as the attitudes of teachers toward inclusion in Belize District. The information from this study is significant to education in Belize, because it will add to the almost dearth of research regarding attitudes of teachers in Belize relating to inclusive education.

The remaining chapters in the study include: a review of the literature in Chapter Two, the methodology that guided the study in Chapter Three, the findings of the research in Chapter Four and the conclusions, recommendations, suggestions and implications for further research, theory and practice, a summary and a reflection in Chapter Five.



## CHAPTER II

### Review of Literature

#### Introduction

The purpose of this study was to examine factors influencing Belize District primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. Through an examination of related literature the researcher provides an in depth examination of several areas. The literature analysis includes a conceptual framework relating to attitudes, attitude formation components, attitude measurement scales, formation of behaviors and applicable theories. A philosophy of inclusion, history of disabilities and special education in the United States, inclusive education in the United States, special education legislation in the United States and special and inclusive education in Belize are also included. The effects of inclusion on educators and related inclusion literature are also discussed through the use of current and pre-existing archival literature. A summary and conclusion completes this chapter.

#### *Attitude Formation*

Attitudes play an important role in determining how individuals respond to a situation and as such, attitudes can predict human behavior and how individuals will respond to certain conditions. "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p. 1). Further analysis of this concept requires a definition of "psychological tendency" which is referred to as "a state that

is internal to the person a type of bias that predisposes the individual toward evaluative responses that are positive or negative” (Eagly & Chaiken, 1993, p. 1- 2).

“Attitude formation has been a perplexing area in social psychology since attitude is not a concrete dimension, because it is more related to a person’s personality” (Baron & Byrne, 2004; Davidoff, 1987; Dworetzky, 1988; Magn’e, 1985 & Sear, 1985). So, in order to better understand how attitudes are formed, it is essential to look at some possible areas important to attitude formation. Since attitudes are learned, and humans are not born with pre-existing attitudes (Baron et al., 2004 ;) it is suggested that perhaps, the environment in which an individual is raised helps to determine the attitudes that individual will have towards different situations. Baron et al (2004) also suggested that some attitudes are acquired through behavioral learning principles without a person being aware that learning is taking place. Learning of any form can be equated to what is highlighted in the Social Learning Theory (SLT) that a person’s behavior causes each other, while behaviorism essentially states that one’s environment causes one’s behavior. This thus supports the idea that individuals do learn attitudes and are not born with pre-existing attitudes (Bandura, 1977). Bandura (1977) also suggested that there is an interaction with an individual’s personality and three components: the environment, behavior, and one’s psychological processes (one’s ability to entertain images in the mind and language) is significantly essential in the formation of attitudes. Attitudes are learned rather than innately inherited or formed; thus, the environments, perhaps culture and ethnicity as well as other areas do play key roles in attitude formation (Bandura, 1977). Individuals acquire feelings and facts and learn feelings associated with those facts; the main mechanism that appears to be fundamental in the process of learning attitudes are association; reinforcement and imitation

(Bandura, 1977). Attitude formation then is linked to giving individual incentives for a required attitude; therefore, there is a form of reward for exhibiting what is desired.

Additionally, Bandura (1977) also underpinned the notion of attitudes in the Social Cognitive Theory (SCT). The Social Cognitive Theory denotes that the interrelationship between behavior, environmental factors, and personal factors are interrelated and thus influence the actions individuals construe (Bandura, 1986). Several components are essential in the SCT model as it relates to understanding, predicting, and changing human behavior (Bandura 1977; Bandura 1986). Comprehensively, in the SCT model, Bandura (1986) asserted that the interaction between the person and behavior involves the influence of a person's thoughts and actions. Another component of the SCT model establishes that the "interaction between the person and the environment involves human beliefs and cognitive competencies that are developed and modified by social influences and structures within the environment" (Vasquez, 2010, p. 29). The third component indicates the "interaction, between the environment and behavior" (Vasquez, 2010, p. 29). This component "involves a person's behavior that determines the aspects of their environment and in turn their behavior is modified by the environment" (Vasquez, 2010, p. 29). A "great percent of human behavior is learned observationally through modeling; from observing others, one forms an idea of how new behaviors are performed, and on later occasions this serves as a guide for action" (Bandura, 1977, as cited in Vazquez, 2010, p. 30). Undoubtedly, it is important to validate that behaviors are formed based on varying factors and people's behaviors and actions are influenced by their level of confidence in their ability to perform that behavior (Bandura, Adams, Hardy, & Howells, 1980).

In brief if one is to understand the attitudes of teachers it is important to understand not only Bandura's theories but also the varying approaches that underscore attitude formation. The first of these approaches is the Incentive, and it establishes the presence of looking at the positive and negative of a situation.

### *The Incentive Approach*

The incentive approach suggests attitude formation is a process of weighing the pros and cons of various possible positions and therefore adopting the best alternative (Machi, 2007). The cognitive response approach which is one popular version of incentive theory, assumes that people will respond to communication with positive or negative thoughts and will determine whether or not to change their attitudes as a result of communication (Machi, 2007). This approach assumes that attitude formation is more than just a learned behavior, but is a behavior that is stimulated base on some form of reward systems. This suggests that if individuals are rewarded for having positive attitudes toward someone or something, then attitudes will be positive toward inclusive education. This approach is similar to what is known as the Premack Principle of Reinforcement, developed by David Premack in 1965, suggesting that in order to get the behavior that is desire there must be some form of reinforcement given. Although the Premack Principle Reinforcement is geared toward Operant Conditioning of children to do what is desired, this same notion perhaps can be used to support the Incentive Approach to attitude formation.

### *Cognitive Consistency Approach*

The Cognitive Consistency Approach highlights existing attitudes that are present in individuals. According to Feldman (1985), Cognitive Consistency Approach is not "concerned

with the way attitudes are required, but starts with the existing attitudes and tries to explain how the components fit together with each other and with attitudes” (p. 9). Feldman (1985) also suggested that cognitive consistency theories view human beings as active information processing trying to make sense of what they think, feel and do, and actively constructing and interpreting the world to bring congruence to inconsistencies that may occur between and within attitudes. The Cognitive Consistency Theory, developed by Leon Festinger, found that the Cognitive Consistency Approach proposes that people are motivated to change and act consistently with their beliefs, values, and perceptions when there is psychological inconsistency or disagreement between two pieces of information. In the Cognitive Consistency Approach Theory, conflict between the inconsistent factors in turn produces dissonance. This means that the individual involved begins to doubt previously held rationales, beliefs, or values. These doubts produce uncomfortable feelings and may interfere with the ability to act. The pros and cons of each factor are examined in this approach. The resolution of the dissonance occurs when one factor is seen as more attractive than the other. Prior to the resolution of the dissonance, the dilemma between the conflicting factors prevents action. When dissonance is resolved, the person is better able to act in accordance with the more attractive factor because beliefs, values, and perceptions agree with the behavior (Haber, Leach, Schudy & Sideleau, 1982).

### *Genetic Approach*

The Genetic Approach to attitudes has a different underpinning from the other approaches that were previously explained. Baron and Byrne (2004) suggested “ that genetic factors influence the general disposition such as the tendency to experience positive or negative effects most of the time and these tendencies in turn may influence evaluations of many aspects

of the social world” (p. 125). This suggests that there is some variation in attitude based on the makeup of genes, so males and females may have different attitudes.

### *Components of Attitude*

Three main components are essential when measuring attitudes (Gormly, 1992; Magn'e, 1985; Oppenheim, 1966; Ragland & Saxon, 1985, and Sears, 1985). These components include the cognitive, affective and behavioral (Gormly et al., 1992). The cognitive component is based on what is known and is a total combination of elements that are factual which includes the knowledge and beliefs a person has about an object. The affective component on the other hand, is associated with the emotions and feelings of a person toward an object or situation. This component, then, is more evaluative; hence, it is more difficult to change than the cognitive as this deal with emotions rather than facts. This particular component, like the cognitive is distinctly different when dealing with all approaches to attitude formation, specifically the genetic approach. The behavioral component suggests that attitudes refer to the person's readiness to respond or a tendency to act regarding the object or situation. This component refers to the action resulting from facts that have evoked certain feelings, suggesting that it pertains to the predisposition for action (Gormly et al., 1992). This component lies in direct correlation with the Theory of Reasoned Action developed in 1975 by Ajzen and Fishbein. The TRA (1975) examined the relationship between attitudes and behavior. TRA focuses on the attitudes toward a behavior (or more precisely, attitudes toward the expected outcome or result of a behavior) and subjective norms (the influence other people have on a person's attitudes and behavior) are the major predictors of behavioral intention (Ajzen and Fishbein, 1975).

The listed components are all essential to attitudes; however, not all need to be present to measure and understand attitudes (Petty, 1995). Likewise Bandura's Social Learning Theory and Cognitive Learning Theory are important variables when examine attitudes. TRA is also an important component as it helps to better understand the relationship between attitudes and actions, an important component in understanding factors that influence teachers' attitudes toward inclusive education.

Lastly, there are also different ways attitudes are measured; for the purpose of this study only the applicable type of measurement instrument will be discussed.

#### *Attitudes Measurement Scales*

Hayes (2000) suggested that the "easiest and most reliable way to measure attitude is through the use of Likert Scale Questionnaires or Surveys as both are quantitative in nature" ( p .93). According to Sommer and Sommer (1986) attitude scales indicate the overall degree of favorability of a person's attitude, therefore making the use of scales applicable when measuring attitudes. The questions in attitude scale questionnaires or surveys concerns a single issue regardless of how they are stated; these types of instruments maintain their common purpose. This is important because it is essential to get distinctive data when measuring variables such as attitudes. Hayes (2000) added that Likert Scale questionnaires and surveys direct participants to respond to questions about particular topics of interest that is measured on a five - point scale used to express agreements or disagreements with varying statements provided. Hayes ( 2000) further asserted that Likert Scale questionnaires and surveys also aids a researcher in drawing data easily as these types of instruments help to establish changes in the different respondents' responses that are formed based on their opinions in some cases. Likert Scales also help

researchers to measure attitudes more thoroughly thus providing substantive data in which one can draw conclusions.

Decisively, attitudes are indeed a complex construct that can be influenced by different factors. The different components that are significant to attitudes are also of essential importance as these help to substantiate the different approaches outlined in attitude formation.

### *Philosophy of Inclusion*

The philosophy of education has changed over the past decades. Today there is a greater focus on educating children who come from diverse backgrounds as education is no longer just for those that society want to accept, but for all. Green (2001) suggested that “the term inclusive education is used to describe the educational policies that uphold the rights of students with disabilities to be within the mainstream of regular educational setting” (p. 4). As a worldwide phenomenon, “inclusive education is widely advocated and it is a philosophy as well as a principle and practice that are based on human rights and social justice” (Rombo, 2006). Inclusive education advocates propose that “children with disabilities have to be educated alongside their normal peers in the general education classrooms if they are to get the best possible education” (Rombo, 2006).

Under this philosophy, children with disabilities in countries such as the United States, United Kingdom and New Zealand have earned the right to general education (Neilson, 2005 and O’Brian & Ryba, 2005), and this philosophy has been the general focus of the inclusive movement around the world. As such it is the belief that “inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights” (Salamanca Statement, 1994) as the rights of all humans must always be taken into consideration.



Other philosophies that guide inclusive education indicate that all children should be given the right to equal educational opportunities despite their cognitive, physical, social and emotional abilities. The urgency of equivalent and inclusive education has led some educators, teachers, managers, and principals to create accommodations for children with disabilities in the general classroom setting. This is in alignment with UNSECO's Inclusive Education philosophy since "schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions" (Article 3, Salamanca Framework for Action). These guiding philosophies help to substitute the idea that the ultimate goal of inclusive education is for children with disabilities to be educated in the Least Restrictive Environment (LRE) alongside their peers.

Children with disabilities in the general classroom have various disabilities; these include but are not limited to emotional disturbance, exceptional disabilities, learning disabilities, language, cognitive impairment, and physical disabilities. When considering disabilities individuals must not only look at the disability or disabilities, but also the intensity of the disability or disabilities that the individual may possess. Disabilities are categorized from mild to severe an element that may affect to what extent educators may choose to include or exclude individuals with disabilities in the general educational setting. This lends itself to the idea that inclusive education is possible if the right attitudes are in place for the success of both the individuals with disabilities, as well as those without disabilities.

While the philosophy of inclusion highlights equal access; the ideologies of traditional educators are very different as many traditional educators do not believe that individuals with disabilities should be included in the general educational setting, as these individuals believe that separate schooling is more conducive to both types of students. The pertinent stigmas that

continue to persist in the education system years after inclusive education was first introduced continues to be an issue that schools and policy makers around the globe face. These issues are further compounded by factors that affect teachers' attitudes toward inclusive education, as research has proven that teachers' attitudes are reflective of the success of inclusive education.

### *History of Disabilities and Inclusion in the United States*

Not long ago, many disproportions and biases existed with respect to the education of children with disabilities in the United States. As recent as the 1970s, many children with disabilities were excluded from the general or mainstreaming educational opportunities while others received insufficient and inappropriate services (Martin, Martin & Terman, 1996). The evidence of prejudices that existed regarding children with disabilities, particularly in the U.S, led many parents to lobby for better and more inclusive education for children with disabilities. Disability in the United States of America, however this is no new occurrence as this issue dates back much further than the 1970s, but attention to individuals with disabilities became more visible in the American life primarily as an outcome of military engagement and, therefore, was managed by the federal government in the War Department and, later, at the Veterans Administration (Adaptive Environment Center and MIG Communication, 1992).

The return of injured American soldiers who fought in various wars, including World War I and II led the Congress of the United States America to make special accommodations for the needs of the injured civilians (Adaptive Environment Center and MIG Communication, 1992). The National Defense Act of 1916 was the first time that the United States recognized the need of persons who were injured because of defending their country to be considered for special services. This act was followed by The Smith-Hughes Act 1917. In 1918 the Smith-Hughes Act

initiated by the United States Federal Government became the Smith-Sears Veterans Rehabilitation Act 1918. This Act like the Smith-Hughes Act of 1917, allowed veterans who were disabled or injured during World War I to have access to Vocational Education. The Smith - Hughes Act of 1920 was also known as the Soldier's Rehabilitation Act. The Smith-Hughes Act was later replaced by The Smith-Fess Act of 1920 also known as the Civilian Rehabilitation Act that helped to establish various rehabilitation programs for all Americans with disabilities who were injured in wars. The Smith-Fess Vocation Rehabilitation was first enacted after World War I and later amended in 1943, 1954 and 1965 when World War II, the Korean War and the Vietnam War ended (Adaptive Environment Center and MIG Communication, 1992).

The increase of veterans who were returning from war added to the need for rehabilitation protocols and eventually led to better accommodations, not only for injured veterans, but all Americans civilians who suffered from any form of disability (Adaptive Environment Center and MIG Communication, 1992). The Social Security Act enacted in 1935 was to help disabled veterans who were unable to work came after the Smith – Fees Act of 1920. The Wagner-O'Day Act of 1938 immediately followed the Social Security Act. This Wagner – O' Day Act of 1938 mandated that the United States federal government provide products from workshops for persons who were blind. In 1943 the Wagner-O'Day Act was further extended for individuals who were visually impaired. This act was replaced with the 1943 The Vocational Rehabilitation Amendments also known as the Barden-Lafollette Act. The modification of the 1938 Act created better avenues for federal and state rehabilitation programs (Adaptive Environment Center and MIG Communication, 1992). The expansion of the programs under this act created avenues for individuals who were mentally handicapped and mentally ill. The modification of the act also reestablished the rehabilitation opportunities for persons who were

visually impaired in the United States of America. The listed Acts are not the only ones listed in America's disability history as many other are included; one of major importance is the 2008 Amendments to the Americans with Disabilities Act (ADA) as this Act overshadows all Acts that came prior to 2008 ( Adaptive Environment Center and MIG Communication, 1992).

Conclusively, Bartlett, Etscheidt and Weisentein (2007) suggested that “throughout most of human history, individuals with disabilities have been treated with superstition and fear” (p.5). The “ treatment of individuals with disabilities included not only fear but also infanticide, shunning, attributions of witchcraft or divine punishment and even awed disrespect during the earlier recorded history” (Bartlett et al ., 2007, p. 5 ). The types of disabilities in the earlier century were often categorized from mild to severe; individuals whose disabilities were more severe were locked away in their homes, institutionalized or sent to work in circuses, specifically freak shows (Bartlett et al., 2007, p. 5). In past decades, society also managed to keep people who were perceptibly different out of sight by building institutions such as nursing homes, asylums, and homeless shelters, and used statutes to prohibit from public places people whose different appearance might offend the citizenry.

### *Special and Inclusive Education in the United States*

Inclusive education in the United States has changed significantly as general education institutions have become more inclusive. Perhaps the most significant changes for civilians with disabilities in the United States of America and the changes in attitudes of the society occurred when there was a scientific breakthrough (Bartlett, Etscheidt and Weisentein, 2007). Kauffman and Hallahan (2005) proposed that “it was the French Revolution and the Enlightenment Age when egalitarianism, reason, and science became dominant forces that attitude towards

individuals with disabilities changed” (p. 3). The Enlightenment Age in the late 1700s assisted not only in the formation of new attitudes, perceptions and opinions toward individuals with disabilities, but also aided with the establishment of the first schools for children who were hard of hearing and visually impaired. Institutions that were for individuals who were mentally ill and mentally challenged became more conducive during this era as well. The new attitudes of society after the Enlightenment Age also had a great impact on the universal public schooling.

Kauffman and Hallahan (2005) suggested that the “universal” public schooling beginning in the mid - 1800s did not include schooling for children with disabilities” (p. 4). This shows that there was still some form of segregation when it came to special education even after the Enlightenment Age. However with the new attitudes as suggested by Kauffman and Hallahan (2005) there was more progress. During the 19<sup>th</sup> century many educational issues arose in the United States particularly in large metropolitan school districts such as in New York City Public Schools and these schools catered for individuals with disabilities (Kauffman & Hallahan, 2005). By catering for special individuals, however, public schools in New York during the 19<sup>th</sup> century faced many issues relating to individuals in need of special education. Issues included large number of immigrant children who spoke little to no English; large numbers of truant, “wayward” and delinquent youth as well as many other issues that hindered progressive education (Kauffman& Hallahan, 2005).

Even though many issues were evident, society’s new awareness of individuals with disabilities allowed people to understand that having a disability was not a sin, but a circumstance. Society’s change and new understanding of disabilities during the Enlightenment Age lead to many other developments during the 20th Century (Bartlett, Etscheidt & Weisentein, 2007). There was the development of community-based programs and the first university

training programs for teachers of students with disabilities (Bartlett et al., 2007). The development of these programs helped to establish more inclusive education which in turn led to an increase in more positive attitudes toward including children with disabilities in the general educational setting.

Although there was clearly a greater push toward inclusion during the 20th century the progress toward even partial-inclusion was slow in many programs in North America. Some of the programs at the universities in the United States were still very segregated based on specific categorical lines and there was a clear distinction between the students without disabilities and those who had disabilities (Bartlett, Etscheidt & Weisentein, 2007). Many of the issues that inclusion brought frustrated educators, so there was the formation of special classes for students whose general education teachers could not cater for in the regular school system. One critic suggested that special education was the solution to the regular educator's problem of how to provide supplemental resources to children with special needs, while not shortchanging other student in class (Singer, 1988). In the 1920s, many school districts in the United States emphasized the idea that children with disabilities should be included in the general education setting. These school districts in the United States had mandatory attendance laws and made attempts to accommodate a wide variety of students with disabilities (Kauffman & Hallahan 2005). One particular organization that responded to the new awareness of special education was The Council for Exceptional Children. The Council for Exceptional Children emphasized the importance of making sure that students have the support they needed to be successful in an appropriate education setting (Kauffman & Hallahan, 2005).

## *Special Education Legislation in the United States*

Inclusive education continues to remain a controversial concept in education because it relates to educational and social values, as well as to individuals sense of self-worth. Federal legislation for special education in the United States as noted in the earlier part of this synthesis began in the 1970s requiring that all students who have disabilities receive a free and appropriate education. The Rehabilitation Act of 1973 provides that: “the rights of individuals with disabilities in programs and activities, including schools that receive federal funds”. Section 504 provides: “No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” The meaning of this protection in regard to students with disabilities is summarized in the U.S. Department of Education's Office for Civil Rights publication "Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973". The Rehabilitation Act of 1973 (Section 504) is an important mandate of the Least Restrictive Environment and the use of supplementary aids and services for students with disabilities.

The first law that had a major impact on education was the Public Law 94-142 known as the landmark in special education in the United States. The Public Law 94-124 provided requirements and guidelines for the states to follow when educating all children with disabilities. These requirements include: procedure for referring individuals who were suspected of having a disability, team development of an Individual Education Program ( IEP), time limits on how long the eligibility referral process could take, specialized instruction and placement in the

appropriate educational setting, reassessment of student's edibility and specific procedures for settling disputes ( Bradley, King & Tessier - Switlick 1997).

Other landmarks that are significant to special education laws in the United States include the signing of Public Law 99-457 signed into law in 1986 by President Ronald Regan. Public Law- 99-457 highlighted the importance of early intervention of young children in detecting disabilities. Public Law 99-457 suggests that children from ages 3-21 have the right to a free and appropriate education and provides incentives for working with families as well as toddlers (birth – age 2) that have disabilities. Public Law 99- 457 indicates that children who have developmental delays but do not have a specified disability can receive early intervention services.

The most recent reauthorized law is The Individuals with Disabilities Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

The Individuals with Disabilities Education ACT (IDEA) was first introduced in 1975 and implemented in 1977 Section 504 of the Rehabilitation Act of 1973 that was also implemented in 1977; the American with Disabilities Act (ADA) was enacted in 1990. The Individual with Disabilities Education Act of 1997 is the most recent reauthorization of the landmark Education for All Handicapped Children Act of 1975, more commonly known as PL.94-142 (Bartlett, Etscheidt & Weisentein, 2007). These three laws also strengthen the No



Child Left Behind Act of 2001 (NCLB) (Tennessee State Board of Education, 2003). The NCLB was a landmark in both primary and secondary education as it mandated that all children must meet certain proficiencies by a certain age.

Legislation is not the only literature that supports inclusive education as there are also court cases that are landmarks in special education in the United States. One historical special education case in the United States is *Brown v. Board of Education* (1954). In *Brown v Board of Education* (1954), the Supreme Court in the United States passed a ruling against racially “separate but equal” schooling and its affirmation of the importance of education to all Americans which was also viewed as relevant to students with disabilities (Bartlett, Etscheidt & Weisentein, 2007). In *Greer v. Rome City School District* (11th circuit court, 1992) parents opposed placing their child in a self-contained special education classroom. In this case the court decided in favor of the parents reemphasizing the idea that all protocols must be followed before a child is denied the right to inclusive education. Other cases that are highlighted in the literature include the *Pennsylvania Association for Retarded Citizens (PARC) v. Pennsylvania* (1971/1972) and *Mills v. Board of Education* (1972) (Bartlett et al., 2007). The rulings in the *PARC v. Mills* case included many of the principles that were later incorporated into federal statute including the right of all children with disabilities to a free appropriate public education and provision of parent procedural safeguards (Bartlett et al., 2007).

### *Special Education and Inclusion in Belize*

Belize, one of the many developing nations in Central America and the Caribbean, has recently amended its Educational Laws to allow all citizens the right to an education including those with disabilities. In Belize, inclusive education is often used restrictively to refer to

provisions for children with special needs due to some physical disability (Caribbean Symposium on Inclusive Education, 2007). Even though the modification of Belize's Education Laws to include all citizens is as recent as 2000 some historical data exists that sheds light on the progression of both the growth of special and inclusive education in Belize (S. Evans, personal communication, September, 17, 2010).

Special education in Belize was first introduced with the opening of The Special Education Unit (SEU) in 1991 (Caribbean Symposium on Inclusive Education, 2007). When the Special Education (SEU) first came into inception individuals with disabilities were only allowed into centers that catered specifically for categorized, recognized and diagnosed disabilities such as visual and hearing impairments, slight mental retardation and slow learners (S. Evans personal communication, September 12, 2010).

The first institution in Belize that catered only for students with intellectually impairment was the *Lynn Center*. *The Lynn Center* was later merged with *Stella Maris School* for students with other forms of disabilities including physical, visual and hearing disability. *Stella Maris School* is "the largest special education school in Belize is located in the Belize District" (S. Evans personal communication, September 12, 2010). The *Belize Academy for the Deaf* is also managed by *Stella Maris School* and is located on the same compound.

Other schools that educate primarily children with disabilities include *Cayo Deaf Institute*, located in the Cayo District, the western most part of Belize. The *Cayo Deaf Institute* (CDI) "is an unusual ministry dedicated to teaching and training individuals who are hard of hearing" (Gallaudet University, 2010). CDI provides "free education to children who are hard of hearing from all across Belize" (Gallaudet University, 2010). Volunteers and staff members

“teach the students in Sign Language. Students also learn farming, leadership skills, and other helpful life skills at CDI” (Gallaudet University, 2010). Another institution in Belize that educates children who are hard of hearing is the *St. Peter's Anglican School*, located in the Orange Walk District one of the most northern districts in Belize.

More recent in Belize is the establishment of the National Resource Center for Inclusive Education (NaRCIE). NaRCIE was established in June 2007 and continues to be the main inclusive center in Belize under the management of the Government of Belize. NaRCIE provides many avenues for the inclusion of children with special needs. One of the programs promoted by NaRCIE is the Parent Association of Children with Special Needs (PACSN). NaRCIE also provides training for teachers and principals to assist in the inclusion process; however, NaRCIE does not possess enough technical and financial support to deal with children with physical disabilities, specifically, Spinal Bifida, Cerebral Palsy, Muscular Dystrophy and others not listed. This leads to the importunate problems that are present in special education in Belize. Even more than the lack of support and perhaps trained teachers, there is the lack of positive attitudes and willingness to even attempt to embrace children with disabilities who are entering the general education classrooms.

NaRCIE has branches in all six districts, but the main location is in the Belize District. Data retrieved suggest that there are different registered disabilities that have been identified in students by NaRCIE personnel. These include ADD/ADHD, Acoustic Spectrum (AS), Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Health Disorder, Intellectual Impairment, Learning Disabled and Physically Disabled to name a few, ( S. Evans ,personal communication, September, 17, 2010). NaRCIE also keeps data on the different types of disabilities and the number of reported disability cases. Additionally, literature suggest that the Ministry of

Education in Belize has done significant work over the past years in identifying and seeking to eliminate or reduce the effects of those factors that contribute to children being excluded from acquiring the basic education (Caribbean Symposium on Inclusive Education, 2007).

### *Effects of Inclusive Education on Educators*

The effects of inclusion on general education teachers and general education setting are both positive and negative. Some general education teachers may indicate that inclusion has a negative effect because of their already busy schedule with children without disabilities. For these teachers inclusive education can prove to be overwhelming, especially if there is a lack of training and experiences that can further be compounded by a negative attitude. Jones (2000) found that inclusion can be an overwhelming and painstaking burden for teachers since general education teachers can view inclusion as an increase in their workload in many different ways. A study by Scruggs and Mastropieri (1996) suggested that general education teachers' views of inclusion appear to alter with the severity of the disability and the amount of extra responsibility required. General educators also believe that students with disability require more assistances than their peers without disabilities (Jones, 2000).

### *Related Inclusion Research*

Perhaps one of the most crucial factors in the development of positive attitudes of general education teachers toward the inclusion of children with disabilities is that there is the need for a strong support system (Voltz, Brazil, & Ford 2001; McLeskey & Waldron 2002). Although some studies indicate negative attitudes of teachers toward inclusion other studies that suggest that teachers also possess positive attitudes toward the inclusion of children with disabilities. One study indicated that general education teachers do have positive attitudes towards the

inclusive education (Scruggs & Mastropieri, 1996). The study lasted from 1958 to 1995 and measured the attitudes and perception of teachers, special and general educators, toward inclusion. From the study the researchers concluded that special education teachers were more supportive of inclusive education while the general education teachers' attitudes varied based on the severity of the disability. The study further suggested that attitudes of general educators toward inclusive education does vary depending on different variables including, support, workload, the severity of the disabilities and others factors as well (Scruggs & Mastropieri, 1996).

Individuals are product of their environments where perceptions are gathered before the attitudes are shown and actions are performed; this concept is in directly alignment with the attitude formation approaches that provide data on possible ways attitudes are formed based on learning, incentive, cognition and, possibly, genetics. This could mean that some teachers' attitudes toward inclusive education could be based only on what other teachers share about a particular child with a disability; this alone can change the teacher's attitude of allowing the child the chance to an education in a general education setting. Due to issues such as these, inclusion continues to be a challenge for many educators, particularly when it comes to including children with mild to severe disabilities in the general classroom setting.

There are several other studies that highlight the views of general educators in relation to inclusive education. An explanatory study done by Connors-Gilmore (1997) examined the perspectives of both general and special educators on the integration of students with disabilities into the general education classroom. Connor-Gilmore (1997) found that there are many important factors that encompass inclusive education. The study also highlighted factors that affect the attitudes of teachers, including the connection of teacher's role, length of service, and

experience with inclusion to attitudes toward the inclusion of children with disabilities in general education classrooms and to judgments about the operations and values of inclusion (Connors-Gilmore, 1997). The study also indicated that general educators demonstrated less positive interest in relation to the special education teachers whose attitudes were greater.

General education teachers' attitudes have a significant impact on the success of inclusion, since these attitudes aid in shaping effective climates in the classroom (Raver, 1990). Depending on the teachers' attitudes, the classroom management styles of the teachers may also be affected because teachers may either be extremely strict on the child, lenient or neither. Teachers' attitudes toward inclusive education might also lead to children with disability feeling left out from the class activities, if teachers have the attitude that the child is not able.

A study conducted by Jordan and Stanovich (2001), compared teachers who favored the traditional method of pulling-out children with disabilities and the general education and teachers who believed that it was their responsibility to adapt instruction for students with disabilities. The results from the study indicated that the teachers traditionally favored pull-out inclusion rather than full or partial inclusion of children with disabilities in the general classroom. Another study suggested that a larger number of teachers have negative attitudes towards the inclusion because of the lack knowledge in relation to inclusive education (Lobosco & Newman, 1992; Philips, Allred & Cronic, 1992). The numerous studies on inclusive education and the success of how teachers interact with students with special needs suggest that teachers must be prepared and equipped to work with students with disabilities

Another study also found that if general education teachers do not have enough understanding of disabilities, it increases their anxiety level and they become more fearful

towards the inclusion of students with physical disabilities (D'Alonzo, Giordano, & Vanleeuwen, 1997). The literature indicates that there are some common factors that affect the attitudes of teachers towards inclusive education, one of the most prevalent being the lacked of knowledge about disabilities.

Other studies found that there are some specific variables that can influence teachers' attitudes toward inclusion. In one study the gender of the educator was found to have a statistical significant effect on the faculty attitudes toward persons with disabilities (Askamit, 1987; Baggett, 1993; Benham, 1995; Kelisasser, 1999; Rao, 2002). The study indicated that female faculty members demonstrated more positive attitudes toward inclusion than the male faculty (Askamit et al. 1987). Similarly, The results of this study, however, contradict what other researchers (Lewis, 1998; McGee, 1989; Schoen et al., 1987; Williamson, 2000) found indicating that gender does not have any effect on faculty attitudes.

Additionally, a study done indicate that the age of a teacher does not any significant effect on teachers' attitudes toward inclusion ( Askamit, 1987, Baggett, 1993; Benham, 1995: McGee, 1998: Williamson; 2000). However, another study done indicated that experience is a determining variable in relation to the attitudes teachers may have toward inclusive education. Several researchers (Askamit, 1987; Baggett, 1993; Benham, 1995: Fonosch & Schwab, 1981; Kleinsasser, 1999; Lewis, 1998: McGee, 1989; Rao, 2002: Schoen, Uysal & McDonald, 1986: Williamson, 2000) found that teachers with more experience had positive attitudes toward inclusion. Other studies suggest that there are specific factors that influence the attitudes of teachers toward inclusion; however, none of these studies have been done in Belize.

## Summary

The attitude of teachers toward inclusion is a complicated area of research. Several studies as narrated provide differing variables that affect teachers' attitudes toward the inclusion of children with disabilities in the general classrooms setting and these studies illustrate within these variables that the attitudes of the teachers vary. These variables include the level and type of the disability as some teachers prefer to educate children with mild disabilities, while others prefer to not educate children with disabilities regardless of the level or classification of the disability. Regardless of the attitudes of educators outlined in the related literature, students with disabilities will continue to enter general education settings.

## Conclusion

Evidently, the literature suggests that inclusion is a persisting issue that continues to hinder the progress of education around the world and more specifically in Belize. More importantly, educators need to comprehend that "inclusive education is about presence, participation and achievement of all learners" (Anisow 2005; Engelbrecht and Green 2007). It is also important to inform that in order for inclusive education to take full effect the attitudes of all involved particularly the "schools must change in order to meet the learning needs of all learners in a given community" (Kisanji, 1999). Lastly, the driving force behind education in any nation should be rooted in the principle that equal access should be afforded to all citizens and no partiality should persist or divide differences that exist.



## CHAPTER III

### Methodology

#### Introduction

This chapter describes a study that examined factors that influence Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. The chapter includes the purpose statement, the questions and hypotheses, a description of primary schools in Belize, participants, sample size and the statistical instrument that guided the study. Also included is a discussion of the research design and procedures. A section is provided that outlines the ethical considerations, data analysis and procedures, and a brief summary that concludes the chapter.

#### *Purpose Statement*

The purpose of this study was to examine factors that influence Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variable on the attitudes of Belize District primary school teachers toward inclusive education.

#### *Research Questions and Hypotheses*

The following research questions and hypotheses guided the study.

1. What attitudes, if any, exist among Belize District primary school teachers toward inclusive education?

2. What differences, if any, exist between teachers' attitudes and experience of contact, gender, ethnicity, age and educational qualification?

H1: Based on *experience of contact*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H2: Based on *gender*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H3: Based on *ethnicity*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H4: Based on *age*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H5: Based on *educational qualification*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

3. What differences, if any, exist between teachers' attitudes and school demographics (school location, school management, school size, and SWD population)?

H6: Based on *school location*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H7: Based on *school management*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H8: Based on *school size*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H9: Based on *SWD*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

### *Primary Schools in Belize*

Belize District, one of the six districts in the country of Belize was the primary setting from which the 66 primary schools for the study were selected. According to the Ministry of Education and Youth data base (2010 – 2011) there was 242 registered primary schools in the country of Belize; 66 of these are located in the Belize District. The 66 primary schools in the Belize District are located in two main areas urban (north and south side) and rural Belize. Belize District primary schools include the Cayes, namely; Sand Pedro and Caye Caulker and other areas that extend to two of the major highways, the Western and Northern Highway. The primary schools located in the Belize District differ in many areas; these include location in the district , as well as the classification of management, infrastructure in relation to buildings, access to resources, technological readiness, gender- ratio, teacher - student ratio, the educational qualification of the staff and number of students with disabilities to name a few.

One of the main distinctions of Primary schools in Belize is the different managing authorities. These managing authorities include Government managed - G, Roman Catholic - RC, Nazarene - N, Seventh Day Adventist -SDA, Methodist - M, Assemblies of God -AG, Private - P and Other - O (Ministry of Education and Youth, 2010-2011).

In the Belize District seven of the total number of primary schools is managed by the Government of Belize, 1 in the urban Belize and the remaining 6 in the rural side of the district. The Roman Catholic Church manages 13 of primary schools in the Belize District 5 in urban Belize and 8 in rural Belize. The Methodist management governs 7 primary schools 5 in urban

Belize and 2 rural Belize. Seventh Day Adventist manages 5 primary schools 3 are in urban Belize and 2 in rural Belize. The Church of Nazarene manages 1 primary school in urban Belize; while the Assemblies of God governs 1 primary school located in urban Belize. There are 9 privately managed primary schools that are located in Belize District. Lastly, there are 13 primary schools that fall under the category listed as other. Primary schools that fall under other category include 8 schools located in urban Belize and 5 in rural Belize.

### *Participants*

The target accessible population for the study was general education primary school teachers from the Belize District. Of the total number of registered primary school teachers in Belize District (846), 191 are males and 655 were females. In urban Belize District 39.7% of the teachers have some form of training and 37.7% are fully trained (Ministry of Education, and Youth, 2010- 2011). This is in contrast to rural Belize District that has 39.11% of teachers who have some form of training and 35.9 % who are fully trained (Ministry of Education and Youth, 2010-2011). The teachers also vary according to demographical variables such as age, place of birth and ethnicity.

Ethnically, Belize is made of several ethnic groups. The classifications of the ethnic groups include: Creole (24.9%), Mestizo (48.7%), Garinagu (6.1%), Maya (10.6%) and other (9.7%) this includes Chinese, Mennonites East Indians and any other groups not specifically listed. The population of teachers in Belize District also differs according to the level of experience of contact, grade level taught teaching experience and educational qualifications.

### *Sample Size*

In order to generate the sampling population, the researcher selected all of the primary schools in the Belize District to participate in the study. Of the 66 primary schools generated 60 (90.9%) of the schools decided to participate. All the teachers from the 60 participating schools received the surveys along with a participant's form. A total of 753 teachers received the inclusion survey and the participation form. A total of 661 (87.7%) participated in the study.

### *Description of Instrument*

The quantitative instrument used in this study has been used in previous studies. The instrument was the modified version of *The Principals and Inclusion Survey* (PIS) originally developed by Cindy Praisner (2000) to determine the extent to which variables such as training, experience, and special education programs and placement were related to primary school principals' attitudes. The original survey had 28 questions. Praisner's (2000) survey was later modified by Ramirez (2006) in her study entitled "Elementary Principals Attitude towards the Inclusion of Students with Disabilities in the General Education Setting". Ramirez's (2006) version of the study was used in this study. Ramirez's (2006) version of the survey was further contextualized with her permission by (See Appendix A) adding an additional section, re-wording some of the questions, adding some questions and removing others. The modification of the instrument was important to make it more suitable both for the Belizean context and the purpose of the study. For the purpose of this study, the participants received a hard-copy of the survey, delivered by the researcher. Although this instrument was previously used to examine principals' attitudes toward inclusion and inclusive placement this instrument was appropriate for the study as the variables that were measured were similar to the ones in this study.

The modified version of the survey contain five sections; an additional section highlighted in Section I was added. Section I of the instrument is entitled *Demographic Information on School*. Some questions were added to Section II, this section is entitled *Demographic Information on Sampling Population*. Section III entitled *Your Training and Experience* was also modified to fit the Belizean context and the purpose of the study. Section IV includes a 5-point Likert-scale that assessed the teachers' attitudes toward inclusion. Section V of the survey was modified to measure teachers' perceptions about appropriate placement of students with disabilities in Belize District.

### *Reliability and Validity*

The first review of *The Principals and Inclusion Survey* was done by Praisner in 2000 (Ramirez, 2006); Praisner (2000) selected a panel of experts trained in the areas of inclusive education to review and make recommendations on the instrument (Ramirez, 2006). Upon recommendations from the panel of experts, Praisner made improvements and the instrument was first used in her study in 2000.

The instrument has also been used in other studies around the world. One such study is a study done to examine principals' attitudes toward inclusive education and placement by Ramirez in 2006. Additionally, a reliability analysis was conducted on the modified version of the survey with the items on the survey and Cronbach's  $\alpha$  (alpha) of .457 was found. In comparison to other studies it was within the range.

### *Description of Survey*

Section I of the survey contains 7 questions that examined demographic information on the participants' school. The questions included information on the school's location,

management type, number of building, classrooms and students, the number of students with disabilities and the most pronounced type of disabilities on the campus.

Section II has 4 questions that were designed to collect data on variables that could affect the participants' attitudes toward inclusion of students with disabilities. Section II asked the respondents to provide information on personal demographics. These questions include (a.) age (b.) gender, (c.) place of birth, and (d.) ethnic background. This section was important as previous studies done found that variables such as age and gender can have either a positive or negative effect on the attitudes of teachers toward inclusive education (Askamit, 1987; Baggett, 1993; Benham, 1995; Kleinsasser, 1999; McGee, 1989; Rao, 2002; Schoen, Uysal, & McDonald, 1986; Williamson, 2000).

Section III guided participants to answer 7 questions about their educational qualifications, training and experiences and knowledge of special education. There participants were asked to answer questions on (a.) experience of contact and or educational qualification (b.) years completed as a primary school teacher, (c.) years of training at the primary school level (d.) years of teaching children with disabilities (e.) years of special education training (f.) understanding of education laws in Belize and (g.) knowledge of the different types of disabilities. This section was cross – compared with similar studies that examined teachers' and educators' attitudes toward inclusive education to measure content validity. Lastly, existing inclusive literature also indicated that the listed variables presumed factors that can have an effect on teachers' attitudes toward inclusive education.

Section IV guided participants to respond to 10 items. This section utilizes the “Superintendent’s Attitude Survey (SASI) by Stainback (1986) from the Autism Attitude Scale

for Teachers (Olley, Devellis, Devellis, Wall, & Long, 1981) similar to the one used by Ramirez (2006). The statements in this section highlight aspects of inclusion that are essential to the attitudes and perceptions of teachers toward inclusion. The participants replied to the questions in this section by using a 5 point Likert- scale. The options on the 5-point Likert-scale include the following: strongly agree - 1, agree - 2, uncertain - 3, disagree - 4, and strongly agree -5. The scores obtain on the items were totaled to determine the “Overall Attitude Score” for the participants.

Section V measured the participants’ views about the most appropriate placements for children with disabilities in Belize District. This section contains 10 disability categories. The categories include specific learning disability, mental retardation, serious emotional disturbance, blindness / visual impairment, deafness/hearing impairment, speech and language impairment, other health impairment, physical disabilities, multiple handicap and autism/pervasive development disorder. Each category contains 4 choices; directing participants to choose one (1) response from each of the 10 categories. Scores obtained from this section were tallied and analyzed using the SPSS (19.0).

The survey contains a total of 38 items (See Appendix B). Before the surveys were issued the participating managing authorities, principals and schools were briefed about the study and its purpose and its importance to Belize’s educational inclusive movement. In order for the surveys to have been completed in a timely manner, the surveys were issued during planned meetings at the 60 schools with permission from the managing authorities and the principal. Participants at each of the 60 schools were given approximately 30 minutes to complete the survey at the time they were issued. This process helped to ensure a higher return rate.



### *Research Design and Procedure*

A modified version of an attitudinal survey designed by Ramirez (2006) was used to gather the needed data. It was most appropriate to use a quantitative approach as this method is noted to be empirical and more likely to produce results that can be easily and promptly simplified. This was essential as the purpose was to get a generalize idea of variables that influence the attitudes of primary school teachers in the Belize District toward inclusion.

Likewise, the descriptive design is a more formal, objective systematic process that allowed the researchers to gather more information about a particular characteristic within a particular field of study (Burns & Grove 1993). A descriptive study was pertinent to this study since the researcher wanted to identify variables that influence teachers' attitudes toward inclusive education (Gay & Airsaian, 2000). Gay and Airsaian (2000) also found that descriptive designs are useful when studying humans in real life situations where events have already occurred. The survey kept the researcher away from influencing the participants of the study, thus making the information provided in the literature review about attitude formation more credible, so by using a survey the researcher was also able to test if Bandura's Social Learning Theory (1977), Social Cognitive Theory (Bandura, 1986), Theory of Reasoned Action (Ajzen & Fishbein, 1980) and Attitude Formation Theories are applicable to Belize District primary school teachers attitudes toward inclusive education and the factors that influence these attitudes.

### *Recruitment of Potential Schools*

Two hundred and forty two primary schools in the country of Belize were identified from the Ministry of Education and Youth data base for 2010 - 2011. The data base also indicated that

66 of these primary schools can be found in the Belize District, the main setting for the proposed study. The data also indicated other credible information about the 66 primary school in the Belize District, including location, management type, principals' names and other demographical information about each of the 66 schools in the Belize District. With this information, the researcher was able to contact the managing authorities from the different types of schools as well as the principals from the 60 out of the 66 primary schools to gain entrance into the schools to conduct the research. The researcher first spoke with the different managers of primary school to inform the managers about the study. The subsequent discussion was followed by a letter of consent (See Appendix C) and consent form (See Appendix D) that was distributed by the researcher to each managing authority to ascertain authorization to enter the schools. The researcher also made arrangements with the principals at the 60 primary schools to conduct the survey during staff meetings that took place within the span of three months. The principal at each school received a copy of the consent form signed by their managing authority.

#### *Recruitment of Potential Participants*

The researcher issued a total of 753 surveys registered primary school teachers from the 60 participating schools. The sample included all the teachers from the 60 participating primary schools in the Belize District. By issuing the survey to all the teachers at the participating schools the researcher guaranteed a higher return rate. The names of the participants did not appear on the survey.

#### *Survey Distribution and Data Collection*

For each of the 60 participating schools, an appropriate number of surveys were issued to the participants at the schools. The surveys were placed in sealed envelopes with an assigned

code for each of the 60 primary schools based on their management classification. Each participant also received a consent form attached to their survey informing them about the study (See Appendix E). The principal researcher issued the surveys during each of the assigned meetings that were pre-arranged with each principal. Once the participants completed the surveys, these were collected and placed in their respective envelopes. The distribution and collection of the surveys at the same time allowed the researcher to collect the surveys in a timely fashion.

### *Ethical Considerations*

The researcher ensured that the proper guidelines set by the Human Subject Research Board (HSRB) at Oklahoma State University guided the data collection process. This was done to ensure that the participants were aware that their information would have been kept confidential, that as participants they can discontinue participation at any time and that the information collected will be used only for the purpose stated. The collection of data from the participants did not commence until permission was granted from the Human Subject Research Board at Oklahoma State University (See Appendix F). Participants were notified that the information shared will be kept in a safe place and destroyed upon completion of the study. Participants in this study were safe from harm or malicious intents. The names of the schools and participants were also kept confidential in the study; thus, each school was assigned a code.

### *Analysis of Data*

Descriptive statistics were used to address the research questions and nine null hypotheses for the study. The data collected from the survey were analyzed using the Statistical Package for Social Science (SPSS) 19.0. The researcher also used nine Analysis of Variance

(ANOVA) Tests to test the hypotheses listed under research questions 2 and 3. SPSS 19.0 generated the information that the researcher used in chapter four to analyzed the results of the study.

### Summary

The purpose of this study was to examine factors influencing Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. The researcher used a descriptive approach to gain insights about factors influencing Belize District primary school teacher attitudes toward inclusive education. A tested survey instrument that has been used in previous studies was used as the main instrument to measure the attitudes of Belize District Primary school teachers. This method was necessary for this study because it allowed the researcher to collect data in a needed, reliable and valid manner. The quantitative approach also permitted the researcher to measure a large sample and several variables in a short time span. This approach also allowed the researcher to generate descriptive tables for the items on the survey as well as the variables that were tested.

## CHAPTER FOUR

### Results

#### *Purpose of the study*

The purpose of this study was to examine factors that influence Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education.

#### *Method*

An existing inclusion survey entitled *Principals' Attitude towards Inclusion* originally developed by Praisner (2000) and later modified by Ramirez (2006) were hand delivered to the 60 participating primary school from the Belize District on June 23, 24, 27, 28, 29 and 30, August 8 through 30 and September 7 to the 30, 2011. The necessary processes for the participating and completing the survey were explained to each principal from the different schools once the permission was received from each managing authority. The guidelines for participating and completing the survey were also explained in detail in the participant's information form. Each participant was given 30 minutes to complete the surveys.

Upon receipt, the researcher checked surveys for completeness, and the total returned and the total missing were tallied. The researcher first coded the raw data, and then entered the information into a Statistical Package for Social Science 19.0. This was done once there was a satisfactory return rate. The SPSS (19.0) software generated the needed descriptive statistical results and the findings were analyzed and reported.

### *Sample Size*

The total number of teacher participants that received the survey was 753 from the 842 that were listed in the Ministry of Education and Youth Website (2010- 2011). All the teachers from the 60 participating schools received the surveys along with a participant's form that was individually attached to each survey. The teachers were given the option to participate or decline participation. In total, 661 (87.7 %) teachers from the 753 who received the survey participated and completed the survey accurately. Ninety- two (12.3%) of the surveys issued were returned blank.

### *Demographics Information on School*

The participants were asked to answer 7 questions on the demographics of their specific school in Section I of the survey. The teachers were asked to state the location of their schools, the specific management type, and the number of buildings located on the campus, the number of classrooms, the average number of students in each class, and the number of students who have disabilities in their classroom (s). The last question in Section I asked the respondents to rank the type of disabilities present at their school using the number (1) to indicate the most prominent and (8) being the least prominent. The participants were required to use a number range that began at (1) and concluded at (8). The participants were given (8) different types of disabilities to rank. These disability categories included physical disability, mental retardation, language and speech, behavioral (ADD), learning disability, serious emotional disturbance, blindness/visual impairment and deafness/hearing impairment. All of the sampling population (n=661) responded to the all of the questions in Section I accurately except the last question.

### *Demographic Information on Schools*

The results obtained for Question 1.1 show that from the total number of teacher participants that responded 461 (69.7%) indicated that their school was located in Urban Belize. Two hundred (30.3%) of the respondents indicated that their schools were located in Rural

Question 1. 2 directed the teachers to provide information on their school management. The participants were given nine different managements on the initial survey; however during the pre-analyzing stage, two of the categories had to be removed, particularly, Nazarene and Assemblies of God, as none of the completed surveys indicated these management type. The results indicated that most of the primary schools in the Belize District are managed by the Roman Catholics 220 (33. 3%). Table 1 summarizes the remaining results.

Table 1

#### *Distribution of Teachers by School Management*

School Management	Frequency	Percent
Government	73	11.0
Roman Catholic	220	33.3
Anglican	113	17.1
Methodist	68	10.3
Seven Day Adventist	32	4.8
Private	84	12.7

Other	71	10.7
Total	661	100.0

Question 1.3 on the survey asked the teachers to state the number of buildings that are located on their campus. Two hundred and forty-two (36.6%) of the respondent stated that 4 – 5 building is located on their campus. The last category on the initial survey which was (5-6) had to be recoded, because none of the respondent selected this category. The respondents however wrote 6 or more, a choice that was not on the survey; hence the new category that was included in order to accurately analyzed the data was 6 or more. One hundred and forty (21.2%) of the respondents indicated that 6 -7 buildings are located on their campus. Table 2 summarizes the remaining results.

Table 2

*Distribution of Teachers by Number of School Buildings*

Number of School Buildings	Frequency	Percent
1	59	8.9
2-3	220	33.3
4-5	242	36.6
6-7	140	21.2
Total	661	100.0

Question 1.4 on the survey asked the teachers to indicate the number of classrooms that are located on their campus. Two hundred and fifty – eight (39.0%) conveyed that less than 20 classrooms are located on their campus. The respondents were given two other choices to



choose from these were 26-30 and More than 30; however, after the data were pre- analyzed the two choices were merged. The last category was 26 + and this included the 26 - 30 and More than 30 range. Table 3 summarizes the remaining results.

Table 3

*Distribution of Teachers by Number of Classrooms*

Number of Classrooms	Frequency	Percent
Less than 20	258	39.0
20-25	229	34.6
26+	174	26.3
Total	661	100.0

Question 1.5 on the survey asked the teachers to indicate the number of students in their class (es). The initial choices provided on the survey were re-coded during the pre-analysis stage in order to efficiently analyze the results. Three hundred and fifty-five (53.7%) of the respondents stated that number of students in the classroom is 26 +. The results indicate that the average number of students that can be found in primary schools in the Belize District is 26 or more. Table 4 summarizes the results.

Table 4

*Distribution of Teachers by Average Number of Students in Classrooms*

Average Number of Students in Classrooms	Frequency	Percent
Less than 20	54	8.2
20-25	252	38.1

26+	355	53.7
Total	661	100.0

Question 1.6 asked teachers to indicate the number of students with disabilities that are currently attending their schools. The respondents were given four ranges initially on the survey; however the responses had to be re-coded during the pre-analyzing. A total of 544 (82.3%) teachers indicated that there are less than 20 students with disabilities are located in their classrooms. One hundred and seventeen (17.7%) respondents indicated that 20 or more students have disabilities. The results suggest that students with disabilities are underrepresented in primary schools in the Belize District. Table 5 summarizes the results.

Table 5

*Distribution of Teachers by Number of Students with Disabilities*

Number of Students with Disabilities	Frequency	Percent
Less than 20	544	82.3
20+	117	17.7
Total	661	100.0

Section II of the survey asked teachers to answer four questions describing their personal demographics. The personal demographics included age, gender, place of birth and ethnic background. The total number of respondents for each question in this section was 661.

*Demographic Information for Teacher Sample*

Question 2.1 in Section II asked teachers to indicate their age. The demographics on age indicate that 292 (44.2%) of the primary school teachers from the Belize District are 30 or younger. Table 6 summarizes the remaining results.

Table 6

*Distribution of Teachers by Age Group*

Age Group	Frequency	Percent
30 or Younger	292	44.2
31-40	209	31.6
41-50	116	17.5
51+	44	6.7
Total	661	100.0

Question 2.2 asked teachers to state their gender. From the total number of respondents 105(15.9%) were males and 556 (84.1%) were females. Clearly, more female teachers are teaching at the primary level in the Belize District than males. The ratio of females to males documented correlates with Belize’s national data based provided by the Ministry of Education and Youth (2010- 2011) that indicated that there are more female teachers than males in the entire country of Belize.

Question 2.3 asked teachers to state their place of birth. Once the data from this question were reviewed, the different locations were coded, since the participants were not given choices for this item. The numerical codes assigned to each resulting place of birth stated on the survey

are as follows: Belize – 1, Corozal -2, Stann Creek- 3, Punta Gorda- 4, Orange Walk- 5, Cayo- 6 and Other – 7. A total of 500 (75.6%) of the respondents stated that their place of birth was Belize District (inclusive of both Rural and Urban areas). Forty – seven (7.1%) were born in the Corozal District , Stann Creek 20 ( 3.0%), Punta Gorda 16 ( 2.4%), Orange Walk 36 (5.4%) , Cayo 11 ( 1.7%) and Other ( not in the country of Belize) 31 (4.7). The results indicate that the most of the respondents were born in the Belize District.

Primary school teachers were asked to specify their ethnic group for question 2.4. The participants were given a list that included the dominant ethnic groups in Belize in addition to two other categories are namely, Caucasian/White and Other. Once the data were collected, recoding was necessary as one of the ethnic groups, the Mennonites that was listed on the survey had to be removed in order to analyze as none of the participants indicated that they belonged to this group. The results indicate that of the total number of teachers who teach at primary schools in the Belize District 393 (59.5%) are Creoles.

Section III guided the teachers to respond to seven questions about their educational training and teaching experience. The participants were asked to indicate their highest level of educational qualification, years of teaching at the primary school level, years of teaching children with disabilities, special education training, their understanding of special education terminology, their understanding of Belize’s Special Education Laws and the types of disabilities they were familiar with in general. A total of 661 teachers responded to each question in this section.

Question 3.1 on the survey directed the teachers to state their highest educational qualification. The results from this question indicate that of the 661 participants who responded, 357 (54.0%) have an Associate Degree, while only 29 (4.4%) have Master’s Degree and Higher.

The majority of teachers teaching at primary schools in the Belize District hold an Associate Degree. Table 7 summarizes the results.

Table 7

*Distribution of Teachers by Educational Qualification*

Education	Frequency	Percent
Primary School Leaving Certificate	21	3.2
High School Diploma	113	17.1
Associate Degree	357	54.0
Bachelor's Degree	106	16.0
Master's Degree and Higher	29	4.4
Other	35	5.3
<b>Total</b>	<b>661</b>	<b>100.0</b>

In question 3.2, the teachers were guided to respond to the number of years that they have taught at the primary school level. The results revealed that 216 (32.7%) teachers have been teaching at the primary school level for 4-9 years and 169 (25.6%) for 1-3. The remaining results are summarized in Table 8.

Table 8

*Distribution of Teachers by Primary School Teaching Experience (Years)*

Primary School Teaching Experience (Years)	Frequency	Percent
0	45	6.8
1-3	169	25.6
4-9	216	32.7
10-20	120	18.2
21+	111	16.8
Total	661	100.0

Teachers were asked to provide a response for the number of years that they have been teaching children with disabilities. The results indicate that 284 (43.0%) teachers had less than a year, 211 (31.9%). Two hundred and eleven (31.9%) teachers indicated that they had 1 to 3 years teaching experience. The results show that the majority of teachers when totaled (284+211= 495) had Less than 1 year to 3 years' experience teaching children with disabilities. Table 9 summarizes the remaining results.

Table 9

*Distribution of Teachers by Teaching Children With Disabilities*

*Experience (Years)*

Teaching Children with Disabilities Experience (Years)	Frequency	Percent
Less than 1 Year	284	43.0

1-3	211	31.9
4-9	85	12.9
10-20	48	7.3
21+	33	5.0
<b>Total</b>	<b>661</b>	<b>100.0</b>

Question 3.4 guided teachers to respond to the number of years in which their most current Special Education Training had occurred. The results indicate that of the 661 respondents 239 (36.2%) had Special Educational Training less than a year ago and 262 (39.6%) had between 1 to 3 years. The results show that the (75.8%) part of the participants had Special Education Training between (0 to 3 years) ago.

Question 3.5 guided the teachers to state their level of understanding of “Special Education Terminologies such as IDEA, Inclusion, Physical, Cognitive and Other Disabilities.” From the results only 5 (0.8%) of the respondents indicated that they were experts as it relates to Special Education terminologies. Three hundred and eight (52.6%) of the respondent have minimal understanding, while 348 (52.6%) noted that they have moderate understanding.

Teachers were asked to indicate their understanding of “Belize’s Special Education Laws” in question 3.6 of Section III. The results show that only 3 (0.5%) of the teachers have expert understanding the Special Education Laws of Belize. A total of 424 (64.1%) have minimal understanding and 234 (35.4%) have moderate understanding of Belize’s Special Education Laws. The results indicate that the greatest majority of primary school teaches in the Belize District do not have a satisfactory understanding of the Special Education Laws of Belize.

Teachers were asked to identify all of the disabilities that they were familiar with from a list of 10 disabilities in question 3.7. The findings indicate that the disabilities that the respondents are least familiar with are Duchene Muscular Dystrophy and Musculoskeletal Conditions. Only 34 (5.1%) of the respondents were familiar with Duchene Muscular Dystrophy while 40 (6.1%) said that they were familiar with Musculoskeletal Conditions. The disabilities that the respondents are most familiar with are ADHD 415 (62.8%), Visually Impaired 440 (66.6%), Speech Impediments 413 (62.5%), Language Impairment 399 (60.4%), Hard of Hearing 360 (54.5%), Epilepsy 331 (50.1%), Cerebral Palsy 269 (40.7%) and Spinal Bifida 228 (34.5%). Fifty-five (8.3%) of the teachers indicated that they were not familiar with any of the listed disability types.

Section IV of the survey measured the teachers' attitudes toward the inclusion of students with disabilities. The participants were given 10 questions each of which they were asked to place an X next to their response for each statement. The Likert Scale type questions included choices that ranged from 1- Strongly Agree , 2- Agree, 3- Uncertain, 4- Disagree, 5- Strongly Disagree. The results for each Item (4.1 to 4.10) are noted in the subsequent sections. For each section (item) all 661 of the participants responded.

Item 4.1 asked the teachers to rate the following "Only teachers with background in Special Education Experience" should deal with students who have disabilities in a regular classroom setting." Of the 661 respondents 174 (26.3%) strongly agreed, 216 (32.7%) agreed, 91 (13.8) expressed uncertainty, 145 (21.9%) disagreed, 35 (5.3%) strongly disagreed. The results show that most of the teachers have a favorable attitude toward the statement.



Teachers were asked to respond to the statement “Classrooms with both students with disabilities and without disabilities enhance the learning experiences of all students” listed under item 4.2. The results indicate that of the 661 respondents, 110 (16.6%) strongly agreed, 301 (45.5%) agreed, 154 (23.3%) expressed uncertain, 70 (10.6%) disagreed and only 26 (3.9%) strongly disagreed with the statement. The results also indicate that for the most part the teachers have favorable attitudes toward towards the statement.

Item 4.3 guided the teachers to respond to the following statement “Students with profound/serve disabilities are not capable of benefiting from general education school activities.” The results indicate that 94 (14.2%) of the respondent strongly agreed with the statement, 148 (22.4%) agreed, 157 (23.8%) expressed uncertainty, 189 (28.6%) disagreed and 73 (11.0%) strongly agreed. The results indicate that this item was a challenge for the respondents as only (3.0%) separates the total ratio of respondents who had some level of agreeability from those who had some level of disagreeability.

In item 4. 4 the teachers were asked to respond to the following statement “An effective general education teacher can help a student with a disability succeed.” The results indicate that 137 (20.7%) of the respondents strongly agreed, 326 (49.3%) agreed, 132 (20.0%) expressed uncertain, 51 (7.7%) disagreed and 15 (2.3%) strongly disagreed. The results show that (70.0%) of the teachers from Belize District primary schools perceive that “an effective general education teacher can help a student with a disability succeed.”

Item 4.5 asked the teachers to respond to the following statement “In general students with disabilities should be placed in Special Education schools/classes specifically designed for them.” Of the total number (n = 661) of respondents 153 (23.1%) strongly agreed, 219 (33.1%) agreed, 110 (16.6%) indicated uncertainty, 142 (21.5%) disagreed, and 37 (5.6%) strongly

disagreed. The results show that the majority of teachers (56.2%) believe that “in general students with disabilities should be placed in Special Education schools/classes.”

Item 4.6 guided the teachers to respond to the following statement “Students without disabilities can profit from contact with students with disabilities.” The responses for this item are noted 153 (23.1%) of the respondents strongly agreed, 370 (56.0%) agreed, 98 (14.8) were uncertain, 29 (4.4%) disagreed and 11 (1.7%) strongly disagreed. The results indicate that primary schools teachers from the Belize District do support the statement that was posed. The results also show that a total of (79.1%) have a level of agreeableness / positive attitudes as it relates to this statement.

Item 4.7 guided the teachers to respond to the following statement “General education should be modified to meet the needs of all students.” From the total number of respondents (n= 661) who rated the item, 231(34.9%) strongly agreed, 299 (45.5%) agreed, 85 (12.9%) were uncertain, 30 (4.5%) disagreed and 16 (2.4%) strongly disagreed. The results indicate that the respondents were generally in agreement with the statement posed as (80.1%) indicated some level of agreement. This is in contrast to the (6.9%) that indicate some level of disagreement. The results show that Belize District primary school teacher have favorable attitudes to inclusive education and meeting the needs of all their students.

Item 4.8 guided the teachers to respond to the following statement “It is unfair to ask general education teachers to accept students with disabilities in their classes.” The results indicate that generally, the teachers disagree with the statement; thus indicating that the primary teachers support the fair treatment of students with disabilities and thus have some level of

empathy. The results indicate that 68 (10.3%) of the respondents strongly agreed, 153(23.1%) agreed, 165 (25.0%) were uncertain, 207 (31.3%) disagreed and 68 (10.3%) strongly disagreed.

Item 4.9 guided the teachers to respond to the following statement “Students with disabilities should be treated differently from students without disabilities.” The results show that most of the respondents had some level of disagreement with the statement, 217 (32.8%) disagreed and 179 (27.1%) strongly disagreed. The number of participants who had some level of agreement with the statement were 43 (6.5%) strongly agreed and 127 (19.2%) agreed. Ninety-five (14.4%) of the respondent were uncertain. From the result it can be summarized that Belize District primary school teachers have some favorable attitudes toward the treatment of students with disabilities.

The final item (4.10) under Section IV guided the participants to indicate their response to the following statement “It should be law and /or policy that students with disabilities are integrated into general education programs and activities. The respondents were clearly about their attitudes toward the statement as the greatest majority disagreed. The results indicate that 179 (27.1) strongly disagreed, 217 (32.8%) the respondents disagreed, 95 (14.4%) expressed uncertainty, 127 (19.2%) agreed and only 43 (6.5%) strongly agreed.

The descriptive statistics for the teacher participants’ overall attitude score are noted in Table 29. The results show that overall the primary school teachers had favorable attitudes toward the inclusion of students with disabilities in the Belize District. Table 10 reports the overall results of teachers’ attitudes based on Section IV of the survey.

Table 10

Descriptive Statistics of Overall Teachers Attitudes Average Scores Toward the Inclusion of Students With Disabilities

Overall Teachers Attitudes Average Scores Toward the Inclusion of Students With Disabilities	N	Minimum	Maximum	Range	Median	Mean	Std. Error of Mean	Std. Deviation	Variance
	661	0.0	87.5	87.5	40.0	39.8	0.4245	10.9128	119.090

The final section of the survey guided the teachers to respond to 10 questions. The participants were asked to circle the most appropriate choice for each item (5.1- 5.10). Each item had six choices from which the participants were asked to choose. These choices included (1.) Special Education services outside regular school at Stella Maris, (2.) Special class for most or all the school day, (3.) Part time special education class, (4.) Regular classroom instruction and resource room, (5.) Regular classroom instruction for most of the day, and/or (6.) Full-time regular education with support. A total of 661 respondents responded to each item in Section V on the survey. The results are noted.

Item 5.1 asked the participants about the most appropriate place for individuals with “Specifically Learning Disability”. The results indicate that in general the respondents perceived that students with “Specific Learning Disabilities” should be included in the regular classroom setting. The total responses are noted Stella Maris was 141 (21.3%); special class for most or all of the school day 100 (15.1%), part time special education class 139 (21.0%), regular classroom instruction and resource room 91 (13.8%), Regular classroom instruction for most of the day 33 (5.0%) and full- time regular education with support 157 ( 23.8%).

Item 5. 2 asked the teachers to respond to the following “Placement for students with Mental Retardation.” The respondents’ perceived that Special Education services outside of

regular school at Stella Maris were the most appropriate placement for students with Mental Retardation. The results indicate that 287 (43.4%) of the respondents supports sending students with Mental Retardation to Stella Maris, 143 ( 21.6%) supported special class for most or all of the school day for individuals with disabilities who have mental retardation, 79 ( 12.0%) indicated that individuals with mental retardation should receive part time special education class ( partial-inclusion), 48 (7.3%) supported regular classroom instruction and resource room placement, 24 (3.6%) indicated the best placement to be regular classroom instruction for most of the day, 24 (3.6%) regular classroom instruction for most of the day, 80 (12. 1%) perceived the best place as full-time regular education with support.

Item 5.3 asked the respondents to state what they perceived to be the most appropriate placement for students with “Serious Emotional Disturbances”. One hundred and thirty-two (20.0%) of the respondents noted that special education services outside regular school at Stella Maris as the most appropriate placement. Of the 661 respondents 117 (17.7%) perceived that special class for most or all of the school day was the most appropriate placement for students with emotional disturbances. One hundred and twenty-eight (19.4%) indicated that part time special education class to be the best placement. In relation to regular classroom instruction, 80 (12.1%) noted that regular classroom instruction and resource for most of the day; while 44 (6.7%) said regular classroom instruction for most of the day. One hundred and sixty (24.2%) of the respondents had a perceived notion that students with serious emotional disturbances can be placed in regular instruction for most of the day. The results then indicate that primary school teachers from Belize District mixed attitudes toward inclusive education and students’ placement as it relates to students with Serious Emotional Disturbances.

Item 5.4 on the survey measured the teacher participants' perceptions of "Placement for students with disabilities who fall under the Blind/Visual Impaired category." The responses for this item are as follows: 215 (32.5%) of the respondent perceived that special education services outside of regular school at Stella Maris as the best placement, 122 (18.5%) noted that special class for most or all of the school day, 67 ( 10.1%) of the respondents selected part time special education class, 74 (11.2%) suggested regular classroom instruction and resource room, 27 (4.1%) supported regular classroom instruction for most of the day, and 156 (23.6%) perceived full-time regular education with support. The results therefore suggest that most of the 661 teacher participants hold a perception that students with Blindness /Visual Impairments should be placed in Special Education schools.

Item 5.5 was labeled "Deafness/Hearing Impairment". The respondents' perceptions indicate that most of the teachers hold a perception that Special Education services outside regular school at Stella Maris to be the most appropriate placement for students who fall under this stated disability. Two hundred and thirty (34.8%) perceived the most appropriate placement to be Stella Maris, 120 (18.2%) indicated special class for most or all of the school day, and 71 (10.7%) suggested part time special education class. The remaining results indicated that 67 (10.1%) support regular classroom instruction and resource room, 31 (4.7%) were in favor of regular classroom instruction for most of the day and 142 (21.5%) were in favor of full-time regular education with support.

Item 5.6 "Speech and Language Impairment" sought to better understand Belize District primary school teachers' perceptions for the most appropriate placement for students with Speech and Language Impairment. The respondents' perceptions are indicated. One hundred and twelve (16.9%) of the respondents perceived Special Education services outside school at Stella

Maris to be the most appropriate placement for students with speech and Language Impairment. One hundred of the respondents perceived special class for most or all of the school day to be the most appropriate placement. One hundred and twenty- one (18.3%) of the respondents believed that part time special education class were the best placement. A total of (42.3%) of the respondents had a perception that students with Speech and Language Impairment should have some presence in the regular classroom.

Item 5.8 sought to better understand the teacher participants' perceptions as it relates to the most appropriate placement for students with "Physical Disabilities". The results indicate that (41.3%) of the respondent perceived that some type of Special Education class is the most appropriate placement for students with the prescribe type of disability. Most of the respondents had favorable perceptions toward some type of regular classroom instruction. The results indicate that a total of (58.7%) perceived that the best and most appropriate placement for students with physical disabilities is regular classroom instructions. Table 37 summarizes the results.

Item 5.9 asked the teacher participants to state what they perceived to be the most appropriate placement for students with "Multiple Handicaps". The results indicate that a total of (64.8%) of the respondents perceive that the most appropriate placement for students with Multiple Handicap to include some form of Special Education classes. Two hundred and forty-eight (37.5%) had a perception that Special Education services outside regular school at Stella Maris as the most appropriate placement. One hundred and fourteen (17.2%) of the respondents had a perception that special class for most or all of the school day as the most appropriate placement for students with multiple handicaps. Sixty-seven (10.1%) of the respondent favored part time special education class. The remaining results indicate that 64 (9.7%) favor regular

classroom instruction and resource room, 37 (5.6%) favor regular classroom instruction for most of the day and 131 (19.8%) favor full-time regular education with support.

The final item in Section V asked the teachers what they perceived to be the most appropriate placement for students with “Autism/Pervasive Development Disorder”. Two hundred and twenty – eight (34. 5%) of the respondents perceive special education services outside regular school at Stella Maris to be the most appropriate placement. One hundred and seventeen (17.7%) perceived special class for most or all of the school day to be the most appropriate placement ; while 94 (14.2%) of the respondents perceived part time special education class to be the most appropriate placement. The remaining perceptions are as noted 72 (10.9%) perceive regular classroom instruction and resource room to be most appropriate , only 34 (5.1) of the respondent were in favor of regular classroom instruction for most of the day and finally 116 (17.5%) perceived that full- time regular education with support is the most appropriate placement. In summary, the results for item 5.10 suggest that a total of (66.4%) of the respondent hold a perception that some type of special class is the most appropriate placement for students with Autism/Pervasive Development Disorder for Students with Disabilities.

### ANOVA Results

One of the main goals of this descriptive quantitative study was to determine the attitudes of Belize District primary school teachers’ toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. Three questions guided this attitudinal study, the first was to determine what differences , if any, exists between teachers’ attitudes and teaching children



with disabilities , the second sought to answer if there were any existing differences between teachers' attitudes and experience of contact, gender, ethnicity, age and educational qualification and the third question sought to determine what differences, if any, exist between teachers' attitudes and school demographics (school location, school management, school size, and SWD population). In order to examine the nine hypotheses that were listed under research questions two and three, nine one-way between subjects ANOVAS were conducted. The ANOVAS for question two examined differences between the independent variables, experience of contact, gender, ethnicity, age and educational qualification and the dependent variable the "Overall Attitude Scores" taken from Section IV of the survey. The ANOVAS for question three were done to establish if there were differences between the independent variables school demographics (school location, school management, school size, and SWD population). The total number of respondents for the nine ANOVAS that were conducted was 661.

Research question two first sought to see "the differences, if any, exist between teachers' attitudes and teaching children with disabilities. The independent variable consisted of more than two categorical independent groups. The independent variable "Teaching Children with Disabilities Experience" and includes five groups namely: Less than 1 year, 1-3 years, 4-9 years, 10-20 years and 21+ years. The dependent variable, "Overall Teachers Attitude Scores toward Inclusion of Students with Disabilities" is a continuous variable. In order to examine if the dependent variable was normally distributed, a normality test was conducted. Table 12 indicates that the "Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities" for each group of "Teaching Children with Disabilities Experience Group" was not normally distributed. The **Sig.** value of the Shapiro-Wilk Test or the Kolmogorov-Smirnov for each Teaching Children with Disabilities Experience group.

Table 11

*Tests of Normality*

	Teaching Children with Disabilities Experience (Years)	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities	Less than 1 year	0.088	284	0.000	0.966	284	0.000
	1-3	0.087	211	0.001	0.970	211	0.000
	4-9	0.164	85	0.000	0.965	85	0.022
	10-20	0.123	48	0.066	0.966	48	0.183
	21+	0.201	33	0.002	0.934	33	0.046

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

In order to examine if equality of variance existed between the independent groups (homogeneity of variances) the Levene's Test of Homogeneity of Variance was conducted, which tests for similar variance. Table 12 indicates that the significant value is greater than 0.05 (found in the **Sig.** column) there is homogeneity of variances. Levene's *F* Statistic has a significant value of 0.222; therefore, the assumption of homogeneity of variance is met.

Table 12

*Test of Homogeneity of Variances*

*Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities*

Levene Statistic	df1	df2	Sig.
1.432	4	656	0.222

*Experience of Contact ANOVA*

The first one-way between subjects ANOVA examined whether there were differences in the mean “Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities” in “Teaching Children with Disabilities Experience” (Less than 1 year, 1-3 years, 4-9 years, 10-20 years and 21+ years) group means. The results indicate that the significance level is 0.409 ( $p = 0.409$ ) ( See Table 13), which is greater than **0.05** therefore there is no statistical significant difference in the “ Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities” between the levels of Teaching Children with Disabilities Experience of Less than 1 year ( $M = 39.3, SD = 10.64$ ), 1-3 years ( $M = 39.9, SD = 11.38$ ), 4-9 years ( $M = 40.7, SD = 11.07$ ), 10-20 years ( $M = 42.0, SD = 9.18$ ) and 21+ years ( $M = 38.1, SD = 12.04$ ) Groups;  $F(4, 656) = 0.949, p = 0.409$  ( See Table 14). These results suggest that “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” is not significantly different across Teaching Children with Disabilities Experience Groups.

Table 13

*ANOVA*  
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	474.134	4	118.533	0.995	0.409
Within Groups	78125.299	656	119.093		
Total	78599.433	660			

Table 14

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Teaching Children with Disabilities Experience (Years)*

Teaching Children with Disabilities Experience (Years)	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Less than 1 year	284	39.3	10.6430	0.6315	38.1	40.5	2.5	72.5
1-3	211	39.9	11.3762	0.7832	38.3	41.4	0.0	87.5
4-9	85	40.7	11.0707	1.2008	38.3	43.1	10.0	70.0
10-20	48	42.0	9.1770	1.3246	39.4	44.7	15.0	67.5
21+	33	38.1	12.0388	2.0957	33.8	42.4	12.5	57.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Research question two also sought to determine “the differences, if any, exist between teachers’ attitude and Sex. The independent variable “Sex” has two groups male and female. The dependent variable which is continuous is the “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities”. In order to test for normality the Shapiro - Wilk Test / Kolmogorov- Smirnov test was ran. The results of Tests of Normality in Table 15 indicate that the “Overall Teacher Attitudes Scores toward the Inclusion of Students with Disabilities” for each group of “Sex” was not normally distributed. The **Sig.** value of the Shapiro- Wilk Test or the Kolmogorov – Simirnov is less than **0.05** for each sex group therefore the data significantly deviate from a normal distribution.

Table 15

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Sex	Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With	Male	.140	106	.000	.919	106	.000
	Female	.089	557	.000	.963	557	.000

a. Lilliefors Significance Correction

One of the assumptions of the one – way ANOVA is that the variances of the groups that are being compared are similar. The table Test of Homogeneity of Variance (See Table 16) shows the results of Levene’s Test of Homogeneity of Variance, which tests for similar variances. The results indicate from the Levene’s *F* Statistic that the significant values is 0.017 therefore, the assumption of homogeneity is of variance is not met.

Table 16

*Test of Homogeneity of Variances*  
Overall Teachers Attitudes Scores Toward the Inclusion  
of Students With Disabilities

Levene Statistic	df1	df2	Sig.
5.764	1	659	0.017

*Gender ANOVA*

The second one-way between subjects ANOVA was conducted to examine whether there are differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” in “Sex” (Male and Female) group means. There was not a significant difference in the “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” between Males (M = 37.7, SD =13.11) and Females (M = 40.2, SD = 10.41) Sex;  $F(1, 129.9) = 3.524, p = 0.063$  (See Table 17). These results suggest that female teachers did not have Attitudes Scores toward the Inclusion of Students with Disabilities that are significantly different than male teachers.

Table 17

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Sex*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities								
Sex	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	105	37.7	13.1067	1.2791	35.1	40.2	5.0	87.5
Female	556	40.2	10.4117	.4416	39.3	41.1	0.0	75.0
Total	661	39.8	10.9128	.4245	39.0	40.6	0.0	87.5

Finally, even though there was a violation of the assumption of homogeneity of variances it is still possible to determine whether there were differences between the groups by not using the traditional ANOVA but using the Welch test. Like the ANOVA test, if the significance value is less than 0.05 then there are statistically significance differences between groups. Hence, then there are no statistically significant differences between sex groups since the  $p$  value in the Welch Test is greater than 0.05 ( $p = 0.063$ ). Table 18 summarizes the results.

Table 18

**Robust Tests of Equality of Means**  
*Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities*

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	3.524	1	129.919	0.063

a. Asymptotically F distributed.

Research question two also sought to examine the differences, if any, exist between Teachers' Attitudes and Ethnic Group. The independent variable "Ethnic Group" consists of eight categorical independent groups, namely Creole, Maya (Ketchi/Mopan/Yucatecan), Mestizo, Asian (Taiwanese/Chinese/Korean), Garifuna, East Indian, Caucasian/White and Other. The dependent variable the "Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities" and it is continuous.

To examine if the dependent variable was approximately normally distributed for each category of the independent variable a Tests of Normality was conducted (See Table 19). The results indicate that the “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” for each group of “Ethnic Group” was not normally distributed. The **Sig.** value of the Shapiro-Wilk Test or the Kolmogorov-Smirnov was not greater than **0.05** for each Ethnic Group therefore there were some deviation from a normal distribution.

The equality of variance between the independent groups (homogeneity of variance) was measured. The table Test of Homogeneity of Variances (See Table 20) shows the result of Levene's Test of Homogeneity of Variance, which tests for similar variances. The Levene's *F* Statistic has a significance value of 0.188 which is greater than 0.05; therefore, the assumption of homogeneity of variance is met.

Table 19

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Ethnic Group		Statistic	df	Sig.	Statistic	df	Sig.
	Creole	0.100	393	0.000	0.971	393	0.000
	Maya						
Overall Teachers	(Ketchi/Mopan/Yucatecan)	0.100	17	0.200	0.975	17	0.893
Attitudes Scores	Mestizo	0.081	151	0.017	0.955	151	0.000
Toward the	Asian						
Inclusion of	(Taiwanese/Chinese/Korean)	0.264	4	.	0.945	4	0.687
Students With	Garifuna	0.123	46	0.079	0.966	46	0.194
Disabilities	East Indian	0.137	18	0.200	0.965	18	0.698
	Caucasian/White	0.242	10	0.099	0.903	10	0.236
	Other	0.174	22	0.080	0.917	22	0.067

a. Lilliefors Significance Correction

Table 20

*Test of Homogeneity of Variances*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

Levene Statistic	df1	df2	Sig.
1.435	7	653	0.188

The third one-way between subjects ANOVA test was conducted to examine whether there are significant differences in the mean Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities in Ethnic Group (Creole, Maya [Ketchi/Mopan/Yucatecan], Mestizo, Asian [Taiwanese/Chinese/Korean], Garifuna, East Indian, Caucasian/White and Other) group means. There was not a significant difference in the Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities among Creole (M = 39.6, SD = 10.65), Maya (M = 38.7, SD = 14.87), Mestizo (M = 40.4, SD = 10.44), Asian (M = 45.6, SD = 17.84), Garifuna (M = 40.4, SD = 10.29), East Indian (M = 40.1, SD = 14.21), Caucasian/White (M = 41.5, SD = 9.59) and Other (M = 35.7, SD = 13.12) Ethnic Groups;  $F(7, 653) = 0.603, p = 0.186$  ( See Table 21). These results suggest that Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities that are not significantly across Ethnic Groups. Table 22 summarizes the results of the ANOVA.



Table 21

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Ethnic Group*

Ethnic Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Creole	393	39.6	10.6486	0.5372	38.6	40.7	0.0	75.0
Maya (Ketchi/Mopan/Yucatecan)	17	38.7	14.8723	3.6071	31.0	46.3	15.0	70.0
Mestizo	151	40.4	10.4446	0.8500	38.8	42.1	12.5	87.5
Asian (Taiwanese/Chinese/Korean)	4	45.6	17.8390	8.9195	17.2	74.0	27.5	70.0
Garifuna	46	40.4	10.2916	1.5174	37.4	43.5	12.5	60.0
East Indian	18	40.1	14.2063	3.3484	33.1	47.2	7.5	67.5
Caucasian/White	10	41.5	9.5888	3.0322	34.6	48.4	25.0	52.5
Other	22	35.7	13.1199	2.7972	29.9	41.5	5.0	52.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 22

*ANOVA*

*Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	652.591	7	93.227	0.781	0.603
Within Groups	77946.841	653	119.367		
Total	78599.433	660			

Research question two also sought to examine, the differences if any, exists between teachers’ attitudes and “Age Group”. The independent variable “Age Group” consist of four categorical independent groups namely 30 or younger, 31 – 40, 41 -50 and 51 +. The dependent variable “Overall Teachers’ Attitude Scores toward the Inclusion of Students with Disabilities” severs as the continuous variable. The first test conducted to examine how the two variables interact was the Tests of Normality.

The Test of Normality (See Table 23) indicated that the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each group “of “Age Group” was not normally distributed. The **Sig.** value for each Shapiro-Wilk Test was below 0.05 therefore as stated the data significantly deviated from the normal distribution.

Table 23

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Age Group	Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities	30 or Younger	0.085	292	0.000	0.975	292	0.000
	31-40	0.087	209	0.001	0.973	209	0.001
	41-50	0.106	116	0.003	0.962	116	0.002
	51+	0.166	44	0.004	0.924	44	0.006

a. Lilliefors Significance Correction\*. This is a lower bound of the true significance.

In order to established equality of variance or absent of between the independent groups (homogeneity of variances) Levene’s Test of Homogeneity of Variances was done (See Table 24). The results indicate that Levene’s *F* Statistic has a significant value of 0.093 which is greater than 0.05, therefore homogeneity of variance is met.

Table 24

*Test of Homogeneity of Variances*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

Levene Statistic	df1	df2	Sig.
2.941	1	50	0.093

The fourth One-way between Subjects ANOVA measured whether there are significant differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities in Age Group (30 or Younger, 31-40, 41-50 and 51+) group means.” Table 25 includes the mean for each “Age group”, standard deviation and 95% confidence intervals for the dependent variable. The “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each separate group of “Age Group” (30 or younger, 31- 40, 41, 50- and 51 +). The descriptive data results are as noted (M = 39.5, SD = 10.79), 31-40 (M = 39.4, SD =

11.09), 41-50 (M = 40.4, SD = 11.42), and 51+ (M = 42.1, SD = 9.45) Age Groups;  $F(3, 657) = 0.949, p = 0.417$ .

Table 25

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Age Group*  
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

Age Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
30 or Younger	292	39.5	10.7856	0.6312	38.2	40.7	2.5	75.0
31-40	209	39.4	11.0872	0.7669	37.9	40.9	0.0	87.5
41-50	116	40.4	11.4221	1.0605	38.3	42.5	7.5	72.5
51+	44	42.1	9.4460	1.4240	39.2	45.0	12.5	60.0
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Additionally, the ANOVA results informs that the **Sig.** level is 0.471 ( $p = 0.417$ ), which is greater than **0.05** and therefore there is no statistical significant difference in the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities between the levels of Age Group.” Conclusively, the One Way between groups /subjects ANOVA show that the “Overall Teachers Attitudes Scores toward the Inclusion of Student with Disabilities” are not significantly different across Age Groups. Table 26 summarizes the result of the one – way between groups ANOVA.

Table 26

ANOVA					
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	338.989	3	112.996	0.949	0.417
Within Groups	78260.444	657	119.118		
Total	78599.433	660			

Research question two also examined, the differences, if any, exist between teachers' attitudes and Educational Qualification. The independent variable " Educational Qualification consists of six categorical variables namely: Primary School Leaving Certificate, High School Diploma, Associate Degree, Bachelor's Degree, Master's Degree and Higher and Other. The dependent variable (continuous) is "Overall Teachers' Attitudes Scores toward the Inclusion of Students with Disabilities."

The first test that conducted was a normality of variance test. The normality of variance test indicates that the "Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities" for each group of "Education Qualification" was not normally distributed. The **Sig.** values of the Shapiro-Wilk Test or the Kolmogorov-Smirnov indicate that since the **Sig.** Values are below **0.05** for each Education Qualification data significantly deviate from a normal distribution. Table 27 reports the results.

Table 27

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Education Qualification		Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities	Primary School Leaving Certificate	0.142	21	0.200	0.932	21	0.149
	High School Diploma	0.100	113	0.007	0.987	113	0.367
	Associate Degree	0.096	357	0.000	0.964	357	0.000
	Bachelor's Degree	0.109	106	0.003	0.967	106	0.010
	Master's Degree and Higher	0.131	29	0.200	0.954	29	0.234
	Other	0.111	35	0.200	0.969	35	0.416

a. Lilliefors Significance Correction\*. This is a lower bound of the true significance.

Additionally, in order to establish if there was equality of variance between the independent groups (**homogeneity of variances**) Test of Homogeneity of Variance was done. The table Test of Homogeneity of Variances shows the result of Levene's Test of Homogeneity of Variance, which tests for similar variances. The results show that the Sig value is greater than 0.05 as indicated in the Levene's *F* Statistic. The **Sig.** value is **0.605** and, therefore, the assumption of homogeneity of variance is met. The results are summarized in Table 28.

Table 28

<b>Test of Homogeneity of Variances</b>			
<b>Overall Teachers Attitudes Scores Toward the</b>			
<b>Levene</b>			
<b>Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>0.724</b>	<b>5</b>	<b>655</b>	<b>0.605</b>

*Educational Qualification ANOVA*

The fifth one-way between subjects ANOVA test was conducted to examine whether there are significant differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” in Education Qualification (Primary School Leaving Certificate, High School Diploma, Associate Degree, Bachelor’s Degree, Master’s Degree and Higher and Other) group means. There was not a significant difference in the Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities among teachers with a Primary School Leaving Certificate (M = 40.4, SD = 12.56), a High School Diploma (M = 38.2, SD = 11.22), an Associate Degree (M = 39.9, SD = 10.89), a Bachelor’s Degree (M = 41.0, SD = 11.29), a Master’s Degree and Higher (M = 39.7, SD = 9.55) and Other (M = 39.9, SD = 8.97) Education Qualification Groups;  $F(5, 655) = 0.761, p = 0.578$  (See Table 29). These results suggest that “Overall Teachers Attitudes Scores toward the Inclusion of Students with

Disabilities” is not significantly different across Education Qualification groups. The results from the Educational Qualification ANOVA are found in Table 30.

Table 29

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Education Qualification*

Education Qualification	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Primary School Leaving	21	40.4	12.5570	2.7402	34.6	46.1	20.0	72.5
High School Diploma	113	38.2	11.2225	1.0557	36.1	40.3	10.0	70.0
Associate Degree	357	39.9	10.8905	0.5764	38.8	41.0	0.0	87.5
Bachelor’s Degree	106	41.0	11.2851	1.0961	38.8	43.2	10.0	75.0
Master’s Degree and Higher	29	39.7	9.5512	1.7736	36.1	43.4	22.5	60.0
Other	35	39.9	8.9718	1.5165	36.8	42.9	20.0	57.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 30

*ANOVA*  
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	454.195	5	90.839	0.761	0.578
Within Groups	78145.238	655	119.306		
Total	78599.433	660			

Question two examined, the differences, if any, exist between teachers’ attitudes and School Location.” The independent variable “School Location” has two categorical variables that were measures, namely, Urban and Rural against the dependent variable “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities. In order to establish if the dependent variable was normally distributed in each category of the independent variable a

normality test was conducted. The results of the test indicate that the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each group of “School Location” was not normally distributed. Table 31 indicates the **Sig.** value of the Shapiro – Wilk Test is less than 0.05 hence the data significantly deviate from a normal distribution.

Table 31

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	School Location	Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities	Urban	0.088	461	0.000	0.979	461	0.000
	Rural	0.090	200	0.000	0.963	200	0.000

a. Lilliefors Significance Correction

Additionally, in order to examine the equality of variance between the independent groups (homogeneity of variance); Levene’s Test of Homogeneity was done. The table Test of Homogeneity of Variance (See Table 32) shows the results of the test. The results show that **Sig.** value 0.556 is greater than 0.05 hence homogeneity of variances is met.

Table 32

<i>Test of Homogeneity of Variances</i>			
<b>Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities</b>			
<b>Levene</b>			
<b>Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
0.347	1	659	0.556

#### *School Location ANOVA*

The sixth one-way between subjects ANOVA test was conducted to examine whether there were significant differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion

of Students with Disabilities” in “School Location” (Urban and Rural) group means. There was no significant difference in the “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” between Urban (M = 40.2, SD = 10.65) and Rural (M = 38.8, SD = 11.46) School Location Groups;  $F(1, 659) = 2.309, p = 0.129$  (See Table 33). These results suggest that “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” is not significantly different across “School Locations (Urban and Rural) in the Belize District. The results of the ANOVA are reported in Table 34.

Table 33

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and School Location*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities								
School Location	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Urban	461	40.2	10.6502	0.4960	39.3	41.2	0.0	75.0
Rural	200	38.8	11.4630	0.8106	37.2	40.4	5.0	87.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 34

*ANOVA*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	274.473	1	274.473	2.309	0.129
Within Groups	78324.960	659	118.854		
Total	78599.433	660			

Research question three also examined the differences, if any, that exist between teachers’ attitudes and School Management. The independent variable “School Management” measured seven categorical independent groups, namely: Government, Roman Catholic, Anglican, Methodist, Seven Day Adventist, Private and Other. These were measured against the



dependent variable “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities”. In order to examine if the dependent variable was approximately normally distributed for each category of the independent variable normality was ran. The results of the test indicate that the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each group of “School Management” was not normally distributed. The results indicate that the **Sig.** value of the Shapiro- Wilk Test the result for each group was not greater than 0.05 as indicated in the “School Management” type labeled Other. Table 35 summarizes the results.

Table 35

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
School Management		Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores	Government	0.10274	73	0.054	0.97698	73	0.202
	Roman Catholic	0.08957	220	0.000	0.96231	220	0.000
Toward the Inclusion of Students With Disabilities	Anglican	0.13014	113	0.000	0.96447	113	0.004
	Methodist	0.10816	68	0.047	0.96299	68	0.041
	Seven Day Adventist	0.19215	32	0.004	0.87811	32	0.002
	Private	0.13487	84	0.001	0.93935	84	0.001
	Other	0.07755	71	0.200	0.98952	71	0.824

a. Lilliefors Significance Correction\*. This is a lower bound of the true significance.

A Test of Homogeneity of Variance was also done to examine if equality of variances between the independent groups existed. The table Test of Homogeneity of Variances (See Table 36) shows the results of Levene’s Test of Homogeneity of Variances and it indicates that Levene’s *F* Statistic has a significant value of 0.541 and therefore, the assumption of homogeneity of variance is met.

Table 36

*Test of Homogeneity of Variances*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

Levene Statistic	df1	df2	Sig.
0.837	6	654	0.541

*School Management ANOVA*

The seventh One-way between Subjects ANOVA test was conducted to examine whether there are significant differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities in School Management” (Government, Roman Catholic, Anglican, Methodist, Seven Day Adventist, Private, and Other) group means. There was no significant differences in the “Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities” among teachers from Government (M = 37.5, SD = 12.47), Roman Catholic (M = 40.2, SD = 11.05), Anglican (M = 39.3, SD = 10.01), Methodist (M = 38.5, SD = 9.61), Seven Day Adventist (M = 37.8, SD = 12.49), Private (M = 42.7, SD = 10.40), and Other (M = 40.6, SD = 10.70) School Management Groups;  $F(6, 654) = 2.035, p = 0.059$  ( See Table 37 ). These results suggest that “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” is not significantly different across “School Management” groups. The results for the Management ANOVA are found in Table 38.

Table 37

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and School Management*

School Management	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Government	73	37.5	12.4652	1.4589	34.6	40.4	2.5	72.5
Roman Catholic	220	40.2	11.0482	0.7449	38.7	41.6	5.0	87.5
Anglican	113	39.3	10.0082	0.9415	37.4	41.2	10.0	67.5
Methodist	68	38.5	9.6113	1.1655	36.2	40.8	7.5	67.5
Seven Day Adventist	32	37.8	12.4879	2.2076	33.3	42.3	0.0	55.0
Private	84	42.7	10.4002	1.1348	40.5	45.0	5.0	70.0
Other	71	40.6	10.7027	1.2702	38.1	43.1	12.5	67.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 38

ANOVA

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1442.103	6	240.350	2.037	0.059
Within Groups	77157.330	654	117.978		
Total	78599.433	660			

Research question three also sought to examine the difference, if any, exist between teachers’ attitudes and Number of Classrooms”. The independent variable “ Number of Classrooms” include three categorical independent groups, Less than 20, 20- 25, and 26 + these were measured against the dependent variable “ Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities”. In order to examine if the dependent variable was approximately normally distributed for each category of the independent variable a normality test was conducted. The test suggests that the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each group of “Number of Classrooms” was not normally distributed. Table 39 shows that the **Sig.** value for each group is below **0.05** so the data significantly deviate from a normal distribution.

Table 39

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Number of Classrooms	Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores	Less than 20	0.087	258	0.000	0.976	258	0.000
Toward the Inclusion of Students With Disabilities	20-25	0.106	229	0.000	0.973	229	0.000
	26+	0.084	174	0.004	0.972	174	0.001

a. Lilliefors Significance Correction\*. This is a lower bound of the true significance.

Another assumption of the one – way between subjects ANOVA is that the variances of the groups that are being compared are similar. In order to determine this, a Levene’s Test of Homogeneity of Variance was done. The table Test of Homogeneity of Variances shows that the Levene’s *F* Statistic has a **Sig.** value of **0.337** and, therefore, the assumption of homogeneity of variance is met. Table 40 summarizes the results.

Table 40

<i>Test of Homogeneity of Variances</i>			
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities			
Levene Statistic	df1	df2	Sig.
1.089	2	658	0.337

*Number of Classroom ANOVA*

The eight one-way between subjects ANOVA test was conducted to examine whether there were significant differences in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” in Number of Classrooms (Less than 20, 20-25, and 26+) group means. The results of the test indicate that there was no significant difference in the “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” among

teachers Less than 20 (M = 39.4, SD = 11.73), 20-25 (M = 40.3, SD = 10.44), and 26+ (M = 39.7, SD = 10.29) Number of Classrooms;  $F(2, 658) = 0.473$ ,  $p = 0.623$  (See Table 41). These results suggest that “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” is not significantly different across Number of “Classrooms Groups”. The results from the Number of Classroom ANOVA are found in Table 42.

Table 41

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Number of Classrooms*

Number of Classrooms	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Minimum	Maximum
Less than 20	258	39.4	11.7282	0.7302	37.9	40.8	0.0	87.5
20-25	229	40.3	10.4357	0.6896	39.0	41.7	5.0	75.0
26+	174	39.7	10.2866	0.7798	38.2	41.3	2.5	75.0
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 42

*ANOVA*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112.853	2	56.426	0.473	0.623
Within Groups	78486.580	658	119.281		
Total	78599.433	660			

Research question three also examined the difference, if any; exist between teachers’ attitudes and number of students with disabilities. The independent variable “Number of Students with Disabilities” included two categorical groups namely Less than 20 and 20 +. The independent variables were measured against the dependent variable “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities”. In order to examine if the dependent variable was approximately normally distributed for each category of the independent variable a

normality test was conducted. The results of the test indicate that the “Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities” for each group of “Number of Students with Disabilities was not normally distributed. The **Sig.** value of the Shapiro – Wilk Test or the Kolmogorov – Simirnov is below **0.05** hence the data significantly deviate from a normal distribution. Table 43 summarizes the result.

Table 43

		<i>Tests of Normality</i>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Number of Students With Disabilities	Statistic	df	Sig.	Statistic	df	Sig.
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities	Less than 20	0.081	544	0.000	0.976	544	0.000
	20+	0.091	117	0.018	0.972	117	0.016

a. Lilliefors Significance Correction

A Test of Homogeneity of Variance was also conducted to examine if equality of variance between the independent groups was present. The Test of Homogeneity of Variances (See Table 44) shows the results of the Levene’s Test of Homogeneity of Variance. The Levene’s *F* Statistic indicates a **Sig.** value of 0.165 therefore; the assumption of homogeneity of variance is met.

Table 44

<i>Test of Homogeneity of Variances</i>			
Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities			
Levene Statistic	df1	df2	Sig.
1.089	2	658	0.337

*Number of Students with Disabilities ANOVA*

The final one-way between subjects ANOVA test was conducted to examine whether there significant differences exist in the mean “Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities” in “Number of Students with Disabilities” (Less than 20 and 20+) group means. There was a significant difference in the Overall Teachers Attitudes Scores toward the Inclusion of Students with Disabilities between Number of Students With Disabilities that are Less than 20 (M = 40.2, SD = 10.68) and 20+ (M = 37.8, SD = 11.76);  $F(1, 659) = 4.823, p = 0.028$  ( See Table 45 ). The result of the ANOVA informs that the significant level is 0.028 ( $p = 0.028$ ) which is less than 0.05 and therefore, there is a statistical significance difference. Conclusively, the results suggest that teachers with number of students with disabilities of less than 20 have attitude scores toward inclusion of students with disabilities that are significantly higher than teachers with number of students with disabilities that are 20 or more. Table 46 summarizes the result of the ANOVA .

Table 45

*Descriptive Statistics for Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities and Number of Students With Disabilities*

Overall Teachers Attitudes Scores Toward the Inclusion of Students With Disabilities

Number of Students With Disabilities	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Less than 20	544	40.2	10.6835	0.4581	39.3	41.1	5.0	87.5
20+	117	37.8	11.7635	1.0875	35.6	40.0	0.0	72.5
Total	661	39.8	10.9128	0.4245	39.0	40.6	0.0	87.5

Table 46

*ANOVA*

Overall Teachers Attitudes Scores Toward the Inclusion of Students  
With Disabilities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	571.036	1	571.036	4.823	0.028
Within Groups	78028.397	659	118.404		
Total	78599.433	660			

#### Summary

The results of this study indicate that primary school teachers from Belize District have favorable attitudes and perceptions toward inclusive education depending on the following (1.) the type of disability (2.) their knowledge of the disabilities, (3.) the placement of students with disabilities. Another noticeable indicator is the fact that teachers demonstrated more favorable attitudes for disabilities that are less serious.

Chapter four provided the data analyses findings, addressed the three research questions and the nine hypotheses. The last chapter, Chapter 5, provides an interpretation of the findings; discuss the implication for future research and the implications for Special Education and Inclusive Movement in Belize. Chapter 5 also highlights the limitations and recommendations for future research for Belize.



## CHAPTER FIVE

### Discussion and Conclusions

#### Introduction of Study

The purpose of this study was to examine factors influencing Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. With the use of the contextualized version of the *Principal and Inclusion Survey* (PIS), the researcher was able to determine factors that affect teachers' attitudes toward inclusive education as well as the attitudes of primary school teachers toward inclusion in Belize District. The information from this study is significant to education in Belize, because it will add to the limited and almost non-existent documented research regarding attitudes of teachers in Belize toward inclusive education.

The schools and teachers who participated in the study were drawn from the total number of registered primary schools and teachers in the country of Belize. Furthermore primary attention was paid to the number of registered primary schools and teachers in the Belize District for 2010- 2011. The results indicated that there were a total of 66 primary school and 846 (655 females and 191 males) registered primary school teachers in the Belize District (Ministry of Education and Youth, 2010-2011). From the 66 schools that were targeted, 60 schools participated in the study and a total of 753 teachers received the survey. Of the 753 teachers who received the survey 661 (87.7%) responded. The attitudinal survey instrument used contained five sections. These sections included school and personal demographics, training and experience, attitudes toward inclusion and most appropriate placement for students with

disabilities. The teachers received the hard copies of the survey and a participant information forms during planned meetings on different dates.

Once the data were collected, reviewed, sorted, coded and entered into SPSS 19.0 the results were analyzed and the descriptive and inferential statistical findings were reported. Nine one- way between subjects ANOVAs were ran to determine the relationship between nine independent variables and the dependent variable “Overall Attitude Scores” toward inclusive education.

### *Summary of Study*

The aim of this study to reiterate was to examine factors influencing Belize District Primary school teachers’ attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. With the use of the contextualized version of the *Principal and Inclusion Survey* (PIS), the researcher was able to determine variables that affect teachers’ attitudes toward the inclusive education as well as the attitudes of 661 registered primary teachers toward inclusion in Belize District. Several research questions guided this study these are as follow:

1. What attitudes, if any, exist among Belize City primary school teachers toward inclusive education?
2. What differences, if any, exist between teachers’ attitudes and experience of contact, gender, ethnicity, age and educational qualification?

H1: Based on *experience of contact*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.

H2: Based on *gender*, there are no differences in attitude toward inclusive education among Belize City primary school teachers.

H3: Based on *ethnicity*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

H4: Based on *age*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

H5: Based on *educational qualification*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

3. What differences, if any, exist between teachers' attitudes and school demographics (school location, school management, school size, and SWD (Students with Disability) population)?

H6: Based on *school location*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

H7: Based on *school management*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

H8: Based on *school size*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

H9: Based on *SWD*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.

### *Summary and Discussion of Findings*

A summary and discussion of the key findings for the data collected are reported in the subsequent narrative.

*Research Question One:*

**What attitudes, if any, exist among Belize District primary school teachers toward inclusive education?**

The results indicate that primary school teachers in the Belize District hold diverse attitudes (negative, positive or / and none at all) toward inclusive education. Of major importance is the notion that these attitudes that are held “is a psychological tendency that is expressed by evaluating a particular entity with some disagree of favor or disfavor” (Eagly & Chaiken, 1993, p.1). The results for research question one were obtained from two sections on the survey, Section IV entitled “Attitudes toward the Inclusion of Students with Disabilities” and Section V entitled “Most Appropriate Placement for Students with Disabilities”. Both sections measured teachers’ attitudes toward 10 items, each directly relating to inclusive education and students with disabilities. Of particular interest were the respondents’ attitudes towards item 4.1 of Section IV , that stated “ *Only teachers with background in special education experience should deal with students who have disabilities in a regular classroom setting*” for this particular item a total of 390 ( 59.0%) of the teachers indicated some type of agreement with the statement. Conclusively, the level of agreement indicates that perhaps primary school teachers from the Belize District are not ready to take on some of the challenges that students with disabilities bring or are fearful of the challenges. On the contrary under the same section item 4.3 asked the teacher participants to rate how they felt about the following “*Students with profound/severe*

*disabilities are not capable of benefiting from general education school activities*” the teachers had mixed attitudes towards this statement. A synopsis of the results for this item indicated that of the total respondents (n= 661), (36.6 %) agreed; while (39.6%) disagreed, the remaining respondents indicated uncertainty (23.8%). The results from this particular item show that the participants although clearly empathetic towards students with disabilities do not believe that these students can benefit in the general education setting for the most part. The results from Section VI correlated with the findings in Section V.

Section V of the survey shed light on Belize District primary school teachers’ attitudes toward inclusive education as it relates to placement of students with disabilities. The results from this section suggest that most of the respondents hold a perception that individuals with disabilities such as “ Mental Retardation”, “ Blindness/Visual Impairment”, “ Deafness/Hearing Impairment”, “ Multiple Handicap” and “ Autism /Pervasive Development Disorder” should not be included in the regular or general education setting for most or all of the day . The results also indicated that teachers are more willing to deal with students with less severe disabilities. The attitudes of the teachers indicate that general educators’ attitudes toward inclusive education vary depending on the severity of the disabilities (Scruggs & Mastropieri, 1996). The general results ascertained from Section IV and Section V indicates that Belize District primary school teachers hold varying exiting attitudes toward inclusive education. The attitudes that the teachers hold suggest that as humans there is an active information processing system that tries to make sense of what one thinks, feel and do, and therefore actively construct and interpret the world to bring congruence in inconsistencies that may occur between and within attitudes ( Feldman, 1985).

Conclusively, research question one establishes that Belize District Primary school teachers do have attitudes toward inclusive education. Consequently, these attitudes depend on many factors and in the end can be either negative or positive or none at all. No hypothesis was tested under question one as it was posed to examine if primary school teachers from the Belize District have attitudes toward inclusive education.

*Research Question 2:*

**What differences, if any, exist between teachers' attitudes and experience of contact, gender, ethnicity, age and educational qualification?**

The results of the study found that various attitudes do exist among Belize District primary school teachers based on the categorical listing of the following independent variables: experience of contact, gender, ethnicity, age and educational qualification when aligned with the dependent variable the "Overall Teachers Attitude Scores toward the Inclusion of Students with Disabilities". However, notable to mention is that these variables do not have an effect on Belize District primary school teachers' attitudes toward inclusive education; thus disputing existing inclusive literature.

**H1: Based on *experience of contact*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

Generally, it was found that based on experience of contact there was no statistical difference across Teaching Children with Disabilities Experience Group. The results of this study contradict with the findings reported in Connor - Gilmore (1997). Connor- Gilmore (1997) found that some factors that affect the attitudes of teachers, included experience with inclusion. Therefore, it can be concluded that the experience Belize District primary school teachers

possess as it relates to interacting with children with inclusive needs does not have an effect on their attitudes toward inclusion.

**H2: Based on *gender*, there are no differences in attitude toward inclusive education among Belize District City primary school teachers.**

The results show that based on the independent variable gender there was no statistical difference in attitudes toward inclusive education among Belize District primary school teachers. The results also show that female (n= 556) with a mean of (40. 2) do not have attitude scores toward inclusion of students with disabilities that are significantly different than male teachers (n= 105) with a mean of (37.7). The findings, therefore, contradict what Baron and Bryne (2004) suggested that “genetic factors influence the general disposition such as the tendency to experience positive or negative effects most of the time and that these tendencies in turn may influence evaluations of many aspects of the social world (p. 25).” Baron and Bryne (2004) also suggested that there may be some variations in attitudes based on the makeup of genes, so male and females may have different attitudes based on their genetic makeup this however was not the case among teacher gender in Belize District. In summary, based on the results of this study gender does not have an effect on Belize District Primary school teachers’ attitudes toward inclusive education.

**H3: Based on *ethnicity*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The results show that there is no difference based on ethnicity in attitudes toward inclusive education among Belize District primary school teachers. The results also indicate that the ethnic background of the teachers is not a factor or variable that influences the attitudes and

or perceptions of teachers toward inclusive education among primary school teachers from the Belize District (urban (north and south side) and rural). The results also suggest the need for further exploration as 69% of the respondents were Creoles who were born in the Belize District (the district that is the hub of the largest inclusive school *Stella Maris*). Additionally perhaps the environment in which the Creole teachers were raised persist in determine their attitudes (positive, negative and none at all) toward inclusive education. The results support the notion that the environment in which an individual is raised helps to determine the attitudes that individual will have towards different situations (Baron& Byrne, 2004; Davidoff, 1987; Dworetzky, 1988; Magn'e, 1985 & Sear, 1985). Additionally, the attitudes that the dominant Creole teacher participants (for this study as the dominant ethnic group in Belize is the Mestizo) hold perhaps is also linked to Bandura Social Learning Theory (1977). Bandura ( 1977) established that there is an interaction between the person and the environment and in this case a post-colonial environment that is still rooted in a traditional classroom settings in Belize , a setting that Freire (1993) refers to as the banking concept of education; thus excluding children with disabilities from the general curriculum. Furthermore, the colonial remnants of an education system rooted in the “banking concept” that was populated mostly by Creole educators, where children were seeing as depositors of information did not encourage inclusive education in the past and this same attitude persist today. This education deliverance from the colonial era may be a cultural challenge thus resulting in the disequilibrium of and cultural Diaspora in Belize’s educational system and in effect the diverse attitudes of the teachers (Creoles) from the Belize District. The results show that ethnicity although of paramount importance has no effect on primary school teachers from the Belize District attitudes toward inclusive education.



**H4: Based on *age*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The findings indicate that there were no differences in attitudes toward inclusive education among Belize District primary school teachers based on the age of the participants. The results indicate that of the 661 teachers who participated in the study 501 (75.8%) are 40 or younger. Clearly for the most part primary school teachers from the Belize District are young; this may be quite different in other districts in Belize. On the contrary the remaining 160 (24. %) participants held more seniority in relation to age. Given that the teaching population in the Belize District is fairly young; perhaps the integration of inclusive policies can be beneficial and thus effect changes in some of the more negative attitudes that were evident. Additionally, not only can the younger populace benefit from a more towards inclusive educational system, but they can also learn from the teachers who have greater rank or vice – versa. It is only through a concerted effort of all educators involved both youthful and older that the stigmatized concepts of inclusive education in Belize can change.

Evidently the results of the study done in the Belize District links to a study that suggested that the age of a teacher does not have any significant effect on teachers' attitudes toward inclusion ( Baggett, 1993; Benham , 1995; McGee, 1998; Williamson; 2000). The results of both studies indicate that age is not a factor that influences the attitudes of primary school teachers' attitudes toward inclusion in the Belize District. In summary it can be established that age has no effect on the attitudes of primary school teachers from the Belize District.

**H5: Based on *educational qualification*, there are no differences in attitudes toward inclusive education among Belize District primary school teachers.**

The results indicate that based on educational qualification there are no differences in attitudes toward inclusive education among Belize District primary school teachers. The overall results of the study indicate that teachers in Belize District primary school come with a cross-section of educational training. The largest number of respondents hold an Associate Degree (n= 357), and the results establish that educational qualification or lack thereof is not a factor affecting Belize District primary school teachers attitudes toward inclusive education. Although educational qualification did not have a significant difference in this study, the results did show that teachers who held a Bachelors degree or higher were more aware of the different types of disabilities noted.

### *Research Question Three*

**What differences, if any, exists between teachers' attitudes and school demographics (school location, school management, school size, and SWD population)?**

The results indicate that there were generally no significant differences between the independent variables and the dependent variable. One particular independent variable, however, did indicate that there is a statistical difference present. The findings are reported.

**H6: Based on *school location*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The results from the study indicate that based on the two locations (Urban (north and south side) and Rural) there was no statistical difference between the attitudes and school location. Although most of the primary schools are located in the Belize District, it was not a factor that contributed as an influential variable that determine the attitudes of the teachers.

**H7: Based on *school management*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The results indicate that there were no differences in attitude toward inclusive education among Belize District primary school teachers based on the different school managements. The study did indicate however that a large percent of the schools in the Belize District are managed by the Catholic Diocese. Evidently, school management does not have an effect on the attitudes primary school teachers from the Belize District.

**8: Based on *school size*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The overall results indicate that there were no differences in the attitudes toward inclusive education among Belize District primary school teachers based on school size. Therefore, school size does not have an effect on the attitudes of primary school teachers from the Belize District.

**H9: Based on *SWD*, there are no differences in attitude toward inclusive education among Belize District primary school teachers.**

The results show that based on Student with Disability (SWD) population there were significance differences in attitudes toward inclusive education. The results therefore suggest that presence of SWD does have an effect on Belize District primary school teachers' attitudes toward inclusive education. The results indicate that teachers who had students with disabilities of less than 20 had attitude scores toward inclusion of students with disabilities that were significantly higher than teachers with number of students with disabilities that were 20 or more.

Evident then is that the greater the number of students with disabilities the more present the attitudes of teachers from the Belize District primary schools.

### *Limitations of Results*

Several limitations are essential in reference to this study. One of the most perceptible limitations noted was the sampling population and size chosen for the study. The sampling population is only a representation of the primary school teachers in the Belize District therefore it is not a true reflection of teachers' attitude toward inclusive education in Belize.

Relating to this limitation is the remaining number of teachers and schools in the country of Belize; since only teachers from the Belize District were chosen to participate in the study it is not appropriate to say that the results speak for primary schools in the country of Belize; hence it is rather difficult to provide a general summary.

Another limitation suggests that some of the participants did not understand some of the questions that were listed on the survey, it was apparent that many teachers did not understand some of the terminologies used. Evident as well was the fact that teachers, some of them, selected the information on the survey without consideration as some items that were selected did not correlate with other items that they chose on the survey.

Another limitation was the initially number of males and teachers who participated in the study. From the onset there were less males than females; hence this affected to a certain extent the results.

Also since the study focused on Belize District, that is dominated mostly by the Creole culture, the results were significantly reflective of that cultural group as the representation of the other groups was too small.

Another limitation is the fact that since the literature suggest that the greater the number of students with disability the more negative the attitudes, the presence of students with disabilities, although the minority could have affected the attitudes the teachers had. Jones (2000) found that inclusion can be an overwhelming and painstaking burden for teachers since general education teachers can view inclusion as an increase in their workload in many different ways. Additionally, general educators also believe that students with disability require more assistances than their able peer (Jones, 2000).

### *Conclusion*

The factors that affect teachers attitudes toward inclusive education are perplexing and although existing literature establishes that there are several factors that affect teachers attitudes toward inclusion only one of these factors affect teachers in Belize District primary schools. The aim of this study was to examine factors influencing Belize District Primary school teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. In summation based on the related literature in inclusive education and teacher's attitude and the research findings of this study, it was concluded that:

1. Primary school teachers from Belize District have varying attitudes toward inclusive education. These attitudes range from positive to negative or none at all depending on the different questions and situation posed.

2. Generally, primary school teachers had minimal to moderate level of understanding of Special Education Terminologies, as only a small number reported that they were experts.
3. Primary school teachers had minimal to moderate level of understanding of Belize's Special Education Laws.
4. Although primary school teachers demonstrated recognition of various types of disabilities many were not familiar all of the types of disabilities listed; indicating that there is a lack of knowledge.
5. Although primary school teachers had generally favorable attitudes toward inclusive education; many indicate discomfort with certain disabilities that were more serious.
6. Most of the primary school teachers believe that the most appropriate placement for students with disabilities are regular education classrooms. Few however indicated that depending on the disability, particularly, physical and other impairment special education is the most appropriate placement.
7. There were no differences between the listed independent variables and teachers overall attitude scores: experience of contact, gender, ethnicity, and age educational qualification, school demographics (school location, school management and school size).
8. There was a difference between SWD (Students with disabilities) and teachers' attitudes.

9. The number of students with disability in the general education classroom can affect the willingness of general education teachers to support inclusive education.

### *Implications and Recommendations*

The present study has many implications for general education teachers, and other stakeholders in education, since the study brings to the forefront the general attitudes of teachers toward inclusive education. Additionally, the study has many practical implications for educators in Belize as it is evident that teachers in Belize do have favorable attitudes towards inclusion, however there were some negative attitudes that were found.

The study also impress on the issue of fear that may develop in teachers based on the different types of disabilities that they may encounter in the classroom. Additionally, some teachers expressed the inability to care and teach students with physical disabilities and in some cases disabilities that they did not understand.

Furthermore, teachers need to gain more knowledge and training so that they can better be able to deal with students with more severe types of disabilities. Additionally, since Belize District primary school teachers vary in age it is possible to explore a mentorship program where the more experience teachers can act as mentors for the novice and younger teachers. This support system will help teachers to be better able to cope with the challenges that children with disabilities bring to the classroom.

Gender was of key interest as female teachers, particularly in the Belize District were significantly represented but males were underrepresented. The latter is of primary concern primarily because in Belize one of the most labeled type of disabilities is ADD or ADHD;

therefore if more males are present in the classroom then perhaps students ( namely males ) may exhibit less hyperactive behaviors that usually lead to them been expelled from a school. If there is a decrease in students, particularly males being tagged as students with disruptive behaviors and eventually expelled from school then perhaps there can be a decreased in our illiteracy rate and in turn a greater representation of the male populace in schools.

The findings also indicate that Belize District Primary school teachers' attitudes toward inclusive education can affect the representation of students with disabilities. Generally, teachers had more favorable attitudes toward the disabilities that were less complicated such as Visually Impairment, Hearing Impairment and Speech Impairment.

Based on the findings of the study the following recommendations are also important. There must be a national campaign for effective, practical, consistent and cost effective educationally training for teachers as many teachers indicated that they are not trained and thus lack basic knowledge about inclusive education. Along with training there also needs to be better support systems for all stakeholders. Additionally, regular visits must be made to all general education schools to ensure that teachers are keeping abreast of inclusive education and ways to make inclusion a part of the national curriculum. Teachers need to be able to openly express their attitudes toward issues such as inclusion that may hinder the learning process as well as the facilitating of learning of all individualize in the regular classroom. The following is a list of additional recommendations:

1. Better inclusive services need to be established.
2. Special education units need more support from the community, government and other stakeholders.



3. More funding should be a priority for inclusion across the country and not in selected areas.
4. More scholarship opportunities should be made available for general educators to get training.
5. School buildings should be mandated by law to be structurally safe and accommodating for children with diverse needs.
6. Modules and IEPs should be set in place for students with recognized disabilities by NaRCIE.
7. More and better awareness should be established as it relates to inclusive education and the different levels of inclusivity.

#### *Implications for Future Research*

There are several implications for future research some of these are noted in the following narrative. The study should be replicated from a qualitative stance to generate additional evidence. If the study is replicated using a qualitative approach the data collected will give researchers and other stakeholders a firsthand experience of the attitudes that teachers have toward inclusive education. Additionally, different qualitative methods will help to triangulate the information collected.

Furthermore, in future studies special education teachers should be included in the data collection process. Once special education teachers are included the data collected from them and the general education teacher can be cross tabulated and compared to see if both groups share the same attitudes.

Additionally, an examination of other factors should be studied to get a better understanding of factors that influence teachers' attitudes toward inclusive education. Clearly, the factors noted in this study for the most part do not affect teachers' attitude towards inclusive education; hence factors that are pre-existing in the Belizean school system may be the best ones to address.

On a similar but separate note if the study should be conducted again, it is vital to include all other districts in the country of Belize, to get a better consensus of Belizean teachers' attitudes toward inclusive education. If other districts are included in a study on inclusive education; the researcher will get a better understanding of the attitudes of the other ethnic groups that are dominant in the remaining districts.

Future research should also include a studies on how culture, climate including (school, community, religious, economical, political, and classroom) influence the attitudes educators may hold towards' inclusive education and children with disabilities in the general education classroom. If better understanding is obtained about how the listed variables interact with teachers' attitudes then perhaps the representation of student with disabilities can be more of a norm in the regular classroom rather than a minority.

Additionally, there needs to be a holistic change in attitudes across the educational and social spectrum therefore a study that investigates our country's preparedness for inclusive education (at least partially) should be conducted. If society understands their level of preparedness then policies and laws can garner more support for all persons with disabilities.

Lastly, it is very important for an understanding of all attitudes to be established and tabled; so that the issues of inclusive education can be addressed. It is therefore suggested that teachers from other educational levels be included in future research.

### *Implication for Theory*

The research findings have several implications for theory. One of the most prominent implications for theory establishes that perhaps a person's environment may have an effect on the attitudes that are evident as suggest by Bandura (1977). Additionally the study also suggest that although the Attitude Formation Theory suggest that perhaps genetics have an effect on an individuals attitude this was not the case the study; thus contradicting the theory. On the contrary of major importance is a person's ethnical make-up and how it affects attitudes. Although the findings dispute that ethnicity does not have an effect on attitudes toward inclusive, perhaps if other studies are conducted with primary focus on this genetic make –up it may prove what is suggested in the Attitude Formation Theory. Clearly, the findings are contradicting; however more specific exploration of different factors as separate domains can prove differently.

### *Implication for Practice*

As noted Belize is behind when it comes to the inclusion (even partial inclusion) of students with disabilities in the regular / general classroom; therefore it is essentially important that a there be a societal change. This can be done through:

1. The reinforcement of special and inclusive education laws that suggest that teachers and other educators build their curriculum and lessons to meet the cognitive, affective and psychomotor motor domain of all students and thus teach with the inclusive child in mind.

2. Mandate that educational institutions that are preparing individuals to become teachers establish and practice the teaching of current and effective Special Education courses in their academia.
3. Educational institutions should take ownership of their mission statement and ensure that it is in alignment with the country's standards of educational access in Belize.
4. In order for education to advance both NGOs and Government organizations should take the lead in promoting inclusivity through social Medias and forums and in their political manifesto.
5. If inclusive education is to be a part of 21<sup>st</sup> education and the Quality school initiative then there also needs to be frequent evaluation of what is taking place in the schools.
6. Better and more accommodating educational institutions need to build that is equipped with trained personnel.
7. Budgets should be set for specific inclusive development and there should be an increasing in funding for special education.
8. Special manuals should be developed to address the needs of students from diverse backgrounds and these should be accessible to teachers, principal and the larger community.
9. A trained special education teacher should be placed at all learning institution.

### *Reflection*

As a once colonized nation, the psychological, economical, social and emotional framework of the Belizean populace is ingrained in many ideologies that continue to stagnate the way the country and its people move forward. The basic human right to equal access is not something that should be denied because of perceive abnormalities that a society holds.

Evidently, many hold the notion that if an individual does not fit what society call “normal” one should be confined or excluded from the general setting. The latter is a hypocritically idea that persist in many countries and thus place individuals who are termed as “different” in a marginalized category. The research instilled a greater sense of where I am as an educator and thus re-establishes the urgency to educate the Belizean public that we need not start with full inclusion but we must at least commence with partial inclusion. The research also instilled in me the need for consistent acquisition of knowledge about the changing world; because, if we are to move ahead as a people we need to be cognizant of what is taking place in the larger society. To end society should seek to better understand the human spirit rather than seek to dispel what is perceived as different. After the research I can safely say that I have a greater value for individuals who are not different but require more attention.

### *Summary*

It is clear that Belize has a long way to go before inclusive education is completely adopted. Additionally the results as noted the attitudes that Belize District primary school teachers hold need to be change if education in Belize is to become more inclusive. This change can only take place if all stakeholders are willing to seek, use and apply the elements or factors that help to foster an inclusive educational system. As a nation, Belize needs to move with 21<sup>st</sup> century education , where there is no child, teacher, principal or parent is left behind no matter how different and that is the mark of a successful and budding nation.

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## Appendix A

### Permission Letter

Maxine,

I am sorry for the late response. It would be my pleasure to have you use my survey!

Please let me know what I need to do to make it official and if there is anything else I can do to help.

I would also like to hear more about your study and the results!

Best of luck,

Roxanna Ramirez, Ed.D. LMFT, LPC  
Coordinator of Counseling and Related Services

---

Department of Supplemental Education and IDEA Coordination  
Schertz-Cibolo-Universal City I.S.D.  
Northview Student Resource Center  
401 W. Byrd. Blvd.  
Universal City, Texas 78148  
Office: 210-945-6464  
Fax: 210-945-6427

**CONFIDENTIALITY NOTICE:** This email & attached documents may contain confidential information. All information is intended only for the use of the named recipient. If you are not the named recipient, you are not authorized to read, disclose, copy, distribute or take any action in reliance on the information and any action other than immediate delivery to the named recipient is strictly prohibited. If you have received this email in error, do not read the information and please immediately notify sender. If you are the named recipient you are not authorized to reveal any of this information to any other unauthorized person.

# Primary School Teachers and Inclusion Survey

## August 2011

**The purpose of this study is to examine factors influencing Belize District Primary School teachers' attitudes toward inclusive education. The study will also seek to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education. The information collected in this survey will remain confidential.....**  
.....

**The following information will be used only to describe the population being studied. Please (circle) the number next to each response that best applies to you.**

### **SECTION I – Demographic Information on School**

1.1 What part of Belize District is your school located?

- 1) Urban
- 2) Rural

1.2 Under which management does your school fall?

- 1) Government
- 2) Roman Catholic
- 3) Anglican
- 4) Methodist
- 5) Seven Day Adventist
- 6) Nazarene
- 7) Assemblies of God
- 8) Private
- 9) Other

1.3 How many buildings are located on your campus?

- 1) 1
- 2) 2 –3
- 3) 4 –5
- 4) 5–6

1.4 How many classrooms are located on your campus?

- 1) Less than 10
- 2) 20 – 25
- 3) 26 – 30

4) More than 30

1.5 What is the average number of students in each class?

- 1) Less than 10
- 2) 20 – 25
- 3) 26 – 30
- 4) More than 30

1.6 How many of these students have disabilities?

- 1) Less than 10
- 2) 20 – 25
- 3) 26 – 30
- 4) More than 30

1.7 Rank **the type of disability** present in your school from the most prominent to the least prominent using the range listed. If this question does not apply, move on to the next section. (Begin at 1 [Most Prominent] and continue with number ranking until you arrived at eight [Least Prominent]).

1- Most Prominent	and	8 – Least Prominent
-------------------	-----	---------------------

- 1.71\_\_\_ Physical Disability
- 1.72\_\_\_ Mental Retardation
- 1.73\_\_\_ Language and Speech
- 1.74\_\_\_ Behavioural (ADD)
- 1.75\_\_\_ Learning Disability
- 1.76\_\_\_ Serious Emotional Disturbance
- 1.77\_\_\_ Blindness/Visual Impairment
- 1.78\_\_\_ Deafness/ Hearing Impairment

**SECTION II: Demographic Information on Sample Population**  
**(Circle) the corresponding number that best applies to each question.**

- 2.1 Your age:
- 1) 30 or younger
  - 2) 31 – 40



- 3) 41 –50
- 4) 51 and older

2.2 Gender:

- 1) Male
- 2) Female

2.3 Place of Birth: \_\_\_\_\_

2.4 Ethnic Background:

- 1) Creole
- 2) Maya (Ketchi/Mopan/Yucatecan)
- 3) Mestizo
- 4) Asian (Taiwanese/Chinese/Korean)
- 5) Garifuna
- 6) East Indian
- 7) Mennonites
- 8) Caucasian/White
- 9) Other

### **SECTION III: Your Training and Experience**

**(Circle) the corresponding number that best applies for each question.**

3.1 What is your highest educational qualification?

- 1) Primary School Leaving Certificate
- 2) High School Diploma
- 3) Associate Degree
- 4) Bachelor's Degree
- 5) Master's Degree and Higher
- 6) Other

3.2 Years of teaching at the primary school level:

- 1) 0
- 2) 1 – 3
- 3) 4 – 9
- 4) 10 –20
- 5) 21 or more

3.3 Years of teaching children with disabilities:

- 1) 0
- 2) 1 – 3
- 3) 4 – 9
- 4) 10 –20
- 5) 21 or more

3.4 Most of your Special Education training has occurred within the last \_\_\_\_\_years:

- 1) 0
- 2) 1 – 3
- 3) 4 –9
- 4) 10 –20
- 5) 21 or more

3.5 What would you say is your level of understanding of special education terminology such as, IDEA, inclusion, physical, cognitive and other disabilities?

- 1) Minimal
- 2) Moderate
- 3) Expert

3.6 What would you say is your level of understanding of Belize’s Special Education Laws?

- 1) Minimal
- 2) Moderate
- 3) Expert

3.7 Identify the disabilities that you are familiar with.

- 1) Spinal Bifida
- 2) Cerebral Palsy
- 3) Duchene Muscular Dystrophy
- 4) Epilepsy
- 5) Musclosketal Conditions
- 6) ADHD
- 7) Visually Impaired
- 8) Language Impairment
- 9) Hard of Hearing
- 10) Speech Impediments

#### **SECTION IV- Attitudes toward the Inclusion of Students with Disabilities**

**Please indicate by marking an X on the lines provided next to each item your response to each of the following:**

4.1 Only teachers with background in special education experience should deal with students who have disabilities in a regular classroom setting.

1\_\_ Strongly Agree 2 \_\_\_ Agree 3 \_\_\_ Uncertain 4\_\_\_ Disagree 5\_\_ Strongly Disagree

4.2 Classrooms with both students with disabilities and without disabilities enhance the learning experiences of all students.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.3 Students with profound/severe disabilities are not capable of benefiting from general education school activities.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.4 An effective general education teacher can help a student with a disability succeed.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.5 In general students with disabilities should be placed in special education schools/classes specifically designed for them.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.6 Students without disabilities can profit from contact with students with disabilities.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.7 General education should be modified to meet the needs of all students.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.8 It is unfair to ask general education teachers to accept students with disabilities in their classes.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.9 Students with disabilities should be treated differently from students without disabilities.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

4.10 It should be law and/or policy that students with disabilities are integrated into general educational programs and activities.

1\_\_ Strongly Agree 2\_\_ Agree 3\_\_ Uncertain 4\_\_ Disagree 5\_\_ Strongly Disagree

## **SECTION V- Most Appropriate Placements for Students with Disabilities**

**Please (circle) the placement that you perceive is the most appropriate for the students with disabilities. Circle only ONE NUMBER per section.**

### **5.1 Specific Learning Disability**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.2 Mental Retardation**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.3 Serious Emotional Disturbance**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.4 Blindness/Visual Impairment**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.5 Deafness/Hearing Impairment**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.6 Speech and Language Impairment**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

## **5.7 Other Health Impairment**

- 1) Special Education services outside regular school at *Stella Maris*

- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

### **5.8 Physical Disability**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

### **5.9 Multiple Handicap**

- 1) Special Education services outside regular school at *Stella Maris*
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

### **5.10 Autism/Pervasive Development Disorder**

- 1) Special Education services outside regular school at *Stella Maris* or other.
- 2) Special class for most or all of the school day
- 3) Part time special education class
- 4) Regular classroom instruction and resource room
- 5) Regular classroom instruction for most of the day
- 6) Full-time regular education with support

*Thank you for taking the time to complete the survey.*

## Appendix C

Letter of Request

Managing Authority

Dear Managers;

Inclusive education in Belize continues to be a challenge, as factors influencing Belizean teachers' attitudes toward inclusive education are unknown. Based on the representations of children with disabilities in general education classrooms, it is important to investigate issues of inclusive education in Belize. Belize's Education Law (2000) suggests that all citizens of Belize are deserving of an education, regardless of the individual's race, gender, or any form of disabilities. With the movement toward inclusion in Belize, it is imperative to provide useful literature that can help to substantiate the unanswered questions that surround general educators' attitudes toward inclusive education.

As a doctoral candidate at Oklahoma State University I am proposing to carry out a research study to Examine Factors Influencing the Attitudes of Primary School Teachers from the Belize District toward Inclusive Education. Your school (s) has/have been selected to be a part of the study.

Any information gathered from your institution (s) will remain confidential and will be used only for the purpose of this research study. Participation in this research study is voluntarily and refusal to participate will not affect your institution (s) in any way. If permission is granted, I will be more than willing to send a synopsis of the research study for you to view.

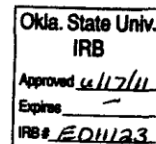
Any assistance given for the completion of this study will be greatly appreciated.

**Please read and signed where applicable the consent form attached to this letter and indicate your participation status.**

Yours in Education,

Miss Maxine McKay  
Ed. D. Candidate  
Oklahoma State University  
Phone number: 501-623-1404 or 22- 72671  
Email: [maxine.mckay@okstate.edu](mailto:maxine.mckay@okstate.edu)

Updated: June, 2011



## Appendix D

8

### Managing Authority

#### Consent Form

**PROJECT TITLE:** "Factors Influencing Belize District Primary School Teachers Attitudes toward Inclusive Education."

**INVESTIGATORS:**

Maxine McKay, Oklahoma State University, Doctoral Candidate, (501-623-1404),  
[maxine.mckay@okstate.edu](mailto:maxine.mckay@okstate.edu) or [mckaymaxine@yahoo.com](mailto:mckaymaxine@yahoo.com) .

**Dissertation Advisor:** Dr. Bernita Krumm, Oklahoma State University, (405) 744-9445,  
[berita.krumm@okstate.edu](mailto:berita.krumm@okstate.edu) .

**PURPOSE:**

The purpose of this research study is to examine "Factors that influence Belize District Primary school teachers' attitudes toward inclusive education." The research study will also seek to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education.

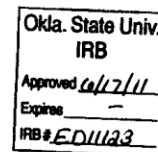
**PROCEDURES**

With your consent for school (s) under your jurisdiction to participate in the research study, the following procedures will be adhered to:

The principal (s) will issue single unsealed white envelopes with a copy of a *Participant Information Form* and an attitudinal survey to all the teachers at your school (s) during a planned staff meeting in June 2011. Each teacher will be asked to read the *Participant Information Form* before deciding to complete the Survey. The teachers will be given 30 minutes to complete the surveys and place back in the envelope, seal it and return to the principal. If the teachers decide to not complete the survey they must also return the blank surveys in the sealed envelope to the principal (s). The survey will measure the teachers' attitudes toward inclusive education. The principal (s) will assist with permission will issue, collect and store the completed and uncompleted surveys for one overnight.

To ensure that all issued surveys and envelopes are returned both the completed and uncompleted surveys will be collected and counted upon receipt from the principal (s). The results will be analyzed and the findings will be reported in group means. The completed dissertation will also be available once all approvals for completion are received.

Updated: June, 2011



**RISKS OF PARTICIPATION:**

There are no known risks associated with this research study which are greater than those ordinarily encountered in daily life.

**BENEFITS OF PARTICIPATION:**

By participating in this research study you will have a better understanding of the issues that teachers are presently facing and the factors that are affecting inclusive education.

**CONFIDENTIALITY:**

All the data collected from the surveys will be kept confidential and will not be made public. The surveys will have codes rather than the names of schools and the name of the participants. The data collected from the research will be stored in a locked metal filing cabinet in the researcher's home and only the researcher will have access to the cabinet's key. The data collected will be stored for five years. The results of the research study may be used in future researches, in educational forums or in any other manner as deemed useful for educational and social development. This will pose no threat to the schools under your jurisdiction or you as the manager as the results of the study will be reported in group means rather than in sub units and or schools.

**COMPENSATION:**

No form of compensation will be conferred for choosing to participate in this research study.

**CONTACTS:**

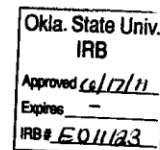
You may contact any of the researchers at the following addresses or phone numbers, if you have the need to discuss your school (s)' participation in the study and/or request information about the results of the research study: Miss Maxine McKay, 6 Richard Street, Belize City, Belize (501) 623-1404. Bernita Krumm, Ph. D., 310 Willard Hall, Oklahoma State University, Stillwater, OK 74075, (405) – 744- 9445. If there are any additionally questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater,OK 74078, at 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu) .

**PARTICIPANT RIGHTS:**

I understand that my decision to have schools under my jurisdiction participate is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this research study at any time, without penalty.

**CONSENT DOCUMENTATION:**

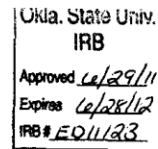
Updated: June, 2011







## Appendix E



### Participant Information Form

Dear Participant,

Through this medium I am requesting your participation in a study entitled, "Factors Influencing Belize District Primary School Teachers Attitudes toward Inclusive Education." The research study is a requirement for the completion of a doctorate in Higher Education through Oklahoma State University. In the paragraphs that follow you will find a summation of the research study and what would be required of you should you agree to participate in the research study.

The existing literature on inclusive education in Belize is inadequate, this perhaps maybe one of the reasons why inclusive education in Belize continues to be a challenge. There is also limited literature on factors influencing Belizean teachers' attitudes toward inclusive education. Based on the representations of children with disabilities in general education classrooms, it is important to investigate issues of inclusive education in Belize. Belize's Education Law (2000) suggests that all citizens of Belize are deserving of an education, regardless of the individual's race, gender, or any form of disabilities. With the movement toward inclusion in Belize, it is imperative to provide useful literature that can help to substantiate the unanswered questions that surround general educators' attitudes toward inclusive education.

**INVESTIGATOR:** Maxine McKay, Oklahoma State University, Doctoral Candidate, (501-623-1404), [maxine.mckay@okstate.edu](mailto:maxine.mckay@okstate.edu) or [mckaymaxine@yahoo.com](mailto:mckaymaxine@yahoo.com).

**Dissertation Advisor:** Dr. Bernita Krumm, Oklahoma State University, (405) 744-9445  
[bernita.krumm@okstate.edu](mailto:bernita.krumm@okstate.edu).

**PURPOSE:** The purpose of this research study is to examine "Factors that influence Belize District Primary school teachers' attitudes toward inclusive education." The research study will also seek to determine the effect of specific variables on the attitudes of Belize District primary school teachers toward inclusive education.

#### **PROCEDURES:**

With your consent to participate in the research study, the following procedures will be adhered to:

Your principal will issue individual unsealed white envelopes with a copy of a *Participant Information Form and an attitudinal survey* to all the teachers at your school (s) during a planned staff meeting in June 2011. You will be asked to read the *Participant Information Form* before deciding to complete the Survey. You will be given 30 minutes to complete the surveys and place back in the enveloped, seal it and return to the principal. If you decide to not complete the survey you must return the blank survey in the sealed envelope to the principal. The survey will measure your attitudes as teacher participants toward inclusive education. Your principal with permission will issue, collect and store the completed and uncompleted surveys for one overnight.

To ensure that all issued surveys, forms and envelopes are returned the completed and uncompleted surveys will be collected and counted upon receipt from the principals. The results will be analyzed and

Updated: June, 2011

the findings will be reported in group means. The completed dissertation will also be available once all approvals for completion are received.

**RISK OF PARTICIPATION:**

As a participant you will suffer no risks by participating in the research study; therefore you will be free from pressure, psychosomatic, physical, social, financial, and legal risks. If at any time during the completion of the survey you feel uneasiness or stress you are free to end your participation in the completion of the survey.

**BENEFITS OF PARTICIPATION:**

By participating in this research study you will have a better understanding of the issues that you are presently facing and the factors that are affecting inclusive education.

**CONFIDENTIALITY:**

All the data collected from the surveys will be kept confidential and will not be made public. The surveys will have codes rather than the names of schools and the name of the participants. The data collected from the research will be stored in a locked metal filing cabinet in the researcher's home and only the researcher will have access to the cabinet's key. The data collected will be stored for five years. The results of the study may be used in future researches, in educational forums or in any other manner as deemed useful for educational and social development. This will pose no threat to you as a participant as the results of the study will be reported in group means rather than in sub units and or schools.

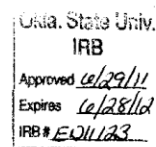
**CONTACT:**

You may contact any of the researchers at the following addresses or phone numbers, if you have the need to discuss your school (s)' participation in the study and/or request information about the results of the research study: Miss Maxine McKay, 6 Richard Street, Belize City, Belize (501) 623-1404. Bernita Krumm, Ph. D., 310 Willard Hall, Oklahoma State University, Stillwater, OK 74075, (405) – 744- 9445. If there are any additionally questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, at 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu).

**PARTICIPATION RIGHTS:**

Your participation in this research study is appreciated and completely voluntary. You may choose not to participate in the research study without penalties or any form of victimization. By agreeing to participate in the research study and completing the survey you are indicating your assent to collect data.

Updated: June, 2011



## Appendix F

### Oklahoma State University Institutional Review Board

Date: Wednesday, June 29, 2011  
IRB Application No ED11123  
Proposal Title: Factors Influencing Belize District Primary School Teachers' Attitudes  
Toward Inclusive Education

Reviewed and Exempt  
Processed as:

**Status Recommended by Reviewer(s): Approved Protocol Expires: 6/28/2012**

Principal  
Investigator(s):

Maxine Charishia McKay	Bernita Krumm
6 Richard St.	310 Willard
Belize, OK 74078	Stillwater, OK 74078

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

  
Shelia Kennison, Chair  
Institutional Review Board

VITA

Maxine Charishia McKay

Candidate for the Degree of

Doctor of Education

Thesis: FACTORS INFLUENCING BELIZE DISTRICT PRIMARY SCHOOL  
TEACHERS' ATTITUDES TOWARD INCLUSIVE EDUCATION

Major Field: School Administration

Biographical:

Education:

Completed the requirements for the Doctor of Education in Higher Education at Oklahoma State University, Stillwater, Oklahoma in July, 2012.

Completed the requirements for the Master of Education in Secondary Education at University of North Florida, Jacksonville, Florida in 2004.

Completed the requirements for the Bachelor of Arts in English at University College of Belize, Belize City, Belize in 2000.

Experience:

Lecturer – University of Belize, Faculty of Arts and Education, Belize City  
2011- Present

Teacher - Saint John's College, High School, Belize City, 2006- 2011

Teacher – Ladyville Technical High School, Ladyville (Belize District), 2001

Professional Memberships:

Women in Politics, Alumni, 2011

University of North Florida, Alumni, 2004

University College of Belize, Alumni, 2000

Saint John's Junior College, Alumni, 1998

Belize National Teachers' Union, Present

Name: Maxine McKay

Date of Degree: July, 2012

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: FACTORS INFLUENCING BELIZE DISTRICT PRIMARY SCHOOL  
TEACHERS' ATTITUDES TOWARD INCLUSIVE EDUCATION

Pages in Study: 140

Candidate for the Degree of Doctor of Education

Major Field: School Administration

Scope and Method of Study: Inclusive education continues to be a reoccurring challenge as various factors affect to what extent teachers or educators are willing to educate children with disabilities in the regular education setting alongside their non-disable peers. This quantitative study examined factors influencing Belize District Primary School teachers' attitudes toward inclusive education. The study also sought to determine the effect of specific variables on the attitudes of teachers in the Belize District. The study measured 661 registered Belize District primary school teachers' attitudes toward inclusive education using a 38 item attitudinal survey.

Findings and Conclusions: The study found that Belize District primary school teachers have varying attitudes toward inclusion. The more serious the disability, particularly those such as Duchene Muscular Dystrophy, Spinal Bifida, Musculoskeletal Conditions, Serious Emotional among other disabilities, the more negative the attitudes toward inclusive education. The findings suggest there are no differences in Belize District teachers' attitudes toward inclusive education as related to experience of contact, gender, ethnicity, age and educational qualification. The study also found no differences between teachers' attitudes and school demographics, namely school location, school management and school size. However, there were differences in teachers' attitudes toward inclusion and student with disabilities population (SWD population). Belize District primary school teachers are ardent toward students with disabilities; however, the challenges persist as students with disabilities continue to face marginalization in general education and until there is a mandated attitude change, students with disabilities will continue to be absent from the 21<sup>st</sup> Century education and beyond in Belize.

ADVISER'S APPROVAL: Dr. Bernita Krumm

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