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## **THE ROLE OF GENDER IN CHILDREN'S ATTITUDES TOWARDS PUPILS WITH DISABILITIES**

**Fatbardha Osmanaga**

University "Luigj Gurakuqi" of Shkodra. Faculty of Education

**Abstract:** The inclusion of people with disabilities is one of the top priorities in our country, as is the case with many other developed countries in the West. A very important aspect of the inclusion is the attitude of individuals towards disability. The paper aims to explore the attitudes of pupils toward their disabled peers, and to analyse the influence of pupils' gender on their attitudes toward their peers with disabilities.

The measuring instrument was the CATCH questionnaire (Chedoke-McMaster Attitudes toward Children with Handicaps). Pupils of the fifth, sixth and seventh grade of schools in the Shkodër, Lezhë, Kukës and Dibër cities in the northern part of Albania have completed the CATCH test. In addition, the technique of interviewing teachers (focus-groups) in public schools where the pupils with disabilities are integrated is employed. The purpose was to collect pupils' opinions about their disabled peers and to identify the problems that teachers encounter in the process of teaching in these classes.

The appropriate conclusions and suggestions are proposed. The pupils' attitude towards their peers with disabilities is positive, but there is still a lot to be done. The affective and behavioural components of the attitude of the pupils towards their peers with disabilities are favourable, whereas the cognitive component is not favourable. The gender of the pupils influences the general attitude and the results of affective and behavioural component of pupils' attitude towards their peers with disabilities. Female pupils have a more positive attitude towards their peers with disabilities than male pupils. Female pupils have a higher average of points for the affective and behavioural components of the attitude than male pupils. It is necessary to consider certain recommendations so that the process of inclusive education could be carried out completely.

**Keywords:** attitude, gender, disability, CATCH test.

## 1. Introduction

Inclusion and involvement of people with disabilities is one of the main priorities in our country, as is the case with many other developed countries in the West. One of the major areas of focus is the integration of pupils with disabilities into schools. Inclusion and involvement in all spheres of life is a very long and difficult process which cannot be completed immediately. The initial steps of this process can be traced back to one's childhood and throughout the life.

A very important aspect which makes it possible to include and involve these people is related to the attitudes of others towards the disabilities and towards the people with disability. To fit this purpose, I have considered it paramount to determine pupils' attitude towards their peers with disabilities and to conclude whether there are problems that could be detected. Another aim of the paper is to examine whether pupils' gender affects their attitudes towards pupils with disability.

## 2. Theoretical Background

Students with disabilities and special educational needs (SEN) are those who demonstrate, for the whole or a specific period of their school life, significant education difficulties due to sensory, cognitive and developmental problems, and neuropsychological disturbances that affect the process of school adjustment and learning (Zoniou-Sideri, 1998).

Attitudes come in various shape and sizes, just like the people who demonstrate them. They can be based on very different classes of information. Theorists continue to recognise attitudes as stemming from affective, cognitive and/or behavioural information (Fazio & Petty, 2008). Combining elements from several definitions, attitudes may be viewed as learned cognitive, affective, and behavioural predispositions to respond positively or negatively to certain objects, situations, institutions, concepts, or persons (Aiken, 2002).

The most commonly cited definition, at least in the recent social psychology texts, would suggest that attitudes consist of three classes of response (affective, cognitive, and behavioural) to a stimulus, or attitude, object. This view, popularized by Rosenberg and Hovland (1960), basically suggests that an attitude consists of how we feel, what we think, and what we are inclined to do about an attitude object (Fazio & Petty, 2008).

Some authors emphasise the importance of social development (e.g. Arampatzi et al., 2011). Findings imply that gender is a significant factor just for students displaying aggression but not social insecurity and/or adopting

positive attitudes towards disability. Townsend et al. (1993) write about children's attitudes toward peers with intellectual disability.

### **3. Methodology of preparation and development of this paper**

#### **3.1. Aims and objectives of the paper**

The main aims and objectives refer to:

- Determining pupils' attitudes toward their peers with disabilities
- Analysing the influence of pupils' gender on the attitudes of pupils toward their peers with disabilities
- Determining pupils' attitudes towards affective, behavioural and cognitive component in the attitudes of the pupils
- Analyzing the influence of pupils' gender on affective, behavioural and cognitive component in the attitudes of the pupils.

#### **3.2. Hypothesis of the study:**

*Female pupils appear to have more positive attitudes towards their classmates with disabilities than male pupils.*

The hypothesis is built upon the previous studies that suggest that pupils' gender affects their attitudes towards their peers with disability. In general, female pupils have more positive attitudes towards disabled pupils compared to male pupils.

The study determines pupils' attitudes towards their peers with disabilities. The combined questionnaires and interviews/focus group. The measuring instrument is the standardised CATCH questionnaire (Chedoke-McMaster Attitudes toward Children with Handicaps). The participants were divided into two groups. One of the groups consisted of their classmates with disabilities and in the other group there were no pupils with disabilities. Also, interviews and focus group techniques were used with teachers from public schools in which there are pupils with disabilities integrated into their class in order to find out what teachers think about the inclusion and involvement of such pupils in the class and to identify the problems they encounter in the process of teaching such classes.

#### **3.3. Sample**

The participants in this study were pupils and teachers from public primary schools in the cities of Shkodër, Lezhë, Kukës and Dibër. The statistics from the General Regional Office of Education were applied to identify the schools that have pupils with disabilities and to identify the classes into which such pupils have been integrated.

The pupils are from the grade five, six and seven. This is because the CATCH test is adaptable for the age groups varying from 9 to 13 years of age. The inclusion of the participants has been realised with respect to the ethical principles that should accompany this process, without forcing anyone to participate and with the permission of the respective authorities. The sample consists of pupils without disabilities who attend public schools and their teachers. The sample is not casual or random, but it is a representative sample of the pupils who study in public primary schools in the northern areas of Albania.

#### **3.4. Inclusion criteria:**

- They had to be pupils in public schools
- They had to be pupils at the primary level of education
- They had to be pupils of grades five, six, or seven
- Both genders had to be included
- Pupils who have or do not have pupils with disabilities in their classes
- Pupils who do not have a relative with disabilities

#### **3.5. Exclusion criteria:**

- Refusal of permission from the Regional Office of Education for these pupils to be included
- Refusal of permission from the parents for these pupils to be included
- Refusal of permission from the respective schools for these pupils to be included
- Refusal of the pupils themselves to be included
- Having relatives with disabilities
- Filling in two alternatives in the questionnaire
- Default of more than 5 elements of the questionnaire
- Having a friend with disabilities, but not in their own class. This refers to pupils who are in the classes where there are no pupils with disabilities.

#### **3.6. General data related to the pupils who participated in the study**

511 pupils took part in this study. 153 pupils or 29.9 % of the pupils participating in the study are in grade five, 168 pupils (32.9 %) are in grade six and 190 pupils or 37.2 % of the pupils participating in the study are in grade seven. There were 259 boys (50.7%) and 252 girls (49.3 %). 251 pupils (49.1 %) or have in their class peers with disabilities, while 260 pupils (50.9%) of the pupils participating in the study do not have peers with disabilities in their class.

186 pupils participating in the study have pupils with mental disability in their class, 20 pupils participating in the study have pupils with mental and

visual disabilities in their class, 22 pupils have pupils with Down Syndrome in their class, 23 pupils have pupils with physical disability in their class. 260 pupils do not have peers with disabilities in their classes. 120 pupils participating in the study (23.5 %) live in the city of Shkodër, 118 pupils (23.1 %) live in Lezha city, 131 pupils (25.6 %) live in the city of Peshkopia and 142 pupils (27.8 %) live in the city of Kukës.

### **3.7. General data concerning the teachers and head teachers who were interviewed and participated in the focus group**

There were 24 interviews and one focus group. The interviewed teachers are from the cities of Shkodër, Lezhë, Kukës and Dibër. The focus group is organized in Shkodra with six teachers of Pashko Vasa primary school.

### **3.8. Instrument**

The CATCH test was employed with pupils to measure their attitudes towards peers with disabilities. It is used with the permission of the author Rosenbaum. It is based on the component model of attitudes proposed by Triandis (as cited in Rosenbaum et al., 1986) which consists of three dimensions: a) the *affective component*, b) the *implied behavioural component*, and finally, c) the *cognitive component*.

The CATCH test was especially designed for children of ages 9 to 13. It contains 36 items, 12 items in each component with an equal number of positively and negatively worded statements. The items are arranged in a random order, alternating positive and negative statements. CATCH is scored on a 5-point Likert scale with values ranging from 0 (strongly disagree) to 4 (strongly agree). Negatively worded items are inversely coded. Factor and total scores are derived by summing items, dividing sums by the number of items, and multiplying by 10. A high score represents a more positive attitude (Rosenbaum et al. 1986).

### **3.9. Procedure**

The questionnaires were filled out by the pupils during the lessons. The questionnaires were distributed in the above mentioned schools and collected in September, October, November and December.

### **3.10. Method of analysis**

The data collected from the questionnaires was analyzed by means of the SPSS program, variant 14. The test reliability was estimated and I intervened to increase the reliability of the data collected through this process. The coding of the variables was carried out according to the respective rules

defined by the authors. Respective indexes were created according to the guidelines.

### **3.11. Content of the interviews and focus group**

According to Gherardini and Nocera (2000), the contents of the interviews and focus groups refer to teachers' opinion about: a) Attitudes of pupils towards pupils with disabilities; b) Indicators for the structure; c) Indicators of the teaching and learning process.

Concerning *pupils' attitude* towards pupils with disabilities, it was aimed to collect teachers' opinion about: a) pupils' attitude towards pupils with disabilities; b) the affective component of pupils' attitude towards pupils with disabilities; c) pupils' behaviour towards pupils with disabilities; d) pupils' perception of pupils with disabilities; e) the attitude and behaviour of the parents of children without disabilities towards pupils with disabilities who have been integrated into classrooms.

Concerning the *indicators of structure*, we attempted to collect teachers' opinions in relation to: a) *human resources* (the number of pupils in the class, presence of teaching assistants, inclusion of teachers in qualification processes for the integration of pupils with disabilities into their schools, the presence of other supportive personnel in schools, etc); b) *structural resources* (laboratories in schools for children with disabilities, necessary spaces for the effective teaching and learning process with children with disabilities, a resource centre in schools, necessary didactic materials for work with pupils with disabilities)

*Indicators of the teaching and learning process* refer to: a) an individual educative plan for pupils with disabilities; b) the relationship of the school with other institutions; c) the relationship of the school with other schools.

### **3.12. Piloting stage**

In the beginning, the tests were translated into Albanian by the professors of the Department of Psychology and Social Work and professors of the English Department. The questionnaires were printed and distributed to the pupils in "Pashko Vasa 9<sup>th</sup> grade school", pupils from grade five, and to "Ndre Mjeda 9<sup>th</sup> grade school" with pupils in grade six. The data was processed in the SPSS program variant 14. The internal reliability of the questionnaires with pupils resulted to be coefficient Alpha Cronbach=0.531.

The questionnaires were adapted accordingly and the emphasis was placed on a better and simpler adaptation into the Albanian language to make some of the elements of the questionnaire more understandable for the pupils. Redistribution was carried out for "Ndre Mjeda" 9<sup>th</sup> grade school, grade five. The questionnaire was completed by 37 pupils, 14 (37.8%) boys and 23

(62.2%) girls. Internal reliability was analyzed again and turned out to be improved (Alpha Cronbach = 0.832). Redistribution was carried out after two weeks with the same subject to measure the test-retest reliability. Reliability was the same, 0.832.

The final form of the CATCH test was printed and the questionnaire was then ready for application. In the questionnaire for the pupils the variables are: gender, class and presence of pupils with disabilities in the class. Then, the data was put in the system and reliability was estimated to be Alfa Cronbach = 0.53. In order for the created indexes to be most reliable, the elements of the questionnaire (4, 14, 16, 18, 20, 24, 26, 28, and 30) which correlated the least with each other were removed, as suggested by Corbetta (2002).

In total, the CATCH test included 27 elements. Each of the components (the affective component, the behavioural component and the cognitive component) has 9 elements. The number of the elements expressed positively and negatively for each component is equal. Each of the components (the affective component, the behavioural component and the cognitive component) has 6 elements expressed positively and 3 elements expressed negatively. Now, the reliability of the CATCH questionnaire was Alfa Cronbach =0.703.

#### 4. Findings of the study

##### 4.1. General Data concerning the attitude of pupils towards their peers with disabilities and concerning the results of the components of such attitudes

	N	Mean	Median	Mode	Minimum	Maximum
<b>General attitude</b>	511	22.9802	22.9600	22.96	9.26	35.19
<b>Affective component</b>	511	25.5231	26.6700	25.56	3.33	40.00
<b>Behavioural component</b>	511	26.1338	26.6700	27.78	7.78	40.00
<b>Cognitive component</b>	511	17.2843	17.7800	17.78(a)	5.56	30.00

*Table 1. General Data concerning the attitude of pupils towards their peers with disabilities and concerning the results of the components of such attitudes*

There are 27 elements of the questionnaire and each element has a minimal evaluation of zero (0) and a maximal evaluation of four (4) after carrying out the coding accordingly. In total, the points were calculated in this way: the points of the elements were added, the sum was divided by the

number of the elements and the result was multiplied by 10. Thus, the ideal number of points was calculated in this way:  $27 \times 4 = 108$ .  $108 / 27 = 4$ .  $4 \times 10 = 40$ . So, the maximum number of points obtained was 40.

The pupils' general attitude towards their peers with disabilities is favourable. The average of points of the general attitude of the pupils towards their peers with disabilities is 22.98. The maximum number of points obtained is 35.19 and this maximum was obtained from a very low percentage of the pupils (0.2 %.) The minimum number of points was 9.26 and this was obtained from a small number of pupils (0.2%).

Concerning affective, behavioural and cognitive components we have a situation like this. There are 9 elements for each component and each element has the minimum value of evaluation equal to zero and the maximum value of evaluation equal to 4, after careful coding. In total, the points are calculated in this way: you add the points of the elements, the sum is divided by the number of the elements and the result is multiplied by 10. So, the maximum ideal points obtained for the affective component of the attitude would be calculated this way:  $9 \times 4 = 36$ .  $36 / 9 = 4$ .  $4 \times 10 = 40$ . Thus, the maximum ideal points obtained for each component of the attitude would be equal to 40. By analogy, it is clearly understood that the minimum points would be 0.

The affective component of pupils' attitude towards their peers with disabilities is favourable. The average of points of the affective component for the attitude of pupils towards their friends with disabilities is relatively good, 25.52. In the same way the mode is 25.56. The minimum of the points is 3.33 and this minimum is resulting from 0.6% of the pupils participating in the study, whereas the maximum points obtained was 40 and this was collected from 0.4% of the pupils participating in the study.

The behavioural component of pupils' attitude towards their peers with disabilities is favourable. The average of points of the affective component for the attitude of pupils towards their friends with disabilities is relatively good, 26.13. In the same way the mode is 27.78. The minimum of the points is 7.78 resulting from 0.2% of the pupils participating in the study, whereas the maximum points obtained was 40 and this was collected from 0.8% of the pupils participating in the study.

The cognitive component of pupils' attitude towards their peers with disabilities is not favourable. The average of points of the affective component for the attitude of pupils towards their friends with disabilities is not good, 17.28. In the same way the mode is 18.89. The minimum of the points is 5.56, resulting from 0.2% of the pupils participating in the study, whereas the maximum points obtained was 30 and this was collected from 0.2% of the pupils participating in the study.



#### **4.2. Comparison of the average of points in relation to the gender of the pupils**

The gender of the pupils affects the general attitude of pupils towards their peers with disabilities (Sig=0.002). The total average point for the attitude of the boys is 22.40, whereas the average of the points for the girls is 23.57. Thus, girls have a more positive attitude towards their peers with disabilities than boys.

The gender of the pupils affects the results of affective component of attitude of pupils towards their peers with disabilities (Sig=0.002). Female pupils have an average of points for the affective component of the attitude which is higher (26.40); whereas male pupils have an average of points for the affective component of the attitude which is lower (24.66).

The gender of the pupils affects the results of behavioural component of attitude of pupils towards their peers with disabilities (Sig=0.000). Girls have an average of points for the behavioural component of the attitude which is higher 27.31; whereas boys have an average of points for the behavioural component of the attitude which is lower (24.98).

There is no statistically based relationship between gender and the results of cognitive component of attitude of pupils towards their peers with disabilities (Sig=0.104). The total average point for the boys is 17.55, whereas the average of the points for the girls is 17.00.

#### **4.3. Data obtained from the interviews and the focus group developed with teachers on the issue of inclusive education**

Concerning the indicators of structure, teachers share such opinions: The number of the pupils in the classroom where there are pupils with disabilities is almost always the same as the number of the pupils in the classes where such pupils have not been integrated. In general, teachers state that the number of the pupils in the classes where there are pupils with disabilities should be lower than in other classes.

In the schools where pupils with disabilities have been integrated, in general, there are no teaching assistants. The teachers would like that to change. The teachers highly esteem the role of the teacher in charge of a certain class. This is usually a teacher who is always there for the pupils and especially for the pupils with disabilities. Teachers also value the cooperation and interaction with the teacher in charge of a certain class or grade. In general, teachers affirm that they have not been involved in qualification processes recently, which they would like to change as well. They consider it necessary for their qualifications to deal the pupils with disabilities.

As a general rule, there are psychologists in schools. There are schools in which there is no psychologist and the teachers demand the presence of a psychologist in school. They list various reasons for this (e.g. blood feud,

family problems, the presence of children with disabilities in their classes, etc.). In the schools where there is a psychologist, the same helps the teachers with their work with pupils with disabilities. In schools, there are also other assisting personnel like dentists and the nurses.

When it comes to the labs for the pupils with disabilities, teachers state that such labs do not exist. Most teachers think that there are not enough rooms for the pupils with disabilities. Even those teachers who think there are such rooms, they state that they are not suitable for pupils with disabilities. There is no resource centre in the schools concerning disabilities. There are very few materials in the libraries concerning pupils with disabilities. The teachers also affirm that there are special didactic material for the work with pupils with disabilities.

Concerning the indicators of the teaching and learning process, teachers share such opinions: In general, there is no individualised plan for teaching pupils with disabilities. However, there are teachers who work with an individualised plan for teaching pupils with disabilities. The relations of the schools with other institutions are good. In particular, the teachers appreciate medical assistance concerning various problems that their pupils might have. One positive experience is that of the pupils of "Pashko Vasa" school with the Centre for Development in Shkodra. The teachers and the personnel from this centre cooperate very well and they contribute towards the wellbeing of the pupils with disabilities who attend this school, due to the proximity of these two institutions.

Concerning the cooperation among the schools, the teachers say that they cooperate with teachers from other schools. They cooperate with teachers they know, but there is no institutional cooperation between schools. The cooperation happens in the form of the experience exchange among friends and acquaintances.

The teachers consider the integration of pupils with disabilities into schools to be very important and necessary, because such process makes it possible for these children to feel equal to the rest of the society. They also say that this process should not be hastened and that there are a lot of difficulties in the implementation of the process, and as a result many of the teachers think that it would be better to have a special school for these children and well trained and well qualified staff especially for these pupils.

## **5. Conclusions**

The pupils' attitude towards their peers with disabilities is positive, but there is still a lot to be done in this aspect. The affective and behavioural components of the pupils attitude towards their peers with disabilities are

favourable, whereas the cognitive component of the attitude of the pupils towards their peers with disabilities is not favourable.

The gender of the pupils influences the general attitude and influences the results of affective and behavioural component of pupils' attitude towards their peers with disabilities. Girls have a more positive attitude towards their peers with disabilities than boys. Also, girls have a higher average of points for the affective and behavioural components of the attitude than the average of boys. There is no statistically significant relationship between the gender of pupils and the points of the cognitive component of the attitude.

## **6. Recommendations**

Based on the findings of the study and on the conclusions drawn from it, it is necessary to point out certain recommendations so that the process of inclusive education can be carried out completely. The necessary conditions include:

- The promotion of pupils' positive attitudes towards their peers with disabilities, especially the cognitive component
- The improvement of pupils' interaction with their peers with disabilities and the improvement of the quality of this interaction
- Involving the teachers in qualifying processes concerning disabilities
- Teachers should be familiar with the essential documents concerning the rights of the individuals with disabilities and of the legal basis in Albania concerning the education of people with disabilities
- Teachers should be more aware that the integration of the pupils with disabilities into schools is a necessary process
- The reduction of the number of pupils in classes where pupils with disabilities have been integrated
- Teaching assistants should be introduced in schools where pupils with disabilities have been integrated
- Schools should be equipped with special labs for the pupils with disabilities
- There should be suitable spaces in schools where pupils with disabilities have been integrated
- Schools should be equipped with resource centres concerning pupils with disabilities
- School libraries should be equipped with theoretical works and papers concerning disabilities
- Schools should be equipped with special didactic materials concerning disabilities and related to the work with pupils with disabilities

- Individualised plans of education should be designed for each pupil with disabilities
- The improvement of the institutional relations among schools in general and especially with special school if there are any, in order to improve the quality of cooperation
- Parents' awareness concerning the necessity of integration of the pupils with disabilities in schools should be raised

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## **ULOGA SPOLA U RAZVOJU DJEČJIH STAVOVA PREMA UČENICIMA S INVALIDITETOM**

**Sažetak:** Inkluzija osoba s invaliditetom jedan je od prioriteta države Albanije, kao što je to slučaj i s mnogim zapadnim zemljama. Vrlo važan aspekt inkluzije se odnosi na stavove pojedinaca prema invaliditetu. Cilj je rada ispitati stavove učenika prema njihovim vršnjacima s invaliditetom, kao i analizirati utjecaj učeničkog spola na te stavove.

Primjenjena je metodologija koja uključuje istraživačku tehniku anketiranja. Mjerni instrument je CATCH upitnik (Chedoke-McMaster Attitudes Toward Children with Handicaps). Ispunili su ga učenici petog, šestog i sedmog razreda u škola iz gradova smještenih u četiri pokrajne na sjeveru Albanije (Shkodër, Lezhë, Kukës and Dibër). Također je primjenjena i tehnika intervjuiranja s učiteljima javnih škola u koje su integrirani učenici s invaliditetom. S učiteljima su primjenjene i focus grupe. Namjera je bila prikupiti njihovo mišljenje o učeničkim stavovima prema njihovim vršnjacima s invaliditetom i identificirati probleme s kojima se susreću u svojoj nastavi.

Rad nudi određene zaključke i preporuke. Učenički stav prema njihovim vršnjacima s invaliditetom je pozitivan, ali još postoji mnogo prostora za pomak. Afektivne i ponašajne sastavnice učeničkog stava prema njihovim vršnjacima s invaliditetom su poželjne, što nije slučaj s kognitivnim sastavnicama stava. Spol utječe na njihove stavove općenito, te na afektivne i ponašajne sastavnice stavova prema njihovim vršnjacima s invaliditetom. Učenice imaju pozitivniji stav prema svojim vršnjacima s invaliditetom nego učenici. Djevojčice također imaju prosječno višu vrijednost u afektivnim i ponašajnim sastavnicama stavova nego što je prosječna vrijednost u dječaka.

Nužno je razmotriti određene preporuke kako bi se proces inkluzivnoga obrazovanja u potpunosti provodio. Kada se radi o uvjetima neophodnim za provođenje inkluzivnoga obrazovanja, potrebno je promicati pozitivne stavove učenika prema njihovim vršnjacima s invaliditetom. Isto je tako potrebno uključivati učitelje u proces kategorizacije invaliditeta i smanjiti broj učenika u razredima u kojima su integrirani učenici s invaliditetom, osigurati podršku učiteljima koji s njima rade i opremiti školu, osmisliti individualne obrazovne planove za učenike s invaliditetom i povećati svijest roditelja o nužnosti integracije učenika s invaliditetom u škole.

**Ključne riječi:** stav, spol, invaliditet, CATCH test.

## **ROLLE DES GESCHLECHTS IN DER ENTWICKLUNG DER EINSTELLUNG VON KINDERN GEGENÜBER BEHINDERTEN SCHÜLERN**

**Zusammenfassung:** Die Eingliederung von behinderten Menschen ist eine der Prioritäten des Staates Albanien, wie auch vieler westlichen Länder. Ein sehr

wichtiger Aspekt der Inklusion bezieht sich auf die Einstellung der Menschen gegenüber Behinderungen. Das Ziel dieser Arbeit ist die Einschätzung der Einstellungen von Schülern gegenüber ihren behinderten Altersgenossen, sowie die Analyse der Auswirkungen vom Geschlecht der Schüler auf diese Einstellungen.

Es wurde die Methodik angewandt, die die Umfragetechnik einschließt. Das Messinstrument ist der CATCH Fragebogen (Chedoke - McMaster Attitudes Toward Children with Handicaps). Er wurde von Schülern der fünften, sechsten und siebten Klassen in Schulen in Städten ausgefüllt, die in vier Provinzen im Norden Albaniens (Shköder, Lezhë, Kukës und Dibër) liegen. Es wurden auch Befragungstechniken mit Lehrern in öffentlichen Schulen angewandt, wo Schüler mit Behinderungen integriert sind. Mit Lehrern wurden auch Fokusgruppen angewandt. Es war beabsichtigt, ihre Ansichten über die Einstellung der Schüler gegenüber ihren Altersgenossen mit Behinderungen zu sammeln und die Probleme zu identifizieren, die sie in ihrem Unterricht angetroffen haben.

Der Beitrag bietet bestimmte Schlussfolgerungen und Empfehlungen. Die Einstellung der Schüler gegenüber ihren Altersgenossen mit Behinderungen ist positiv, aber es gibt noch viel Raum für Fortschritte. Die affektiven und Verhaltenskomponenten von Einstellungen der Schüler gegenüber ihren Altersgenossen mit Behinderungen sind wünschenswert, was nicht der Fall mit den kognitiven Komponenten der Einstellungen ist. Das Geschlecht wirkt sich auf ihre Einstellungen im Allgemeinen aus, sowie auf die affektiven und Verhaltenskomponenten von Einstellungen der Schüler gegenüber ihren Altersgenossen mit Behinderungen. Die Schülerinnen haben eine positivere Haltung gegenüber ihren Altersgenossen mit Behinderungen als die Schüler. Die Mädchen haben auch einen höheren durchschnittlichen Wert der affektiven und Verhaltenskomponenten von Einstellungen, als es der durchschnittliche Wert bei Jungen ist. Es ist notwendig, spezifische Empfehlungen zu berücksichtigen, damit der Prozess der inklusiven Bildung vollständig umgesetzt wird. Im Hinblick auf die notwendigen Voraussetzungen für die Umsetzung der inklusiven Bildung ist es notwendig, positive Einstellung der Schüler gegenüber ihren Altersgenossen mit Behinderungen zu fördern. Es ist auch notwendig, Lehrer in den Prozess der Kategorisierung der Behinderung einzubeziehen und die Anzahl der Schüler in Klassen zu reduzieren, in denen behinderte Schüler integriert sind. Weiter sollten Lehrer, die mit ihnen arbeiten, unterstützt und die Schulen ausgestattet werden, sowie individuelle Bildungspläne für behinderte Schüler entwickelt und das elterliche Bewusstsein für die Notwendigkeit der Integration der behinderten Schüler in die Schulen erhöht werden.

Schlüsselbegriffe: Einstellung, Geschlecht, Behinderung, CATCH Test.