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A Study of Attitude Toward the Disabled of Foreign Students From Selected Geographical Areas.

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A STUDY OF ATTITUDE TOWARD THE DISABLED
OF FOREIGN STUDENTS FROM
SELECTED GEOGRAPHICAL AREAS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Interdepartmental Program of Education

by
Andres Maclovio Trimino
B.S., Universidad Pedagogica Nacional, 1974
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ABSTRACT

The purpose of this study was to investigate attitudes toward the disabled in foreign students at Louisiana State University. Four hundred sixty-six students were administered the Attitude Toward Disabled People scale, Form A, and a demographic questionnaire, during the Fall semester of 1982. These students were grouped in five predetermined areas of the world, as follows: Latin America; Africa; the Middle East, except Israel; Europe, Canada, and Israel; and South and East Asia.

Analysis of variance and t-test were used to investigate differences of attitude among the subgroups of the sample. The following conclusions were drawn, applicable to the group of foreign students researched in this investigation.

Significant overall differences were found between Latin America and Asia, Africa and Asia, and the Middle East and Asia, with Latin America, Africa, and the Middle East having a more favorable attitude toward the disabled. Asian females scored significantly higher than Asian males. Similarly, Africans with previous contact with the disabled scored significantly higher than Africans without previous contact. Regarding differences by sex among the geographical areas, a more positive attitude was found in the Latin America and the Middle East males in relation to the Asian males. In regards to age differences among geographical areas, Latin American students of less than

18 years of age had a more appropriate attitude than Asians of the same age group. In the "21-23" age group, Latin America, the Middle East, and Europe scored significantly higher than Asia. In the "27-29" as well as in the "30-32" age groups, Latin America scored higher than Asia.

The results of this study suggest that differences in attitude toward the disabled exist among foreign students and that these differences can be associated with differences in national origin, sex, age, and having or not having had previous contact with disabled individuals.

CHAPTER I

INTRODUCTION

We gather today in Spain to discuss national and international strategies which will lead to more effective prevention of disabilities, and to the full participation of the disabled in our national lives.

This setting provides a symbolic meaning for our work. From this nation in the 'Old World' sailed the great explorers who discovered the new or 'Second World'. We look across the seas to neighbors who have been called the developing nations or the 'Third World'. I would suggest to you that in each of our nations we can sail an internal voyage of exploration and discover a 'Fourth World', a people only partly discovered, only partly recognized, only partly admitted to our ranks.

Across our national boundaries, across our cultures and throughout our different histories over centuries, the disabled have been relegated to positions of reduced value in our national and international lives.

A highlight of the World Conference of Action and Strategies for Education, Prevention, and Integration, Martin's address (1981) provides a framework for thought and action regarding the disabled. Nevertheless, perhaps Martin fell one step short as there is a "Fifth World": The world of the disabled in developing nations.

Presented as a contribution to the International Year of Disabled Persons, Karl Renker's (1982) United Nations study of World Statistics on Disabled Persons brings the startling figure of more than 500 million disabled people in the world today. But, worse yet, 350 million still live without any kind of rehabilitation services that can help reduce the limitations that disability imposes on them (Renker, 1982). Furthermore,

in an analysis of these and similar figures, Susan Hammerman and Stephen Maikowski (1982) reveal their projections for the year 2000, with an increase of the disabled population by 100 million, the vast majority of which will be living in the developing countries.

The literature previously cited supports the notion that many of the developed nations are making significant efforts toward the rehabilitation of their disabled populations. By the same token, most of the developing countries still need to expand their initiatives in favor of the disabled (United Nations and International Labor Organization and World Health Organization, 1976; Burres, 1980; People to People Program Committee for the Handicapped, 1979; Reitan, 1979; Carnes, 1979; Stratis, 1961; Laurie, 1980; Rehabilitation International, 1981; Brown and Gorski, 1981).

Justification

In today's world, there is concern as to why more is not done in favor of the disabled and why more resources and efforts are not channeled for their rehabilitation? To better understand why the efforts and resources have not been allocated for the disabled in the developing countries, the World Congress on International Perspectives on Future Special Education held in Stirling, Scotland, in 1978, gives some insight.

According to the Nigerian representative to the World Congress on International Perspectives on Future Special Education, "... Governments of many developing countries still perceive their belated

involvement in education of the handicapped as a kind of contribution of surplus funds to charity" (Mba, 1978). Bertha Braslavski, the Venezuelan delegate, states that in Latin America the right of the disabled to special education is formally accepted. Some countries even have specific provisions in the law for the enhancement of special education. But, continues Braslavski, "... for all practical purposes, the facts are not living up to what the letter promises" (Braslavski, 1978). On the other hand, according to one of the leaders of the special education movement in the Third World, Eloisa G.E. de Lorenzo, "... we must also be alert to the problem of the ways in which we and our societies may project our attitudes and values onto handicapped persons in ways that satisfy our needs and desires, but which may be both inappropriate and dysfunctional to their needs and desires" (Lorenzo, 1978). Braslavski states that not only do we ignore what the attitudes of people with special needs are, but that we are quite uncertain about the attitudes that we and the people in power have. In her words, even though "... groups in the position of generating considerable pressure on the state are, in several countries, a source of growing assistance in favor of special education, (...) unfortunately, these attitudes - positive at the beginning - sometimes turn into negative ones" (Braslavski, 1978).

From the literature thus far it becomes apparent that there are two main reasons for the small amount of efforts in favor of the disabled in developing countries: economic and attitudinal problems. Developing countries either tend to consider special education and other services for the disabled as a line of expense to be attacked only when

other "more urgent" needs are satisfied, or individuals with power and/or capacity of influence over their countries' decisions do not have the right attitude toward the disabled and the disabled's needs.

In response to the first stated rationale of economic and financial considerations, Hammerman and Maikovski (1982), after careful examination of economic figures and cost analyses, state that "... rehabilitation services are, in fact, one way to reduce the costs of disability so that it may be argued that nations which do not have sufficient rehabilitation resources incur greater, rather than lesser, disability costs" (Hammerman and Maikovski, 1982).

The second stated reason for lack of efforts on behalf of the disabled, attitude toward the disabled, is an area that has been grossly neglected. To date, little is known about the attitudes toward the disabled in the developing nations of the world and, as Braslavski — points out regarding attitudes of the disabled and toward the disabled, for most of them "... we only have inferences based on empirical observations" (Braslavski, 1978).

The Purpose

Statement of the Purpose

The purpose of the present study was to investigate the attitudes of foreign students from selected geographical areas of the world toward the disabled. Students enrolled at Louisiana State University during the Fall semester 1982-1983 were utilized to complete the attitude scale and the demographic questionnaire.

Questions to be Answered

Based on the purpose stated, the following questions were formulated to guide the investigation:

1. What is the attitude of students from selected geographical areas of the world toward the disabled, as measured by the Attitude Toward Disabled People scale?

2. What are the differences in attitude toward the disabled among groups of students from selected geographical areas of the world?

3. What are the differences of attitudes within and across groups of students from selected geographical areas of the world for the following variables:

- a. Sex of the students of the groups under study
- b. Age of the students of the groups under study
- c. Degree of contact with disabled individuals of the students of the groups under study

Hypotheses

The following hypotheses were tested, at the .05 level:

1. There is no significant difference in attitude toward the disabled among the different geographical areas.

2-a. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of sex of the students.

2-b. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of age of the students.

2-c. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of degree of contact of the students with disabled individuals.

3-a. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of sex of the students.

3-b. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of age of the students.

3-c. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of degree of contact of the students with disabled individuals.

Definition of Terms Used

For the purpose of the present study the following terms are defined as indicated:

Attitude. As defined by Shaw and Wright (1967), attitude refers to:

... a relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of objects (p. 10).

Degree of Contact with Disabled Individuals. This concept is limited to the possession of either or both of these conditions: (a) having a disabled parent, off-spring, spouse, or sibling, with whom the

subject has lived for at least a year's time; (b) having worked with at least one disabled person for at least a year's time.

Disabled. This refers to a broad concept related to the quality of being significantly hindered in learning, social behavior, or occupational performance, as a result of an emotional, mental, physical, or speech condition. As used by the Attitude Toward Disabled People scale, this term refers more specifically to physical, as opposed to mental conditions. Although this term is conceptually different from "handicapped," both terms will be used interchangeably in this investigation except for citations and quotations.

Measurement of Attitudes. The measurement of attitudes is limited to the scores yielded by the Attitude Toward Disabled People scale.

Rehabilitation. This refers to the process of providing coordinated and multi-professional assistance to persons faced with the problems of disability in their lives.

Selected Geographical Areas. Geographical areas of the world that were identified as follows: (a) Latin America; (b) Africa; (c) the Middle East, except Israel; (d) Europe, Canada, and Israel; (e) South and East Asia, and Oceania, except Australia.

Special Education. This refers to the education of pupils who deviate so far, physically or mentally, from the comparatively homogeneous groups of normal pupils that the standard curriculum is not suitable to their educational needs.

CHAPTER II

SELECTIVE REVIEW OF LITERATURE

Research on attitudes toward the disabled is rather abundant for the United States but little, in comparison, can be found for foreign countries, especially developing countries, in the same area of investigation. Furthermore, only a small number of studies deal with cross-cultural comparisons, and a definite paucity of research is found on the attitudes of foreign students at American universities toward the disabled.

The review of literature pertinent to this research was chiefly concerned with the attitude toward the disabled as related to foreign students at American universities when the demographic variables of sex, age, national origin, and degree of contact with the disabled are considered.

Research reviewed was discussed in the following specific sections:

1. Nature of attitudes
2. Summaries using the ATDP scale associated with the demographic variables of sex, age, and degree of contact with the disabled
3. Summaries of studies using the variable of national origin

Nature of Attitudes

According to Allport (1967), the concept of attitude may be "... the most distinctive and indispensable concept in contemporary American social psychology" (Allport, 1967). Attitudes were studied as early as 1918 by Thomas and Znaniecki who defined social psychology as the scientific study of attitudes. Ever since that time, the study of attitudes has occupied a voluminous place in the field of the social sciences. Calder and Rose (1973) note that even a brief summary on the concept of attitude will produce an unusually large volume.

Despite the tremendous amount of work done on attitudes, though, or perhaps because of it, a conceptual consensus among researchers and theoreticians is still far from being reached. For instance, according to Fishbein (1967), Allport in 1935 had already identified over one hundred (100) definitions of attitude and had proposed one of his own broad enough to encompass all the previous conceptual shades of attitude:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 8).

Similarly, Sherif and Sherif (1967) conclude that attitude is a blanket term and that it covers any old judgement or opinion that the individual can render.

A review of some specific views on attitude in the literature may prove useful in the discovery of some of its conceptual dimensions. Early in this century Baldwin's definition (1901) of attitude was aimed

at the readiness for attention or action of a definite sort. By 1954, Remmers defined attitude as a convenient way of referring to the preparedness that can be found within the organism for future activities. Katz (1960) referred to attitude as the predisposition of an individual to evaluate a symbol or object of this world in a favorable manner. For Krech and Crutchfield (1948), attitudes are enduring organizations of emotional, motivational, perceptual, and cognitive processes related to some aspect of the individual's world. Smith (1947) and Cartwright (1949) also considered attitude as a multifaceted concept and referred to it in terms of a trilogy of cognition, affect, and conation, or knowing, feeling, and acting. Rosenberg and Hovland (1960) summarize this trend of attitude theory by attributing the category of measurable independent variables to all stimuli that can affect the individual; the category of intervening variables to the affect, cognition, and behavior components of attitude; and the category of measurable dependent variables to the affective responses, perceptual responses, or overt actions of the individual. On the other hand, Calder and Ross (1973) define attitude in terms of beliefs and values, or the probability of an object to have an attribute, and the evaluation of the attribute to serve as weight for the probability itself.

As can be seen in most of the previous conceptualization of attitude, the constructs of attitude and action were linked together very early in attitude research. This can be understood inasmuch as attitudes have almost consistently been viewed as behavioral dispositions and, therefore, as having the potential of explaining

behavior to at least a certain extent. In this sense, after reviewing attitudinal research, Shaw and Wright (1967) adhere to the notion that attitudes are "... the end product of the socialization process" (p.1) and that "... they give rise to overt behavior" (p.10). In Rokeach's (1975) critical analysis of attitude concepts, attitudes bear a pre-disposition to react in some preferential way. Similarly, upon a reexamination of the concept, Krech, Crutchfield, and Ballachey (1962) also present attitudes as having the capacity of directing "... man's social actions" (p. 139).

In perhaps one of the more sophisticated approaches to attitude and behavior, Fishbein and Ajzen (1975) present a comprehensive view of the factors that, along with attitude, enter in the prediction of a person's behavior. In this way, attitude is given a more defined place in behavioral prediction. For Fishbein and Ajzen, the person's beliefs that the behavior will lead to certain outcomes as well as the evaluation of those outcomes will turn into that person's attitudes toward that behavior. At the same time, the person's beliefs that specific individuals or groups think that he should or should not perform the behavior, and his motivation to comply with the specific referents, will turn into the person's subjective norms. Attitudes and norms, interacting with the relative importance of attitudinal and normative considerations will lead to intentions, and intentions will lead to behavior.

The present study is inscribed in Shaw and Wright's (1967) view of attitude as "... a relatively enduring system of evaluative, affective

reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about characteristics of a social object or class of social objects" (p. 10). Concomitantly, this study also assumes the general validity of the place given by Fishbein and Ajzen (1975) to attitude in relation to behavior.

Summaries Using the ATDP Scale Associated with the Demographic Variables of Sex, Age, and Degree of Contact with the Disabled

Sex, age, and degree of contact with the disabled have been recurring variables in studies of attitude toward the disabled in the United States.

In a survey of attitudes of 42 counselors at a camp for handicapped and underprivileged children, Anthony (1969) tested for a change of attitudes of the counselors as a result of exposure to the handicapped children. Divided in three subgroups according to initial ratings of their performance with the handicapped children, two of the subgroups of counselors scored significantly higher on the post-camp ATDP. No significant difference between those two groups was found.

Researching degree of contact with the disabled, Bishop (1969) found no significant difference on the Form O of the ATDP between male and female students at the University of Michigan. No significant difference in attitude was found either between high and low contact with the disabled among the males, but a significant difference was obtained between high and low contact among the females.

Contact with the disabled was also studied by Conine (1968) with a random sample of 1,000 teachers. Using the categories of "family,

co-worker, student, acquaintance or contact, and none," significant differences between the categories of "friend" and "family," and between "friend" and "none" were obtained. In both instances, contact with a disabled friend was associated with more favorable attitudes toward the disabled in general.

Dickie (1967) used a modified version of Form O of the ATDP to study attitudes toward the disabled in three hundred ninety-one adults of different occupations in the Wichita, Kansas, area. No significant difference was found on the ATDP score between high and low contact with the disabled. On the other hand, females scored significantly higher than did males.

In contrast with the previous studies, Drude (1971) found no differences between the sexes in scores on Form B of the ATDP, nor when age, or presence or absence of disabled members of the family were considered. Neither did Moses, Rubin, and Turner (undated) find any differences using age and sex as variables.

In Webster's study (1967) of 285 adolescents from Evanston, Illinois, no significant difference was found among age groups, but females showed a significantly more positive attitude than males did. Urie and Smith (1971) also found significant differences between males and females, favoring the female group, as well as between females with prior contact with disabled persons when compared with males or females with no contact. Females having had previous contact with the disabled showed a more positive attitude. Lazar, et al. (1971), on the other

hand, testing for sex-related differences, found significant differences favoring the females at the .06 and .05 levels respectively.

In general, the literature supports the findings that females score higher than males on the ATDP scale, and that a more appropriate attitude is frequently found among people that have had contact with the disabled, especially when this contact is seen as meaningful or pleasurable. Little difference, if any, in attitude toward the disabled is found using age as a variable.

Summaries of Studies Using the Variable of National Origin

Studies of attitudes toward the disabled in foreign nationals, whether or not residing in their countries of origin at the time of the study, are rather scarce in number and generally limited in scope. These studies can be labeled unicultural or cross-cultural depending on whether one country or culture is studied, or a contrast is established between countries or cultures. In several cases, cross-cultural studies have included the U.S. as a contrasted party.

Using the ATDP scale, Jordan and associates have researched attitudes toward the disabled in several nations. Jordan and Boric (undated) administered a Croatian translation of Form 0 of the ATDP to 192 Yugoslavian nationals of four occupational subgroups. The main purpose of the study was to test differences on the scores of the scale in relation to occupation and contact with the disabled. The results indicated no significant differences related to amount of contact. On the other hand, the laborer group scored significantly lower than the

groups of special educators and rehabilitation personnel, regular teachers, and managers.

Jordan and Cessna (undated) also compared attitude scores on the Form 0 of the ATDP in a sample of 211 adults in Tokyo, Japan. As in Yugoslavia, four occupational groups were contrasted, namely special educators and rehabilitation personnel, regular teachers, managers and/or executives, and white collar laborers. The study found no significant differences between male and females, or among occupational subgroups.

Both the Yugoslavian and the Japanese studies were later combined by Jordan (1968) into a comprehensive project that comprised nine other nations. The groups researched in the other nations were also special educators and rehabilitation personnel, teachers, managers and/or executives, and laborers. Attitudes were related to sex, values, contact with the disabled, change orientations, modernization, and multidimensionality. The following other countries were included in the overall project: Belgium, Colombia, Costa Rica, Denmark, England, France, Holland, Peru, and a sample from Wichita, Kansas, United States. Adapted translations of the ATDP, Form 0, were used throughout the larger study. The results of the study at large confirmed the researcher's hypotheses that:

1. positive attitudes toward the disabled are more likely to be found in "developed" or "modern" countries; and
2. physical disability is more handicapping in highly developed nations.

Additionally, Jordan's conclusions showed significant differences on intensity of attitudes among nations for the female subjects, while no difference was reported for males.

Smith and McCulloch (1978) researched attitudes toward the disabled in 385 students of British Universities and compared the results to American-validated scores from a 673-student sample. The researcher's findings support the idea that although American and British norms may not be the same, there are general similarities between the two countries. In both of the nations, higher scores were obtained by females and by students that had had contact with disabled persons.

Also using the ATDP scale, 67 Asian students attending West Virginia University were studied by Tseng (1972). Results indicated significance of two variables: anxiety, and length of time the Asian students stayed in the United States. A higher anxiety tended to decrease a positive attitude, while a longer stay correlated well with a positive attitude. Comparing the Asian students to an American sample, the Americans showed a more positive attitude than did the Asians, in support of a hypothesis of cultural modernity.

Baker and others (1981), from the Department of Education of Alberta, Canada, described existing levels of attitude toward the handicapped in 134 Alberta schools and designed a research project aimed at finding if attitudes could be changed through classroom evaluations. Among the pertinent results, the presence or absence of a handicapped student in the school being related to the more positive or negative attitude of the students toward the handicapped, can be cited.

Ishikawa and Fujita (1978) surveyed a sample of 135 Japanese students for their attitude toward the physically handicapped. The analysis of the data revealed that (a) attitudes toward physically handicapped persons with desirable personality traits were more positive than attitudes in regards to those with less desirable traits; (b) females showed a more positive attitude; and (c) no significant differences were found related to the variable of social contact with physically disabled persons.

Burden (1978) investigated attitudes of British mothers of severely handicapped preschool children. No comparisons were researched in Burden's study, but a description of relevant maternal attitudes is given in the form of a conclusion.

In a journalistic manner, Lippman (1972) used interviews and personal observations to compare and contrast attitudes toward the handicapped in several European nations and the United States. The European nations involved in this survey were Denmark, England, Ireland, Norway, and Sweden. As a conclusion to the study, it is Lippman's contention that a marked difference exists between Europe, especially Scandinavia, and the United States, favoring the Old World on a more positive attitude in what pertains to the rejection and infantilization of the mentally retarded, and the erection of architectural barriers against the physically disabled.

Al-Marsuqui (1981) conducted a facet theory analysis of attitudes toward handicapped individuals in Saudi Arabia. Results of the study suggest that the sample tended to hold positive attitudes

toward the handicapped persons. Furthermore, the subjects also thought that other people, i.e. society at large, held positive attitudes toward the blind and the deaf, but not toward the mentally retarded. Education and frequent contact with handicapped persons were associated with more positive attitudes toward the handicapped.

Sato (1980) compared attitudes toward handicapped individuals and instructional goals between Japanese and American teachers. Using the Attitude Toward Handicapped Individuals (ATHI) scale, Sato found no significant difference between Japanese and American teachers, nor among the Japanese sample when examining the variables of experience, area of teaching, and sex.

In unicultural and cross-cultural studies of attitude toward the disabled in foreign nationals, the literature generally supports the following findings:

1. Amount of contact, per se, does not yield a significant difference.

2. Sex-related differences favor females as having a significantly more positive attitude toward the disabled, but the differences are not strong nor consistent when the cross-cultural variable is introduced.

3. Occupational subgroups do not yield significant differences, but groups of laborers tend to score lower on the attitude scale than do professional and managerial groups.

4. When specific countries or regions have been contrasted, the literature supports the following findings:

- a. Positive attitudes are more likely to be found in "developed" or "modern" nations.
- b. There are general similarities between university students of the United States and Great Britain in attitude toward the disabled.
- c. At an American university, American students tended to show a more positive attitude toward the disabled than did their Asian counterparts, in support of the hypothesis of cultural modernity.
- d. Different groups and the media tended to show a more positive attitude toward the disabled in Europe, particularly Scandinavia, than in the United States.
- e. No significant differences were found in attitudes toward the handicapped in Japanese and American teachers.

The above conclusions indicate that the area of attitudes toward the disabled is being researched. Nevertheless, it must be noted that studies of attitudes toward the disabled in foreign nationals, either uncultural or cross-cultural, are still few in number and generally limited in scope. In this light, their conclusions should only be considered to be partial and tentative. Further data and replicated and/or parallel studies are needed to expand and support or challenge the existing findings.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes the selection of the subjects, the instruments utilized in the investigation, and the procedures employed.

Subjects

The subjects were 466 students enrolled for the Fall semester 1982-1983 in an introductory English course at Louisiana State University. The course is open to graduate as well as undergraduate foreign students and is required for most non-English speaking students.

The subjects were administered the Attitude Toward Disabled People (ATDP) scale, Form A, during class period, in the course of the first month of classes.

Instruments

The Attitude Toward Disabled People (ATDP) scale, Form A, was used to obtain attitude scores and a questionnaire was developed to elicit demographic information (see Appendices 1 and 2).

The Attitude Toward Disabled People (ATDP) scale is available in three forms: Form O, Form A, and Form B. The original form of the scale, Form O, consisted of 20 items. The later forms, A and B, are equivalent and consist of 30 items.

Published in 1960, the ATDP scale was developed by Yuker, Block, and Campbell, following Likert procedures in the general form of the instrument and in the technique of summated ratings or the finding of single scores by adding the weighted results of answers to specific attitudinal questions. The subjects are given a six-point response scale form ranging from "I agree very much" to "I disagree very much." Each item of the scale presents a statement suggesting that the disabled people are either the same or different from physically normal people. Approximately one-half of the items deal with similarities or differences in personality characteristics (e.g. disabled people are usually sociable). The remainder of the items refer to whether or not disabled people should receive a special treatment (e.g. disabled people should not have to compete for jobs with physically normal persons).

For the interpretation of the ATDP scores, the operational definition of the items used in the scale must be utilized. Through this method of interpretation, the results are considered in terms of perceived differences between disabled and non-disabled persons. In this way, a high score would indicate perception of disabled people as being basically similar to non-disabled persons. Conversely, a low score would indicate perception of disabled persons as being basically different from non-disabled people. Additionally, the assumption underlying the construction of the items of the ATDP scale suggest that where a difference is perceived, that difference bears a negative connotation of "inferiority" or "disadvantageousness."

In constructing the ATDP scale it was further assumed that when the scale was used with non-disabled people, the results would reflect a measure of attitudes toward disabled persons as a group with which the non-disabled persons would not identify. Therefore, scores of the ATDP could be interpreted in terms of general acceptance or prejudice toward the disabled. This would also entail viewing the disabled by the non-disabled as different and/or in need of special or preferential treatment.

Numerous investigations have been conducted using the ATDP scale alone or in connection with other instruments in the research of attitudes. Similarly, many investigations on the validity, reliability, and fakeability of the scale have confirmed the scale's value as an instrument to measure attitudes.

Using the test-retest method, an "r" of .78 was obtained. Similarly, with the split-half method, "r's" ranging from .73 to .89 were found. The equivalent-form method yielded "r's" of .41, .62, .73, and .76.

Validity measures of the ATDP scale have been mostly based on construct validity criteria. The areas of study have been the demographic, personality, attitudinal, and experiential and behavioral correlates.

For fakeability, a correlation between scores of two administrations of the scale under experimental conditions was of +.22, and a t-test of the mean difference produced a non-significant value of 1.17. The consideration of the relatively low correlation and the non-significant "t" value suggest an unlikely fakeability of the instrument (Yuker, Block, and Young, 1970).

The second instrument used in the present investigation was a demographic questionnaire aimed at obtaining information on sex of the student, country of origin, age at last birthday, whether or not the subject had a disabled close relative with whom he/she had lived for at least a year's time, and whether or not the subject had worked with a disabled person for at least a year's time.

Both instruments used in this investigation, the ATDP scale, Form A, and the demographic questionnaire, were administered at the same time. A separate answer sheet was also provided for recording the answers to the ATDP scale (see Appendix 3).

Analyses

In the present investigation, the statistical procedure consisted of a completely randomized analysis of variance with a nested arrangement of independent variables, to establish if significant differences existed among regions; within regions for the levels of the variables of sex, age, and contact; and among regions for the levels of sex, age, and contact. The dependent variable was the ATDP score.

In addition, single-degree of freedom selected comparisons were established using the t-test to answer the specific questions asked in the hypotheses.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the analysis of the data, the interpretation of the findings for each hypothesis, and the discussion of those findings.

Data were collected for 470 students enrolled in an introductory English course at Louisiana State University, Baton Rouge, using both measuring instruments. Only the data of students of a foreign origin whose questionnaires were appropriately answered were used. Employing these criteria, the total sample was reduced to 466 students. In Tables 1-A and 1-B is presented the distribution of the subjects of the total sample by sex, age, and contact, as well as their ATDP mean score and standard deviation.

Analysis and Interpretation

Hypothesis 1. There is no significant difference in attitude toward the disabled among the different geographical areas.

This hypothesis was rejected as the analysis of variance resulted in an F-ratio of 4.37 and was significant at the .05 level of confidence.

In Table 2 is presented the analysis of variance of the ATDP scores by geographical areas. It appears that Africa ($M=120.58$) exhibited the most positive attitude among the five geographical areas, while Asia ($M=99.29$) showed the least positive attitude. Statistically

Table 1-A
Distribution of Students by Sex, Age, and Contact

	Sex		Age							Contact	
	M	F	Less than 18	18-20	21-23	24-26	27-29	30-32	More than 32	Yes	No
Latin America N=171	107	64	11	88	33	18	10	6	5	15	156
Africa N= 19	17	2	0	4	4	3	4	4	0	3	16
Middle East N= 42	38	4	0	13	16	9	4	0	0	6	36
Europe N= 33	27	6	0	10	16	5	1	0	1	5	28
Asia N=201	151	50	9	103	34	22	20	6	7	23	178

Table 1-B
Descriptive Statistics of Total Sample

N	ATDP Mean Score	Standard Deviation
466	103.14	17.67

Table 2

Analysis of Variance: Summary Table for ATDP Scores of the Geographical Areas

Source of Variance	N	ATDP L.S. Mean	Degrees of Freedom	F-Ratio
Latin America	171	112.67	4	4.37*
Africa	19	120.58		
Middle East	42	114.13		
Europe	33	104.25		
Asia	201	99.29		

*Significant at the .05 level.

significant differences were found between Latin America ($M=112.67$) and Asia ($M=99.29$), between Africa ($M=120.58$) and Asia ($M=99.29$), and between the Middle East ($M=114.13$) and Asia ($M=99.29$).

This hypothesis was rejected at the .05 level as a significant F-ratio of 7.72 and was found for the variable of sex in the Asian sample. In Table 3 is presented the data by geographical area and sex for the analysis of variance of the ATDP scores. It appears from this table that a statistically significant difference exists between Asia/Female ($M=103.48$) and Asia/Male ($M=95.11$). This finding, supported by the relative differences although not significant between females and males in Africa ($M/\text{female}=134.58$, $M/\text{male}=106.58$), the Middle East ($M/\text{female}=120.91$, $M/\text{male}=107.35$), and Europe ($M/\text{female}=107.94$, $M/\text{male}=100.56$), supports previous findings reported in the literature whereby females tend to score higher than males in attitude toward the disabled. It should be noted, however, that in this study Latin American males ($M=114.07$) scored higher than females ($M=111.27$), contrary to previous findings cited in the literature.

Hypothesis 2-b. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of age of the students.

This hypothesis was accepted as none of the F-ratios for the geographical areas was found significant at the .05 level. In Table 4 is presented the data by geographical area and age for the analysis of variance of the ATDP scores. From this table it can be seen that the results failed to reject this part of the null hypothesis at the .05

Table 3

Analysis of Variance: Summary Table for ATDP Scores of the Geographical Areas, by Sex

Source of Variance	M		F		Degrees of Freedom	F-Ratio
	N	ATDP L.S. Mean	N	ATDP L.S. Mean		
Latin America N=171	107	114.07	64	111.27	1	0.98
Africa N= 10	17	106.58	2	134.58	1	2.51
Middle East N= 42	38	107.35	4	120.91	1	2.04
Europe M= 33	27	100.56	6	107.94	1	0.52
Asia N=201	151	95.11	50	103.48	1	7.72*

*Significant at the .05 level.

Table 4

Analysis of Variance: Summary Table for ATDP Scores of the Geographical Areas, by Age

Source of Variance		N	ATDP L.S. Mean	Degrees of Freedom	F-Ratio
Latin America N=171	...17	11	126.87	1	2.14
	18-20	88	105.87		
	21-23	33	108.25		
	24-26	18	114.93		
	27-29	10	115.84		
	30-32	6	114.18		
	33...	5	102.74		

Africa N= 19	...17	0	--- --	1	0.13
	18-20	4	124.29		
	21-23	4	111.32		
	24-26	3	132.24		
	27-29	4	122.00		
	30-32	4	113.07		
	33...	0	--- --		

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Table 4 (Continued)

Source of Variance		N	ATDP L.S. Mean	Degrees of Freedom	F-Ratio
Middle East N= 42	...17	0	--- --		
	18-20	13	115.43		
	21-23	16	119.04		
	24-26	9	105.41	1	0.10
	27-29	4	116.63		
	30-32	0	--- --		
	33...	0	--- --		

Europe N=33	...17	0	--- --		
	18-20	10	94.68		
	21-23	16	114.81		
	24-26	5	119.49	1	0.19
	27-29	1	98.44		
	30-32	0	--- --		
	33...	1	93.82		

Table 4 (Continued)

Source of Variance		N	ATDP L.S. Mean	Degrees of Freedom	F-Ratio
Asia N=201	...17	9	100.57	1	0.46
	18-20	103	101.75		
	21-23	34	96.68		
	24-26	22	107.75		
	27-29	20	98.57		
	30-32	6	86.90		
	33...	7	102.84		

level. No statistically significant differences could be found within any of the geographical areas for the variable of age.

Hypothesis 2-c. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of degree of contact of the students with disabled individuals.

This hypothesis was rejected at the .05 level as a significant F-ratio of 4.13 was found for the variable of contact in the African sample. In Table 5 is presented the data by geographical area and previous contact with the disabled for the analysis of variance of the ATDP scores. A statistically significant difference was found between African students with previous contact with the disabled ($M=134.16$) and African students with previous contact with disabled persons ($M=107.01$). This finding partially supports previous findings reported in the literature, as the more favorable attitude is to be expected from previous contact, especially when this contact is seen as meaningful or pleasurable.

Hypothesis 3-a. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of sex of the students.

This hypothesis was rejected at the .05 level as a significant F-ratio of 6.17 was found for the variable of sex, in the male sample. In Table 6 is presented the data by geographical area and sex of the students for the analysis of variance of the ATDP scores. A statistically significant difference was found between the Latin American

Table 5

Analysis of Variance: Summary Table for ATDP Scores of the Geographical Areas, by Contact

Source of Variance	Yes		No		Degrees of Freedom	F-Ratio
	N	ATDP L.S. Mean	N	ATDP L.S. Mean		
Latin America N=171	15	115.49	156	109.85	1	1.33
Africa N= 19	3	134.16	16	107.01	1	4.13*
Middle East N= 42	6	120.74	36	107.52	1	2.65
Europe N= 33	5	102.38	28	106.12	1	0.16
Asia N=201	23	99.09	178	99.50	1	0.01

*Significant at the .05 level.

Table 6

Analysis of Variance: Summary Table for ATDP Scores by Sex and Geographical Areas

Source of Variance	Latin America N=171		Africa N=19		Middle East N=42		Europe N=33		Asia N=201		Degrees of Freedom	F-Ratio
	ATDP		ATDP		ATDP		ATDP		ATDP			
	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean		
M N=340	107	114.07	17	106.58	38	107.35	27	100.56	151	95.11	4	6.17*
F N=126	64	111.27	2	134.58	4	120.91	6	107.93	50	103.48	4	1.77

*Significant at the .05 level.

male group ($M=114.07$) and the Asian male group ($M=95.11$), as well as between the Middle East male group ($M=107.35$) and the Asian male group ($M=95.11$). On the other hand, the relative standings of the male groups indicate that Latin America ($M=114.07$) holds the most favorable attitude, while Asia's ($M=95.11$) is the least favorable. By the same token, the African female group ($M=134.58$, $N=2$) scored highest among female groups, while the Asian females ($M=103.48$) scored lowest.

Hypothesis 3-b. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of age of the students.

This hypothesis was rejected at the .05 level as significant F-ratios of 10.34, 3.10, 2.11, and 3.95 were found for the variable of age in the "less than 18," "21-23," "27-29," and "30-32" samples. In Table 7 is presented the data by geographical area and age of the students for the analysis of variance of the ATDP scores. Statistically significant differences were found for the group of less than 18 year-olds between Latin America ($M=126.87$) and Asia ($M=100.57$); for the group of 21 to 23 year-olds, between Latin America ($M=108.25$) and Asia ($M=96.68$), between the Middle East ($M=119.04$) and Asia ($M=96.68$), and between Europe ($M=114.81$) and Asia ($M=96.68$); for the group of 27 to 29 year-olds between Latin America ($M=115.84$) and Asia ($M=98.57$); and for the group of 30 to 32 year-olds between Latin America ($M=114.18$) and Asia ($M=86.90$).

Hypothesis 3-c. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within

Table 7

Analysis of Variance: Summary Table for ATDP Scores by Age and Geographical Areas

Source of Variance	Latin America N=171		Africa N=19		Middle East N=42		Europe N=33		Asia N=301		Degrees of Freedom	F-Ratio
	ATDP		ATDP		ATDP		ATDP		ATDP			
	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean		
...17 N= 20	11	126.87	0	--- --	0	--- --	0	--- --	9	100.57	1	10.34*
18-20 N=218	88	105.87	4	124.29	13	115.43	10	94.68	103	101.75	4	1.87
21-23 N=103	33	108.25	4	111.32	16	119.04	16	114.81	34	96.68	4	3.10*
24-26 N= 57	18	114.93	3	132.24	9	105.41	5	119.49	22	107.75	4	1.21
27-29 N= 39	10	115.84	4	122.00	4	116.63	1	98.45	20	98.57	4	2.11*
30-32 N= 16	6	114.18	4	113.07	0	--- --	0	--- --	6	86.90	2	3.95*
33... N= 13	5	102.74	0	--- --	0	--- --	1	93.82	7	102.84	2	0.10

*Significant at the .05 level.

the variable of degree of contact of the students with disabled individuals.

This hypothesis was rejected at the .05 level as significant F-ratios of 3.32 and 3.15 were found for the "previous contact," or "YES" sample and the "no previous contact," or "NO" sample. In Table 8 is presented the data by geographical area and previous contact of the students with disabled persons for the analysis of variance of the ATDP scores. Statistically significant differences were found for three pairs of groups with previous contact: Latin America (M=115.49) and Asia (M=99.09); Africa (M=134.16) and Asia (M=99.09); and the Middle East (M=120.73) and Asia (M=99.09). One statistically significant difference was also found for a pair of the no-contact groups: Latin America (M=109.85) and Asia (M=99.50).

Discussion

The results of this study were considered independently as each hypothesis is relatively free-standing from the others.

Hypothesis 1 questions the possibility of differences among the five geographical areas on the scores of the ATDP. Of the ten possible differences, three resulted in a statistically significant difference, all of them in relation to Asia as the lowest of the five areas.

Although different in scope, these results could be contrasted with some previous research findings, particularly in Jordan's eleven-nation study (1968). Jordan's results partially support a hypothesis of cultural modernity, i.e. the more modern countries would score higher

Table 8

Analysis of Variance: Summary Table for ATDP Scores by Contact and Geographical Areas

Source of Variance	Latin America		Africa		Middle East		Europe		Asia		Degrees of Freedom	F-Ratio
	N=171		N=19		N=42		N=33		N=201			
	ATDP		ATDP		ATDP		ATDP		ATDP			
	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean	N	L.S. Mean		
Yes	15	115.49	3	134.16	6	120.73	5	102.38	23	99.09	4	3.32*
	N=52											
No	156	109.85	16	107.01	36	107.52	28	106.12	178	99.50	4	3.15*
	N=414											

*Significant at the .05 level.

than the less modern ones. The findings in the present study are not consistent in relation to this view as the higher scores were not clearly made by the relatively more modern geographical areas, particularly in relationship to Europe. Caution should be exercised in this analysis due to the rather large differences in the sampling among the geographical areas. The relative position of the geographical areas in relation to their scores on the ATDP were: Africa ($M=120.58$) is highest, followed by the Middle East ($M=114.13$), Latin America ($M=112.67$), and Europe ($M=104.25$). Asia is lowest ($M=99.29$).

Perhaps one reason for these results may be in the generic grouping of the countries represented in each geographical area as well as in the relative representation of the countries in those geographical areas. A heavier representation from one particular country would also tend to incline the results toward their particular attitudinal characteristics. On the other hand, cross-cultural characteristics that are common to all or several countries grouped in a particular geographical area can account in a large part for these results. In this sense, it could be hypothesized that strong culturally defined attitudes may be present in the Asian group as a whole, as indicated by the literature (Hittman, 1978; Ogamo, 1978; Semiawan, 1978).

The African mean score ($M=120.58$) appears surprisingly high in relation to the scores of the other geographical areas. This contradicts the hypothesis of cultural modernity studied by Jordan. Again it may be the result of a relatively small sample when comparisons are made to the other geographical areas and must be interpreted in this light.

The mean score obtained by the Middle East ($M=114.13$) again appears to be relatively high in relation to the other geographical areas. Religious and cultural considerations would seem to indicate that attitude toward the disabled in this region should be depressed in comparison to other regions. However, there is at least one study (Al-Marsuqui, 1981) reported in the literature concerning attitudes of Middle East populations whose findings indicate a distinction in attitude toward the physically disabled and the mentally disabled. The positive attitude is toward the physically disabled, while a relatively negative attitude is reported for the mentally disabled.

Hypotheses 2-a, 2-b, and 2-c tested for differences in attitude within each of the geographical areas for the demographic variables of sex, age, and previous contact with the disabled. In relation to sex, a significant difference was found only for Asia, where the females scored significantly higher than the males. This result supports the previous findings in relation to a generally more positive attitude toward the disabled among females than among males. Furthermore, although the differences in the other geographical areas between males and females were not statistically significant, the same trend appears for Africa, the Middle East, and Europe. Only in Latin America did the males score higher than the females, contrary to male-female culturally related expectations.

No statistically significant differences were found within any of the geographical areas in relation to age, which supports previous findings cited in the literature (Drude, 1971; Moses, Rubin, and Turner, undated; Webster, 1967).

In regards to differences related to previous contact with the disabled, only one significant difference was found between students with previous contact and students without previous contact. This difference was found for Africa. Nevertheless, this result may be misleading because of the relatively small sample of students in the contact group. These results also seem to support previous findings in which contact was not significant unless perceived as meaningful or pleasurable (Ishikawa and Fujita, 1978; Conine, 1968).

Hypotheses 3-a, 3-b, and 3-c tested for differences on the ATDP scores among geographical areas in relation to the different levels of the variables of sex, age, and degree of contact with the disabled. In regards to sex, the significant differences found between the Latin American males and the Asian males, as well as between the Middle East males and the Asian males, follow the general trend already found in the results of the first hypothesis. Similar considerations seem appropriate to these results as well. In regards to the age and the contact variables, statistically significant differences were found in relation to the Asian sample for several age groups as well as for contact and no-contact. Again, similar considerations to the ones made for hypothesis 1 seem to apply here as the general trend of the differences is the same. It should be noted that the results of the testing of hypotheses 3-a, 3-b, and 3-c could be regarded by themselves as possible further explanations to the results of hypothesis 1 from the standpoint of the non-geographic demographic characteristics of the sample.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the attitudes of foreign students from selected geographical areas of the world toward the disabled.

Four hundred sixty-six foreign students enrolled in an introductory English course at Louisiana State University during the Fall semester of 1982 comprised the sample. During the first month of classes, the students were administered the Attitude Toward Disabled People (ATDP) scale, Form A, and a demographic questionnaire inquiring for nationality, sex, age, and degree of previous contact with disabled persons. For this study, the different nationalities were assigned to five pre-determined geographical areas of the world. The areas thus defined were: (1) Latin America; (2) Africa; (3) the Middle East, excepting Israel; (4) Europe, Israel, and Canada; and (5) South and East Asia. The ATDP scale was designed to determine attitudes toward disabled people in general and thus was administered to the foreign students to determine overall attitudes toward the disabled.

An analysis of variance was conducted to determine if there were any significant differences among the geographical areas for the scores of the ATDP scale; within the geographical areas for the different levels

of the variables of sex, age, and contact with the disabled; and among the geographical areas for the different levels of the variables of sex, age, and contact with the disabled. T-tests on selected direct comparisons were further used to test for significant differences. The hypotheses and related findings were as follows:

Hypothesis 1. There is no significant difference in attitude toward the disabled among the different geographical areas.

This hypothesis was rejected as the analysis of variance resulted in a significant F-ratio of 4.37 at the .05 level. Significant differences in attitude were found between Latin America ($M=112.67$) and Asia ($M=99.29$), between Africa ($M=120.58$) and Asia ($M=99.29$), and between the Middle East ($M=114.13$) and Asia ($M=99.29$).

Hypothesis 2-a. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of sex of the students.

Hypothesis 2-b. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of age of the students.

Hypothesis 2-c. There is no significant difference in attitude toward the disabled within each of the geographical areas, among the levels within the variable of degree of contact of the students with disabled individuals.

Hypotheses 2-a and 2-c were rejected, and hypothesis 2-b was accepted. A significant F-ratio of 7.72 at the .05 level was found for hypothesis 2-a, and a specific significant difference was

established between Asian females ($M=103.48$) and Asian males ($M=95.11$) in relation to age, for hypothesis 2-b. In regards to previous contact with the disabled, for hypothesis 2-c, a significant F-ratio of 4.13 was found and a specific significant difference was established between "contact" ($M=134.16$) and "non-contact" ($M=107.01$) for the African group. This latter result should be only cautiously considered, though, because of the small sample of African "contact" ($N=3$).

Hypothesis 3-a. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of sex of the students.

Hypothesis 3-b. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of age of the students.

Hypothesis 3-c. There is no significant difference in attitude toward the disabled among the geographical areas, among the levels within the variable of degree of contact of the students with disabled individuals.

Hypotheses 3-a, 3-b, and 3-c were rejected.

In relation to sex, for hypothesis 3-a, a significant F-ratio of 6.17 was found among the male groups, yielding significant differences between Latin American males ($M=114.07$) and Asian males ($M=95.11$), and between Middle East males ($M=107.35$) and Asian males ($M=95.11$). A non-significant F-ratio of 1.77 for the female groups was obtained.

In regards to age, for hypothesis 3-b, significant F-ratios were found for the "less than 18" group ($F=10.34$), the "21 to 23" group

($F=3.10$), the "27 to 29" group ($F=2.11$), and the "30 to 32" group ($F=3.95$). In the "less than 18" group, Latin America ($M=126.87$) scored significantly higher than Asia ($M=100.57$). In the "21 to 23" group, Latin America ($M=108.25$), the Middle East ($M=119.04$), and Europe ($M=114.81$) scored significantly higher than Asia ($M=96.68$). In the "27 to 29" group, Latin America ($M=115.84$) scored significantly higher than Asia ($M=98.57$). Similarly, in the "30 to 32" group, Latin America ($M=114.18$) scored significantly higher than Asia ($M=86.90$).

In relation to previous contact with the disabled, for hypothesis 3-c, significant F-ratios were found for both the "with" group ($F=3.32$) and the "without" group ($F=3.15$). The direct significant differences established were between Latin America ($M=115.49$) and Asia ($M=99.09$), Africa ($M=134.16$) and Asia ($M=99.09$), and the Middle East ($M=120.73$) and Asia ($M=99.09$) for the "with contact" group. For the "without contact" group, the direct difference established was between Latin America ($M=109.85$) and Asia ($M=99.50$).

Conclusions

The following conclusions apply in this investigation.

The results of this study suggest that differences in attitude toward the disabled exist among foreign students of different geographical areas of the world, and that these differences can be partially attributed to differences in sex, age, and having or not having had previous contact with disabled individuals. Furthermore, these results suggest that internal differences can be found in the

geographical areas for some levels of the demographic variables of sex and degree of contact with the disabled. According to these data, age does not seem to be a factor in establishing differences within these geographical areas, although significant differences can be found in similar ages across the geographical areas, thus suggesting that students of the same age do differ in attitude toward the disabled when geographical area is the main source of variance.

The limitations of the present investigation imposed restrictions upon the level of refinement to which the variables under study were defined. This implies that variables such as culture and sub-culture, religion, anthropological and sociological characteristics, economic considerations, and educational levels were accounted for as sources of variation only in a very general and ample way. On the other hand, a greater refinement in this type of study might not even be desirable, or at least not to a significantly more refined degree. The globality of the interest invested in this research suggests that results such as the ones obtained in the present study are more than sufficiently rewarding for the investigator of realities related to social problems and remedies. Furthermore, it is assumed that inasmuch as foreign students at American universities either come from somewhat privileged strata of their own societies, or will have the opportunity of entering those strata upon return to their countries of origin, their attitudes toward specific attitudinal objects will have an impact on future actions in favor of those attitudinal objects. Such is the case of the disabled. In consequence, knowing what their attitudes are in relation to the

disabled, as in the present study, may prove useful to understand present or future practices in favor of the disabled in their countries of origin.

Recommendations

The results of this investigation indicate the need for the following types of research.

1. Future investigations conducted on attitudes of foreign students should use more than one attitude instrument in their research.

2. Similar future investigations should use a further breakdown of the geographical areas in regions such as Northern and Southern Europe; Northern, Central, East, West, and Southern Africa; and Northern and Southern Asia.

3. In future investigations, the characteristics of relative development and religious affiliation should be used as additional variables.

4. Age grouping should reflect more closely college, graduate school, and post-graduate school ages, but be not necessarily similar to the average American ages for those same levels.

5. A post-educational investigation should be conducted with the remaining of the present sample a year from the date of this study, to measure the differences in attitude as a result of stay in the United States at an American university and of exposure to the special event constituted by the 1983 International Special Olympics Games.

6. A similar study should be conducted at Louisiana State University at a future time, using a comparable sample and similar methodology, for purposes of comparison of results with the results of the present investigation.

7. A parallel study should be conducted at a different university, for purposes of comparison of results with the results of the present investigation.

8. A follow-up study should be conducted at the other university, for purposes of comparison of results with the results of the follow-up study suggested for the sample used in the present investigation.

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APPENDICES

APPENDIX 1

DIRECTIONS: READ EACH STATEMENT AND PUT AN "X" IN THE APPROPRIATE COLUMN ON THE ANSWER SHEET

DO NOT MAKE ANY MARKS ON THE QUESTION SHEETS

PLEASE ANSWER EVERY QUESTION

1. Disabled people are often unfriendly.
2. Disabled people should not have to compete for jobs with physically normal persons.
3. Disabled people are more emotional than other people.
4. Most disabled persons are more self-conscious than other persons.
5. We should expect just as much from disabled as from non-disabled persons.
6. Disabled workers cannot be as successful as other workers.
7. Disabled people usually do not make much of a contribution to society.
8. Most non-disabled people would not want to marry anyone that is physically disabled.
9. Disabled people show as much enthusiasm as other people.
10. Disabled persons are usually more sensitive than other people.
11. Severely disabled people are usually untidy.
12. Most disabled people feel that they are as good as other people.
13. The driving test given to a disabled person should be more severe than the one given to the non-disabled.
14. Disabled people are usually sociable.
15. Disabled persons are usually not as conscientious as physically normal persons.
16. Severely disabled persons probably worry more about their health than those who have minor disabilities.
17. Most disabled persons are not dissatisfied with themselves.
18. There are more misfits among disabled persons than among non-disabled persons.

19. Most disabled persons do not get discouraged easily.
20. Most disabled persons resent physically normal people.
21. Disabled children should compete with physically normal children.
22. Most disabled persons can take care of themselves.
23. It would be best if disabled persons would live and work with non-disabled persons.
24. Most severely disabled people are just as ambitious as physically normal persons.
25. Disabled people are just as self-confident as other people.
26. Most disabled persons want more affection and praise than other people.
27. Physically disabled persons are often less intelligent than non-disabled persons.
28. Most disabled persons are different from non-disabled persons.
29. Disabled persons don't want any more sympathy than other people.
30. The way disabled people act is irritating.

APPENDIX 2

DIRECTIONS: READ EACH QUESTION AND PUT AN "X" IN FRONT OF THE
APPROPRIATE ANSWER, OR WRITE ANSWER AS REQUESTED

DO NOT SIGN YOUR NAME

PLEASE ANSWER EVERY QUESTION

1. Sex:

_____ Male
_____ Female

2. Country of Origin:

3. Your age at last birthday:

_____ Less than 18 years of age
_____ 18, 19, or 20 years old
_____ 21, 22, or 23 years old
_____ 24, 25, or 26 years old
_____ 27, 28, or 29 years old
_____ 30, 31, or 32 years old
_____ 33 or more years old

4. Do you have a disabled person in your family that is:

_____ your father, or your mother?
_____ your brother, or your sister?
_____ one of your children?
_____ your spouse?

5. If you have marked any of the answers to the previous question
(question "4"), have you lived with that disabled person for at
least a year's time?

_____ Yes
_____ No

6. Have you worked with a disabled person for at least a year's time?

_____ Yes
_____ No

APPENDIX 3

A N S W E R S H E E T

DIRECTIONS : PUT AN "X" IN THE APPROPRIATE COLUMN

Statement number	I agree very much	I agree pretty much	I agree a little	I disagree a little	I disagree pretty much	I disagree very much
1						
2						
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VITA

Andres Maclovio Trimino is originally from Villarrica, Colombia. He is the son of the late Pablo Emilio Trimino and Ana Beatriz Lozano de Trimino.

Upon graduation from Lycee St. Maurice l'Exil, in France, he studied Junior College and College in Bordighera (Italy), Philadelphia (Pennsylvania), and Bogota (Colombia). He earned a Bachelor of Science in Educational Psychology in 1974 and completed a Master of Education equivalent in Educational Research and Educational Technology.

His professional experience includes ten years of teaching at the elementary and secondary levels (Colombia, Nicaragua, and the United States), five years of teaching at the College level (Colombia), and five years as Associate Peace Corps Director for Special Education and Rehabilitation Programs in Colombia. Presently he is acting as graduate assistant in the Department of Curriculum and Instruction at Louisiana State University and actively collaborating in the organization of the 1983 International Special Olympics Games.

He is married to Cielo Hernandez Trimino, and they are the parents of Diana Marcela, Claudia Marina, and Felipe Andres.

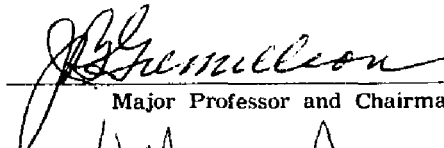
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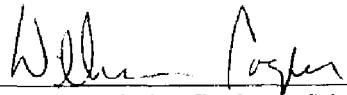
Candidate: Andres M. Trimino

Major Field: Education

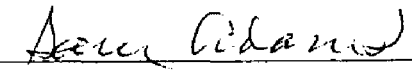
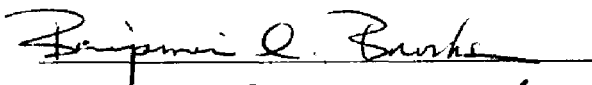
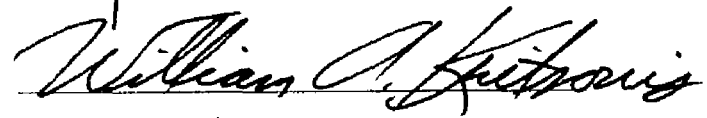
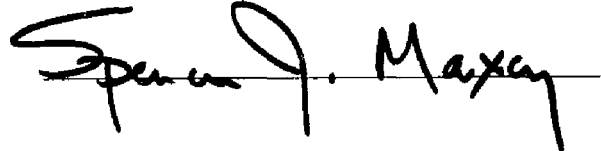
Title of Thesis: A Study of Attitude Toward The Disabled of Foreign
Students From Selected Geographical Areas

Approved:


Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

February 4, 1983