

**SHAPING YOUTH ATTITUDES TOWARDS PEOPLE WITH PHYSICAL DISABILITIES –
RESEARCH REPORT**

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Abstract

The objective of this article is to present the results of studies on attitudes of secondary school students towards people with physical disability. The research was conducted among pupils of high schools, technicians and professional schools in Poland. On the basis of the results of the research, it can be stated that the attitudes of young people towards people with physical disability vary (from negative to very positive). Moreover, attitudes towards people with physical disability are related to knowledge about physical disability and perception of parents' attitudes towards people with physical disability.

Keywords: Physical disability, attitudes, youth

Discipline: pedagogy

Absztrakt

A TESTI FOGYATÉKOSSÁGGAL ÉLŐK IRÁNTI ATTITÚD FORMÁLÁSA FIATALOK KÖRÉBEN - KUTATÁSI BESZÁMOLÓ

Jelen tanulmány célja, hogy bemutassa azon kutatások eredményeit, melyek a középiskolások attitűdjeit vizsgálják a testi fogyatékossgal élők iránt. A kutatást Lengyelországban, gimnáziumi, szakközépiskolai és szakiskolai diákok körében végeztük. A kutatási eredmények alapján megállapítható, hogy a fiatalok attitűdje a testi fogyatékossgal élők felé nagyon változatos képet mutat (a negatívától a pozitívig). A testi fogyatékossgal szembeni attitűd szoros összefüggésben áll a testi fogyatékossgal kapcsolatos ismeretekkel és a szülők testi fogyatékkal élőkkel szembeni hozzáállásainak észlelésével.

Kulcsszavak: testi fogyatékossgal, attitűd, ifjúság

Diszciplína: pedagógia

Poland is one of those European countries which is inhabited by a large population of the disabled (Kijak, 2012). According to 2002, 2011 National Census' data Poland is inhabited by about 4,7 million of the disabled. Physical disability is the problem of 10% of the society (apart from cardiovascular diseases it is the most important reason of loss of health), which is pointed out by Central Statistical Office in 2012. Ever since 1970s there has been a steady increase in cases of physical disability in Poland. What is more, physical disability can appear at any stage of human life (congenital disability, caused by prenatal injuries, early childhood diseases, virus diseases, injuries during life or resulting from aging). Undoubtedly, the phenomenon of physical disability belongs to one of the oldest and the hardest civilization challenges. Academic thought as well as social practice have been looking for efficient solutions that could contribute to the improvement of life standards of the physically disabled (orthopedic equipment, methods of mobile rehabilitation etc) ever since the XIXth century also.

Attitudes towards people with physical disability

The term "attitude" has a number of meanings. It is mostly because it is used in many branches of science: sociology, psychology, anatomy in reference to different conditions and in connection with a number of scientific theories (Mądrzycki, 1977).

In works of for example Stanisław Nowak (1973), Tadeusz Mądrzycki (1977) Stanisław Mika (1982) structural and multi-faceted approach can be observed when discussing the attitudes. They understand the term "attitude" as a certain cognitive, emotional-motivational and behavioral organization or the disposition to appearing such an organization, in which one expresses one's relation to attitude. Structuralist approach to attitudes sees it as: structures, dispositions to judge and evaluate attitude, comments which lead to certain ranking

and behavior. The emphasis is put also on relative constancy of attitudes (Pielecki, 2013). In Andrzej Sękowski's (2001) opinion embracing attitudes in a structural way is particularly vital when researching the attitudes towards the disabled. Sękowski thinks that multi-faceted embracement of the problem of attitudes makes it possible to its operationalization and applying the results of the research in practice. In my article I will refer to Nowak's definition of attitude, who embraces it holistically. Nowak defines the attitude in the following way: The attitude of a certain man towards a certain subject is the whole of emotional reaction to it as well as accompanying it emotional - judgmental dispositions of relatively lasting convictions concerning the nature and properties of the subject as well as relatively lasting dispositions to behave towards the subject (Nowak, 1973, 21)

The phenomenon of attitudes towards the disabled reaches back to the beginning of humankind. Ability or its lack was and still is the factor according to which one classifies socially. Formal distinguishing of a group of the disabled has become the basis to further comparison of the individuals belonging to the group and not belonging there. In this way characterization of people revealing certain disabilities was made. Since a non-disabled person is a model (ideal, perfect person) characterizations of the disabled (contrary to the postulate of positive diagnosis) still take into consideration mostly lack of opportunities, shortages and imperfections. That is why helping activities, contrary to the idea of normalization and a social model of disability, are often directed at only rendering the disabled to the non-disabled people in order to impose the domineering way of functioning in the society. Social model of disability assumes the necessity to adjust social patterns of behaviors and expectations to the possibilities of the disabled. The disability of an individual person is often decided by deficits of the material and social environments that make it difficult or even impossible for the

disabled to accomplish certain standards of living, reaching mental and physical welfare. The idea of normalization assumes the identity of needs and interests of the non-disabled and the disabled and thus the necessity of underrating the activities that ensure the disabled the conditions of life comparable with the ones of the non-disabled (Olszewski, Parys, Trojanowska, 2012).

The fact of belonging to the group of the disabled in the past clearly determined the place in the social structure (isolating or discrimination of the disabled) and these days to some extent still points out the life roles, drags educational, professional and social paths which depart from the ones accessible to the non-disabled. The specific place that is taken by the disabled, quite often at the margin of the society as well as raising awareness of the situation make the problem of disability to be treated more and more often not only as a health – related problem but also as a vital social issue (Ostrowska, Sikorska, 1996).

Perceiving other people as similar to or different from us is one of the basic phenomena shaping social relations. The mechanism of dividing into ‘us’ and ‘strangers’ is the source of many social or ethnic conflicts. In the context of perceiving the disabled it is extremely essential to look at them from the angle of the physical dimension of their disability. As Krystyna Bleszyńska states perception structures include, among a number of others, the basic scheme of a build, appearance and functioning of a human body that make up a specific representation known as a human prototype. The contents and scope of that construct to a bigger extent are introduced out of the common experience and intuition than of the intellectual process of defining. Human prototype shapes the imagination of the individuals considered to be typical and influences the perception of not-typical individuals. The features departing from the prototype are treated as non-representative ones, deviated from the norm and evoking the feeling of discomfort connected with

perception dissonance (Bleszyńska, 2001, 86). It is not only evolutionary programmed human quality but also a very strong cultural trend. Increasing pursuit for body perfection in a way contributes to stigmatizing people with physical disabilities as imperfect individuals, not suitable for social expectations and existing trends referring to physical look.

What is more, perception of physical difference is often accompanied by simplified, often incorrect perception of mental and social features of people with disabilities. The perception of mental and social features of the people with disability is often conditioned by culturally rooted stereotypes, acquired in the process of socialization. The general stereotype of the disabled describes their physical and mental weakness, unable to live in the society. Such people are attributed with loneliness, suspicion, sadness, secrecy, yielding to emotions, lack of self-confidence and dependence. Specific stereotypes concerning the disabled are connected with the type of dysfunction (Wiszejko & Wierzbicka, 2010).

Attitudes are greatly complex dispositions and in order to characterize them generally one has to take into account two qualities: the direction and extent of intensity of the emotion towards the subject of the attitude. Its two basic directions are acceptance or rejection. The attitude of acceptance imposes respect and friendliness. It is expressed in cooperation, friendly behavior, admiration, trust, sympathy and affiliation. The attitude of rejection is manifested by such behaviors as aggressiveness, envy, sense of superiority. Such behaviors in the process of interaction show hostility and resistance, lack of tolerance, ignorance, distrust, subordination. The attitudes of rejection, called negative ones, are shaped in three stages. The first of them is prejudice against a certain person, second is the lack of communication up till isolation and the third one is hostility manifested in discrimination or aggression (Sękowski, 1994).

One of the determinants of the place taken by the disabled in the society, the factor that to a great extent determines the psycho-social functioning of the disabled are the social attitudes towards them. Social attitudes towards the disabled are often the issue of scientific enquiry undertaken by representatives of various social sciences: educators, psychologists or sociologists. In literature most often one mentions two contrastive attitudes towards the disabled: positive (acceptance) and negative (rejection). In Jack Granfosky's opinion positive or negative attitudes can be characterized in terms of the way of judging the disabled person, possessed knowledge about disability and emotional social interactions with the disabled (Granfosky, 1955).

Although Granfosky's concept orders the concept of attitudes towards the people with disabilities it all the time describes it using the language that is rich in referents of stigmatization of the disabled. For the sake of my own research the attempt of operating the indicators of attitudes towards the people with physical disabilities has been made and it is shown in the table below (Table 1. in Annex.).

Own elaboration

Larkowa basing on Granforsky's concept characterized the components of attitudes in the reference to the disabled in the following way- in positive attitudes the emotional component is expressed by kindness and friendliness towards the disabled person. The manifest of the behavioral component, according to the author, is the acceptance of contacts and its willingness to keep them with the disabled person. Cognitive component is expressed in a very positive judgment of the disabled that are shown through respect, appreciation and admiration. The negative components are characterized by her in the following way - emotional component is expressed in the unwillingness towards the disabled person and their sight. Behavioral component is expressed in the unwill-

ingness in terms of contacts with the disabled. Cognitive component is expressed by the negative judgment of such a person (Larkowa, 1970).

Factors shaping the attitudes towards the people with a physical disability

In Tadeusz Mądrzycki's (1977) opinion social attitudes are shaped because of the influence of social - cultural factors. He points out the following factors: culture impact, influence of basic social groups, knowledge, sex and age. In reference to the attitudes to the disabled Mądrzycki mentions additionally interpersonal contacts with the disabled and the kind of disability as shaping factors.

According to Mądrzycki (1977) the attitudes are shaped both as a result of personal experience as well as their acquirement from the environment. Personal experience connected with such factors are personal dispositions as well as period of human development or their sex. Acquiring the attitudes from the environment is connected with mechanisms such as the process of learning, socialization or identification. Attitudes are also acquired through the perception of verbal information and through enforcement (positive and negative).

In Joanna Kossewska's (2003) opinion it is important to discuss factors shaping the attitude in the systematic meaning. One must analyze them at society and individual level and in reference to the people with a physical disability also in reference to their qualities, way of functioning in the social world. Kossewska, referring to Urie Bronfenbrenner's ecological theory of development, points out the factors that at macro, mezzo and micro system level can shape attitudes towards people with a physical disability. In macro system the attitudes towards people with a physical disability are shaped by factors such as: socially accepted system of values (language, religion, historical tradition and customs) as well as value system that results from a generational cultural tradition (stereotypes, preju-

dices and convictions). From the level of mezzo system the factors facilitating shaping the attitudes towards people with a physical disability are connected with personality and the way of non-disabled people's functioning (age, sex, level of education, knowledge, level of intelligence, creative abilities, preferred values, self-esteem, authoritarianism, cognitive rigidity, level of neurosis, fear, aggressiveness, localization of a sense of control, professional experience, contacts with the disabled, perception of one's abilities in terms of helping the people with disabilities). At micro system level the factors that could shape the attitudes connected with functioning of the disabled (scope of their similarity to a non-disabled person, extent and kind of disability, its visibility, type of disorders, possibility of self-service and independent movement, acceptance of one's disability, level of communicative abilities) (Kossewska, 2003).

Having discussed typological definition of the factors shaping the attitudes I will characterize the factors whose connection with the attitudes was analyzed in my own study. The factors were chosen because of few research reports relating to their relation with the attitudes towards the people with a physical disability. The first factor is knowledge about physical disability, which points out the role of subject and objective cognition when shaping positive attitudes towards people with a physical disability. The second factor is the perception of parents' attitudes towards people with a physical disability. According to the typology of acquiring the attitudes by Mądrzycki this factor is connected with acquiring the attitudes from the environment (perception of information, feelings, behaviors). The last factor is the power of interpersonal relation with a physically disabled person. According to Mądrzycki's arrangements it is the factor connected with the shaping of attitudes as a result of individual experiences. In next subchapters I am going to characterize the factors mentioned above.

Methodological assumptions of the research

The presentation of methodological assumptions will begin with characterization of the objective and subject of research. Then I will discuss problems and research hypothesis, I will characterize researched variables and the tools used when measuring the variables.

Objective and subject of research

The objective of the research is the description of secondary school students' attitudes towards people with a physical disability and characterization of the relation between the youth's attitudes and their knowledge about physical disability, perception of parents' attitudes and the power of interpersonal relation with a person with a physical disability.

The subject of the research are secondary school students' attitudes and the relation between attitudes and their knowledge about physical disability, perception of parents' attitudes and the power of interpersonal relation with people with a physical disability.

Research problems and research hypothesis

The main research problem takes the form of the following question.

What attitudes towards people with a physical disability are presented by secondary school students (positive or negative)?

Relationship problems take the form of the following questions:

- What is the relation between the secondary school students' attitudes towards people with a physical disability with knowledge possessed by them concerning a physical disability?
- What is the relation between the secondary school students' attitudes towards people

with a physical disability and the perception of parents' attitudes towards the people with a physical disability

- What is the relation between the secondary school students' attitudes towards people with a physical disability with their relations with people with a physical disability?
- What is the relation between the secondary school students' attitudes towards people with a physical disability with the power of interpersonal relation connecting them with a person with a physical disability?

Because of the research questions the following research hypothesis have been formed. Referring to the earlier conducted research (Kossewska, 2003) concerning moderators of the attitudes towards the people with a physical disability (i.e. knowledge about physical disability, contacts and relations with people with a physical disability) it is assumed that:

- H1. Possessed knowledge about physical disability coexists with secondary school students' positive attitudes towards the people with a physical disability. Referring to the concept of inter-generation transmission (Możdżeńska – Mrożek, 1989, Doliński, 2004, Wojciszke, 2007) which is about passing down the attitudes, values, knowledge and models of behaviors from generation to generation it is assumed that:
- H2. Positive attitudes of secondary school students' towards the people with a physical disability co-exist with the perception of positive parents' attitudes examined towards people with a physical disability. Referring to the concept of the power of interpersonal power as a inter human relation pointing out that it is what people have in common and what they share in interactions at the level of behaviors

(Zbieg, Słowińska, Żal, 2015) it is assumed that:

- H3. Personal contact with people with a physical disability co-exists with positive attitudes of secondary school students towards them.
- H4. Strong interpersonal relations (long –lasting relation, similarity in the relation and its intimacy) co-exist with positive attitudes towards people with a physical disability.

The next stage of my research, which I will discuss will be selection of variables and their indicators.

Variables and their indicators

In my own study independent variables are: knowledge about physical disability (X1), perception of parents' attitudes towards the people with a physical disability (X2), relation with a person with a physical disability (X3) and the power of an interpersonal relation with a physical disability (X4). Dependent variable (Y1) are secondary school students' attitudes towards people with a physical disability.

Independent variable: knowledge about physical disability (X1) takes the following values: general understanding of the concept of physical disability (X1.1): factual knowledge about physical disability (acquired through education, personal experience) concerning the issue of physical disability and its causes, the scale of its appearance, opportunities and limits of the people with that form of disability; laws and norms of help to the people with a physical disability (X1.2): factual knowledge about possibilities and limits of people with that form of disability as well as opportunities and forms of help (e.g. adapting workplaces, driving mechanical vehicles, forms of rehabilitation, reductions and other forms of help); areas of participation of the physically disabled people (X1.3): factual knowledge about possibilities of people with a physical disability

ity, their participation in the social, public and political life.

Independent variable: perception of parents' attitude (X2) takes the following values: perception of mothers' attitudes towards the people with a physical disability (X2.1), perception of fathers' attitudes towards the people with a physical disability (X2.2).

The research tool was distinguished components of attitudes towards people with a physical disability. There was an affective-judgmental (emotional) component, behavioral, and cognitive component. Positive and negative sign attitude indicators have been chosen for each component. As indicators of a positive attitude towards people with mobility disability in its emotional dimension were indicated: objective and realistic judgment of the influence of disability on the psyche and human functioning, his dealing with emotionally hard situations, objective and realistic judgment of the possibilities of a disabled person.

As for indicators of positive attitude towards people with mobility disability in its behavioral dimension, the following was indicated: positive social disposition for example natural and friendly contact with the disabled, acceptance and respect for the disabled, agreement on the participation of the disabled in the social life. As for indicators of positive attitude towards people with mobility disability in its cognitive component, the following was indicated: positive cognitive disposition, which means that he subject of interest is a human and not his disability. What is more, objective judgment of advantages and accomplishments of a disabled person.

Indicators were also highlighted negative attitudes to their individual components. For emotional component of attitude there were following indicators: exaggeration of limits and overestimating of the influence of disability on the psyche of the person, underestimating the accomplishments of a disabled person, deprecating the disabled by calling them names such "cripple", "invalid" etc.,

feeling of mercy and overprotection towards the disabled. indicators of the negative dimension of the behavioral component of the attitude were: Lack of acceptance for the participation of the disabled people in a number of activities and social interactions, lack of respect for the rights of the disabled, feeling of embarrassment, fear in the presence of the disabled. Negative attitude indicators in the cognitive component were considered a negative cognitive disposition for example: paying special attention to the disability, to the differences between the non-disabled and the disabled.

Independent variable: relation with a person with a physical disability (X3) is of nominal character and takes the following values: personal contact (X3.1), relation by hearing (Xu3.2), lack of contact (Xu3.3). Independent variable: the power of interpersonal relation with a person with a physical disability (X4) consists of three components: length of relation (X4.1): number of common experiences and memories, the extent to which the relation is present in their participants' lives; similarity in the relation (X4.2): meshing the contents and areas of life of the participants of the relation, socio-economical similarity, psychological, setting the relation among the same friends; intimacy in the relation (X4.3): emotions and convictions concerning the relation, the feeling of security in the relation, support, fulfilling the needs and trust of participants.

Ways of measuring the variables

The next stage after defining variables and their indicators is the selection of methods and techniques to measure the variables. In the study diagnostic probe method was used. Attitudes of the youth towards people with a physical disability were examined by the means of The Scale of Youth Attitudes Towards People with Physical Disabilities (own authorship). Knowledge of the youth was examined by the means of a test to examine knowledge of physical disability (own au-

thorship). In order to measure the perception of parents' attitudes towards people with physical disabilities I used the tool "My Family and Disability". In the study I also used the Questionnaire of The Power of Interpersonal Relation by Anita Zbieg and Aleksandra Słowińska (2015), by means of which the interpersonal relation with a physically disabled person was measured.

The Scale of Youth Attitudes Towards People with Physical Disabilities

In order to examine the attitudes towards the physically disabled people I used the scale of my own authorship. Tool's validation (calculations were made by the usage of the statistical program: Statistica 10.) was conducted on the basis of the results of pilot study (N= 40). The first stage of validation of the tool was to determine its reliability. Estimated in that way reliability is correct, Cronbach's alpha was 0,79, and an average correlation between the positions is 0,41. As a result of factor analysis three factors can be pointed out that correspond to the components of attitudes, factor I- affective-judgmental component, factor II- behavioral component and factor III- cognitive component.

The next stage of tool's validation was checking its empirical validity. In order to achieve this the results obtained by the means of The Scale of Youth Attitudes Towards People with Physical Disabilities were correlated with the results obtained by the examined by means of Scale of Attitudes Towards the Disabled by Andrzej Sękowski. The power of relation of the youth towards people with physical disability (measured by correlation coefficient by Pearson's r) with the attitudes towards disabled people is moderate, size of coefficient Pearson's r was 0,47. The more positive attitude towards people with physical disability, the more positive attitude towards the disabled generally. This relation is statistically important.

Test to examine knowledge of secondary school students about physical disability

In order to get to know knowledge of the examined about physical disability a special test was constructed. While choosing the areas of knowledge concerning physical disability we used the information taken from textbooks on special pedagogy, information posted on PFRON website (National Fund of the Disabled Rehabilitation) - concerning e.g. the rights connected with the work of the disabled, forms of help, benefits and forms of rehabilitation as well as Convention on the Rights of Peoples with Disabilities. For each correct answer in closed questions the examined can get 1 point, whereas for questions 10 and 13, which are open, the examined can get 0-3 points.

The higher the score obtained by the examined, the higher level of knowledge about physical disability he possesses. The questionnaire was used to identify the following areas of knowledge about physical disability: general understanding of the concept of physical disability (e.g. whom physical disability concerns, what is physical disability, causes of physical disability, physical disability and human's psyche), Rights and forms of help for the people with a physical disability (e.g. possibility of using mechanical vehicles, generally applied rights and people with a physical disability, moving facilities for people with a physical disability, work for people with a physical disability, forms of rehabilitation, benefits and forms of help), areas of participation of people with a physical disability (e.g. in social life, in public life and in political life). The examined can score from 0 to 38 points.

Scale to examine perception of parents' attitude towards people with a physical disability "My family and physical disability"

In order to examine the perception of parents' attitudes towards people with a physical disability a tool "My family and physical activity" was created. Its validation was conducted on the basis of the

results of the pilot study (N=62). The validity of the scale that consists of 18 items is high, *Cronbach's alpha* was 0.87, whereas the correlation between the questions 0,28. In factor analysis one distinguished factors corresponding in turn to the components of attitudes: factor I – affective-judgmental component, factor II – behavioral component and factor III – cognitive component. The task of the examined was to respond to the statements provided by the questionnaire, whether they refer to their mother or father or whether they do not refer to the parents of the respondents.

Questionnaire of the Power of Interpersonal Relation (KSRI)

Anita Zbieg and Aleksandra Słowińska were the authors of the Questionnaire of the Power of Interpersonal Relation (2015). Permission to use the tool in the study was granted by Ms Anita Zbieg. In the instruction the examined were asked to respond to the statements included in the questionnaire keeping in mind a person with a physical disability known to them. Earlier the examined people pointed the kind of relation they had with the person with a physical disability. The respondents who did not know any person with a physical disability did not complete that part of the questionnaire.

The questionnaire consists of 27 statements. Statements 1-9 refer to length of relation, questions 10-18 refer to the similarity in the relation and questions 19-27 refer to the intimacy in the relation. Intensity of those components of the power of interpersonal relation is measured in Likert's scale, where 1 means that a given statement does not describe the respondent's relation whereas 7 means that it fully described the relation referring to the respondent. The scores are added in order to obtain the general score that points out the power of the interpersonal relation. For the sake of the study the instruction of the questionnaire was modified by adding the expression "Think about a

person with a physical disability" and next the examined was to point out who the person with a physical disability was to him (partner, next of kin, relative, best friend, friend, acquaintance, another) as well as assess to what extent each of the statements describes his relation with a physically disabled person.

The questionnaire has satisfying psychometric qualities. The validity of the test (measured by *Cronbach's alpha* coefficient) is 0,95 for the whole test. The validity of specific scales for the length of relation is 0,91, for the similarity in the relation 0,80 whereas for the intimacy in the relation is 0,95. The questionnaire is also characterized by a high theoretical and empirical accuracy.

Research sample and its selection

Research sample consisted of 330 people learning in a vocational school, 373 people learning in a technical school and 373 in a secondary school. The required number of people was chosen on the basis of the data obtained thanks to the courtesy of Board of Education in Bydgoszcz, the data comes from the System of Educational Information (SIO).

Calculation of number of a research sample was conducted for the 95% probability, size of the fraction (p) was assessed for 0,5, the confidence interval was 5% ($d=0,05$). Research sample was chosen by the means of a random – layered way. The point of selection is dividing the whole population into separate groups (layers) in such a way that the elements belonging to each of the groups whereas similar to each other as it is possible. Each layer should be relatively homogeneous from the point of view of examined qualities. In my own study proportional option was chosen, which means that optima size of sample was drawn from each layer, the size was proportional to the size of layers themselves. Application of drawing from layers prevents from getting low-representative sample

(Matuszak, A., Matuszak, Z. (2011). Określenie próby i jej liczebności w badaniach, *General and Professional Education*, 2, 33-39). The first stage was to establish the list of secondary schools in the region. Then there was a drawing out of a number of schools (in a layered way), secondary schools, technical and vocational schools. Then there was a team drawing (group), the individual unit of drawing was a class and the lottery operator was a numbered list of all the classes in the schools chosen before.

Results of own study

The presentation of results of own study will begin with characterization of a group of students of secondary schools participating in the research. Taking into account the gender of the respondents, the group of examined girls (49,91%) and boys (50,09%) can be considered to be even in terms of number. The youth taking part in the research was between 16-20 years old. Among them the biggest percentage was 17-year-olds and the lowest 20-year-olds. More than half of the examined were the youth aged 16 and 17 (52,41%), and 47,59% of the group were young adults aged 18-20. Among the examined there was a vast majority of village residents (it was almost half of the group)(49,07%), the remaining part lived in the cities (in smaller ones 18,24% and in the cities with a population over 100000 inhabitants 32,69%). Students of secondary, technical and vocational schools took part in the research. The biggest number represented technical schools (35,30%), then secondary schools (34,40%) and the smallest group of vocational schools (30,30%). Groups of students from secondary and technical schools were almost equinumerous in terms of number.

Among the respondents the biggest number of people knew the person with a physical disability personally (45,93%) and the smallest number of those who did not know any person with a physical

ability (10,46%). The rest of respondents knew the person with a physical disability from hearsay (43,61%). Among the respondents the biggest number of people had relations of knowing (21,85%) and companionship (20,19%), the smallest number were the relations of partnership (of intimate character) (3,89%). Among the respondents there the people who had a person with a physical disability in a family (7,32%) or among relatives (12,78%). 6,57% of respondents befriended a person with a physical disability and 16,94% described their relation with a person with a physical disability as at sight, e.g. from a shop, church etc.

Having characterized the respondents I will go on to present its results. I will start with presenting attitudes that secondary school students had towards people with a physical disability.

Attitudes towards people with a physical disability in a group of secondary school students and its differentiation

Attitudes towards people with a physical disability were examined by the means of scale to examine youth's attitudes towards people with a physical disability by own authorship (see: Annex). Below are presented descriptive statistics for a variable attitude of secondary school students towards people with a physical disability.

As it is shown in the table number 1 among the examined youth the biggest dispersion of results referred to the affective-judgmental component of the attitude, whereas the smallest to the behavioral one. Also within the affective-judgmental component there was the biggest dispersion of results around the average, the smallest one in the behavioral component. The biggest difference between the maximum and minimal score referred to affective-judgmental component while the lowest difference between the highest and the lowest score referred to the behavioral component.

Table 1. Descriptive statistics for a variable attitude of secondary school students towards people with a physical disability.
Source: own elaboration

Variable ¹	N	M ²	Min	Max	R	SD	As	K	Test value K - S	Lilliefors' amendment	p
A-JC	1080	33,21	10	45	35	5,83	-0,19	-0,40	0,70	<0,01	<0,01
BC	1080	22,02	10	35	25	3,84	0,35	0,56	0,80	<0,01	<0,01
BC	1080	22,02	10	35	25	3,84	0,35	0,56	0,80	<0,01	<0,01
CC	1080	26,99	11	40	29	4,69	0,04	-0,28	0,77	<0,01	<0,01
ATDP	1080	82,22	48	120	72	11,61	0,14	-0,42	0,68	<0,01	<0,01

¹ A-JC affective-judgment component, CC- cognitive component, BC- behavioral component, ATDP- attitudes towards disabled people.

² M- arithmetic mean R- interquartile range SD- standard deviation As- slope K- kurtosis.

Relating the results shown in the table no. 2 to hypothetical continuum of attitudes by Likert (1-2 attitude strongly negative, 4-5 attitude strongly positive) respondents' attitudes towards people with a physical disability can be characterized by moderate intensity, they are neither strongly negative nor strongly positive. There are similar results in relation of each component of attitude.

Table 2. Average results obtained by respondents in the scale of attitude towards people with a physical disability.
Source: own elaboration

Variables	N	M	MIN	MAX
A-JC	1080	3,69	1	5
BC	1080	3,14	1	5
CC	1080	3,45	1	5
ATDP	1080	3,45	2	5

Factors shaping youth's attitude towards people with a physical disability

In order to check whether secondary school students' attitudes are connected with their knowledge about physical disability, perception of their parents' attitude as well as the power of interpersonal relation with people with a physical disability the

power of relations of the variables was examined. Because of compatibility of distribution of the variables with a normal distribution the power of relation was defined by the means of *Pearson's r* correlation coefficient. Marked correlation coefficients were meaningful at $p=0,05$ level.

Generalized secondary school students' attitudes towards people with a physical disability (as well as each component) show important statistical relation between generalized knowledge about physical disability and its each aspect (Table 3).

Table 3. Value of *Pearson's r* correlation coefficient for the variable of attitude towards people with a physical disability and knowledge about physical disability. Source: own elaboration

Variables	ORPN	PPF	PART	KNOWLEDGE
A-JC	0,19	0,32	0,31	0,34
BC	0,13	0,20	0,15	0,19
CC	0,17	0,27	0,27	0,29
ATDP	0,21	0,33	0,31	0,34

Weak relation can be observed between attitudes and general understanding of the concept of disability. The broader knowledge concerning causes, occurrence, features characterizing physical disability, opportunities and limits of people living with

that form of disability, the more positive emotional, perceptive and behavioral attitude towards people with a physical disability. Relation of average power connects knowledge about rights and forms of help towards people with a physical disability and attitude towards people with a physical disability. The broader knowledge about rights and forms of help for people with a physical disability, the more positive emotional, perceptive attitude as well as disposition to behavior towards people with a physical disability. The relation of average power connects attitudes with students' knowledge about social participation of people with a physical disability. The broader the knowledge about possibilities of participation of people with a physical disability in social, public and political life, the more positive emotional, perceptive attitude and disposition to behaviors towards people with a physical disability.

To sum up, there is a relation between secondary school students' attitudes and their knowledge about physical disability that is characterized by average force. The broader the knowledge about physical disability, the more positive their attitudes towards people with a physical disability. Knowledge about physical disability shows the weakest relation with behavioral component of attitudes whereas the strongest with the affective-judgmental component.

Table 4. Value of Pearson's *r* correlation coefficient for the variable of attitude towards people with a physical disability and the perception of mothers' attitudes towards people with a physical disability. Source: own elaboration

Variable	A-JC_M	BC_M	CC_M	PA_M
A-JC	0,09	0,07	0,11	0,12
BC	0,05	0,03	0,07	0,07
CC	0,08	0,08	0,12	0,13
ATDP	0,09	0,07	0,13	0,13

There is a statistically important relation between secondary school students attitudes and their mothers' perception towards people with a physical disability (Table 4). The more students perceived their mothers' attitudes as positive ones, the more positive attitudes towards people with a physical disability they had themselves. The connection concerning the relation between affective-judgmental component and behavioral in mothers' attitudes and behavioral component in children's attitudes does not show statistical importance.

Positive character of the relation indicates that the more students perceive their mothers' attitudes as positive, the more positive attitudes towards people with a physical disability they have themselves.

There is a relation between the perception of fathers' attitudes and secondary school students' attitudes towards people with a physical disability, the relation is of low power (Table 5). The more positively students perceived their fathers' attitudes, the more positive attitudes towards people with a physical disability they had themselves.

Table 5. Value of Pearson's *r* correlation coefficient for the variable of attitude towards people with a physical disability and the perception of fathers' attitudes towards people with a physical disability.

Variables	A-JC_F	BC_F	CC_F	PA_F
A-JC	0,09	0,02	0,07	0,09
BC	0,09	-0,01	0,03	0,07
CC	0,09	0,01	0,06	0,08
ATDP	0,11	0,01	0,07	0,10

Source: own elaboration

The relation between the perception of the behavioral component of fathers' attitudes (disposition to act, social attitude towards people with a physical disability) and specific dimensions of students' attitudes turned out to be statistically unimportant.

To sum up, the relation between the perception of fathers' attitude towards people with a physical disability and students' attitudes is weaker than the relation between the perception of mothers' attitude towards people with a physical disability and students' attitudes.

The relation between the powers of interpersonal relation with a person with a physical disability and attitudes towards people with a physical disability is not statistically important (Table 6).

Table 6. Value of Pearson's r correlation coefficient for the variable of attitude towards people with a physical disability and the power of interpersonal relation with a person with a physical disability. Source: own elaboration

Variables	CR	PR	IR	SRI
A-JC	-0,04	-0,04	-0,04	-0,04
BC	-0,02	-0,04	-0,07	-0,05
CC	-0,01	0,01	-0,02	-0,01
ATDP¹	-0,03	-0,03	-0,04	-0,03

¹Analysis takes into account only the people having the relation with a person with a physical disability (N = 967).

The only noticeable one is the relation between intimacy in the relation and a behavioral component of attitudes. The relation is of low power, the lower level of intimacy in the relation, the smaller disposition to act, the less positive social attitude towards people with a physical disability.

In order to examine to what total extent independent variables (knowledge about physical disability, perception of parents' attitudes towards people with a physical disability and the power of interpersonal relation with a person with a physical disability) let explain secondary school students' attitudes towards people with a physical disability analysis of multiple regression was conducted. In order to obtain possibly least complex models that include only predictors statistically important modeling was conducted by a step forward method.

The Table 7 shows the summary of a regression model, in which dependent variable was affective-judgmental component of attitude.

Table 7. Analysis of regression- percentage of explaining variable of affective-judgmental component of secondary school students' attitudes by means of independent variables. Source: own elaboration.

Explained variable: A-JC¹				
The model fit test: F(3; 1076) = 53,33; p < 0,01				
Measurements of the model's fit: R ² = 0,13; R ² corr. = 0,13				
Standard estimation error: SEE = 5,45				
Explaining variables	B	β	t(1076)	p
constant	27,01		43,65	<0,01
PFP	0,47	0,20	5,72	<0,01
PART	0,24	0,19	5,48	<0,01
A-JC_M	0,11	0,08	2,70	<0,01

¹Table explanations: B – Raw regression coefficient; β – standardized regression coefficient; p – empirical level of statistical importance; t – statistics in parameters' importance tests ; F – statistics in models' importance test ; R²- determination coefficient; R² cor. – corrected determination coefficient.

Results of analysis show that the regression model was statistically important [F(3;1076) = 53,33; p <0,01] and explained in total 13% (R² cor. = 0,13) variance of affective-judgmental component. Predicators that enabled significantly explain statistically variable was knowledge about rights and forms of help (β = 0,20), knowledge about areas of social participation (β = 0,19) and affective-judgmental component of mother's attitude towards people with a physical disability(β = 0,08). Positive values of beta parameters indicate that higher values of predicators were responded by more positive emotional attitude towards people with a physical disability. Regression model can be presented in the form of the equation:

$$A - JC = 27,01 + 0,47 \times PFP + 0,24 \times PART + 0,11 \times A - JC_M$$

The results indicate that the regression model was statistically important [F(2;1077) = 25,57; p < 0,01] and explained in total 4% (R² cor. = 0,04) of the behavioral component variable (Table 8).

Table 8. Regression analysis- percentage of explaining variable of behavioral component of secondary school students' attitudes by means of independent variables. Source: own elaboration.

Explained variable: BC ¹				
The model fit test: F(2; 1077) = 25,57; p < 0,01				
Measurements of the model's fit: R ² = 0,05; R ² cor. = 0,04				
Standardised estimation error: SEE = 3,75				
Explaining variables	B	β	t(1076)	p
constant	19,94		58,01	<0,01
PFP	0,30	0,19	6,53	<0,01
A-JC_F	0,06	0,08	2,53	0,01

¹Table explanations: B– raw regression coefficient; β – standardized regression coefficient; p – empirical level of statistical importance; t – statistics in parameters' importance tests; F – statistics in model's importance test R²- determination coefficient; R² cor. – corrected determination coefficient.

Statistically significant predictors were knowledge about rights and forms of help (β = 0,19) as well as affective-judgmental component of father's attitude towards people with a physical disability (β = 0,08). Positive values of regression parameters indicate that the broader knowledge about rights and forms of help for people with a physical disability and the more positive perception of affective-judgmental component of fathers' attitudes, the more positive social attitude of the examined youth towards people with a physical disability. Regression model for behavioral component can be shown in the form of the following equation:

$$BC = 19,94 + 0,30 \times PFP + 0,06 \times A - JC_F$$

Obtained results indicate that regression model was fitted to the data in a statistically important manner [F(4; 1075) = 30,26; p < 0,01] and explained 10% (R² cor. = 0,10) of the variant of cognitive component of attitudes (Table 9).

Table 9. Regression analysis - percentage of explaining variable of perceptive component of secondary school students' attitudes by means of independent variables. Source: own elaboration.

Explained variable: CC ¹				
The model fit test: F(4; 1075) = 30,26; p < 0,01				
Measurements of the model's fit: R ² = 0,10; R ² cor. = 0,10				
Standard estimation error: SEE = 4,45				
Explaining variables	B	β	t(1076)	p
constant	22,37		44,72	<0,01
PFP	0,30	0,16	4,56	<0,01
PART	0,16	0,16	4,54	<0,01
A-JC_F	0,07	0,07	2,44	0,01
CC_M	0,12	0,06	2,08	0,04

¹: Table explanations: B– raw regression coefficient; β – standardized regression coefficient; p – empirical level of statistical importance; t – statistics in parameters' importance tests; F – statistics in model's importance test R²-determination coefficient; R² cor. – corrected determination coefficient.

Connected predictors with the explained variable in a statistically important manner were: knowledge about rights and forms of help to the people with a physical disability (β = 0,16), knowledge about the areas of social participation of people with a physical disability (β = 0,16), affective-judgmental component of fathers' attitudes towards people with a physical disability (β = 0,07) and a perceptive component of mother's attitude (β = 0,06). Positive values of beta parameters mean that higher values of predictors respond to the higher level of objectivism level of the youth when judging people with

a physical disability and bigger interest in their personality and not disability. Mathematical form of the regression model is presented in the equation below:

$$CC = 22,37 + 0,30 \times PFP + 0,16 \times PART + 0,07 \times A - JC + 0,12 \times CC_M$$

Discussion of study's results

When characterizing secondary school students' attitudes towards people with a physical disability it seems important to outline changes that have taken place in youth's attitudes towards people with disabilities, it is visible when the results of own study are related to the reports from the earlier studies dedicated to the issue.

In reference to earlier studies concerning exploration of the issue of youth's attitudes towards people with a physical disability, e.g. Marianna Barlak's study (2006) one can state, that the percentage of people who have not known any people with a disability has significantly decreased. It can be the result of successively undertaken actions of pro-integrative character. Similarly, as it is clear from the results of Marianna Barlak's study girls' attitudes are more positive than boys'. Among the examined by Barlak secondary school students the domineering picture was the picture of a person with a disability as a lonely, weak, dependant on others' help, indecisive person- it can indicate negative emotional attitude (affective- judgmental) of the examined towards people with a disability. Secondary school students examined by Marianna Barlak indicated the need of integration of non-disabled and disabled people in their place of living, in the places of spending their free time and at work whereas as the least indicated space to integrate they pointed educational space. What is more, young people examined by Marianna Barlak were of the opinion that the family should take care

about the disabled or family members should put such people to nursing houses. It can indicate negative social attitude and lack of openness to the disabled people's participation in social life. What can be concluded on the basis of Barlak's study was that examined boys were characterized by more positive cognitive attitude towards people with disabilities than examined girls. Boys assigned the disabled with bigger chances to accomplish professional success, get married and start a family than girls (Barlak, 2006).

Although Barlak's study concerned the issue of secondary school students towards people with different types of disabilities, and my own study was dedicated to the problem of attitudes towards people with a physical disability we can notice among examined by me secondary school students bigger objectivism when it comes to the assessment of possibilities of the disabled, greater readiness to start a natural and friendly contact with them than among the examined in the year 1999/2000 secondary school students. Summing up, we can indicate improvement in attitudes of the youth towards people with disabilities. It can be the result of raising social awareness, introducing the issue of disability to the media discourse or widely understood activities of integrative nature.

In my own study the relation between secondary school students' attitudes towards people with a physical disability with their subjective knowledge about physical disability, perception of parents' attitudes towards people with a physical disability as well as the power of relation with people with a physical disability were examined. As the results of the study show knowledge about physical disability is the factor that to the biggest extent explains variability of attitudes in all the components.

The results of my own study confirm the conclusions drawn from earlier research, e.g. conducted by Elżbieta Minczakiewicz (1996) among teachers and primary school students as well as among the researched secondary school students' attitudes

towards people with a physical disability are shaped by knowledge about disability, personal experience and example set by parents. Similar results were obtained in experimental research by Andrzej Pielecki (2013). In the group of the examined who had knowledge about physical disability as well as experienced contact with a person with a disability improvement in attitudes was noticed.

It is worth pointing out here the role of school when shaping positive attitudes not only towards people with a physical disability but also towards people with all the types of disabilities. School is to serve for their students not only educational roles but also to provide them with knowledge and abilities. Each person undergoes several stages of education and reaches school in early childhood. School as an upbringing environment is the factor that supports human development in its every aspect, also in terms of attitudes towards others. All the educational institutions, starting with a kindergarten and finishing with colleges should prevent social prejudices, attitudes characterized by unwillingness and hostility. Schools should become the place of meetings with an issue of disability. It is there where young people should get knowledge about disabilities, its forms, occurrence as well as possibilities of helping people with disabilities. School by means of its educational curriculum is to give students possibility to create the space to build up life experience, e. g. through contact with people with disabilities, which will result in objective outlook on those people's functioning.

School through promoting the idea of volunteering can contribute to not only enriching students' theoretical knowledge about disability but also knowledge resulting from life. It could let young people break stereotypes of the image of the disabled as weak, fearful, dependent on others' help. Enabling and encouraging young people to act for others e.g. the disabled could become a splendid opportunity to experience in practice not only the fact that the disabled are benefactors of help but

also that they are equally valuable partners who also can give in the relation. What is more, it could become an opportunity to show young people that the disabled have also creative opportunities as well as are able to have complete and valuable social relations that enrich all the participants. Enriching the youth in knowledge about disability for example physical and creating for them opportunities for their sake or cooperating with people with disabilities could be a great opportunity to experience and think over the moral values and the truth so appreciated by the youth.

Another factor connected with shaping right attitudes towards people with a physical disability is referring to their parents' attitudes. Although adolescence is sometimes the period of critical socialization the impact of primary socialization on young people's lives is of great importance. As it was pointed out by Theodore Newcomb (1963), Robert Rosenthal and Leonre Jacobson (Wojciszke, 2007) attitudes passed from generation to generation through culture and their modeling starts in early childhood. In the process of socialization primary family transfers to children not only the right patterns of behaviors but also stereotypes and prejudices. It also applies to shaping the attitudes towards people with disabilities e.g. with a physical disability. Cultural transmission between the generations causes that the attitudes do not change quickly. The results of study show that children possess the same hierarchy of the disabled people's stigmatizing factors as their parents, which lets us assume that social attitudes are based on stereotypes passed in the process of generation transmission (Kossewska, 2003). Barbara Weigl also pays attention to the role of social learning of attitudes from their parents. She points out that the process of gradual passing the attitudes as well as stereotypes from significant groups socializing as early as in childhood. The process is often significant for building the social knowledge and preferences and attitudes acquired in early childhood pay off in the

future. It is natural for the children and youth to refer to the information that is in harmony with their previous convictions (Weigl, 1999).

Results of own study indicate the connection between the perception of parents' attitudes towards people with a physical disability and their children's attitudes. The more positively the attitudes are perceived, the more positive attitudes towards people with a physical disability they have themselves. It can point out a significant role of primary socialization when shaping the attitudes towards people with a physical disability. Young people despite development stage at which they currently are refer to the picture of the world which was shown to them in early childhood. What is more, it can point the role of parents as guides around the meanders of social reality. Surprisingly, the connection between perception of parents' attitudes with their children's attitudes did not turn out to be significant in case of behavioral component of attitudes. As much as perception of objective and positive emotional and cognitive attitude in their parents meant positive cognitive and emotional attitude towards people with a physical disability in their children, the connection between the disposition to act and starting contacts with people with a physical disability in parents towards people with a physical disability with behaviors of their children did not turn out to be statistically important. One of the reasons could be cultural changes we have been experiencing since 1989. In Krystyna Szafraniec's opinion (2011) contemporary youth who grew up at the beginning of the XXI-st century is facing challenges connected with the increase in educational aspirations, aspirations connected with the social position and high living standards. The aspirations are focused among personal development, looking for quick forms of gratification. Such activities do not include activities aimed at another person, also the ones undertaken for the sake of the people with a physical disability. Parents' generation who grew up in different cultural realities was taught to act for

the sake of the others s did not teach their children this kind of behavior (Szafraniec, 2011).

School can improve this kind of direction in young people. It can undertake family cooperation in the area of educational influence. According to models of attitudes' acquiring (Możdżeńska – Mrożek, 1989) about attitudes of the examined one can say that they were shaped as a result of accumulation model (acquired from their parents in early childhood), as a result of transfer of roles (in the process of life experiences). The role school should play is to enable its students acquire the attitudes in the way of cognitive development, which means using cognitive development of its students in order to interest them in social problems, creating attitudes based on own experiences and knowledge and not attitudes in a way passively accepted and taken from others. School should give its students an opportunity to get to know themselves and others. Educational space can become the space where young people can experience the chance to build their autonomy also in relation to the system of their own attitudes, emotionality and judgments and first of all disposition to act. It is hard to make young people open to actions directed at others, for example people with disabilities if they are not given the opportunities to build their autonomy and subjectivity.

In my own study the assumptions referring to the relation between the power of interpersonal relation with a person with a physical disability and the secondary school students' attitudes towards people with a physical disability were not confirmed. The strongest relations occurred in intimate relations and in friendship whereas the least strong in relations of incidental character e.g. random contacts, knowing by sight. The power of relation connecting a non -disabled person with a person with a physical disability had no connection with attitudes.

As it was pointed by the results of Antonina Ostrowska's research (Ostrowska, 2002) direct experi-

ences of contacts with people with physical disabilities influence objectivism of judgment of the disabled opportunities. Specifics of perceiving disability in Barbara Sidor's (2006) opinion depend on the degree of relation between the non-disabled and the disabled. Siblings of the intellectually disabled more often than not-related people noticed opportunities, abilities and positive qualities in social contacts which characterized their brothers or sisters with intellectual disability.

Strikingly enough, the result of my own study that pointed lack of statistically significant connection between the power of the interpersonal relation with a person with a physical disability with the attitude towards her. Despite possessing the relation of varied extent of intimacy (intimacy and similarity in the relation) and varied time of its length (time in relation) it was pointed only the relation between intimacy in the relation and behavioral component of attitudes. The lower intimacy in the relation (positive emotions and convictions concerning the relation, feeling of security in relation, offered support, opportunities to fulfill needs and trust in relation) with people with a physical disability, the bigger fear and embarrassment in contacts with them, lack of openness and acceptance for participation of people with a physical disability in social life. It shows the importance of positive emotional climate in contacts with people with a physical disability as a factor facilitative to integration and participation of those people in social life. As it is pointed by the results of research the components of the power of interpersonal relation which is the time in relation (number of common experiences) or similarity in the relation (socio-economic, psychological similarity, the same network of acquaintances) are not as important for positive social behaviors such as emotions and convictions about the relation, feeling of security in the relation.

Intimacy in the relation makes it possible to obtain a fuller picture of another person, their ad-

vantages and disadvantages. Disability in case of a close person is only of many qualities, acquired in a way, not having to domineer over other human qualities. The closer the person with a disability, the more natural and friendly contact with her, the acceptance of their participation in social life is also more natural. Lack of intimacy in the relation results in the lack of knowledge about other person's functioning, their qualities and behaviors. Lack of knowledge results in filling the space of no-knowledge with a simplified way of thinking, often stereotypical in nature. It in turn creates the wide area to unwillingness, negative behaviors or feeling fear or embarrassment in the presence of such a person. The sign of our times is making relations superficial in nature, short, often directed at virtual reality. It looks similar in case of relations with people with a physical disability, if they are not based on mutual getting to know, appreciation of a person in a human then they will be superficial, based on fear or even unwillingness towards others in nature.

As it is shown by results the phenomenon which is secondary school students' attitude towards people with a physical disability is rooted in many aspect of human's functioning. Its references can be found in knowledge, relations with significant people (parents) as well as in functioning with people with a physical disability (the power of interpersonal relation with a person with a physical disability). Attitudes towards people with a physical disability can have a number of reasons which were not explored in my own study. However, the obtained results make it possible to prove that inappropriate attitudes can be the result of e.g. lack of knowledge and experience in contacts with people with a physical disability, they can also result from imprinted convictions and attitudes during the process of socialization by significant adults (parents).

On the basis of results of the research the relation between attitudes and a cognitive sphere (knowledge), educational influences (perception of

parents' attitudes) as well as personal experience (the power of interpersonal relation) is visible. While shaping appropriate attitudes of secondary school students towards people with a physical disability one should embrace the area of influence of not only upbringing environment of school but also family environment. In order to shape the appropriate emotional - judgmental and cognitive attitude of the youth they should be provided with access to reliable knowledge about physical disability: its occurrence, reasons, feature qualities, forms of help, rights and areas of participation in social life of the people with a physical disability. The problem providing the youth with objective knowledge about physical disability seems to be of vital importance also in the context of Polish society's ageing. As it is shown by Eurostat (2016) - www.stat.gov.pl (last access 1st January 2017) people over 70 make up 42% of all the people with a physical disability in Poland. WHO's prognosis points out the increasing tendencies in number of people with dysfunction of hearing among the elderly. It seems even more important to draw attention to factual knowledge concerning physical disability so that in the future the people would be provided with appropriate care- not only medical but also based on appropriate recognition of their needs and above all based on right social attitudes.

It is schools' responsibility to improve inappropriate attitudes rooted in the primary socialization environment so from the family or to support the right attitudes. School should prioritize cooperation with a family, also in the aspect of shaping right attitudes towards people with disabilities. School should become one of such spaces where there would be the opportunity to experience contact with people with disabilities.

In order to be able to change social attitudes towards people with a disability, physical or any other, what is necessary is above all mental openness to another person, objective knowledge about disability and experiences of contacts with the disa-

bled. Those are the indicators that can help efficient change of attitudes as well as indicators resulting from needs and social expectations of the disabled themselves.

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Annex

Components and indicators of the attitudes towards the people with a physical disability

ATTITUDE COMPONENT	INDICATORS OF POSITIVE ATTITUDE	INDICATORS OF NEGATIVE ATTITUDE
<p>AFFECTIVE – JUDGMENTAL (EMOTIONAL)</p>	<p>Objective and realistic assessment of influence of disability on human’s psyche and functioning: Perception of positive qualities of character in people with disability. Noticing in people with disability an opportunity, personality dispositions that enable to cope with disability, adapt in the situations of being oneself with a disability. Noticing in people with a disability an ability, opportunity to play many social roles, e.g. parents, employee, etc. Noticing in people with a disability their potential, qualities, abilities, skills letting cope in life.</p> <p>Objective and realistic assessment of possibilities of a disabled person: Treating person with a disability as a person possessing not only limits and problems resulting from being a disabled person but also possibilities. Not imposing help on the disabled, offering them help when they ask for it or objectively need them.</p>	<p>Exaggerating limits and overestimating the influence of disability on the psyche of a person with it: Perception of people with disability first of all limits resulting from disability. Treating disability as a condition preventing happy life, performing social roles. Attributing people with disability with negative attitudes, i.e. demanding attitude, tendency to provoke conflicts, willingness to exploit the surrounding, etc. Perception of disability as a disposition which inevitably leads to a life failure. Underestimating achievements of a disabled person: Talking about people with disabilities in pejorative categories, emphasizing their limits, weaknesses. Depreciating people with disability through the prism of their difficulties.</p> <p>Feeling mercy, overprotection towards the disabled: Treating people with disability in a paternalistic way, taking pity on them, treating them as children, taking pity and lamenting their fate.</p>
<p>COGNITIVE</p>	<p>Positive cognitive attitude (the subject of the interest is a human being not his disability): Respecting people with a disability just like any other person. Taking interest in a disabled person e.g. his personality qualities, interests, points of view. Not paying attention to appearance but to the personality of the disabled.</p> <p>Positive cognitive attitude: objective assessment o advantages and achievements of the disabled Noticing the chances of the disabled to achieve success in life e.g. in personal, professional life etc. Not agreeing with a domineering opinion about the disabled (weak, not coping, requiring constant help).</p>	<p>Negative cognitive attitude: Perceiving people with a disability as people with a demanding attitude, having financial profits because of their situation. Not noticing the possibilities of the people with disabilities to achieve life success, both in personal and professional life. Taking for granted general opinions/stereotypes on the disabled - they are weak, dependent, helpless in life.</p> <p>Exaggerated care about the appearance of a disabled person: Focusing on what physically distinguishes the disabled from the non-disabled. Emphasizing ugliness resulting from disability.</p> <p>Paying special attention to the disability: Focusing only on disability in contact with people with disabilities, describing the disabled only through the prism of their disability. Emphasizing what distinguishes the disabled from non-disabled, emphasizing limits and inabilities of the disabled e.g. in terms of everyday activities, daily routines.</p>

<p>BEHAVIORAL</p>	<p>Positive social behaviors: acceptance and respect for the disabled Positive social behaviors: acceptance and respect for the disabled Agreement on the participation of the disabled in social life i.e. starting a job, functioning in social roles Supporting activity of the disabled e.g. through purchasing artistic products made by them</p> <p>Positive social behaviors: preventing isolation Undertaking activities aimed at improvement of the life standards of the disabled e.g. through giving money (KRS), including in activities of social movements aimed at improving the life standards of the disabled Helping people with a physical disability (when they need it or they ask for it) e.g. when crossing the street, overcoming architectural barriers, while doing the shopping, etc. Promoting activities for the sake of well-being, helping people with disabilities Not using pejorative, stigmatizing terms towards people with a disability Positive social attitude: natural and friendly contact with the disabled: Making friends and keeping friendly relationships with the disabled, e.g. in the workplace, in a local environment Keeping close contacts e.g. friendship with people with disabilities</p>	<p>Negative social behaviors: lack of acceptance for the participation of the disabled in various activities and social interactions: Lack of agreement for the access of the disabled to forms of social life e.g. work, education access to public medical care etc. Not respecting facilities or the disabled e.g. taking their parking places, Expressing objects/disagreement on their participation in social life, e.g. disagreement on parenthood of the disabled, marriages, willingness to take part in political life e.g. through taking advantage of active electoral right etc. Using stigmatizing terms towards people with disabilities, e.g. cripple, defective, invalid</p> <p>Negative social behaviors: feeling of embarrassment, fear in the presence of the disabled: Reacting with embarrassment, fear, anxiety or bemusement at the sight of a disabled person e.g. when you pass the person in a wheelchair in a street</p>
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