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## A STUDY OF THE PHILOSOPHY AND PSYCHOLOGY STUDENTS' ATTITUDES TOWARDS PEOPLE WITH PHYSICAL AND MENTAL DISABILITIES

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ARTICLE DETAILS	ABSTRACT
<b>Article History</b> Published Online: —	The aim of this study was to compare the attitudes of female students of Psychology and Philosophy toward exceptional children (mental-physical). The research methods in this section have been described using tables according to the studied sample based on characteristics and demographic questions with a description (frequency, percentage, mean and standard deviation). Also, to investigate the difference in attitudes of philosophy students and psychology students. Chi-Square test and binomial test were used to compare. The findings of this study show that 340 students of Tehran universities were studied. From the university's point of view, all students were students who were studying at Tehran universities. In terms of the educational year, 20.3% were the first year, 41.8% were in the second year, 20.3% were the third year, and 6.17% were in the fourth year.
<b>Keywords:</b> <ul style="list-style-type: none"><li>➤ Students' Attitude,</li><li>➤ Philosophy</li><li>➤ Psychology</li><li>➤ , Disability (Mental and Physical.)</li></ul>	



	<p>Also, the age range of the studied students was from 18 years to 42 years, and the mean was 44.21, and the standard deviation was 34.3. In general, it can be concluded that the attitude of philosophy and psychology students towards people with disabilities (physical and mental) is almost the same.</p>
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### Introduction:

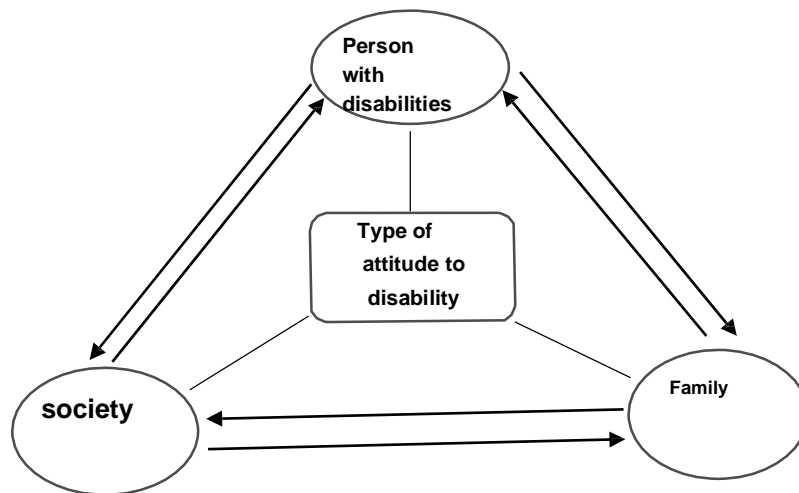
According to the definition of DSM-5, intellectual insufficiency (mental development disorder) is a disorder that begins during the growth period and includes deficiencies in adaptive and intelligent functioning in the practical, social, conceptual domains. There are following three criteria: there should be: (a) Deficiencies in IQ function such as standardization, problem-solving, planning, abstract thinking, judgment, educational learning, and learning from experience that are confirmed by clinical evaluation as well as individual standard intelligence test. (b) Deficiencies in adaptive functioning that lead to a lack of access to developmental, social, and cultural standards in the field of individual autonomy and social responsibility. Without continuous support, these adaptive defects limit one or more activities of daily life, social participation in various environments such as home, school, workplace, and community level. (c) IQ and adaptive defects during the growth period (Saduk, Saduk & Roniz, 1933; translated by Rezaee)

Research studies show that students with special needs are usually rejected by their normal peers. (Emami, 2018) According to the definition of the American Society of Mental and Developmental disability, lack of appropriate communication behaviors is a characteristic of mental disability. These students may lack special communication skills, apply inappropriate



communication behavior in a special situation, or lack awareness about appropriate behavior in a particular situation. (Ferris Abadi et al., 2015)

Mental inability is a common disorder that affects about 3% of the world's population. (Fadakar, soukeh and colleagues, 2014) It is a kind of global problem that exists in every country. (Faris Abadi et al., 2015) The cognitive and behavioral disabilities affect not only the affected person but also his caregivers, family, teachers, and society. (Alii & et al., 2015). Unfortunately, society's attitude towards children with special needs is somewhat negative, and these children are ridiculed and humiliated in our society and suffer from this view.



Some scientific findings are related to attitude trends (in cognitive, emotional and behavioral domains) at individual, family and community levels and have compared the trends obtained from the type of attitude (positive and negative).) Sattari et al. 2005 In tables 1.2.3) Here we examine feelings of the disabled person, family and society about the phenomenon of disability, the



attitudes and behaviors resulting from the type of attitude (positive and negative).

**Table1:**

This section is the most important dimension in interactions and therefore, it should draw the most attention in planning related to the individual and social rehabilitation of the disabled.

Type of attitude  by	Negative attitude	Positive attitude
<p><b>by disabled person towards themselves</b></p>	<p>1- Weak and shaken self-concept. 2- Weakness of will and inferiority complex. 3- magnifying the limits. 4- Paying little attention to capabilities. 5- Excessive expectations from others. 6- Increased stress and feeling of insecurity. 7-Problems in building relationships with others. 8- Dependence on personal matters 9- Extreme pessimism towards others. 10- The possibility of a double disability</p>	<p>1. Self-esteem and self-confidence 2- Strong confidence and zeal for activity 3- Recognition of abilities 4- Reasonable attention to self-capabilities and acceptance of limitations. 5- Reasonable expectation from others. 6-- Tendency to independence and self-confidence. 7- Willingness to develop social relations 8- Independence and self-confidence. 9- Optimism about improving conditions - Social adjustment 10.- Reduction of disability damaging</p>



<b>Probable Results</b>	<ol style="list-style-type: none"> <li>1. Incidence of emotional and behavioral disorders</li> <li>2. Increased psychological and social damage.</li> <li>3. Reducing interactions with others and increasing disability problems in person</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing a sense of worth and self-acceptance</li> <li>2. Trying to benefit from the capabilities.</li> <li>3. Motivating individual in social activities and tasks.</li> <li>4. Efforts to reduce disability-related injuries in the individual</li> </ol>
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**Table2: Family interactions with a disabled person:**

Considering that family is the first factor in environment of each individual, therefore, this dimension is of particular importance in planning for prevention and treatment of mental and social disorders, especially related to disability issues.

Type of attitude by	Negative attitude	Positive attitude
<b>Family toward disabled person</b>	<ol style="list-style-type: none"> <li>1-Guilty-feeling and denial of disability and rejection of a disabled child.</li> <li>2-anxiety and concern about the situation.</li> <li>3- Family breakdown.</li> </ol>	<ol style="list-style-type: none"> <li>- 1Realistic approach, and strengthening the feeling.</li> <li>2- Acceptance of the situation and satisfaction.</li> <li>3 -Reducing psychological pressures and creating peace in the family</li> </ol>



	<ul style="list-style-type: none"> <li>-Feeling of incompetence.</li> <li>4- The desire for social isolation.</li> <li>5 - Magnify the situation and limitations</li> <li>6- Making children dependence on personal matters</li> <li>7- Uncontrolled pessimism</li> <li>8- The possibility of a double family disability compared to a disabled person</li> </ul>	<ul style="list-style-type: none"> <li>Empathy and improved relationships in the family</li> <li>- Self-confidence.</li> <li>4- Preparing better social relations.</li> <li>5- Hope to improve conditions</li> <li>6-Adopting the child and contributing to his independence.</li> <li>7-Optimistic attitude</li> <li>8- Trying to recognize and flourish the talents of a disabled child.</li> </ul>
<b>Probable Results</b>	<ul style="list-style-type: none"> <li>- At the risk of being exposed to the family</li> <li>- Incidence of behavioral and emotional disorders in other organs</li> <li>- Reducing family efficiency in different fields</li> </ul>	<ul style="list-style-type: none"> <li>Accepting and coping with reality</li> <li>- Child assistance for independence and personal and social quality</li> <li>- Family unity and the continuation of the normal process in the lives of family members.</li> </ul>

Undoubtedly, based on documentary evidence, monotheistic religions have always produced the best attitude toward this group because of their roots in revelation.

**Table 3:Community interactions with a disabled person:**

The role of education and social rehabilitation in this field is very important. Planning for reforming and changing social attitudes towards disabled persons is one of the most important duties of these institutions.

Type of attitude By	Negative attitude	Positive attitude
<b>Community towards a disabled person</b>	- Non-acceptance of the disabled	Creating a context for the social contributions of a person with disabilities
	-Disregarding his needs	- Material and spiritual investments to meet his needs
	- Neglecting the human rights of the disabled	- Preparing for clarity of laws in order to protect the disabled
	Feeling unhelpful to the disabled in social activities	- Utilizing disability in social programs
	Insufficient cooperation in planning for disabled persons	- Welcoming practical measures and implementing special programs for disabled persons
	Lack of allocation of special facilities to the disabled	Willingness to provide special social facilities to the disabled
	- - Lack of family support for disabilities	- Providing support services to the family of a disabled person



<b>Probable Results</b>	- The reality of the disabled person in the society is not known and therefore measures such as meeting the needs, securing rights, benefiting from capabilities, providing special facilities for material and spiritual investments for the disabled are delayed and slowly taken.	Social capacities (including attention to legislative centers, provision of services and programs for supportive and participatory measures and allocation of credits and facilities) for the welfare and attention of the disabled are developed and the socialization process towards these people is done quickly.
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Apart from limitations and problems in terms of performance, Mental retardation and disability, have caused psychological mis-cognition due to social interactions on the personality of people with mental retardation, in which the attitude of people to disability has a decisive role. (Gharib.et.al, 2014) Attitude includes individual thoughts and ideas that have been formed under the influence of facts, knowledge, and beliefs. These ideas affect one's emotions and excitement, and determine how a person behaves in relation to that subject. (Mohammadi et al., 2014), researches show that variables such as age, gender, education and occupation are factors affecting people's attitudes toward mental retardation and disability. (Gharib &et.al) In attitudes toward children with special needs, several factors may be involved. These factors can be searched in the culture of individuals, religious beliefs, their family and historical background, the extent





and type of relationship and social interaction) directly and indirectly through television (as well as the amount of knowledge and information about the subject in question) (Beh Pajouh, 2012) Entering the university is an important change in the life of the individual. By entering the university, the previous compatibility of the individual is disrupted by the changes. (Reviving et al, 2017) According to the definitions of different books of psychology, psychology students have defined the science of studying behavior as the science of studying behavior, which also investigates the behavior of individuals. (Reber, 1940 translation of Yousef Karimi. Awadys Yance. Mohammad Ali Asghari Moghadam. Farzaneh Farahzad. Siamak Naghshbandi. Mohammad RezaNikkho. Javad Tahurian. Jasent Salibi. 2011; Among different scientific groups, philosophy students study concepts based on transcendental wisdom, reasoning and logic.) The website of Tarbiat Modares University, 2019) it is notable that psychology discusses people and philosophy discusses general concepts. In this article we will examine the differences in attitudes of psychology and philosophy students about exceptional children.

#### **Method of Investigation:**

1. Statistical Group: 340 students of psychology and philosophy (female) who were studying undergraduate degrees in Tehran universities. 40.3% were in philosophy, 3.20% of freshmen were 8.41% in the second year, 3.20% in the third year and 6.17% in the third year.

2. Sampling: So that students studying psychology and philosophy who were studying undergraduate degrees at Shahid Motahari, Alzahra, Azad Tehran Jonob, Tehran, Refah, Azad Tehran Markaz, Shahid Beheshti were randomly referred and asked to fill out the questionnaire.



3. Research methodology, research tool, data collection, data analysis method: According to the nature of the subject and the purposes of the research, random method has been used. The ATDP questionnaire was used to collect data and to investigate students' attitudes toward exceptional children. This questionnaire consists of 30 questions that assess people's attitudes toward disability. In order to evaluate the absolute and relative reliability of the overall score of the Persian version of ATDP by the method of delimiting the questions, the correlation between even and odd questions has been calculated and the correlation coefficient (0.607) and (0.6(0. CT) has been calculated. High scores indicate that the respondent is more accepting of the disabled and his or her patron attitude towards the disabled person.

### **Findings**

In the topics related to social psychology, the issue of attitude and its impact on the development of relationships between humans has been considered. 2004, Multi-dimensional assessment and evaluation of attitudes toward people with disabilities leads to a better understanding of this concept and paves the way for designing and implementing appropriate interventions.) 2016- Disability as a biological and social phenomenon is a reality that all societies, regardless of the extent of development, and including industrial and non-industrial countries, face. (Kaldy. 2000) Disability phenomenon is an undeniable fact, currently according to existing statistics about 4% of the population of the country are people with disabilities with different physical, mental, sensory and mental disabilities, which includes a population of 5.2 million people. (Sattari et al., 2005), Many of the obstacles faced by people with disabilities are related to society's attitude toward them. If people's attitudes toward them are positive, they can be better integrated into society, better members of the community and friends accept them, and more job



opportunities are provided for them, but the society's attitude towards them is negative, this seriously prevents them from entering society and damages their specific work to family, social and disability. It turns into a bigger job. 2016, as a result of the passage of time, the problems of exceptional children are on the shoulders of society. In a study conducted by Mascokina &et.al (2001) on the attitudes of surrounding groups and in relation to exceptional children, they concluded that people's attitudes were mostly negative, and therefore more effort should be made on the change of attitudes of those around them to the positive side.

#### **Obtained results:**

(Table No. 1) Frequency distribution and percentage of students according to the university of study

university of study	Frequen cy(f)	percentage(%)
<b>Shahid Motahari University</b>	59	17/4
<b>Azad Tehran Jonob</b>	9	2/6
<b>Alzahra university</b>	107	31/5
<b>Tehran university</b>	12	3/5
<b>Refah university</b>	45	13/2
<b>Azad Tehran Markaz</b>	64	18/8
<b>Shahid Beheshti university</b>	44	12/9
Total	340	100



Table 1, which includes female students in both psychology and philosophy, is listed in the many tables in each university and the percentage of each of them compared to the total.

(Table No.2) Frequency distribution and percentage of students in terms of field of study

Field of study	Frequency(f)	percentage(%)
Psychology	203	59/7
Philosophy	137	40/3
Total	340	100

**Table 2: The frequency of female students and their percentage in psychology and philosophy are listed.**

(Table No.3) Frequency distribution and percentage of students by year of study

Year of study	Frequency (f)	Percentage (%)
First	69	20/3
Second	142	41/8
Third	69	20/3
Fourth	60	17/6
Total	340	100

Considering that undergraduate students were given a validity questionnaire, in Table 3, the frequency of students in each undergraduate year was compared with their percentage of the total.



(Table No. 4) Mean and Standard Deviation of Students' Age

Variable	Minimum	Maximum	Mean	Standard Deviation
Age	18	42	4 4/2 1	34/3

Table 4 is the youngest age and the highest age of students.

(Table 5) Comparison of students' attitudes toward people with disabilities

(Physical and mental)

Students' Attitudes	Frequency	Observed ratio	Meaningful level P.Value
Negative attitude	100	290/	(**)10/00
Positive attitude	240	710/	
Total	340	----	

(\*\*)



Meaningfulness at the level 0/0  
1

In Table 5, the frequency of positive and negative attitudes toward exceptional children among students is given.

(Table No. 6) Comparing the attitudes of philosophy students and psychology students toward people with disabilities (physically and mentally)

		Field			value		
	Index Attitude	Psychology	Philosophy	Total	x2	d.f	P.Value
	Frequency	57	43	100			
negative	percentage	28/1	31/4	29/4			
	Frequency	146	94	240			5110/
Positive	percentage	71/9	68/6	70/6	0/431	1	
	Frequency	203	137	340			
total	percentage	100	100	100			



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Table 6 compares positive and negative attitudes among philosophy and psychology students.

#### **Method of Investigation:**

1. Statistical Group: 340 students of psychology and philosophy (female) who were studying undergraduate degrees in Tehran universities. 3.40% were in philosophy, 3.20% of freshmen were 8.41% in second year, 3.20% in third year and 6.17% in the third year.

2. Sampling: So that students studying psychology and philosophy who were studying at Shahid Motahari, Alzahra, Azad University of South Tehran, Tehran, Refah, Azad Tehran Center, Shahid Beheshti were randomly referred and asked to fill out the questionnaire.

3. Research methodology, research tool, data collection, analysis method: With the nature of the subject and the purposes of the research, random method has been used.

The ATDP questionnaire was used to collect data and to investigate students' attitudes toward exceptional children. This questionnaire consists of 30 questions that assess people's attitudes toward disability. In order to evaluate the absolute and relative reliability of the overall score of the Persian version of ATDP by the method of delimiting the questions, the correlation between even and odd questions has been calculated and the correlation coefficient (0.607) and (0.6(0. CT) have been calculated.

#### **Analytical results:**

**First question: How is students' attitude toward people with disabilities checked?**



Students' attitudes toward people with physical and mental disabilities (based on questionnaire to positive attitude and negative attitude were determined and compared with binomial test) the results showed that 29% of students had negative attitude and 71% of students had positive attitudes. Therefore, due to the difference in positive attitude and negative attitude of F, the results were statistically significant at the level of ( $P < 0.01$ ).

**Second question: How is the attitude of philosophy students and psychology students toward people with disabilities (physical and mental)?**

The attitudes of students in philosophy and psychology toward people with disabilities (physical and mental) were compared with those with X<sup>2</sup>. The results showed that 28.1% of psychology students and 31.4% of philosophy students have negative attitudes, and 71.9% of psychology students have positive attitudes due to their closeness Percentages, the difference between the two groups of students at the level ( $P > 0.05$ ) was not significant. As a result, it can be said that the attitude of philosophy and psychology students toward people with physical and mental disabilities is almost similar. According to the results of this study, it is shown that 71.9% of psychology students and 68.6% of philosophy students discuss psychologically according to difference of viewpoints and philosophy speaks about general concepts (positive attitude toward disabled persons) physical and mental.

**Conclusion:**

Disability is a general protection term that includes disorders, limitations of activity, limitation of participation and disorder in function or structure of the body, and limits a person's activity to difficulty in carrying out a task or action.) Closter et al., 2009, less favorable attitudes of the provider and focusing on disability





instead of the individual itself in general may lead to prohibition of treatment, provision of inferior treatment and general neglect of preventive care. Miller et al., 2009 Also, students of health care and professional specialists showed a positive attitude toward people with physical disabilities.) Setchi Danand et al.) (2012) An exploration study was conducted on a small easy sample of undergraduate social work students that examined people's attitudes toward disabled people in two groups. a group with a master with disabilities and a group that didn't have a disabled teacher. The results showed that the first group students had a more positive attitude toward the disabled. As a result, it is recommended that universities and social work schools should employ professors with disabilities. Hayashi and May, 2011. Also, during the researches of Closter and colleagues (2009) which was conducted on the attitudes of nursing students and non-nursing students, it was shown that nursing students had more positive attitudes toward people with physical disabilities and also had a more positive attitude in comparison with people who were in non-health care occupations than those with physical disabilities in another study that considering the effects of educational intervention briefly. Medical students were given to people with disabilities in health care sets those students who had the effect of educational intervention on them (n=237) (n=251 had more positive attitudes than those with disabilities.) Bo.P. Volkysy and Ancom. 2016 In a 2015 study comparing the attitudes of students who provided professional services to people with disabilities with disabilities, it was shown that students had a positive male attitude toward people with disabilities.

In another study conducted by Truvo and his colleagues (2004) with the aim of investigating the attitudes of health professionals to people with disabilities, it was shown that health specialty students had less positive attitudes toward disability and also



nursing expert students were at risk of negative attitudes, so we need to provide specific educational experiences to promote more positive attitudes toward disabled people. Shahin and Akyol (2010) also state that a training course should be placed for nursing and medical students about better understanding of the disabled according to their occupation and the calls they may have with people with disabilities.

However, McGeevalfadrick et al. (2015) which performed pre-test and post-test on 109 dental students, shows that the educational intervention program has no effect on students' attitudes. In a study conducted by Bunch and Valeo (2004), students' attitudes toward their disabled counterparts in inclusive and special education schools were interviewed on 21 students from inclusive schools and 31 students from special education schools. Qualitative studies were conducted on interview data. It shows that the development of friendliness and the lower rate of harassment behavior are evident in inclusive schools, although students in both systems support their disabled counterparts, but advocacy in inclusive collections is more common.

Furthermore, another study on students' attitudes toward their disabled counterparts in physical education classes showed that teaching students to develop and perform appropriate behaviors to their counterparts helps to facilitate coexistence and growth and mutual learning.) Betsus et al. (2013) In another study aimed at investigating the relationship between participation in an exercise camp and students' attitude toward people with disabilities, it was shown that holding a participation camp alone could not lead to a change in students' attitude toward people with disabilities, and in further analysis it was shown that Urdu could make positive attitude changes in students who had initially had less positive attitudes. Canned. Bergman and Hanson, 2012, in a study conducted by Wong Day (2008) with the aim of investigating the



effect of educational intervention and daily contacts in class on the attitudes of 398 students, show that teaching intervention outside the classroom has little effect on changing students' attitudes.

A similar study was conducted on 463 students who were in contact with the disabled, which showed that there was no difference between the attitudes of students who attended inclusive classes with the disabled and those with disabilities in normal classes, only those with a disability as a companion for joint activities had a more positive attitude. (Schwab, 2017) In another study that examines the attitudes of 115 students toward their disabled counterparts in the studied disabilities: physical disability, learning disability, mental disability and social and emotional disorders, the results show that students' attitudes toward their disabled counterparts were neutral to slightly positive. Attitudes toward physical disabilities and learning disabilities were more positive than mental disabilities or emotional disorders. It was also found that attitudes change both in terms of individual differences and class-level differences. (Maureen.2015)

Simmons et al. (2012) Considering the importance of health issues in people with disabilities, they developed a tool to examine medical students' attitudes toward mentally handicapped. Freeman, 2016, mentally handicapped experience serious health inequalities. Ryan Waskiver (2014) (In their study, they stated that medical schools should prepare medical students for their role as suppliers of mental health care, examples of their attitudes to mentally handicapped health care. In a study conducted on 99 rehabilitation counseling students, it shows that co-link analysis can Play a role in increasing our understanding of the formation of attitudes or tastes in several social areas.

Using these results, effective attitude change strategies can be developed (Rosenthal et al.), 2006. In the study (Parasha R et al.), 2008, which investigated the factors affecting the attitude of Asian



Indian students to the disabled using a link design on 90 students, it shows that the type of disability has the most share in the decision-making process and the formation of attitudes and tastes. They are affected by characteristics other than disability and previous contact of students with disabilities affects the relative importance of disability type and age in the formation of attitudes and tastes. In a study conducted on a group of Britons, the results of this study showed a lack of knowledge about mental disabilities. Participants concluded that the media was identified as a means of increasing their knowledge. (Patel and Rose,2014)

In a 2002 study conducted by Toru et al., U.S. and Canadian medical students' attitudes toward mentally handicapped were investigated, what was observed was no difference between the two groups and generally medical students had a positive attitude toward the disabled. In another study, comparing medical students from one university and teaching students from another university in relation to their attitudes toward the disabled, it was shown that both groups had positive attitudes toward the disabled. Lee, 2012.

In this study, dental students who were taught care for people with disabilities were evaluated before and one week, six months and one year after passing a course on management of mentally disabled patients. The results showed that general and dental capabilities increased significantly after teaching. (Delosia and Davis, 2009).

In al-Kahtany et al. (2014) study, the attitude of Saudi and American dental students towards the treatment of people with Developmental disabilities (DD) were compared to the conclusion that TUSDM students had more education and experience and had a more positive attitude toward people with developmental disabilities compared to students of Abdul-Aziz University (KAU). Also, students who had previous experience with people with developmental disabilities had a more positive



attitude than students who had no experience with them. Another study of 620 students showed that students had a positive attitude toward their disabled classmates and wanted to share classes with them and enrich coexistence. (Gonzalez and Roses,2016).

In another study that Tsang and his colleagues (2004) had on factors affecting the specific approach of nursing students to people with disabilities, it was shown that students had higher scores on the type of disability and threat of violence compared to other characteristics, so third-year students had a significant higher importance for the characteristics of employment than first-year students in a similar study that focused on medical students' attitudes toward disabled students. The results showed that medical students usually had a favorable attitude toward the disabled, but there was no change in their attitudes between the beginning of the class for the disabled and the end of the class.) Sinai et al., 2013 In a similar study on 51 students, for whom classes were held on the disabled and 31 students were selected as the control group, what was observed was no significant difference between the two groups in their attitudes toward the disabled, but the results show that the amount and quality of contact with disabled children can be important (Santiago et al.,2016).However, in Ryan and Skier's research (2016), it shows that medical students' attitudes toward mentally handicapped are effective toward interventions.

In a study conducted on 463 students with the aim of investigating the effect of contact and communication with people with disabilities on their attitudes toward people with disabilities, it shows that communication with a disabled counterpart in joint activities has a positive effect on people's attitudes toward the disabled, while classmates with people with disabilities had no effect on their attitudes. (Squab,. 2017). In another similar study, it was shown that the possibility of naturalization through sports



allied with the disabled leads to positive social acceptance by peer-to-peer students. (Townsend & Hassall, 2007). In The Martez Study (2011) on 626 people, 360 of whom were students and 266 of them were high school students, our results show that university students had a more positive attitude toward students with disabilities, it seems that students who interact with their disabled counterparts have a higher level of disability awareness.

As a result, the problems of children are exceptionally burdened by society. In a study conducted by Mascokina and his colleagues (2001) on the attitudes of surrounding groups and in relation to exceptional children, they concluded that people's attitudes were mostly negative, and as a result, more effort should be made to change the attitudes of those around exceptional children to the positive side, the 2013 palatinate says during the study: People have been left with disabilities among most groups. People with disabilities: 1. Low educational success.2. Low economic participation.3 High rates of poverty are facing. For the disabled person, his problems are quite important and traumatic for himself. Furthermore, another study conducted on undergraduate students showed that attitudes are generally positive, but there was also the attitude that people with disabilities are somehow disadvantaged. In order for disabled people to participate in society, equal opportunities should be provided for them to pursue entertainment and leisure activities, such as other people. Understanding the attitudes of students who are looking for evidence in the field of entertainment is an important step to improve the provision of future services for this group of users. For this purpose, 298 students in this field of study show that gender and frequency of interaction between respondents and people with disabilities had a significant effect on the differences in ATPD scores, while age and individual characteristics had no significant effect on the mean.) Perry et al.,



2008, in a 2016 study on 1766 students with the aim of students' attitudes toward disability and their views on discrimination against people with disabilities in Turkey, the results were achieved: 62.6% of the students agreed that people with disabilities in Turkey were more than others members of the community face discrimination. Approximately 50% of the students participating in the study believed that discrimination against the disabled in Turkey is now less than 10 years ago. Most students had no knowledge of the legal regulations on disabled persons and did not know that discrimination against disabled persons under the Legal Code of Leave was a crime. Negative attitudes toward non-disabled persons are among the most serious invisible barriers to participation and complete integration of citizens in society. One big question is, what is the current level of acceptance and confirmation of people with disabilities in a given society, and what kind of public awareness interventions should be used to promote positive change?

In a 2007 study conducted by Nagataki, which showed that students usually have less positive attitudes toward people with mental disabilities or mental illnesses, including those who were previously mentally ill (less positive attitudes) in a study conducted on medical students based on revealing their defects, including specific learning difficulties, mental health issues, sensory deficits, and mobility problems. Six percent of respondents knew they were disabled at the time of applying to medical school, but only 4% had disclosed their disability at the time of admission.

After the legal definition of disability, the percentage of respondents who considered themselves to have a disability increased to 13%, and the challenges of studying these students due to disability were reported by almost half of the respondents with disabilities, but two-thirds of them did not seek help. Twelve



percent said they were discriminated against because of their disability. Wider attitudes toward disability showed that a large number of respondents (75%) believed that some disabilities prevented them from studying medicine. Miller et al., 2009 in studies conducted by Elm et al.) 2010, Matzivo et al.) 2009, Bo.P. Volksey and Ancom (2016(, Tru et al.) 2002, Lee et al.)2012(, Alice & Johnson) (1994, Shahin & Akyol)) 2010, Maureen (2015), Hergerwater & Rhodes) 2007, the effect of gender on admission of people with disabilities was investigated, which was shown to be medical students, dentists, specialists and nursing students. The woman had a more positive attitude toward the students of the men who were also involved in the disabled. The most stable findings that Stachura))2007 and Iberhardt and Myberry (2007) and Troy et al., 2002 and Cooper et al., 2003, Martiz (2011) did were that both specialists and students with more experience with people with disabilities showed more positive attitudes.

#### **Research Proposals:**

It is suggested that through public media, more knowledge of the members of the society about the disabled and their needs should be addressed. It is suggested that internships be placed for students who will have more contact with the disabled .