

C445157 : MAJOR MENTAL HEALTH
KEY WORD: ATTITUDES / CHILDREN WITH MENTAL RETARDATION

SAWANA POBSUK : ATTITUDES OF TEACHERS AND ADMINISTRATORS TOWARDS
CHILDREN WITH MENTAL RETARDATION AND EDUCATION INTEGRATION.

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ISBN 974-582-677-4

This study has the objective to compare the attitudes of teachers and administrators towards children with mental retardation and education integration. Factors related to the attitudes of teachers and administrators towards children with mental retardation and education integration are also studied. Subjects are teachers and administrators in normal kindergartens and kindergartens which apply the concepts of education integration. Data is collected by questionnaire and interview instruments. SPSS programe is used in data analysis.

The result shows significantly different attitudes between teachers and administrators in kindergartens which apply the concepts of education integration and the normal kindergartens ($P < .05$, $P < .01$). Experienced and inexperienced teachers and administrators, as related to children with mental retardation, have different attitudes ($P < .05$, $P < .01$) Attitudes defference between teachers and administrators in the same school group and that between teachers and administrators of different educational backgrounds are statistically insignificant ($P > .05$).