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## THE CONDITIONAL RESPECT FOR PERSONS WITH DISABILITIES QUESTIONNAIRE (CRPD-Q)

Conditional respect reflects a positive evaluation based on internalized normative assumptions (Reykowski). This evaluation may be operationalized in the form of verbal judgments, which enables the use of the questionnaire technique. The opinions on the conditions of gaining and losing respect for adults with disabilities, collected with the participation of 32 competent judges, enabled the development of a set of test items, indicating the dispositional orientation of conditional respect. The collected research material based on a sample of 323 respondents assessing the significance of various forms of disabled people's activity to the increase or decrease in the respect they enjoy in social perception was subjected to exploratory factor analysis (with Varimax rotation). Scree plot analysis indicated the presence of two factors: the first one positive and the second one negative. A detailed examination of the items in the light of the theory of normative assumptions (Reykowski) revealed five categories: Individual Productivity, Individual and Collective Synergy (Factor I), as well as Individual Receptiveness and Antagonism (Factor II). The analysis of stability confirmed the repeatability of 29 items, and the internal consistency (Cronbach's  $\alpha$ ) of the items for the identified categories of normative beliefs ranges from .73 to .83. Therefore, the CRPD-Q meets the basic validity and reliability criteria of the measurement of conditional respect for adults with disabilities – overall conditional respect and its various aspects. Finally, the instructions for estimating and interpreting the scores are presented and further challenges involved in the development of the measure are signaled.

**Keywords:** conditional respect; disability; internalized normative assumptions; exploratory factor analysis.

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## INTRODUCTION

The social integration of people with disabilities in different environments such as family, school, work, or neighborhood is based on the mechanisms of positive evaluation. According to the constructivist approach applied in cognitive theories, social relations are perceived, interpreted, and evaluated by the participants in interaction (Blumer, 2008; Reykowski, 1990; Wojciszke, 1986). Thus, people with disabilities who are positively perceived can count on acceptance and respect, while individuals (or groups) perceived negatively are treated degradingly. Real integration is possible only when it goes with positive evaluation of the partner (Gajdzica, 2013; Janiszewska-Nieścioruk, 2004; Krause, 2005). In order to determine the factors conducive to the increase or decrease in respect for disabled people, it is necessary to identify the normative systems that regulate social evaluation processes. The present research project was undertaken to develop a tool that would help explore the conditions of respect for adults with disabilities.

Although different classifications of respect can be found, two forms of respect can be generally distinguished: *unconditional respect* (also known as *recognition respect*) and *conditional respect* (also referred to as *contingent respect*, *appraisal respect*, *achieved respect*, *categorical respect*, or *status respect*) (Darwall, 1977; Janoff-Bulman & Werther, 2008; Sztompka, 2010). Unconditional respect is “given” to a person and consists in the positive and equal evaluation of every human being, regardless of their individual characteristics. Conditional respect, by contrast, is “set” for an individual, since positive assessment is based on specific criteria, such as: skills, competencies, character, behavior, group roles, or other characteristics that are important from the perspective of the group’s goals (De Cremer, 2002; Simon, Lucken, & Sturmer, 2006; Lalljee, Tam, Hewstone, Laham, & Lee, 2009). The respect received not only proves the social utility of individuals but also constitutes the basis of their personal well-being, as it contributes to the gratification of their various social needs (e.g., the needs of belonging, acceptance, status, as well as autonomy and freedom of decision), to which different significance may be attributed in different groups and cultural circles (De Cremer & Mulder, 2007; Lalljee et al., 2009). The experience of conditional respect, based on personal merits, usefulness, and effectiveness in action, strengthens the disabled person’s structure of the self – i.e., their sense of self-worth, empowerment, and autonomy (Kościelska, 1998). The respect one enjoys is the basis of individual satisfaction in the social dimension (especially in the environments of direct participation, i.e. microsystems: family, school, or work-

place); it also strengthens the moral dimension of the social environment by creating its positive self-image (Ellemers, Dosje, & Spears, 2004; De Cremer & Mulder, 2007). Conditional respect for a person with a disability is, therefore, needed both for this person and for the group they belong to. It can be considered as a rehabilitation challenge and as an indicator of the effectiveness of the integration process.

The mechanisms shaping respect can be analyzed from an individual or social perspective. The first approach consists in seeking personality factors behind the attitude of respect, such as the orientation of respect towards others, including empathy and agreeableness (John, 1990; Lalljee et al., 2009). On the other hand, the social perspective emphasizes the importance of the processes of social influence, and further analyses focus on this aspect. In an open (non-family) society, the value of a human person with a disability is not obvious, as evidenced by various forms of discrimination: biological (e.g., violation of the right to life and the right to medical treatment), psychological (e.g., humiliation and stigmatization), social (e.g., segregation, isolation, restrictions in the performance of family and professional roles), or technological (e.g., limited availability of public transport, poor adaptation of public facilities, limited employment opportunities, digital exclusion; Todys, 2017; Kowalik, 2007; Speck, 2005). Unconditional respect for people with disabilities thus remains a demand rather than reality, while the concept of conditional respect may prove to be more useful, especially when applied to the process of including people with disabilities in non-family activities functioning as a zero-sum game (Różycka-Tran, Boski & Wojciszke, 2015). While in intergroup relations categorical respect is crucial with respect to such characteristics as gender, age, or professional position, in intragroup processes respect develops conditionally: it can be gained or lost (Janoff-Bulman & Werther, 2008). In an intragroup context, respect is not a value that is absolutely necessary to every person (*a priori*) but a result of his or her activity, assessed from the point of view of the group's interests.

The social criteria for forming conditional respect (i.e., specific judgments) can be found in Reykowski's theory of normative beliefs (1990). In this approach, various aspects of the social evaluation of individuals are defined. These beliefs are a kind of knowledge about the desired vision of human functioning in the social environment. They are organized into a system that can be described in terms of the following formal aspects: the level of generality, centrality, and introspective accessibility. They can therefore be: general or detailed, superior or peripheral, and implicit or explicit. These convictions include such contrasting dimensions of the relationship between the individual and the environment as:

individualism vs. collectivism, egalitarianism vs. elitism, antagonism vs. synergy, and productivity vs. receptivity. While in collective social systems an individual's activity is perceived as a result of social determinants, in the individualistic system an individual is expected to be involved in creating his or her own existence. Therefore, in this dimension, positive evaluation is given to independent people who are capable of making their own decisions and achieving success (individualism) or building interpersonal relations and pursuing social interest, ready to make sacrifices and accept subordination (collectivism). Another dimension emphasizes the importance of social position in assessing the value of a human being. While egalitarianism presupposes that, although individual members of society pursue different tasks, they have similar social statuses (and therefore their value is similar), elitism recognizes that the social system is hierarchical and the value of individuals depends on the position determined by their origin, wealth, or education. In the antagonistic approach, an individual's strength and determination are favored, based on the recognition that social relations are based on a zero-sum game ("someone wins when someone else loses"). By contrast, the synergistic approach values individuals able to cooperate and support each other, adopting the assumptions of a "non-zero sum" game ("someone's victory opens up new opportunities for others"). Finally, the last aspect of social evaluation concerns the involvement of group members in the production of goods (productivity) and their consumption (receptivity). It organizes the rules for the division of duties and rights in gaining access to social resources. This dimension is closely related to the collective vs. individual dimension. In the individualistic approach, the positive assessment of an individual results not only from the production of personal goods (the so-called egocentric productivity), which is beneficial for others too (the so-called cooperative productivity), but also from self-interest, which is detrimental to others (the so-called exploitative productivity, demanding or pillaging receptivity) (Ziółkowski, 1990). In individualism, the right to use the product is determined by the obligation to produce it, in accordance with the principle of achievement (adequacy). By contrast, in the collectivist approach the balance between productivity and receptivity does not have to be preserved, and the principle of division takes into account the specific circumstances of minimizing or increasing expectations from an individual. People with disabilities can be more favored in that case. Individual patterns of normative beliefs can form diverse systems (e.g., collectivism can combine with synergy and exclusivism, whereas individualism can combine with antagonism and egalitarianism, but a number of other combinations are also possible).

It is worth noting that the presented systems of normative beliefs are dynamic in nature, as they are influenced by various cultural, psychological and situational factors.<sup>1</sup> Depending on their own interest, their social position or group specificity, as well as their current psychological or social situation, individuals and groups activate various detailed rules of evaluation of other people. For example, a parent may apply different criteria when assessing the successes of their nondisabled and disabled child. The same person as an employee may create rules for the division of the social fund that are favorable for him or her, but at the same time seek a ramp for a physically disabled neighbor. While a superior may expect subordination from their employees, in nonformal relationships he or she may accept friendly, partnership-based relations. Similarly, an employer expects something different from an intellectually able trainee baker and something else from an intellectually disabled employee.

Applying the dimension of collectivism vs. individualism dimension to the analysis of conditional respect for people with disabilities, we can expect that the former pole is more applicable to the families of people with disabilities (due to the activation of a group identity based on family ties), especially in the relationship of adults with dependent individuals (e.g., children, people with severe disabilities). The other pole, in contrast, is more often activated by peers in task groups (in the school or workplace – due to the activation of the individual identity based on abilities, roles, etc.). Assuming an individualistic model, one can expect that people with disabilities who successfully accomplish the tasks assigned to them are subject to positive social evaluation, while those who avoid these tasks or experience defeats are exposed to negative perceptions from other group members. While the former experience signs of respect, the latter are exposed to devaluation or criticism. The fulfillment of the group's needs and objectives depends on its members' effectiveness in the pursuit of specific goals; therefore, the individuals who make use of the competencies crucial in the implementation of group tasks are perceived as respectable. By contrast, individuals who do not contribute to the achievement of goals or make their achievement difficult are exposed to isolation and even rejection. It seems, therefore, that the prerequisite of social inclusion in an open (non-family) environment is a positive perception of a person with disability as capable of activating resources important for the functioning of a group. Thus, depending on the specificity of the applied criteria, each individual with a disability, becoming a member of many different groups, is subject to the evaluation process, though due to certain vari-

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<sup>1</sup> A detailed analysis of the genesis of specific normative assumptions can be found in Reykowski's article (1990).

ables such as the type of status or relationship this assessment probably remains significantly diversified. In general, however, the following factors have been found to correlate with high respect for people with disabilities: communication, independence, self-service skills, productivity, similarity, controllability, visibility of disfunctions, and safety and predictability in relationships (Schmelkin, 1984; Westbrook, Legge, & Pennay, 1993; Sękowski, 1994; Kossewska, 2003). This is manifested in the form of a stable pattern of acceptance towards particular groups of people with disabilities (Harasymiw & Horne, 1976; Horne & Ricciardo, 1988; Westbrook et al., 1993). Among non-relatives, the most accepting attitudes are shown towards somatically ill persons (e.g., those afflicted with heart disease, asthma, or arthritis). People with physical disabilities and people with sensory disorders are given slightly less acceptance. Further on the scale of acceptance by non-relatives are people with psychological disorders – i.e., with mental illness and intellectual disabilities. The most negative attitudes were found to be directed at socially maladjusted people, such as former prisoners, drug addicts, and alcoholics (Urban, 1992). The internalization of social stigma contributes to the activation of positive feedback (Zaborowski, 1980). People with disabilities fit in with the negative label, limiting their activity and aspirations as well as their own chances of development and self-fulfillment. As a result, they become even more inefficient and susceptible to social rejection (Higgins, as cited in Ostrowska, 1997).

Conditional respect can therefore be understood as an evaluation scheme – a personal (or collective) assessment of a particular individual or type of a group, based on updated patterns of normative beliefs. These assessments take the form of emotional affects (measured as tendencies to perform specific actions) as well as evaluation judgments (disclosed in the form of statements) (Reykowski, 1990). However, due to different levels of control (explicit vs. implicit), these indicators may be dissonant or consonant. In order to identify explicit normative assumptions that set the conditions of respect for persons with disabilities, we decided to develop a questionnaire and conduct a preliminary study.

## METHOD

The measurement of respect as a positive evaluation of another person or group may be based on declared indicators (in the form of verbal statements) or behavioral indicators that express specific affective tendencies. Indicators of the former type are the basis of the questionnaire technique, while behavioral

indicators are used in observation techniques. The proposed tool is a questionnaire that uses verbal statements as a manifestation of detailed evaluation judgments about persons with disabilities. The development of this tool comprised the following stages: organizing the factors of respect and devaluation based on empirical data (bottom-up approach), the construction of a scale for a pilot study, the analysis of construct validity based on exploratory factor analysis, and the analysis of reliability based on the indicators of internal consistency and absolute stability of the test.

### **The construction of the test items and the response scale**

The first stage of the study consisted in the empirical identification of the factors of conditional respect and devaluation. Thirty-two competent judges (fifth-year Psychopedagogy students) were asked to give a written answer to the following open question: *What types of behavior of people with disabilities increase and what types of behavior decrease the respect other people show towards them?* After the content (semantic) analysis of their written answers, I created a set of 41 detailed test items describing positive and negative manifestations of the functioning of individuals with disabilities. The estimation of the importance of particular forms of activity of a person with a disability is based on a 7-point bipolar scale: from -3 (*this behavior significantly reduces the respondent's respect towards a person with a disability*) to +3 (*this behavior greatly increases the respondent's respect towards a person with a disability*). This construction of the scale enables the gradation of the significance of negative and positive behaviors (the zero point is treated as neutral for conditional respect).

### **Psychometric goodness of the CRPD-Q**

The verification of a test's validity and reliability is fundamental to the assessment of its psychometric value (Brzeziński, 2003). To this end, I carried out a pilot study. Following the recommendations concerning the proportion of the number of questionnaire items to the size of the research sample, which should range from 1/5 to 1/10 (Nunnally, 1978; Child, 1990; Gorsuch, 1983; Tabachnick & Fidell, 1989), I decided to adopt the ratio of 1/8. As a consequence, the study was conducted with a sample of 323 people, the characteristics of which are presented in Table 1.

Table 1  
*Sample Characteristics: Sex, Age, and Relationship to a Disabled Person*

Variable	Frequency	
	Female ( <i>N</i> = 163)	Male ( <i>N</i> = 60)
Sex		
Age (Mean; <i>SD</i> )	23.6; 8.32	23.3; 4.78
Direct relationship to a disabled person with:	65 (40%)	59 (37%)
Motor impairment	36%	41.7%
Visual or hearing impairment	16%	12.5%
Intellectual impairment	30%	20.8%
Combined impairments	18%	25%
No direct relationship to a disabled person:	98 (60%)	101 (63%)

The group analysis shows a similar percentage of men and women in their early adulthood with similar characteristics with respect to their connections with people with disabilities. Before interpreting the results of factor analysis, I examined the correlation matrix based on the Bartlett Sphericity Test and Keiser-Meyer-Olkin index. The result of  $\chi^2 = 5797.63$  ( $df = 820$ ) proved to be significant at  $p < .001$ , and the value of the KMO index was .902, which confirms the significant correlation between variables and thus justifies the use of factor analysis (Wieczorkowska & Wierzbiński, 2007). The obtained results enabled me to perform the analysis of validity using the exploratory factor analysis procedure (the lack of initial theoretical assumptions precluded confirmatory analysis). The analysis of the scree plot indicated two or three dominating factors (Figure 1). In addition, according to the Kaiser criterion, the eigenvalues of these factors ( $> 1$ ) make it possible to accept this quantity. In order to choose the type of rotation, I performed a hierarchical factor analysis. Its results are presented in Table 2.



Table 2

*Factors Loadings (Loadings > .50 in Bold) in Hierarchical and Orthogonal Exploratory Factor Analysis (With Varimax Rotation and Principal Axis Factoring)*

Item number	Hierarchical EFA			Orthogonal EFA			
	Secondary Factor	1 <sup>st</sup> Primary Factor	2 <sup>nd</sup> Primary Factor	3 <sup>rd</sup> Primary Factor	Factor I	Factor II	Factor III
1	.28	<b>.57</b>	.09	-.14	<b>.61</b>	-.02	-.25
2	.09	<b>.55</b>	-.08	.13	<b>.56</b>	-.11	.11
3	.08	<b>.63</b>	.11	-.03	<b>.64</b>	.10	-.05
4	<b>-.61</b>	.07	.03	.34	-.02	.31	<b>.63</b>
5	.19	<b>.61</b>	.19	-.17	<b>.63</b>	.12	-.24
6	<b>-.58</b>	-.01	.06	.28	-.09	.32	<b>.56</b>
7	.28	<b>.61</b>	.10	-.14	<b>.64</b>	-.01	-.25
8	.36	<b>.57</b>	.08	-.17	<b>.62</b>	-.07	-.32
9	<b>-.58</b>	.01	.23	.12	-.07	.49	.39
10	.16	<b>.55</b>	-.02	.03	<b>.57</b>	-.08	-.03
11	.09	<b>.55</b>	-.06	.12	<b>.56</b>	-.09	.09
12	<b>-.61</b>	.00	.30	.07	-.08	<b>.58</b>	.36
13	<b>-.55</b>	-.02	.30	.03	-.10	<b>.55</b>	.29
14	.17	<b>.57</b>	.02	-.01	<b>.59</b>	-.04	-.07
15	.15	.47	.00	.01	.48	-.06	-.05
16	<b>-.59</b>	-.05	.07	.27	-.13	.34	<b>.54</b>
17	.26	<b>.64</b>	.12	-.15	<b>.68</b>	.02	-.25
18	.07	<b>.55</b>	-.13	.19	<b>.55</b>	-.15	.18
19	.11	<b>.65</b>	-.16	.21	<b>.67</b>	-.19	.18
20	<b>-.53</b>	-.07	.09	.22	-.14	.33	.46
21	.23	<b>.72</b>	.00	.00	<b>.74</b>	-.08	-.08
22	.18	<b>.61</b>	.02	-.01	<b>.63</b>	-.04	-.08
23	.09	<b>.55</b>	-.07	.12	<b>.56</b>	-.10	.10
24	<b>-.62</b>	-.04	.13	.23	-.12	.41	<b>.52</b>
25	.14	<b>.65</b>	-.06	.10	<b>.67</b>	-.10	.05
26	<b>-.53</b>	-.07	.32	-.01	-.14	<b>.56</b>	.24
27	<b>-.53</b>	-.03	.45	-.12	-.10	<b>.69</b>	.13
28	-.40	.05	<b>.55</b>	-.28	-.01	<b>.73</b>	-.09
29	.15	<b>.64</b>	-.08	.11	<b>.65</b>	-.13	.06
30	<b>-.52</b>	.07	<b>.52</b>	-.18	.00	<b>.76</b>	.06
31	.04	.43	.04	.02	.43	.04	.02
32	<b>-.62</b>	-.05	.37	.00	-.13	<b>.65</b>	.29
33	.10	<b>.51</b>	.01	.03	<b>.52</b>	-.02	.00
34	.21	<b>.68</b>	-.07	.07	<b>.70</b>	-.15	.00
35	.26	<b>.69</b>	.02	-.04	<b>.72</b>	-.08	-.14
36	-.42	-.02	.47	-.21	-.07	<b>.66</b>	-.01
37	.12	<b>.64</b>	-.02	.08	<b>.66</b>	-.06	.04
38	.22	<b>.63</b>	.08	-.09	<b>.66</b>	.00	-.17
39	-.48	.03	.40	-.10	-.04	<b>.62</b>	.12
40	<b>-.53</b>	.08	.43	-.08	.00	<b>.68</b>	.17
41	.17	<b>.56</b>	-.06	.06	<b>.58</b>	-.12	.00
Eigenvalue	–	–	–	–			
Variance explained	–	–	–	–	23%	13%	6%

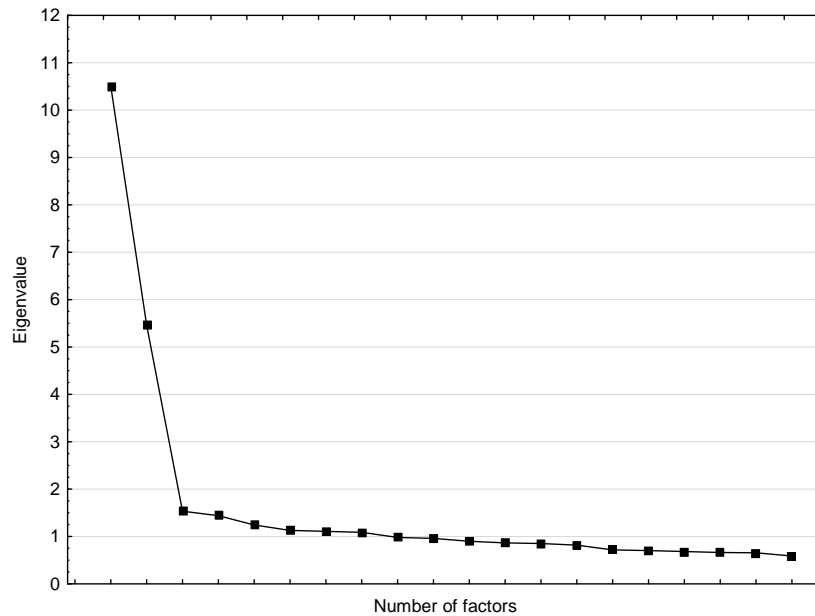


Figure 1. Scree plot for exploratory factor analysis ( $N = 323$ ).

The analysis presented in Table 2 reveals the lack of a secondary factor, superior to primary factors; therefore, I decided to use orthogonal factor analysis with Varimax rotation, which involves a varied number of items in particular factors (23 items in Factor I, 10 items in Factor II, and four items in Factor III). The three factors together explain a total of 42.68% of the variance in the results (Factor I – 25.61%, Factor II – 13.32%, and Factor III – 3.75%). In further analyses, the test items which were not statistically significant for any of the factors were removed from the pool (items: 9, 15, 20, 31).<sup>2</sup> In addition, due to the strong representation of test items in Factor I, I also decided to remove the items with lower loadings (items: 2, 18).<sup>3</sup> Thus, 35 items qualified for the next exploratory factor analysis, presented in Table 3.

<sup>2</sup> The following items were removed: “Lack of gratitude for the received care or help,” “Taking life as it is,” “Destructive addictions (alcohol, drugs),” and “Starting a family.”

<sup>3</sup> These were the following items: 2. “I do not want to be treated as a disabled, but as an able-bodied person” (.56) and 18. “Expecting normal treatment from others (without special allowances)” (.55).

Table 3

*Factor Loadings for a Set of 35 Items Based on Orthogonal Factor Analysis With Varimax Rotation (Loadings > .50 in Bold) and Item Categories*

Items	1 <sup>st</sup> Factor	2 <sup>nd</sup> Factor	Item category
1. Perseverance; does not easily surrender to adversities	<b>.62</b>	.13	IP
2. Understanding for others	<b>.64</b>	-.08	CS
3. Verbal aggressiveness towards others	-.06	<b>-.55</b>	IA
4. Keeping spirits up	<b>.66</b>	-.02	IS
5. Rejecting others	-.12	<b>-.53</b>	IA
6. Openness, readiness for contact	<b>.66</b>	.10	CS
7. Optimism despite difficulties related to disability	<b>.64</b>	.19	IS
8. Lack of self-pity	<b>.56</b>	.08	IS
9. Showing initiative in social contacts	<b>.56</b>	.02	CS
10. Blaming others for one's fate	-.08	-.68	IA
11. Coping with one's own disability (overcoming obstacles related to it)	<b>.70</b>	.14	IP
12. Taking advantage of others (seeking one's own benefits at the expense of others)	-.11	<b>-.62</b>	IR
13. Trying to live a normal life, overcoming everyday problems	<b>.58</b>	.07	IP
14. Vulgarity	-.17	<b>-.52</b>	IA
15. Avoiding tasks	-.10	<b>-.68</b>	IR
16. Friendly, cordial attitude towards others	<b>.70</b>	.07	CS
17. Independence (coping with some activities)	<b>.64</b>	.09	IP
18. Pursuing a goal	<b>.75</b>	.09	IP
19. Helping others	<b>.65</b>	.05	CS
20. Willingness to take up work or further education	<b>.57</b>	.03	IP
21. Physical aggressiveness, e.g. screaming, kicking, beating	-.15	<b>-.59</b>	IA
22. Life activity (openness to new challenges)	<b>.67</b>	.06	IP
23. Lack of cooperation in the performance of shared tasks	-.15	<b>-.61</b>	IR
24. Abusing other people's help	.01	<b>-.61</b>	IR
25. Making one's life meaningful despite disability	<b>.64</b>	.09	IS
26. Taking on the role of a victim (complaining about one's fate, self-pity)	.01	<b>-.73</b>	IR
27. Taking out one's negative emotions on others	-.13	<b>-.72</b>	IA
28. Sense of humor	<b>.52</b>	.03	IS
29. Overcoming one's difficulties	<b>.74</b>	.12	IP
30. An entitlement attitude (expecting special treatment)	-.07	<b>-.60</b>	IR
31. Will to live (cheerfulness and joy of life)	<b>.66</b>	.03	IS
32. Trying to make one's dreams come true despite disability	<b>.66</b>	.06	IP
33. A tendency to arouse compassion for one's own benefit	-.03	<b>-.62</b>	IR
34. Burdening others with one's suffering	.01	<b>-.69</b>	IR
35. Acceptance of one's otherness	<b>.57</b>	.11	IS
Eigenvalue	8.75	5.70	
Variance explained	25%	16%	

A secondary factor analysis with Varimax orthogonal rotation on the reduced pool of 35 items showed the validity of two (rather than three) factors, as the percentage of variance explained by Factor II increased (from 14.82% to 16.28%), with a small loss in the total percentage of explained variance (from 45.40% to 41.27%). In addition, the items important for Factor III also heavily load on Factor II. The sets of items for two factors prepared in this way were subjected to a theoretical analysis based on the categories of beliefs according to J. Reykowski's (1990) theory of normative beliefs; in other words, the analysis was based on the top-down approach. The content validity of the items selected in each factor was analyzed by competent judges. Particular test items were assigned to specific categories from the following typology of beliefs defining the criteria for the evaluation of a disabled person:

1. Individual Productivity (IP) – an individual undertakes life tasks aimed at the creation of a work, mainly for the personal good (e.g., “I do what I can”);

2. Individual Receptivity (IR) – an individual does not undertake life tasks but burdens other people with them (e.g., “Do it for me”);

3. Collective Productivity (CP) – a person undertakes life tasks aimed at the creation of a work, mainly for the common good (e.g., “I try to give something to others”);

4. Collective Receptivity (CR) – an individual does not undertake life tasks, but expects nondisabled people to take care of people with disabilities (e.g., “We are entitled to it”);

5. Individual Synergy (IS) – constructive management of one's emotions for one's own mental comfort (internal actions);

6. Individual Antagonism (IA) – a person undertakes antisocial activities for his or her benefit, at the expense of others;

7. Collective Synergy (CS) – an individual reveals the ability to interact and empathize with other people (externalized activities);

8. Collective Antagonism (CA) – a person undertakes antisocial actions for the benefit of his or her own group, at the expense of other groups.

The judges' decisions on the classification of the test items were limited to only five of the eight categories of normative beliefs listed above: Individual Productivity (IP), Individual Receptivity (IR), Individual Synergy (IS), Individual Antagonism (IA), and Collective Synergy (CS) (see Table 3). The decisions of the five judges (leading second-year psychology students) were compared with the decisions of the author of the tool (as a point of reference) based on a correlation analysis. For this purpose, the Kaiser-Meyer-Olkin test and Bartlett's sphericity test were used. The result of KMO (.694) and the result of

$\chi^2$  (34.2259,  $df = 10$ ), significant at the level of  $p > .01$ , indicates a satisfactory level of compliance. Thus, the factorial and content validity of the tool were proved.

In the next stage, I analyzed the reliability of the questionnaire based on the indicators of stability and internal consistency (Brzeziński, 2003). For this purpose, I carried out a repeated measurement procedure (test-retest) in the same research group at an interval of four months (see Table 4). The sample consisted of 14 men and 25 women, aged 19 to 26 years ( $M = 20.93$ ,  $SD = 1.27$ ), living in a city (19 people) and in a village (20 people). Most of the respondents (29 people) had no direct relationship to a disabled person, and 10 respondents declared such a relationship (mainly a disabled family member or a friend). Thirty-nine people out of the original group of 59 participated in the second stage of the study.

Table 4

*Test-Retest Stability of the Items (Pearson's r Correlations)*

Item	1	2	3	4	5	6	7	8	9	10	11	12
<i>r</i>	.20	.51**	.54**	.50**	.42**	.60**	.60**	.17	.52**	.69**	.32*	.45**
Item	13	14	15	16	17	18	19	20	21	22	23	24
<i>r</i>	.55**	.75**	.63**	.79**	.58**	.74**	.67**	.74**	.85**	.56**	.70**	.42**
Item	25	26	27	28	29	30	31	32	33	34	35	
<i>r</i>	.38*	.34*	.54**	.60**	.76**	.61**	.76**	.88**	.52**	.31*	.72**	

Note. \* $p < .05$ ; \*\* $p < .01$ .

The correlations indicate a low stability of items 1, 8, 11, 24, 25, and 34, while the remaining positions maintained a high degree of repeatability (.01). For this reason, 29 items qualified for the final version of the questionnaire. The sets of items for five categories (IP, IR, IS, IA, CS) were subjected to internal consistency analysis with a Cronbach's alpha test (Table 5).

Table 5

*Cronbach's  $\alpha$  Coefficients for the Extracted Categories of Normative Beliefs*

Categories	Numbers of items	$\alpha$
IP – Individual Productivity	13, 17, 18, 20, 22, 29, 32	.83
IR – Individual Receptivity	12, 15, 23, 30, 33	.74
IS – Individual Synergy	4, 7, 28, 31, 35	.79
IA – Individual Antagonism	3, 5, 10, 14, 21, 27	.79
CS – Collective Synergy	2, 6, 9, 16, 19	.73

The obtained internal consistency coefficients are satisfactory for particular sets of test items, as they exceed the minimum level of .70 (Sveinbjornsdottir & Thorsteinsson, 2008), which makes it legitimate to assume that they consistently reflect the diverse systems of beliefs influencing respect towards people with disabilities. Thus, the results of the psychometric analysis indicate that the measure (CRPD-Q) is sufficiently valid and reliable.

### **Interpretation guidelines**

At the current stage of development, the tool may be used in nomothetic studies to compare different groups in terms of both the general level of conditional respect and the importance of specific manifestations of behavior of a person with a disability for a gain or loss of respect. Idiographic research can focus only on the analysis of the configuration of the five categories of normative beliefs in the formation of conditional respect for people with disabilities.

The general level of conditional respect is measured by summing up the absolute values from all test items. The overall result obtained in this way indicates the importance of the characteristics of a person with a disability distinguished in the test for the respondent's general conditional respect. Thus, a lower score will suggest lesser importance of a personal factor, while a higher score will indicate a significant role of the life activity of a person with a disability in the formation of the respondent's respect.

The relative values of the scores can also provide some interesting findings. While negative or low scores will indicate the respondent's criticism (underestimation of desirable behavior and a focus on undesirable behavior in the formation of respect), positive and high scores can be interpreted as a sign of understanding (gentleness in assessing negative behavior and overestimating the importance of positive behavior in building respect towards people with disabilities).

Profile analysis can be conducted based on the sum of relative scores on particular test items referring to Individual Productivity, Individual Receptivity, Individual Synergy, and Individual Antagonism as well as Collective Synergy. However, due to the uneven number of items in particular categories (5-7), we need to multiply the obtained sums by the appropriate index in order to compare the distinguished types of normative beliefs directly in terms of significance. For categories with five items (IR, IS, CS) the index is 1; for the category with six items (IA) the index is 5/6; and for the category with seven items (IP) it is 5/7. The profile analysis provides us with knowledge about specific systems of

evaluation of a disabled person in specific social environments, thus making it possible to estimate the risk of losing or the chance of gaining respect for specific behaviors as a disabled person. The analysis of the profile of expectations (especially those concerning highly valued behaviors, rated at +3, and those concerning particularly reprehensible behaviors, rated at -3) may constitute the basis for developing the social rehabilitation procedure for people with disabilities.

## RESULTS AND DISCUSSION

The presented questionnaire is experimental and, at the current stage of its construction, can be used in scientific research, since its acceptable psychometric properties have been confirmed. Further work on the tool should serve to equalize the number of test items across the categories of normative beliefs. It would also be worth examining the importance of the specificity of various kinds of disability in forming conditional respect in nondisabled people. In addition, further work should aim at normalizing the results in social environments with a diversified degree of relationships with disabled people. Despite the shortcomings indicated, the CRPD-Q at the current stage of development may be used in comparative studies for the exploration of positive and negative (i.e., strengthening and weakening) factors of respect towards adults with disabilities.

The resulting two-factor system of categories of normative beliefs is congruent with the previous research in this field. The most often appreciated attitudes in people with disability are Individual Productivity, the ability to manage their emotions (Individual Synergy), and the ability to coexist with others on friendly terms (Collective Synergy), whereas the most criticized attitudes are Individual Receptivity and Antagonism. While productivity (cooperative or ego-centric) is evaluated positively, the demanding receptivity reduces respect (Harasymiw & Horne, 1976; Horne & Ricciardo, 1988; Kossewska, 2003; Schmelkin, 1984; Sękowski, 1994; Westbrook et al., 1993). The importance of Collective Synergy, but not Productivity, was also noted. This means that people with disabilities are expected to show positive social attitudes, but their limited ability to produce social goods is taken into account.

In the present study, normative beliefs characteristic of Collective Receptivity and Antagonism were not found to be of importance, which may suggest that people with disabilities are perceived as a nonintegrated community that does not pose a threat to the nondisabled majority. A detailed analysis of particular aspects of the CRPD-Q makes it possible to identify the leading normative assumptions

that determine respect towards people with disabilities. Therefore, the tool can be used to assess the possibilities for the integration of these people (groups) in specific social environments. Critical environments will be suitable only for those who can meet high expectations. In contrast, social environments that show a more understanding attitude set fewer conditions of respect and give a chance for inclusion to less well-functioning individuals. Understanding the expectations of the social environment (formal or informal, professional or social) should be the starting point for planning the integration process and counteracting rejection (Kowalik, 2007). Identifying the factors leading to an increase in respect and the risk factors causing a decrease in respect is the first step of rehabilitation activities, focused both on the person with a disability and on the modification of the normative belief systems of social groups. According to the theory of interactionism, symbolic meanings arise in the process of human interaction (Blumer, 2008). It is possible to reinterpret the meaning and image of people with disabilities in the process of cultural transmission. Discovering the opportunities for productivity and synergy (despite disability), both on individual and collective terms, may contribute to the overcoming of the stereotypes of receptivity and antagonism of people with disabilities. The diversification and dynamism of the social mirror may open new development opportunities for the functioning of these people (Gajdzica, 2013).

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