

*European Research Studies,
Volume XIII, Issue (3), 2010*

Attitudes Toward Disability and Social Inclusion: An Exploratory Analysis

María Isabel Novo-Corti¹

Abstract

Our work deals with inclusion of disabled students at university. Our premise is that young people are most likely to empathize towards disabled people. We have focused on attitude of students at university, trying to identifying those variables which would make them more liable to assist disabled people and to facilitate their integration. In order to answer our question, we based our research on the Theory of Planned Behavior (TPB). We've made an enquiry to university students and we've developed the model for young peoples' perceptions of disability. Our findings are hopeful in the way to inclusion.

Keywords: *Theory of Planned Behavior, disabled students*

JEL Classification: *I0, I29*

1. Introduction

Improvement in quality of life and the welfare of citizenry are top priorities for governments and for developed societies. Nevertheless, some more groups still remain at risk of exclusion, such as immigrants, the disabled, ethnic minorities, the elderly, etc. Here we have focused on the disabled.

We began under the premise that young people are most likely to be sympathetic toward this group. Here we have focused on the youngest and most highly educated sectors of the population with a view to identifying those variables which would make citizens more inclined to assist disabled people consequently helping to facilitate their integration in society. In order to answer our question, we based our research on the Theory of Planned Behavior (TPB) which looks at not only the attitude of the individual involved, in this case, the college student, but rather it also takes into account other variables such as social norms and perceived control. While on the one hand social norms, family influence, friends or third parties may influence individuals' behavior, on the other hand, the concept of

¹ University of A Coruña (Spain).

* I would like to professor Jean-Pierre Levy Mangin (University of Quebec - Canada) and to my colleague Domingo Calvo Dopico (University of A Coruña - Spain) their helpful comments and suggestions, all possible mistakes are only author's fault.

perceived control includes skills and abilities which positively influence the individual. We propose a theoretical framework as a means to define the main concepts and theories leading to our hypothesis. Namely we will explore the concepts of social exclusion and inclusion from a multidimensional viewpoint. These concepts will in turn help us to identify those indicators for exclusion or possible risk of exclusion.

This text opens with a general synthesis of the basic foundations of the Theory of Planned Behavior. We then develop the model for our case study on young peoples' perceptions of disability. Afterward we have explained our methodology and results. We point out the main implications of education and higher learning policies, and we later present our conclusions. Finally, we address some limitations and possibilities for further research.

2. Disability and Inclusion

The Theory of Planned Behavior (TPB) is premised on the notion that personal attitudes underlie individuals' actions so that actions become our main focus. It is thought that these attitudes arise from three types of input: cognitive information (that which is related to an individual's knowledge and beliefs), affective (related to feelings themselves), and behavioral (a person's conduct determines his or her behavior). The most well known models are the ones proposed by Ajzen and Fishbein (1980).

Hence we have built our study on the concepts of inclusion and education within the context of the Theory of Planned Behavior. Within this framework we have explored various aspects of these attitudes, starting with a general analysis of the underlying attitude toward the concepts disability and inclusion, followed by a look at the main focus of our paper: attitudes toward inclusion, dominant social norms, and individuals' perceived control. Throughout this paper we will be addressing these issues in the context of education generally, but more specifically, within the context of higher education. Our hypothesis is that youth in general and young Spanish university students show inclusive attitudes toward groups at risk of exclusion, in particular toward disabled people.

2.1 Disability: from a medical to a social approach.

The concept of disability operates in a complex terrain at the confluence of multiple terms related to medical, social, psychological or educational theories (Verdugo, 1995). The first studies on this topic began in the 60s in the United States.

The most important research can be found in Haber (1967, 1971), Nagi (1965, 1976, 1979) and Altman (1986). Research conducted in subsequent decades has shown the struggle to find operational definitions of disability that are “complete”, “global” or “stable over time”, but the problem of disability as a concept, as is the case with many other concepts in the social sciences lies in their circumstances (Aspinall, 1997; Bickenbach et al., 1999; Fujiura and Rutkowski, 2001; Altman 2001a, 2001b; Gross and Hahn, 2004; Hahn and Pool Hegamin, 2001; LaPlante, 1990; Mathiowetz, 2001; Campell and Oliver M. 1996 and Grönvik, 2009).

The approach to disability as a medical problem has been challenged (Oliver, 1990, 1991, 1996a, b, 2004), since the qualitative aspects, which are essential, cannot be left aside. Moreover, the importance of the definitions used in the results has been shown to be key (Grönvik, 2007a, 2007b, 2009). Depending on the definition adopted, the databases used will include different subjects and, therefore the conclusions reached in the research based on each of the cases will be different.

One of the most recent studies on the terminology of disability (Grönvik, 2009) makes an interesting comparison between three different approaches to defining disability: a functional limitation, as an administrative definition or as a subjective definition, in terms of the assessment that each individual has of himself. This classification is based on two fundamental reasons: The first is that these are definitions commonly used by researchers, as well as by the organizations producing disability statistics (Martin, Meltzer and Elliot, 1988, United Nations, 1990, 1996 and 2003) and the authorities who evaluate disability programs, the second reason is the restrictions put on statistical sources depending on the definition chosen, hence it does not consider some current forms of defining disability, like those proposed by the social model of disability, since they cannot be included due to lack of data, in this sense see Barnes and Mercer (2004) for a contemporary and comprehensive introduction to the social model of disability, and Shakespeare (2005b) for a critique of the lack of empirical research.

Therefore, we will base our research, according to these new approaches, on a concept of disability focused on social aspects, so-called "functional diversity" Alonso et al (2007). These authors understand that consideration for and treatment of these people can cause difficulties in relations with other people who do not have a disability, which could lead to their exclusion. Whereas the groups involved are numerous, these authors, after studying the many aspects of functional diversity, concluded that diversity is precisely each of the factors that make people unique. Based on the above, we will consider disability in the broad sense as any special

difficulty a person may have in a particular area, whether physical, sensory or psychological.

2.2. Inclusion

The concept of social exclusion is attributed to René Lenoir (1974). A wide variety of people fit this category: not only poor but also the disabled, the suicidal, the elderly, abused children, and so on. Later this term was used to refer to various types of social disadvantage, related to new social problems that would appear as a result of crisis situations: unemployment, marginalization and fundamental changes in the lives of families (Cannan and Warren 1997).

Sociologists have refined this concept and associated it with the dimension of poverty. Thus, increasingly more emphasis has been put on the duration and recurrence of periods (episodes) of poverty. The dividing line between poverty and social exclusion is really diffused. The focus of the "abilities" proposed by Sen (1985) clarifies the situation in the sense that what is really important in social exclusion is to take into account that it is multidimensional and dynamic, multifaceted and evolving, since it varies according to geographical location, social norms, and the present moment. Yet the synthesis that Sen (2000) draws throughout his many valuable contributions suggests that the key is for individuals to be able to leave or avoid a situation of social exclusion. An interesting read about the definitions of social exclusion is the well-known work of Hilary Silver (1995). Silver analyzes various definitions of social exclusion and integration, depending on the context, and points out that all of them have "an ideological bias", which leads her to propose three main "paradigms"

In the international arena, the United Nations Development Programme has been at the forefront of attempts to conceptualize social exclusion in developed countries and developing countries. A number of studies in some countries have led to the formulation of a rights-based approach, referring to social exclusion as a lack of access to civil society institutions (legal and political systems). The program defines the basic levels of education, health, and the financial well-being necessary to make access to institutions a reality. This is the concept that we will base our study on.

Once we have conceptualized both disability and inclusion, we will analyze the determinant factors that influence the willingness to provide support and assistance to the disabled. In this sense, social support is essential to ensure the inclusion of groups with disabilities. Here both policy actions that can lead to favorable social norms and the attitude of individuals play a key role. Unfavorable

attitudes actually increase the difficulties, so disabled individuals need tolerant, positive, and supportive attitudes on the part of society (Verdugo and Arias, 1991).

3. Factors In Social Inclusion Of Disabled Persons: Conceptualization And Empirical Evidence

3.1. Attitudes towards disability and social inclusion.

3.1.1. Conceptualization

According to Fishbein and Ajzen (1974) attitude can be taken to mean a person's bias in assessing, evaluating or weighing in on a disabled person's situation or circumstances. This predisposition may be, as mentioned above, cognitive, emotional or behavioral. Thus, a person can express a belief or opinion to a disabled person, he may also express his feelings and even show a predisposition to act or take a certain action towards disabled person. These opinions, feelings and intentions toward the disabled person may have a very positive influence on integration and social inclusion. Also, a positive attitude would be the basis for generating inclusive environments that encourage positive change in attitude towards these groups (Brooks and Bransford, 1971 and Clore and Jeffrey, 1972).

3.1.2. Empirical Evidence

The results of recent studies are not as optimistic as one would expect. In fact, Sharma, Moore and Sonawane's study (2009) of inclusion levels in high school education in India has concluded that there is opposition to inclusion, which is more pronounced in people with lower educational levels. As for teachers attitudes towards the inclusion of disabled students in mainstream education, Ernst and Rogers (2009) developed a website study which analyzes teacher training specific to this area from a gender perspective. The results indicate that teachers have adequate training, with more inclusive attitudes, especially towards boys. In Spain, there are interesting studies such as the Infante and Gomez (2004), on the attitude towards disability and inclusive multiculturalism in college students, according to different knowledge areas and at two different levels. The results indicate that the attitude of all students at University is positive for both groups studied, attitudes were significantly more positive for students in their last years of education and less so for students of first engineering courses, Alonso et al (2007) explores the attitudes of university students towards groups at risk of exclusion (what they call "differences"), taking into consideration different areas of expertise: Education,

Humanities, Technology, Social and Experimental Sciences, level of completed studies and gender. Their findings indicate that the attitude is generally favorable, although there are significant differences from one field of study to another, with more favorable attitudes shown by Humanities students, and less favorable in the Social Sciences and Education. In terms of education level, attitudes are more favorable as education increases, with similar results for both women and men. Most studies on this subject show similar results, reinforcing these conclusions regarding the favorable attitude toward inclusion on the part of university students, for example, the Sanchez Bravo et al study (2008) for Education students. This does not mean however that there are no studies showing the opposite results, as is the case of Sales et al (2001), made for student teachers in relation to special education students.

3.2. Social Norms and Inclusion

3.2.1. Conceptualization

The problems of social exclusion of disabled people and other groups at risk of exclusion, are viewed with different lenses for different societies, for this reason it is expected that young people's attitudes towards inclusion are different depending on the environment they are in. It is all about an individual's perception of the influence of third parties or relevant specific groups when deciding to perform a certain action and that cause the agent to act a certain way, guided by this external force. The influence of friends, family, and educational institutions is a key here. In the European context, there are different approaches, depending on the tradition of different societies, but the vision of social exclusion as a rupture of the social network is becoming ever more widely extended. This is attributed to a failure of the State, linked to the Francophone theses, which is illustrated the involvement of all members of society in achievement of social inclusion as a common goal. In this sense, the dominant social norm would be favorable toward inclusion.

Reflecting this social sense, the European Union has committed to the fight against social exclusion, which is reflected in the treaties of Maastricht and Amsterdam and the European Social Funds which have been deeply involved in combating social exclusion.

3.2.2. Empirical Evidence

The most recent empirical evidence in the European Union comes following the Commission Communication "Europe 2020: A strategy for smart growth,

sustainable and inclusive” (COM 2010, 2020 - 3.3.2010) which has been shown a performance baseline social cohesion, the proposed objectives are representative of the three priorities of smart growth, sustainable and inclusive, contained some initiatives, which include the fight against social exclusion, together with the discussions in the Council, the European Council 25 and March 26, 2010 (EUCO7/10) have resulted in the Integrated Guidelines for Europe (2020) (COM 2010 193 final of 04.27.2010, P. 11), in which lists the 10 basic guidelines to face the further. Guideline No. 10, entitled “Promoting social inclusion and combating poverty”, says Europe's commitment to the groups at risk of exclusion in general and the disabled in particular: “Member States’ efforts to reduce poverty should be aimed at promoting full participation in society and economy and extending employment opportunities, making full use of the European Social Fund. Efforts should also concentrate on ensuring equal opportunities, including through access to affordable, sustainable and high quality services and public services (including online services, in line with guideline 4) and in particular health care. Member States should put in place effective anti-discrimination measures. Equally, to fight social exclusion, empower people and promote labour market participation, social protection systems, lifelong learning and active inclusion policies should be enhanced to create opportunities at different stages of people’s lives and shield them from the risk of exclusion. Social security and pension systems must be modernized to ensure that they can be fully deployed to ensure adequate income support and access to healthcare — thus providing social cohesion — whilst at the same time remaining financially sustainable. Benefit systems should focus on ensuring income security during transitions and reducing poverty, in particular among groups most at risk from social exclusion, such as one-parent families, minorities, people with disabilities, children and young people, elderly women and men, legal migrants and the homeless. Member States should also actively promote the social economy and social innovation in support of the most vulnerable” (Pg. 23. Europe2020. Integrated guidelines for the economic and employment policies of the Member States. European Commission. Brussels, 27.4.2010. SEC(2010) 488 final. Recommendation on broad guidelines for the economic policies of the Member States and of the Union. Part I of the Europe 2020 Integrated Guidelines{COM(2010) 193 final}).

3.3. Perceived Control and Inclusion

3.3.1. Conceptualization

These are the capabilities, skills, abilities that individuals perceive to be taken to assist a person with some degree of disability. Studies of perceived control

have traditionally been seeking an appropriate way to measure the notion of self-efficacy (see Corcoran, 1991; Eastman and Marzillier, 1984 and Kazdin, 1978) and that the perception of control is an essential component of the theory of planned behavior and raises important questions as to nature of it (Netemeyer, Burton and Johnston, 1991).

3.3.2. Empirical Evidence

Studies of perceived control in young people are directed to various fields which have attracted particular interest of late, some are related to health: McCaul et al (1993), Reinecke (1997), others to security: White et al (2008), Nemme et al (2010), food: de Bruijn (2010), Internet uses: Pelling and White (2009), etc. There have been studies on perceived control for people with disabilities, including those of Paul et al (2006), Lannen et al (2002) on young people with learning disabilities in virtual environments and that of Mueller et al (2006) on youth with Tourette's Syndrome in a university context.

3.4. Inclusion in educational contexts: The University

3.4.1 Conceptualization

The concept of inclusive education (Seelman, 2004) refers to the placement and education of students with disabilities in regular education classrooms, along with students without disabilities and of the same age. The concepts of inclusion in general and of inclusive education in particular, are usually associated with developed countries, with the means to implement inclusive policies. However, the need to make society more inclusive does not always go hand-in-hand with the activities sponsored by institutions, so that the availability of resources does not necessarily guarantee inclusion. However, the involvement of society in a collaborative approach can achieve valuable results without the same resource allocation. In this sense it is ironic to see how the scarcity of resources can sometimes create situations truly favorable toward inclusion. In relation to inclusion in basic education contexts, there are numerous studies, some of which have been discussed throughout this work, one of which shows clearly optimistic results, as well as Horrocks, White and Roberts (2008). With regard to inclusion in higher education contexts, there are fewer jobs, probably because of the difficulty that the disabled community has in accessing higher education levels. Distance learning has been repeatedly promoted as an option that allows people with disabilities to achieve high education levels. Yet this cannot be considered the ideal inclusive education

style, since it does not involve the individual in interpersonal relationships. The University of Kentucky conducted an interesting study on the subject of inclusion in higher education through distance learning by Collins et al (2009).

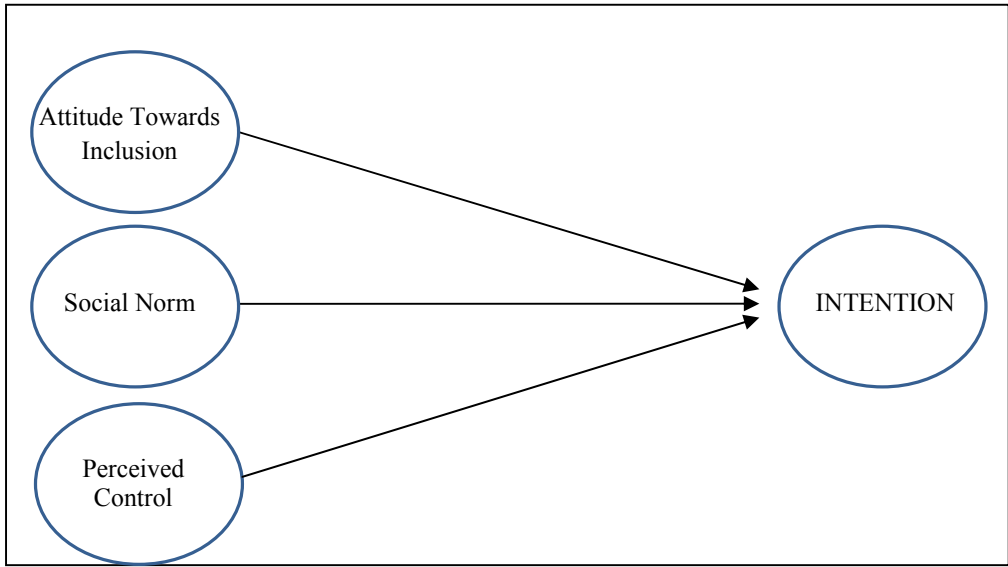
3.4.2. Empirical Evidence

The methodology used in this work, has also been applied in different educational contexts. Regarding the inclusion of students with disabilities, one of the most recent studies was one developed by Campbell (2009), for 593 primary education students distributed in 52 classes in five different schools, or the studies analyzing inclusion in physical education activities, such as Obrusnikova, Block and Dillon (2010), which explores the attitudes of those without disabilities to the disabled. There has also been research conducted on physical education teachers from different countries and cultures developed by Hodge et al (2009) or the Jerlinder, K., Danermark, B. and Gill, P. (2010) on the attitudes of inclusive physical education teachers in primary education in Sweden. In the university environment, some work has been done using this methodology, such as the studies at lower education levels. There is a tendency among papers that analyze the inclusion of disabled people to look at physical activity. The most recent studies in this vein include Kudláèek et al (2002), on the inclusive attitudes of physical education in the Czech Republic, the work of Oh et al (2010) on the attitudes of teachers of physical education toward boys / girls with Attention Deficit Disorder and Hyperactivity Disorder (ADHD), prepared with a sample of 213 university professors from China, Korea and the United States. This work, by its very nature, could be considered as a hybrid, since it analyzes physical activity in relation to neurological disabilities. Only a few studies focus on sensory or mental disability, including recently McCarthy et al (2010) about people with communication problems and their relationship to undergraduate students of Business (Business). Once we have explained all aspects of the determinant factors that predispose to the intention to help or assist in the inclusion of a disabled person, we will explain the methodology.

4. Methodology

From the fundamentals we have discussed, we turn to building the model we want to test empirically. With these concepts we will build the essential relationships that relate the fundamental basics of attitude, perceived control and social norm towards inclusion and its relationship with the intention to assist, cooperate or engage in activities that promote the inclusion of a person with disabilities (see Figure 1).

Figure 1: Relationship between Attitude toward Inclusion, Social Norm, Perceived Control and Intention



Source: Prepared using Ajzen (1991)

To meet the objective we have set, there has been exploratory research with university students to identify the determinant factors that influence the intention to help members with disabilities. The following highlights the most relevant aspects of the study: sample and data collection, variables, distinguishing between items or variables and constructs and measurement scales and statistical techniques used.

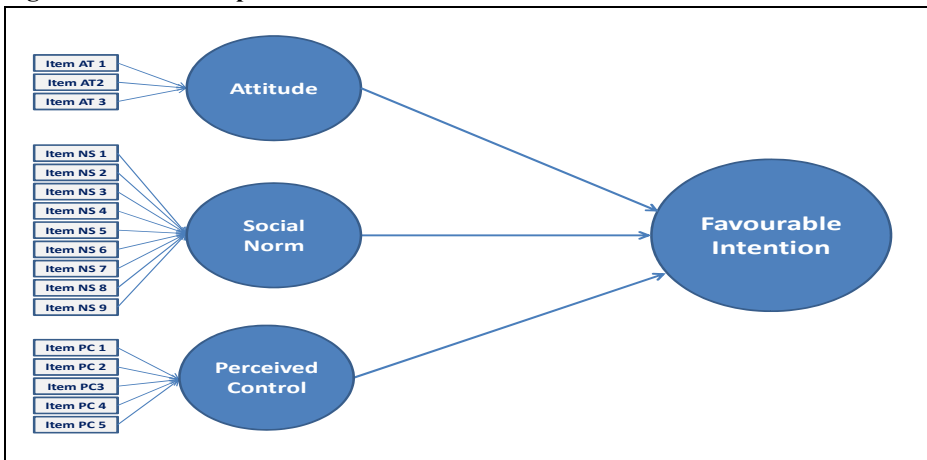
4.1. Sampling and Fieldwork

It has conducted a survey of 180 university students at different education levels within the university system in Galicia (North West of Spain). The randomness of the selection process ensured the representativeness of the sample and therefore the possibility to infer the results to the entire target population. The mean age was 22 years old. Random error, on the assumption of maximum indetermination ($p = q = 50$) and with a confidence level of 95.5% was 5.3%. The study was conducted in May 2010. The structure of the sample can be seen in the table below, in which the most representative classification variables have been collected.

4.2. Selection of variables, constructs and measurement scales

The questionnaire began with a formal introduction explaining the topic of research, the institutions that were taking place and the requirements to cover it. The university students have responded to their degree of agreement / disagreement on certain items or indicators that represent determinant factors of the intention to help people with some degree of disability. The answers correspond to a Likert-type scale in which we assess the degree of agreement or disagreement from 1 to 5, with 1 representing a disagreement at all, and level 5 the entire agreement.

Figure 2: Relationship between the latent variables and observed variables



Source: Author's own.

The Theoretical constructs shown in the above figure (in circles) are hypothetical or latent variables. They cannot be directly observed, but instead must be inferred from observable responses or formative indicator (in rectangles). This is as true of current behavior of as it is the other constructs.

For our purposes, the items used as indicators are classified into three types, as it tries to be indicative of the latent variables related to attitudes toward inclusion, the dominant social norm and control perceived by individuals (Figure 2). Attitudes, social norms and perceived control variables are abstract in nature, multidimensional, also called latent variables or constructs. According to the literature (Churchill, 1979), to make its measurement reliable requires multiple indicators, items or observable variables. Below we briefly explain the items used to measure each of the constructs. Table 2 shows a basic guide.

Table 2. Measurement of variables, latent variables and formative indicators

LATENT VARIABLE	INDICATORS	ESCALA DE MEDIDA	DESCRIPCION
ATTITUDE TOWARDS INCLUSION	Attitude 1	1. Do not agree at all 2. Somewhat agree	Honestly I think it is a problem that I have nothing to do with.
	Attitude 2	3. Neither agree nor disagree 4. Quite disagree	I think it is very gratifying to spend some of my own time helping others.
	Attitude 3	5. Totally agree	It affects us all in some way, even if it does not affect us personally.
SOCIAL NORM	Social Norm 1		My parents have taught me that anyone can be disabled and need others.
	Social Norm 2		In college the professors have concern for the disabled.
	Social Norm 3		My family has taught me from a young age that I should help those in need.
	Social Norm 4	1. Do not agree at all 2. Somewhat agree	I was taught in grade school to help those who may need me.
	Social Norm 5	3. Neither agree nor disagree 4. Quite disagree	My parents have taught me that anyone can be disabled and need others.
	Social Norm 6	5. Totally agree	In school I was taught to help those who may need me.
	Social Norm 7		In high school I was taught to help those who may need me.
	Social Norm 8		If my college offered support programs for the disabled, I would sign up.
	Social Norm 9		I believe that a person has the duty to help others in need.
PERCEIVED CONTROL	Perceived Control 1	1. Do not agree at all 2. Somewhat agree 3. Neither agree nor disagree	I feel able to help and support a disabled person.
	Perceived Control 2	4. Quite disagree	I think I am capable of perceiving disabled peoples' special needs.

INTENTION	Perceived Control 3	5. Totally agree	I think I would be capable of helping a physically disabled person.
	Perceived Control 4		I think I would be capable of helping a person with a psychic or sensory disability.
	Intention 1		I wish to participate in organizations that support people at risk of exclusion.
	Intention 2		I would like to participate in programs that help with social inclusion.
	Intention 3	1. Do not agree at all 2. Somewhat agree 3. Neither agree nor disagree 4. Quite disagree 5. Totally agree	I would like for educational institutions to promote programs for the inclusion of disabled people.
	Intention 4		I intend to help in the inclusion of disabled people.
	Intention 5		I try to help a disabled individual.

Source: Author's own

4.3. Analysis of Covariance Structure

To analyze the data and given that what we are trying to measure are the causal relationships between variables of a latent or abstract nature, we chose the technique of analysis of covariance structures. The Analysis of Covariance Structure consists of changing from a theory expressed verbally to a model expressed mathematically (Satorra and Bentler, 1994). Since we work with indicators of a formative character, we decided on the PLS statistical program, whose main objective is the prediction of dependent variables, in this case favorable intention towards supporting people with disabilities, whether latent or observable. Jöreskog (1993), Wold (1982) and Barclay et al (1995), suggest that this is an ideal method for exploratory analysis of the kind we are performing here, but could also be used for confirmatory analysis type. As for the sample size used here, it meets the generally accepted requirements for the implementation of this program. According to Gefen et al (2000), the robustness of the results could always be kept as long as the sample is a large multiple of the number of constructs in the model (Cohen,

1977), since it is based on linear regression. As a reference guide (Barclay et al, 1995), it is accepted that you must have at least ten times more cases than the number of items making up the most complex construct of the model. The predictive capability of partial least squares (PLS) is properly valued by Wold (1979), when contrasted with models with a solid theoretical basis.

5. Results

5.1. Reliability and validity of the measuring instrument

Before analyzing the results, we tested the reliability and validity of measurement scales. There are several ways to measure the internal consistency (Cronbach's alpha coefficient, the index of composite reliability and variance extracted). The validity is related to the accuracy with which the scale measures that which it was designed to assess. Convergent validity is measured by checking the regression weights of each of the items in the corresponding factor or construct (Jöreskog and Sörbom, 1993). The limit under consideration is beyond the value of 0.4. As can be observed in Table 3, there are several indicators that do not exceed the limit established by what has taken place for disposal. In the table the values that meet this criterion can be seen. In addition, we measured the reliability. In this study we used the Cronbach Alpha Index, composite reliability. According to literature, composite reliability indices that exceed 0.5 confirm the internal reliability of the construct (Bagozzi and Yi, 1988). In this work, values for Cronbach Alpha Index and composite reliability, are showing lows levels, , in relation to the attitude variable, these are indicators that either the variable attitude is not too much important for inclusion or that it is necessary to make more empirical evidence. At the same time, the negative value for Cronbach Alpha Index for Attitude variable shows negative values, indicating that the scale there are items that measure the opposite to others. For the other variables those index shows the right values, in particular for perceived control, this is indicating that the scale reliability is good.

After confirming the previous analysis, we believe that the proposed measuring instrument shows internal consistency and validity for use in estimating the attitude toward the product, the social norm, perceived control and intention.

Table 3: Measurement of variables, latent variables and formative indicators

LATENT VARIABLE	LABEL	INDICATORS	LOADING S	Alfa Cronbach	COMPOSITE RELIABILITY
-----------------	-------	------------	-----------	---------------	-----------------------

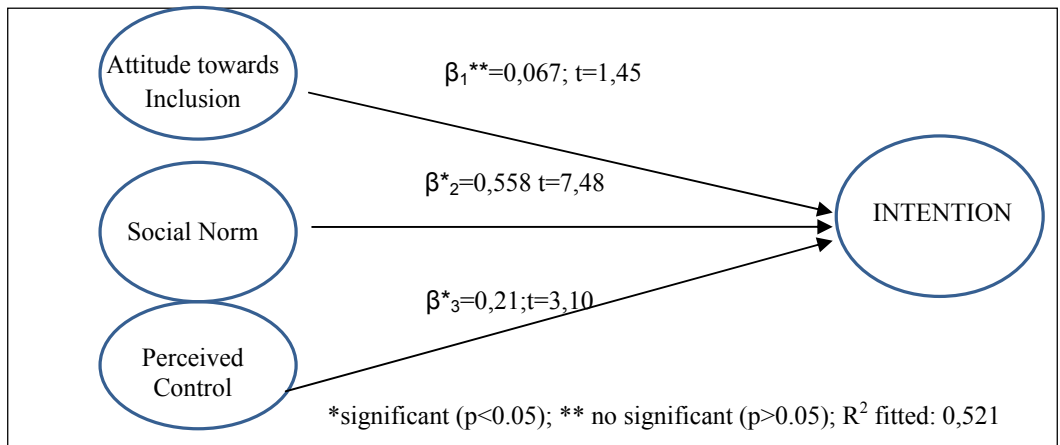
ATTITUDE TOWARDS INCLUSION	Act02	Attitude 1	- 0,350700		
	Act04	Attitude 2	0,793600	-0,294410	0,327001
	Act06	Attitude 3	0,765000		
SOCIAL NORM	Ns06	Social Norm1	0,478800		
	Ns09	Social Norm2	0,346800		
	Ns10	Social Norm3	0,415700		
	Ns11	Social Norm4	0,595500		
	Ns12	Social Norm5	0,436000	0,822532	0,782039
	Ns13	Social Norm6	0,676900		
	Ns14	Social Norm7	0,863500		
	Ns15	Social Norm8	0,521200		
	Ns16	Social Norm9	0,414600		
PERCEIVED CONTROL	Cp01	Perceived Control1	0,643900		
	Cp02	Perceived Control2	0,886100	0,848027	0,867321
	Cp03	Perceived Control3	0,937100		
	Cp04	Perceived Control4	0,655800		
INTENTION	Int01	Intention01	0,772200		
	Int02	Intention02	0,784700		
	Int03	Intention03	0,672500	0,786863	0,855244
	Int04	Intention04	0,847800		
	Int05	Intention05	0,580000		

Source: Author's own

5.2. Assessment of structural and causal analysis model

Now that we have verified that the measures of the constructs are reliable and valid, we proceeded to the assessment of the structural model. Figure 3 presents the results of causal analysis.

Figure 3: Results of structural model



Source: Author's own

The results show that the social norm is presented as the most important variable that exerts a great influence on the intention to help people with disabilities. Furthermore, perceived control is another variable that favorably predisposes young university students to help out disabled people. Finally, the personal attitudes of individuals have not shown a significant influence. The result obtained in connection with the attitude is, in our opinion, highly revealing, for it is one of the most important factors that can be achieved including the most disadvantaged groups.

The three key questions stirred up by our results are: first, that social norm is the variable that best explains the intention of supporting university students. In second place is the perceived control, and finally, although it has less explanatory weight, intentions. These three variables jointly lead us to think of a society with a certain degree of inclusive imbalance, without even hitting on generalized contradiction between the manifestations of what is the socially acceptable path and individual attitudes. Making visible the slight importance of attitude as an explanatory variable is a question that, in our opinion, should call the attention of those who make social policy: higher education is a field of work in which inclusive personal attitudes should be encouraged and in which that variable ought to logically be highly important as a determinant factor when considering inclusive intentions.

6. Implications

Based on the foregoing, we deem it necessary that public institutions generally and educational institutions in particular promote policies that encourage a positive attitude toward inclusion, specifically in the university context analyzed here.

The social norm is the most important variable to explain the intention of young people at university of helping their disabled fellow college. The perceived control is also a very important variable, this has two principal implications for inclusive policies: on the one hand, that is a key factor paying attention to enhance the skills and capabilities of the agents (in this case young people at university), and secondly, to investigate what the appropriate context or environment where these capabilities could have a more effective implementation, such as the use of new communication technologies.

Since public policies will be aimed at young university students, it seems convenient that we explore the possibility of creating mechanisms that promote proactive attitudes in university youth by means of incentives offered by academic institutions. Given that social norms reinforce intentions, it is possible that the results of the favorable measures for inclusion of the disabled in university settings offer positive results, not only for the disabled, but also for the other students.

Moreover, the promotion and implementation of inclusive policies, in basis of we have above concluded, will improve not only the quality of life for disabled students at the university, but also for the whole society, and consequently it will raise social and economic welfare, based of promoting equality, elimination of differences and better use, furtherance and advancement of human capital, avoiding wasting potential talented disabled people.

7. Conclusions

All inclusive measures for the disabled and for other groups at risk of exclusion, typically include the integration of people with special needs in normalized social groups which lacking that specific need or difficulty. This is seen as the only way to achieve inclusive cohabitation and thus an improved quality of life for everyone. Inequalities in society are one of the greatest obstacles for maximizing welfare in developed societies where the search for economic growth as a means of improving welfare is giving way to the search for a more egalitarian, equitable, and supportive society which allows us to establish superior welfare rates.

If those who are considered “normal” do not show a favorable attitude toward the inclusion of those who do not have their characteristics, they will not be able to help them reach this goal and inclusion will be doomed. This is a variable which must be looked at the institutional level or on the part of social groups in order to make a more inclusive and egalitarian society, which is better for all actors involved, even those without disabilities. In light of the results obtained in relation to social norms, we can put forth another key concern for inclusion: one thing is what people verbally claim and another thing altogether (which does not always agree with the former) is what people are actually willing to do. There is no doubt that social norms are favorable to inclusion. By analyzing items separately we have confirmed that the weight of this norm includes all levels, even the family level and educational institutions. On the other hand, it does not appear that the absence of perceived control is a special difficulty within the possibilities of inclusion of the disabled group in the university setting. This paper has allowed us to identify two key factors to design and create social integration strategies around as well as inclusive social policies which allow for and favor the integration of individuals with some disability.

FURTHER RESEARCH LEADS

There has been a growing interest in research into attitudes as well as an ever greater interest in the semantics of the term disability (disabled, handicapped, invalid). Toward the end of the last century a transition occurred in the methodology for the study of social attitudes towards disability, going from approaches based on verbally answered statements made by individuals to approaches which emphasize the concrete actions of individuals. In other words, more emphasis has been placed on behavior rather than on opinions expressed which do not always match.

Given that this paper is simply an exploratory analysis of the situation in university settings, we are leaving the doors open to further research which may delve deeper into university students’ intention to support inclusion, from certain viewpoints, which if included in this paper, have not been as deeply analyzed as they deserve. There are some key variables which, in our opinion, could be the subject of further research, for example the influence which doubtless variables such as gender, the presence of a close person with a disability, the type of household, etc. will have over personal attitudes toward inclusion, perceived control, and the intention of actively supporting inclusion.

Finally, we will point out other matters of interest to further research, which could focus on the analysis of the implications of experience and familiarity with people

with disabilities, or onto examine the role of belonging to an organization dedicated to helping social, social network, etc.

REFERENCES

1. Ajzen, I. (1985). "From intentions to actions: A theory of planned behavior". In J. Kuhl and J. Beckman (Editors.), *Action-control: From cognition to behavior* 11-39. (Heidelberg: Springer).
2. Ajzen, I. and Fishbein, M. (1980). "Understanding attitudes and predicting social behavior", (Englewood Cliffs, NJ: Prentice-Hall).
3. Alonso, M.J., Navarro, R and Ridón, V. (2007). "Actitudes hacia la diversidad en estudiantes universitarios". *Jornadas de Fomento de la investigación*. Downloaded from <http://www.uji.es/bin/publ/edicions/jfi13/44.pdf> on August, 4th, 2010.,
4. Altman, B.M. (1986). "Definitions of disability in empirical research: Is the use of an administrative definition co-opting the results of disability research?". Paper presented at the Annal Meetings of American Sociological Association. (Washington, DC).
5. Altman, B.M. (2001a). "Definitions of disability and their operationalization, and measurement in survey data: An update". In Barnartt, S.N. and Altman, B.M. (Editors.), *Exploring theories and expanding methodologies: Where we are and where we need to go*, Vol. 2, 77–100. (Oxford: Elsevier).
6. Altman, B.M. (2001b). "Disability definitions, models, classification, schemes, and applications". In Albrecht, G.L., Seelman, K.D. and Bury, M. (Editors.). *Handbook of disability studies*, 97-122. (Thousand Oaks, California: Sage Publications).
7. Aspinall, P. J. (1997). "The conceptual basis of ethnic group terminology and classifications". *Social Science and Medicine*, Volume 45, Issue 5, September, 689-698.
8. Bagozzi, P. and Yi, Y. (1989). "On the Use of Structural Equation Models in Experimental Designs". *Journal of Marketing Research*. Vol. XXVI, August, 271-84.
9. Barclay, D., Higgins, C., and Thompson, R. (1995). "The partial least squares (PLS) approach to causal modeling. Personal computer adoption and use as an illustration". *Technology Studies*, Special Issue on Research Methodology, 2(2), 285–309.
10. Barnes, C. and Mercer, G. (Editors). (2004). "Implementing the social model of disability: Theory and research". (Leeds: Disability Press).
11. Bickenbach, J.E., Chatterji, S., Badley, E.M., and Üstün, T.B. (1999). "Models of disablement, universalism and the international classification of impairments, disabilities and handicaps". *Social Science and Medicine*, 48, 1173–1187.
12. Brooks, B.L. and Bransford, D.L. (1971). "Modification of teacher attitudes toward exceptional children". *Exceptional Children*, 38, 259-260.

13. Camplell, J. and Oliver, M. (1996) "Disability Politics: Understanding our past, changing our future". (London, Loutledge).
14. Campbell, M. (2010). "An Application of the Theory of Planned Behavior to Examine the Impact of Classroom Inclusion on Elementary School Students". *Journal of Evidence-Based Social Work*, May/Jun, Vol. 7 Issue 3, 235-250.
15. Cannan, C. and Warren, C. (1997). "Social action with children and families: A Community development approach to child and family welfare". (Roudlege).
16. Churchill, G.A. (1979). "A paradigm for developing better measures of marketing constructs", *Journal of Marketing Research*, Vol. 1, n° 1, pgs. 64-73
17. Clore, G. L. and Jeffrey, K. M. (1972). "Emotional role playing, attitude change, and attraction toward a disabled person". *Journal of Personality and Social Psychology* Volume 23, Issue 1, July, 105-111.
18. Cohen, J. (1977). "Statistical power analysis for the behavioral sciences". (Laurence Erlbaum Associated Publishers, New Jersey, USA).
19. COM (2010) 193 final Bruselas, 27.4.2010, 2010/0115 (NLE). Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States Part II of the Europe 2020 Integrated Guidelines Europe 2020 {SEC(2010) 488 final}
20. COM (2010) 2020. Communication From The Commission: EUROPE2020 A European strategy for smart, sustainable and inclusive growth,. Brussels, 3.3.2010 COM (2010)
21. Collins, B.C; Baird, C.M. and Hager, D.H. (2009). "The University of Kentucky Distance Education Program in moderate en severe disabilities". *Rural Especial Education Quarterly*, 28 (3), 30-40.
22. Corcoran, K. J. (1991). "Efficacy, "skills," reinforcement, and choice behavior". *American Psychologist*, 46, 155-157.
23. de Bruijn, G. Jan. (2010) "Understanding college students' fruit consumption. Integrating habit strength in the theory of planned behavior". *Appetite*, Feb, Vol. 54 Issue 1, 16-22.
24. Eastman, C, and Marzillier, J. S. (1984). "Theoretical and methodological difficulties in Bandura's self-efficacy theory". *Cognitive Therapy and Research* Volume 8, Number 3, 213-229.
25. Ernst, C. and Rogers, M.R. (2009). "Development of the Inclusion Attitude Scale for High School Teachers". *Detail Journal of Applied School Psychology*, Vol. 25 Issue 3, 305-322
26. Fishbein, M., and Ajzen, I. (1974). "Attitudes toward objects as predictors of single and multiple behavioral criteria". *Psychological Review*, 81, 59-74.
27. Fujiura, G.T. and Rutkowski-Kmitta, V. (2001). "Counting disability". In G.L. Albrecht, K.D. Seelman and M. Bury (Editors.). *Handbook of disability studies*, 69–96. (Thousand Oaks, California: Sage Publications).

28. Gefen, D., Straub, D., and Boudreau, M. (2000). "Structural equation modeling techniques and regression: guidelines for research practice". *Communications of the Association for Information Systems Research*, 7(7), 1-78.
29. Grönvik, L. (2007a). "The fuzzy buzz word: conceptualisations of disability in disability research classics. *Sociology of Health and Illness*", July, Vol. 29 Issue 5, 750-766.
30. Grönvik, L. (2007b) "Definitions of Disability in Social Sciences: Methodological Perspectives". (Digital Comprehensive Summaries of Uppsala Dissertations from the Faculty of Social Sciences 29).
31. Grönvik, L. (2009). "Defining disability: effects of disability concepts on research outcomes. *International Journal of Social Research Methodology*". Vol. 12, No. 1, February, 1–18.
32. Gross, B.H., and Hahn, H. (2004). "Developing issues in the classification of mental and physical disabilities". *Journal of Disability Policy Studies*, 15(3), 130–134.
33. Haber, L.D. (1967). "Identifying the disabled: Concepts and methods in the measurement of disability". *Social Security Bulletin*, 30, 17–34.
34. Haber, L.D. (1971). "Disabling effects of chronic disease and impairment". *Journal of Chronical Disability*, 24, 469–487.
35. Hahn, H., and Pool Hegamin, A. (2001). "Assessing scientific measures of disability". *Journal of Disability Policy Studies*, 12(2), 114–121.
36. Hodge, S., Ammah, J. O. A., Casebolt, K. M., LaMaster, K., Hersman, B., Samalot-Rivera, A and Sato, T. (2009). "A Diversity of Voices: Physical education teachers' beliefs about inclusion and teaching students with disabilities". *International Journal of Disability, Development and Education*, November, Vol. 56 Issue 4, p401-419.
37. Horrocks, J., White, G. and Roberts, L. (2008). "Principals' Attitudes Regarding Inclusion of Children with Autism in Pennsylvania Public Schools". *Journal of Autism and Developmental Disorders*, September, Vol. 38 Issue 8, p1462-1473.
38. Infante, M. and Gómez, V. (2004). "Actitudes de los estudiantes de educación hacia la integración de personas con discapacidad y hacia la educación multicultural". *C and E: Cultura y educación*. Vol 16, nº 4, 371-384.
39. Jerlinder, K., Danermark, B. and Gill, P. (2010). "Swedish primary-school teachers' attitudes to inclusion - the case of PE and pupils with physical disabilities". *European Journal of Special Needs Education*, February, Vol. 25 Issue 1, p45-57.
40. Jöreskog, K. and Sörbom, D. (1993). "LISREL 8: Structural equation modeling with the SIMPLIS command language". (SSI Scientific Software International, Hillsdale, NJ: Laurence Erlbaum Associates).
41. Kazdin, A. E. (1978). "Conceptual and assessment issues raised by self-efficacy theory". *Advances in Behavior Research and Therapy*, 1, 177-185.
42. Kudláček, M., Válková, H., Sherrill, C., Myers, B., and French, R. (2002). "An Inclusion Instrument Based on Planned Behavior Theory for Prospective Physical Educators". *Adapted Physical Activity Quarterly*, July, Vol. 19 Issue 3, p280.

43. Lannen, T., Brown, D. and Powell, H. (2002). "Control of virtual environments for young people with learning difficulties". *Disability and Rehabilitation*, 7/20/2002, Vol. 24 Issue 11/12, 578-586, 9p.
44. LaPlante, M. (1990). "Who counts as having a disability? Musings on the meaning and the prevalence of disability". *Disability Studies Quarterly*, 10(3), 15–17.
45. Lenoir, René. (1974). *Les Excluis: Un Français sur Dix*. Paris: Editions du Seuil.
46. Martin, J., Meltzer, H., and Elliot, D. (1988). "The prevalence of disability among adults". (London: Office of Population Censuses and Surveys).
47. Mathiowetz, N. A. (2001). "Methodological issues in the measurement of persons with disabilities". In Barnartt, S.N. and Altman, B.M. (Editors.), *Exploring theories and expanding methodologies: Where we are and where we need to go* (Vol. 2, 125–143). (Oxford: Elsevier).
48. McCarthy, J. W.; Donofrio-Horwitz, L. M. and Smucker, L. (2010) "The Effects of Reading Personal Narratives Written by an Individual Who Uses AAC on the Attitudes of Pre-Professionals in Business.Detail" *AAC: Augmentative and Alternative Communication*, June, Vol. 26 Issue 2, p61-74.
49. McCaul, K. D., Sandgren, A. K., O'Neill, H. K. and Hinsz, V. B. (1993) "The Value of the Theory of Planned Behavior, Perceived Control, and Self-Efficacy Expectations for Predicting Health-Protective Behaviors". *Basic and Applied Social Psychology*, June, Vol. 14 Issue 2, p231-252.
50. Mueller, S. C., Jackson, G. M., Dhalla, R., Datsopoulos, S. and Hollis, C. P. (2006). "Enhanced Cognitive Control in Young People with Tourette's Syndrome". *Detail Current Biology*, March, Vol. 16 Issue 6, p570-573.
51. Nagi, S.Z. (1965). "Some conceptual issues in disability and rehabilitation". In Sussman, M.B. (Editor), *Sociology and rehabilitation* (pp. 100–113). (Washington, DC: American Sociological Association).
52. Nagi, S.Z. (1976). "An epidemiology of disability among adults in the United States". *Health and Society*, 54, 439–467.
53. Nagi, S.Z. (1979). "The concept and measurement of disability". In Berkowitz, E.D. (Editor), *Disability policies and government programs* (1–15). (New York: Praeger).
54. Nemme, H. E. and White, K. M. (2010) "Texting while driving: Psychosocial influences on young people's texting intentions and behavior". *Accident Analysis and Prevention*, July, Vol. 42 Issue 4, p1257-1265.
55. Netemeyer, R. G., Burton, S., and Johnston, M. (1991). "A comparison of two models for the prediction of volitional and goal-directed behaviors: A confirmatory analysis approach". *Social Psychology Quarterly*, 54, 87-100.
56. Obrusnikova, I., Block, M. and Dillon, S. (2010). "Children's Beliefs Toward Cooperative Playing With Peers With Disabilities in Physical Education". *Adapted Physical Activity Quarterly*, April, Vol. 27 Issue 2, p127-142.

57. Oh, H.-K., Rizzo, T. L.; So, Hosung; C., D.-H., Park, S.-J. and Lei, Q (2010). "Preservice physical education teachers' attributes related to teaching a student labeled ADHD". *Teaching and Teacher Education*, May, Vol. 26 Issue 4, p885-890.
58. Oliver, M. (1990). "The politics of disablement". (London: MacMillan).
59. Oliver, M. (Editor). (1991). "Social work, disabled people and disabling environments". (London: Jessica Kingsley).
60. Oliver, M. (1996a). "A sociology of disability or a disablist sociology?". In L. Barton (Ed.), *Disability and society: Emerging issues and insights*, 18-42. (Harlow: Longmore).
61. Oliver, M. (1996b). "Understanding disability. From theory to practice". (New York: St. Martin's Press).
62. Ouellette, J.A. Y Wood, W. (1998). "Habit and intention in everyday life: The multiple process by which past behaviour predicts future behaviour", *Psychology Bulletin*, n° 124, 54-74.
63. Paul, S. N., Frank, A. O., R. S. Hanspal and Groves, R. (2006). "Exploring environmental control unit use in the age group 10--20 years". *International Journal of Therapy and Rehabilitation*, November, Vol. 13 Issue 11, p511-516.
64. Pelling, E. L. and White, K. M. (2009) "The Theory of Planned Behavior Applied to Young People's Use of Social Networking Web Sites". *CyberPsychology and Behavior*, December, Vol. 12 Issue 6, p755-759.
65. Reinecke, J., Schmidt, P. and Ajzen, I. (1997) "Birth Control Versus AIDS Prevention: A Hierarchical Model of Condom Use Among Young People". *Detail Journal of Applied Social Psychology*, 05/01/97, Vol. 27 Issue 9, p743-759.
66. Sales, A., Moliner y, O. and Sachis, M. (2001). "Actitudes hacia la atención a la diversidad en la formación inicial del profesorado". *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 4 (2). Downloaded from http://www.aufop.com/aufop/uploaded_files/articulos/1227734006.pdf on August, 1st, 2010.
67. Sánchez Bravo, A., Díaz Flores, C., Sanhueva Henríquez, S. and Friz Carrillo, M. (2008). "Percepciones y actitudes de los estudiantes de Pedagogía hacia la inclusión educativa". *Estudios Pedagógicos XXXIV*, N° 2: 169-178.
68. Satorra, A. and Bentler, P.M. (1994). "Corrections to test statistics and standard errors in covariance structure analysis". In A. Von Eye and C.C. Clogg (Editors) *Latent variables analysis: Applications for developmental research*. (Thousand Oaks, CA, Sage).
69. Seelman, K.D. (2004). *Inclusive education at Vietnam: a brief report*. (School of Health and Rehabilitation Science, University of Pittsburgh).
70. Sen, A. (1985). "Commodities and Capabilities". Amsterdam: North-Holland.
71. Sen, A. (2000). "Social Exclusion: Concept, Application, And Scrutiny." *Social Development Papers No.1*. Office of Environment and Social Development Asian Development Bank June..

72. Shakespeare, T. (2005b). "Review article: Disability studies today and tomorrow". *Sociology of Health and Illness*, 27(1), 138–148.
73. Sharma, U., Moore, D. and Sonawane, S. (2009). "Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India". *Asia-Pacific Journal of Teacher Education*, Aug, Vol. 37 Issue 3, 319-331, DOI: 10.1080/13598660903050328; (AN 43388470)
74. Silver, H. (1995). "Reconceptualizing Social Disadvantage: Three Paradigms of Social Exclusion". In *Social Exclusion: Rhetoric, Reality, Responses*, edited by Rodgers, G., Gore, C. and Figueiredo, J. (Geneva: International Institute for Labour Studies).
75. UNDP (United Nations Development Programme). 2009. *Human Development Report 2009*. New York: (Oxford University Press).
76. United Nations. (1990). *Disability statistics compendium*. (New York: United Nations).
77. United Nations. (1996). *Manual for development of statistical information for disability programmes and policies*. (New York: United Nations).
78. United Nations. (2003). *The collection and dissemination of statistics on disability at the United Nations Statistics Division: Proposals for the future*. (New York: The Social and Housing Statistics Section, United Nations Statistics Division).
79. Verdugo Alonso, M.A. (director) (1995) "Personas con discapacidad: perspectivas psicopedagógicas y rehabilitadoras". (Siglo XXI España Editores).
80. Verdugo Alonso, M.A., Arias Martínez, B. (1991) "Evaluación y modificación de las actitudes hacia los minusválidos". *Revista de Psicología General y Aplicada*, 44 (1), pp. 95-102.
81. White, K. M., Robinson, N. G., Young, R. McD., Anderson, P. J., Hyde, M. K., Greenbank, S., Rolfe, T.; Keane, J.; Vardon, P. and Baskerville, D. (2008). "Testing an extended theory of planned behavior to predict young people's sun safety in a high risk area". *British Journal of Health Psychology*, September, Vol. 13 Issue 3, p435-448.
82. Wold, H. (1985), "Systems Analysis by Partial Least Squares," In *Measuring the Unmeasurable*, ed. P. Nijkamo, H. Leitner, and N. Wrigley (Boston, MA: Martinus Nijhoff).

Table 1: Structure of Sample

Variable	Category	Percentage
Gender	Male	32,32
	Female	67,68
	Total	100,0
Age	Business	21,95
	Economics	10,37
	Management	67,68
	Total	100,0
	18-20	21,95
	21-23	51,83
Father's Education Level	24-26	21,34
	>27	4,88
	Total	100,0
	None	0,61
	First	42,07
	Secondary	38,41
Mother's Education Level	University	18,30
	PHD	0,61
	Total	100,0
	None	0,61
	First	44,51
	Secondary	40,85
Disabled	University	12,81
	PHD	1,22
	Total	100,0
	Yes	0,62
Lives around disabled persons	No	99,38
	Total	100,0
	Yes	35,98
	No	64,02
	Total	100,0

Source: Author's own calculations.