

Contact with Persons with Hearing Impairments as a Correlate of Children's and Adults' Attitudes towards These Persons

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Abstract

The aim of this study is to examine the relationship between children's and adults' contact with persons with hearing impairments and their attitudes towards these persons. The sample included children aged 10 (N = 100) and their parents (N= 192). We compared the attitudes of subjects who live near a residential school for deaf pupils and because of that are in frequent contact with them, with the attitudes of subjects who do not live near an institution for deaf pupils. The results show that subjects who have more contact with hearing impaired persons have more tolerant attitudes towards them. The results are in line with the findings of previous studies on this issue.

Key words: *inclusion; persons with disabilities; social attitudes.*

Introduction

The importance of contact with persons with hearing impairments, or with other disabilities, for the development of tolerant attitudes towards these persons has been established through empirical research. The majority of studies on the relationship between contact and attitudes towards persons with hearing impairments have been done in the United States of America and West European countries during the past few decades. Some of these studies were conducted using experimental design. The factors which were experimentally manipulated in order to test their effect on the change of attitude were contact with persons with disabilities and the degree of knowledge about a particular disability (e. g. Bowen, 2008; Emerton, Greg, & Rothman, 1997). The experimental approach, which is dominant in Anglo-Saxon literature, is based on theoretical assumptions about the importance of the experience of contact with

persons with disabilities to enable the learning of adequate social responses and the formation of attitudes towards persons with disabilities.

In correlational studies, the association between the experience in inclusive educational systems (schools, kindergartens) and attitudes towards persons with disabilities was investigated (e.g. Antonak, 1981; Cooper, Rose, & Mason, 2004; Furnham & Lane, 1984; Johnstone, 1992; Nikolarazi et al., 2005; Wauters & Knoors, 2007). Yunker (1994) in his well known study concludes that contact with persons with disabilities is an important factor in the formation of attitudes towards them.

In comparison with Western economically well developed countries, research regarding the relationship between contact and attitudes towards persons with disabilities in Serbia is sparse. Previous studies on the relationship between the experience of contact and attitudes towards persons with disabilities in Serbia were mostly correlational, using self-report measures regarding previous experience of contact with persons with hearing impairments (Kovačević, 2005; Matejić-Đuričić, 2007; Meseldžija, 2008). The majority of studies on attitudes towards persons with disabilities in our country have focused on the inclusion of these persons in a regular educational system. According to several studies, a strong resistance towards inclusive educational forms is still present among Serbian citizens. In a study by Hrnjica (2003), 18.9% of teachers from a sample stated that children with hearing impairments should be included in regular schools, 27.7% that they should be educated in a partially inclusive context, and 53.4% of teachers expressed the opinion that these children should be educated in special schools. In the same study, 38.4% of parents of children without disabilities stated that children with disabilities have the right to be educated with other children, 53% of these parents expressed the opinion that the type of education (inclusive or special) should be decided based on the characteristics of the specific child, whereas 9% of parents stated that the initiative towards inclusive education is hard to be achieved in the context of our society. According to another study (Todorović & Hanak, 2003), 8.5% of elementary school teachers, 27.8% of pre-school teachers and 20% of physicians are against inclusive education of pupils with a high degree of hearing impairment. In the same study, 40% of elementary school – and preschool teachers stated that they “do not wish to have any child with a disability in a regular class”. Kovačević (2005) investigated the attitudes towards the education of deaf children among the 8th grade elementary school pupils without disabilities. According to the results, 69.9% of pupils from the sample thought that deaf children should be educated separately from children without hearing impairments, whereas 29.4% of pupils stated that they should be educated in an inclusive context. A further 14.5% of pupils from the sample stated that they would accept a deaf pupil in their own classroom, whereas 74.5% of pupils rejected that possibility. The results of this study concerning other types of disabilities are similar: approximately 80% of pupils expressed that they do not wish to attend school with a child with some type of disability.

Numerous empirical investigations show a relationship between contact with persons with hearing impairments and more positive attitudes towards them (e. g. Johnstone, 1992; Antonak, 1981; Furnham & Lane, 1984; Cooper, Rose, & Mason, 2004; Wauters & Knoors, 2007). However, in some studies no relationship between the experience of contact with persons with disabilities and attitudes towards these persons has been established. In a meta-analytic study by Kluwin, Stinson and Colarossi (2002), based on 33 studies published from 1980 onwards, more tolerant attitudes towards pupils and college students with hearing impairments in comparison to attitudes towards persons with other types of disabilities have been found. However, the factors contributing to the acceptance of persons with disabilities could not be detected in this study. In Serbia, Djuričić-Matejić and Djuričić (2007) examined the attitudes of students at faculties for “helping professions” (i. e. social work, special education and rehabilitation and psychology) towards persons with different kinds of disabilities. No relationship between previous experience of contact with persons with disabilities and attitudes towards them has been found in this study.

Empirical findings regarding the relevance of contact with persons with hearing impairments for attitudes towards these persons are of fundamental importance. They provide a basis for speculation about behavior prediction based on attitudes, as well as about behavior change based on attitude change, which are well established themes in social psychology (e. g. Abelson, 1972; Choen, 1964; Festinger, 1964). On the other hand, findings on the relationship between contact with and attitudes towards persons with hearing impairments are of practical importance in the field of education and rehabilitation of persons with hearing impairments and for the creation of conditions for equality of rights for these persons. This is especially important for Serbian society and other societies in which general conditions (economic, legislative, resistance in a regular school system) for social inclusion of persons with disabilities are unfavorable.

The aim of this study was to investigate the relationship between naturally occurring contact with persons with hearing impairments in everyday situations and attitudes towards these persons among children and adults.

We decided to conduct research on the effects of this kind of contact between persons without disabilities and persons with hearing impairments because we were not able to examine other ways of communication between these two groups (e. g. mutual activities, spending time together, promotion of their life together) and their effects, with regard to modest social inclusion of these persons in our society. On the other hand, we were not able to do extensive experimental research in which we would test the effects of different ways of communication, as it is the case in vast research in western countries. Because of that, the connection to other body of research that has been carried out firstly implies relying on the results of earlier research studies as directions for creating our research practice. Moreover, what is important is the effort to make possible (at least to a certain degree) research studies of the attitudes towards the persons with disabilities in Serbia, with regard to unfavorable social and economic conditions.

Method

Sample

The sample included 10-year-old children (N = 100) and their parents (N= 192). The sample was divided into two subsamples: one subsample consisted of children and parents who live nearby a residential school for deaf pupils and because of that are in frequent contact with them; another subsample consisted of children and parents who do not live in the proximity of institutions for hearing impaired persons and consequently there is a low possibility for them to have contact with these persons.

The structure of the sample according to the residential location (near or far from an institution for the deaf), gender, and educational achievement/educational level is presented in Tables 1 and 2.

Table 1. Structure of the sample of children according to residential location, gender and educational achievement

Residential location		Gender		Educational achievement			N
Near institution for the deaf	Far from institution for the deaf	Male	Female	Good	Very good	Excellent	
50 (50%)	50 (50%)	55 (55%)	45 (45%)	4 (4%)	23 (23%)	73 (73%)	100

Table 2. Structure of the sample of adults according to residential location, gender and educational level

Residential location		Gender		Educational level		N
Near institution for the deaf	Far from institution for the deaf	Male	Female	Secondary education	Higher education	
94 (49.0%)	98 (51.0%)	94 (48.4%)	98 (51.6%)	132 (68.8%)	60 (31.3%)	192

Residential Location and Contact with Persons with Hearing Impairments-Children

The majority of children from the total sample (53%) report that they know deaf persons superficially; 38% report that they sometimes come across deaf persons in the streets; 7% of children report that they have never had contact with a deaf person; and only 2% of children state that they know a deaf person well.

According to the results of the χ^2 test with Yates' correction, there is a statistically significant difference in the level of contact with persons with hearing impairments between children who live near and children who live far from an institution for the deaf (Yates' $\chi^2 = 71.163$, $df = 3$, $p < .001$). The results are presented in the following table.

Table 3. Relationship between residential location and level of contact with persons with hearing impairments – children

		Contact with persons with hearing impairments				Total
		Never had contact	Coming across them in the street	Knowing superficially a deaf person/ persons	Knowing a deaf person/ persons well	N
Residential location	Near institution for the deaf	0	1	48	1	50
	Far from institution for the deaf	7	37	5	1	50
Total		7	38	53	2	100

Yates' $\chi^2 = 71.163$, $df = 3$, $p < .001$

The association between the level of contact with persons with hearing impairments and residential location among children is strong, as shown by the value of Cramer's V coefficient ($V=0.872$; $p=0.000$). The inspection of Table 3 shows that the two groups of children differ mostly in the frequency of coming across persons with hearing impairments in the streets and in the frequency of deaf acquaintances.

Residential Location and Contact with Persons with Hearing Impairments – Adults

The majority of adults from the total sample (50.5%) report that they have come across deaf persons in the streets, 31.3% report that they have never had contact with the deaf, 13% that they know a deaf person superficially, and only 5.2% of adults know a deaf person well.

The χ^2 test with Yates' correction shows a statistically significant difference in the frequency of different kinds of contact with persons with hearing impairments between adults who live near and far from an institution for the deaf (Yates' $\chi^2 = 68.626$, $df = 3$, $p < .001$). The association between the level of contact with persons with hearing impairments and residential location among adults is strong, as shown by the value of Cramer's V coefficient ($V=0.6155$; $p=0.000$). The results of the analysis are presented in the following table. As illustrated in the table, all kinds of contact are more frequent among adults who live near an institution for the deaf than among adults who live far from an institution for the deaf.

Table 4. Relationship between residential location and level of contact with persons with hearing impairments – adults

		Contact with persons with hearing impairments				Total
		Never had contact	Coming across them in the street	Knowing superficially a deaf person/ persons	Knowing a deaf person/ persons well	
Residential location	Near institution for the deaf	2	68	17	7	94
	Far from institution for the deaf	58	29	8	3	98
Total		60	97	25	10	192

Yates' $\chi^2 = 68.626$, $df = 3$, $p < .001$

The analysis of the association between residential location and kinds of contact with persons with hearing impairments among children and adults confirmed our assumption that a residential location (near vs. far from institution for deaf) may be an indicator of different possibilities for contact with persons with hearing impairments and that it is justified to use this variable when examining the relationship between contact and attitudes towards persons with hearing impairments.

Instruments

An *Attitudes towards Persons with Hearing Impairments* scale was constructed for the purposes of this study. The items of the scale encompass predominantly behavioral aspects of the attitudes but they also cover cognitive and emotional aspects of attitudes towards persons with hearing impairments.

Attitudes towards Persons with Hearing Impairments scale is a 10-item Likert scale. The respondents express their agreement with items on a five-point scale (1 - strongly disagree; 5 – strongly agree). Higher scores on the scale indicate more negative attitudes. The reliability of the scale was measured using Cronbach’s α and the following values were obtained: 0.67 – children; 0.82 - women; 0.78 – men. Thus, the scale has adequate reliability among adults. Relatively low reliability of the scale obtained among children may suggest that some of them had difficulties in understanding the items. Furthermore, it is possible that some of the children from the sample approached the responding process less responsibly and provided some random responses. However, the reliability of the scale among children is acceptable according to Cronbach’s α coefficient. Scores were calculated as simple linear combinations.

Results

Table 5. Results of t-test for testing the differences in attitudes towards deaf persons between children who live near and children who live far from an institution for the deaf

Residential location	N	Attitude towards deaf persons		T	P
		M	SD		
Near institution for the deaf	50	25.15	6.282	3.791	0.001
Far from institution for the deaf	50	28.56	7.531		

An independent samples t-test ($t=3.791$; $p=0.001$) was applied to test the differences in attitudes towards deaf persons, between children who live near and children who live far from institutions for the deaf. There is a statistically significant difference in attitudes between these groups of children (see Table 5). Children who live near institutions for the deaf have more positive attitudes towards deaf persons in comparison to children who live far from institutions for the deaf.

Table 6. Results of t-test for testing differences in attitudes towards deaf persons between adults who live near and adults who live far from an institution for the deaf

Residential location	N	Attitude towards deaf persons		T	P
		M	SD		
Near institution for the deaf	94	21.96	5.926	3.458	0.001
Far from institution for the deaf	98	24.02	7.058		

Results of independent samples t-test ($t = 3.458$; $p = 0.001$) show that there is a statistically significant difference in attitudes towards deaf persons between adults from the sample who live near and far from institutions for the deaf (see Table 6). Adults who live near institutions for the deaf have more positive attitudes towards deaf persons in comparison with adults who live far from institutions for the deaf.

Discussion

The majority of previous empirical studies have confirmed the importance of contact with persons with hearing impairments for the development of positive attitudes towards these persons (e.g. Antonak, 1981; Lindgren & Oermann, 1993; Stewart, 1990; Yaker, 1994). Contact is seen as important in promoting the attitude change towards greater tolerance of persons with hearing impairments. Social attitudes are considered to be one of the fundamental research topics according to the social model of disability. This model was introduced in 1983 (Oliver & Sapey, 2006). Since then, the model has been developed in the academic field as well as in the field of social engagement of persons with disabilities. According to the current definition by the World Health Organization, a disability is a socially determined phenomenon.

In this study, we investigated differences in attitudes towards persons with hearing impairments depending on whether a person lives near or far from an institution for the deaf. We assumed that living near institutions for the deaf gives more possibilities for contact with these persons. Analyses have confirmed this assumption: children and adults who live near institutions for the deaf report more frequently than children and adults who live far from institutions for the deaf that they come across deaf persons in the streets and that they know deaf persons superficially.

The results of the study show that both children and adults who live near an institution for the deaf have more positive attitudes towards persons with hearing impairments compared to children and adults who live far from an institution for the deaf. These results suggest that having everyday contact with persons with hearing impairments in the neighborhood contributes to the development of more tolerant attitudes towards people with those disabilities.

According to our knowledge, our study is the first to examine the relationship between residential location (far vs. near institutions for persons with disabilities) and attitudes toward persons with disabilities. Unlike experimental studies, in which

the effect of time is constricted and in which intensive experience with persons with disabilities as a determinant of attitudes toward these persons was examined, our study shows the influence that everyday contact with deaf persons has in shaping attitudes towards them.

The important question is, through which mechanism does contact with persons with hearing impairments influence attitudes towards them. We assume that unfamiliarity forms the basis for distrust and resistance. Through contact, persons with hearing impairments are no longer unfamiliar to those without a hearing impairment. On the contrary, contact gives the possibility for recognizing important similarities between persons with and without a disability. In our opinion, this factor contributes to attitude formation. Through interaction, the tendency to distance oneself from the unfamiliar is lessened. What was unfamiliar (deafness) is no longer the dominant attribute of an individual because other characteristics of a person (personality traits and needs) become more important.

The association between superficial contact (coming across someone in the street, having acquaintances) and positive attitudes towards persons with hearing impairments has been established in this study. Further studies should examine the impact of more intense contact in everyday life between persons with and without hearing impairments. Also, the long term effects of different kinds of contact should be longitudinally investigated. Potential moderators of the relationship between contact and attitudes should be explored. Further research should also focus on conditions which influence attitude change in the context of contact with persons with hearing impairments. It is important to establish what kind of contact is associated with the most durable and profound attitude changes.

The limitation of our study is that we have neglected other factors which influence the formation and development of attitudes toward persons with hearing impairments besides contact. For example, we have not included in the study a trait of authoritarianism which has been shown to be an important determinant of attitudes toward persons with disabilities (Dimoski, 2009).

In Serbia, children with hearing impairments, as well as children with other types of disabilities, are mostly educated in special schools segregated from other children. This limits the possibility for contact between children with and without disabilities. During recent years, researchers in this country have begun to investigate factors that could contribute to the development towards inclusive education. Legislation reforms in 2010 have provided a basis for inclusive education of children with disabilities in Serbia. The results of our study suggest that inclusive education could contribute to the formation of more positive attitudes towards persons with disabilities through providing possibilities for contact with them.

In Serbia, researchers have only recently and slowly begun to employ the social model in studies of disabilities. Investigation of attitudes and especially of the role of contact in the formation of attitudes is an important incentive for further development of the social model of disability.

The value of this study is in identifying at least one kind of contact which leads to tolerance towards the persons with hearing impairments, that is to say, finding out the quality and intensity of that contact. Our research showed that it is a spontaneous contact (different from the one arranged by experimental conditions), it is relatively frequent (almost on daily basis) and it is relatively continuous (it continues during the years of life together in neighborhood).

Conclusion

The association between contact with persons with hearing impairments and more positive attitudes towards these persons was established in this study. This is in accordance with the majority of previous studies. The finding regarding the importance of contact for the formation of positive attitudes toward persons with disabilities is in accordance with the social model of disability.

Research on social attitudes, as in the present study, usually has certain practical implications. The results of our research identify the environment which is favorable for starting inclusive education of children with hearing impairments. This is the environment (areas of the town) where children and adults already have everyday contact with persons with hearing impairments, that is to say, environment near the institutions for persons with hearing impairments. We assume that this would increase the possibility for the first experiences and effects of inclusive education in Serbia to be positive.

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Kontakt s osobama s oštećenjem sluha kao veza između stavova djece i odraslih prema takvim osobama

Sažetak

Cilj istraživanja je ispitati vezu između kontakta koji djeca i odrasli imaju s osobama s oštećenjem sluha i njihova stava prema tim osobama. Uzorak se sastojao od djece u dobi od 10 godina (100 djece) i njihovih roditelja (192 roditelja). Stavove ispitanika koji žive blizu škole koju pohađaju gluhi učenici i zbog toga su u čestome kontaktu s njima usporedili smo sa stavovima ispitanika koji ne žive blizu ustanove za gluhe učenike. Rezultati pokazuju da ispitanici koji imaju više kontakata s osobama s oštećenjem sluha imaju uvelike tolerantniji stav prema njima. Rezultati su u skladu s rezultatima prijašnjih istraživanja o toj temi.

Ključne riječi: inkluzija; osobe s invaliditetom; stavovi društva.

Uvod

Važnost kontakta s osobama s oštećenjem sluha ili s drugim vrstama invaliditeta za razvoj tolerantnoga stava prema takvim osobama utvrđena je empirijskim istraživanjem. Većina istraživanja o vezi između kontakta i stavova prema osobama s oštećenjem sluha provedena je u Sjedinjenim Američkim Državama i u zemljama zapadne Europe u posljednjih nekoliko desetljeća. Neka od tih istraživanja provedena su eksperimentalnim modelom. Čimbenici kojima se eksperimentalno manipuliralo da bi se testirao njihov utjecaj na promjenu stava bili su kontakt s osobama s invaliditetom i stupanj znanja o određenoj vrsti invaliditeta (primjer: Bowen, 2008; Emerton, Greg i Rothman, 1997). Eksperimentalni pristup, koji dominira u anglosaksonskoj literaturi, temelji se na teorijskim pretpostavkama o važnosti iskustva u kontaktu s osobama s invaliditetom, da bi se omogućilo učenje prikladnih društvenih reakcija i stvaranje ispravnih stavova prema osobama s invaliditetom.

U korelacijskim istraživanjima ispitala se veza između iskustava u inkluzivnim obrazovnim sustavima (školama, vrtićima) i stavova prema osobama s invaliditetom

(primjer: Antonak, 1981; Cooper, Rose i Mason, 2004; Furnham i Lane, 1984; Johnstone, 1992; Nikolaraiži i sur. 2005; Wauters i Knoors, 2007). Yucker (1994) je u svojem dobro poznatom istraživanju zaključio da je kontakt s osobama s invaliditetom bitan čimbenik u oblikovanju stavova prema njima.

U usporedbi s ekonomski dobro razvijenima zapadnim zemljama, u Srbiji su istraživanja o vezi između kontakta i stava prema osobama s invaliditetom malobrojna. Ranija istraživanja o vezi između iskustva u kontaktu i stavu prema osobama s invaliditetom u Srbiji bila su uglavnom korelacijska i koristila su se proizvoljnim mjerama vezanim uz prijašnje iskustvo u kontaktu s osobama s oštećenjem sluha (Kovačević, 2005; Matejić-Đuričić, 2007; Meseldžija, 2008). Većina istraživanja provedenih u našoj zemlji o stavovima prema osobama s invaliditetom usredotočila se na inkluziju tih osoba u redovni obrazovni sustav. Prema nekim istraživanjima, kod srpskih građana još uvijek postoji jak otpor prema inkluzivnim oblicima obrazovanja. U istraživanju koje je proveo Hrnjica (2003), 18,9% nastavnika koji su činili uzorak korišten u istraživanju reklo je da bi djeca s oštećenjem sluha trebala biti uključena u redovno školovanje, 27,7% reklo je da bi se oni trebali dodatno osposobiti za rad u djelomično inkluzivnim okolnostima, a 53,4% nastavnika mišljenja je da bi takva djeca trebala biti obrazovana u posebnim školama. U istome istraživanju 38,4% roditelja djece bez invaliditeta mišljenja je da djeca s invaliditetom imaju pravo na obrazovanje zajedno s ostalom djecom; 53% tih roditelja izrazilo je mišljenje da bi o vrsti obrazovanja (inkluzivnome ili posebnome) trebalo odlučiti na temelju osobina svakoga pojedinačnog djeteta, dok 9% roditelja smatra da je inicijativa za inkluzivno obrazovanje teško ostvariva unutar konteksta našega društva. Prema drugome istraživanju (Todorović i Hanak, 2003), 8,5% nastavnika u osnovnoj školi, 27,8% nastavnika u predškolskim ustanovama i 20% liječnika opće prakse su protiv inkluzivnoga obrazovanja učenika s velikim stupnjem oštećenja sluha. U istome istraživanju, 40% nastavnika u osnovnim školama i predškolskim ustanovama navelo je da „ne žele imati niti jednoga učenika s invaliditetom u redovnome razredu.“ Kovačević (2005) je ispitivao stavove koje učenici bez invaliditeta, a koji pohađaju osmi razred osnovne škole, imaju prema obrazovanju gluhe djece. Prema njegovim rezultatima, 69,9% učenika iz uzorka smatralo je da bi se gluha djeca trebala obrazovati odvojeno od djece bez oštećenja sluha, dok je 29,4% učenika smatralo da bi se ona trebala obrazovati u inkluzivnome okruženju. Daljnjih 14,5% učenika iz uzorka navelo je da bi prihvatili gluhoga učenika u svojem razredu, dok je 74,5% učenika odbacilo takvu mogućnost. Rezultati istraživanja koji se tiču ostalih vrsta invaliditeta su slični: otprilike 80% učenika izrazilo je stav da ne žele pohađati školu s djetetom koje ima neku vrstu invaliditeta.

Brojna empirijska ispitivanja pokazuju vezu između kontakta s osobama s oštećenjem sluha i pozitivnijih stavova prema njima (primjer: Johnstone, 1992; Antonak, 1981; Furnham i Lane, 1984; Cooper, Rose i Mason, 2004; Wauters i Knoors, 2007). Međutim, u nekim istraživanjima nije pronađena veza između iskustva u kontaktu s osobama s

invaliditetom i stavova prema njima. U metaanalitičkom istraživanju koji su proveli Kluwin, Stinson i Colarossi (2002), a koje se temeljilo na 33 studije objavljene od 1980., otkriveni su tolerantniji stavovi prema učenicima i studentima s oštećenjem sluha u usporedbi sa stavovima prema osobama s drugim vrstama invaliditeta. Međutim, čimbenici koji su doprinijeli prihvaćanju osoba s invaliditetom nisu bili pronađeni u ovome istraživanju. U Srbiji su Djuričić-Matejić i Djuričić (2007) ispitivali stavove studenata koji pohađaju fakultete koji podrazumijevaju brigu o drugima (na primjer socijalni rad, posebna edukacija i rehabilitacija, psihologija) prema osobama s različitim vrstama invaliditeta. U našem istraživanju nije pronađena veza između prijašnjega iskustva u kontaktu s osobama s invaliditetom i stavovima prema njima.

Empirijski rezultati s obzirom na važnost kontakta s osobama s oštećenjem sluha za oblikovanje stavova prema njima od iznimne su važnosti. Oni su temelj za predviđanje ponašanja utemeljenoga na stavovima, ali su isto i osnova za razmatranje promjena ponašanja uzrokovanih promjenom stavova, što su dobro poznate teme u socijalnoj psihologiji (primjer: Abelson, 1972; Choen, 1964; Festinger, 1964). S druge strane, spoznaje o vezi između kontakta i stavova prema osobama s oštećenjem sluha od praktične su važnosti u području obrazovanja i rehabilitacije osoba s oštećenjem sluha, kao i za stvaranje uvjeta za jednaka prava takvih osoba. To je posebno važno za srpsko društvo i druga društva u kojima opći uvjeti (ekonomski, pravni, kao i otpor u redovnom obrazovnom sustavu) za društvenu inkluziju osoba s invaliditetom nisu povoljni.

Cilj je ovoga istraživanja bio ispitati vezu između spontanoga kontakta s osobama s oštećenjem sluha u svakodnevnim situacijama i stavova djece i odraslih prema tim osobama.

Odlučili smo ispitati učinak takva kontakta između osoba bez invaliditeta i osoba s oštećenjem sluha jer nismo mogli ispitati druge načine komunikacije između tih dviju grupa (na primjer zajedničke aktivnosti, zajednički provedeno vrijeme, promicanje zajedničkoga života) i njihov utjecaj, s obzirom na slabu društvenu inkluziju tih osoba u našem društvu. S druge strane, nismo mogli provesti opsežno eksperimentalno istraživanje u kojemu bismo testirali učinak različitih načina komuniciranja, kao što je to slučaj u mnogobrojnim istraživanjima provedenima u zapadnim zemljama. Zbog toga veza s ostalim istraživanjima koja su bila provedena implicira oslanjanje na njihove rezultate kao smjernice za stvaranje našega vlastitog istraživanja. Štoviše, ono što je bitno istaknuti jest pokušaj da se (barem u nekoj mjeri) olakšaju istraživanja stavova prema osobama s invaliditetom u Srbiji, uzimajući u obzir nepovoljne društvene i ekonomske uvjete.

Metode

Uzorak

Uzorak se sastojao od djece u dobi od deset godina (broj: 100) i njihovih roditelja (broj: 192). Uzorak je bio podijeljen na dva poduzorka: jedan poduzorak činila su djeca

i roditelji koji žive blizu škole za gluhe učenike i zbog toga su u čestome kontaktu s njima. Drugi poduzorak činila su djeca i roditelji koji ne žive blizu institucija za osobe s oštećenjem sluha i stoga postoji mala mogućnost da će imati kontakt s tim osobama.

Struktura uzorka prema mjestu stanovanja (blizu ili daleko od institucije za gluhe), spolu i obrazovnim postignućima/stručnoj spremi prikazana je u Tablicama 1 i 2.

Tablica 1.

Tablica 2.

Mjesto stanovanja i kontakt s osobama s oštećenjem sluha – djeca

Većina djece iz sveukupnoga uzorka (53%) navodi da površno poznaju gluhe osobe; 38% navodi da ponekad na ulici susreću gluhe osobe; 7% djece navodi da nikada nisu bili u kontaktu s gluhom osobom, dok samo 2% djece navodi da dobro poznaju gluhu osobu.

Prema rezultatima χ^2 -testa s Yatesovom korekcijom, postoji statistički značajna razlika u stupnju kontakta s osobama s oštećenjem sluha između djece koja žive blizu i djece koja žive daleko od institucije za gluhe (Yatesov $\chi^2 = 71.163$, $df = 3$, $p < .001$). Rezultati su prikazani u sljedećoj tablici.

Tablica 3.

Veza između stupnja kontakta s osobama s oštećenjem sluha i mjesta stanovanja kod djece je jaka, kao što pokazuje vrijednost Cramerova V koeficijenta ($V=0.872$; $p=0,000$). Analiza Tablice 3 pokazuje da se dvije grupe djece najviše razlikuju u učestalosti susretanja s osobama s oštećenjem sluha na ulici i brojem poznanika koji su gluhi.

Mjesto stanovanja i kontakt s osobama s oštećenjem sluha - odrasli

Većina odraslih iz ukupnoga uzorka (50,5%) navodi da su susreli gluhe osobe na ulici, 31,3% navodi da s gluhim osobama nikada nisu imali kontakt, 13% je navelo da površno poznaju gluhu osobu, a samo 5,2% odraslih navodi da dobro poznaje neku gluhu osobu.

χ^2 -test s Yatesovom korekcijom pokazuje statistički značajnu razliku u učestalosti raznih vrsta kontakata s osobama s oštećenjem sluha između odraslih ljudi koji žive blizu i onih koji žive daleko od institucija za gluhe (Yatesov $\chi^2 = 68.626$, $df = 3$, $p < .001$). Veza između stupnja kontakta s osobama s oštećenjem sluha i mjesta stanovanja kod odraslih je velika, kako pokazuje vrijednost Cramerova V koeficijenta ($V=0.6155$; $p=0,000$). Rezultati analize prikazani su u tablici ispod. Kako ona pokazuje, sve vrste kontakta puno su češće među odraslima koji žive blizu institucije za gluhe nego među odraslima koji žive daleko od institucije za gluhe.

Tablica 4.

Analiza veze između mjesta stanovanja i vrsta kontakta s osobama s oštećenjem sluha kod djece i kod odraslih potvrdila je našu pretpostavku da mjesto stanovanja

(blizu ili daleko od institucije za gluhe) može biti pokazatelj različitih mogućnosti kontakta s osobama s oštećenjem sluha i da je potpuno opravdano koristiti tu varijablu kada se ispituje veza između kontakta i stavova prema osobama s oštećenjem sluha.

Instrumenti

Za potrebe istraživanja pripremljena je skala *Stavovi prema osobama s oštećenjem sluha*. Tvrdnje skale obuhvaćaju uglavnom biheviorističke aspekte stavova, no pokrivaju i kognitivne i emotivne aspekte stavova prema osobama s oštećenjem sluha.

Skala *Stavovi prema osobama s oštećenjem sluha* je vrsta Likertove skale i sastoji se od 10 tvrdnji. Ispitanici su izrazili svoje slaganje s tvrdnjama brojevima od 1 do 5 (1 – uopće se ne slažem; 5 – potpuno se slažem). Viši rezultati na skali upućuju na negativne stavove. Pouzdanost skale mjerena je Cronbachovom alfa i dobivene su sljedeće vrijednosti: 0.67 – djeca; 0.82 – žene; 0.78 – muškarci. Stoga skala ima odgovarajuću pouzdanost kod odraslih. Relativno slabija pouzdanost skale dobivena kod djece može upućivati na to da su neka od njih imala problema sa shvaćanjem tvrdnji. Nadalje, moguće je da su neka od djece iz uzorka ispitanika pristupila odgovaranju na pitanja iz upitnika manje odgovorno i pružila neke nasumične odgovore. Međutim, pouzdanost skale kod djece je prihvatljiva prema Cronbach alfa koeficijentu. Rezultati su izračunati kao jednostavne linearne kombinacije.

Rezultati

Tablica 5.

Primijenjen je nezavisni uzorak t-testa ($t=3,791$; $p=0,001$) da bi se ispitale razlike u stavovima prema gluhim osobama, između djece koja žive blizu i djece koja žive daleko od institucija za gluhe. Postoji statistički značajna razlika u stavovima između te dvije grupe djece (vidi Tablicu 5). Djeca koja žive blizu institucija za gluhe imaju pozitivniji stav prema gluhim osobama u usporedbi s djecom koja žive daleko od institucija za gluhe.

Tablica 6.

Rezultati nezavisnog uzorka t-testa ($t= 3,458$; $p = 0,001$) pokazuju da postoji statistički značajna razlika u stavovima prema gluhim osobama između odraslih koji žive blizu i onih koji žive daleko od institucija za gluhe (vidi Tablicu 6). Odrasli koji žive blizu institucija za gluhe imaju pozitivniji stav prema gluhim osobama u usporedbi s odraslima koji žive daleko od institucija za gluhe.

Rasprava

Većina prije provedenih empirijskih istraživanja potvrdila je važnost kontakta s osobama s oštećenjem sluha za razvoj pozivnoga stava prema tim osobama (primjer: Antonak, 1981; Lindgren i Oermann, 1993; Stewart, 1990; Yucker, 1994). Kontakt se smatra važnim za promicanje promjene stavova prema većoj toleranciji osoba s oštećenjem sluha. Društveni stavovi smatraju se jednom od temeljnih tema

istraživanja, prema socijalnom modelu invaliditeta. Taj model uveden je 1983. (Oliver i Sapey, 2006). Od tada se model razvijao i u akademskom području, kao i u području društvene angažiranosti osoba s invaliditetom. Prema trenutnoj definiciji Svjetske zdravstvene organizacije, invaliditet je društveno određen fenomen.

U ovome smo istraživanju ispitali razlike u stavovima prema osobama s oštećenjem sluha ovisno o tome živi li osoba blizu ili daleko od institucije za gluhe. Pretpostavili smo da život blizu institucije za gluhe pruža više mogućnosti za kontakt s takvim osobama. Analize su potvrdile tu pretpostavku: djeca i odrasli koji žive blizu institucija za gluhe puno češće navode da se susreću s gluhim osobama na ulici i da ih površno znaju nego osobe koje žive daleko od institucija za gluhe.

Rezultati istraživanja pokazuju da i djeca i odrasli koji žive blizu institucije za gluhe imaju pozitivnije stavove prema osobama s oštećenjem sluha, u usporedbi s djecom i odraslima koji žive daleko od institucije za gluhe. Ti rezultati upućuju na to da svakodnevni kontakt u susjedstvu s osobama s oštećenjem sluha doprinosi razvoju tolerantnijih stavova prema osobama s invaliditetom.

Prema našoj spoznaji, istraživanje koje smo proveli prvo je koje se bavi ispitivanjem veze između mjesta stanovanja (daleko ili blizu institucija za osobe s invaliditetom) i stavova prema osobama s invaliditetom. Za razliku od eksperimentalnih istraživanja, u kojima je učinak vremena ograničen, a ispitivano je intenzivno iskustvo s osobama s invaliditetom kao determinantom stavova prema tim osobama, naše istraživanje pokazuje utjecaj koji svakodnevni kontakt s gluhim osobama ima u oblikovanju stavova prema njima.

Važno pitanje je putem kojega mehanizma kontakt s osobama s oštećenjem sluha utječe na stavove prema njima. Pretpostavljamo da ono što je nepoznato čini osnovu za nepovjerenje i otpor. Putem kontakta osobe s oštećenjem sluha više nisu nepoznate osobama koje nemaju oštećenje sluha. Upravo suprotno, kontakt pruža mogućnost prepoznavanja važnih sličnosti između osoba s invaliditetom i bez njega. Naše je mišljenje da taj čimbenik doprinosi stvaranju stava. Posredstvom interakcije slabi tendencija udaljavanja od onoga što nam je nepoznato. Ono što je bilo nepoznato (gluhoća), više nije dominantan atribut pojedinca jer njegove druge osobine (osobnost i potrebe) postaju puno važnije.

U istraživanju je uočena veza između površnog kontakta (susretanje nekoga na ulici, poznanstva) i pozitivnih stavova prema osobama s oštećenjem sluha. Buduća istraživanja trebala bi ispitati učinak intenzivnijega svakodnevnog kontakta između ljudi s oštećenjem sluha i bez njega. Također, dugoročni učinci različitih vrsta kontakta trebali bi se longitudinalno istražiti. Trebali bi se ispitati potencijalni regulatori veze između kontakta i stavova. Buduća istraživanja bi se također trebala usmjeriti na uvjete koji utječu na promjenu stavova u kontekstu kontakta s osobama s oštećenjem sluha. Važno je utvrditi koja se vrsta kontakta povezuje s najtrajnijim i najdubljim promjenama stavova.

Nedostatak našega istraživanja je da smo, osim kontakta, zanemarili druge čimbenike koji utječu na stvaranje i razvijanje stavova prema osobama s oštećenjem sluha. Na

primjer, u istraživanje nismo uključili značajku autoritarnosti koja se pokazala važnom odrednicom stavova prema osobama s invaliditetom (Dimoski, 2009).

U Srbiji se djeca s oštećenjem sluha, kao i djeca s drugim vrstama invaliditeta, većinom obrazuju u posebnim školama, odvojeno od ostale djece. To ograničava mogućnost kontakta djece s invaliditetom i bez njega. U posljednjih nekoliko godina u istraživanjima provedenim u Srbiji počeli su se ispitivati čimbenici koji bi mogli dovesti do inkluzije u obrazovanju. Zakonske reforme u Srbiji 2010. godine stvorile su osnovu za inkluzivno obrazovanje djece s invaliditetom. Rezultati istraživanja koje smo proveli upućuju na to da bi inkluzivno obrazovanje moglo doprinijeti oblikovanju pozitivnijih stavova prema osobama s invaliditetom, pružanjem mogućnosti za kontakt s njima.

U Srbiji su znanstvenici tek nedavno i polako počeli koristiti socijalni model u istraživanjima invaliditeta. Ispitivanje stavova, a posebno uloga kontakta u oblikovanju stavova, važan je poticaj za daljnji razvoj socijalnoga modela invaliditeta.

Vrijednost ovoga istraživanja je u prepoznavanju barem jedne vrste kontakta koji vodi prema toleranciji prema osobama s oštećenjem sluha; to jest, u pronalaženju kvalitete i intenziteta toga kontakta. Naše istraživanje je pokazalo da se radi o spontanome kontaktu (drugacijem od onoga koji određuju eksperimentalni uvjeti), da je on relativno učestao (gotovo svakodnevno) i da je relativno trajan (traje tijekom godina zajedničkoga života u susjedstvu).

Zaključak

U ovome je istraživanju uočena veza između kontakta s osobama s oštećenjem sluha i pozitivnijih stavova prema njima, što je u skladu s rezultatima većine provedenih istraživanja. Uočavanje važnosti kontakta za oblikovanje pozitivnih stavova prema osobama s invaliditetom u skladu je sa socijalnim modelom invaliditeta.

Istraživanje društvenih stavova, kao što je i ovo istraživanje, obično ima i određene praktične implikacije. Rezultati našega istraživanja prepoznaju okolinu koja je povoljna za početak inkluzivnoga obrazovanja djece s oštećenjem sluha. To je okolina (područje grada) u kojoj djeca i odrasli već imaju svakodnevni kontakt s osobama s oštećenjem sluha, to jest okolina blizu institucija za osobe s oštećenjem sluha. Pretpostavljamo da bi to povećalo mogućnost za prva pozitivna iskustva i učinke inkluzivnoga obrazovanja u Srbiji.

Bilješka:

Rad je nastao kao dio projekta „Učinak primijenjene fizičke aktivnosti na lokomotorički, metabolički, psihosocijalni i obrazovni status srpske populacije“, br.III47015, koji je dio potprojekta „Učinak primijenjene fizičke aktivnosti na lokomotorički, metabolički, psihosocijalni i obrazovni status populacije s posebnim potrebama u Republici Srbiji“. Projekt je financiralo Ministarstvo znanosti i tehnologije Republike Srbije – Ciklus znanstvenih projekata 2011-2014.