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AN ASSESSMENT OF ATTITUDES OF REGULAR
SCHOOL TEACHERS TOWARD EXCEPTIONAL
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AN ASSESSMENT OF ATTITUDES OF REGULAR SCHOOL TEACHERS
TOWARD EXCEPTIONAL CHILDREN IN IRAN

By

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ABSTRACT

AN ASSESSMENT OF ATTITUDES OF REGULAR SCHOOL TEACHERS TOWARD EXCEPTIONAL CHILDREN IN IRAN

By

G. Ali Afrooz

A society's attitudes toward handicapped persons determine in part whether they will obtain the encouragement, guidance, and special education necessary to prepare them for socially successful, productive, and independent lives. The aim of this study was to assess the attitudes of Iranian regular school teachers toward the deaf, the blind, and the mentally retarded, and to examine the relationships of certain variables to these expressed attitudes.

The present study is part of a comprehensive project¹ investigating attitudes toward the handicapped in a variety of nations, differing in level of economic development, resources, and social characteristics.

METHODOLOGY

This study utilized three attitude-behavior scale, based on facet theory to measure attitudes toward the deaf,

¹Directed by Dr. John Jordan, College of Education, Michigan State University, East Lansing, Michigan 48824.

blind, and mentally retarded. These attitude scales are revised versions, prepared by the writer, of previous instruments developed by Jordan (1968). Attitude is measured at two of the levels specified by facet theory: the Stereotypical and Hypothetical levels. Attitude scores are the dependent variables in the study. Independent variables are age, sex, level of education, and scores on items that measure amount of contact with the handicapped, feelings of efficacy, religiosity, and orientation to change. Scales were translated into Persian and administered to a group of 313 regular school teachers in Iran.

FINDINGS

The basic findings of this study indicate that the attitude-behavior scales, modified for this Iranian sample, proved to be adequate instruments for measuring the attitudes of Iranian regular school teachers toward the deaf, blind, and mentally retarded. In all cases, the predicted relationships between attitudes toward the deaf, blind, and mentally retarded and the independent variables of age, sex, education, efficacy, contact, religiosity, and change orientation were confirmed. The findings of the study also indicated that in the Iranian sample more positive attitudes are expressed toward the deaf and blind than toward the mentally retarded. It was also found, in confirmation

of previous research, that more positive attitudes are expressed at the Hypothetical level than at the Stereotypical level.

The results of the study gave support to the theoretical assumption that certain aspects of attitude behavior are object-specific and certain aspects of attitude-behavior are situation-specific, and that attitude change must be approached multidimensionally. The study revealed consistent positive correlations between the Stereotypical and Hypothetical levels for each of the three attitude-behavior scales and also indicated strong correlations between attitudes toward the deaf, blind, and mentally retarded.

These findings suggest the need for public education relating to the handicapped, and particularly to the area of mental retardation. The religious values of the Iranian culture would appear to be supportive of efforts to improve services to handicapped populations.

TO
"ALL EXCEPTIONAL CHILDREN"
AND
TO MY FAMILY



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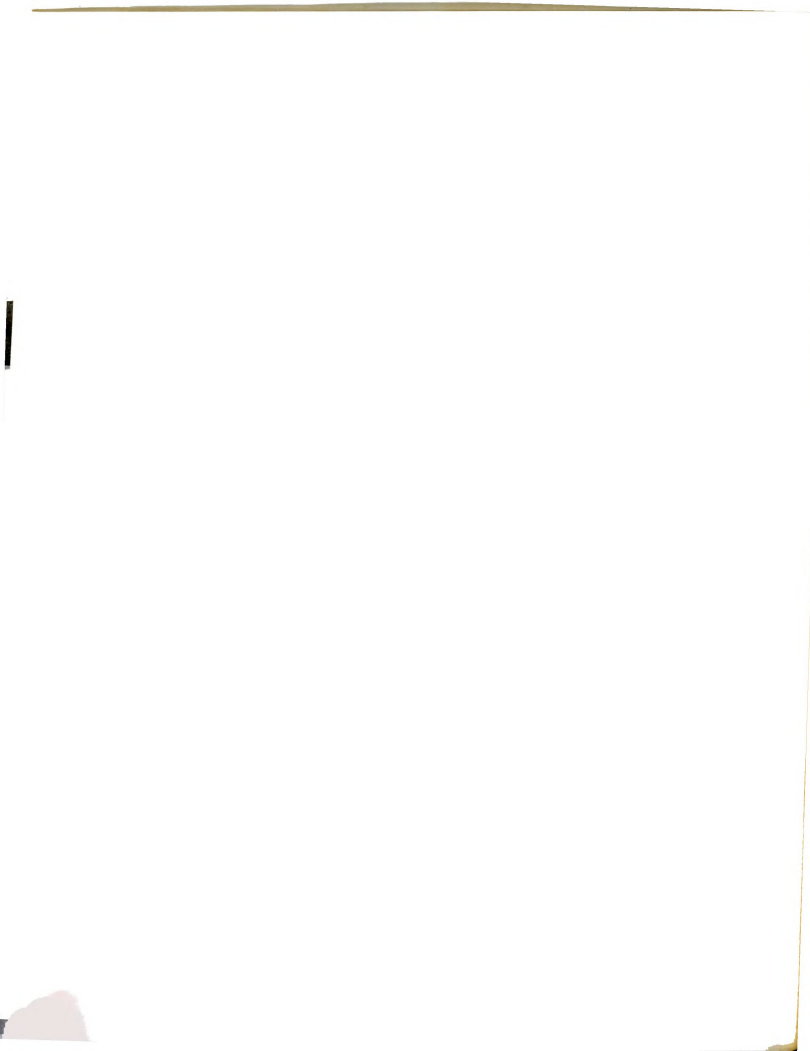
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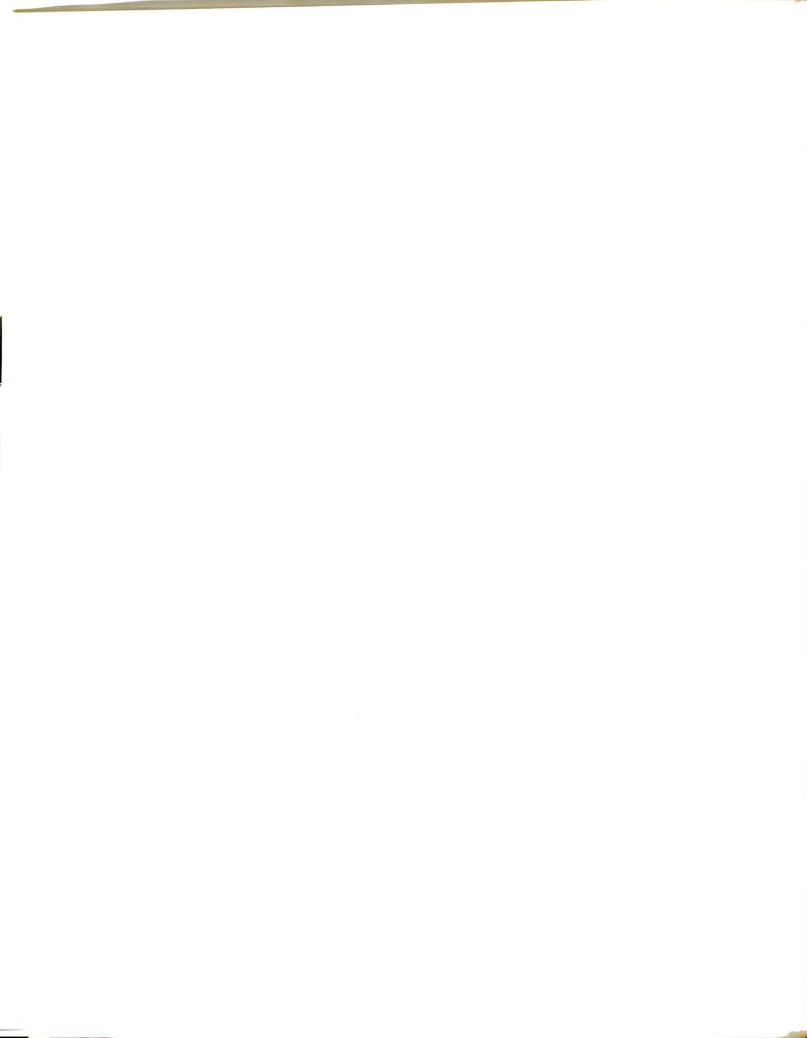


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CHAPTER I

INTRODUCTION

Education for exceptional children, or special education, is a relatively new field of professional activities. In the U.S. and most of the western parts of the world, improvements in special education are in large measure due to changing social attitudes toward handicapped individuals. The change from the use of such terms as "atypical" and "deviant" to the more positive use of the term "exceptional" is an indication of a very basic development in the field of special education.

In the area of direct services and the development of programs for exceptional children over the past decades, there have been vital progressive movements in which such developments have helped to create a more positive attitude on the part of the public toward handicapped people. The implementation of changes in public attitudes toward exceptional children has assisted in developing methods and programs for the handicapped. Growing modern technology, reflection of economic realism and other social changes raise a considerable responsibility and leave little chance for refusal of educationally accountable programs for exceptional children.

Today the scope of educational responsibility has gradually been expanded to include all types of exceptional children. In order to meet the needs of various types of exceptional children, many different types of educational practices and facilities have been created.

The handicapped, along with parents of the handicapped, have used the courts in an effort to assure that what should be basic human rights are not denied because of physical and/or mental disabilities.

The population explosion as well as an increase in the number of exceptional children demanding special education heightens the problems of special education administration in providing suitable facilities and trained personnel for the rapidly increasing number of exceptional children. The above dilemma is much more obvious and in need of immediate attention in many developing countries such as Iran where the large majority of exceptional children have been relegated to a most difficult position in the society and are not receiving the necessary attention, adequate treatment and appropriate educational provisions.¹

¹In Iran, at the present time, less than one per thousand of the total number of exceptional children are enrolled in some kind of educational program. In the official report of 1976 Educational Statistics of Ministry of Education, the total number of 7,757,638 enrolled pupils including 6077 exceptional children is reported. According to this report the ratio of exceptional to normal children
(footnote continued on page 3)

For reasons mentioned above and because of the impact of western advanced educational technology, developing nations are more recently becoming aware of the social and economic importance of special education and rehabilitation programs.

In the development of educationally accountable programs for exceptional children in different parts of the world, attitudes have played an essential role. It would appear that in developing countries, planning for any rational educational change or program innovations for exceptional children must include the attitude component. Attitude assessment is therefore an important step in the assessment of readiness for the development of programs and services for handicapped persons.

Attitudes and conceptions of the handicapped held by the public in general and particularly by those individuals who have direct contact with exceptional children such as parents and teachers are very important. Hence, it appears that identification and modification of attitudes as they relate to handicapped persons should be of increasing concern to educators and researchers interested in improving the status of exceptional children within a country.

(continued from page 2)

is about 7 in 10,000 school goers in Iran, whereas an estimate of 10 to 12.70 percent of the incidence of exceptional children from six to eighteen years of age has been accepted by many investigators internationally. On the basis of these estimates, one may expect a total of 800,000 school age exceptional children in Iran at the present time.

Purpose of the Study

This study was an attempt to assess the attitudes of a designated segment of the Iranian population, i.e. public school teachers, toward visually impaired, mentally retarded, and deaf persons in Iran.

An understanding of different factors or components affecting attitudes and values toward the handicapped is also a basic purpose of the present study.

Need for the Study

When planning for any rational educational change, program innovation, teacher education, etc., an inevitable stage in the beginning is to focus on an assessment of what exists in terms of both theory and practice.

It has been suggested by many scholars (e.g., Jordan, 1968) in the field of special education and rehabilitation that an important area of investigation for researchers interested in improving the status of exceptional children within a country would be first to find out what attitudinal clusters exist concerning handicapped and/or disabled persons.

To date insufficient attention has been paid to the attitudes of regular teachers toward exceptional children in light of the increased demand for education of handicapped children. As Gardner (1963) suggests, if schools are going to be more attuned to major social changes, attention must be given to problems of attitude and



attitude change; central to this concern must be the effect of teacher attitudes on children.

Combs (1965) states that some of the improvements in our educational system can be accomplished by spending money, building better schools, introducing new equipment and standards and adding courses of study. However, he also maintains that the really important change (Jordan, 1975) will occur only as teachers change, for institutions are made up of people and it is the behavior of teachers in the classrooms that will finally determine whether the schools meet or fail to meet the challenge of the times.

Bayham (1963) reinforces Combs' contention that whatever changes and improvements in curriculum and methods are launched, the crucial factor appears to be the teacher's attitude. Teacher expectation, in itself, can have a surprising effect on pupil's achievement, and the teacher who expects achievement and who has faith in the educability of his pupils, conveys this hope through every nuance of his behavior.

Given the interest of universities in the selection and training of educators of exceptional children, and given the need to prepare teachers for the mainstreaming of exceptional children, the present investigation would appear to be of value.



Definition of Attitude

"Attitude" has been defined in various ways. Two primary approaches have been used in defining attitude: one emphasizing attitude as a "predisposition" to behavior and the second regarding attitude as "behavior" per se. Behavior has been viewed as spanning the cognitive, affective, and conative domain of the human condition (McGuire, 1969).

Most theorists use two cognitive elements in the definition of attitude: evaluation and beliefs. Most of the conceptions of attitudes are multidimensional in character: the affective-cognitive-conative notion is held by perhaps a majority of attitude theorists. The concept is that an attitude is a somewhat enduring system of (a) beliefs, especially evaluative beliefs; (b) positive or negative affect directed toward the object of the attitude, and (c) action tendencies regarding the object and its related objects.

Jordan (1968, 1969, 1970, 1971, 1972, 1973, 1975) and his associates have taken a step toward merging the concept of attitude as a "predisposition" to behavior, to include behavior itself. His concept of attitude-behavior, and the six attitudinal levels, facilitates an examination of the relationship between the cognitive-affective-conative components as well as emphasizing the conative component as the criterion of behavior. A fuller explanation of Jordan's concept of attitude-behavior is presented in Chapter II.



CHAPTER II

BACKGROUND OF THEORY AND RESEARCH

A considerable amount of research has been conducted in the past decade on attitude measurement and the modification or change of attitudes. Studies of attitudes related to ethnic, religious, and cultural groups constitute approximately 80% of the total. Investigations of attitudes toward specific disability groups, such as the blind, the deaf, or the mentally retarded make up about 5% of the studies, but attitude studies concerning the disabled in general constitute less than 1.5% of the total (Saunders, 1975). The need for the present study may be justified in part by the paucity of knowledge relating to attitudes toward the handicapped in general and by the lack of attitude research in the field of special education and rehabilitation in developing countries such as Iran in particular.

Attitudes Toward Exceptional Persons

There have been a few studies considering attitudes toward handicapped or specific kinds of physical disability or mental retardation in specific settings in the United States and a few other countries. Only those studies relevant to the present discussion will be considered.

One of the most comprehensive analyses of the attitudes of educators toward exceptional children was conducted by Haring, Stern and Cruickshank (1958). They state that the attitudes of the regular classroom teachers with whom exceptional children are to be placed present a vital consideration which has not been explored. These authors further state that the attitudes which teachers have are reflected in their behavior, and influence strongly the social growth of exceptional children. The statements of Haring, Stern and Cruickshank added impetus to the present investigation of attitudes of public school teachers with whom exceptional children are to be placed and mainstreamed. If the attitudes of teachers influence the academic, social and emotional growth of children, then we need to know these attitudes prior to the time teachers are faced with exceptional children in their classrooms. If the attitudes of teachers are unfavorable toward handicapped persons, then means may be sought to change the unfavorable attitudes.

Haring et al. (1958) found that workshop attempts to modify teacher attitudes (both verbal and behavioral) toward disabled children were more effective where teachers maintained regular contact with these children. This suggests a possible interaction between "information and contact" in relation to attitude toward a minority group. He states:

From the reaction of those teachers who had few opportunities for actual experiences with exceptional children, it appears that the threat of having to modify behavior is more anxiety-producing than the real process of change itself (p. 130).

The effort of a formal attempt to modify attitudes whether through mass media or a workshop, seems only to increase the anxiety and to provide a specific focus for the expression of rejection and the development of organized resistance. When specific experiences are provided, the actual problems that arise can be dealt with directly (p. 131).

An investigation by Murphy (1960) into the attitudes of various groups of educators toward the handicapped has implications for the present study. He suggested that a positive correlation exists between how much a teacher thinks he knows about a specific area of disability and his attitudes toward a specific disability.

Fenderson (1964) stated that teacher's attitudes toward the handicapped can be evaluated through utilization of the principle that handicapped persons have a right to dignity, they have needs and feelings, and they can and do grow up.

Studies by several authors (Bodt, 1957; Dickstein and Dripps, 1958; Force, 1956; Haring et al., 1958; Kvaraceus, 1956; and Murphy, 1960) consider preferences for different disability groupings in various specific situations. Bodt, Dickstein and Dripps, Kvaraceus and Murphy, all studied preference for teaching particular groups over others by means of group rankings. In general,

the gifted were most preferred while mentally handicapped and maladjusted children were least preferred. Physically disabled children were in between. Bodt found that in general, physically disabled children were personally accepted as playmates for respondent's children, whereas mentally retarded and disturbed children were not. Dickstein and Dripps, and Murphy, found that where people have an educational specialty (e.g., such as speech therapy), children with a related disorder (e.g., with speech pathology) are most preferred as a student group. In general, there was a tendency to prefer to work with those best known. Respondents included teachers, principals, and speech therapists in addition to students.

Researchers who have investigated the attitudes of normal members of society toward disability have reported a general lack of acceptance of this group.

Barker, Wright, and Meyerson (1953) in an exhaustive review of the literature, summarized the characteristics of the attitudes that non-disabled individuals have toward handicapped persons and the attitudes the handicapped have toward themselves. The findings were based mainly on studies of attitudes toward special groups such as the blind, the deaf, or the mentally retarded. The summary indicates that the attitudes of other individuals toward handicapped persons are mostly unfavorable, as are the attitude of the handicapped toward themselves. Jordan



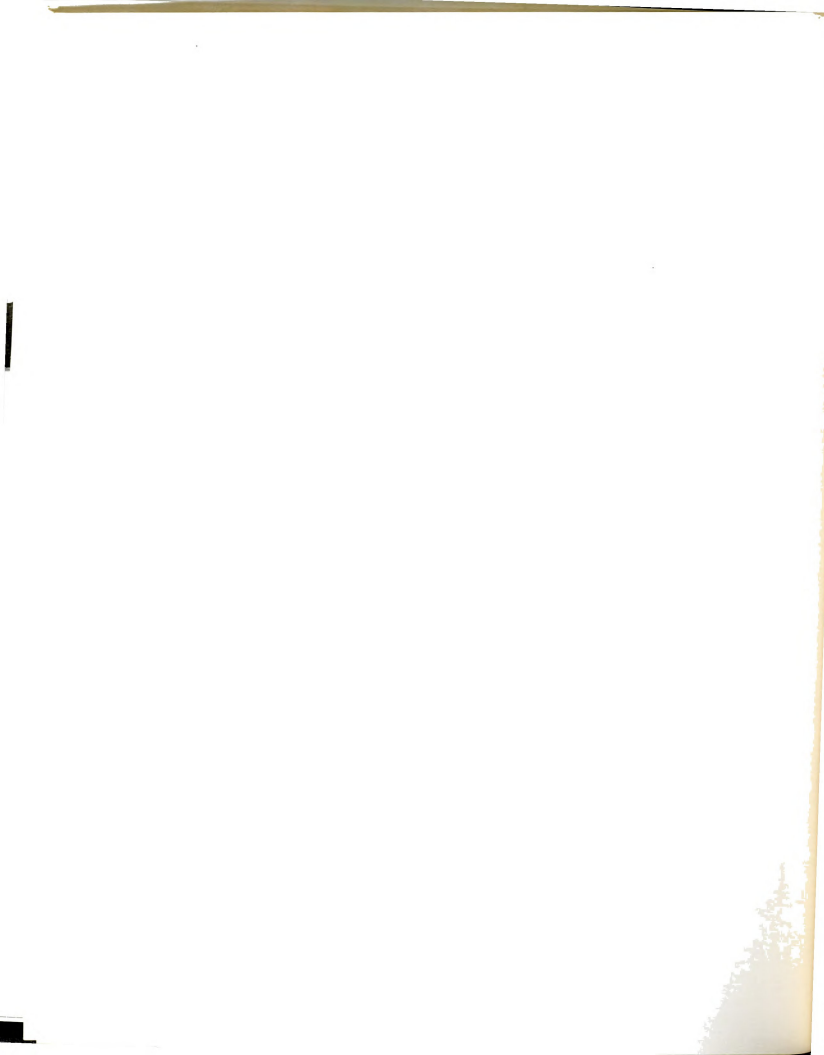
(1968) in his eleven nation study of attitudes reported similar findings in this regard.

Force (1956) attempted to determine the social position of physically handicapped children among normal peers. He found that the handicapped children are not as well accepted as normal children at the elementary school level.

Warren and Turner (1966) have reported rank order data on disabilities, indicating that the most visibly handicapped are least socially acceptable. Generally, the non-handicapped individual enjoys the greatest social acceptability.

Attitude Toward Mentally Retarded Persons

One of the most comprehensive early studies encountered in the literature in the area of mental retardation was conducted by Greenbaum and Wang (1965) who investigated the attitudes of several groups that have direct contact with the mentally retarded at significant times in their lives. These authors administered a twenty-one scale (the semantic differential) measuring conceptions of four terms describing mental retardation ("idiot," "imbecile," "moron," and "mentally retarded") and three terms describing mental illness ("mentally ill," "emotionally disturbed," and "neurotic") to over 300 adult respondents who were selected from among the following four populations: (a) Parents of mentally retarded children



(100); (b) Professional experts who were likely to advise or treat the mentally retarded (55 vocational counselors, 12 high school teachers of the mentally retarded, 25 school psychologists, and 13 physicians); (c) potential employers of the mentally retarded (68 executives); and (d) paraprofessional employees (37) and volunteers (26) who worked with institutionalized mental retardates.

Nine of the twenty-one items measured the three factors of Evaluation (e.g., good-bad, pleasant-unpleasant), Potency (e.g., strong-weak, rugged-delicate), and Activity (e.g., fast-slow, hot-cold); factors found by Osgood, Suci, Tannenbaum (1957) through factor analytic work on semantic differential data to most consistently and prominently describe the semantic space in which terms and concepts may be ordered in general. The remaining twelve items were assembled in an attempt to assess attitudes toward the retardate's social stimulus value, his physical health, and his psychological properties or attributes.

The findings indicated that the paraprofessionals had a significantly more positive attitude than any of the other groups, with the parents having significantly more positive attitudes than both the professionals and the employers - the latter had the most negative attitudes of the groups measured while the professionals had a significantly more positive score than the employers on the Evaluative factor only.

It was found that the general structure of conceptions of the mentally retarded was the same for all groups. This conception, however, was mainly a negative one. Only three of the scales averaged in a direction just barely positive while seven were strongly negatively evaluated. Parents and professionals were clearly ambivalent on the Evaluative factor. In addition, it was found that all groups had a more negative conception of the mentally retarded than of the mentally ill.

Analysis of the data by demographic variables yielded the following results: (a) the less well educated and those of lower socioeconomic standing were more favorably disposed toward the mentally retarded; (b) female subjects tended to have more positive concepts of mental retardates than males; this latter finding, however, may have been confounded by the sexual composition of the various groups; (c) there was a non-significant trend for older subjects to hold more positive images of the retarded than younger subjects.

Semmel (1959) explored the relationship between the attitudes of 40 regular and 27 special education teachers and the knowledge variable. Semmel employed a 48 item questionnaire, 32 items of which were factual and 16 of which measured attitudes toward retardation. Analysis of mean scores revealed that the special teachers had significantly more knowledge concerning mental deficiency than

did regular grade teachers; however, both groups showed an equally high positive attitude score. Semmel concluded that his research "questions the implied relationship between correct information and positive attitudes toward the retarded (p. 573)." These findings may have been confounded, however, by the fact that proportionally more women and three times as many teachers with ten or more years experience existed among his regular teacher group than in the special educator group. It is also not clear what facets or levels of attitudes were being measured.

Begab (1970) sampled 288 graduating students and 279 entering students from seven schools of social work to study the effects of differing educational experiences on social work students' knowledge and attitudes toward mental retardation. The author found that how rather than how much one learned was the most important factor whether information was absorbed and integrated into attitudes. Students at schools that provide field experience and contact with mental retardates showed greatest change.

Begab concluded that direct contact influences attitudes toward the extremes; those with no contact at all derive their attitudes from prevailing cultural values and beliefs. Knowledge, attitudes, and client preferences (termed action tendencies by the author) do not correlate except when affective learning experiences, as in field instruction, are involved. Formal class instruction has



limited impact. Feelings are what motivate learning and behavioral change.

Gottlieb¹ (1973) investigated attitudes of regular elementary and secondary school teachers, parents of mentally retarded and special education and rehabilitation personnel toward mentally retarded persons in Colombia. He found that the independent variables of knowledge about mental retardation, efficacy, educational planning, and religiosity failed to be adequate "single" predictors of attitudes toward retarded persons. Multiple groupings of these variables were more adequate predictors. Gottlieb noted that the respondent's values and quality of contact with the retarded served as more predictive determinants of attitudes. Gottlieb found significant differences between men and women. Colombian men indicated more favorable attitudes toward retarded than colombian women. The author found that parents of the mentally retarded revealed the most favorable attitudes, followed by special education and rehabilitation personnel, regular elementary teachers, and regular secondary school teachers.

Attitudes Toward Blind Persons

The first things one notices about attitudes toward blindness and blind people is that although there have

¹Gottlieb's study of attitudes toward mental retardation in Colombia is one of a number (see references) of cross-cultural investigations currently under way at MSU under the direction of Dr. John E. Jordan. The present study is included in the series.



always been only a comparatively small number of blind persons they attract more attention and have more agencies serving them than any other handicapped group, including those with handicaps that are more widespread and more disabling. Siller (1970) in the report of a recent investigation of attitudes toward the disabled observed that:

blindness appears to have a unique position with respect to other kinds of physical disabilities. There is a personal relevance and immediacy to blindness that is much stronger than is true for other conditions (p. 54).

One of the most common reactions of sighted people to even the most superficial contact with a blind person is a feeling of pity and sympathy, a feeling often expressed in highly sentimental terms. Perhaps because pity is the socially accepted reaction not only to blind people but also to most other kinds of physically disabled people, one finds it as an underlying factor in most of the attitude studies toward blindness recorded in the literature.

The desire to avoid contact with blind people often becomes a general rejection of them in many areas of daily life.

Murphy (1961) in his study asked educators to rank categories of exceptional children according to those they would most prefer to teach and those they most understood. He found that the great majority of the respondents not only placed the visually handicapped child on the rejection end of the continuum, but also signified that they knew



very little about these children in comparison to those having other types of disability.

In another study conducted by Nikoloff (1962), elementary and secondary school principals were questioned about whether they would accept certain kinds of disabled individuals as student-teachers and as full-time teachers in their schools. Of the five categories of disability (blind, deaf, crutch, stutter, and artificial limb), listed on the questionnaire, those in the category "blind" were the most often rejected, although those in the "deafness" category were rejected nearly as often.

Monbeck (1973) in his study of attitudes toward blindness and blind people indicates that

although the number of blind beggars is too often small, it is the image of the beggar that is most commonly called to mind by the words "blind man". It is not surprising that the blind beggar is so conspicuous, for it is his business to be noticed and to be instantly recognized as useless, unable to work, and worthy only of pity. The ordinary, average blind person on his way to work or out shopping is only rarely noticed and almost never remembered (pp. 8-9).

Attitude Toward Deaf Persons

Elser (1959) attempted to determine to what extent hearing handicapped children were accepted, isolated, or rejected by their normally hearing classmates. In the attempt to analyze the meaning of "acceptance" in a classroom situation, the following areas were identified:

(a) the friendship patterns of children, their intimate



associates; (b) the reputation or social status a child enjoys among his peers, in which favorable and unfavorable traits are attributed to them; and (c) the area of self perception or the individual's awareness of his own status in the group of which he is a member.

The results showed the hearing handicapped were not accepted as "average" by their classmates. As to friendship, the hearing handicapped were not as well accepted as the non-handicapped average of their groups. The results as to reputation indicated that as a group they did not enjoy as good a reputation as the average of the class.

Murphy, Dickstein and Dripps (1960) studied the attitudes of several groups of youth specialists toward hearing handicapped children and compared these attitudes with those held toward other types of exceptional children. They used a scale using eight categories to include: the hearing handicapped, the visually handicapped, the mentally retarded or slow learners, the emotionally disturbed, the physically handicapped, the gifted, the speech disordered, and the delinquent. The question items were:

1. Which type of exceptional child would you most prefer to teach?
2. Which type of exceptional child would you least prefer to teach?
3. Which type of exceptional child do you know most about?

4. Which type of exceptional child do you know
least about?

Each respondent was asked to rank order his selection of each category as he answered each question. The rating scale used was based on a procedure suggested by Kvaraceus (1956).

Their findings indicated that the deaf ranked quite low on the "teaching preference" variable by respondents included in the study with the exception of one group of speech therapists. The respondents were college freshmen studying to become teachers, elementary classroom teachers, elementary school principals, special school personnel, and speech therapists.

Cowen, Rockway, Bobgrove, and Stevenson (1967) reported on a network of three studies each contributing to the development of an attitudes to deafness scale. In the first study the 30 items originally used in an attitudes to blindness scale were recast and adapted to a scale for deafness by substituting the terms "deafness" for "blindness" and a "deaf person" for a "blind person". In addition 20 items were written, each reflecting an attitude toward deafness or deaf persons. These were based on statements the investigators found in the literature. It was stated that these included propositions which had no empirical base and which reflected mostly the prejudgments and stereotypes of a particular observer. The items included agreement with

the given proposition indicating either a positive or negative attitude toward deafness. The items were then given to a group of judges (two advanced clinical psychology students, two Ph.D. clinical psychologists, and one psychiatrist) who were asked to indicate whether agreement with each reflected a positive or negative attitude to deafness or did not relate to the question of attitudes to deafness. There was 100% agreement on 18 out of the 20 items and 80% on the remainder.

The total of 50 items were then given to 100 psychology students. They were presented in a 4-point Likert type framework of strongly or mildly agree or strongly or mildly disagree. No neutral point was included. Results were item analyzed. Twenty-five items were then selected primarily on the basis of discriminating power, with item test correlations ranging from .43 to .83. In the final array the 25 items included 21 items in which "agreement with" indicated a negative attitude to deafness and 4 in which "agreement with" indicated a positive attitude to deafness.

This 25 item scale was then given to a second sample of 160 psychology students for the purpose of cross validation. Results indicated a reasonable stability in the discriminating power of the 25 item test.

Poulos (1970) designed a study to examine the relationship of certain variables to deafness and to assess



the attitudes of teachers of the deaf, regular school teachers, mothers of deaf children, manager-executive and mothers of non-deaf children toward deafness.

Poulos used a revised version of the ABS-MR instrument as developed by Jordan (1967) as it related to multi-national study of attitudes toward physical, mental, emotional, and racial-ethnic differences to measure attitudes toward deaf. Poulos found that, value, knowledge, contact, and certain demographic variables were limited predictors of attitudes toward the deaf. He noted that regular school teachers and manager-executives rendered consistently high reliabilities throughout the study.

Attitude Measurement

The concept of attitude has played a major role in the history of social psychology. The interest of researchers in fact-collecting and statistical methods has resulted in a rapid advance in the empirical study of attitudes, with the result that attitudes today are perhaps measured more successfully than they differentially define.

Attitude scales as reported by Stern (1963), have been used, as suggested by Watson in 1925, in the surveying of public opinion in general, and later in such opinion surveys as the Gallop Poll. In opinion surveys there is less emphasis placed on a "reliable" measurement of individuals. In contrast to opinion polls, attitude scales attempt to reliably test the attitude of each individual.

Prior to 1928 attitude testing had been generally confined to simple questionnaires. According to Cronback (1949), these reflected obvious weaknesses in the lack of evidence that the separate questions measured the same attitude, and the arbitrary nature of the units of measurements. Thurstone (1928) developed a scale which consisted of 20 or more statements representative of several degrees of opinion. The method represented attitudes toward an object as being arranged on a continuous scale, ranging from highly acceptable or favorable toward the object, to the opposite extreme of highly unfavorable. Thurstone's 20-item scale had the respondent indicate those statements to which he agreed. The statements had preset scale values ranging from 0, most unfavorable, through 5.5 for neutral statements and to 11.0 for most favorable. The score for the respondent is the median score of all the values of statements he chose.

Murphy, Murphy and Newcomb (1937) stated in evaluating the Thurstone method that "no scale can really be called a scale unless one can tell from a given attitude that an individual will maintain every attitude falling to the right or to the left of that point..." Measurements are not as easy as black and white.

Thurstone's technique of scaling involved three steps: involving the preparation of items; sorting of statements by judges and scaling; and testing for relevance.

Likert's technique (1932) for constructing attitude scales centered around the collection of possible statements which had been presented on a trial test to many subjects. The items were scored and each item correlated with the total test. Those items that did not correlate with the total score were discarded. Ambiguous items and those that were not of the same type as the rest of the scale were eliminated through this internal-consistency procedure. In the final scale, each respondent indicated his reaction to a statement; usually on a five point scale:

| | | Rating for favorable statements | Rating for unfavorable statements |
|-------------------|----|---------------------------------------|---|
| Strongly Agree | SA | 5 | 1 |
| Agree | A | 4 | 2 |
| Undecided | U | 3 | 3 |
| Disagree | D | 2 | 4 |
| Strongly Disagree | SD | 1 | 5 |

A favorable attitude was indicated by a high score and scores were interpreted on a relative basis which differed from Thurstone's absolute system of units.

Edwards and Kenney (1946), in a comparison of these two tests, indicated that the factors which made invalid "self reports" were present in both. Response sets influence the score in the Likert tests which tended to lower the validity, whereas in the Thurstone, because the directions required one to check the several statements with which he most agreed, there was no influencing effect due to response

set. The Thurstone test was not as diagnostic as the Likert which required a response to every item thus enabling an item analysis to obtain a picture of reaction to specific questions.

The most frequently used attitude scales are the Thurstone, Likert, and Guttman methods of scale construction. Guttman's method (1944, 1947) is based upon the idea that items can be arranged in such an order that a person who responds in a positive way to any particular item would respond similarly to all other items having a lower rank. Consequently, if items can be arranged in this manner they are "scalable". In the development of a scale following this theme, a number of items about the attitude object are composed, and the array of items is administered to a group. The responses are analyzed to determine whether they are scalable. Shaw and Wright (1967) point out that since a given set of items may be scalable for one population but not for another, it is essential to check the "scalability" before Guttman scales are used with a population other than the one used for development.

McNemar (1946) was critical of attitude tests being used without their validity having been first established. This lack of validation in tests used was due to the inability of the test originators to find adequate criteria for comparison.



To check on verbal expressions of attitudes as to whether they are honest and real, one needs to check them against outside criteria; one way is to check the results against the results of a group with known attitudes.

Cronbach (1949) points out that attitude tests are more likely to be valid when the respondents have no motive to conceal their true attitude.

The question of intensity of attitude is a factor of great importance in the interpretation of scores in the range of favorable to unfavorable rating. Neutral scores have been difficult to interpret, as a score between the two extremes may be due to indifference, or the respondent may be acquainted with the attitude object, or he may have conflicting feelings about the point in question. These questions dealing with intensity which were raised early in the use of attitude scales, need to be considered if scales are to be used extensively. It is difficult to reason from a general attitude that an individual holds the same opinion of all phases of an attitude object.

Shaw and Wright (1967), in speaking of the dimensions of attitudes, list the following characteristics:

1. The concepts that underline attitude are evaluative in nature and specify some degree of "preferability" which is dependent upon the goal orientation of the conceiver.
2. Attitudes are construed as varying in quality and intensity on a continuum--positive through neutral to negative.
3. Attitudes are learned.
4. Attitudes have specific social referents...

5. Attitudes possess varying degrees of inter-relatedness to one another.
6. Attitudes are relatively stable.

Since 1950 a number of more elaborate procedures for scale construction and refinement were proposed by Guttman, Lazarsfeld, Coombs, Green, and others. Shaw and Wright (1967) report that though the contributions of attitude research have been great, much effort had been wasted because of a lack of suitable instruments of measurement. Though some research needs were met, results were not always directly comparable because of this lack of a common base of instrumentation.

Facet Theory and Attitude Measurement

Facet theory is a nonmetric method (Castro and Jordan, 1977) for the design of structure of attitudes. Guttman (1959) developed facet theory to analyze attitude, he proposed three "facets" to define a particular response. Table 1 presents these facets.

Table 1. Basic facets involved in a particular attitude response.

| (A) | Facets (B) | (C) |
|--------------------|-----------------------|-------------------|
| Subject's Behavior | Referent | Referent behavior |
| a_1 belief | b_1 subject's group | c_1 comparative |
| a_2 interaction | b_2 subject himself | c_2 interactive |



He further postulated an ordering principle from weak to strong forms of behavior, i.e., the elements of the facets (structs) are ordered and as they become stronger, the strength of the structuple (or combination of the elements from the facet) becomes stronger. Thus, all attitude items can have none, one, two or three strong structs; a total of four possible combinations from weak to strong structs. Guttman postulated a logical reason for permutations of the three facets. If the elements of the facets are properly ordered within each facet and the facets are correctly ordered with respect to each other, then analysis of attitude items by n -dichotomous facets will produce $n + 1$ types of attitude items. These types are called "levels" where each "level" has one more strong element than the "level" preceding it and one less strong element than the "level" immediately following it.

In the readings of Bastide and Berghe's (1951) attitude data, Guttman (1959) was able to facetize the semantic structure of their attitude items into four attitudinal levels as shown in Table 2.

Guttman (1959) also suggested that to increase the predictability of his theoretical mode, it would be beneficial to (a) enrich the facet design and (b) place these behaviors (levels) in a broader context.



Table 2. Guttman facet profiles and descriptive labels of attitude levels.

| | | |
|---|-------------|---|
| 1 | $a_1b_1c_1$ | Stereotypic: Belief of (subject) that <u>his own group</u> (excels - does not excel) <u>in comparison</u> with (attitude object) on (desirable traits). |
| 2 | $a_1b_1c_2$ | Norm: Belief of (subject) that <u>his own group</u> (ought - ought not) <u>interact</u> with (attitude object) in (specified ways). |
| 3 | $a_1b_2c_2$ | Hypothetical Interaction: Belief of (subject) that <u>he himself</u> (will - will not) <u>interact</u> with (attitude object) in (specified ways). |
| 4 | $a_2b_2c_2$ | Personal Interaction: <u>Overt action</u> of (subject) <u>himself</u> (to - not to) <u>interact</u> with (attitude object) in (specified ways). |

In the later 1960's and early 1970's, further application of facet theory to attitude measurement was undertaken by Jordan and his associates at Michigan State University. Jordan (1968) proposed additional facets to those identified by Guttman. He expanded the facet analysis of attitudes to include five facets and therefore six levels. Table 3 provides Guttman's original facets and Jordan's adaptation. Specifically, Jordan added facets which defined two more levels to the Guttman's original attitude levels.

Guttman's original attitude levels (stereotype, norm, hypothetical interaction, and personal interaction) were primarily concerned with the cognitive and affective

modalities (McGuire, 1969). It is at this point that Jordan visualized the need to expand Guttman's system to include conative modalities; his six-level facetized design gave greater emphasis to the affective and conative elements of "attitude behaviors" than does Guttman's original four-level design, thus the term "attitude-behavior." Jordan's additional levels emphasized real, observable, experienced, and/or reported behavior. These levels evaluate the subjects' actual feelings and actions, instead of perceived thoughts, beliefs, and opinions. They appear to be crucial levels where attitude change is concerned (Brodwin, 1973). Table 3 provides the facet design developed by Guttman (1954), compared with the modified facet design developed by Jordan (1968).

Construction of the six-level attitude behavior scale in Jordan's research has been guided by the facet elements shown in Table 4. These six structuples were chosen because they appeared to be capable of instrumentation and were considered socially relevant (Brodwin, 1973). In addition, these six levels form a simplex: each structuple becomes increasingly stronger with one more strong struct; i.e., they move from no strong elements to all strong elements.

The mapping sentence for the above five facets outlines the possible levels at which attitude may be measured, asserted, or implied toward all possible attitude



Table 3. Comparison of Guttman and Jordan Facet Designs for Attitude Items

| Design | Facets in Jordan Adaptation | | | | |
|---------|-----------------------------|--|--------------------------------|--------------------------------|-----------------------------|
| | Referent | Referent | Actor | Actor's intergroup behavior | Domain of actor's behavior |
| Jordan | a ₁ others | b ₁ belief | c ₁ others | d ₁ comparison | e ₁ hypothetical |
| | a ₂ self | b ₂ experience (overt behavior) | c ₂ self (mine/my) | d ₂ interaction | e ₂ operational |
| Guttman | --- | Subject's behavior | Referent | Referent's intergroup behavior | --- |
| | --- | b ₁ belief | c ₁ subject's group | d ₁ comparative | --- |
| | --- | b ₂ overt action | c ₂ subject himself | d ₂ interactive | --- |

Table 4. Joint Level, Profile Composition, and Labels for Six Types of Attitude Structure.^a

| Subscale Type- Level | Profile by Notational System | | | | Profile by Definitional System | | | Attitude Level Descriptive Term |
|----------------------------|---------------------------------|---|---|---|-----------------------------------|----------------|---|------------------------------------|
| 1 | o | b | o | c | h | a ₁ | b ₁ c ₁ d ₁ e ₁ | Societal stereotype |
| 2 | o | b | o | i | h | a ₁ | b ₁ c ₁ d ₂ e ₁ | Societal norm |
| 3 | i | b | o | i | h | a ₂ | b ₁ c ₁ d ₂ e ₁ | Personal moral evaluation |
| 4 | i | b | m | i | h | a ₂ | b ₁ c ₂ d ₂ e ₁ | Personal hypo- thetical action |
| 5 | i | e | m | i | h | a ₂ | b ₂ c ₂ d ₂ e ₁ | Personal feeling |
| 6 | i | e | m | i | p | a ₂ | b ₂ c ₂ d ₂ e ₂ | Personal action |

^aBased on facets of Table 3.



objects (both personal and conceptual objects). These possible levels (the six agreed-upon levels are provided in Table 4) form what Guttman and Jordan have labeled joint struction; i.e., the structioning that occurs across attitude levels for all possible attitude objects. The researcher may assess attitudes at any or all of these joint structioned attitude levels for any attitude object. And the researcher may assume that the individual respondent or group of respondents will provide different responses to the same item dependent upon which joint level the question is presented. Figure 1 provides the mapping sentence for the final scale developed by Jordan (1968): Attitude-Behavior scale-mental retardation (ABS-MR).

For the present study the author has adapted and revised two levels of Jordan's (1968) six level attitude scale. These levels are social stereotype, level 1 and personal hypothetical, level 4 and they were used simultaneously in order to assess attitudes toward blind, deaf, and mentally retarded persons.

Validity and Reliability of the (ABS) Scales

Jordan (1970) reports the results of an early study using the ABS-MR in which three groups were studied: (a) 88 Michigan State University graduate students in a course on medical information; (b) 633 regular education students; and (c) 523 elementary school teachers in Belize. All three groups yielded the simplex approximation pattern:

JOINT STRUCTURE

| (A) Referent | (B) Referent Behavior | (C) Actor | (D) Actor's Intergroup Behavior | (E) Domain of Actor's Behavior |
|---|--|---|---|---|
| (Subject attributes to) a ₁ others a ₂ self | who has b ₁ belief b ₂ experience (overt behavior) | vis-a-vis the actor c ₁ others c ₂ self (mine/my) | d ₁ compare(s) d ₂ interact(s) | e ₁ hypothetically e ₂ operationally |

LATERAL STRUCTURE

| (F) Life Situations | (G) Importance | (H) Evaluation Process |
|---|--|---|
| f ₁ personal traits f ₂ primary group relations f ₃ recreation f ₄ education f ₅ employment f ₆ health, welfare and legislation f ₇ sex and family f ₈ secondary group relations | g ₁ high g ₂ medium g ₃ low | h ₁ with respect to h ₂ because of h ₃ despite |

33

(their)

RESPONSE MODE STRUCTURE

| (I) Trait Type | (J) Trait Level | (K) Valence | (L) Intensity |
|--|--|--|--|
| i ₁ cognitive i ₂ affective i ₃ physical-behavioral | j ₁ attributed handicap j ₂ actual disability | k ₁ negative k ₂ neutral k ₃ positive | l ₁ low l ₂ medium l ₃ high |

intensity.

Figure 1.--A Mapping Sentence of the Joint, Lateral, and Response Mode Structure Facets Used to Structure the Attitude-Behavior Scale-Mental Retardation.



.97 for the graduate students, .94 for the regular education students, and .85 for the Belize teachers. From the principle of contiguity, which predicts that items closer Semantically should also be closer statistically, Guttman postulated the "Simplex" construct. A simplex is defined by Guttman (1954) as "set of scores that have an implicit order from least complex to most complex." The investigations of Foa (1958, 1963), Guttman (1961), and Jordan (1968, 1971) support the simplex hypothesis.

Poulus (1970) developed the Attitude-Behavior Scale-Deaf and his data yielded a simplex approximation for all groups, running from .83 to .93. Frechette's (1970) study of attitudes of French- and English-speaking Canadians toward West Indian immigrants yielded simplex approximation patterns ranging from .54 to .91; the best order matrix value ranged from .76 to .93. Williams (1970), using the ABS:BW/WN scale, found hypothesized simplex scores of .73 to .90. According to Brodwin (1973), as the ABS is revised, closer approximations to the perfect simplex result. A more recent development in the Attitude-Behavior Scales has been the "drug scale" developed by Jordan, Kaple and Nicholson (Kaple, 1971). The simplex results from this scale have been the most successful. Kaple's (1971) study used further refinements in the ABS scale: his simplex approximations not only exceeded all of the other ABS results but approached 1.00, a theoretically perfect simplex.

Other forms of testing the validity of the ABS series of scales have also been applied. The content validity of the ABS scale can be assumed since items (situations) are evolved in cooperation with practicing professionals in the field of interest, and the known group method of determining validity has been regularly utilized (Jordan, 1971). Furthermore, facet theory guides the selection of items and thus helps insure that the item universe was sampled (Jordan, 1970). Finally, the construction of the Attitude-Behavior Scales in general has been based on facet theory and therefore selection of items follows a systematic a priori method instead of by the method of intuition or by the use of judges (Jordan, 1970). Every item on every level of a form of the ABS corresponds to a combination of elements of each and every facet. Very recently Bedwell's (1977) study on construct validity of the metatheory of facets applied to attitude measurement, supported the construct validity of metatheory of facets and he concluded that facet theory is a useful tool for specifying research design, and in a priori structuring of the relationship.

Standard reliability procedures have also been applied to the Attitude-Behavior Scales. Reliability coefficients for the ABS-MR and the ABS-BW range between .70 and .95 (Jordan, 1971; Morin, 1969). Hoyt's method (1969) is usually used for measuring reliability. It

produces a coefficient similar to the Kuder Richardson 20 measure of internal consistency. Besides Hoyt's method, Alpha coefficient has been equally used for assessing reliability.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

General Design of the Study

The data for this study consist of the responses of 313 teachers from Iran to a 146 item questionnaire (see Appendix A). The questionnaire has two basic components: the first 120 items measure attitudes to the deaf, blind, and the retarded; the remaining items measure a variety of factors including factual information about the respondents as well as certain values and opinions which they hold.

In this study attitudes toward the three disability groups are the dependent variables; the various factors measured by the second part of the questionnaire are the independent variables. Thus, the major hypotheses of this study are in the form of the prediction of relationships between the various independent variables and attitudes toward the deaf, the blind, and the mentally retarded. In addition, three hypotheses are concerned with theoretical issues relating to attitudes toward handicaps and the measurement of attitude, as will be explained below in the discussion of the hypotheses.



Subjects

The subjects of the study consisted of a sample of school teachers in Iran. Teachers were chosen as a group primarily because of the fact that teachers have been widely used in other studies of the attitudes of various national groups toward the handicapped. In addition it was assumed that teachers would have sufficient acquaintance with the handicapping conditions and with the purposes of survey research to respond in a meaningful way to the questionnaire, and at the same time would be a group who probably share the cultural values of a major portion of the Iranian population. Finally teachers were chosen because of their essential role in the mainstreaming program which Iranian authorities in the field of special education have been advocating.

It was not feasible to draw a random sample of Iranian teachers. Instead, questionnaires were distributed to friends of the writer who had access to populations of teachers, or to other persons who volunteered to help. All of the teacher respondents volunteered to complete the questionnaire.

The friends and volunteers were given batches of questionnaires to be distributed, with instructions to the teachers to mail the forms to the writer. A total of 313 questionnaires, fully and adequately completed, were returned by mail in time for the deadline for data analysis.



It was not possible to know how many questionnaires were accepted by teachers and not returned, since it was not possible to determine how many questionnaires in a batch given to a "distributor" were actually given to a teacher.

Thus, it cannot be said that the sample is representative of the population of Iranian teachers. On the other hand, it is the writer's impression that a wide variety of teachers were reached. Approximately 20% of the returns were from Teheran, which is also approximately the proportion of Iranian teachers in the capital city. The other questionnaires came from smaller cities throughout Iran.

The age and sex distributions, and the educational levels, are presented in Tables 5 and 6. It will be noted that the age range is restricted, over half of the respondents being in the 21-30 year age group. The distribution for educational level is bimodal with the large majority of the sample being college graduates.

Measures

The Attitude-Behavior Scale (ABS)

The ABS is an attitude scale developed by Jordan (1968), used widely in international studies of attitudes toward the handicapped, and revised by the present writer for use with the Iranian sample. The basic scale is a 20 item scale. In this study three forms of the scale are



Table 5. Distribution of respondents according to age and sex.

| Age | Sex | | Total |
|----------|--------|------|-------|
| | Female | Male | |
| Under 20 | 5 | 2 | 7 |
| 21-30 | 68 | 103 | 171 |
| 31-40 | 57 | 60 | 117 |
| 41-50 | 5 | 11 | 16 |
| 50-over | 0 | 2 | 2 |
| Total | 135 | 178 | 313 |

Table 6. Distribution of respondents according to educational level and sex

| Educational Level | Sex | | Total |
|--------------------------------|--------|------|-------|
| | Female | Male | |
| 6 years of school or less | 0 | 0 | 0 |
| 7-9 years of school | 0 | 1 | 1 |
| 10-12 years of school | 38 | 63 | 101 |
| Some college or university | 39 | 40 | 79 |
| A college of university degree | 58 | 74 | 132 |
| Total | 135 | 178 | 313 |



used, each form worded to apply to the appropriate disability group, deaf, blind, or mentally retarded, and for each disability group it is presented twice with two different sets of instructions. Thus, each respondent responds to the scale six times.

The first 15 items of the three forms of the ABS are the same, except for the name of the disability. Following are the stems for the 15 items from the form for the deaf.

1. Deaf persons have less energy and vitality than others.
2. It is almost impossible for deaf persons to lead a normal life.
3. Deaf persons have ability to do school work.
4. Deaf persons generally have as much initiative as others.
5. Deaf persons can maintain a good marriage.
6. Deaf persons should not have children.
7. Deaf persons are likely to be faithful to their spouses.
8. Deaf persons are able to take care of their children.
9. Deaf persons are likely to obey the law.
10. Deaf persons make plans for the future.
11. Deaf persons are so by luck or fate.
12. Deaf persons like to be with other people.
13. Deaf persons are likely to have the ability to be financially self-sufficient.
14. Rules for deaf persons should be less strict.
15. Education for deaf persons is as important as for others.

Following are the five statements specific to the scale for each disability area.

- Deaf
1. Deaf persons can usually learn to use speech in communication with others.
 2. Deaf persons are usually comfortable with hearing people.
 3. Deaf persons can usually be mainstreamed in regular school by providing special materials.



4. Deaf persons can usually benefit from a hearing aid.
5. Deaf persons are usually able to continue higher education.

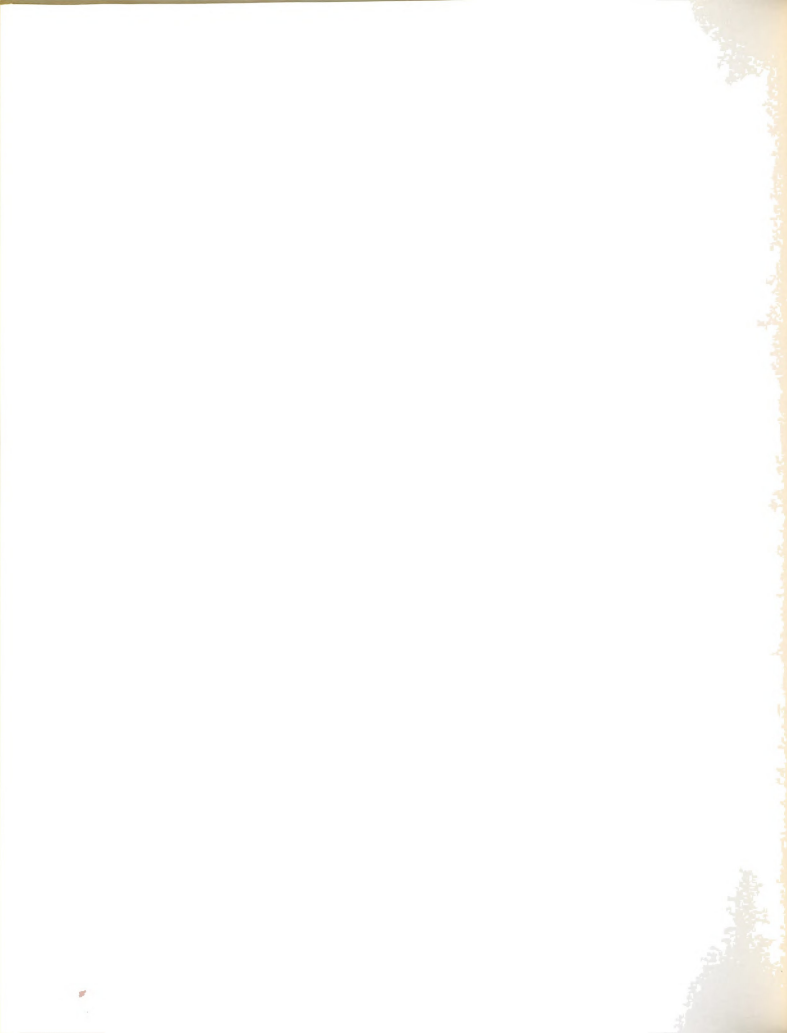
Blind

1. Visually impaired persons can participate in social activities with sighted persons.
2. Visually impaired persons can usually learn to take care of their daily living tasks.
3. Visually impaired persons can usually be mainstreamed in regular school by providing special materials.
4. Mobility training usually will enable visually impaired persons to travel independently.
5. Physical education and sports should be part of educational curriculum of visually impaired persons.

MR

1. The intelligence level of most mentally retarded persons can be increased through education.
2. Mentally retarded persons can learn almost anything but at a slower rate.
3. Mentally retarded persons can usually complete elementary school.
4. Mentally retarded persons can learn to develop personal hygiene and good health habits.
5. Most mentally retarded persons can learn social skills to get along with other people.

Two sets of instructions to which the teachers responded for each disability area are illustrated below with the corresponding response alternatives for items number 1 and 21. The first set of instructions is referred to in previous studies as eliciting attitudes at the "stereotypical" level; the second set, at the "hypothetical" level. These terms will be used here in order to be in keeping with previous usage. Also in keeping with previous usage, these two sets of instructions are referred to as "levels". Their meaning is operationally defined by these instructions:



Stereotypical Level: "...circle the number that indicates how other people compare deaf persons to those who are not deaf ...Other people generally believe the following things about deaf persons as compared to those who are not deaf."

Example: 1. Deaf persons have less energy and vitality than others.

1. all people believe
2. most people believe
3. some people believe
4. very few people believe

Hypothetical Level: "...circle the number that indicates for each of these statements how YOU PERSONALLY compare deaf persons to those who are not deaf...In respect to deaf persons would you expect that."

Example: 1. Deaf persons have less energy and vitality than others.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

It will be noted that the response options differ for the two sets of instructions to be in keeping with the point of view the respondent is to assume.

The score for each item is the number of the response chosen, with the number 4 always representing the most positive attitude. If a subject chooses the response number 1 for each of the 20 items his total attitude score will be 20, which represents the most negative attitude possible. Thus, scores on each scale may range from 20 to 80, with high scores representing positive attitudes toward the disability being measured.

For the testing of all but one of the hypotheses this score for 20 items is used. However, for Hypothesis 10 (see section on Research Hypotheses) two scores are used; one based on the first 15 (common) items and one based on the last 5 (specific) items in each form of the scale.

Clarification of terminology relating to the ABS

In this study the attitude objects are the deaf, the blind, and the mentally retarded. As stated previously the term "level" refers to whether the attitude toward an attitude object has been expressed following instructions to report what the respondent thinks other people believe (Stereotypical Level) or what he himself believes (Hypothetical Level). Thus, if, speaking for myself, I express attitude x about the deaf, my attitude x is at the hypothetical level and the attitude object is the deaf.

The first 15 items of the questionnaire will be referred to as the "common items", and the last 5 in each form of the scale as the "specific items". The sum of the scores for the 15 items is the common items score; the sum for the five items, the specific items score.

Translation into Persian (Appendix 2)

In order to guarantee accurate translation of the scales into the language of Iran the method of back-translation was used (Jordan, 1977). After the scale had been translated into Persian, the Persian version was submitted to a Persian American colleague to be translated back into

English. The comparison of the two English versions thus provided a measure of the errors that may have occurred in the translating process.

Persian equivalents of the terms deaf, visually impaired, and mentally retarded were used. It is the writer's conviction that the Iranian teachers, in responding to the Persian equivalents, visualized the totally deaf, and the totally blind populations. Therefore, while the English version of the questionnaires uses the term "visually impaired" the term "blind" is used elsewhere in this study, both because of its brevity and because it is closer in meaning to the probable interpretation by the teachers of the Persian equivalent than is the term "visually impaired."

The writer has less confidence that the term "mentally retarded" was interpreted in a uniform manner. However, it is probable that the referents for this term for the majority of the Iranian teachers were the severely and moderately retarded.

Reliability of the ABS

The procedure selected to estimate the reliability of the three forms of the ABS was to obtain a measure of internal consistency for each form by computing Alpha reliability coefficients. Table 7 contains the obtained reliability coefficients.

Table 7. Reliability coefficients for the ABS forms

| Research Group | <u>ABS-DEAF</u> | | <u>ABS-BLIND</u> | | <u>ABS-MR</u> | |
|-------------------------------------|-----------------|------|------------------|------|---------------|------|
| | STER | HYPO | STER | HYPO | STER | HYPO |
| Regular school teachers (313) | .85 | .90 | .83 | .88 | .82 | .87 |

These coefficients, while marginal for individual prediction, are adequate for the group comparisons made in this study.

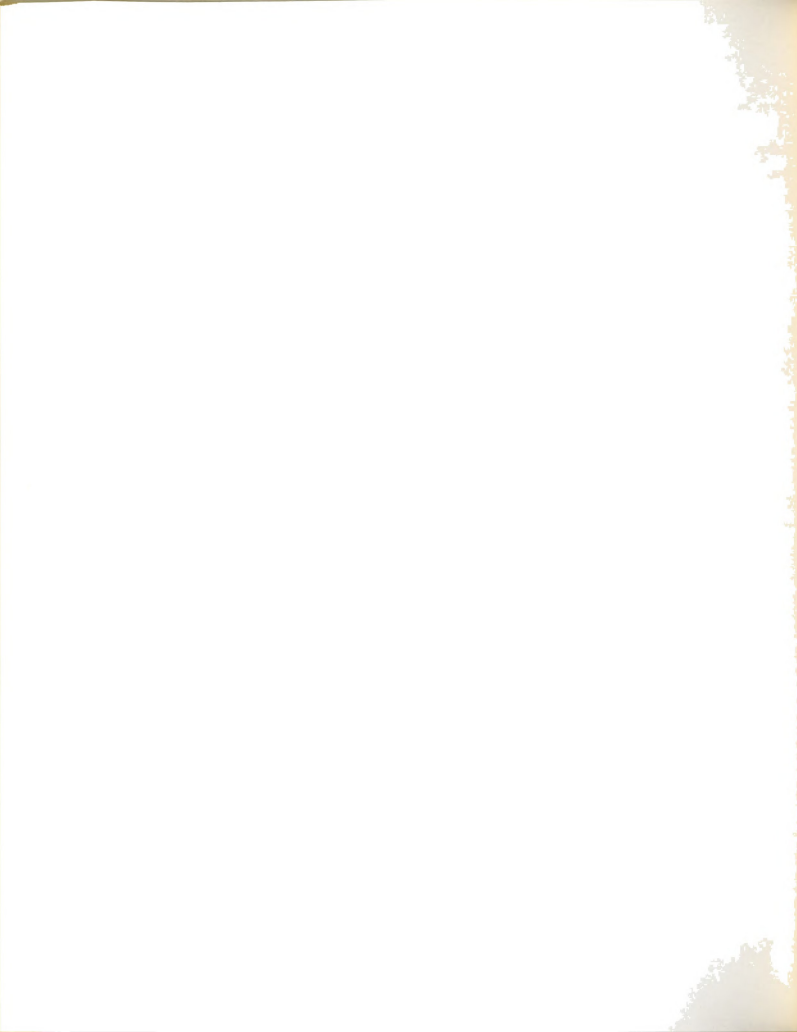
The Independent Variables

Three of the independent variables are the demographic variables of age, sex, and education described above in the section dealing with the subjects of the study. The age and education categories that are used in the testing of hypotheses are presented with the previous discussion in Tables 5 and 6.

Efficacy

The final nine items of the questionnaire, items 138-146, make up what is termed here an "efficacy" scale.¹ It was designed to measure the subject's view of man's effectiveness in the face of his natural environment. The

¹Efficacy is operationalized by the Life Situations' scale (Husen, 1967) which measures man's sense of control over his social and physical environment.



following nine items are responded to using the four categories from "strongly agree" to "strongly disagree" as in the ABS.

- 138. It should be possible to eliminate war once and for all.
- 139. Success depends to a large part on luck and fate.
- 140. Some day most of the mysteries of the world will be revealed by science.
- 141. By improving industrial and agricultural methods, poverty can be eliminated in the world.
- 142. With increased medical knowledge it should be possible to lengthen the average life span to 100 years.
- 143. Some day the deserts will be converted into farming land by the application of engineering and science.
- 144. Education can only help people develop their natural abilities; it cannot change people in any fundamental way.
- 145. With hard work anyone can succeed.
- 146. Almost every present human problem will be solved in the future.

The possible score range is from 9 to 36, with a high score representing a high degree of efficacy. This scale, adapted from a Guttman scale reported by Wolf (1967), was designed to measure attitudes toward man and his environment and attempts to determine the respondent's view of his relationship to the environment.

"The continuum underlying this scale ranged from a view that man is at the mercy of his environment and could only hope to secure some measure of adjustment to forces outside of himself, to a view that man could gain complete mastery of his physical and social environment and use it for his own purposes" (Wolf, 1967, p. 113).

Contact

The contact independent variable was measured by the following items.

132. Have you had any experience with mentally retarded persons? Considering all of the time you have talked, worked, or in some other way had personal contact with mentally retarded persons, about how many times has it been altogether?

1. No experience
2. Up to 20 occasions
3. Between 21 and 100 occasions
4. Between 101 and 500 occasions
5. More than 501 occasions

The stems for items 134 and 136 which measured contact with the blind "Have you had any experience with visually impaired persons? About how many times?" The same form was followed for the deaf and the mentally retarded.

In hypothesis testing, the contact item for a particular disability was related to the attitude toward that disability. Thus, there were three different contact measures, with scores on each ranging from 1 to 5.

Religiosity

The independent variable of religiosity was measured by the following questionnaire item.

127. In respect to your religion, about to what extent do you observe the rules and regulations of your religion?

1. I prefer not to answer
2. I have no religion
3. Sometimes
4. Usually
5. Almost always

If a subject chose the first response option, "I prefer not to answer" it was considered to be a lesser amount of religiosity than the other responses. This is a questionable assumption, but is of little relevance here since only 20, or 6.4 percent, of the subjects chose this response.

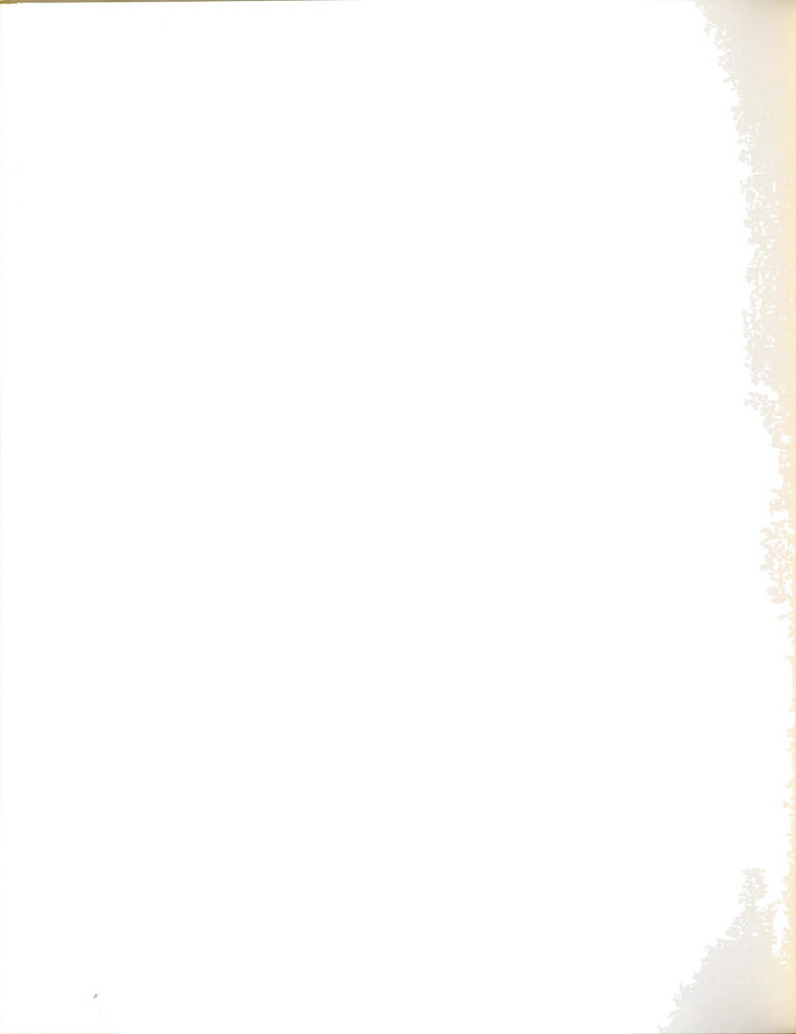
Change Orientation

Orientation to change was measured by a score that represented the sum of scores on the following four items. This set of four questions was adapted by Felty (1965) from the Programa Interamericano de Informacion Popular in Costa Rica to measure attitudes toward change.

124. Some people are more set in their ways than others. How would you rate yourself?
 1. I find it difficult to change
 2. I find it slightly difficult to change
 3. I find it somewhat easy to change
 4. I find it very easy to change my ways
125. Some people feel that in bringing up children, new ways and methods should be tried whenever possible. Others feel that trying out new methods is dangerous. What is your feeling about the following statement?

"New methods of raising children should be tried out whenever possible."

 1. strongly disagree
 2. slightly disagree
 3. slightly agree
 4. strongly agree



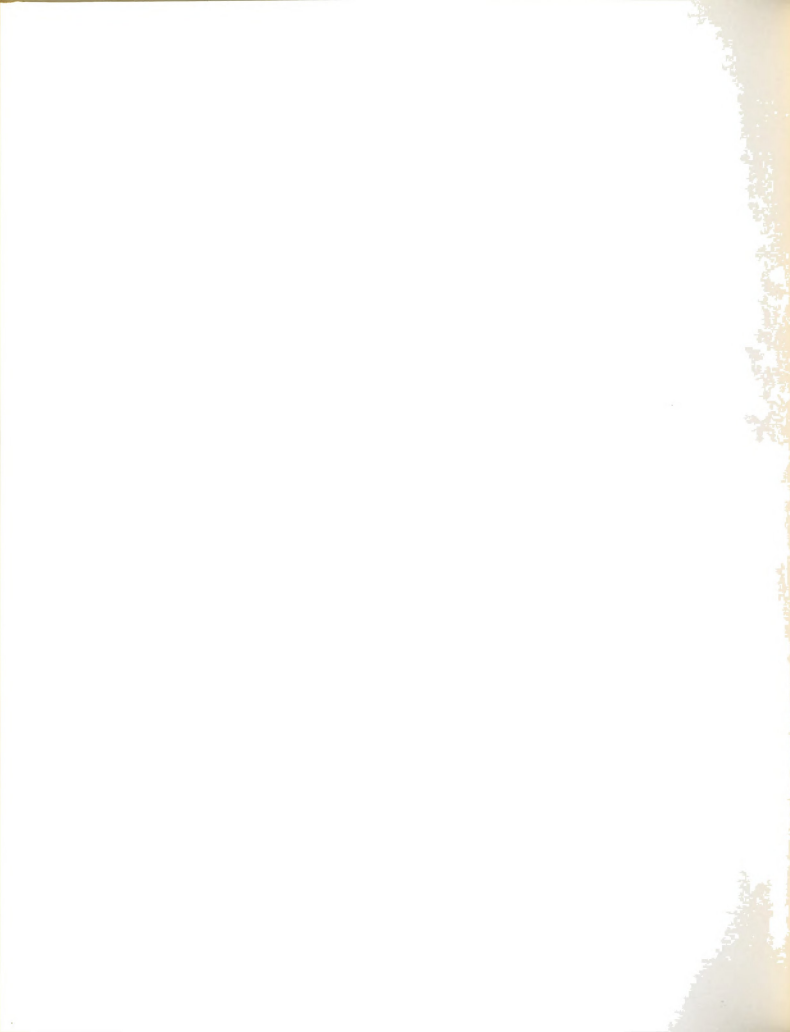
126. Family planning or birth control has been discussed by many people. What is your feeling about a married couple practicing birth control? Do you think they are doing something good or bad? If you had to decide, would you say that they are doing wrong, or that they are doing right?
1. It is always wrong
 2. It is usually wrong
 3. It is probably all right
 4. It is always right
128. I find it easier to follow rules than to do things on my own.
1. Agree strongly
 2. Agree slightly
 3. Disagree slightly
 4. Disagree strongly

Scores range from 4 to 16 on this variable, a high score representing the ability to change, to accept new ideas.

Research Hypotheses

The variables discussed above are utilized to generate the major hypotheses of this study. In general, the predictions made are based on the earlier research of Jordan (1968) in which he studied attitudes toward disability in eleven nations. However, in one instance, the hypothesis relating to religiosity, the writer stated the prediction in a direction opposite to that suggested by previous research, based on his own perceptions of Iranian culture.

Following are the hypotheses tested in this study.



- H-1 Age will be positively related to favorable attitudes toward the deaf, blind, or mentally retarded.
- H-2 Women will show more positive attitudes than will men toward the deaf, blind, or mentally retarded.
- H-3 Amount of education will be positively related to favorable attitudes toward the deaf, blind, or mentally retarded.
- H-4 High Efficacy scores will be associated with favorable attitudes toward the deaf, blind, or mentally retarded.
- H-5 Frequent contact with deaf, blind, or retarded persons will be associated with favorable attitudes toward these groups.
- H-6 Persons who score high on stated adherence to religion will display favorable attitudes toward the deaf, blind, or mentally retarded.
- H-7 Persons who score high on change orientation will display favorable attitudes toward the deaf, blind, or mentally retarded.
- H-8 There will be more favorable attitudes toward the deaf and blind than toward the mentally retarded on both the Stereotypical and Hypothetical levels of the Attitude Behavior Scales.
- H-9 The correlations of attitude scores within the same levels but across attitude objects will be greater than the correlations between the different levels for a single attitude object.

This hypothesis means, for example, that an individual's attitudes toward the deaf and the retarded based on one set of instructions (that is, either Stereotypical or Hypothetical) will be closer together than will his scores for the deaf only under the differing instructions. Or, stated differently, variation in the attitude object (in this case the deaf, blind, and mentally retarded) produces less variation in attitude scores than does variation in the "level" (kind of instructions) of response to a single attitude object.

This hypothesis is an outgrowth of Jordan's (1968) five facet theory and was introduced here as a test of a basic assumption underlying his theory.



- H-10 There will be higher correlations across the attitude objects for the ABS common items scores than for the ABS specific items scores.

This hypothesis means, for example, that the correlation between attitude scores toward the blind and toward the deaf, based on the 15 items the two scales have in common, will be higher than the correlation for the scores from these two scales based on the 5 items specific to the blind and to the deaf.

Treatment of the Data

The hypotheses were tested using Pearson product-moment correlation coefficients, partial and multiple regression, and appropriate tests of the significance of differences between means. The region for rejection of the research hypotheses was set at the .05 level of significance. For the convenience of the reader further discussion regarding treatment of the data is presented along with the presentation of the findings in Chapter 4.



CHAPTER IV

FINDINGS OF THE STUDY

The findings of the study are reported in the order in which the hypotheses have been considered. For those hypotheses predicting a relationship between an independent variable and attitude scores the distributions of the responses for each independent variable will first be presented, and then the relationship of this "predictor" variable to the attitude variables will be evaluated.

The Distribution of Attitude Scores

The pattern of obtained attitude scores on the Attitude-Behavior Scales supports the use of these scores as dependent variables in this study. The distributions of scores on attitudes toward the deaf, the blind, and the mentally retarded, by sex, are presented in Tables 7, 8, and 9. It will be observed that there is sufficient dispersion of scores to permit these attitude variables to enter into significant relationships with other variables. The distributions tend toward a unimodal form, and there is no tendency for clustering of attitude scores at either end of the score range.

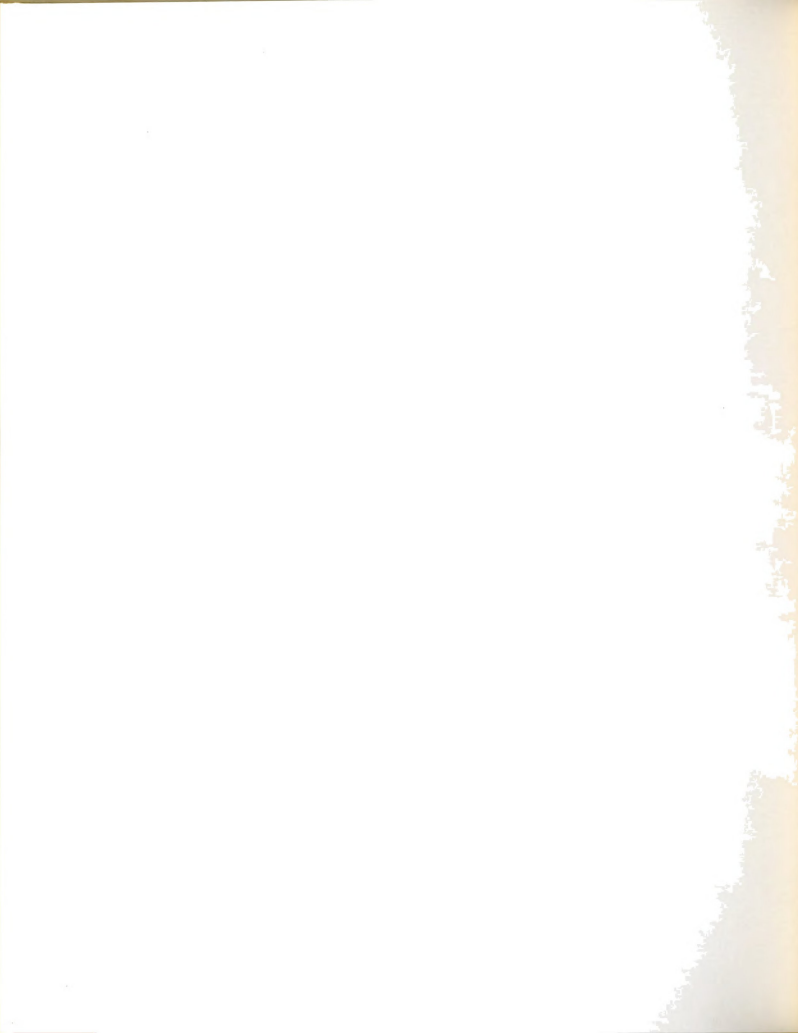


Table 8. Distribution of respondents according to ABS-Deaf scores for the Stereotypical and Hypothetical levels

| Attitude Scores | Stereotypical-Deaf | | | Hypothetical-Deaf | | |
|--------------------|--------------------|------|-------|-------------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| 20-25 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26-30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 31-35 | 2 | 17 | 19 | 0 | 0 | 0 |
| 36-40 | 6 | 22 | 28 | 1 | 7 | 8 |
| 41-45 | 24 | 34 | 58 | 1 | 11 | 12 |
| 46-50 | 27 | 26 | 53 | 6 | 27 | 33 |
| 51-55 | 34 | 37 | 71 | 5 | 17 | 22 |
| 56-60 | 26 | 34 | 60 | 38 | 37 | 75 |
| 61-65 | 9 | 5 | 14 | 32 | 44 | 76 |
| 66-70 | 6 | 3 | 9 | 34 | 29 | 63 |
| 71-75 | 0 | 0 | 0 | 8 | 3 | 11 |
| 76-80 | 0 | 0 | 0 | 9 | 2 | 11 |
| Total | 134 | 178 | 312 | 134 | 177 | 311 |



Table 9. Distribution of respondents according to ABS-Blind scores for the Stereotypical and Hypothetical levels

| Attitude Scores | Stereotypical-Blind | | | Hypothetical-Blind | | |
|--------------------|---------------------|------|-------|--------------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| 20-25 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26-30 | 0 | 3 | 3 | 0 | 0 | 0 |
| 31-35 | 4 | 8 | 12 | 0 | 0 | 0 |
| 36-40 | 4 | 21 | 25 | 0 | 0 | 0 |
| 41-45 | 31 | 30 | 61 | 1 | 10 | 11 |
| 46-50 | 40 | 44 | 84 | 4 | 13 | 17 |
| 51-55 | 13 | 33 | 46 | 17 | 32 | 49 |
| 56-60 | 31 | 32 | 63 | 33 | 39 | 72 |
| 61-65 | 8 | 4 | 12 | 27 | 46 | 73 |
| 66-70 | 1 | 1 | 2 | 31 | 28 | 59 |
| 71-75 | 1 | 1 | 2 | 16 | 9 | 25 |
| 76-80 | 0 | 0 | 0 | 4 | 1 | 5 |
| Total | 133 | 177 | 310 | 133 | 178 | 311 |

Table 10. Distribution of respondents according to ABS-Mentally Retarded scores for the Stereotypical and Hypothetical levels

| Attitude Scores | Stereotypical-MR | | | Hypothetical-MR | | |
|--------------------|------------------|------|-------|-----------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| 20-25 | 0 | 1 | 1 | 0 | 0 | 0 |
| 26-30 | 0 | 6 | 6 | 0 | 1 | 1 |
| 31-35 | 18 | 31 | 49 | 0 | 1 | 1 |
| 36-40 | 27 | 38 | 65 | 4 | 20 | 24 |
| 41-45 | 34 | 55 | 89 | 8 | 27 | 35 |
| 46-50 | 30 | 24 | 54 | 27 | 39 | 66 |
| 51-55 | 11 | 13 | 24 | 40 | 34 | 74 |
| 56-60 | 9 | 8 | 17 | 32 | 34 | 66 |
| 61-65 | 3 | 1 | 4 | 18 | 20 | 36 |
| 66-70 | 0 | 0 | 0 | 5 | 2 | 7 |
| 71-75 | 0 | 0 | 0 | 0 | 0 | 0 |
| 76-80 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 132 | 177 | 309 | 134 | 178 | 312 |



It will be noted that the scores for the Hypothetical level tend to be higher than for the Stereotypical level. This difference can be made more meaningful by a reordering of the data in Tables 7, 8, and 9, and by considering the meaning of the attitude scores. Scores of 1 and 2 on the attitude rating items are unfavorable. Scores of 3 or 4 are favorable. Thus, total scores representing an average of less than 3 points per item indicate predominantly unfavorable attitudes. Since there are 20 items in the scales, total scores above 60 would be in the predominantly favorable range. When the totals columns in Tables 7, 8, and 9 are collapsed into 2 x 2 tables with the cutting point between the 56-60 and 61-65 class intervals, the difference between responses at the Stereotypical and Hypothetical levels becomes readily apparent. These distributions are presented in Table 11.

Table 11. Distribution of respondents according to ABS scores at the Stereotypical and Hypothetical levels, and in the ranges 60 and below vs above 60

| Score Range | Attitude Scale | | | | | |
|-----------------|----------------|------|--------------|------|--------------------------|------|
| | <u>Deaf</u> | | <u>Blind</u> | | <u>Mentally Retarded</u> | |
| | Ster | Hypo | Ster | Hypo | Ster | Hypo |
| 60 and below | 229 | 150 | 294 | 149 | 305 | 269 |
| above 60 | 23 | 161 | 16 | 162 | 4 | 43 |
| Totals* | 312 | 311 | 310 | 311 | 309 | 312 |

*Totals vary from 313 because of missing data.

It is readily apparent in Table 11 that attitude scores at the Stereotypical level are predominantly in the unfavorable range: that is, in the range 60 and below. This is true for all disability groups. On the other hand, attitude scores at the Hypothetical level are rather evenly divided between the favorable and unfavorable ranges, except for the Mentally Retarded where the attitudes are generally unfavorable. Thus, the tendency is for individuals (teachers) to see themselves as holding more favorable attitudes than they attribute to other members of their culture.

Notes on the Reporting of Correlations

Seven of the hypotheses were tested by determining the Pearson product moment correlations between the independent variables and the ABS scores. Because of the large N (313) almost all of the correlations are statistically significant, the majority beyond the .001 level. Therefore, the degree of association represented by a coefficient, rather than its statistical significance, is of most relevance in the following discussion.

Because almost all of the correlations reported in the tables are highly significant, the usual methods of reporting significance are not used. Instead, the few non-significant correlations (p greater than .05) are placed in parentheses.

Age and Attitudes

Hypothesis 1: Age will be positively related to favorable attitudes toward the deaf, blind, or mentally retarded.

The age distribution is presented in Table 5 in Chapter 3. The hypothesis was tested by correlating age and attitude scores. These correlations are presented in Table 12.

Table 12. Correlations of age and education with the three attitude-behavior scales at the Stereotypical and Hypothetical levels (N = 313 for all coefficients)

| Independent Variable | Attitude-Behavior Scale | | | | | |
|----------------------|-------------------------|--------|-------------------|--------------|-------|-------------------|
| | STEREOTYPICAL | | | HYPOTHETICAL | | |
| | Deaf | Blind | Mentally Retarded | Deaf | Blind | Mentally Retarded |
| Age | .10 | (.08)* | .28 | .21 | .11 | .18 |
| Education | (.01) | (-.05) | (-.03) | .24 | .32 | .33 |

*Correlations in parentheses are not statistically significant.

While all but one of these correlations for Age are significant and in the predicted direction, they describe a very weak association between Age and attitudes, the largest r (.28) accounting for only eight percent of the variance which the two variables hold in common.

This weak relationship may be attributable, at least in part, to the restricted age range of the sample, almost all of the respondents falling between the ages of 21 and 40. In addition, this range represented only two

class intervals, a fact which inherently limits variability on the Age variable and thus reduces the Age vs. attitude correlations.

Sex and Attitudes

Hypothesis 2: Women will show more positive attitudes than will men toward the deaf, blind, or mentally retarded.

The distribution for the Education variable is presented in Table 6 in Chapter 3. The correlations for Education and ABS scores are presented in Table 12.

None of the correlations between Education and ABS scores for the Stereotypical level is significant, while all of the correlations for the Hypothetical level are significant. This finding is typical for this study: ABS scores at the Hypothetical level tend to be more highly related to the independent variables than are those at the Stereotypical level. The findings themselves provide no ready explanation for this difference.

As with Age, the Education variable has a restricted range and few categories into which the respondents may fall. Most respondents are either college graduates or have had 10-12 years of schooling. These restrictions may account for the failure of the Education variable to be appreciably related to the measured attitudes. The fact that the correlations are of the order of .30, in spite of the restricted range of the Education variable,

suggests that an appreciable relationship might be found were a wider range of educational levels to be tapped. The positive correlations between level of education and attitude toward the handicapped at the hypothetical level implies that there is a positive relationship between a person's level of education and his attitude toward the handicapped whereas on the Stereotypical level where research groups were asked to reflect the society's attitude toward the handicapped the data shows negative relationship between level of education and positive attitudes toward the handicapped. In other words, higher educated persons can predict more negative attitudes of society toward handicapped. It is projected that negative correlations at the Stereotypical level is support of Hypothesis 2.

Educational Levels and Attitudes

Hypothesis 3: Amount of education will be positively related to favorable attitudes toward the deaf, blind, or mentally retarded.

To compare the attitudes of men and women a one-way analysis of variance was applied to the attitude scores. The results of the ANOVA are presented in Table 13.



Table 13. Means, F tests, and significance levels comparing the Attitude-Behavior Scale scores of males and females.

| Attitude-Behavior Scale | Female (N-135) M | Male (N-178) M | <u>F</u> F | Sig. | Direction |
|-------------------------|---------------------|-------------------|---------------|-------|-----------|
| Deaf | | | | | |
| Stereo-typical | 51.65 | 48.60 | 12.89 | .0005 | F > M |
| Hypo-thetical | 62.88 | 57.56 | 30.75 | .05 | F > M |
| Blind | | | | | |
| Stereo-typical | 50.20 | 48.47 | 3.58 | .059 | F > M |
| Hypo-thetical | 62.33 | 59.11 | 13.60 | .0005 | F > M |
| Mentally Retarded | | | | | |
| Stereo-typical | 44.12 | 41.73 | 7.87 | .005 | F > M |
| Hypo-thetical | 53.61 | 50.64 | 11.50 | .001 | F > M |

For every ABS the women show more favorable attitudes toward the handicapped than do the men. Thus, the prediction stated in the hypothesis is confirmed.

Efficacy and Attitudes

Hypothesis 4: High efficacy scores will be associated with favorable attitudes toward the deaf, blind, or mentally retarded.

The distribution of Efficacy scores is presented in Table 14. Missing data for one case reduced the total N to 312.

Table 14. Distribution of male and female respondents according to Efficacy scores.

| Efficacy Score | Female | | Male | |
|-------------------|--------|-------------------|------|-------------------|
| | N | % | N | % |
| 15-16 | 0 | (0) | 2 | (1.1) |
| 17-18 | 0 | (0) | 6 | (3.4) |
| 19-20 | 1 | (.7) | 4 | (2.3) |
| 21-22 | 4 | (2.9) | 17 | (9.6) |
| 23-24 | 12 | (8.9) | 32 | (18.1) |
| 25-26 | 22 | (16.3) | 33 | (18.6) |
| 27-28 | 18 | (13.3) | 26 | (14.6) |
| 29-30 | 11 | (8.1) | 11 | (6.2) |
| 31-32 | 12 | (8.9) | 9 | (5.1) |
| 33-34 | 12 | (8.9) | 3 | (1.7) |
| 35-36 | 43 | (31.8) | 34 | (19.2) |
| Total | 135 | 99.8 [*] | 177 | 99.9 [*] |

* less than 100 because of rounding errors.

The distributions are noticeably bimodal with one cluster of respondents achieving scores around the 25-26 level and with another group at or near the ceiling score of 36. This pattern is apparent for both women and men. No ready explanation for this clustering near the top score is available.

There is a noticeable tendency for women to achieve higher efficacy scores than men. When scores are divided at the median for the total group a 2 x 2 cross-break, as

in Table 15, clearly indicates that the sex groups differ significantly in regard to efficacy.

Table 15. The distribution of subjects by sex and by Efficacy scores above and below the median.

| | Female | Male | Total |
|--------------|--------|------|-------|
| Below Median | 50 | 107 | 157 |
| Above Median | 85 | 70 | 155 |
| Total | 135 | 177 | 312 |

The correlation of Efficacy contact and religiosity with the ABS scores are presented in Table 16. Again it will be noted that the scales at the Hypothetical level show higher correlations with the independent variable, in this case Efficacy, than do those at the Stereotypical level.

Table 16. Correlations of Efficacy, contact, and religiosity with the three Attitude-Behavior Scales at the Stereotypical and Hypothetical levels.

| Independent Variable | Attitude Behavior Scale | | | | | |
|----------------------|-------------------------|-----|-----|--------------|-----|-----|
| | Stereotypical | | | Hypothetical | | |
| | D | B | MR | D | B | MR |
| Efficacy | .28* | .25 | .24 | .64 | .61 | .60 |
| Contact | .28 | .22 | .11 | .40 | .31 | .37 |
| Religiosity | .38 | .29 | .22 | .54 | .47 | .49 |

* All correlations significant beyond the .02 level.

On the basis of these correlations it may be concluded that this hypothesis is confirmed; that the more efficacious one perceives oneself to be the more favorable are one's attitudes toward the handicapped.

Contact

Hypothesis 5: Frequent contact with deaf, blind, or retarded persons will be associated with favorable attitudes toward these groups.

The distributions of scores for the three items describing on 5-point scales the amount of contact that respondents have had with the deaf, blind, and mentally retarded are presented in Table 17. It will be noted that the respondents used the five points of the scale in describing their contact, and that the pattern of contacts is quite similar for the three disability groups. There tend to be fewer contacts with the deaf than with the other two groups.

Table 17. Distribution of respondents according to the amount of contact with the deaf, blind, and mentally retarded.

| Contact Categories | <u>Deaf</u> | | <u>Blind</u> | | <u>Mentally Retarded</u> | |
|--------------------------|-------------|--------|--------------|--------|------------------------------|--------|
| | N | % | N | % | N | % |
| 1. No experience | 41 | (13.1) | 21 | (6.7) | 37 | (11.8) |
| 2. Up to 20 occasions | 83 | (26.5) | 72 | (23.1) | 87 | (27.8) |
| 3. 21-100 | 123 | (39.3) | 84 | (26.9) | 86 | (27.5) |
| 4. 101-500 | 48 | (15.3) | 78 | (25.0) | 58 | (18.5) |
| 5. Over 501 | 18 | (5.8) | 57 | (18.3) | 45 | (14.4) |

The correlations of the contact scores with their corresponding attitude scales are presented in Table 16. Again, the larger correlation coefficients are generated by the Hypothetical level attitude scales, and, as before, the two variables have relatively little variance in common, the relationship between the Deaf-Hypothetical scale and Contact being the strongest with only 16 percent of their variance in common (r of .40).

Thus, while the hypothesis is confirmed, and it may be concluded that larger amounts of contact are associated with more favorable attitudes, the relationships are not strong.

Religiosity

Hypothesis 6: Persons who score high on stated adherence to religion will display favorable attitudes toward the deaf, blind, or mentally retarded.

The distribution of scores on the Religiosity item is presented in Table 18.

Table 18. Distribution of respondents according to Religiosity scores.

| Response Categories for Religious Observance | N | Percent |
|--|-----|---------|
| 1. I prefer not to answer | 20 | 6.4 |
| 2. No religion | 14 | 4.5 |
| 3. Sometimes | 74 | 23.6 |
| 4. Usually | 88 | 28.1 |
| 5. Almost always | 117 | 37.4 |
| Totals | 313 | 100.0 |

It will be noted that the modal response for this item is the choice indicating that the respondent "almost always" observes the rules and regulations of his religion, and that the large majority of the remaining responses are in the two adjacent categories.

In spite of this limited range of scores on the Religiosity variable the correlations of this variable with the attitude scores are among the highest in the study. These correlations are presented in Table 16.

It may be concluded that the hypothesis has been confirmed, and that adherence to religious values in this Iranian group is associated with favorable attitudes toward the handicapped.

Change Orientation

Hypothesis 7: Persons who score high on change orientation will display favorable attitudes toward the deaf, blind, or mentally retarded.

Although the four items contributing to the Change Orientation score were considered to tap a common variable relating to the acceptance of change, and hence able to be combined into a single score, they are of interest also as measures of specific attitudes. The distributions of responses to the items relating to self change (Item 124), child rearing (Item 125), birth control (Item 126), and role adherence (Item 128) are presented in Table 19.

Table 19. Distribution of males and females according to their responses to the four Change items.

| | | | |
|--------------------------------|---|------------------------|-------|
| Item 124 (Self- Change) | "Some people are more set in their ways than others. How would you rate yourself?" | | |
| | | Female | Male |
| | | 1. difficult to change | 2 20 |
| | | 2. slightly difficult | 28 44 |
| | | 3. easy | 47 76 |
| | | 4. very easy | 57 36 |
| | | 134 | 176 |
| Item 125 (Child Rearing) | "New methods of raising children should be tried out whenever possible." | | |
| | | Female | Male |
| | | 1. strongly disagree | 7 7 |
| | | 2. slightly disagree | 25 28 |
| | | 3. slightly agree | 42 67 |
| | | 4. strongly agree | 61 76 |
| | | 135 | 178 |
| Item 126 (Birth Control) | "What is your feeling about a married couple practicing birth control?" | | |
| | | Female | Male |
| | | 1. always wrong | 2 9 |
| | | 2. usually wrong | 5 35 |
| | | 3. probably all right | 66 71 |
| | | 4. always right | 62 62 |
| | | 135 | 177 |

Table 19 (continued)

| Item 128 (Role Adherence) | | "I find it easier to follow rules than to do things on my own." | |
|---------------------------------|----------------------|--|------|
| | | Female | Male |
| | 1. agree strongly | 6 | 12 |
| | 2. agree slightly | 45 | 65 |
| | 3. disagree slightly | 49 | 68 |
| | 4. disagree strongly | 35 | 32 |
| | | 135 | 177 |

It is apparent that the majority of the respondents indicate willingness to change, and acceptance of new social developments. Most striking in this regard, perhaps, is the acceptance of birth control, the large majority of respondents expressing approval through their choice of "all right" categories. It should be noted that this item does not include abortion.

Two approaches were used in evaluating the relationship of Change Orientation to the attitude scores. First, the change score based on the summation of the four item-scores was correlated with scores on the attitude scales. Simple correlations were determined for these relationships. Second, each item score was correlated with the attitude scales, and on the basis of these single-item correlations, multiple and partial correlations were calculated. These simple r 's, and the multiple and partial correlations are presented in Table 20.

Table 20. Simple, multiple, and partial correlations between change orientation variables and attitudes toward the deaf, blind, and mentally retarded.

| Attitude Behavior Scale | Simple r | Multiple R | Change Self change | Item Child Rearing | Partial Birth Control | Correlation Rule Adherence |
|--------------------------|----------|------------|--------------------|--------------------|-----------------------|----------------------------|
| <u>Deaf</u> | | | | | | |
| Stereo-typical | .34 | .44 | .15 | (.04) | .36 | (.07) |
| Hypo-thetical | .51 | .51 | .24 | .25 | .26 | .15 |
| <u>Blind</u> | | | | | | |
| Stereo-typical | .33 | .36 | .12 | (.08) | .26 | (.08) |
| Hypo-thetical | .48 | .48 | .16 | .24 | .22 | .21 |
| <u>Mentally Retarded</u> | | | | | | |
| Stereo-typical | .26 | .31 | .25 | (.02) | .13 | (.02) |
| Hypo-thetical | .40 | .43 | (.08) | .27 | .26 | (.06) |

Note: Coefficients in parentheses are not significant at the 5% level of confidence.

The simple r's and the multiple R's are statistically significant for all interrelationships, and for each relationship do not differ appreciably from each other. These correlation coefficients are of a magnitude similar to those reported for the relationships of the other independent variables to attitudes. On the basis of these correlations it may be concluded that this hypothesis is supported.

The partial r 's are generally considerably smaller in magnitude and many are not statistically significant. The birth control item appears to generate the largest correlations, and the rule adherence item the smallest.

Comparison of Attitudes to the Deaf, Blind, and Mentally Retarded

Hypothesis 8: There will be more favorable attitudes toward the deaf and blind than toward the mentally retarded on both the Stereotypical and Hypothetical levels of the Attitude Behavioral Scales.

To determine whether attitudes were more favorable to one disability group than to another, t tests comparing the group means were carried out. Results of these analyses are presented in Table 21.

It will be observed that on the Stereotypical level attitudes toward the blind and deaf do not differ significantly, whereas in every comparison between these groups and the mentally retarded, less favorable attitudes are expressed toward the mentally retarded. The same over-all pattern holds for the Hypothetical level. Thus, the hypothesis is supported.

Comparison of Correlations between Attitude Objects and Between Levels

Hypothesis 9: The correlations of attitude scores within the same levels but across attitude objects will be greater than the correlations between the different levels for a single attitude object.

Table 21. Comparisons of Means for Attitude-Behavior Scale Scores for the deaf, blind, and mentally retarded (N = 313 for all Means).

| Attitude-Behavior Scale | ABS Scores | | | |
|-------------------------|------------|------|-------|---------|
| | M | SD | t | p |
| Stereotypical | | | | |
| Deaf vs Blind | 49.60 | 8.60 | 1.15 | (.25) * |
| Deaf vs Retarded | 49.60 | 8.60 | 17.37 | .0005 |
| Blind vs Retarded | 49.20 | 7.87 | 15.88 | .0005 |
| Hypothetical | | | | |
| Deaf vs Blind | 59.75 | 8.61 | -2.04 | .04 |
| Deaf vs Retarded | 59.79 | 8.61 | 21.26 | .0005 |
| Blind vs Retarded | 60.45 | 7.62 | 23.42 | .0005 |

* non-significant at the 5% level of confidence.

Hypothesis 9 was tested by Pearson correlation coefficients and the Hotelling (1940) t test formula. Hotelling has developed a t test which takes into account two different correlations, r_1 and r_2 , r_1 (correlation within the same levels) and r_2 (correlation between two different levels).

The comparison described in this hypothesis was made by testing the significance of the difference between pairs of correlation coefficients. One member of the pair was the correlation between attitudes toward one of the disabilities at the two levels: for example, the correlation between the Stereotypical and Hypothetical levels for attitudes toward the deaf. The other member of the pair in this example was the correlation of one of the level scores for the deaf with the corresponding level score for one of the other disabilities. The prediction contained in the hypothesis was that the between levels correlation would be significantly smaller than the correlation between attitude objects.

The correlations and the tests of the significance of the difference between the pairs of correlations are presented in Table 22.

In all but two instances the r 's differ significantly, and they are all in the predicted direction. The findings in the table give support to the theoretical assumptions underlying Jordan's (1968) five facet theory: namely, that levels of attitude-behavior scales form joint struction. That is, the structioning that occurs across attitude levels for all possible attitude objects permits the researcher to assess attitudes at any or all of these joint structioned attitude levels for any attitude object. The researcher may assume that the individual respondent

Table 22. Correlations, t test, and significant levels between the same and different levels of ABS:VI-DF-MR.

| Between Attitude Objects | r_1 | Between Levels | r_2 | T | Sig | Direction |
|--------------------------------|-------|--------------------|-------|-------|-------|-------------|
| Hypo-DF Hypo-VI | .76 | Ste-DF Hypo-DF | .66 | 2.95 | .0025 | $r_1 > r_2$ |
| Hypo-DF Hypo-MR | .69 | Ster-DF Hypo-DF | .66 | 1.21 | .15 * | $r_1 > r_2$ |
| Hypo-VI Hypo-MR | .65 | Ster-VI Hypo-VI | .47 | 4.011 | .0005 | $r_1 > r_2$ |
| Hypo-DF Hypo-VI | .76 | Ster-VI Hypo-VI | .47 | 4.97 | .0005 | $r_1 > r_2$ |
| Hypo-DF Hypo-MR | .69 | Ster-MR Hypo-MR | .41 | 6.57 | .0005 | $r_1 > r_2$ |
| Hypo-VI Hypo-MR | .65 | Ster-MR Hypo-MR | .41 | 4.79 | .0005 | $r_1 > r_2$ |
| Ste-DF Ste-VI | .73 | Ster-DF Hypo-DF | .66 | 2.17 | .025 | $r_1 > r_2$ |
| Ste-DF Ste-MR | .64 | Ster-DF Hypo-DF | .66 | .52 | .30* | $r_2 > r_1$ |
| Ste-VI Ste-MR | .57 | Ster-VI Hypo-VI | .47 | 1.90 | .05 | $r_1 > r_2$ |
| Ste-DF Ste-VI | .73 | Ster-VI Hypo-VI | .47 | 6.65 | .0005 | $r_1 > r_2$ |
| Ste-DF Ste-MR | .64 | Ster-MR Hypo-MR | .41 | 5.23 | .0005 | $r_1 > r_2$ |
| Ste-VI Ste-MR | .57 | Ster-MR Hypo-MR | .41 | 3.27 | .0025 | $r_1 > r_2$ |

* Non-significant at the 5% level of confidence.

or group of respondents will provide different responses to the same item depending upon the joint level at which the question is presented. On the basis of the obtained data Hypothesis 9 was strongly supported.

Comparison of Common and Specific Item Scores

Hypothesis 10: There will be higher correlations across the attitude objects for the ABS common items scores than for the ABS specific items scores.

To test this hypothesis the correlations between the attitudes toward two disability groups on the first 15 items of each scale (the items that are identical for the two scales) are compared to the correlations of the scores on the last five items (the items unique to each disability area) of the corresponding scales. To test the significance of the difference between these Pearson r 's, Fisher's z -transformation, as suggested by Glass (1970), was employed. These comparisons of correlations are presented in Table 23.

The results indicate that the correlations across the attitude objects for the common items scores (r_1) were significantly higher than the correlations between the attitude objects for the specific item scores (r_2). It is also apparent in Table 23 that the correlations within the same levels of the Attitude-Behavior Scales (sections 1 and 2) are higher than the correlations between two different levels (sections 3-5).

Table 23. Correlations, Z test, and significant levels between first fifteen items (common) and last five items (specific) of the ABS:VI-DF-MR.

| Section | First Fifteen items (common) | r_1 | Last five items (specific) | r_2 | Z | Sig | Direction |
|---------|---------------------------------------|-------|-------------------------------------|-------|------|--------|-------------|
| 1 | Hypo-DF Hypo-VI | .73 | Hypo-DF Hypo-VI | .55 | 3.87 | .0005 | $r_1 > r_2$ |
| | Hypo-DF Hypo-MR | .69 | Hypo-DF Hypo-MR | .39 | 5.43 | .0005 | $r_1 > r_2$ |
| | Hypo-VI Hypo-MR | .58 | Hypo-VI Hypo-MR | .49 | 1.57 | .058* | $r_1 > r_2$ |
| 2 | Ster-DF Ster-VI | .68 | Ster-DF Ster-VI | .50 | 3.49 | .0005 | $r_1 > r_2$ |
| | Ster-DF Ster-MR | .51 | Ster-DF Ster-MR | .42 | 1.43 | .076* | $r_1 > r_2$ |
| | Ster-VI Ster-MR | .49 | Ster-VI Ster-MR | .46 | .49 | .31* | $r_1 > r_2$ |
| 3 | Hypo-MR Ster-VI | .42 | Hypo-MR Ster-VI | .27 | 2.13 | .016 | $r_1 > r_2$ |
| | Hypo-DF Ster-VI | .59 | Hypo-DF Ster-VI | .37 | 3.61 | .0008 | $r_1 > r_2$ |
| | Hypo-DF Ster-MR | .44 | Hypo-DF Ster-MR | .18 | 3.64 | .0002 | $r_1 > r_2$ |
| 4 | Ster-DF Hypo-MR | .48 | Ster-DF Hypo-MR | .17 | 4.37 | .00003 | $r_1 > r_2$ |
| | Ster-DF Hypo-VI | .47 | Ster-DF Hypo-VI | .27 | 2.90 | .0019 | $r_1 > r_2$ |
| | Ster-MR Hypo-VI | .19 | Ster-MR Hypo-VI | .16 | .39 | .348* | $r_1 > r_2$ |
| 5 | Hypo-DF Ster-DF | .66 | Hypo-DF Ster-DF | .48 | 3.36 | .0005 | $r_1 > r_2$ |
| | Hypo-MR Ster-MR | .43 | Hypo-MR Ster-MR | .28 | 2.14 | .0162 | $r_1 > r_2$ |
| | Hypo-VI Ster-VI | .51 | Hypo-VI Ster-VI | .30 | 3.15 | .0008 | $r_1 > r_2$ |

* non-significant at the 5% level of confidence.

These findings offer support for Hypothesis 10. They also support Jordan's (1976) assumption that certain aspects of attitude-behavior are cross-culturally invariant (that is, the simplex is determined largely by the structure of the object-subject relationship):

...certain aspects of attitude-behavior are object specific, situation specific, and/or culture specific, and that attitude change must be approached multi-dimensionally: knowledge is more related to stereotypic and normative levels and degree of contact, values, and enjoyment factors are more related to actual feelings and action (behavior) levels. (Jordan, 1976)

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

SUMMARY

Purpose

The primary aim of this study was to examine the relationship of certain variables to attitudes toward the deaf, blind, and mentally retarded in Iran. Specifically, the aim was to investigate the attitudes held by Iranian regular school teachers toward these disability groups. It was postulated that certain previously investigated determinants of attitudes would be significantly related to measured attitudes. A related goal of the study was to contribute to the growing body of cross-cultural research on attitudes toward the handicapped.

Review of Literature

A review of the literature indicated that studies dealing with attitudes toward the handicapped in general constitute less than 1.5 percent of total attitude studies (Saunders, 1975). To date insufficient attention has been paid to the study of attitudes of regular school teachers towards exceptional children; especially in view of the increased concern for "mainstreaming" programs.



The paucity of attitude research in the field of special education and rehabilitation in developing countries such as Iran is considered to be a common problem. No attitude study was found in Iran, which had exceptional children as the attitude object using attitude behavior scales. Thus, the present research is the first of its kind in Iran.

Instrumentation

The instrument used to measure attitudes toward the deaf, the blind and the mentally retarded was the Attitude Behavior Scale - Deaf, Blind, Retarded (ABS-DF, VI, MR), Jordan and Afrooz (1977), which measures two levels (Stereotypical and Hypothetical) of a person's interaction with the deaf, blind, and mentally retarded (Appendix 1).

The ABS-DF, VI, MR was constructed according to Guttman's facet theory, which maintains that an attitude universe can be substructured into components which are systematically related according to the number of identical conceptual elements they hold in common. Facet design permits the construction of a scale by a semantic, logical, a priori technique and the prediction of a correlational order structure resulting from empirical application.

Alternative responses to each item of the attitude scale were ordered so that the higher the number for a given alternative, the more positive was the attitude. The



instrument used in this study was translated into Persian in cooperation with a Persian colleague who was bilingually fluent and knowledgeable in the field of special education.

Subjects

The research group for the present study consisted of 313 regular school teachers from different public schools in Tehran and a few other large cities in Iran.

Because of the difficulties involved it was impossible for the present study to randomly select teachers from a part or the whole of the country. Since the research group was composed of all the regular school teachers who had gone through the same centralized educational system, and were very homogeneous, non-random selection of the research group was considered less likely to effect the results of the study.

Ten research hypotheses, derived from previous research in studies with different attitude objects were tested.

Findings

The following is a listing of the major findings.

1. Attitudes measured at the Hypothetical level were more favorable toward the handicapped than those measured at the Stereotypical level. This means, in non-technical language, that individuals tend to see themselves as holding more favorable attitudes than they attribute to other members of their culture.
2. All of the hypotheses involving the relationship of predictor variables to ABS scores were



supported, on the basis of small but significant correlations or significant differences in means. Thus, it was found that older age, a higher level of education, being a female, scoring high on the Efficacy items, having greater contact with the handicapped, being a regular participant in religious observances, and being amenable to change are all associated with favorable attitudes toward the handicapped.

3. Attitudes toward the deaf and blind tend to be more favorable than attitudes toward the mentally retarded.
4. The correlations between attitudes expressed toward different disability groups were found to be higher than the correlations between attitudes at the Hypothetical and Stereotypical levels toward a single disability group. Expressed in non-technical language this would mean, for example, that if one knows a respondent's attitude toward the deaf at the Hypothetical level, one would be better able to predict their attitude toward the blind, than their attitude toward the deaf at the Stereotypical level.
5. The portions of the attitude scales based on common items were found to be more highly correlated between disability group, than were the portions based on items specific to a particular disability area.

DISCUSSION

In this discussion only those findings of particular interest will be discussed.

The results using the Efficacy scale were of interest because the correlations between Efficacy and attitudes were among the highest obtained at the hypothetical level (Table 16). This was not true in a previous study by Harrelson (1970) in Germany. He stated

The efficacy scale was not a strong predictor of attitude toward the mentally retarded in Germany...It may be that man's degree of control over his environment [i.e., efficacy] is not the relevant issue in the highly industrialized and technological German culture that it may be in some of the more underdeveloped nations. This interpretation if correct, should emerge more clearly in the subsequent cross-cultural collection of data (p. 195).

The relative strength of Efficacy as a predictor in this study may be due to the fact that Iran is a developing, rather than a highly industrialized, country.

Furthermore, it should be pointed out that many factors may contribute to positive correlations between efficacy and positive attitude toward handicapped other than industrialization issue. Strong and effective religious teaching and training may be an important factor effecting man's views of control of his natural environment. One example of such teaching can be seen in Quran (Moslem holy book) in which it is stated: "God will never change your condition until you change it yourselves" (XIII, 9).

The above assumption was tested by correlating efficacy and the religiosity variables in this study. The correlation coefficient between efficacy and religious adherence was significant at the .001 level.

In this study, contrary to previous attitude research in the Western nations, it was predicted that high religiosity would be associated with favorable attitudes



toward the handicapped. In previous research the assumption was that persons assigning a high priority to religion, and faithful to its rites and teachings, would be more rigid and closed and less inclined to accept deviations from conventional norms. However, the philosophical and theological outlook, and the differing practices of different religions should be taken into consideration when assuming a positive or negative relationship between religiosity and favorable attitudes toward the handicapped. In Islamic teaching (the predominant religion of the research sample) caring about others and helping all fellowmen, regardless of differences in color, race, language, social class, physical or mental impairment, etc., are considered the vital and essential duties of Muslims. Such a religious command is so important that it is said "whoever wakes up in the morning without the intention of helping his fellowman is not Muslim." Therefore it can be assumed that those of high adherence to the Muslim faith would be positive in their attitudes toward their fellowman and that such attitudes should be apparent in regard to the handicapped.

It should also be noted that a person's knowledge of his religion, its philosophical outlook and commands, is associated with his degree of religiosity and his attitudes toward the handicapped. In Iran, long before the establishment of a Department of Special Education, special schools for the blind, deaf and mentally retarded



were founded by religious organizations. Even today these private and free-of-charge institutions are part of the special education program.

The sex differences in this study were appreciable and portrayed women as having more favorable attitudes to the handicapped than do men from Iran, perceiving themselves as more efficacious, and being equally amenable to change.

The favorableness of attitude toward the handicapped on the part of women was supportive of what Jordan (1968) found in the study of cross-cultural attitudes toward the physically disabled. However Harrelson (1970), Morin (1970), Paulos (1970), and Gottlieb (1973), had reverse results. In their studies men demonstrated more favorable attitudes towards handicapped than women. One reason for the results of the present study may be found in the cultural and social upbringing of Iranian women. They are more sympathetic and compassionate towards handicapped people while men, on the other hand, tend to be more "realistic".

The present study found a rather consistent and clear relationship between change orientation and the three attitude scales at the two levels. This pattern of consistency was not found in the studies of Jordan (1968), Harrelson (1969), Paulos (1970), Gottlieb (1973). One interpretation for such a result is that this study



employed only one group, namely, regular school teachers, and that the group is very homogeneous; living in essentially the same culture, and believing in the same religion. There is no doubt that cultural background and religious beliefs have strong impact on a person's view of life and outlook toward the universe.

The data indicated that Iranian teachers have more positive attitudes toward blind and deaf persons than toward the mentally retarded. Sympathy toward the blind and the deaf individual may be explained by the fact that blindness and deafness are more visible, and more understandable, than mental retardation.

Another reason for the above finding could be the misconceptions, or the insufficient knowledge, of mental retardation held by the public. Although the research group were all teachers and mostly college educated, on the stereotypical level the group projected the society's attitudes toward the blind, deaf and mentally retarded. On the hypothetical level knowledge and education were important factors in the attitude towards the blind and deaf. It seems that knowledge of impairment would influence a person's attitude toward that particular person. In the present research it appears that Iranian regular school teachers are more negative in their attitudes toward the mentally retarded than toward the blind or deaf persons.



The final two hypotheses related to technical characteristics of the attitude scale used in this study. The hypothesis which predicted higher correlations within the same levels of the attitude-behavior scales was supported by the obtained data. This gave support to the theoretical assumption underlying joint structure. Joint structure (subject-object relationship) defines the ordered sets of the five facets from weak to strong in terms of personal involvement across all facets simultaneously (Jordan, 1968).

Given the order of the levels of the attitude-behavior scale it was reasonable to expect that the correlations within the levels of the three attitude scales would be higher than the correlations between the different levels (Hypothetical and Stereotypical).

The final hypothesis relating to the relative strength of association between common and specific items was also supported. This gave support to Jordan's (1970) theoretical assumption based on his comprehensive research program, dealing with personal and cognitive attitude-behavior objects: that certain aspects of attitude-behavior are object specific and certain aspects of attitude-behavior are situation specific. And attitude change must be approached multidimensionally.

It should be noted that the correlational aspects of this research also carry the usual proviso that a

significant correlation does not imply that a cause-and-effect relationship has been demonstrated, as other unknown factors may be operating to account for the findings. Also, the stated attitudes may not be wholly reflective of the true attitudes of the respondents.

Recommendations for Future Research

Following are some recommendations for research based on the findings of the present study.

The results of this study seem to indicate that ABS:VI-DF-MR are adequate instruments to measure the attitudes toward blind, deaf, and mentally retarded persons. However, it is recommended that for a greater understanding of the social-structural, cultural attitudes toward the handicapped in Iran, a more inclusive sample be drawn from the general population. Since the present study employed only regular school teachers as sample groups, the general Iranian population is not fairly represented. A replication of this study should be implemented with representative sampling.

It would be desirable to provide some kind of clear definition, in behavioral terms, of the mentally retarded population.

The instrument should provide more specific information about the actual knowledge of the respondents regarding handicapped persons in the concerned disability areas.

Each level of the ABS scale can be used as separate tools for research. Level 4, the Hypothetical level, has particular value for measuring the attitudes of designated groups toward specified groups of the handicapped.

Further research with the existing combined three attitude scales (ABS:VI-DF-MR) with different, more heterogeneous populations in Iran and other nations are necessary in order to extend the findings obtained in this study.

Implications

To change attitudes toward blindness, deafness, and mental retardation is to improve the way in which blind, deaf, and mentally retarded persons are viewed and treated. The emphasis which varies somewhat according to the particular attitude being dealt with, is largely upon establishing the fact that handicapped people are more similar to, than different from, non-handicapped people. Recognizing the fact that, to one degree or another, most negative attitudes involve misinformation, false beliefs, or unfounded fears, agents of change seek to disseminate accurate information about the true picture of blind, deaf, and mentally retarded and their potential abilities.

In-Service programs for teachers, educators, and public information services can benefit from the results obtained in this study. Special education training programs for regular school teachers at all levels, particularly



elementary teachers, school counselors, and administrative personnel are extremely essential before enforcement of mainstreaming programs and provisions in Iran or in any other nation. These programs and services are concerned with attempts at behavioral changes toward acceptance of the deaf, blind, and mentally retarded persons, and the development of positive attitudes.

Future job placement of the visually impaired, mentally retarded, and deaf persons can be more successful if the public, especially employers, are made more knowledgeable and more positive about them. Improvement in public information programs for the handicapped may be a means of attainment of these goals.



APPENDICES



APPENDIX 1

ATTITUDE BEHAVIOR SCALE

Visually Impaired Mentally Retarded Deaf Persons

DIRECTIONS

This booklet contains statements of how people feel about certain things. There are two sections in each part of the questionnaire concerning VISUALLY IMPAIRED, MENTALLY RETARDED, AND DEAF PERSONS. In section one you are asked to indicate for each of the given statements how other people believe visually impaired persons compare to those who are not visually impaired, how mentally retarded persons compare to those who are not retarded, and how deaf persons compare to those who are not deaf. In section two you are asked to indicate how you personally compare visually impaired, mentally retarded, and deaf persons to those who are not retarded, visually impaired, and deaf. Here is a sample statement.

SAMPLE

1. Deaf persons are likely to be physically stronger than others.

- ①. all people believe
2. most people believe
3. some people believe
4. very few people believe

If all people believe that deaf persons are physically stronger than others you should circle the number 1 as shown above or if you are using an IBM answer sheet make a heavy dark line on the answer sheet between the two lines after the number as follows:

1. 1. — 2. === 3. === 4. ===

Please

***** DO NOT WRITE YOUR NAME ON THE BOOKLET *****

by: John E. Jordan
G. Ali Afrooz
College of Education
Michigan State University



ABS-I-DF

Direction: Section I

In the statements that follow you are to circle the number that indicates how other people compare deaf persons to those who are not deaf. It is important to answer all questions, even though you are not sure of the answer to some of them.

Other people generally believe the following things about the deaf persons as compared to those who are not deaf.

1. Deaf persons have less energy and vitality than others.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
2. It is almost impossible for deaf persons to lead a normal life.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
3. Deaf persons have ability to do school work.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
4. Deaf persons generally have as much initiative as others.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
5. Deaf persons can maintain a good marriage.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
6. Deaf persons should not have children.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe

ABS-1-DF

Other people generally believe the following things about the deaf persons as compared to those who are not deaf:

7. Deaf persons are likely to be faithful to their spouses.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
8. Deaf persons are able to take care of their children.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
9. Deaf persons are likely to obey the law.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
10. Deaf persons make plans for future.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
11. Deaf persons are so by luck or fate.
 1. all people believe
 2. most people believe
 3. some people believe
 4. all people believe
12. Deaf persons like to be with other people.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
13. Deaf persons are likely to have the ability to be financially self-sufficient
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe



ABS-I-DF

Other people generally believe the following things about the deaf persons as compared to those who are not deaf:

14. Rules for deaf persons should be less strict.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
15. Education for deaf persons is as important as for others.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
16. Deaf persons can usually learn to use speech in communication with others.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
17. Deaf persons are usually comfortable with hearing people.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
18. Deaf persons can usually be mainstreamed in regular school by providing special materials.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
19. Deaf persons can usually benefit from a hearing aid.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
20. Deaf persons are usually able to continue higher education.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe



Direction: Section II

This section contains the same statements about the deaf persons as they were stated in section one, but here you are asked to circle the number that indicates for each of these statements how YOU PERSONALLY compare deaf persons to those who are not deaf.

It is important to answer all questions even though you are not sure of the answer to some of them.

In respect to deaf persons would you expect that:

21. Deaf persons have less energy and vitality than others.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

22. It is almost impossible for deaf persons to lead a normal life.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

23. Deaf persons have ability to do school work.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

24. Deaf persons generally have as much initiative as others.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

25. Deaf persons can maintain a good marriage.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

26. Deaf persons should not have children.

1. strongly agree
2. agree
3. disagree
4. strongly agree



ABS-IV-DF

In respect to deaf persons would you expect that:

27. Deaf persons are likely to be faithful to their spouses.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

28. Deaf persons are able to take care of their children.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

29. Deaf persons are likely to obey the law.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

30. Deaf persons make plans for future.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

31. Deaf persons are so by luck or fate.

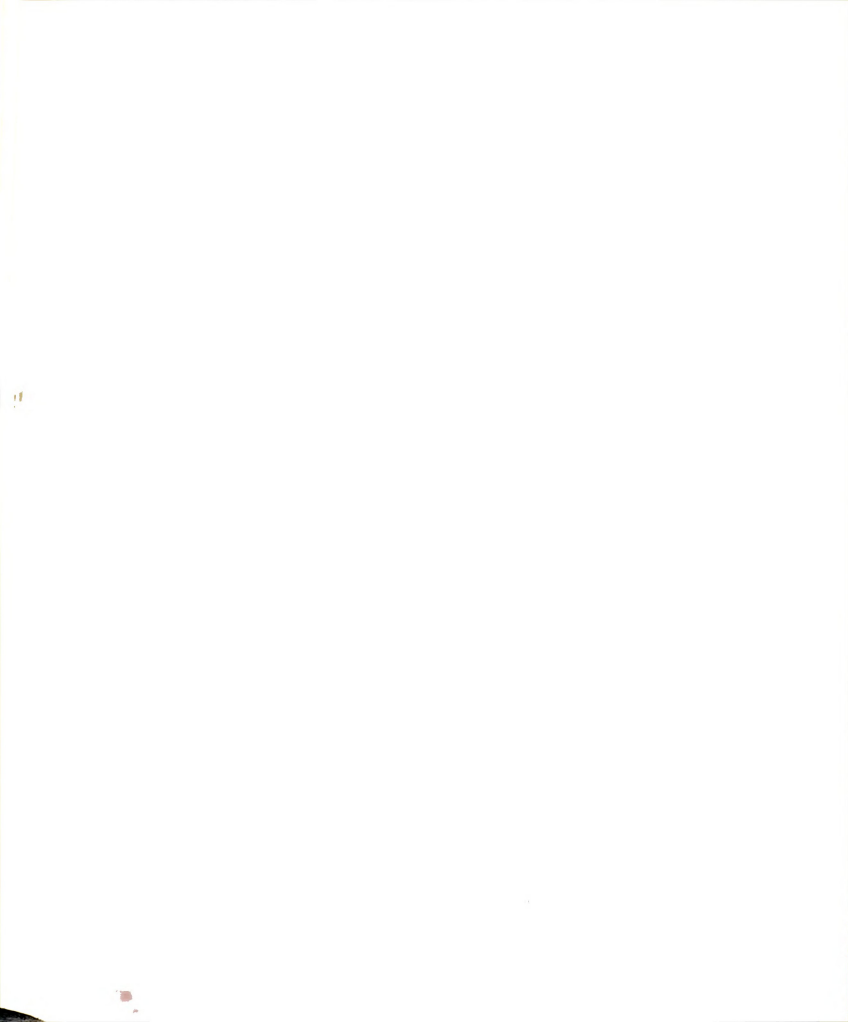
1. strongly agree
2. agree
3. disagree
4. strongly disagree

32. Deaf persons like to be with other people.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

33. Deaf persons are likely to have the ability to be financially self-sufficient.

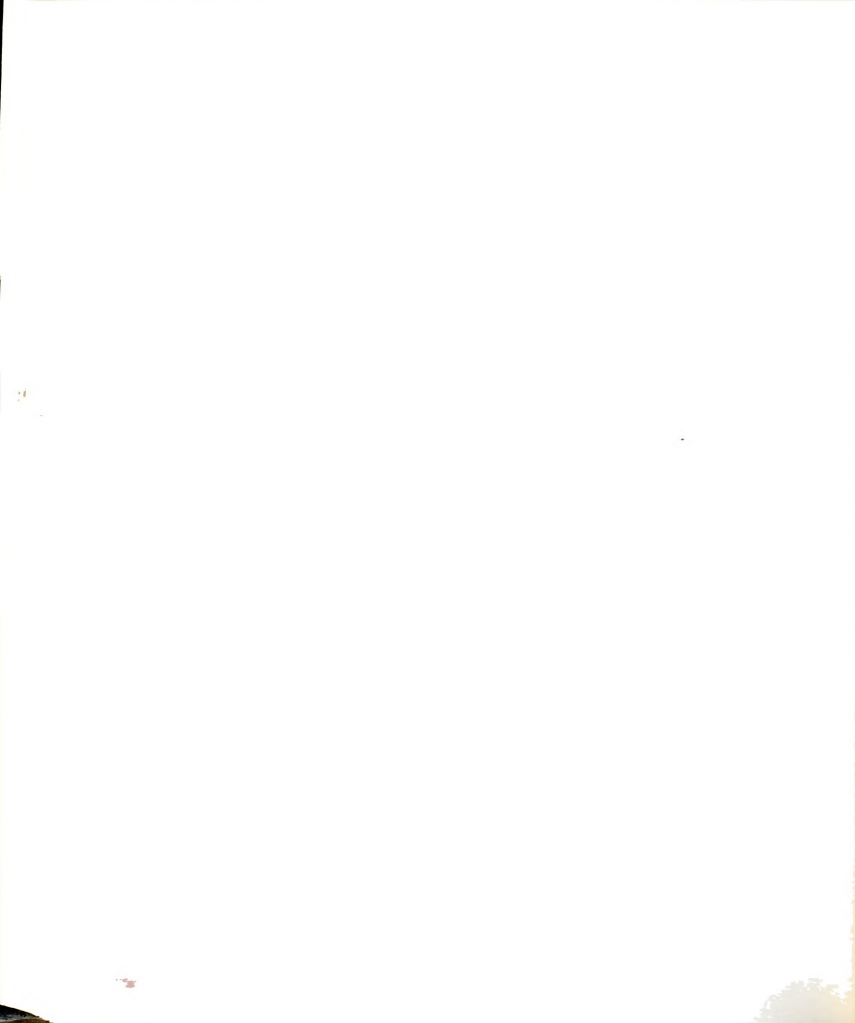
1. strongly disagree
2. disagree
3. agree
4. strongly agree



ABS-IV-DF

In respect to deaf persons would you expect that:

34. Rules for deaf persons should be less strict.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
35. Education for deaf persons is as important as for others.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
36. Deaf persons can usually learn to use speech.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
37. Deaf persons are usually comfortable with hearing people.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
38. Deaf persons can usually be mainstreamed in regular school by providing special materials.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
39. Deaf persons can usually benefit from hearing aid.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
40. Deaf persons are usually able to continue higher education.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree



ABS-I-VIP

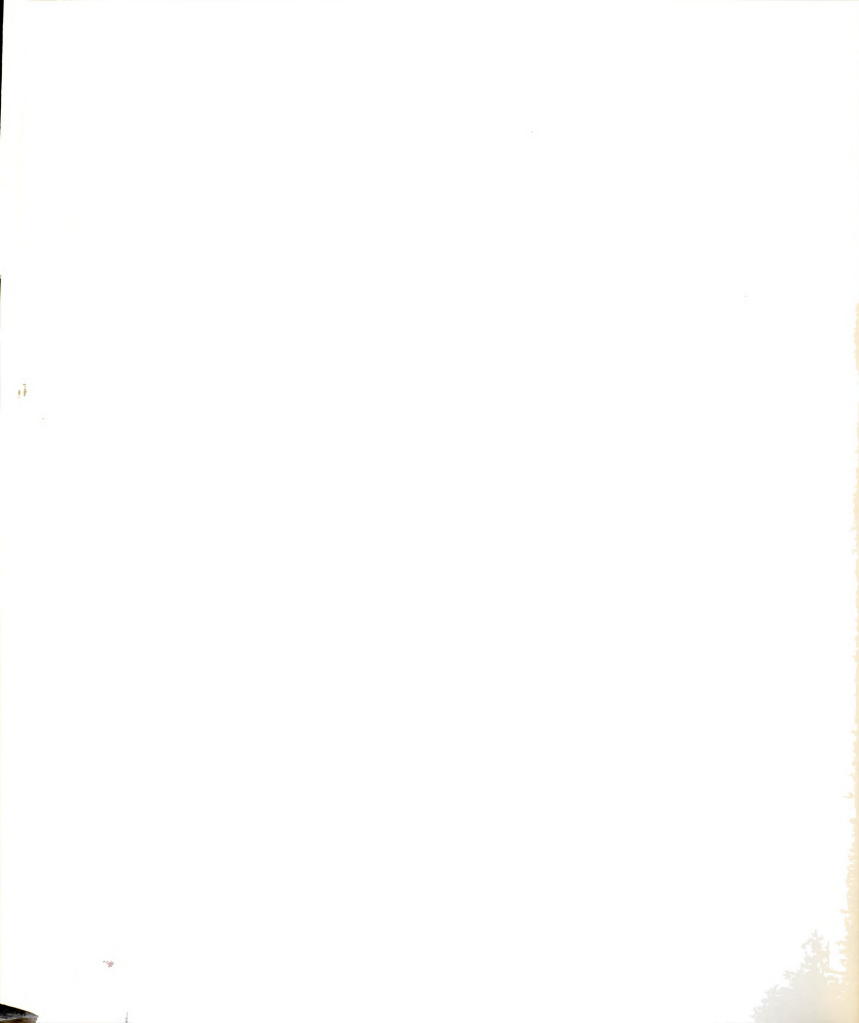
Direction: Section I

In the statements that follow you are to circle the number that indicates how other people compare visually impaired persons to those who are not visually impaired.

It is important to answer all questions, even though you are not sure of the answer to some of them.

Other people generally believe the following things about the visually impaired persons as compared to those who are not visually impaired:

41. Visually impaired persons have less energy and vitality than others.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
42. It is almost impossible for visually impaired persons to lead a normal life.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
43. Visually impaired persons have ability to do school work.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
44. Visually impaired persons have as much initiative as others.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
45. Visually impaired persons can maintain a good marriage.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
46. Visually impaired persons should not have children.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe



ABS-I-VIP

Other people generally believe the following things about the visually impaired persons as compared to those who are not visually impaired:

47. Visually impaired persons are likely to be faithful to their spouses.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

48. Visually impaired persons are able to take care of their children.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

49. Visually impaired persons are likely to obey the law.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

50. Visually impaired persons make plans for the future.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

51. Visually impaired persons are so by luck or fate.

1. all people believe
2. most people believe
3. some people believe
4. very few people believe

52. Visually impaired persons like to be with other people.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

53. Visually impaired persons are likely to have the ability to be financially self-sufficient.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

ABS-I-VIP

Other people generally believe the following things about the visually impaired as compared to those who are not visually impaired:

54. Rules for visually impaired persons should be less strict.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

55. Education for visually impaired persons is as important as for others.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

56. Visually impaired persons can participate in social activities with sighted persons.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

57. Visually impaired persons can usually learn to take care of their daily living tasks.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

58. Visually impaired persons can usually be mainstreamed in regular school by providing special materials.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

59. Mobility training usually will enable visually impaired persons to travel independently.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

60. Physical education and sports should be part of educational curriculum of visually impaired persons.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

ABS-IV-VIP

Direction: Section II

This section contains the same statements about visually impaired persons as they were stated in section one, but here you are asked to circle the number that indicates for each of these statements how YOU PERSONALLY compare visually impaired persons to those who are not visually impaired.

It is important to answer all questions even though you are not sure of the answer to some of them.

In respect to visually impaired persons would you expect that:

61. Visually impaired persons have less energy and vitality than others.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

62. It is almost impossible for visually impaired persons to lead a normal life.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

63. Visually impaired persons have ability to do school work.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

64. Visually impaired persons have as much initiative as others.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

65. Visually impaired persons can maintain a good marriage.

1. strongly disagree
2. disagree
3. agree
4. strongly disagree

66. Visually impaired persons should not have children.

1. strongly agree
2. agree
3. disagree
4. strongly disagree



ABS-IV-VIP

In respect to visually impaired persons would you expect that:

67. Visually impaired persons are likely to be faithful to their spouses.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

68. Visually impaired persons are able to take care of their children.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

69. Visually impaired persons are likely to obey the law.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

70. Visually impaired persons make plans for the future.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

71. Visually impaired persons are so by luck or fate.

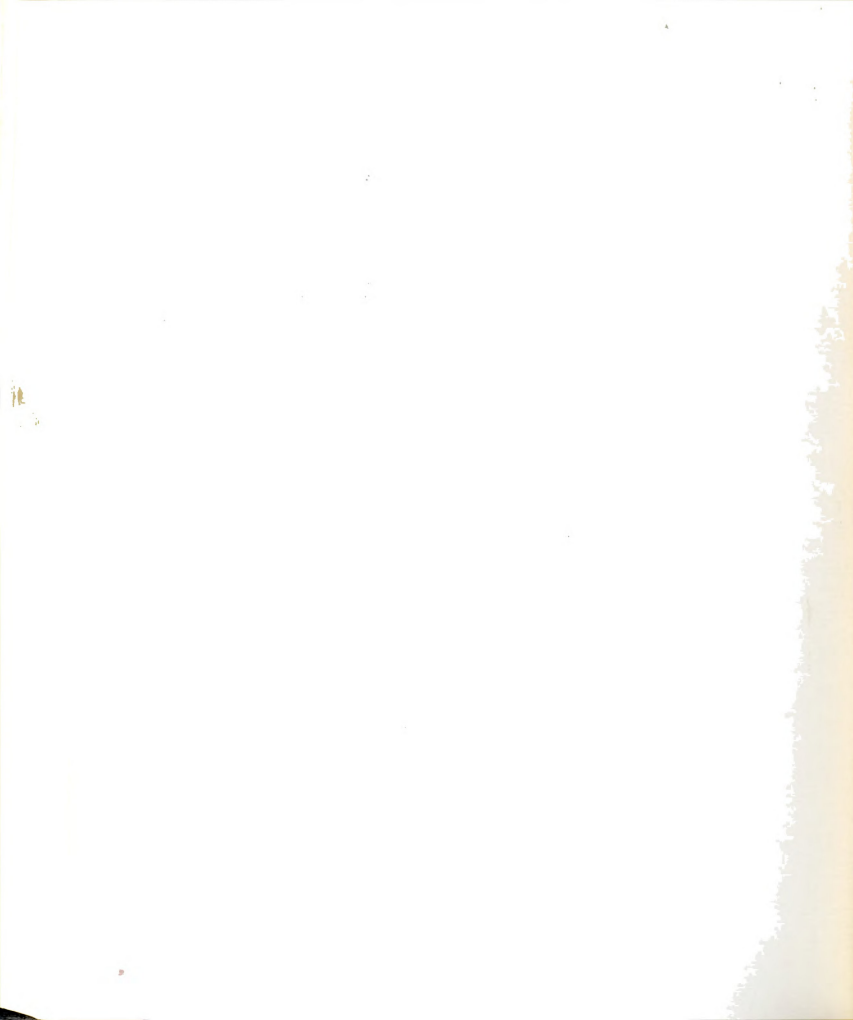
1. strongly agree
2. agree
3. disagree
4. strongly disagree

72. Visually impaired persons like to be with other people.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

73. Visually impaired persons are likely to have ability to be financially self-sufficient.

1. strongly disagree
2. disagree
3. agree
4. strongly agree



In respect to visually impaired persons would you expect that:

74. Rules for visually impaired persons should be less strict.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

75. Education for visually impaired persons is as important as for others.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

76. Visually impaired persons can participate in social activities with sighted persons.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

77. Visually impaired persons can usually learn to take care of their daily living tasks.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

78. Visually impaired persons can usually be mainstreamed in regular school by providing special materials.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

79. Mobility training usually will enable visually impaired persons to travel independently.

1. strongly disagree
2. disagree
3. agree
4. strongly disagree

80. Physical education and sports should be part of educational curriculum of visually impaired persons.

1. strongly disagree
2. disagree
3. agree
4. strongly agree



ABS-I-MR

Direction: Section I

In the statements that follow you are to circle the number that indicates how other people compare mentally retarded persons to those who are not mentally retarded. It is important to answer all questions, even though you are not sure of the answers to some of them.

Other people generally believe the following things about the mentally retarded persons as compared to those who are not mentally retarded:

81. Mentally retarded persons have less energy and vitality than others.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
82. It is almost impossible for mentally retarded persons to lead a normal life.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
83. Mentally retarded persons have ability to do school work.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe
84. Mentally retarded persons have as much initiative as others.
 1. very few people believe
 2. most people believe
 3. some people believe
 4. all people believe
85. Mentally retarded persons can maintain a good marriage.
 1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
86. Mentally retarded persons should not have children.
 1. all people believe
 2. most people believe
 3. some people believe
 4. very few people believe



ABS-I-MR

Other people generally believe the following things about the mentally retarded persons as compared to those who are not retarded:

87. Mentally retarded persons are likely to be faithful to their spouses.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

88. Mentally retarded persons are able to take care of their children.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

89. Mentally retarded persons are likely to obey the law.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

90. Mentally retarded persons make plans for the future.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

91. Mentally retarded persons are so by luck or fate.

1. all people believe
2. most people believe
3. some people believe
4. very few people believe

92. Mentally retarded people like to be with other people.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe

93. Mentally retarded persons are likely to have the ability to be financially self-sufficient.

1. very few people believe
2. some people believe
3. most people believe
4. all people believe



Other people generally believe the following things about the mentally retarded persons as compared to those who are not retarded:

94. Rules for mentally retarded persons should be less strict.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
95. Education for mentally retarded persons is as important as for others.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
96. The intelligence level of most mentally retarded persons can be increased through education.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
97. Mentally retarded persons can learn almost anything but at a slower rate.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
98. Mentally retarded persons can usually complete elementary school.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
99. Mentally retarded persons can learn to develop personal hygiene and good health habits.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe
100. Most mentally retarded persons can learn social skills to get along with other people.
1. very few people believe
 2. some people believe
 3. most people believe
 4. all people believe



Direction: Section II

This section contains the same statements about the mentally retarded persons as they were stated in section one, but here you are asked to circle the number that indicates for each of these statements how YOU PERSONALLY compare mentally retarded persons to those who are not mentally retarded.

It is important to answer all questions even though you are not sure of the answer to some of them.

101. Mentally retarded persons have less energy and vitality than others.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

102. It is almost impossible for mentally retarded persons to lead a normal life.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

103. Mentally retarded persons have ability to do school work.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

104. Mentally retarded persons have as much initiative as others.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

105. Mentally retarded persons can maintain a good marriage.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

106. Mentally retarded persons should not have children.

1. strongly agree
2. agree
3. disagree
4. strongly disagree



ABS-IV-MR

In respect to mentally retarded persons would you expect that:

107. Mentally retarded persons are likely to be faithful to their spouses.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

108. Mentally retarded persons are able to take care of their children.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

109. Mentally retarded persons are likely to obey the law.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

110. Mentally retarded persons make plans for the future.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

111. Mentally retarded persons are so by luck or fate.

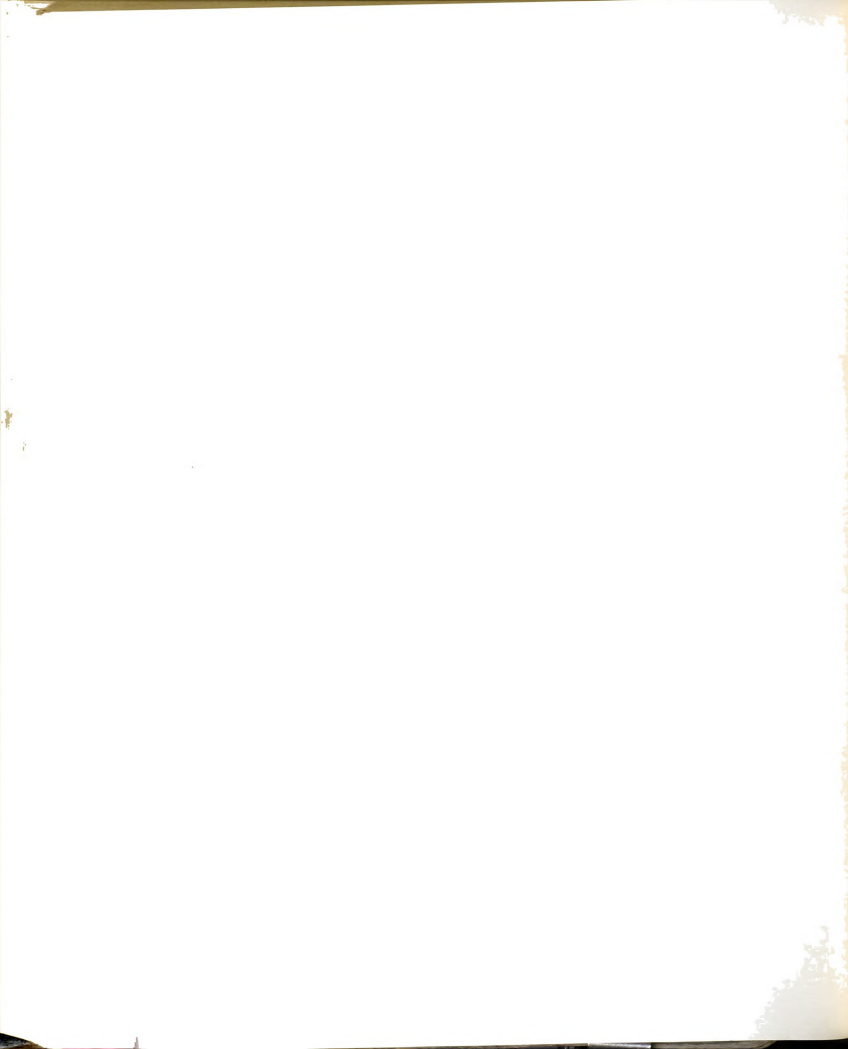
1. strongly agree
2. agree
3. disagree
4. strongly disagree

112. Mentally retarded persons like to be with others.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

113. Mentally retarded persons are likely to have the ability to be financially self-sufficient.

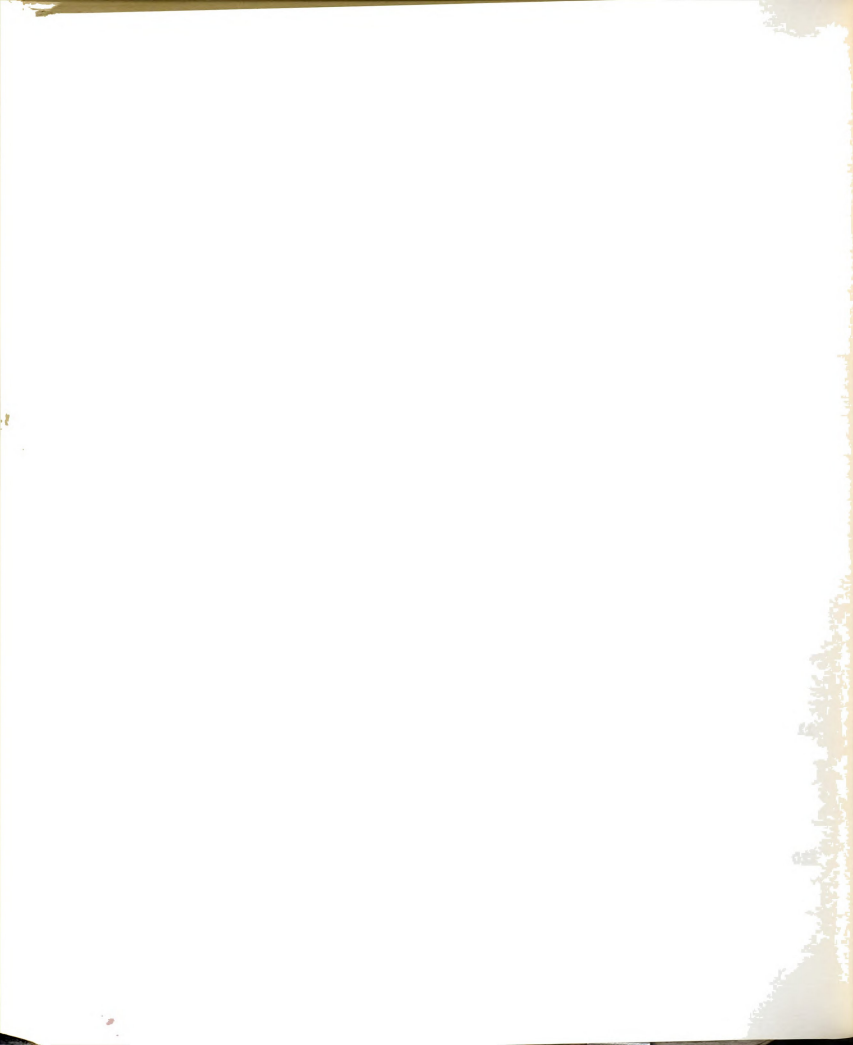
1. strongly disagree
2. disagree
3. agree
4. strongly agree



ABS-IV-MR

In respect to mentally retarded persons would you expect that:

114. Rules for mentally retarded persons should be less strict.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
115. Education for mentally retarded persons is an important as for others.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
116. The intelligence level of most mentally retarded persons can be increased through education.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
117. Mentally retarded persons can learn almost anything but at slower rates.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
118. Mentally retarded persons can usually complete elementary school.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
119. Mentally retarded persons can learn to develop personal hygiene and good health habits.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree
120. Most mentally retarded persons can learn social skills to get along with other people.
1. strongly disagree
 2. disagree
 3. agree
 4. strongly agree



ABS

This part of the booklet deals with many things. For the purpose of this study, the answers of all persons are important.

Part of the questionnaire has to do with personal information about you. Since the questionnaire is completely anonymous or confidential, you may answer all of the questions freely without any concern about being identified. It is important to the study to obtain your answer to every question. Please read each question carefully and do not omit any questions. Please answer by circling the answer you choose.

121. Please indicate your age as follows:

1. Under 20 years of age
2. 21-30
3. 31-40
4. 41-50
5. 50-over

122. Please indicate your sex.

1. Female
2. Male

123. About how much education do you have?

1. 6 years of school or less
2. 7-9 years of school
3. 10-12 years of school
4. Some college or university
5. A college or university degree

1010

1010

1011

1012

1013

1014

1015

1016

1017

1018

1019

- ABS -

124. Some people are more set in their ways than others. How would you rate yourself?

1. I find it difficult to change
2. I find it slightly difficult to change
3. I find it somewhat easy to change
4. I find it very easy to change my ways

125. Some people feel that in bringing up children, new ways and methods should be tried whenever possible. Others feel that trying out new methods is dangerous, What is your feeling about the following statement?

"New methods of raising children should be tried out whenever possible."

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

126. Family planning or birth control has been discussed by many people. What is your feeling about a married couple practicing birth control? Do you think they are doing something good or bad? If you had to decide, would you say that they are doing wrong, or that they are doing right?

1. It is always wrong
2. It is usually wrong
3. It is probably all right
4. It is always right

127. In respect to your religion, about to what extent do you observe the rules and regulations of your religion?

1. I prefer not to answer
2. I have no religion
3. Sometimes
4. Usually
5. Almost always

128. I find it easier to follow rules than to do things on my own.

1. Agree strongly
2. Agree slightly
3. Disagree slightly
4. Disagree strongly

This part of the questionnaire deals with your experiences or contacts with handicapped persons. Perhaps you have had much contact with handicapped persons, or you may have studied about them. On the other hand, you may have had little or no contact with handicapped persons, and may have never thought much about them at all.

129. Some handicapped conditions are listed below. In respect to these various handicaps, with which one have you had the most actual experience?

1. blind and partially blind
2. deaf, partially deaf, or speech impaired
3. crippled or spastic
4. mental retardation
5. social or emotional disorders

130. The following questions have to do with the kinds of experiences you have had with the category of handicapped person you indicated in the previous question. If more than one category of experience applies, please choose only one answer.

1. I have read or studied about handicapped persons through reading, movies, lectures, or observations
2. A friend or relative is handicapped
3. I have personally worked with handicapped persons as a teacher, counselor, volunteer, child care, etc.
4. I, myself, have a fairly serious handicap
5. No experience

131. Considering all of the times you have talked, worked, or in some other way had personal contact with the category of handicapped persons indicated in question 129, about how many times has it been altogether?

1. No experience
2. Up to 20 occasions
3. Between 21 and 100 occasions
4. Between 101 and 500 occasions
5. More than 501 occasions

132. Have you had any experience with mentally retarded persons? Considering all of the times you have talked, worked, or in some other way had personal contact with mentally retarded persons, about how many times has it been altogether?

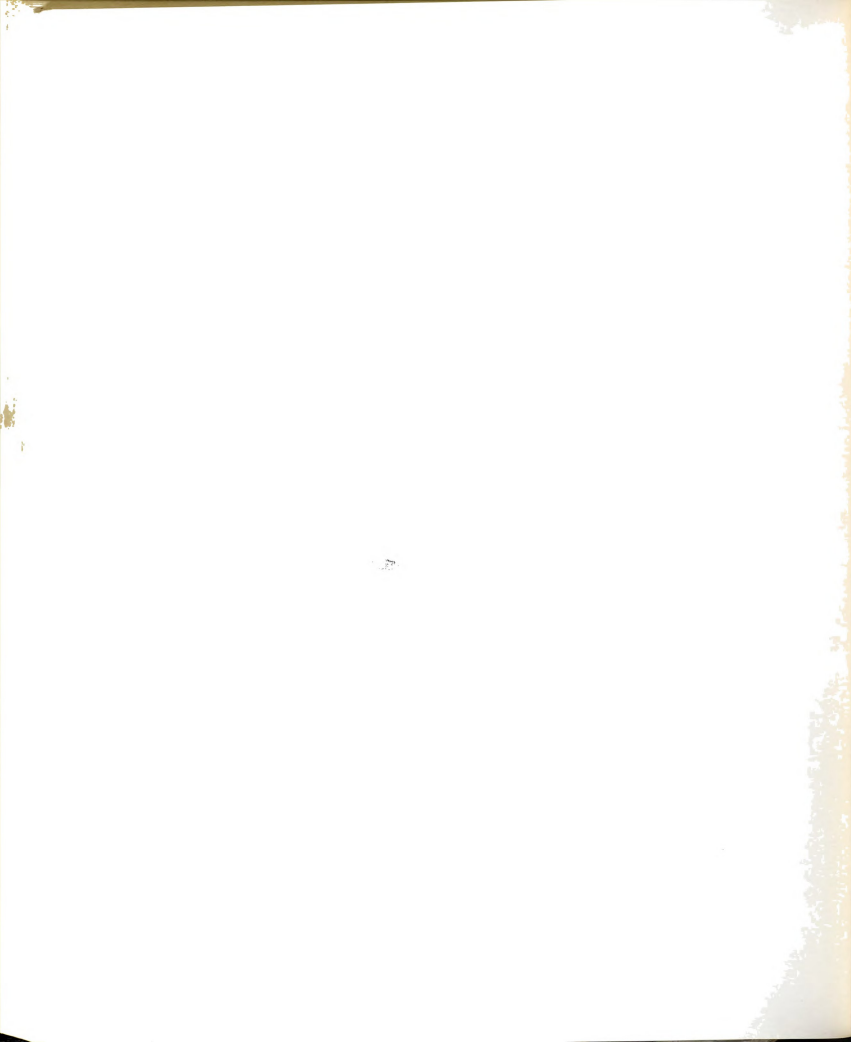
1. No experience
2. Up to 20 occasions
3. Between 21 and 100 occasions
4. Between 101 and 500 occasions
5. More than 501 occasions

133. How have you generally felt about your experiences with mentally retarded persons?

1. No experience
2. I definitely disliked it
3. I did not like it very much
4. I liked it somewhat
5. I definitely enjoyed it

- ABS -

134. Have you had any experience with visually impaired persons? About how many times?
1. No experience
 2. Up to 20 occasions
 3. Between 21 and 100 occasions
 4. Between 101 and 500 occasions
 5. More than 501 occasions
135. How have you generally felt about your experience with visually impaired persons?
1. No experience
 2. I definitely disliked it
 3. I did not like it very much
 4. I liked it somewhat
 5. I definitely enjoyed it
136. Have you had any experience with deaf persons? About how many times?
1. No experience
 2. Up to 20 occasions
 3. Between 21 and 100 occasions
 4. Between 101 and 500 occasions
 5. More than 501 occasions
137. How have you felt about your experience with deaf persons?
1. No experience
 2. I definitely disliked it
 3. I did not like it very much
 4. I liked it somewhat
 5. I definitely liked it



- ABS -

This section of the booklet deals with how people feel about several aspects of life or life situations. Please indicate how you feel about each situation by circling the answer you choose.

- | | |
|--|--|
| <p>138. It should be possible to eliminate war once and for all</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree | <p>143. Someday the deserts will be converted into farming land by the application of engineering and science</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree |
| <p>139. Success depends to a large part on luck and fate.</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree | <p>144. Education can only help people develop their natural abilities; it cannot change people in any fundamental way.</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Disagree 3. Agree 4. Strongly disagree |
| <p>140. Some day most of the mysteries of the world will be revealed by science</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree | <p>145. With hard work anyone can succeed.</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree |
| <p>141. By improving industrial and agricultural methods, poverty can be eliminated in the world</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree | <p>146. Almost every present human problem will be solved in the future.</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree |
| <p>142. With increased medical knowledge it should be possible to lengthen the average live span to 100 years or more</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree | |

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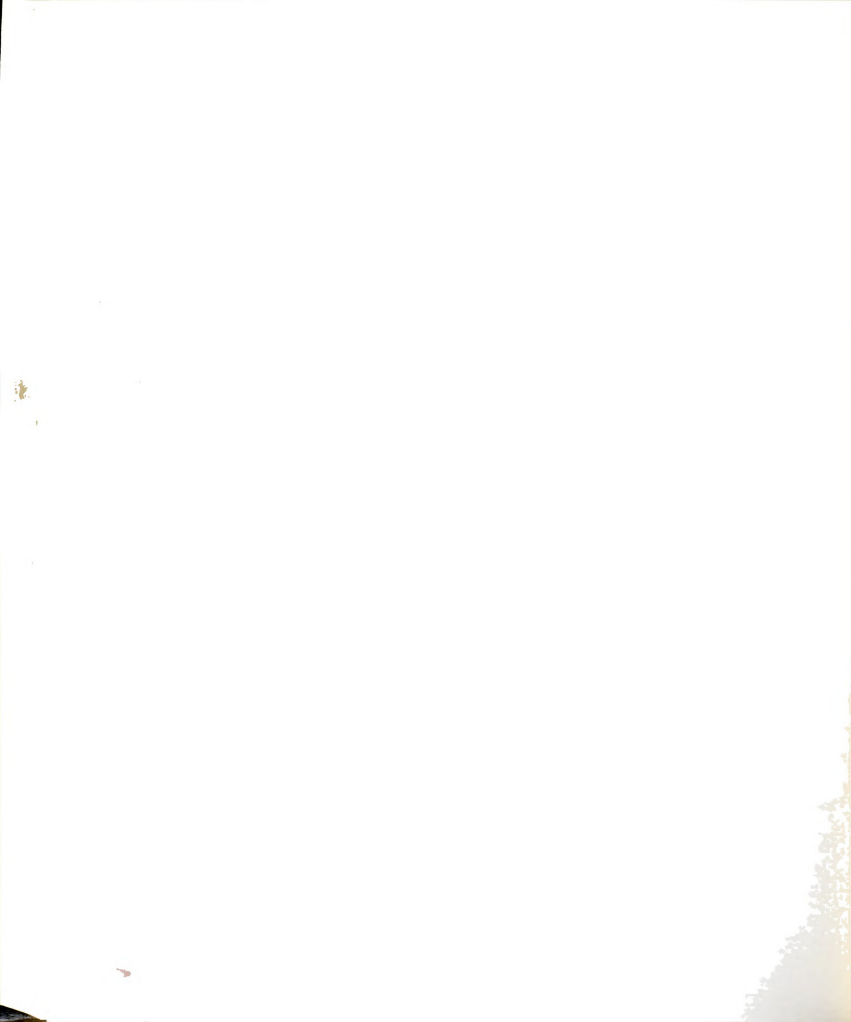
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APPENDIX 2



PERSIAN TRANSLATION OF ABS





Visually Impaired..... Mentally Retarded.....Deaf persons

((پـرسشنامـه سنجش افـقـهـا))

”ترتیباره“

.....

عقب افتادگان رهنی

ناشنوایان

نابینایان

By: G. Ali Afrooz
John E. Jordan
College of Education
Michigan State University

همکار ارجمند-----د

بمنظور تحقیق درباره کودکان استثنائی و شناخت نظــــرات و طرز فکر افراد نسبت به توصیف و تعریف این دسته و عوامل موثر و مهبود اوضاع اجتماعی بویژه پیشرفت تحصیلی آنان پرسشنامه هائی تهیه شده است .

تکمیل این پرسشنامه ها نیازمند به همکاری صمیمانه و بذل توجه-----ه
به جوابگویی دقیق-----ق و صریح آنها میباشد نظــــرات و تجربیات شم-----ا
نقش اساسی در حاصل این کوشش ایفا خواهد کرد . از آنجائیکه نوشتن نام در پرسشنامه ضروری نداشته و مطالب پرسشنامه کاملاً " محرمانه میباشد پاس-----خ
گویی صریح بکلیه سئوالات خدمت بزرگی به جامعه کودکان استثنائی و پیشبرد تحقیق در این زمینه خواهد داشت .

از اهتنامی که در این راه مبذول میشود قبلاً " نهایت تشکر را خواهد داشت .

قسمت اول : راهنمائي

با پاسخ بکليه سوالات زیرحتي اگر در جوابگويي به بعضي از سوالات احتياج به حسي
زدن هم باشد . طرز فکر ساير مردم را نسبت به اشخاص ناشنوا در مقايسه با افراد شنوا مشخص
نمائيد . از نظر شما مردم در باره ناشنوايان چطور فکر ميکنند لطفاً جوابهاي مورد نظر -----
را در روي برگ ضميمه (پاسخ نامه) با علامت (x) در مقابل شماره سوالاتي مربوطه مشخص
فرمائيد-----.

مردم معمولاً در قديم اشخاص ناشنوا با شنوا چنين اعتقاد دارند :

- ۱- تح-----رك و نيروي حياتي (سرزندگي) اشخاص ناشنوا كمتر از ديگران است .
- ۲- همه مردم چنين اعتقاد دارند
- ۳- اكثر مردم چنين اعتقاد دارند
- ۴- بعضي مردم چنين اعتقاد دارند
- ۵- افراد معدودي چنين اعتقاد دارند
- ۶- براي اشخاص ناشنوا تقريباً غير ممكن است كه بتوانند در اداره امور زندگي مثل ساير مردم
عمل كنند .

- ۱- همه مردم چنين اعتقاد دارند
- ۲- اكثر مردم چنين اعتقاد دارند
- ۳- بعضي از مردم چنين اعتقاد دارند
- ۴- افراد معدودي چنين اعتقاد دارند
- ۵- اشخاص ناشنوا توانائي افراد دارند كه از عهده انجام تكاليف مدرسه بآيند .
- ۱- افراد معدودي چنين اعتقاد دارند
- ۲- بعضي از مردم چنين اعتقاد دارند
- ۳- اكثر مردم چنين اعتقاد دارند
- ۴- همه مردم چنين اعتقاد دارند



مردم معمولاً "در مقایسه اشخاص ناشناخته با شناختن اعتقاد دارند .
 ۴- قوه ابتکار و خلاقیت اشخاص ناشناخته مانند اشخاص عادی است

- ۱- افراد معدودی چنین اعتقاد دارند
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۵- اشخاص ناشناخته می توانند از دواج پایداری داشته باشند .

- ۱- افراد معدودی چنین اعتقاد دارند
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۶- بهتر است که اشخاص ناشناخته صاحب فرزند نشوند .

- ۱- همه مردم چنین اعتقاد دارند
- ۲- اکثر مردم " "
- ۳- بعضی از مردم " "
- ۴- افراد معدودی " "

۷- اشخاص ناشناخته معمولاً "نسبت به همسران خود وفادارند .

- ۱- افراد معدودی چنین اعتقاد دارند
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۸- اشخاص ناشناخته قادر به عهده داری فرزندان خود هستند .

- ۱- افراد معدودی چنین اعتقاد دارند
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

مردم معمولاً " در مقایسه اشخاص ناشنوا و یا شنوا چنین اعتقاد دارند .

۹- معمولاً " اشخاص نسا شنوا به رعایت قانون پایبند هستند .

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۱۰- اشخاص ناشنوا برای آینده خود دارای طرح و برنامه هستند --- ر .

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- همه مردم " "

۴- اکثر مردم " "

۱۱- شانس و اقبال اشخاص ناشنوا چنین بوده است که ناشنوا باشند --- ر

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۱۲- اشخاص ناشنوا علاقمندند که با اشخاص عادی معاشرت کنند --- ر .

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۱۳- بنظر می رسد که اشخاص ناشنوا بدون کمک مالی دیگران قادر به اداره زندگی خود هستند

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

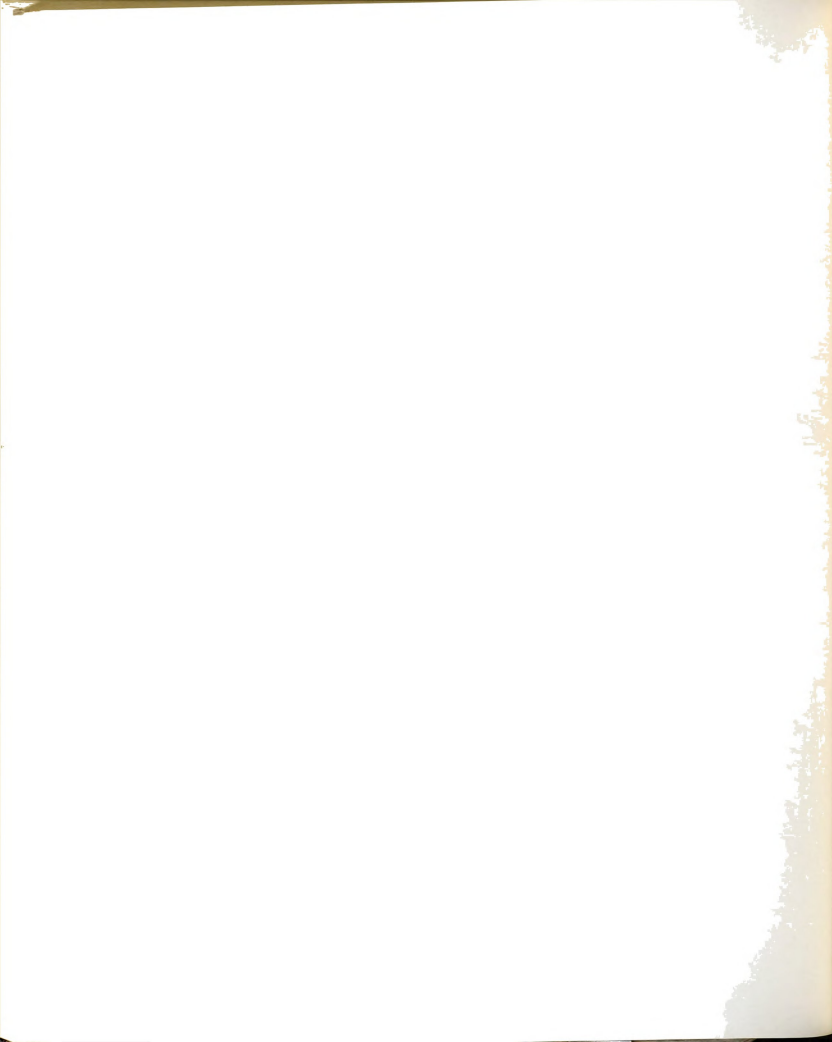
۱۴- قوانین و مقررات برای اشخاص ناشنوا بهتر است انعطاف بیشتری داشته باشد

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "



۵- آموزش و پرورش برای اشخاص ناشنوا همان اهمیت را دارد که برای اشخاص عادی دارد

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۶- معمولاً اشخاص ناشنوا برای فهماندن مقاصد خود بدیگران قادرند سخن گفتن بیاموزند

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۷- اشخاص ناشنوا معمولاً در میان افراد شنوا احساس ناراحتی نمیکنند.

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۸- با فراهم نمودن وسایل کمکی معمولاً ۳ افراد ناشنوا قادرند در مدارس عادی و همراه سایر دانش آموزان به تحصیل اشتغال فرزند

۱- افراد معدودی چنین

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۹- معمولاً لوازم کمک شنوایی (گوشی های مخصوص) میتواند در تقویت شنوایی اشخاص ناشنوا موثر باشد

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۲۰- معمولاً اشخاص ناشنوا توانایی واستعداد ادامه تحصیل در دانشگاه را دارند

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم



(ناشنه-----وایان)

یییییییی

راهنمائ-----ی :

این قسمت از پرسشنامه حاوی همان سئوالاتی است که در قسمت اول بدان پاسخ داده اید . با این تفاوت که در این قسمت نظر ----- رات شخصی شما نسبت به ----- اشخاص ناشنوارمقایسه با اشخاص شنوامورد نظر است . لطفاً بهمه سئـــــوالات پاسخ دهید اگرچه با حدس زدن .

درمورد اشخاص ناشنوا آیا شما عقیده دارید که :

۲۱- تحرك ونیهـــــ روی حیاتی (سرزندگی) اشخاص ناشنوا کمتر از دیگران است .

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم .

۲۲- برای اشخاص ناشنوا تقریباً غیرممکن است که بتوانند در اداره زندگی مثل سایر مردم عمل کنند

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم .

۲۳- اشخاص ناشنوا توانایی آنرا دارند که از عهده انجام تکالیف مدرسه برآیند .

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم .

در مورد اشخاص ناشنوا یا شما عقیده دارید که :

۲۴- قوه ابتکار و خلاقیت اشخاص ناشنوا مانند اشخاص عادی است

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم .

۲۵- اشخاص ناشنوا میتوانند از وراج پایداری داشته باشند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم .

۲۶- بهتر- راست که اشخاص ناشنوا صاحب فرزند نشوند

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم .

۲۷- اشخاص ناشنوا معمولاً " نسبت به همسران خود وفادارند

۱- شدیداً مخالفم .

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم .

۲۸- اشخاص ناشنوا قادر به عهده داری از فرزندان خود هستند

۱- مخالفم .

۲- شدیداً مخالفم

۳- موافقم

۴- شدیداً موافقم

در مورد اشخاص ناشنوا یا شماعی - ره دارید که :

۲۹- معمولاً ۳ اشخاص ناشنوا به رعایت قانون پایبند هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۳۰- اشخاص ناشنوا برای آینده خود راهی طرح و برنامه هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۳۱- شانس و اقبال اشخاص ناشنوا چنین بوده است که ناشنوا باشند

۱- شدیداً موافق

۲- موافق

۳- مخالف

۴- شدیداً مخالف

۳۲- اشخاص ناشنوا علاقمندند که با اشخاص عادی معاشرت کنند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۳۳- بنظر - ره رسید که اشخاص ناشنوا بدون کمک دیگران قادر به اداره زندگی خود هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۳۴- قوانین و مقررات برای اشخاص ناشنوا به - تراست انعطاف بیشتری داشته باشد

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق



در مورد اشخاص ناشنوا یا شما عقیده دارید که - ه :

۳۵- آموزش پرورش برای اشخاص ناشنوا همان اهمیت را دارد که برای اشخاص عادی .

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۳۶- معمولاً " اشخاص ناشنوا برای فهماندن مقاصد خود بد یکران قادرند سخن گفتن بیاموزند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۳۷- اشخاص ناشنوا معمولاً " در میان افراد شنوا احساس ناراحتی نمیکنند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۳۸- با فراهم نمودن وسایل کمکی معمولاً " افراد ناشنوا قادرند در مدارس عادی همراه سایر دانش آموزان به تحصیل اشتغال ورزند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۳۹- معمولاً " لوازم کمک شنوائی (گوشی های مخصوص) میتواند در تقویت شنوائی اشخاص ناشنوا موثر باشد

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم .

۴۰- معمولاً " اشخاص ناشنوا توانائی واستعداد ادامه تحصیل در دانشگاه را دارند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم



قسمت اول : راهنمائى

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با پاسخ بکلیه سئوالات زیرحتى اگر در جواب کوئى به بعضى از سئوالات احتیاج به حدس زدن هم باشد ، ط- رز فکر سایر مردم را نسبت به اشخاص نابینا در مقایسه با افراد بینا- ا- مشخص نمائى- ر . از نظ- شما مردم درباره نابینایان چگونه فکر میکنند لطفاً " جوابهای مورد نظ- ر را روی برگ ضمیمه ( پاسخ نامه ) با علامت ( x ) در مقابل شمر- ا- ر- سئوالهای مربوطه مشخص نمائى- ر .

مردم معمولاً " در مقایسه اشخاص نابینا با بینا چنین اعتقاد دارند :

۴۱- تحرك و نیروی حیاتی ( سرزندگی ) اشخاص نابینا کمتر از دیگران است

۱- همه مردم چنین اعتقاد دارند

۲- اکثر مردم "

۳- بعضی از مردم "

۴- افراد معدودی "

۴۲- برای اشخاص نابینا تق- ریباً غیر ممکن است که بتوانند در اداره امور زندگی- ی مثل سایر مردم عمل کنند .

۱- همه مردم "

۲- اکثر مردم "

۳- بعضی "

۴- افراد معدودی "

۴۳- اشخاص نابینا توانایی آنرا دارند که از عهد و انجام تکالیف مدرسه برآیند .

۱- افراد معدودی "

۲- بعضی از "

۳- اکثر مردم "

۴- همه مردم "



مردم معمولاً "در مقایسه اشخاص نابینا با بینا چنین اعتقاد دارند :

۴۴- قوه ابتکار و خلاقیت اشخاص نابینا مانند اشخاص عادی است

- ۱- افراد معدودی چنین اعتقاد دارند----- د .
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۴۵- اشخاص نابینا میتوانند ازدواج پای----- داری داشته باشند

- ۱- افراد معدودی " "
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۴۶- بهتر است که اشخاص نابینا صاحب فرزند نش----- وند

- ۱- همه مردم " "
- ۲- اکثر مردم " "
- ۳- بعضی از مردم " "
- ۴- افراد معدودی " "

۴۷- اشخاص نابینا معمولاً "نسبت به همسران خود وفادارند

- ۱- افراد معدودی " "
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "

۴۸- اشخاص نابینا قادر به عهده داری فرزندان خود هستند----- د .

- ۱- افراد معدودی " "
- ۲- بعضی از مردم " "
- ۳- اکثر مردم " "
- ۴- همه مردم " "





مردم . معمولاً در مقایسه اشخاص نابینا با بینا چنین اعتقاد دارند .

۹-۴ معمولاً اشخاص نابینا به رعایت قانون پای بند هستند

۱- افراد معدودی چنین اعتقاد دارند-- ر

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۵- اشخاص نابینا برای آینده خود داری طرح و برنامه هستند

۱- افراد معدودی چنین اعتقاد دارند----- ر

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " )

۱-۵ شانس و اقبال اشخاص نابینا چنین بوده است که نابینا باشند

۱- همه مردم " "

۲- اکثر مردم " "

۳- بعضی مردم " "

۴- افراد معدودی " "

۲-۵ اشخاص نابینا علاقمندند که با اشخاص عادی معاشرت کنند

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۳-۵ بنظر میرسد که اشخاص نابینا بدون کمک مالی دیگران قادر به اداره زندگی خود هستند

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "

۴-۵ قوانین و مقررات برای اشخاص نابینا بهتر است انعطاف بیشتری داشته باشد

۱- افراد معدودی " "

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "



مردم. معمولاً در مقایسه اشخاص نابینا با بینا چنین اعتقاد دارند :

۵۵- آموزش و پرورش برای اشخاص نابینا همان اهمیت را دارد که برای اشخاص عادی.

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۵۶- معمولاً اشخاص نابینا قادر به فراگرفتن انجام امور شخصی روزمره خود مثل پوشیدن لباس و کفش

و مسواک زدن و غیره هستند

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی مردم

۳- اکثر مردم

۴- همه مردم

۵۷- اشخاص نابینا میتوانند در فعالیت های اجتماعی همگام با اشخاص عادی شرکت نمایند

۱- افراد معدودی

۲- بعضی مردم

۳- اکثر مردم

۴- همه مردم

۵۸- معمولاً با فراهم نمودن وسایل کمکی مخصوص، اشخاص نابینا میتوانند همراه با سایر دانش آموزان در مدارس عادی به تحصیل اشتغال ورزند

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۵۹- معمولاً آموزش جهت یابی و تمرین راه رفتن اشخاص نابینا قادر مینماید که بتوانند بدون کمک دیگران آزادانه حرکت و راه پیمایی نمایند.

۱- افراد معدودی

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

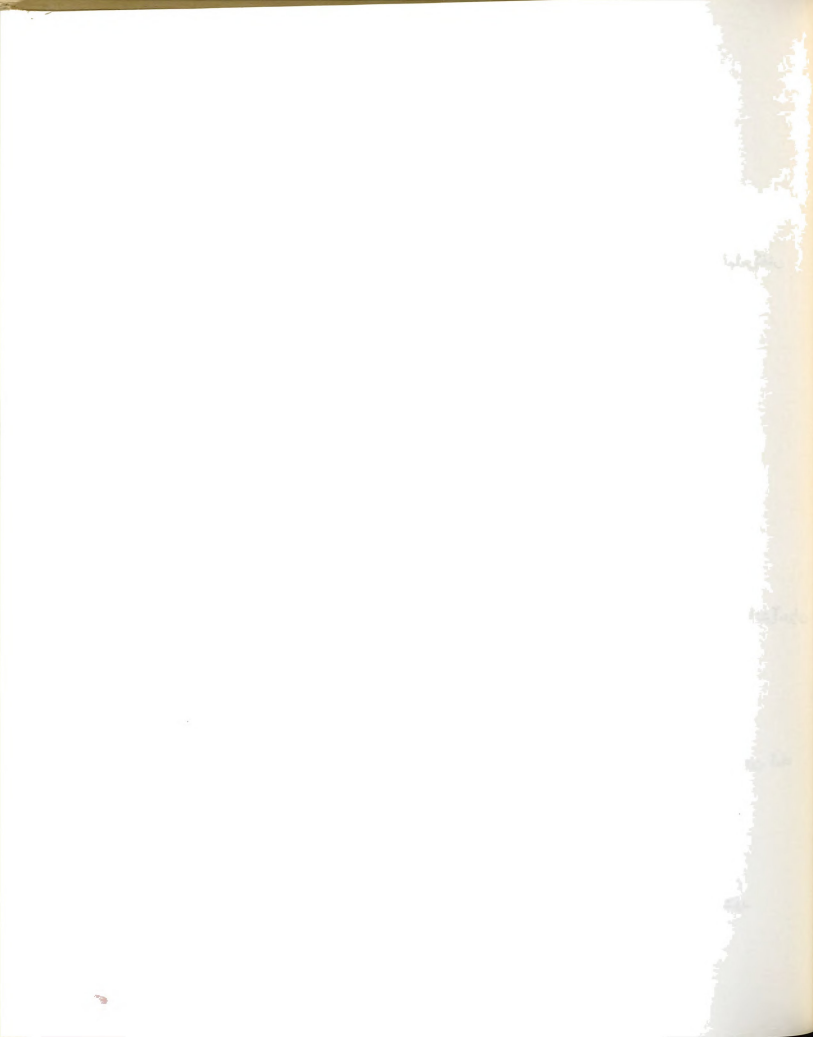
۶۰- تربیت بدنی و ورزش های گوناگون بهتر است در برنامه آموزشی نابینانان گنجانیده شود

۱- افراد معدودی

۲- بعضی مردم

۳- اکثر مردم

۴- همه مردم



قسمت دوم

راهنما-----ی :

این قسمت از پرسشنامه حاوی همان سئوالاتی است که در قسمت اول بدان پاسخ داده‌اید  
با این تفاوت که در این قسمت نظرات شخصی شما نسبت به اشخاص نابینا در مقایسه  
با اشخاص بینامورد نظر راست  
لطفاً -۱- به همه سئوالات پاسخ دهید اگرچه با حدس زدن  
در مورد اشخاص نابینا یا شما عقیده دارید که :

۶۱- تحرك ونی- روی حیاتی ( سرزندگی ) اشخاص نابینا کمتر از دیگران است

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۶۲- برای اشخاص نابینا تقریباً غیر ممکن است که بتواند در اداره زندگی مثل سایر مردم عمل کنند

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۶۳- اشخاص نابینا توانی آزادارند که از عهده انجام تکالیف مدرسه برآیند

۱- شدیداً مخالفم

۲- مخالفم

۳- شدیداً موافقم

۴- موافقم



در مورد اشخاص نابینا آيا شما عقیده دارید که :

۶۴- قوه ابتکار و خلاقیت اشخاص نابینا مانند اشخاص عادی است

۱- شدیداً مخالفم

۲- مخالفم

۳- شدیداً موافقم

۴- موافقم

۶۵- اشخاص نابینا میتوانند از و اج پایداری داشته باشند-----ند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۶۶- بهتر است که اشخاص نابینا صاحب فرزند نشوند

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۶۷- اشخاص نابینا معمولاً "نسبت به همسران خود وفادارند"-----ند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۶۸- اشخاص نابینا قادر به عهده داری از فرزندان خود هستند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم





۶۹- معمولاً " اشخاص نابینا بر عایت قانون پایبند --- هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۷۰- اشخاص نابینا برای آینده خورداری طرح و برنامه هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۷۱- شانس و اقبال اشخاص نابینا چنین بوده است که نابینا باشند ---

۱- شدیداً موافقم

۲- موافقم

۳- مخالف

۴- شدیداً مخالف

۷۲- اشخاص نابینا علاقه مندند که با اشخاص عادی معاشرت کنند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۷۳- بنظر میرسد که اشخاص نابینا بدون کمک مالی دیگران قادر به اداره زندگی خود هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۷۴- قوانین و مقررات برای اشخاص نابینا بهتر است انعطاف بیشتری داشته باشد

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم



در مورد اشخاص نابینا آيا شما عقیده دارید که: هـ:

۷۵- آموزش و پرورش برای اشخاص نابینا همان اهمیت را دارد که برای اشخاص عادی

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۷۶- معمولاً اشخاص نابینا قادر به فراگرفتن انجام امور شخصی روزمره خود مثل پوشیدن لباس کفش

مسواک زدن و غیره هستند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۷۷- اشخاص نابینا میتوانند در فعالیتهای اجتماعی همگام با اشخاص عادی شرکت کنند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۷۸- معمولاً با فراهم نمودن وسایل کمکی مخصوص اشخاص نابینا میتوانند همراه با مدیران و آموزان

در مدارس عادی به تحصیل اشتغال ورزند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۷۹- معمولاً آموزش جهت یابی و تمرین راه رفتن اشخاص نابینا را قادر مینماید که بتوانند بدون

کمک دیگران آزادانه حرکت و راه پیمائی نمایند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۸۰- تربیت بدنی و ورزشهای گوناگون بهتر است در برنامه آموزشی نابینانان گنجانیده شود

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم



( پرسشنامه سنجش افکار )

\*\*\*\*\*  
عقب افتادگان ذهنی

قسمت اول : راهنمایی

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با پاسخ بکلیه سوالات زیر حتی اگر در جواب گوئی به بعضی از سوالات احتیاج به حدس زدن هم باشد ، طرز فکر سایر مردم را نسبت به اشخاص عقب افتاده ذهنی در مقایسه با افراد عادی مشخص نمائی. در عبارت دیگر از نظر شما مردم درباره عقب افتادگان ذهنی چگونه فکر میکنند .

لطفاً جوابهای مورد نظر را روی برگ ضمیمه ( پاسخ نامه ) با علامت ( x ) در مقابل شماره سئوالهای مربوطه مشخص نمائی-----

مردم معمولاً در مقایسه عقب افتادگان ذهنی با مردم عادی چنین اعتقاد دارند .

۸۱- تحرك و نیروی حیاتی ( سرزندگی ) عقب افتادگان ذهنی کمتر از دیگران است .

۱- همه مردم چنین اعتقاد دارند-----

۲- اکثر مردم " "

۳- بعضی از مردم " "

۴- همه مردم " "

۸۲- برای اشخاص عقب افتاده ذهنی تقریباً غیر ممکن است که بتوانند در اداره زندگی خود مانند سایر مردم عمل کنند .

۱- همه مردم چنین اعتقاد دارند-----

۲- اکثر مردم " "

۳- بعضی از مردم " "

۴- افراد معدودی " "

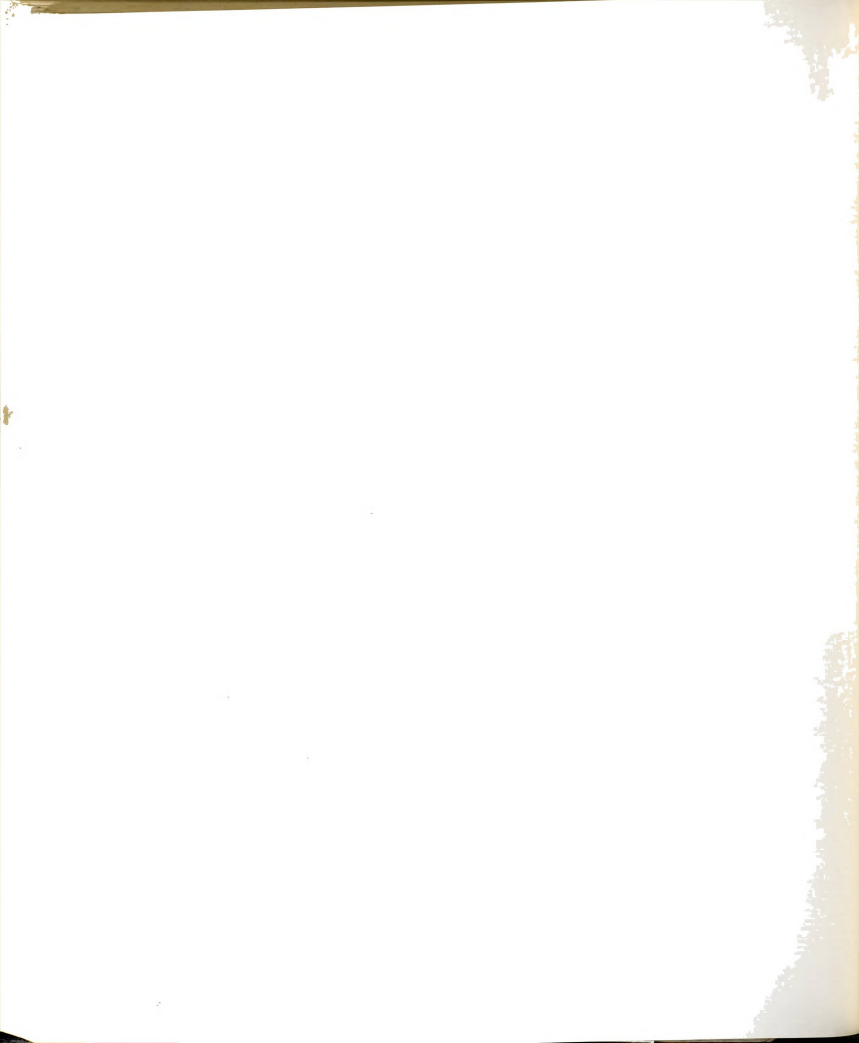
۸۳- اشخاص عقب مانده ذهنی توانائی آنها را دارند که از عهدہ تکالیف مدرسه برآیند

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم " "

۳- اکثر مردم " "

۴- همه مردم " "



مردم - معمولاً؟ در مقایسه اشخاص عقب مانده ذهنی با افرادی چنین اعتقاد دارند :

۸۴- قوه ابتکار و خلاقیت اشخاص عقب مانده ذهنی مانند اشخاص عادی است

- |                                      |   |   |
|--------------------------------------|---|---|
| ۱- افراد معدودی چنین اعتقاد دارند--- | " | " |
| ۲- بعضی از مردم                      | " | " |
| ۳- اکثر مردم                         | " | " |
| ۴- همه مردم                          | " | " |

۸۵- اشخاص عقب مانده ذهنی میتوانند ازدواج پایداری داشته باشند ---

- |                                   |   |   |
|-----------------------------------|---|---|
| ۱- افراد معدودی چنین اعتقاد دارند | " | " |
| ۲- بعضی از مردم                   | " | " |
| ۳- اکثر مردم                      | " | " |
| ۴- همه مردم                       | " | " |

۸۶- بهتر است که اشخاص عقب مانده ذهنی --- صاحب فرزند نشوند

- |                 |   |   |
|-----------------|---|---|
| ۱- همه مردم     | " | " |
| ۲- اکثر مردم    | " | " |
| ۳- بعضی از مردم | " | " |
| ۴- افراد معدودی | " | " |

۸۷- اشخاص عقب مانده ذهنی معمولاً نسبت به مسران خود وقار دارند ---

- |                 |   |   |
|-----------------|---|---|
| ۱- افراد معدودی | " | " |
| ۲- بعضی از مردم | " | " |
| ۳- اکثر مردم    | " | " |
| ۴- همه مردم     | " | " |

۸۸- اشخاص عقب مانده ذهنی قادر به عهده داری فرزندان خود هستند

- |                                      |   |   |
|--------------------------------------|---|---|
| ۱- افراد معدودی چنین اعتقاد دارند--- | " | " |
| ۲- بعضی مردم                         | " | " |
| ۳- اکثر مردم                         | " | " |
| ۴- همه مردم                          | " | " |





مردم : معمولاً در مقایسه اشخاص عقب مانده با افراد عادی چنین اعتقاد دارند .

۸۹- معمولاً اشخاص عقب مانده ذهنی برعایت قانون پایبند هستند

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم

۳- اکثر مردم

۳- همه مردم

۹۰- اشخاص عقب مانده ذهنی برای آینده خود دارای طرح و برنامه هستند-ر

۱- افراد معدودی چنین اعتقاد دارند-ر

۲- بعضی مردم

۳- اکثر مردم

۴- همه مردم

۹۱- شانس و اقبال اشخاص عقب مانده ذهنی چنین بوده است که از نظر ذهنی عقب مانده باشند

۱- همه مردم چنین اعتقاد دارند-ر

۳- بعضی مردم

۳- اکثر مردم

۴- افراد معدودی

۹۲- اشخاص عقب مانده ذهنی علاقمندند که با اشخاص عادی معاشرت کنند

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی مردم

۳- اکثر مردم

۴- همه مردم

۹۳- بنظر مربیان که اشخاص عقب مانده ذهنی بدون کمک مالی دیگران قادر به اداره زندگی خود هستند-ر

۱- افراد معدودی چنین اعتقاد دارند

۲- بعضی از مردم

۳- همه مردم

۴- اکثر مردم

۹۴- قوانین و مقررات برای اشخاص عقب مانده ذهنی به تراز است انعطاف بیشتری داشته باشد

۱- افراد معدودی چنین اعتقاد دارند

۲- اکثر مردم

۳- همه مردم

۴- بعضی از مردم



مردم . معمولاً در مقایسه اشخاص عقب مانده ذهنی با افراد عادی چنین اعتقاد دارند .:

---

۹۵- آموزش پرورش برای اشخاص عقب مانده ذهنی همان اهمیت را دارد که برای اشخاص عادی

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- همه مردم

۳- بعضی از مردم

۴- اکثر مردم

۹۶- از طریق آموزش و پرورش سطح هوشی ( بهره هوش ) اکثر عقب افتادگان ذهنی میتواند بالا برود

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۹۷- تقریباً اشخاص عقب مانده ذهنی قادرند همه چیز را مانند افراد عادی بیاموزند با این تفاوت

که آنها زمان بیشتر-ری برای یادگیری لازم دارند

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- همه مردم

۴- اکثر مردم

۹۸- معمولاً با فراهم نمودن وسایل و کمکهای ویژه اشخاص عقب افتاده قادرند در دبستانهای

عادی همراه با سایر دانش آموزان به تحصیل اشتغال ورزند

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۹۹- معمولاً اشخاص عقب افتاده ذهنی میتوانند از طریق نظافت و بهداشت شخصی عادات و

رفتارهای سالم را بیاموزند-----د

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۰۰- اکثر عقب افتادگان ذهنی میتوانند راه و روش سازگاری با مردم را فراگیرند-----د

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم



( عقب افتد --- ارگان ذهنی ) )

قسمت دوم :

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راهنمایی :

این قسمت از پرسشنامه حاوی همان سئوالاتی است که در قسمت اول بدان پاسخ داده ای. در با این تفاوت که در این قسمت نظرات شخصی شما نسبت به اشخاص عقب مانده ذهنی در مقایسه با افراد عادی مورد نظر ----- راست لطفاً به سؤالات پاسخ دهید اگرچه با حدس زدن . در مورد اشخاص عقب مانده ذهنی آيا شما عقیده دارید که :

۱. ۱- تحرك و نیروی حیاتی ( سرزندگی ) عقب افتادگان ذهنی کمتر از دیگران است

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۱. ۲- برای اشخاص عقب افتاده ذهنی تقریباً غیرممکن است که بتوانند در اداره زندگی خود مانند سایر مردم عمل کنند .

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۱. ۳- اشخاص عقب مانده ذهنی توانایی انفرادی دارند که از عهده تکالیف مدرسه برآیند .

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم



در مورد اشخاص عقب مانده ذهنی آيا شمار عقیده داری ركه :

۱۰۴- قوه ابتکار و خلاقیت اشخاص عقب مانده ذهنی مانند اشخاص عادی است

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۵- اشخاص عقب مانده ذهنی میتوانند ازدواج پایدار داشته باشند---

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۶- بهتر است كه اشخاص عقب مانده ذهنی صاحب فرزند نشوند .

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۱۰۷- اشخاص عقب مانده ذهنی معمولاً "نسبت به همسران خود وفادارند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۸- اشخاص عقب مانده ذهنی قادر به عهده داری فرزندان خود هستند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم





مردم . معمولاً در مقایسه اشخاص عقب مانده ذهنی با افراد عادی چنین اعتقاد دارند :

---

۹۵- آموزش پرورش برای اشخاص عقب مانده ذهنی همان اهمیت را دارد که برای اشخاص عادی

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- همه مردم

۳- بعضی از مردم

۴- اکثر مردم

۹۶- از طریق آموزش و پرورش سطح هوشی ( بهره هوش ) اکثر عقب افتادگان ذهنی میتواند بالا برود

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۹۷- تقریباً اشخاص عقب مانده ذهنی قادرند همه چیز را مانند افراد عادی بیاموزند با این تفاوت

که آنها زمان بیشتری برای یادگیری لازم دارند

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- همه مردم

۴- اکثر مردم

۹۸- معمولاً با فراهم نمودن وسایل و کمکهای ویژه اشخاص عقب افتاده قادرند در دبستانهای

عادی همراه با سایر دانش آموزان به تحصیل اشتغال ورزند

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۹۹- معمولاً اشخاص عقب افتاده ذهنی میتوانند از طریق نظافت و بهداشت شخصی عادات و

رفتارهای سالم را بیاموزند-----د

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم

۱۰۰- اکثر عقب افتادگان ذهنی میتوانند راه و روش سازگاری با مردم را فراگیرند-----د

۱- افراد معدودی چنین اعتقاد دارند-----د

۲- بعضی از مردم

۳- اکثر مردم

۴- همه مردم



قسمت دوم :

راهنمایی :

این قسمت از پرسشنامه حاوی همان سئوالاتی است که در قسمت اول بدان پاسـخ داده ایـد. در با این تفاوت که در این قسمت نظـر بر رات شخصی شما نسبت به اشخاص عقب مانده زهنی در مقایسه با افراد عادی مورد نظر-----راست لطفـاً به همه سئوالات پاسخ دهید اگرچه با حدس زدن . در مورد اشخاص عقب مانده زهنی آيا شما عقیبـرده دارید که :

۱. ۱- تحرك و نیروی حیاتی ( سرزندگی ) عقب افتادگان زهنی کمتر از دیـگران است

- ۱- شدیداً موافقم
- ۲- موافقم
- ۳- مخالفم
- ۴- شدیداً مخالفم

۱. ۲- برای اشخاص عقب افتاده زهنی تقریباً غیر ممکن است که بتوانند در اداره زندگـی خود مانند سایر مردم عمل کنند .

- ۱- شدیداً موافقم
- ۲- موافقم
- ۳- مخالفم
- ۴- شدیداً مخالفم

۱. ۳- اشخاص عقب مانده زهنی توانائی افراد ارند که از عهده تکالیف مدرسه برآیند .

- ۱- شدیداً موافقم
- ۲- مخالفم
- ۳- موافقم
- ۴- شدیداً موافقم .



در مورد اشخاص عقب مانده ذهنی آيا شمار عقیده داری که :

۱۰۴- قوه ابتکار و خلاقیت اشخاص عقب مانده ذهنی مانند اشخاص عادی است

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۵- اشخاص عقب مانده ذهنی میتوانند از دواج پایداری داشته باشند--

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۶- بهتر است که اشخاص عقب مانده ذهنی صاحب فرزند نشوند .

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم

۱۰۷- اشخاص عقب مانده ذهنی معمولاً "نسبت به همسران خود وفادارند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۰۸- اشخاص عقب مانده ذهنی قادر به عهده داری فرزندان خود هستند

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم



در مورد اشخاص عقب مانده ذهنی آیا شما عقیده دارید که :

۱۰۹- معمولاً " اشخاص عقب مانده ذهنی برعایت قانون پایبند هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۱۱۰- اشخاص عقب مانده ذهنی برای آینده خود اداری طرح و برنامه هستند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۱۱۱- شانس و اقبال اشخاص عقب مانده ذهنی چنین بوده است که از نظر ذهنی عقب مانده باشند

۱- شدیداً موافقم

۲- موافقم

۳- مخالف

۴- شدیداً مخالف

۱۱۲- اشخاص عقب مانده ذهنی علاقمندند که با اشخاص عادی معاشرت کنند

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۱۱۳- بنظر -ر می رسد که اشخاص عقب مانده ذهنی بدون کمک مالی دیگران قادر به اداره زندگی خود

هستند----- ر .

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم

۱۱۴- قوانین و مقررات برای اشخاص عقب مانده ذهنی بهتر است انعطاف بیشتری داشته باشد

۱- شدیداً مخالف

۲- مخالف

۳- موافقم

۴- شدیداً موافقم.





در مورد اشخاص عقب مانده ذهنی آيا شما عقیده دارید که :

۱۱۵- آموزش پرورش برای اشخاص عقب مانده ذهنی همان اهمیت را دارد که برای اشخاص عادی :

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۱۱۶- از طریق آموزش پرورش سطح هوش ( بهره هوش ) اکثر عقب افتادگان ذهنی میتواند بالا برود

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۱۱۷- تقریباً اشخاص عقب مانده ذهنی قادرند همه چیز را مانند افراد عادی بیاموزند ، با این تفاوت که آنها زمان بیشتر-----ری برای یادگیری لازم دارند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۱۱۸- معمولاً با فراهم نمودن وسایل و مکهای ویژه اشخاص عقب افتاده ذهنی قادرند در دبستانهای عادی همراه با سایر دانش آموزان بتحصیل اشتغال ورزند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۱۱۹- معمولاً اشخاص عقب افتاده ذهنی میتوانند از طریق نظافت بهداشت شخصی عادات و رفتارهای سالم را بیاموزند-----

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

۱۲۰- اکثر عقب افتادگان ذهنی میتوانند راه و روش سازگاری با مردم را فراگیرند

۱- شدیداً مخالف

۲- مخالف

۳- موافق

۴- شدیداً موافق

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( پرسشنامه سنجش ارف-کار )

× ضمیمه ×

این قسمت از پرسشنامه نظ-رات ، تجربیات و اطلاعات شخصی شما درباره مسائل مختلفی خواستار است . مطالب پرسشنامه کاملاً محرمانه بوده و نوشتن نام ضرورتی ندارد خواهشمند است سئوالات را بدقت خوانده و بهمه آنها پاسخ دهید

=====

لطف-۱ جوابهای مورد نظ-ر را با گذاشتن علامت ضربند ( × ) مقابل شماره سئوالات مربوطه در پاسخ نامه مشخص-ص نمائید-د .

( مشخص-ات )

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۱۲۲- جنس :

- ۱- زن
- ۲- مرد

۱۲۱- سن شما :

- ۱- کمتر از ۲۰ سال
- ۲- بین ۲۱ تا ۳۰ سال
- ۳- بین ۳۱ تا ۴۰ سال
- ۴- بین ۴۱ تا ۵۰ سال
- ۵- بالاتر از ۵۰ سال

۱۲۳- می-زان تحصی-لات شما :

- ۱- ششم ابتدائی یا کمتر
- ۲- اول تا سوم متوسطه
- ۳- چهارم تا ششم متوسطه
- ۴- تحصیلات ناتمام دانشگاهی
- ۵- مدرک دانشگاهی



نظـرات عمومی :

۱۲۴- گروهی از مردم بیشتـر- رپایینده راه وروش خود هستند تا دسته دیگر شما . خودتان را چگونه- - - - می سنجیـد :

- ۱- برای من تغیه- راه وروش مشکل است
  - ۲- برای من تغیه- راه وروش کمی مشکل است
  - ۳- برای من تغییرراه وروش خیلی آسـان است
  - ۴- برای من تغییرراه وروش تا حدی آسان است
- ۱۲۵- بعضی از مردم باین عقیده هستند که برای تربیت کودکان باید از همراه وروش جدیدی در حدامـه- - - - کان استفاده کرد . بنظر- رگروهی دیگر این طریق روش خطرناکی است ،عقیـده- - - - ده شما راجع به نظریه زیر چیست ؟

( روش های نو برای تربیت اطفال باید تا آنجا که ممکن است مورد استفاده قرار گیرد )

- ۱- کاملاً مخالفم
- ۲- تا اندازه ای مخالفم
- ۳- تا اندازه ای موافقم
- ۴- کاملاً موافقم

۱۲۶- برنامه تنظیم خانواده یا کنترل فرزندان مورد بحث وگفتگوی بسیاری از مردم است عقیده شما نسبت به خانواده هائیکه متعقد به کنترل اولاد هستند چیست ؟

- ۱- کنترل اولاد بطور کلی اشتباه است
- ۲- کنترل اولاد معمولاً عمل اشتباهی است
- ۳- کنترل اولاد احتمال دارد که کاردرستی باشد
- ۴- کنترل اولاد بطور کلی درست است

۱۲۷- در مورد مذهب ، شما تا چه حد عقیده به انجام فرائض و تکالیف مذهبی خود هستید ؟

- ۱- ترجیح میدهم جواب ندهم
- ۲- متعقد به مذهبی نیستم
- ۳- گاهی اوقات
- ۴- معمولاً

۵- تقریباً همیشه مقیدم

۱۲۸- برای من آسانتر- راست که پیرو قوانین و مقررات باشم تا اینکه به سلیقه خودم عمل کنم

- ۱- شدیداً موافقم
- ۲- تا اندازه ای موافقم
- ۳- تا اندازه ای مخالفم
- ۴- شدیداً مخالفم .



( پرسشنامه سنجش افـ... کار )

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این قسمت پرسشنامه تجربیات مطالعات و حاصل تماسهای شمارا با اشخاص استثنائی دربرمیگیرد  
احیاناً<sup>۱</sup> شما تماسهای زیادی با افراد استثنائی ( نابینایان . ناشنوایان . عقب ماندگان ذهنی )  
داشته و یا بالعکس تماسهای شما خیلی کم بوده و یا اصلاً<sup>۲</sup> تماسی نداشته و شاید حتی وجود آنها  
در فکرتـ... ان خطـور نکرده باشـد

۱۲۹- وضعیت مختلف اشخاص استثنائی در ذیل طبقه بندی شده ، شما با کدام گـ... روه  
بیشـتـ... رین تجربه و تماس داشته اید ؟

- ۱- اشخاص نابینا و نیمه بینا
- ۲- اشخاص ناشنوا ، سخت شنوا
- ۳- اشخاص معنول و مغلوج
- ۴- اشخاص عقب مانده ذهنـ... ی
- ۵- افراد ناسازگار و هیجانی

۱۳۰- سئوالات زیر مربوط میشود بنوع تجربیاتیکه شما بایکی از گروههای استثنائی فوق ( که مشخص  
نموده ایـ... ر ) داشته اید ( اگر تجربیات شما با افراد استثنائی از طریق مختلف بوده است فقط  
یکی از طریقهای زیر جواب د هیـ... ر )

- ۱- آشنائی و تجربیات من با اشخاص استثنائی از طریق مشاهدات ، سخنرانیـ... ا
- ۲- دیدن فیلم ها و خواندن کتابها بوده است
- ۳- یکی از دوستان یا بستگان من استثنائی است
- ۴- من شخصا بعنوان معلم ، مشاور ، داوطلب ، باکودکان استثنائی سروکار داشته ام
- ۵- من شخصا تا حد زیادی جز " افراد استثنائی هستم
- ۵- تجربه و تماسی با کودکان استثنائی نداشته ام

۱۳۱- تعداد تماسهای شما از طریق صحبت کردن ، کار کردن و یا طرق دیگرـ... ر با افراد استثنائی  
مذکور ( در سؤال ۱۲۹ ) جمعـ... ا چقدر بوده است

- ۱- هیچ تماس و تجربه ای نداشته ام
- ۲- کمـ... ر از ۲۰ ر قهه
- ۳- بین ۲۱ تا ۱۰۰ مرتبـ... ه
- ۴- بین ۱۰۱ تا ۵۰۰ مرتبه
- ۵- بیش از ۵۰۱ مرتبـ... ه





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ضمیمه

۱۳۲- آیا تجربه و تمامی با افراد عقب مانده ذهنی داشته اید ؟ تماس های شما از طریق صحبت و کار و یاراهنهای دیگر با آنها مجموعاً چقدر بوده است

- ۱- تجربه و تماسی نداشته ام
- ۲- کمتر - راز ۲۰ مرتبه
- ۳- بین ۲۱ تا ۱۰۰ مرتبه
- ۴- بین ۱۰۱ تا ۵۰۰ مرتبه
- ۵- بیش از ۵۰۰ مرتبه -----

۱۳۳- در تجربیات خود . نظراً و احساس شما نسبت به تجربیاتیکه با عقب ماندگان ذهنی داشته اید

چگونه ----- بوده است .

- ۱- تجربه ای با آنها نداشته ام
- ۲- اصلاً "خوشم نیامده است
- ۳- چندان خوش نیامده است
- ۴- تا حدی دوست داشته ام
- ۵- قطعاً از تجربه ام لذت برده ام

۱۳۴- آیا تجربه و تمامی با افراد نابینا داشته اید ؟ تماس های شما از طریق صحبت و کار و یاراهنهای دیگر با آنها مجموعاً چقدر بوده است

- ۱- تجربه و تماسی نداشته ام
- ۲- کمتر از ۲۰ مرتبه
- ۳- بین ۲۱ تا ۱۰۰ مرتبه
- ۴- بین ۱۰۱ تا ۵۰۰ مرتبه
- ۵- بیش از ۵۰۰ مرتبه -----

۱۳۵- نظر ----- و احساس شما نسبت به تجربیاتیکه با اشخاص نابینا داشته اید چگونه بوده است ؟

- ۱- تجربه ای با آنها نداشته ام
- ۲- اصلاً "خوشم نیامده است
- ۳- چندان خوش نیامده است
- ۴- تا حدی دوست داشته ام
- ۵- قطعاً از تجربه ام لذت برده ام



( پرسشنامه سنجش اف-----کار )

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ضمیمه

۱۳۶- آیا تجربه و تماس با اشخاص ناشنوا داشته اید ؟ تماسهای شما از طریق صحبت و کار و یا راههای دیگر-----ربا ناشنویان مجموعاً " چقدر بوده است

۱- تجربه و تماسی با ناشنویان نداشته ام

۲- کمتر از ۲۰ مرتبه

۳- بین ۲۱ تا ۱۰۰ مرتبه

۴- بین ۱۰۱ تا ۵۰۰ مرتبه

۵- بیش از ۵۰۱ مرتبه

۱۳۷- نظر-----رواحساس شما نسبت به تجربیاتی که با اشخاص ناشنوا داشته اید چگونه بوده است ؟

۱- تجربه ای با آنها نداشته ام

۲- اصلاً "خوشم نیامده است

۳- چندان خوشم نیامده است

۴- تا حدی دوست داشته ام

۵- قطعاً از تجربه ام لذت برده ام

( موقعیت های زندگی-----ی )

٪٪٪٪٪٪٪٪٪٪٪٪٪٪٪٪

مطالب زیر عقاید و نظ-----رات مردم را نسبت به جنبه های مختلف زندگی در شرایط متنوع در بر دارد لطفاً نظر-----رواحساس خودتان را در شرایط و موقعیت های ذیل مشخص نمائید-----د

۱۳۸- بهتر است که جنگ را یکباره و برای همیشه از میان برداشت

۱- کاملاً " مخالفم

۲- مخالفم

۳- موافقم

۴- کاملاً " موافقم

۱۳۹- موقعیت بستگی زیادی به سرنوشت و شانس دارد .

۱- کاملاً " موافقم

۲- موافقم

۳- مخالفم

۴- کاملاً " مخالفم



## ( پرسشنامه سنجش افراف--کار )

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ضمیمه

۱۴۰- بیشتر- راسراروشگفتی های جهان روزی بوسیله علم کشف خواهد شد

۱- کاملاً مخالفم

۲- مخالفم

۳- موافقم

۴- کاملاً موافقم

۱۴۱- باتوسعه- وپیش-رفت روشهای صنعتی وکشاورزی فقررامیتوان از دنیاریشه کن نمود

۱- کاملاً مخالفم

۲- مخالفم

۳- موافقم

۴- کاملاً موافقم

۱۴۲- باپیشرفت علوم پزشکی امکان دارد که طول عمرمتوسط انسان به ۱۰۰ سال یابیشتربرسد

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۴۳- بااستفاده ازعلم واسلوب مهندسی روزی بیابانهای بایرتبدل به مزارع حاصلخیزخواهد شد

۱- شدیداً مخالفم

۲- مخالفم

۳- موافقم

۴- شدیداً موافقم

۱۴۴- آموزش وپرورش تنها میتواند توانائی های طبیعی افراد رار شنهد ولی نمیتواند درمردم تغییرات اساسی بوجود آورد

۱- شدیداً موافقم

۲- موافقم

۳- مخالفم

۴- شدیداً مخالفم



۱۴۵- با کوشش و پشتکار هر کس میتواند موفـــــق بشود

- ۱- شدیداً مخالفم
- ۲- مخالفم
- ۳- موافقم
- ۴- شدیداً موافقم

۱۴۶- تقریباً همه مسائل و مشکلات کنونی انسانها در آینده حل خواهد شدـــــر

- ۱- شدیداً مخالفم
- ۲- مخالفم
- ۳- موافقم
- ۴- شدیداً موافقم

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**END**

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متشکـــــــــــــرم

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## APPENDIX 3



## APPENDIX 3

### GLOSSARY<sup>1</sup>

Attitude: This general term is used following Guttman's definition of an attitude as "a delimited totality of behavior with respect to something." For example, the attitude of a non-disabled person toward blind persons could be said to be the totality of behaviors that the person has performed with respect to blind.

Attitude Content: The attitude content component refers to the actual item statements within an attitude scale.

Attitude Scale: In this study an attitude scale is considered to be a set of items which fall into a particular relationship in respect to the ordering of respondents. A set of items can be said to form a scale if each person's responses to each item can be reproduced from the knowledge of his total score on the test within reasonable limits of error.

Attitude Universe: An attitude universe is that total combination of multivariate factors which make up the totality of behavior toward an attitude object.

Content: Situation (action, feeling, comparison, circumstances) indicated in an attitude item; generally corresponds to "lateral struction."

Demographic Variables: In this study demographic variables refer to certain categories of statistical data frequently used in sociological descriptions of persons. These variables are age, sex, level of education, income, geographic area, theological position, political party, and religious denomination.

Facet Theory: Facet theory describes attitudes as multidimensional (i.e., multivariate). As such, facet design is a definitive relational system" by which

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<sup>1</sup>Credit is given to Maierle (1969) and Bedwell (1977) for most of the work in developing this glossary.



a non-metric statistical structure is defined by means of a semantic profile in a mapping sentence.

Joint Struction: Joint struction is operationally defined as the ordered sets of the facets from low to high across all the facets simultaneously. The higher the score of the facet elements, the stronger the attitude.

Lateral Struction: Lateral struction is the term given scores on the characteristics within the facet areas. In the mapping sentences illustrated in Figure 1 items F through J denote the attitude content for lateral struction.

Level: Degree of attitude strength specified by the number of strong and weak facets in the member(s) of that Level; in the present system, six ordered Levels are identified: Level 1 is characterized by the unique member having five weak facets; Level 2, by members having four weak and one strong facet... Level 6, by the unique member having five strong facets.

Map: See "Semantic map."

Semantic: Pertaining to or arising from the varying meanings, grammatical forms, or stylistic emphasis of words, phrases, or clauses.

Semantic Map: Two-dimensional representation of hypothesized relationships among six Levels and among 12 Level members.

Semantic Path: Ordered set of Level members, typically six, such that each member has one more strong facet than the immediately preceding member and one less strong facet than the immediately following member.

Simplex: Specific form of (correlation) matrix, diagonally dominated and decreasing in magnitude away from the main diagonal.

Simplex Approximation: Matrix which approaches more or less perfectly the simplex form; existing tests (Kaiser, 1962; Mukherjee, 1966) reflect both ordering of individual entries and sizes of differences between entries and between diagonals.

Strong(er): Opposite of weak(er) -- term functionally assigned to one of two elements, to a facet expressed by its strong element, or to a Level member characterized by more strong facets than another Level



member; the strong-weak continuum is presently examined as unidimensional.

Struction: See also "joint struction," "lateral struction" -- semantic pattern identifiable in any attitude item, or the system of such identifications.





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