

UNDERSTANDING STUDENT TEACHERS' ATTITUDES

UNDERSTANDING STUDENT TEACHERS' ATTITUDES TO INCLUSIVE EDUCATION:

AN APPLICATION OF THE THEORY OF PLANNED BEHAVIOUR

Honours Thesis in

Partial Fulfillment of the Requirements

for the

Honours Certificate in Psychology

University of Regina

by

Taylor Lauren Ward

Regina, Saskatchewan

April, 2018

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Abstract

Inclusive Education (IE) can be defined as providing children with the opportunity to learn alongside their peers within their appropriate school community and be treated as a contributing individual to the community (Saskatchewan Ministry of Education, 2017). In Saskatchewan the aim is to incorporate all children into the mainstream educational system. Inclusive policies within school systems have placed extra pressure on teachers to implement these policies. Educators' issues with IE are often the result of severity of disability and practical concerns with implementation in the classroom (Avramidis & Norwich, 2002; Burke & Sutherland, 2004). The purpose of the current study was to examine student teachers' attitudes towards IE utilizing the Theory of Planned Behaviour (TPB). Participants for this study were student from the University of Regina Psychology Participant Pool who were registered with the Faculty of Education or are intending to pursue a career in Education. Participants completed the online questionnaire assessing their current knowledge of IE, personal experiences with children with exceptionalities, and TPB measures. Once data collection was complete, two hierarchical multiple regressions were run using direct and indirect measures for attitudes, subjective norm, and perceived behavioural control to predict behavioural intention. By understanding student teachers' attitudes towards IE, their concerns can be addressed at an early stage and appropriate knowledge for implementation can be provided.

Acknowledgments

The undertaking of my honours thesis could not have been achieved without the help and support of those around me. To begin, I am particularly grateful for the assistance given by Chet Hembroff. Without his extensive knowledge of Qualtrics and for his assistance with the Participant Pool, my research would not have gone as smoothly as it had and for that I am grateful. Secondly, I would like to express my very great appreciation to my partner and my close friends. Their continuous support during the stressful times throughout this project helped to keep me focused and grounded.

To my parents, thank you for your encouragement and unwavering support throughout this process. Your unconditional love and faith in me has played a major role in becoming the young lady I am today who believes without a shadow of a doubt that I can achieve anything I set my mind to.

I would also like to extend a special thank you to Dr. Donald Sharpe for allowing me the space to explore and expand my own research interests. Throughout the course of the last year, I have acquired a vast amount of knowledge on the scientific research process and the planning involved in completing a successful research project. With your guidance and motivation to always improve on my ability, I feel confident in my capability to complete a literature review, develop a hypothesis, and successfully complete future research projects. Without your belief in me, I would not have had the opportunity to complete this project or the motivation to continue to pursue my lifelong goals.

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Understanding Student Teachers' Attitudes to Inclusive Education:
An Application of The Theory of Planned Behaviour

The Government of Saskatchewan (1995) states that no professional shall impede a child from a quality education. Prior to this legislation, children with exceptionalities were removed from classroom settings and taught separately from their *typical* peers; *typical* is the correct term to reference children without an exceptionality (Webster, 2017). Educational researchers emphasized the importance of including children with exceptionalities in classrooms. To achieve this integration, restructuring of the educational system was required (Lipsky & Gartner, 1987). This restructuring shed light on to what adaptations would be required of teachers. These adaptations included learning how to interact with and how to provide learning opportunities for children with exceptionalities (McIntosh, Vaughn, Schumm, Haager, & Lee, 1993). Exceptionalities is the term utilized to reference a child where the cause of the developmental delay is unknown or not specified (Department of Education and Early Childhood Development, 2018)

In assessing the overall comfort level of student teachers in their ability to teach children with exceptionalities, Sharma, Forlin, Loreman, and Earle (2006) found that Canadian students who major in education had overall less discomfort and less anxiety as compared to their counterparts in Australia and Hong Kong. Sharma et al. also found that across all three countries, knowledge of the education acts or policies appeared to have had an influence on the attitudes of student teachers towards Inclusive Education (IE).

A significant opportunity to influence the attitudes of student teachers towards IE is during their undergraduate coursework. The University of Regina Elementary Education Program (University of Regina, 2017) emphasizes preparing students for diverse and

multifaceted environments. Students are able to complete a certificate in extended studies in IE. Shade and Stewart (2001) found that having students complete a course in special education influenced their attitudes towards this type of education. Attitude change was more positive after the course was completed. However, there is research to suggest that even though completing coursework does result in more positive attitudes, coursework does not address the concerns teachers may have toward implementing IE (Forlin & Chambers, 2011). Concerns teachers may have include lack of knowledge to appropriately include children with disabilities and lack of confidence in their ability to provide a quality education.

In Saskatchewan, teachers focus on the Needs-Based Model for IE. The Needs-Based Model highlights the needs, strengths, and interests of *all* students, with the understanding that students play an active role in the classroom community (Saskatchewan Ministry of Education, 2015). The Needs-Based Model emphasizes that teachers and school districts should provide the support and eliminate the barriers within the learning environment to cultivate independence and to allow development of personal empowerment and growth in students (Saskatchewan Ministry of Education, 2015). By providing support and eliminating barriers within the learning environment, children with exceptionalities will have a better learning experience. Elimination of these barriers also offers opportunities for positive social interactions and fosters the acceptance of children with exceptionalities in classroom settings. Parents of typical children have reported a noticeable increase in the acceptance of differences in appearance and behavior, and a greater appreciation for the needs of others after the elimination of these barriers (Peck, Staub, Gallucci, & Schwartz, 2004).

To the contrary, some parent's express concerns regarding IE in the classroom. These concerns are not with the disabled children themselves, but the teachers' capacity to handle

behavioural problems arising from the children with exceptionalities (Peck et al., 2004). Leyser and Kirk (2004) reported that more than one-fourth of parents felt that teachers were unable to adapt classrooms to included children with exceptionalities and teachers lacked the skills needed for that integration. IE requires that teachers be competent to teach children with a diverse range of needs within classroom settings, as well as to hold positive attitudes towards children with exceptionalities (Lipsky & Gartner, 1987). While ideally educators have positive attitudes, their attitudes towards IE and integrating children with exceptionalities are frequently negative (Leyser & Kirk, 2004). Educators' issues with IE are often the result of severity of exceptionality and practical concerns with implementation in the classroom (Avramidis & Norwich, 2002; Burke & Sutherland, 2004). These concerns often result in increased stress regarding the inclusion of children with exceptionalities into their classrooms and overall negative attitude towards IE (Burke & Sutherland, 2004; de Boer, Pijl, & Minnaert, 2011; Gökdere, 2011). Many teachers also report a lack of confidence and knowledge to provide children with exceptionalities adequate opportunities to learn within mainstream classrooms (de Boer et al., 2011; Savolainen et al., 2012). Paradoxically, research on teachers' attitudes indicates that attitudes tend to be positive towards IE in the early years of their teaching career (Heflin & Bullock, 1999; Yan & Sin, 2014). Changes in attitudes towards IE bring in to question how student teachers' attitudes and intentions change over the course of their career.

Theory of Planned Behaviour (TPB)

TPB (Ajzen, 1985) is an extension of the Theory of Reasoned Action (TRA) developed in 1985 by Icek Ajzen. TPB has been widely used to understand how individuals choose to engage or not to engage in certain behaviours as it relates to their attitudes (Ajzen, 1985). TPB was developed to understand how our attitudes predict our behaviours. TPB considers that

engagement in behaviour is determined through the person's behavioural intention. Behavioural intention is influenced by the individual's own personal attitudes, their subjective norms, and their perceived behavioural control (Ajzen, 2002). Attitudes can be defined as whether or not the individual believes the behaviour is good or bad. Subjective norms can be defined as whether or not the individual believes that important people would either approve or disapprove of the behaviour. Perceived behaviour control can be defined as how much control a person believes they have over their own behaviour (Ajzen, 2002).

TPB has been utilized to better understand self-identity (Rise, Sheeran & Hukkelberg, 2010), engagement in physical activity (Hagger, Chatzisarantis, & Biddle, 2002), intention to employ therapeutic recreation (Sullivan & Sharpe, 2006), as well as to understand teachers' attitudes towards IE (Avramidis & Norwich, 2002; Burke & Sutherland, 2004; MacFarlane & Woolfson, 2013; Yan & Sin, 2014). MacFarlane and Woolfson (2013) found that teachers who held more positive beliefs (attitudes) and had higher levels of self-efficacy (perceived behavioural control) had greater intention and commitment to children with disabilities in their classrooms. Yan and Sin (2014) found that teachers who held negative attitude toward IE experienced a great amount of social pressure to implement IE in a classroom setting (subjective norm). de Boer et al. (2011) found that elementary teachers held negative attitudes and were undecided in their beliefs towards IE. de Boer et al (2011) also found that teachers did not feel adequately prepared to teach in an inclusive classroom. Even though teachers hold positive intention for implementing IE, the external pressures and lack of confidence to implement IE in a classroom often result in negative attitudes.

Purpose

While much research has been conducted on teachers' attitudes towards IE using TPB, the purpose of this study was to determine attitudes towards IE in student teachers. There was no previous research considering student teachers' attitudes towards IE utilizing TPB that could be located during the literature review. Therefore, it is necessary to assess the attitudes of student teachers towards IE utilizing TPB as this would provide a clearer picture of student teachers' intention to implement IE and potentially fill this gap in the literature.

Hypotheses

First, attitudes towards IE should predict behavioural intention. Second, subjective norms supporting IE should be positively related to behavioural intentions to implement IE. Third, perceived behavioural control should be positively related to behavioural intention to implement IE. Fourth, participants who know a person with an exceptional ability should have positive behavioural intentions to implement IE. It is anticipated that overall participants will have positive attitudes towards IE.

Methods

Participants

Participants for this study were from the Psychology Participant Pool at the University of Regina. Criteria for inclusion in this study were a major in education or the intention to major in education. Participant sample size was calculated through G*Power (Faul, Erdfelder, Lang, & Buchner, 2007) using moderate effect size $f = .25$, $\alpha = .05$, and power = .80. It was anticipated that a sample size of 87 would be needed to demonstrate supportive findings. However, because of time constraints and the specificity of inclusion criteria, only 11 female and five male undergraduate students completed the online questionnaire in its entirety.

Materials

Once ethics approval was obtained (Appendix A), an online questionnaire to gather demographic information, and participants' knowledge and experience with IE, was made available to participants through Qualtrics. Qualtrics is an online platform for distributing surveys and gathering data anonymously. Once informed consent was obtained (Appendix B), demographic information (Appendix C) was collected including age, gender, whether or not the participants have a sibling with a disability, personally know a child with a disability, year of degree completed, and experience in classroom settings. The researcher utilized the School-Wide Inclusive Education Best Practice Indicators developed by the Government of Ontario to create a brief questionnaire that was used to gauge the participants' knowledge of IE (Appendix D). A seven-item measure to determine the participant's experience with individuals with exceptionalities (Appendix E) was used to determine if previous experience influenced behavioural intention.

TPB questionnaire (Appendix F) was used to assess attitudes, subjective norms, perceived behavioural control, and behavioural intention toward implementing IE in a classroom. Each TPB construct was assessed directly and indirectly with the exception of perceived behavioural control. Attitudes, or one's personal belief towards a behaviour (Gagne & Godin, 2000), were measured by examining *behavioural beliefs* and *outcome evaluations*. Subjective norms, or the perceived social pressure to adopt certain attitudes or behaviours (Gagne & Godin, 2000), were measured by examining *normative beliefs* and the *individual's inclination to adhere to these beliefs*. Perceived behavioural control was measured by examining *prevalent control beliefs* and the *degree to which the individual feels that they control whether they engage in the behaviour or not*. The outcome variable was *intention to implement IE in a classroom setting*. A

professor from the Faculty of Education, with a specialized in IE reviewed all questionnaire material for terminology and appropriateness.

Participants were also presented with open-ended questions (Appendix G) that provided them with the opportunity to address any issues the questionnaires may have not addressed. Participants answered open-ended questions regarding the belief in their ability to successfully implement IE practices in a classroom setting. Finally, participants answered a question asking them to state their concerns regarding IE practices.

Procedure

Upon logging into Qualtrics, participants received the informed consent form. Participants received 1% credit towards any 100 or 200 level psychology class as per the participant pool agreement. After providing informed consent, participants completed the demographic form, the knowledge of IE form, the personal experiences form, and the TPB measures. Upon completing the questionnaires and to prevent any information priming, the participants were given the opportunity to address any issues or concerns with the questionnaire before being provided the debriefing (Appendix G).

Results

Once data collection was complete, demographic, knowledge of IE, and personal experiences interacting with children with disabilities questionnaires were carefully examined for outliers and missing data. The sixteen participants were between the ages of sixteen and twenty-one years of age ($M = 20.9$, $SD = 3.4$), with half of the sample ($n = 8$) having some teaching or classroom experience. Eight (50%) of the participants reported that IE had a slightly positive impact on typical or non-identified children in a classroom setting. Ten (62%) participants reporting that IE had a slightly positive effect on children with exceptionalities. Only one

participant thought that IE had a negative impact on children with exceptionalities. There was a moderate, positive correlation, $r(14) = .47, p < .069$, between reported IE impact on children with exceptionalities and the impact on non-identified children. Thirteen (81.3%) participants personally know someone with exceptionalities. When comparing participant personal experience with exceptionality to the measures in the TPB questionnaire, the findings failed to predict behavioural intention to implement inclusive practices.

Cronbach's alpha was calculated on the TPB measures to assess their reliability (see Table 1). The measures of direct attitudes were found to be highly reliable. The measure of indirect attitudes was found to be moderately reliable. Both of the measures of direct subjective norm and the indirect measures of subjective norm were found to be moderately reliable. The indirect measures of perceived behavioural control was found to have low reliability.

Two hierarchical multiple regressions were conducted to examine behavioural intention. The first regression examined behavioural intention predicted by direct measures for attitudes, subjective norm, and the indirect measure for perceived behavioural control (see Table 2). The final regression model was not statistically significant, $F(3,12) = .46, ns, R^2 = .10$. Direct attitudes ($\beta = -.14$), direct subjective norms ($\beta = .12$) and indirect perceived behavioural control ($\beta = .24$) failed to predict behavioural intention. The second hierarchical multiple regression also aimed to predict behavioural intention from indirect measures of attitudes, subjective norm and perceived behavioural control (see Table 3). The first regression model including only indirect attitudes ($\beta = -.69, p < .004$) was statistically significant, $F(1,13) = 11.98, p < .004, R^2 = .48$. The second model including indirect subjective norms was also statistically significant, $F(2,12) = 5.54, p < .02, R^2 = .48$, and the third model including perceived behavioural control, $F(3,11) = 3.4, p < .06, R^2 = .48$, approached statistical significance, attributable again to indirect attitudes.

Table 1. *Reliability of TPB Questionnaire for Direct and Indirect Measures for Attitude, Subjective Norm and Perceived Behavioural Control*

	Cronbach's Alpha	N of items
Attitude (Direct)	0.913	7 items
Attitude (Indirect)	0.669	12 items
Subjective norm (Direct)	0.740	5 items
Subjective Norm (Indirect)	0.868	6 items
Perceived Behavioural Control (Indirect)	0.390	11 items

Table 2. *Theory of Planned Behaviour Direct Measures for Attitude, Subjective Norm, and Indirect Perceived Behavioural Control*

	1	2	3	4
1				
2	-.271			
3	-.002	.140		
4	.273	-.616**	-.432*	

*. Correlation is statistically significant at the 0.05 level

** . Correlation is statistically significant at the 0.01 level

- 1- Direct measures for behavioural intentions- one's intention to engage in behaviour
- 2- Direct measures for attitude- one's attitude towards behaviour
- 3- Direct measures for subjective norm- behaviour is influenced by others
- 4- Indirect measures for perceived behavioural control- one's belief that they have control over their behaviour

Table 3. *Theory of Planned Behaviour Indirect Measures for Attitudes, Subjective Norm, and Perceived Behavioural Control*

	1	2	3	4
1				
2	-.693**			
3	-.164	.273		
4	.358	-.562*	-.501*	

*. Correlation is statistically significant at the 0.05 level

** . Correlation is statistically significant at the 0.01 level

- 1- Indirect measures for behavioural intentions- one's intention to engage in behaviour
- 2- Indirect measures for attitude- one's attitude towards behaviour
- 3- Indirect measures for subjective norm- behaviour is influenced by others
- 4- Indirect measures for perceived behavioural control- one's belief that they have control over their behaviour

Discussion

Infrequently it is the case that attitudes do not predict behaviour or behavioural intentions (e.g., LaPiere, 1934). In the case of IE, indirect attitudes towards IE were negatively related to the intentions to implement such practices. In other words, educators may be talking the talk but they are reluctant to walk the walk when it comes to including children with exceptionalities. A similar trend was found with the direct measures of attitude but that trend was not statistically significant. An interesting concept to consider is whether or not teachers begin their careers with similar behavioural intention that were found in the present study. As mentioned previously, completing coursework that focuses primarily on special education was found to influence attitudes in a positive way (Shade & Stewart, 2001). Future studies should consider comparing the TPB measures of a 1st year Education students to 4th year education students to determine whether or not this speculation is accurate. Understanding how these attitudes are formed can also help to predict why these attitudes may change as the student teachers progress through their teaching careers.

Eighty-one percent of participants stated that they personally knew someone with an exceptionality and anticipated that those who had previous experience with an individual with an exceptionality would have a positive attitude towards IE and therefore have greater behavioural intention to be inclusive in a classroom. There were no statistically significant correlations between experience with exceptionality and behavioural intention to implement IE and that may be attributed to the small sample size.

While some teachers do hold negative attitudes towards IE, all teachers do agree that all children have a right to an education (Gökdere, 2012). The results from the present study suggested that it may be the case of all or nothing with regard to the impact of IE on all children.

Participants reported that either IE impacted typical and exceptional children positively or negatively. When considering only typical children, the participants reported that IE had a slightly positive impact which is also consistent with the findings from Peck, Staub, Gallucci and Schwartz (2004) who reported that parents felt including children with exceptionalities in a classroom had impacted their typical children positively. This outcome suggests that all people would agree that including children with exceptionalities is a good thing, but when push comes to shove people may be less likely to be inclusive.

Expanding research to include the attitudes and behavioural intention of students during their beginning years of their education can help create a clear picture as to why teachers' attitudes may shift from positive to negative as they progress into their respective careers. With a clear picture, steps can be taken to address teachers and parents concerns and ultimately provide a positive education experience for typical and exceptional children alike.

Limitations

The limitations for this study include, and are not limited to, the specificity for inclusion in the study resulting in a small sample size. Due to the requirement that participants be an Education major, or intending/considering a career in Education, this requirement greatly reduced the number of individuals who could participate in the present study. The researcher anticipated more Education students would be required to take Introductory Psychology courses than was the case. In the present study, only three students were Education majors, with the remaining 13 students only intending/considering a career in education. This study needs to be replicated with a much larger sample. That future research should aim to reach the specific population and consider comparing 1st to 4th year education students.

Another limitation to this study was the inability to determine if behavioural intention was influenced by external factors, such as bureaucracy and government funding, which may have influenced the responses on the subjective norm measure during the TPB questionnaire. It may be the case that implementation of IE in a classroom, to put it simply, is frequently impractical.

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UNDERSTANDING STUDENT TEACHERS' ATTITUDES

Appendix A



Research Ethics Board Certificate of Approval

PRINCIPAL INVESTIGATOR	DEPARTMENT	REB#
Taylor Ward	Psychology	2018-019

SUPERVISOR: Dr. Donald Sharpe

TITLE: Understanding Student Teachers' Attitudes to Inclusive Education: An Application of the Theory of Planned Behaviour

APPROVED ON:
February 12, 2018

RENEWAL DATE:
February 12, 2019

APPROVAL OF:

Application for Behavioural Research Ethics Review, Participant Pool Posting, Consent Form, Demographic Questionnaire, Knowledge of inclusive Education Questionnaire, personal Experiences with child with a Disability Questionnaire, Theory of planned Behaviour Questionnaire, Debriefing

Full Board Meeting

Delegated Review



The University of Regina Research Ethics Board has reviewed the above-named research project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this research project, and for ensuring that the authorized research is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol, consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for further instructions: <http://www.uregina.ca/research/for-faculty-staff/ethics-compliance/human/forms1/ethics-forms.html>.

A handwritten signature in black ink, appearing to read "R. Sinclair".

Raven Sinclair, BA, CISW, BSW, MSW, PhD
REB Chair

Please send all correspondence to: Research Office
University of Regina
Research and Innovation Centre 109
Regina, SK S4S 0A2
Telephone: (306) 585-4775 Fax: (306) 585-4893
research.ethics@uregina.ca

Appendix B

Informed Consent

I volunteer to participate in a research project conducted by Taylor Ward from the University of Regina. I understand that the project is designed to gather information about attitudes towards Inclusive Education in student teachers. I will be one of approximately 85 people completing questionnaires for this research

1. My participation in this project is voluntary. I understand that I will receive 1% credit towards any first or second year Psychology class at the University of Regina. I may withdraw and discontinue at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most participants will find the topic interesting and thought-provoking. If however, I feel uncomfortable in any way during the questionnaires, I have the right to decline to answer any questions or to end the questionnaire.
3. Participation involves completing 4 questionnaires online through Qualtrics. The questionnaires will last approximately 20-30 minutes.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this participation, and that my confidentiality as a participant in this study will remain secure.
5. I understand that this research study has been reviewed and approved by the Research Ethics Board (REB) and for research problems or questions regarding subjects, the Research Ethics Board may be contacted.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

 My Signature

 Date

 My Printed Name

 Signature of the Investigator

For further information, please contact:

Taylor Ward
Ward205t@uregina.ca
 306-531-4905

or

Dr. Donald Sharpe
sharped@uregina.ca
 306-585-4312

Appendix C

Demographic Questionnaire

1. What is your age? _____
2. What is your gender?
 - a. Female
 - b. Male
 - c. Transgender
 - d. Other
 - e. Prefer not to say
3. Where were you born?
 - a. Canada
 - b. United States
 - c. Outside of Canada and the United States
4. What is your ethnicity?
 - a. White
 - b. Black
 - c. Aboriginal
 - d. Asian
 - e. Hispanic
 - f. Other
 - g. Prefer not to say
5. What year of studies are you currently completing?
 - a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
 - e. 5th or more years
6. Are you currently registered or intending to register as a student with the faculty of education?
 - a. Yes
 - b. No but intending to
 - c. No
7. What is your experience in a classroom setting?
 - a. No experience
 - b. Some work experience (teachers aid, classroom volunteer)
 - c. Some teaching experience (Student teacher placement, substitute teacher)
 - d. Have held a teaching position

8. What is your current marital status?
 - a. Married/Common Law
 - b. Single (never married)
 - c. Separated
 - d. Divorced
 - e. Widowed
 - f. Prefer not to say

9. What is your employment status?
 - a. Self-employed
 - b. Employed full-time
 - c. Employed part-time (less than 30 hours per week)
 - d. Unemployed
 - e. Student
 - f. Retired
 - g. Other
 - h. Prefer not to say

Appendix D

Knowledge of Inclusive Education

Under Inclusive Education practices, a teacher who supports Inclusive Education would always:

- a. Be sensitive to the needs of students and the environment
- b. Recognize individual differences and implement learning strategies based on these difference
- c. Work collaboratively with other teachers to increase learning opportunities for all students
- d. Recognize diversity as beneficial to a learning environment
- e. Be able to plan appropriate activities to promote learning for all in a classroom
- f. Prevent barriers and limitations for learning in a classroom

1. Is this statement consistent or inconsistent with your understanding of Inclusive Education?
 - a. Strongly agree
 - b. Somewhat agree
 - c. Neither agree or disagree
 - d. Somewhat disagree
 - e. Strongly disagree
2. Do you feel you are personally well informed about Inclusive Education?
 - a. Very well informed
 - b. Somewhat informed
 - c. Neither informed or uninformed
 - d. Somewhat uninformed
 - e. Very uninformed
3. If you answered c-e in Question 2, what kind of information do you feel you need to be well informed about Inclusive Education? (Check all that apply)
 - a. Formal education on Inclusive Education
 - b. Statistics on the impact of Inclusive Education
 - c. Information about resources for teachers on Inclusive Education
 - d. Talking to other teachers about Inclusive Education
 - e. Materials relating to Inclusive Education best practices
 - f. Other
 - g. Don't know
 - h. Nothing is needed

4. Do you believe that Inclusive Education in our schools is more of an issue or less?
 - a. Much less of an issue today than 10 years ago
 - b. Less of an issue today
 - c. Somewhat of an issue
 - d. About the same
 - e. Some more of an issues today
 - f. More of an issues today
 - g. Much more of an issue today than 10 years ago
 - h. Don't know
5. How often do you think Inclusive Education is implemented in classrooms in Regina?
 - a. Not at all
 - b. Not very often
 - c. A fair bit
 - d. A lot
 - e. Don't know
6. From what you know, do you think Inclusive Education has had a positive or negative effects on typical children (typical referring to children who are non-disabled)
 - a. Very positive
 - b. Somewhat positive
 - c. Neither positive nor negative
 - d. Somewhat negative
 - e. Very negative
7. From what you know, do you think Inclusive Education has had a positive or negative effects on children with disabilities?
 - a. Very positive
 - b. Somewhat positive
 - c. Neither positive nor negative
 - d. Somewhat negative
 - e. Very negative

Appendix E

Personal Experiences with a Child with a Exceptionality

1. Have you ever personally known a child with a exceptionality?
 - a. Yes
 - b. No (if no skip to question 8)
 - c. Don't know (if don't know, skip to question 8)

2. Is/was there a child in your immediate family with a exceptionality?
 - a. Yes
 - b. No
 - c. Prefer not to say

If yes to questions 1 & 2, please think of this person and answer the following questions:

3. Who is this person to you?
 - a. Sibling
 - b. Cousin
 - c. Family friend
 - d. School mate
 - e. Neighbor
 - f. Other

4. How long ago did you become aware of their exceptionality?
 - a. In the past 6 months
 - b. In the past 6-12 months
 - c. More than a year ago
 - d. Don't know/ don't remember

5. How well do you know this child?
 - a. Very well

 - b. Well
 - c. Moderately well
 - d. Did not know them well at all

6. What was the severity of the exceptionality?
 - a. Mild
 - b. Partial
 - c. Moderate
 - d. Moderately severe
 - e. Severe

7. Was there an opportunity to help this person?
 - a. Yes (If yes, skip question 8)
 - b. No

8. Even though people might not want to help those with a exceptionality, there are many reasons why they do not. If you were not able to help in this situation why? (Check all that apply)
- a. Didn't have all the facts/unsure what was really going on
 - b. Afraid of making a mistake
 - c. Unsure of what exactly to do to help this person
 - d. Lack of information about what to do
 - e. Did not want to intrude on a family matter/ it was none of my business
 - f. Thought it would make the situation worse for the person with a exceptionality
 - g. Doesn't do any good to provide support as the person cannot change
 - h. Exceptionality did not appear to be serious
 - i. Was told about the exceptionality in confidence/promised not to tell
 - j. I was told not to get involved by my friends/spouse
 - k. Other

TPB Questionnaire: Direct measure of perceived self-efficacy in Inclusive Education and measure of behavioural intentions

1. Imagine that you are the teacher in a classroom with 5 children with IEP's (Individual Education Plan). One of these students has a speech disorder and two have undiagnosed Attention Deficiency Disorder. As a teacher, in this situation you would be...
 - a) Not concerned at all
 - b) Somewhat concerned
 - c) Concerned
 - d) Extremely concerned

2. Would you find this scenario challenging?
 - a. Yes
 - b. No

3. How difficult was it for you to make a decision for this scenario?

Not at all difficult							Extremely difficult
	1	2	3	4	5	6	7
	<input type="checkbox"/>						

4. How would you feel about teaching in this situation?

Not confident at all							Very Confident
	1	2	3	4	5	6	7
	<input type="checkbox"/>						

5. How difficult would it be for you to teach in this situation?

Very easy							Very difficult
	1	2	3	4	5	6	7
	<input type="checkbox"/>						

6. The decision to include these children in my classroom is beyond my control

Strongly Disagree							Strongly agree
	1	2	3	4	5	6	7
	<input type="checkbox"/>						

7. Whether I teach in this classroom or not is entirely up to me

Strongly Disagree							Strongly agree
	1	2	3	4	5	6	7
	<input type="checkbox"/>						

8. What do you think you would do in this situation?
 - a. Do nothing
 - b. Consult other teachers who may have suggestions how to address this behaviour
 - c. Be proactive with managing the classroom environment to address the behaviour
 - e. Don't know

9. Imagine that you are the teacher in a classroom with 10 students. In this class, you have students that are often disruptive and struggle with staying on task. This situation would make you...
- a. Not concerned at all
 - b. Somewhat concerned
 - c. Concerned
 - d. Extremely concerned
10. Would find this scenario challenging?
- a. Yes
 - b. No
11. How difficult was it for you to make a decision for this scenario?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all difficult | | | | | | Extremely difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
12. Would you feel confident teaching in this classroom?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all confident | | | | | | Very confident |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
13. How difficult would it be for you to teach in this situation?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very easy | | | | | | Very difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
14. The decision to teach in this scenario is beyond my control
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
15. Whether I teach in this classroom or not is entirely up to me
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
16. What do you think you would do in this situation?
- a. Do nothing, it won't make a difference anyway
 - b. Consult other teachers who may have suggestions how to address this behaviour
 - c. Be proactive with managing the classroom environment to address the behaviour
 - e. Don't know

17. A young child with Autism will be joining your Kindergarten classroom. In this situation you would be...
- a. Not concerned at all
 - b. Somewhat concerned
 - c. Concerned
 - d. Extremely concerned
18. Would you find this scenario challenging??
- a. Yes
 - b. No
19. How difficult was it for you to make a decision for this scenario?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all difficult | | | | | | Extremely difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
20. Would you feel confident about teaching in this situation?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all confident | | | | | | Very confident |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
21. How difficult would it be for you to teach in this situation?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very easy | | | | | | Very difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
22. The decision to teach in this scenario is beyond my control
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
23. Whether I teach in this classroom or not is entirely up to me
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
24. What do you think you would do in this situation?
- a. Do nothing, it won't make a difference anyway
 - b. Consult other teachers who may have suggestions how to address this behaviour
 - c. Be proactive with managing the classroom environment to address the behaviour
 - e. Don't know

25. You have a child with a sever learning disability beginning in your classroom where his auditory processing problem affects his learning. In this scenario you would be...
- a. Not concerned at all
 - b. Somewhat concerned
 - c. Concerned
 - d. Extremely concerned
26. Would you find this scenario challenging?
- a. Yes
 - b. No
27. How difficult was it for you to make a decision for this scenario?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all difficult | | | | | | Extremely difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
28. Would you feel confident about teaching in this scenario?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not confident at all | | | | | | Very confident |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
29. How difficult would it be for you to teach in this scenario?
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very easy | | | | | | Very difficult |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
30. The decision to teach in this situation is beyond my control
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
31. Whether I teach in this classroom or not is entirely up to me
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | | | | | | Strongly agree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> |
32. What do you think you would do in this scenario?
- a. Do nothing, it won't make a difference anyway
 - b. Consult other teachers who may have suggestions how to address this behaviour
 - c. Be proactive with managing the classroom environment to address the behaviour
 - e. Don't know

TPB Questionnaire: Indirect measure of perceived behavioural control

- | | | | | | | | |
|--|----------|---|---|---|---|---|-------------|
| | Unlikely | | | | | | Very likely |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- a) When teaching children with disabilities, I rarely have all the facts.
 1 2 3 4 5 6 7
 - b) It is difficult to know what exactly which learning strategies to implement.
 1 2 3 4 5 6 7
 - c) Teaching Assistants make my job harder.
 1 2 3 4 5 6 7
 - d) Having children with disabilities in my classroom would make the situation worse for the child.
 1 2 3 4 5 6 7
 - e) It doesn't do any good to have children with disabilities in the classroom because they're disability won't ever change.
 1 2 3 4 5 6 7
 - f) I would feel great stress having to work with multiple children who need extra support in the classroom
 1 2 3 4 5 6 7

- | | | | | | | | |
|--|-------------|----|----|---|----|-------------|----|
| | Less likely | | | | | More likely | |
| | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
- a) Not having all the facts makes me ... to engage with children with disabilities.
 -3 -2 -1 0 +1 +2 +3
 - b) Not knowing exactly what to do to implement proper learning strategies makes me ... to implement them.
 -3 -2 -1 0 +1 +2 +3
 - c) Having to deal with behavioural problems makes me... to work with children who need extra support
 -3 -2 -1 0 +1 +2 +3
 - d) Lack of appropriate assistance makes me ... to work with children who need extra support
 -3 -2 -1 0 +1 +2 +3
 - e) The risk of making the educational environment worse for typical children makes me... to include children who need extra support.
 -3 -2 -1 0 +1 +2 +3

Appendix G

Open-ended Questions

1. Do you have any concerns regarding the content of the questionnaires that you completed or anything that we may have missed?
2. Would you feel confident in implementing inclusive practices and find Inclusive Education practical? Why or why not?
3. Do you have any concerns regarding Inclusive Education? If so what are they?

Appendix H

Debriefing

The study is now over. Thank you very much for completing the experiment. The purpose of the research was to specifically investigate the attitudes of student teachers towards Inclusive Education. In order to measure attitudes, the answers from the Theory of Planned Behaviour questionnaire will be examined. The questionnaire regarding personal experiences with a child with a disability will also be used to determine if these experiences affect attitudes towards Inclusive Education. There has been little to no research on student teachers' attitudes towards Inclusive Education. This study seeks to examine the attitudes towards Inclusive Education and fill the gaps in the literature.

The questions for this study were arranged to elicit appropriate responses. Due to this arrangement, it was necessary for you to complete the questionnaires prior to completing the open-ended questions regarding Inclusive Education. In other words, if you knew we were interested in why Inclusive Education was/is not practical, your answers for the questionnaires may have been influenced by this knowledge. We hope you understand why the arrangement of the questionnaires was necessary. If you do not wish your data to be used because of this, please let the researcher know.

If you have any questions about the outcomes of this study or the research, please feel free to contact me (Taylor Ward) at ward205t@uregina.ca or leave a message in the Psychology Department at the University of Regina for Taylor Ward (585-4157 or 585-4221) or Dr. Donald Sharpe (585-4221). Thank you again for participating in this study.