

ABSTRACT

The Attitudes of Teachers in Trinidad toward Mainstreaming and toward Children with Special Educational Needs.

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Two hundred and sixty male and female teachers from primary and secondary schools responded to a questionnaire and attitude scale designed to investigate their attitudes toward mainstreaming and toward disabled children.

Null hypotheses were tested to examine the relationship between the attitudes expressed and teachers' sex, experience and training; where they teach, their support services and their school climate. Teachers' attitude to specific disabilities were also examined.

Results show that the mean scores of the teachers' attitude responses ranged between 3.03955 and 3.84848; that secondary school teachers especially females have lower scores and therefore more positive attitudes toward mainstreaming ($t=2.52$ and 3.62 respectively at $p=.05$ $df=258$) than primary school teachers. Also female teachers in secondary schools scored lower than males ($t=2.91$). On the whole, teachers in this sample generally appear to express neutral attitudes toward mainstreaming of children with specific disabilities in ordinary schools.