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RESEARCH ARTICLE

Exploring Predictors of Ableism: Positive Affect, Context-Sensitive Self, and the Role of Gender

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Introduction: Ableism refers to prejudice and discrimination against people with disabilities, often manifested in exclusionary curricula, inaccessible environments, and biased institutional policies that limit their full participation.
Aim: This study examines the relationships among Positive Affect (PA), Context-Sensitive Self (CSS), and Ableism, as well as the possible moderating role of Gender in higher education.
Methods: An online survey was conducted in June 2024 among Indonesian university students without disabilities (N = 409; 80.2% women; M_{age} = 20.05 years old).
Results: Based on the results of Moderated Regression Analysis, it is known that the research model is simultaneously significant [$F(5, 403) = 13.712$, $p < .001$] with a contribution of 14.5% to the variation in Ableism scores ($R^2 = 0.145$). Partially, PA ($B = 0.075$, $p = .007$) and CSS ($B = 0.308$, $p < .001$) had a significant positive effect on Ableism. Meanwhile, the Gender variable ($B = -2.979$, $p = .414$) and both interaction effects, namely PA × Gender ($p = .307$) and CSS × Gender ($p = .675$), were not significant. These results indicate that PA and CSS can predict Ableism, and this effect is not moderated by Gender.
Conclusion: Findings suggest that both PA and CSS influence ableism positively, and this effect applies equally to men and women. Results indicate the importance of emotional and cultural factors in the development of inclusive attitudes.

Keywords: ableism, context-sensitive self, disability, positive affect, culture

Introduction

Globally, an estimated 16.0% of the world's population consists of people with disabilities (World Health Organisation, 2022). However, their participation in higher education is often limited. In the Indonesian context, there are more than 4,000 higher education institutions, of which 130 are public universities (PDDikti, n.d). The Indonesian public higher education system is committed to inclusion, shown by the enactment of disability policies, such as Law No. 8 of 2016 and Ministry Regulation No. 46 of 2017; however, only 1.48% of Indonesian universities provide disability services (Amnesti et al., 2023; Barida et al., 2020; Riswari et al., 2022), indicating that students with disabilities face significant barriers to educational access, participation, and success.

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Systemic challenges persist in Indonesian higher education institutions, including a lack of accessibility, insufficient assistive technology and faculty training, and negative stereotypes, which hinder students with disabilities from navigating campus environments, managing admission, and receiving appropriate accommodations to support their learning. In addition, social stigma worsens these existing challenges (Amnesti et al., 2023; Barida et al, 2020; Riswari et al., 2022). In Indonesian society, disability is often viewed as a deficiency or shameful, which could explain the low participation of students with disabilities in higher education. The way disability is viewed suggests that disability is a socially constructed phenomenon that influences how societies treat and respond, which may lead to discrimination (Dewi et al., 2020).

One such form of discrimination against disabled individuals is ableism, which manifests in both overt behaviors and implicit attitudes embedded within cultural norms and social structures (Bogart et al., 2019). It involves beliefs that devalue the abilities of people with disabilities, often resulting in marginalization across educational, occupational, and public domains (Friedman & Awsumb, 2019). The concept of ableism is understood as a preference for ability over disability (Hehir, 2002), where the "able body" is preferred over an impaired body (Goodley, 2014). This sense of normalcy becomes the norm that shapes social behavior and functioning. For example, students who read printed books are seen as better than those who read Braille (Hehir, 2002). Only those who meet the norms are believed to be able to contribute to society, to the effect that those who are impaired should be "normalized". Through such socially constructed conceptions of "able" and "normal", students with disabilities find themselves excluded from social and physical structures and practices designed for "normal" students. As higher education does not always embrace diversity, students with disabilities experience barriers to participation and learning (Ndlovu, 2021).

When students with disabilities absorb and enact negative beliefs from society about disability, which shapes how they think, feel, and behave in educational settings, internalized ableism occurs, leading to self-doubt and a diminished self-worth, as shown by Jóhannsdóttir et al.'s study (2022) that early exposure to negative ideas of disability results in negative health and well-being, such as depression, anxiety, unworthiness, and disconnection. However, benevolent ableism may also reinforce social exclusion in higher education settings by giving a positive bias towards students with disabilities, as expressed in various forms including pity or charity, paternalistic protection, and admiration for common accomplishments (Dan, 2024).

The institutional culture in higher education that validates quantified productivity may create a competitive environment that is challenging for students with disabilities, placing them at a disadvantage (Brown & Ramlackhan, 2022). Students with disabilities may find it challenging to overcome their struggles to meet academic expectations, as they are regarded as incapable and different and therefore subjected to discrimination (Bronze, 2014; Goodall et al., 2024).

Several studies have addressed mental health issues among students with disabilities (Grimes et al., 2020; Kruse & Oswal, 2018; Lett, 2018) resulting from ableist attitudes within higher education. For example, an assumption held by society is that students with mental health issues require special treatment within a special environment, which intensifies feeling out of place, stress, and burnout (Brown & Leigh, 2018). Furthermore, age influences the ableism experiences of students with disabilities in higher education. The intersection of age and disability indicates that age can heighten the experiences of exclusion and bias. McGregor et al. (2016) found that younger students with disabilities struggled with academic pursuits, whereas older students found difficulty in their social life, which exacerbated psycho-emotional disablement and internalized ableism (Maher & Haegele, 2024).

Research has consistently found both personal and social factors contribute to ableist attitudes (Harder et al., 2019; Jones, 2025; Malik et al., 2022; Radlińska et al., 2025). On a personal level, individual beliefs, biases, and lack of awareness about disabilities can foster prejudiced views and discriminatory behaviors. Cognitive and emotional factors, such as fear, discomfort, or misconceptions about disability, also play a significant role in shaping ableist perspectives. Social factors further reinforce ableism through cultural, institutional, and structural mechanisms. Societal norms, media representations, and educational systems frequently perpetuate negative stereotypes and marginalization of disabled people, normalizing exclusion and unequal treatment. Ajzen's (1991) Theory of Planned Behavior (TPB) identified and measured three predictors of behavioral intention: attitudes, norms, and perceived behavioral control. Studies have proven its impact on various areas, including teaching and learning (Armitage & Conner, 2001; Cheon et al., 2012; Knauder & Koschmieder, 2019; Wang et al., 2020; White et al., 2008). In this context, attitude refers to negative beliefs about disability, which result in stigma and stereotypes that hinder the success of students with disabilities (Tast, 2017). Subjective norms reflect institutional expectations that privilege productivity, creativity, and "able" bodies, leading students with disabilities to conceal their conditions. Finally, perceived behavioral control reflects the perceived ease or difficulty in performing a behavior (Fichten et al., 2016). In the case of ableism, attitudes, subjective norms, and perceived behavioral con-

trol shape the intention to discriminate against students with disabilities. Although this theory's application in ableism research is limited, it offers a useful framework to explain how attitudes shaped by institutional and social expectations may reflect the persisting ableist norms. Moreover, it also provides valuable insights on how beliefs and norms perpetuate exclusion; thus, it can inform the design of targeted interventions and policies that foster inclusivity in educational settings.

The TPB's components are also influenced by affective states, including emotions and moods that systematically impact how individuals form beliefs and evaluate behavioral outcomes. Research has found that people in a positive mood are more likely to interpret events favorably and perceive desirable outcomes as more attainable (Fisher et al., 2025; Forgas & Bower, 1987; Schaller & Cialdini, 1990). In addition, affective states influence which behavioral, normative, and control beliefs are most easily accessible in memory (Clark & Waddell, 1983; McKee et al., 2003). Positive Affect (PA) is linked to values such as benevolence, universalism, and fairness. Individuals who frequently experience positive emotions tend to prioritize inclusive social values, which directly counteract the ableist beliefs that devalue people with disabilities (Nario-Redmond, 2019). Emotionally positive individuals are more likely to resist exclusionary ideologies and support equality for people with disabilities. Moreover, positive emotions are linked to higher levels of empathy and prosocial motivation (Fredrickson, 2004), acceptance of others' perspectives and fostering of feelings of compassion, and an increase in motivation to support marginalized groups' well-being.

In addition to affect, this study incorporates the concept of Context-Sensitive Self (CSS) to explain how individuals adapt their self-concepts in response to social norms and cultural environments (Markus & Kitayama, 1991). Rather than being fixed, self-concept varies across settings and is shaped by social expectations and cues. Thus, an individual's self-concept can change according to the cultural context. This idea aligns with Eastern views of the self as fluid and relational (Kashima et al., 2004), in contrast to Western notions of a stable and independent identity. The CSS refers to the variability of the phenomenal self across various contexts. Jones and Gerard (1967) referred to the context-specific experience of oneself as the "phenomenal self", defining it as one's awareness that arises from interaction with the environment, one's own beliefs, values, and attitudes, the relationships between them, and their implications for behaviour. The CSS framework suggests that people with high context sensitivity may either conform to dominant ableist norms (e.g., viewing disability as a deficiency) or adopt more inclusive attitudes in supportive environments (Bogart & Dunn, 2019; Dirth & Branscombe, 2019).

Gender socialization plays a significant role in this dynamic. Men are often conditioned to value autonomy and independence, whereas women are typically socialized towards empathy and care (Pang et al., 2023). These gendered traits may influence how individuals express positive affect and respond to disability-related norms. For instance, men experiencing positive emotions may still reinforce ableist assumptions by overemphasizing independence, whereas women may be more likely to engage in compassionate, inclusive responses. Prior studies have shown that women tend to report lower levels of ableism than men, a difference that may be rooted in broader patterns of empathy and social orientation (Kattari, 2015; Rudman & Glick, 2001). In this framework, gender acts as a moderating variable that shapes the influence of PA and CSS on ableist attitudes.

This research aims to investigate the effects of PA and CSS on ableism and examine the moderating role of gender on this relationship. Therefore, this study integrates emotional, social, and cultural factors to better understand ableism, with particular emphasis on gender differences in affective processing and norm conformity. Using the TPB framework, we hypothesize that gender moderates the effects of PA and CSS on ableism.

Methods

Research Design and Participants

This study used a cross-sectional quantitative research design to examine the relationships among three variables: PA and CSS as the independent variables and ableism as the dependent variable, with gender as the moderating variable. The purposive sampling technique was chosen, considering the infinite number of populations and accessibility. The sample size was determined based on the requirements for path analysis in mediation or moderation models, considering parameter bias, 95% coverage, and statistical power (Muthén & Muthén, 2002). The recommended minimum sample size was 253 participants (Sim et al., 2022), who were selected based on the following criteria: (a) 18–24 years old, (b) identified as having no disabilities, (c) registered as active undergraduate students at a public university in Indonesia, and (d) had no siblings with disabilities.

The study protocol was approved by the Research Ethics Committee of the Faculty of Psychology, Universitas Diponegoro (certificate number: 578/UN7.F11/PP/V/2024). Data were collected online in June 2024. Participants were recruited from several public universities in Central Java via online flyers providing study information, such as the purpose of the study, inclusion criteria, survey link, and an informed consent form. Those interested in participating in the study were required to contact one of the researchers listed on the flyers.

A total of 409 participants who met the inclusion criteria completed the survey. They consisted of 81 (19.8%) male participants and 328 (80.2%) female participants, resulting in a woman to man ratio of 4.05:1. The mean age of the participants was 20.05 years (*SD* = 1.36).

Measurement

The Symbolic Ableism Scale (SAS)

Ableism was measured using the *Symbolic Ableism Scale* (SAS) developed by Friedman and Awsumb (2019), which was adapted to the Indonesian language by a certified translator and two experts. The original version of this scale consisted of 13 items with seven Likert-type response options ranging from 1 (strongly disagree) to 7 (strongly agree). A higher total score represents a high level of ableism in the individual. However, after pilot testing, six items were reported to have corrected item-total correlation scores above the acceptable threshold of .3, with a Cronbach's α of .76, which were thus deemed adequate for use in the study. Examples of the items used are as follows: "Even though people with disabilities try hard, they often cannot achieve their goals" (item 1), and "Every person with a disability who is willing to work hard has a good chance of succeeding" (item 5). Reverse scoring applied to responses that indicate disagreement with items on the ableism scale.

Positive and Negative Affect Schedule (PANAS)

PA was measured using the *Positive and Negative Affect Schedule (PANAS)* developed by Watson et al. (1988) and adapted into the Indonesian language by the Placebo Research Group (https://placeboresearchgroup.org/translated-scales/). The PANAS consists of 10 items assessing positive and negative affects, with five Likert-type response options ranging from 1 (very little or not at all) to 5 (very much). In this study, only the 10 items measuring PA were used. Participants were asked to rate (from 1 to 5) 10 words based on how accurately each word reflected their current feelings and emotions. The words included were: 1. Interested; 2. Excited; 3. Strong; 4. Enthusiastic; 5. Proud; 6. Alert; 7. Inspired; 8. Determined; 9. Attentive; and 10. Active. The 10 PANAS items had a Cronbach's α of .86.

Pan Cultural Scale (Part of Context Sensitivity Index)

CSS was measured using a *Pan-Cultural Scale* adapted into the Indonesian language and context by the researcher with five Likert-type response options from 1 (strongly disagree) to 5 (strongly agree), taken from Yamaguchi (2001, as cited in Bond, 2004). Seven items tested individuals' beliefs on whether their self-concept is consistent across contexts (consistent self) and whether they have a true self (true self). A high CSS score indicates that individuals are more flexible and sensitive to social context. Reverse scoring is applied to items that are negative in nature.

Psychometric test results showed that five of the seven items had adequate content validity, with corrected item-total correlation scores above .3 and a Cronbach's α of .66. These five items were used in this study. An example item is "In different situations and with different people, I am a very different person" (item 3).

Statistical Analysis

Data analysis was conducted to test the research hypotheses, with predictor variables PA and CSS, outcome variable ableism, and gender as the moderating variable. All three variables show a relatively normal distribution with skewness and kurtosis with their absolute value being less than 1 with the following details: skewness and kurtosis of ableism (0.32; 0.79); PA (-0.46; 0.46); CSS (0.09; 0.53). The data were analyzed using JASP version 0.16.4 and moderated regression analysis. Moderated Regression Analysis tests moderation in a single regression model. This results in a more efficient analysis and avoids misinterpretation between subgroups (Champoux & Peters, 1980).

Results

Descriptive statistics for the variables of ableism, PA and CSS based on gender are presented in Table 1. In general, the average ableism score for women (M = 24.84, SD = 3.23) was slightly lower than that for men (M = 26.08, SD = 4.00). A similar pattern was also seen in PA and CSS.

Table 1. Descriptive Statistics Based on Gender

Variable	Gender	*M*	*SD*	Min	Max
Ableism	F	24.84	3.23	16	36
Ableism	M	26.08	4.00	19	38
PA	F	34.18	6.41	14	50
PA	M	35.26	7.21	15	49
CSS	F	24.02	3.26	13	35
CSS	M	24.08	3.80	14	32

Note. F = female; M = male.

Next, a moderation regression analysis was conducted to examine the role of PA and CSS on ableism and the possible moderation by gender (Appendix 1). The overall regression model was significant, $F(5, 403) = 13.71$, $p < .001$, with an R^2 value of .145 and an Adjusted R^2 of .135. This indicates that the model explains 13.5% of the variance in ableism, suggesting that the model has adequate explanatory power.

The regression coefficient test results show that PA has a significant positive effect on ableism (B = 0.075, SE = 0.028, t = 2.69, p = .007; Table 2). Similarly, CSS shows a significant positive effect (B = 0.308, SE = 0.053, t = 5.80, $p < .001$). Conversely, gender does not have a significant effect on ableism (B = -2.979, SE = 3.642, t = -0.82, p = .414). Furthermore, the interaction between PA and gender was not significant (B = 0.067, SE = 0.066, t = 1.02, p = .307), nor was the interaction between CSS and gender (B = 0.051, SE = 0.122, t = 0.42, p = .675). Thus, there is no evidence that gender moderates the relationship between PA or CSS and ableism.

Table 2. Regression Coefficients for the Final Model

Predictor	*B*	*SE*	*t*	*p*	ß
Intercept	14.948	1.433	10.43	< .001	
PA	0.075	0.028	2.69	.007	0.140
CSS	0.308	0.053	5.80	< .001	0.302
Gender	-2.979	3.642	-0.82	.414	–0.327
PA × Gender	0.067	0.066	1.02	.307	0.264
CSS × Gender	0.051	0.122	0.42	.675	0.140

Note. B = unstandardized coefficient, β = standardized coefficient.

Post hoc testing, using simple slopes analysis for PA and CSS by gender, yielded the results. In Figure 1 the PA×gender interaction effect is not significant, as can be seen in the slopes for males and females being almost parallel. Gender differences do not affect the relationship between positive affect and ableism. Both men and women showed the same pattern that the higher the positive affect, the higher the tendency toward ableism. In Figure 2 the CSS×gender interaction effect is not significant as shown in the slope between males and females being almost identical. The context-sensitive self increases the tendency toward ableism, regardless of gender.

Figure 1. Simple Slope Moderation for PA by Gender

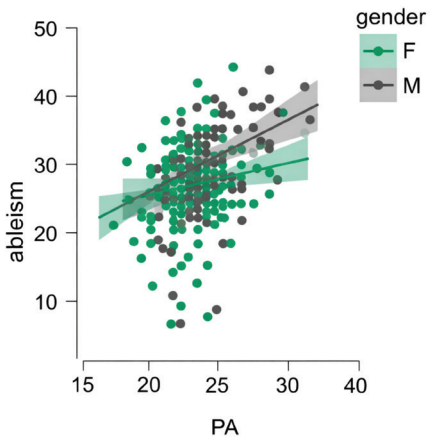
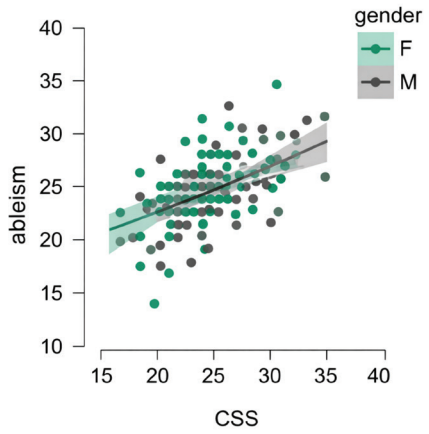


Figure 2. Simple Slope Moderation for CSS by Gender



Discussion

The purpose of this study is to analyze the influence of PA and CSS on ableism, as well as to examine the role of gender as a moderating variable in this relationship in Indonesian public higher education institutions. The results showed that PA and CSS had a significant effect on ableism; however, no significant moderating effect of gender was found.

PA has a significant positive effect on ableism. This means that individuals with positive affect tend to have higher levels of ableism, not lower. The finding that PA has a positive effect on ableism provides an interesting perspective on ableism. In general, positive emotions are often associated with increased empathy and social acceptance (Fredrickson 2004; Morelli et al., 2015); however, some studies have shown that a positive mood can also encourage individuals to maintain a stable and conformist worldview, including biased social norms such as ableist norms (Grol & De Raedt, 2018). Previous studies explain that a positive mood can increase the use of heuristics (quick and simple ways of thinking), so that individuals are more likely to accept existing norms without much critical evaluation. In other words, positive affect can reduce critical processing of social injustice, making implicit biases or discriminatory norms more likely to be accepted without deep reflection (Bless & Fiedler, 2006; Huntsinger & Ray, 2016). Study by Forgas (2017), was reported that people who are in a negative mood tend to make fewer judgment errors, are more resistant to eyewitness distortion, may be more motivated, more sensitive to, and better at generating high-quality and effective communication strategies. This is why a positive mood makes individuals more conformist to group norms because there is no emotional drive to change the situation. In the context of stigma (including against persons with disabilities), passive acceptance of social norms can reinforce entrenched stereotypes when there is no emotional or moral pressure to challenge them (Corrigan et al., 2009).

In this context, individuals with high PA may exhibit ableist attitudes not because of discriminatory intent but because of a tendency to view the world positively without critiquing the structures of social inequality.

This study also highlights the role of CSS as having a significant positive effect on ableism. CSS refers to an individual's ability to adjust their self-concept in response to changing social environments, norms, and interactions (Markus & Kitayama, 1991). Meanwhile, the positive influence of CSS on ableism shows that sensitivity to social context does not always lead to inclusive behavior. Previous studies have found that individuals with high contextual sensitivity tend to conform to prevailing social norms, even when those norms reinforce social biases or injustice (Sowden et al., 2018, Suh, 2007). In other words, CSS can encourage conformity to a social environment that is still laden with ableist values.

The regression model as a whole was significant, but no gender moderation effect was found. Thus, it can be concluded that both PA and CSS influence ableism positively, and this effect applies equally to men and women. Research findings indicate that PA and CSS actually increase ableism, which can be linked to the concept of benevolent ableism explained by Bogart and Dunn (2019), a form of positive prejudice that arises from good intentions but still perpetuates social inequality. Individuals with high positive affect and social sensitivity may

try to be "kind" but unconsciously reinforce norms that position disability as "less normal." A common example found in social life is that sympathy, pity, or an excessive desire to help can actually reinforce the assumption that people with disabilities are less competent, weak, or in need of special treatment.

The absence of a moderating effect of gender indicates that the relationship between PA and CSS to ableism is consistent among both men and women. This aligns with intersectionality research showing that although ableism often overlaps with other forms of discrimination such as sexism, in general contexts, patterns of ableist thinking can be uniform across genders because both are rooted in the same social structures (Santacreu-Vasut & Wu, 2025). Furthermore, recent studies suggest that experiences of ableism and attitudes toward disability are often more influenced by social experiences, education, and internalization of cultural norms than by biological or gender differences (Leonhardt & Mackert, 2025). Therefore, these findings reinforce the idea that efforts to reduce ableism should focus on changing social structures and fostering critical awareness, rather than demographic differences such as gender. Previous research by Bogart and Dunn (2019) also showed that ableism often operates through social processes that are general and systemic in nature. Therefore, both men and women can display similar patterns of ableist thinking.

Ableism is not just an issue of individual attitudes, but a social structure that is institutionalized, comparable to racism and sexism. Attitude theories such as those proposed by Ajzen (1991) are not sufficient to explain the findings of this research. Change towards an inclusive society requires critical awareness, social education, and systemic reform that positions people with disabilities as active subjects, not objects of pity (Bogart & Dunn, 2019; Castillo & Larson, 2020).

Strengths and Limitations

The results of this study offer important insights into attitudinal change mechanisms in higher education contexts, particularly in Indonesia, where research on ableism is limited. By focusing on undergraduate populations, this study adds novel cultural perspectives to the existing literature and emphasizes the relevance of sociocultural variables in attitude formation.

However, this study has several limitations. The sample was restricted to students from public universities, which may affect the generalizability of the findings to students from private institutions or from different cultural backgrounds. It also has to be noted that given that the data set is highly skewed towards women (80.2% of the subjects were female), the role of gender as a moderating variable is limited. The study also included only non-disabled participants, limiting the scope of the analysis by excluding the perspectives of people with disabilities, whose voices are essential for a comprehensive understanding of ableism. Additionally, the exclusive use of self-reported data raises the possibility of social desirability bias influencing participants' responses, especially regarding socially sensitive attitudes. The cross-sectional design further constrains the ability to establish causal relationships between the observed variables.

Conclusion, Implications, and Future Directions

Overall, this study shows that both PA and CSS contribute to the increase of ableism, and this effect is not moderated by gender. This means that affective disposition and social sensitivity may have a universal role in shaping discriminatory attitudes towards people with disabilities. These findings highlight the importance of critical awareness education and social reflection in efforts to reduce ableist bias in society, such as school-based inclusive education improving attitudes of non-disabled students toward peers with disabilities (Ruijs & Peetsma, 2009) and the implementation of the human rights model by involving disability groups in policymaking (Degener, 2016). These findings offer valuable implications for both academic and practical efforts aimed at promoting inclusivity. Tackling ableism is not only a matter of social justice but also contributes to a healthier and more inclusive social climate that benefits all members of society, including disabled and non-disabled individuals. Therefore, higher education should address and challenge the institutional beliefs and norms that discourage inclusion. Collaborations among policymakers, universities, and communities are crucial for promoting sustainable diversity-inclusive change.

Future research should include more diverse and representative samples, particularly by involving individuals with disabilities, to better understand the multifaceted nature of ableism. Furthermore, longitudinal and experimental designs are recommended to explore causal relationships and observe how ableist attitudes evolve over

time. Qualitative methods, such as interviews and focus group discussions, may provide deeper insights into how PA and CSS function in everyday social contexts. Moreover, future studies could investigate other potential moderating variables, such as cultural values, educational background, and direct exposure to inclusive environments, to identify additional factors influencing the development or reduction of ableist attitudes.

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Author contribution
Ika F. KRISTIANA: conceptualization, design, methodology, funding acquisition, investigation, project administration, data management, formal analysis, interpretation, supervision, writing original draft, writing review and editing.
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Declaration of interest statement
The authors have no conflicts of interest to disclose.

Ethical statement
This manuscript is the authors' original work.
All participants engaged in the research voluntarily and anonymously.
Their data are stored in coded materials and databases without personal data.
The studies involving human participants were reviewed and approved by the Research Ethics Committee of the Faculty of Psychology, Diponegoro University, Indonesia with the certificate number: 578/UN7.F11/PP/V/2024.

Data availability statement
Datasets presented in this article are available from the corresponding author upon reasonable request.

Declaration on using artificial intelligence in research and manuscript preparation
The authors used AI technologies in the preparation of the manuscript, but not in their research. They employed Open Paperpal to assist in checking similarity and potential plagiarism, in combination with standard tools such as Turnitin and the journal's submission check menu, to ensure the manuscript's completeness and compliance with reputable international journal standards. All authors carefully reviewed and verified the suggestions provided by Open Paperpal.

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Appendix

Table 1. The Result of Moderated Regression Analysis Predicting Ableism From PA, CSS, Gender, and Their Interactions

Coefficients

Model		Unstandardized	Standard Error	Standardized	*t*	*p*
M_1	(Intercept)	14.948	1.433		10.434	< .001
	PA	0.075	0.028	0.140	2.693	.007
	CSS	0.308	0.053	0.302	5.801	< .001
	dummy gender	−2.979	3.642	−0.327	−0.818	.414
	PA × dummy gender	0.067	0.066	0.264	1.023	.307
	CSS × dummy gender	0.051	0.122	0.135	0.420	.675

Note. Gender males are coded by 0; gender females are coded by 1.

Descriptive Statistics

	Ableism		PA		CSS	
	F	*M*	*F*	*M*	*F*	*M*
Mean	24.842	26.075	34.176	35.263	24.015	24.075
Std. Deviation	3.230	3.999	6.407	7.211	3.259	3.801
Minimum	16.000	19.000	14.000	15.000	13.000	14.000
Maximum	36.000	38.000	50.000	49.000	35.000	32.000