Gender Differences in Communicate with People Who Stutter: an Explain of Attitude, Subjective Norms and Behavior Intention

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ABSTRACT

The most important role of language, its communicative function, stuttering could be disrupted this function. Our study focused on exploring gender difference in attitude, subjective norms and behavior intention toward communicate with people who stutter. This cross-sectional study was conducted on 240 boys and girls high school students in Hamadan County, the west of Iran, during 2013. Participants filled out a standard self-report questionnaire. Data were analyzed by SPSS version 21 using bivariate correlations, and linear regression statistical tests at 95% significant level. Our findings showed, attitude and subjective norm variables accounted for 59% of the variation in the outcome measure of the behavioral intention (R²=59% & P<0.01). Girl students have a better subjective norms and more intention to communicate with people who stutter. Wrong beliefs could have prevented normal communication, due to misconceptions about people who stutter our study recommend implementing training programs In order to change wrong beliefs about people who stutter especially for the adolescents.

Key words: Stuttering, Adolescents, Communication

1. INTRODUCTION

The most important role of language is, its communicative function (1). Some aberrations such as stuttering may could be disrupted this function; people who stutter have difficulty moving from one sound to the next in a word, or have difficulty getting sound started after it has stopped, and appears in the normal process of speech (2). Stuttering among boys is more than girls (3). Child who is stutter because of anxiety, fear and frustration Induced of stuttering, usually when confronted with question of class was elusive from answering (however in many times knows the answer), also may be will not participate in children's play and these Issues negative impact on their learning process (4). Stuttering also have, a negative impact on quality of life; especially in adolescence and youth for communicating with peers and opposite sex will be difficult for people who stutter (5). Social consequences negative of stuttering (such as: stigma and less likely) during the school has been demonstrated in several
showed that the scale possessed good internal reliability (0.87). Behavioral intention toward communicate with people who stuttering was designed based on standard questioner, and responses to 3 items, for example: “If people who stuttering well be around me, I communicate with them” (9). Cronbach’s alpha for the behavioral intention scale was (0.77).

2.2. Statistical Analysis
Data were analyzed by SPSS version 21. Descriptive statistics were used to summarize and organize the data. Bivariate correlations were computed to ascertain the magnitude and direction of the associations between the attitude, subjective norms and behavioral intention. Linear regression analysis was performed to explain the variation in the behavioral intention. Also for explain mean scores accrued of the attitude, subjective norms and behavior intention toward communicate with people who stuttering between boys and girls were used, independent t-test.

3. RESULTS AND DISCUSSION
The mean score of age was 15.34 [95% CI: 15.18, 15.51], ranged from 14 to 18 years. Regarding the gender: 51.2% (110/215) boys, and 48.8% (105/215) were girls. Furthermore, 6.5% (14/215) reported that their parents were divorced. In addition, 36.3% (78/215) of students were reported that of bilingual (Persian and Turkish or Kurdish). Table 1 shows bivariate associations among the attitude, subjective norms and behavior intention. The findings indicate, attitude was strongly significantly related to intention (r = -0.732), and subjective norms (r = -0.535). Additionally, subjective norms was significantly related to the intention (r = 0.594).

As can be seen in Table 2 linear regression analysis was performed to explain the variation in intention to communicate
with people who stuttering, and our results showed on 1st step the procedure stopped and the best model was selected, attitude and subjective norm variables accounted for 59% of the variation in the outcome measure of the behavioural intention.

In table 3, it has been showed the mean scores accrued of the attitude, subjective norms and behaviour intention toward communicate with people who stuttering among boy and girls. As can see in table 3, boy student have a lower negative attitudes, higher encouraging subjective norms and behavior intention to communicate with people who stuttering.

Table 3. The mean scores accrued of the attitude, subjective norms and behavior intention toward communicate with people who stuttering among boy and girl

<table>
<thead>
<tr>
<th>Item</th>
<th>Boy (Mean, SD)</th>
<th>Girl (Mean, SD)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sincere – insincere</td>
<td>2.39 (1.25)</td>
<td>2.60 (0.95)</td>
<td>0.170</td>
</tr>
<tr>
<td>likable – not likeable</td>
<td>3.27 (1.47)</td>
<td>4.04 (1.29)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>trustworthy – not trustworthy</td>
<td>2.68 (1.50)</td>
<td>2.80 (1.43)</td>
<td>0.556</td>
</tr>
<tr>
<td>decisive – indecisive</td>
<td>3.77 (1.56)</td>
<td>4.06 (0.85)</td>
<td>0.087</td>
</tr>
<tr>
<td>physically normal – physically abnormal</td>
<td>3.29 (1.59)</td>
<td>6.60 (1.30)</td>
<td>0.109</td>
</tr>
<tr>
<td>reliable – unreliable</td>
<td>4.62 (1.36)</td>
<td>4.33 (0.94)</td>
<td>0.067</td>
</tr>
<tr>
<td>good sense of humour – poor</td>
<td>3.36 (1.45)</td>
<td>4.06 (1.44)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>sense of humour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mentally stable – mentally unstable</td>
<td>2.13 (1.00)</td>
<td>3.59 (1.37)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>sociable – unsociable</td>
<td>2.03 (1.38)</td>
<td>2.79 (1.41)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>friendly – hostile</td>
<td>2.30 (1.12)</td>
<td>3.78 (0.93)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>strong character – weak character</td>
<td>3.74 (1.55)</td>
<td>3.93 (1.24)</td>
<td>0.328</td>
</tr>
<tr>
<td>intelligent – unintelligent</td>
<td>2.60 (1.09)</td>
<td>2.66 (1.45)</td>
<td>0.744</td>
</tr>
<tr>
<td>employable – unemployable</td>
<td>2.39 (1.34)</td>
<td>2.47 (0.97)</td>
<td>0.594</td>
</tr>
<tr>
<td>emotionally adjusted – emotionally maladjusted</td>
<td>2.52 (1.20)</td>
<td>2.86 (0.96)</td>
<td>0.023</td>
</tr>
<tr>
<td>Total Attitude:</td>
<td>41.18 (8.79)</td>
<td>47.59 (7.92)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td><strong>Subjective Norms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I communicate with people who stuttering, my family</td>
<td>2.88 (0.72)</td>
<td>2.26 (0.77)</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>

Determined of perceptual factors such as attitude and subjective norms and gender difference could be usefulness for designing program about improve communication with people who stutter. Therefore, the main goal of this study was explain of gender differences in attitude, subjective norms and behavior intention communicate with people who stutter among sample of Iranian adolescents. Our findings showed, among attitude item likeable, good sense of humour, mentally stable, sociable, friendly, emotionally adjusted between genders is significant, and girl have much better attitude toward people who stutter. Also, our result indicated the girl students have a better subjective norms and more intention to communicate with people who stutter. In this regard, Nowicki and Sandieson noted that girls were found to be more accepting of persons with disabilities than boys (11). However, St Louis in their study reported public attitudes were very similar between
male and female respondents (12). Mean score of attitude scale in our study was a 44.31 (8.95) and participants received 45.2% of the maximum score for the attitude; in this regard, Langevin et al and McDougall et al in their studies reported of student attitudes toward peers with disabilities, close to one-fifth of participants had mean scores that were some what to very negative (6, 13). Bloodetein, notes that personality characteristics not directly related to speech fluency are similar between stuttering and non-stuttering people (14). However, several researches reported most of people’s hold negative attitudes or stereotypes toward persons who stutter (15, 16). For example, type of negative stereotypes about stutterers including, that stutterers have psychological problems or stutterers should not work in various kinds of jobs (17). In other hand, these studies indicated that the perceptions of people who stutter are generally negative and not easily changed (18, 19). Yet, Flynn et al carried out a live oral or recorded video presentations study on stuttering were delivered to high school students in order, and reported their program could be positively changed high schools students attitudes toward stuttering (20). Thus, changing misconceptions about people with stuttering could be effective in improving their health. Especially during the puberty (adolescent’s period), it is very important for adolescents who stutter the attitudes and subjective norm of their peers; attitudes could be effect on communication with others. In addition, Dorsey et al in their study noted the peer students constitute an important source of social and academic support for most stuttering college students (15). It appears providing peers training through various (for example, school based training) could be useful in this context.

4. CONCLUSION
Our result showed attitude and subjective norm variables accounted for 59% of the variation in the outcome measure of the behavioural intention, and attitude was best factor for predicting behavioural intention. Wrong beliefs could have prevented normal communication, due to misconceptions about people who stutter our study recommend implementing training programs, In order to change wrong beliefs about people who stutter especially for the adolescents.

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Conflict of interest statement
The authors declare that they have no conflict of interest.

AUTHORS CONTRIBUTION
This work was carried out in collaboration between all authors.

CONFLICT OF INTEREST
Authors have declared that no conflict interests exist.

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