

## ATTITUDE OF STUDENTS TOWARDS PEOPLE WITH DISABILITIES

Zia Ur Rehman<sup>1</sup>, Laiba Saleem<sup>2</sup>

<sup>1</sup> Pakistan Institute of Prosthetics and Orthotics Sciences Peshawar, Pakistan

<b>Article Info</b>	Abstract
<b>Article History:</b> Submitted: 05-07-2022 Revised: 07-07-2022 Accepted: 08-07-2022	<p><b>Objective.</b> To determine the attitude of students of PIPOS (Pakistan Institute of Prosthetic and Orthotics Sciences) towards people with disabilities.</p> <p><b>Methods.</b> Cross-sectional study. Pakistan Institute of Prosthetic and Orthotic Sciences Peshawar. Duration of the study was from September 2021 to November 2021. Research strategy for this study was a cross-sectional survey in which census sampling was used and data was collected by using standard questionnaire. Data was collected in PIPOS Peshawar and calculated sample size was 68 students studying in all semesters of PIPOS Peshawar. Out of 68 students 14 students were female and 54 students were male.</p> <p><b>Results.</b> In this research total 68 students participated in which population of the students 60(80%) had positive attitude while rest of them 8(11%) had negative attitude towards people with disabilities. Mostly all the senior students show positive attitude i.e. semester 4<sup>th</sup> shows most positive attitude 89%, semester 8<sup>th</sup> shows second most positive response 88%, semester 6<sup>th</sup> shows positive response 86% and then semester 2<sup>nd</sup> shows positive response 80%. Overall attitude of the students was positive towards people with disabilities.</p> <p><b>Conclusion.</b> The conclusion of our study is that mostly student's shows positive attitude 80% towards people with disabilities while 11% of students shows a little negative attitude because they don't have much interaction with patients.</p>
<b>Keywords:</b> Attitude, people with disabilities, students, orthotics, prosthetics	
<b>Author Correspondence:</b> Zia Ur Rehman Pakistan Institute of Prosthetic and Orthotic Sciences (PIPOS) Email: <a href="mailto:ziaurrehman.pipos@gmail.com">ziaurrehman.pipos@gmail.com</a>	

## Introduction

The prevalence of disability is considerably higher in low income countries in contrast to higher income countries. According to a world report, about 80% of the disabled people live in low income countries. (Rozali N, Abdullah S, Ishak SID, Azmii AA, 2017). Data about the census and the diseases of disability are scarce but some of the studies identified the common forms of disability which includes physical disability, blindness, mental retardation and deafness. Persons with disability are facing various physical, social, political and economic issues, due to which they are not able to move freely in the society and to make a contribution in its development (Stachura & Garven, 2003). Unfortunately, now even in the twentieth century such type of people exists who do not favor in providing medical treatment to the new-born with certain disability. (Rozali N, Abdullah S, Ishak SID, Azmii AA, 2017). Attitude is a complex combination of the values, thinking, feelings and the beliefs. According to a study conducted in Turkey, it was concluded that 62.6% of the students had the opinion that disabled people are facing the issue of denial and prejudice. (Rathore & Mansoor, 2016).

As people with disability are very much devalued in the society. Since full acceptance of persons with disability by persons without disabilities will not occur, unless barriers such as negative attitude of health care providers, teachers, co-worker, friends and students is eliminated. Negative attitudes towards persons with disabilities generate real hurdles to the fulfilment of their roles and the accomplishment of their life goals. (Anwer & Awan, 2003). Furthermore, understanding the primary dimensions of negative attitudes can put forward different change procedures and can endorse appropriate assessment of the effects of these interventions. Therefore, this study will determine the attitude of the students of PIPOS Peshawar towards the disabled persons along with it the necessary steps for improving awareness in the society regarding the rights of person with disability.

Disability is a condition which is considered to be impaired as compared to the normal individuals. Disability is used to refer physical, sensory, cognitive, intellectual and mental impairment. This condition is a multidimensional experience for the person with disability. Not only the body parts of the person with disability are affected but also his role in social and economic perspective of life. There are three dimensions of disability which are recognized in ICF.

1. Structure and function of body (and the impairment)
2. Activity (its restrictions)
3. Participation (its restriction)

this classification also considered the importance of physical, social and environmental factors which ultimately affects the outcome of disability. (Paris, 1993) The development of modern society is impossible without respect for rights and freedoms of all of its members as well as without their active involvement in various activities and allowing all citizens an access to quality education for further self-realization in professional work (Zheng et al., 2016). The most necessary is to increase the individuals' educational level with disabilities in order to include them actively into work and increase their role in the market. At the same time one of the most powerful means of adaptation is the process of sharing studying in higher educational institutions with healthy peers because in addition to acquisition of the specialty, the student with problems in intellectual or physical development is able to communicate with peers. (Brillhart et al., 1990)

In the course of this communication, students with disabilities enrich their social, communicative experience, which promotes active inclusion of this category into the system of social relations. The present study is design (Girli et al., 2016). Thus, this study aims to enrich the existing attitude literature with detailed qualitative information on the coping process of students, their ups and downs, and their overall experience with the disability through the application of the turning points analysis. Exploring the closeness of these relationships also has further interdisciplinary (Ali Khan & Shah Khan, 2017)

People with disabilities have been always eliminated from the mainstream society. Students plays a major role in improving, strengthening and establishing the educated society so it is important to know how the current society students think about the disable people and understanding both positive and negative attitudes towards the disability. Thus, the purpose of this study is to know about the Attitude of the students towards people with disabilities in PIPOS Peshawar.

## Methods

### 1. STUDY DESIGN

The research strategy for this study was cross sectional survey. This study was conducted in a renowned institute of Peshawar, Pakistan Institute of Prosthetic and Orthotic Sciences.

### 2. STUDY SETTINGS

This study was conducted in all semesters of PIPOS.

### 3. STUDY POPULATION

The study population was all the students of PIPOS.

### 4. STUDY DURATION

The study was carried out and finished in approximately 3 months starting from September 2021 to November 2021. During the said period all the steps of research thesis was completed i.e. Data collection, Analysis, result and providing recommendations based on study findings.

### 5. SAMPLE SIZE

All the students of PIPOS i.e. 68 students.

### 6. SAMPLING TECHNIQUE:

Census method was used to collect the data from the required sample size which was 68.

### 7. SAMPLE SELECTION

Inclusion Criteria:

- Both male and female students.
- The respondents who are in the category of age above 18 to 25 years.
- All semester students

Exclusion Criteria:

- Those students who are not interested in this regard, or they don't want to participate in this survey.

### 8. DATA COLLECTION TOOL

Data was collected by using standard questionnaire.

### 9. DATA COLLECTION PROCEDURE

All the willing students were briefed about the purpose and procedure of the study. The agreed students were screened through inclusion and exclusion criteria. Data was collected by using standard questionnaire. Every student was free to ask any kind of help while filling the questionnaire.

### 10. DATA ANALYSIS PROCEDURE

The data was analyzed by using SPSS (Statistical Package for Social Sciences version 21).

### 11. ETHICAL CONSIDERATION

- Permission was taken from each student before filling the questionnaire.
- Confidentiality was maintained.

## Results

SPSS statistic data editor was used for data analysis. Descriptive analysis was applied to find the frequencies and percentage.

### Semester#2:

#### Semester

	Frequency	Percent
Valid Semester2	17	100.0

Table 3a.1 shows total students in semester 3<sup>rd</sup> which is 17.

#### Gender

	Frequency	Percent
Valid Male	16	94.1
Female	1	5.9
Total	17	100.0

Table 3a.2 shows gender in semester 3<sup>rd</sup> which is 94.1% male

#### Age

	Frequency	Percent
Valid 19	9	52.9
20	8	47.1
Total	17	100.0

Table 3a.3 shows age of semester 3<sup>rd</sup> students which is 52.9% (19 years old) and 47.1% (20 years old).

**Is it rewarding when I am able to help**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	6	35.3
I disagree a little	3	17.6
I disagree somehow	2	11.8
Total	17	100.0

Table 3a.4 shows that 17.6% students agree a little, 17.6% agree somehow, 35.3% agreed very much, 17.6% disagree a little, 17.6% disagree somehow and 11.8% disagree very much.

**It hurts me when they want to do something and can't**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3a.5 shows that 17.6% students agree a little, 17.6% agree somehow, 41.2% agreed very much, 11.8% disagree a little and 11.8% disagree somehow.

**I feel frustrated because I don't know how to help**

	Frequency	Percent
I agree a little	4	23.5
I agree somehow	4	23.5
I agree very much	8	47.1
I disagree a little	1	5.9
Total	17	100.0

Table 3a.6 shows that 23.5% students agree a little, 23.5% agree somehow, 47.1% agreed very much and 5.9% disagree a little.

**Contact with a disabled person reminds me of my own vulnerability**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	6	35.3
I disagree a little	3	17.6
I disagree somehow	2	11.8
Total	17	100.0

Table 3a.7 shows that 17.6% students agree a little, 17.6% agree somehow, 35.3% agreed very much, 17.6% disagree a little and 11.8% disagree somehow.

**I wonder how I would feel if I had this disability**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	5	29.4
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3a.8 shows that 11.8% students agree a little, 29.4% agree somehow, 41.2% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

**I feel ignorant about disabled people**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3a.9 shows that 17.6% students agree a little, 17.6% agree somehow, 41.2% agreed very much, 11.8% disagree a little and 11.8% disagree somehow.

### I am grateful that I don't have such a burden

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	3	17.6
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3a.10 shows that 11.8% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 17.6% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### I try to act normally and to ignore the disability

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	6	35.3
I disagree a little	3	17.6
I disagree somehow	2	11.8
I disagree very much	1	5.9
Total	17	100.0

Table 3a.11 shows that 11.8% students agreed a little, 17.6% agree somehow, 35.3% agreed very much, 17.6% disagree a little, 11.8% disagree somehow and 5.9% disagree very much.

### I feel uncomfortable and find it hard to relax

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3a.12 shows that 17.6% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 11.86% disagree somehow.

### I am aware of the problems that disabled people faced

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3a.13 shows that 17.6% students agreed a little, 17.6% agree somehow, 41.2% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

**I can't help staring at them**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	6	35.3
I disagree a little	3	17.6
I disagree somehow	2	11.8
I disagree very much	2	11.8
Total	17	100.0

Table 3a.14 shows that 11.8% students agreed a little, 11.8% agree somehow, 35.3% agreed very much, 17.6% disagree a little, 11.8% disagree somehow and 11.8% disagree very much.

**I feel insecure because I don't know how to behave**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	2	11.8
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	2	11.8
Total	17	100.0

Table 3a.15 shows that 17.6% students agreed a little, 11.8% agree somehow, 41.2% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 11.8% disagree very much.

**I admire their ability to cope**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	5	29.4
I disagree a little	3	17.6
I disagree somehow	2	11.8
I disagree very much	2	11.8
Total	17	100.0

Table 3a.16 shows that 11.8% students agreed a little, 17.6% agree somehow, 29.4% agreed very much, 17.6% disagree a little, 11.8% disagree somehow and 11.8% disagree very much.

**I don't pity them**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	2	11.8
I disagree very much	1	5.9
Total	17	100.0

Table 3a.17 shows that 17.6% students agreed a little, 17.6% agree somehow, 35.3% agreed very much, 11.8% disagree a little, 11.8% disagree somehow and 5.9% disagree very much.

### Its irritate me when patient gives me wrong history

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3a.18 shows that 17.6% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### I am afraid to look at the person straight in the face

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	2	11.8
I disagree very much	1	5.9
Total	17	100.0

Table 3a.19 shows that 11.8% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 5.9% disagree a little, 11.8% disagree somehow and 5.9% disagree very much.

### I tend to make contacts only brief and finish them as quickly as possible

	Frequency	Percent
I agree a little	4	23.5
I agree somehow	5	29.4
I agree very much	4	23.5
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3a.20 shows that 23.5% students agreed a little, 29.4% agree somehow, 23.5% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### Semester 4:

#### Semester

	Frequency	Percent
Semester4	17	100.0

Table 3b.1 shows total students in semester 4<sup>th</sup> which is 17.

#### Gender

	Frequency	Percent
Male	13	76.5
Female	4	23.5
Total	17	100.0

Table 3b.2 shows gender in semester 4<sup>th</sup> which is 76.5% male and 23.5% female.

#### Age

	Frequency	Percent
Valid 21	12	70.6
Valid 22	5	29.4

Total	17	100.0
-------	----	-------

Table 3b.3 shows age of semester 4<sup>th</sup> students which is 70.6% (21 years old), 29.4% (22 years old).

### It is rewarding when I am able to help

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3b.4 shows that 11.8% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### It hurts me when they want to do something and can't

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	5	29.4
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3b.5 shows that 11.8% students agreed a little, 29.4% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 11.8% disagree somehow.

### I feel frustrated because I don't know how to help

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	2	11.8
I disagree very much	1	5.9
Total	17	100.0

Table 3b.6 shows that 17.6% students agreed a little, 23.5% agree somehow, 47.1% agreed very much and 11.8% disagree a little.

### Contact with a disabled person reminds me of my own vulnerability

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	5	29.4
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.7 shows that 17.6% students agreed a little, 29.4% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### I wonder how I would feel if I had this disability

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	2	11.8
Total	17	100.0



Table 3b.8 shows that 17.6% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 5.9% disagree a little and 11.8% disagree somehow.

### I feel ignorant about disabled people

	Frequency	Percent
I agree a little	1	5.9
I agree somehow	1	5.9
I agree very much	2	11.8
I disagree a little	2	11.8
I disagree somehow	5	29.4
I disagree very much	6	35.3
Total	17	100.0

Table 3b.9 shows that 5.9% students agreed a little, 5.9% agree somehow, 11.8% agreed very much, 11.8% disagree a little, 29.4% disagree somehow and 35.3% disagree very much.

### I am grateful that I do not have such a burden

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	5	29.4
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.10 shows that 17.6% students agreed a little, 29.4% agree somehow, 41.2% agreed very much, 5.9% disagree a little and 5.9% disagree somehow.

### I try to act normally and to ignore the disability

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	8	47.1
I disagree a little	1	5.9
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.11 shows that 17.6% students agreed a little, 23.5% agree somehow, 47.1% agreed very much, 5.9% disagree a little and 5.9% disagree somehow.

### I feel uncomfortable and find it hard to relax

	Frequency	Percent
I agree a little	4	23.5
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.12 shows that 23.5% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### I am aware of the problem that disabled people face

	Frequency	Percent
I agree a little	4	23.5
I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3b.13 shows that 23.5% students agreed a little, 17.6% agree somehow, 41.2% agreed very much, 5.9% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### I can't help staring at them

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	8	47.1
I disagree a little	1	5.9
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.14 shows that 17.6% students agreed a little, 23.5% agree somehow, 47.1% agreed very much, 5.9% disagree a little and 5.9% disagree somehow.

### I feel unsure because I don't know how to behave

	Frequency	Percent
I agree a little	4	23.5
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.15 shows that 23.5% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### I admire their ability to cope

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	2	11.8

I disagree a little	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3b.16 shows that 17.6% students agreed a little, 17.6% agree somehow, 41.2% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### I Don't pity them

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	2	11.8
I disagree somehow	4	23.5
I disagree very much	4	23.5
Total	17	100.0

Table 3b.17 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 23.5% disagree somehow and 23.5% disagree very much.

### It irritates me when patient gives me wrong history

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3b.18 shows that 17.6% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### I am afraid to look at the person straight in the face

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	1	5.9
I disagree somehow	2	11.8
I disagree very much	7	41.2
Total	17	100.0

Table 3b.19 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 5.9% disagree a little, 11.8% disagree somehow and 41.2% disagree very much.

### I tend to make contact only brief and finish them as quickly as possible

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	4	23.5
I disagree a little	3	17.6
I disagree somehow	2	11.8
I disagree very much	3	17.6
Total	17	100.0

Table 3b.20 shows that 11.8% students agreed a little, 17.6% agree somehow, 23.5% agreed very much, 17.6% disagree a little, 11.8% disagree somehow and 17.6% disagree very much.

### Semester6:

#### Semester

	Frequency	Percent
Valid Semester6	17	100.0

Table 3c.1 shows total students in semester 6<sup>th</sup> which is 17.

### Gender

	Frequency	Percent
Valid Male	14	82.4
Female	3	17.6
Total	17	100.0

Table 3c.2 shows gender in semester 6<sup>th</sup> which is 82.4% male and 17.6% females.

### Age

	Frequency	Percent
Valid 22	8	47.1
23	9	52.9
Total	17	100.0

Table 3c.3 shows age of semester 6<sup>th</sup> students which is 47.1% (22 years old) and 52.9% (23 years old).

### It is rewarding when I am able to help

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3c.4 shows that 11.8% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 11.8% disagree a little and 11.8% disagree somehow.

### It hurts me when they want to do something and can't

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	5	29.4
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	1	5.9
I disagree somehow	2	11.8
I disagree very much	1	5.9
Total	17	100.0

Table 3c.5 shows that 17.6% students agreed a little, 29.4% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

#### **I feel frustrated because I don't know how to help**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3c.6 shows that 17.6% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 5.9% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

#### **Contact with a disabled person reminds me of my own vulnerability**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	5	29.4
I agree very much	5	29.4
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3c.7 shows that 17.6% students agreed a little, 29.4% agree somehow, 29.4% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

#### **I wonder how I would feel if I had this disability**

Table 3c.8 shows that 17.6% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 5.9% disagree a little, 11.8% disagree somehow and 5.9% disagree very much.

#### **I feel ignorant about disabled people**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	1	5.9
I agree very much	1	5.9
I disagree a little	1	5.9
I disagree somehow	4	23.5
I disagree very much	8	47.1
Total	17	100.0

Table 3c.9 shows that 11.8% students agreed a little, 5.9% agree somehow, 5.9% agreed very much, 5.9% disagree a little, 23.5% disagree somehow and 47.1% disagree very much.

#### **I am grateful that I don't not have such a burden**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	3	17.6
I disagree somehow	4	23.5
I disagree very much	3	17.6
Total	17	100.0

Table 3c.10 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 17.6% disagree a little, 23.5% disagree somehow and 17.6% disagree very much.

#### **I try to act normally and to ignore the disability**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	2	11.8
Total	17	100.0

Table 3c.11 shows that 17.6% students agreed a little, 23.5% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 11.8% disagree somehow.

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	3	17.6
I disagree a little	2	11.8
I disagree somehow	2	11.8
I disagree very much	5	29.4
Total	17	100.0

#### I feel uncomfortable and find it hard to relax

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	2	11.8
I disagree a little	3	17.6
I disagree somehow	4	23.5
I disagree very much	4	23.5
Total	17	100.0

Table 3c.12 shows that 11.8% students agreed a little, 11.8% agree somehow, 11.8% agreed very much, 17.6% disagree a little, 23.5% disagree somehow and 23.5% disagree very much.

#### I am aware of the problems that disabled people face

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	4	23.5
I agree very much	8	47.1
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3c.13 shows that 11.8% students agreed a little, 23.5% agree somehow, 47.1% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

#### I can't help staring at them

Table 3c.14 shows that 11.8% students agreed a little, 17.6% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 11.8% disagree somehow and 29.4% disagree very much.

#### I feel insecure because I don't know how to behave

	Frequency	Percent
I agree a little	1	5.9
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	2	11.8
I disagree somehow	5	29.4
I disagree very much	4	23.5
Total	17	100.0

Table 3c.15 shows that 5.9% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 29.4% disagree somehow and 23.5% disagree very much.

#### I admire their ability to cope

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	5	29.4
I agree very much	8	47.1
I disagree a little	1	5.9
I disagree somehow	1	5.9
Total	17	100.0

Table 3c.16 shows that 11.8% students agreed a little, 29.4% agree somehow, 47.1% agreed very much, 5.9% disagree a little and 5.9% disagree somehow.

#### I don't pity them

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	3	17.6
I disagree a little	2	11.8

I disagree somehow	2	11.8
I disagree very much	5	29.4
Total	17	100.0

Table 3c.17 shows that 11.8% students agreed a little, 17.6% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 11.8% disagree somehow and 29.4% disagree very much.

#### **It irritates me when patient gives me wrong history**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	1	5.9
I disagree a little	2	11.8
I disagree somehow	1	5.9
I disagree very much	6	35.3
Total	17	100.0

Table 3c.18 shows that 17.6% students agreed a little, 23.5% agree somehow, 5.9% agreed very much, 11.8% disagree a little, 5.9% disagree somehow and 35.3% disagree very much.

#### **I am afraid to look at the person straight in the face**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	4	23.5
I disagree somehow	5	29.4
Total	17	100.0

Table 3c.19 shows that 17.6% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 23.5% disagree a little and 29.4% disagree somehow.

#### **I tend to make contacts only brief and finish them as quickly as possible**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	2	11.8
I disagree somehow	3	17.6
I disagree very much	5	29.4
Total	17	100.0

Table 3c.20 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 17.6% disagree somehow and 29.4% disagree very much.

#### **Semester 8:**

##### **Semester**

	Frequency	Percent
Valid Semester8	17	100.0

Table 3d.1 shows total students in semester 8<sup>th</sup> which is 17.

##### **Gender**

	Frequency	Percent
Valid Male	11	64.7
Valid Female	6	35.3
Total	17	100.0

Table 3d.2 shows gender of semester 8<sup>th</sup> students which is 64.7% male and 35.3% females.

##### **Age**

	Frequency	Percent
Valid 24	17	100.0

Table 3d.3 shows age of semester 8<sup>th</sup> students which is 24 years.

#### **It is rewarding when I am able to help**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	5	29.4
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3d.4 shows that 17.6% students agreed a little, 29.4% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### It hurts me when they want to do something and can't

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	7	41.2
I disagree a little	1	5.9
I disagree somehow	1	5.9
I disagree very much	1	5.9
Total	17	100.0

Table 3d.5 shows that 17.6% students agreed a little, 23.5% agree somehow, 41.2% agreed very much, 5.9% disagree a little, 5.9% disagree somehow and 5.9% disagree very much.

### I feel frustrated because I don't know how to help

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	6	35.3
I agree very much	6	35.3
I disagree a little	2	11.8
I disagree somehow	1	5.9
Total	17	100.0

Table 3d.6 shows that 11.8% students agreed a little, 35.3% agree somehow, 35.3% agreed very much, 11.8% disagree a little and 5.9% disagree somehow.

### Contact with a disabled person reminds me of my own vulnerability

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	3	17.6
I agree very much	4	23.5
I disagree a little	2	11.8
I disagree somehow	2	11.8
I disagree very much	3	17.6

Total	17	100.0
-------	----	-------

Table 3d.7 shows that 17.6% students agreed a little, 17.6% agree somehow, 23.5% agreed very much, 11.8% disagree a little, 11.8% disagree somehow and 17.6% disagree very much.

### I feel ignorant about disabled people

	Frequency	Percent
I agree a little	1	5.9
I agree somehow	1	5.9
I agree very much	2	11.8
I disagree a little	2	11.8
I disagree somehow	3	17.6
I disagree very much	8	47.1
Total	17	100.0

Table 3d.9 shows that 5.9% students agreed a little, 5.9% agree somehow, 11.8% agreed very much, 11.8% disagree a little, 17.6% disagree somehow and 47.1% disagree very much.

### I am grateful that I don't not have such a burden

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	2	11.8
I disagree a little	3	17.6
I disagree somehow	3	17.6
I disagree very much	5	29.4
Total	17	100.0

Table 3d.10 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 17.6% disagree a little, 11.8% disagree somehow and 29.4% disagree very much.

### I try to act normally and to ignore the disability

	Frequency	Percent
I agree a little	2	11.8

I agree somehow	3	17.6
I agree very much	7	41.2
I disagree a little	3	17.6
I disagree somehow	2	11.8
Total	17	100.0

Table 3d.11 shows that 11.8% students agreed a little, 17.6% agree somehow, 41.2% agreed very much, 17.6% disagree a little and 11.8% disagree somehow.

#### **I feel uncomfortable and find it hard to relax**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	2	11.8
I disagree a little	3	17.6
I disagree somehow	3	17.6
I disagree very much	5	29.4
Total	17	100.0

Table 3d.12 shows that 11.8% students agreed a little, 11.8% agree somehow, 11.8% agreed very much, 17.6% disagree a little, 17.6% disagree somehow and 29.4% disagree very much.

#### **I am aware of the problems that disabled people face**

	Frequency	Percent
I agree a little	3	17.6
I agree somehow	4	23.5
I agree very much	5	29.4
I disagree a little	3	17.6
I disagree somehow	2	11.8
Total	17	100.0

Table 3d.13 shows that 17.6% students agreed a little, 23.5% agree somehow, 29.4% agreed very much, 17.6% disagree a little and 11.8% disagree somehow.

#### **I can't help staring at them**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6
I agree very much	3	17.6
I disagree a little	2	11.8
I disagree somehow	3	17.6
I disagree very much	4	23.5

Total	17	100.0
-------	----	-------

Table 3d.14 shows that 11.8% students agreed a little, 17.6% agree somehow, 17.6% agreed very much, 11.8% disagree a little, 17.6% disagree somehow and 23.5% disagree very much.

#### **I feel unsure because I don't know how to behave**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	3	17.6
I disagree a little	1	5.9
I disagree somehow	4	23.5
I disagree very much	5	29.4
Total	17	100.0

Table 3d.15 shows that 11.8% students agreed a little, 11.8% agree somehow, 17.6% agreed very much, 5.9% disagree a little, 23.5% disagree somehow and 29.4% disagree very much.

#### **I don't pity them**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	1	5.9
I agree very much	2	11.8
I disagree a little	2	11.8
I disagree somehow	4	23.5
I disagree very much	6	35.3
Total	17	100.0

Table 3d.17 shows that 11.8% students agreed a little, 5.9% agree somehow, 11.8% agreed very much, 11.8% disagree a little, 23.5% disagree somehow and 35.3% disagree very much.

#### **It irritates me when patients give me wrong history.**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	3	17.6



I agree very much	3	17.6
I disagree a little	1	5.9
I disagree somehow	3	17.6
I disagree very much	5	29.4
Total	17	100.0

Table 3d.18 shows that 11.8% students agreed a little, 17.6% agree somehow, 17.6% agreed very much, 5.9% disagree a little, 17.6% disagree somehow and 29.4% disagree very much.

### **I am afraid to look at the person straight in the face**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	5	29.4
I disagree a little	1	5.9
I disagree somehow	2	11.8
I disagree very much	5	29.4
Total	17	100.0

Table 3d.19 shows that 11.8% students agreed a little, 11.8% agree somehow, 29.4% agreed very much, 5.9% disagree a little, 11.8% disagree somehow and 29.4% disagree very much.

### **I tend to make contacts only brief and finish them as quickly as possible**

	Frequency	Percent
I agree a little	2	11.8
I agree somehow	2	11.8
I agree very much	4	23.5
I disagree a little	1	5.9
I disagree somehow	3	17.6
I disagree very much	5	29.4
Total	17	100.0

Table 3d.20 shows that 11.8% students agreed a little, 11.8% agree somehow, 23.5% agreed very much, 5.9% disagree a little, 17.6% disagree somehow and 29.4% disagree very much.

## **Discussion**

This study assesses the attitude towards people with disability at undergraduate health sciences students at PIPOS Peshawar. In this research

© Jurusan Ortotik Prostetik, Poltekkes Kemenkes Jakarta I  
 Jl. Wijaya Kusuma No. 48 Cilandak Jakarta Selatan, Indonesia  
 email: jpost@poltekkesjakarta1.ac.id

total 68 students participated in which population of the students 60(80%) had positive attitude while rest of them 8(11%) had negative attitude towards people with disabilities. Overall attitude towards the disability was positive whereas the most positive attitude was shown by senior students. Some juniors' students' shows a little negative attitude because they don't have much interaction with patients.

A study revealed that the nursing students detained unsatisfactory attitudes concerning medical students' physical disability. (Andringa et al., 2013; Satchidanand et al., 2012) and besides they are more negative in attitude unlike the other health care students. (Verbrugge & Jette, 1994) however nursing students from China were described in context of having more positive attitude compared to health care and social work students (Tervo & Palmer, 2004). Interaction with these people with disabilities either during clinical experiences or employment, in family or socially, contacting and closeness of contact with them is vital for making a responsiveness of the problems that PWDs are likely to experience. Understanding of interaction encourages satisfactory behavior towards PWDs. Similar conclusions were found in study reporting that students who had known someone with disability had higher averages than who did not (Tervo & Palmer, 2004).

Interaction with PWDs was a noteworthy factor in the attitudes assumed by the students. Those previously cherish PWDs in social life and does not approach them with a rejection and pity. Concerning a PWDs as a respected individual in public without sympathies for him is a sign of a positive attitude. Positive influence on attitude is proportional to prior knowledge of disability (Chang et al., 2011). A study revealed background in disability effects attitudes with person with disability. Undergraduates and graduates' health sciences students (nursing, medical, physical and occupational therapy, audiology and communication disorder, psychology) remained likely to have more optimistic and positive views on the IDP (Tervo & Palmer, 2004). Likewise, in the current study, prior familiarity on the matter of disability had also a fruitful and positive impact on attitude scores. Formerly having knowledge has a rich and positive effect on creating alertness and make people aware, as well as developing attitudes. Conversely, the results cannot be generalized healthcare students and especially in context to the difference that were obtained from one of the study almost had the sample of 80% female participants (Tervo & Palmer, 2004). An additional matter that

rose through the effort for the departmental comparisons was that here are no recognized specific cut-off scores and normative values to let more effective and direct understanding of the results. Therefore, forthcoming researches should try to subside this limitation (Matziou et al., 2009). And in the end, this study was of cross-sectional design and did not allow portrayal of any conclusions on cause concerning the association between knowledge, attitude and cause.

## Conclusion and Recommendation

The conclusion of our study is that mostly students' shows positive attitude towards people with disabilities i.e. 89% of students shows positive attitude and the rest of 11% students show a little negative attitude towards PWDs because they don't have much interaction with patients.

People with disabilities have been always eliminated from the mainstream society. Students plays a major role in improving, strengthening and establishing the educated society so it is important to know how the current society students think about the disable people and understanding both positive and negative attitudes towards the disability.

The majority students show positive attitude towards people with disabilities while a few newly admitted students shows some negative attitude because they don't have much understanding and interaction with PWDs the competent authorities should plan and implement certain strategies to cope with negative attitude of the students towards disabled people.

## References

- Ali Khan, M., & Shah Khan, F. (2017). Evaluating the difference in attitude between students and illiterates towards disabled people. *Journal of Psychology and Cognition*, 02(04). <https://doi.org/10.35841/psychology-cognition.2.4.209-213>
- Andringa, A., van de Port, I., & Meijer, J.-W. (2013). Long-Term Use of a Static Hand-Wrist Orthosis in Chronic Stroke Patients: A Pilot Study. *Stroke Research and Treatment*, 2013, 546093. <https://doi.org/10.1155/2013/546093>

Anwer, I., & Awan, J. (2003). Nutritional status comparison of rural with urban school children in Faisalabad District, Pakistan. *Rural and Remote Health*. <https://doi.org/10.22605/RRH130>

Brillhart, B. A., Jay, H., & Wyers, M. E. (1990). Attitudes Toward People with Disabilities. *Rehabilitation Nursing*, 15(2), 80–82. <https://doi.org/10.1002/j.2048-7940.1990.tb01439.x>

Chang, Y.-J., Chen, S.-F., & Huang, J.-D. (2011). A Kinect-based system for physical rehabilitation: A pilot study for young adults with motor disabilities. *Research in Developmental Disabilities*, 32(6), 2566–2570. <https://doi.org/10.1016/j.ridd.2011.07.002>

Girli, A., Sari, H. Y., Kırkırm, G., & Narin, S. (2016). University students' attitudes towards disability and their views on discrimination. *International Journal of Developmental Disabilities*, 62(2), 98–107. <https://doi.org/10.1179/2047387715Y.000000008>

Matziou, V., Galanis, P., Tsoumakas, C., Gymnopoulou, E., Perdikaris, P., & Brokalaki, H. (2009). Attitudes of nurse professionals and nursing students towards children with disabilities. Do nurses really overcome children's physical and mental handicaps? *International Nursing Review*, 56(4), 456–460. <https://doi.org/10.1111/j.1466-7657.2009.00735.x>

Paris, M. J. (1993). Attitudes of medical students and health-care professionals toward people with disabilities. *Archives of Physical Medicine and Rehabilitation*, 74(8), 818–825. [https://doi.org/10.1016/0003-9993\(93\)90007-W](https://doi.org/10.1016/0003-9993(93)90007-W)

Rathore, F. A., & Mansoor, S. N. (2016). Neurorehabilitation in pakistan: needs, challenges and opportunities. *KhyberMed Univ J*, 8(2), 59–60. [https://www.academia.edu/31380441/NEURO\\_REHABILITATION\\_IN\\_PAKISTAN\\_NEEDS\\_CHALLENGES\\_AND\\_OPPORTUNITIES](https://www.academia.edu/31380441/NEURO_REHABILITATION_IN_PAKISTAN_NEEDS_CHALLENGES_AND_OPPORTUNITIES)

Rozali N, Abdullah S, Ishak SID, Azmii AA, A. N. (2017). Challenges faced by people with disabilities for getting jobs: Entrepreneurship solution for unemployment. *International*

*Journal of Academic Research in Business and Social Sciences*, 7(3), 333–339.

Satchidanand, N., Gunukula, S. K., Lam, W. Y., McGuigan, D., New, I., Symons, A. B., Withiam-Leitch, M., & Akl, E. A. (2012). Attitudes of Healthcare Students and Professionals Toward Patients with Physical Disability. *American Journal of Physical Medicine & Rehabilitation*, 91(6), 533–545. <https://doi.org/10.1097/PHM.0b013e3182555ea4>

Stachura, K., & Garven, F. (2003). Comparison of Occupational Therapy and Physiotherapy Students' Attitudes towards People with Disabilities. *Physiotherapy*, 89(11), 653–664. [https://doi.org/10.1016/S0031-9406\(05\)60098-3](https://doi.org/10.1016/S0031-9406(05)60098-3)

Tervo, R. C., & Palmer, G. (2004). Health professional student attitudes towards people with disability. *Clinical Rehabilitation*, 18(8), 908–915. <https://doi.org/10.1191/0269215504cr820oa>

Verbrugge, L. M., & Jette, A. M. (1994). The disablement process. *Social Science & Medicine*, 38(1), 1–14. [https://doi.org/10.1016/0277-9536\(94\)90294-1](https://doi.org/10.1016/0277-9536(94)90294-1)

Zheng, Q., Tian, Q., Hao, C., Gu, J., Tao, J., Liang, Z., Chen, X., Fang, J., Ruan, J., Ai, Q., & Hao, Y. (2016). Comparison of attitudes toward disability and people with disability among caregivers, the public, and people with disability: findings from a cross-sectional survey. *BMC Public Health*, 16(1), 1024. <https://doi.org/10.1186/s12889-016-3670-0>