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Research of the subconscious level of tolerance and acceptance towards  
people with special needs, depending on their social status and satisfaction  
level

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## **ABSTRACT**

It has been revealed that people with disabilities are more likely to have problems with socialization because they are often rejected by the majority of people. Even though this is one of the pressing social problems in Kazakhstan, no research has been carried out on this topic. This research paper aims to determine if there is any connection between social status and the life satisfaction level of students and their attitude toward people with special needs. The mixed research method with survey and structured interview has been conducted. 98 students of Nur-Sultan, Almaty, Taldykorgan, and Kostanay has taken part in a survey with a structured interview, which included the following 4 parts:

- 1) Implicit Association Test
- 2) General information to identify their social status
- 3) Questions to identify the level of life satisfaction
- 4) Questions to reveal their attitude toward people with special needs.

The results demonstrate a slight correlation between students' life satisfaction level and their attitude toward individuals with disabilities, but these indicators are not valid and reliable enough neither confirm nor deny the research hypothesis. More detailed research should be conducted to get more valid and reliable results.

Keywords: tolerance, attitude, people with special needs, correlation, social status, life satisfaction level, prejudice, stereotypes

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## INTRODUCTION

Discrimination, false assumptions, and prejudice were always around, but nowadays it becomes harder to identify since tolerance is one of the main political focuses. According to Myers (2002), prejudice is an attitude, which is a certain combination of feelings, actions, and beliefs. Another concern is building stereotypes against individuals that differ in any way from the majority. Problems with stereotypes arise when they either reflect an over-generalization or are completely wrong. Modern prejudices sometimes even manifest themselves in the form of "racial sensitivity" which results in inappropriate reactions to the actions of individual members of minorities in a form of excessive criticism of their mistakes. Even if the obvious manifestation of prejudice is on the wane, automatic emotional reactions still make themselves felt. Prejudices have several sources since they perform several functions. Prejudice can express self-awareness and be favored by society. He can protect the inner self from anxiety caused by insecurity or inner conflict. By supporting what you like and counteracting what you don't like, prejudice can also foster self-interest. Additionally, Myers suggests that categorization is one way to simplify our environment. It consists of organizing the world by grouping objects together (Macrae and Bodenhausen 2000). The process of categorizing people makes it easier to think about the world.

One of the reasons for the study is to find out if there is any correlation between life satisfaction and tolerance. There have been several studies of the impact of inclusion on the formation of negative stereotypes concerning students with disabilities, but research on such topics has not been carried out specifically in Kazakhstan. Using statistics, it turned out that 15.6% of people in the world have some kind of disability in their life. In addition, this number increases dramatically every year due to various factors. According to the final report on the results of the gender-specific quality of life of people with disabilities, one of the reasons people with disabilities refuse to socialize is that they are often rejected by most people. These facts leave the question of whether it is possible to find a connection between the level of life satisfaction, the quality of life, and the level of tolerance towards people with disabilities.

Mixed methods with interviews were used to conduct the research. The research participants are about 100 students from all universities of Nur-Sultan, Kazakhstan. The constructed survey was divided into 4 sections. The first is the Implicit Association Test (IAT), specifically the Disabled - Available IAT. The second section consisted of questions regarding general information about the participants, such as their gender, age, employment status, and the name of their university. The third set of questions focused on the level of satisfaction with the life of the participants to allow them to self-reflect. The last step is to ask them about their attitude towards people with disabilities.

The main goal of the study is to identify the level of correlation between the level of life satisfaction and the level of tolerance towards people with special needs. In addition, the answers to the following questions were investigated:

- Is there a link between life satisfaction and tolerance for people with disabilities?
- How do Nur-Sultan students perceive and think about the possible connection between life satisfaction and tolerance for people with disabilities?

## LITERATURE REVIEW

People can be different in religion, gender, race, abilities, or disabilities. but it often happens that society does not accept people who are different from others, and therefore they are stereotyped and prejudiced. In 1945, the Preamble of the United Nations Charter stated that they are going to practice tolerance toward people of a different race, religion, gender, and people with disabilities. According to United Nations, Educational, Scientific, and Cultural Organization (UNESCO, 1995) tolerance is the acceptance, respect, and recognition of people from different groups of the earth's population and different cultures. "Tolerance is harmony indifference" (Hjerm, 2019)

According to the United Nations convention about rights of people with special need (UN, 2008), "they include those who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various obstacles, may prevent their full and effective participation in society on an equal basis with others" In other words, it is not only physical disabilities or what is visible to us, it also includes the relationship between human injury and the environment.

Social tolerance means accepting something unpleasant, something that is different from what used to see. In this case, it refers to treating people with special needs correctly.

Henoch Livneh (Livneh, 1982) states that people with special needs are often treated with prejudicial attitudes because of sociocultural, psychodynamic, situational, and historical factors. Reskin also supports this idea in his research.

Research has identified several elements that can influence societal attitudes towards other people with disabilities. First, Yuker (Yuker, 1794) suggests that socio-demographic characteristics are associated with some attitudes towards people with special needs, while Clorerkers (Cloerkes, 1779) demonstrates a connection between demographic and socioeconomic attitudes that do not include gender and age. It should be noted that the data indicate a higher level of tolerance in women compared to the level of tolerance in men.

Clement-Guillotin (Clement-Guillotin, 2018) investigated the explicit and implicit stereotypes common to people with special needs and the impact of sports on this situation. The aim of his article was the influence of exercise on the content of negative opinions in people without disabilities. He did three studies. In the first, he investigated the assessment of explicit and implicit stereotypes for people with special needs, comparing them with the stereotypes for people with no special needs. In the second study, the scientist investigated stereotypes concerning people who have special needs and play sports and people without disabilities. The third study examined stereotypes of people with special needs who do and do not play sports. Participants performed a latent association test and assessed the relationship between warmth and competence traits and a particular group. According to the results of the study, it was possible to find out that the fulfillment of physical exercises is not an important factor in the content and formation of a dissenting opinion, but the research revealed the need to study the types of information themselves.

Nergz Bulut (Bulut, 2010) carried out work, the purpose of which was to determine a possible prediction of the level of life satisfaction by the level of their anxiety, gender, depression, the faculty in which he is located, socio-economic level, etc. The study was conducted between three hundred and forty-eight students who were enrolled in various faculties. They were asked to take a test to determine the Beck Depression Scale, the Life Satisfaction Scale, and the Anxiety Scale. The study suggests that life satisfaction can indeed be predicted. For example, in terms of the level of depression, anxiety, how much a person likes his department and what conditions it can give, as well as the socio-economic level.

Yin-Nei Cho (Yin-Nei, 2019) conducted a multi-level analysis of life satisfaction among high school students. She wanted to explore the significance of school-level factors on the student's subjective well-being. The sample consisted of students under fifteen years of age. The results showed that satisfaction varied between different schools. Also, such variables as demographic, socio-economic, communication with peers influence the level of satisfaction, and the health factor also has an influence. Research on government-level variables such as spending on education and health care did not matter. In contrast,

school-level variables have shown significant impact. For example, the characteristics of the school itself, school policies, and rules.

Olga Nekrasova (Nekrasova, 2017) conducted a study on the tolerant attitude of preschoolers towards children with special needs. Particular attention is paid to the problem of forming a tolerant attitude of preschoolers to children with special needs since it is preschool education and upbringing that is the initial stage in the moral development of a child. But unfortunately, as practice shows, many children who do not have psychophysical disabilities are not ready to accept children with special needs. This fact is also confirmed as a result of the study, which had the goal of studying the level of formation of tolerant attitudes towards children with special needs among preschoolers. The study was conducted among preschool children of educational institutions in the city of Surgut. A total of 113 people took part in the study.

According to the results of the study, it can be said that only 20% of children have a fairly complete understanding of children with disabilities (disabilities). They are well informed about the rules of behavior in the society of such children, try to understand their emotions and desires; show interest in interacting with them, want to help them, show concern for them, sympathy, compassion, understand and respond to the feelings and emotions of children with special needs, express a desire to share toys with them, have a positive attitude towards the manifestation of the various needs of children, caused by HIA. The majority of children: 65% of children showed an average level of tolerance formation towards children with disabilities. These children have fragmented ideas about children with disabilities. They are poorly informed about the rules of behavior with such children, only partially understand their emotions and desires, and show a fragmentary interest in interaction. In addition, they do not have a desire to help such children, their readiness to build relationships with such children is unstable and, most likely, they will help and share toys not on their initiative and not with a special desire, but at the request of either an adult or the child himself with special needs. 15% of children have a low level. Children of this category do not have any ideas about children with special needs. They are not informed about the rules of behavior in the society of such children, do not understand their emotions



and desires. There is no interest or desire to contact them. These children are not ready to build relationships with children with special needs. Thus, summing up the results of the study showed a low level of tolerance towards children with special needs among preschoolers. This suggests that it is necessary to begin the formation of a tolerant attitude towards children with special needs precisely from preschool age. At preschool age, the child develops initial moral values and norms of behavior, forms ideas about the importance of human dignity, realizes the value of his personality and the people around him, fosters respect for them, a sense of solidarity, and a desire to cooperate with them, the ability to resolve conflict situations in a non-violent way. In addition, a preschooler has a plastic nervous system, he actively learns various knowledge about the world around him, ways of knowing it begins to actively assimilate the values of society get acquainted with social roles. Therefore, it is preschool education and upbringing that should be assigned a decisive role in the implementation of the tasks of forming a tolerant attitude.

Olga Olifer (Olifer, 2015) conducted an empirical study to study the attitude of adult participants in the educational environment to the possibility of co-education in general education schools and schools for children with special educational needs. The respondents were: teachers of general education schools, parents of school-age children, parents of children with special educational needs: disabled children, and children with disabilities of school age. The survey of respondents was conducted from February to March 2015 in schools in Khabarovsk, based on which the inclusive method was introduced. Most parents believe that educational inclusion is quite possible and even necessary, however, among teachers, no more than 30% hold the same opinion. But only a small percentage of teachers expressed their willingness to work with such students on an equal basis with ordinary ones. Analysis of the results of the questionnaire survey made it possible to conclude that the low percentage of desire to work with children with disabilities is caused not by a negative attitude towards these children, but by the lack of a clear educational plan, as well as a system for assessing their knowledge. Analysis of the problem of socialization of children with special educational needs has shown that this is a process completely dependent on the actions of universal socio-psychological and psychological mechanisms,

on the characteristics of the perception of such children by society, and the nature of their interaction with other members of society.

The possibility of including inclusion into the public education system has surfaced since the 1950s Civil Rights Movements. The idea that individuals with disabilities have the right to get an education alongside their non-disabled peers has been one of the main topics of discussion since inclusion is an important element of societal focus. Supporters of this idea believe that inclusive education will help to overcome discrimination and promote acceptance of diversity. Based on the contact theory, which suggests that contact with people with disabilities in an integrative space improves attitudes towards them by reducing negative stereotypes, general beliefs, and overall raise awareness. However, not all the cases of actual physical integrations between people with disabilities and their non-disabled peers have worked, as they should sometimes even causing negative consequences. As an example, several studies have found that despite intended benefits, students who were placed in a regular classroom have reported feeling isolated and lonely. Most of the studies done aimed to specify negative attitudes towards particular groups, and only a few of them compared attitudes towards intellectual and physical disabilities as an influencing factor. Studies have shown that people with intellectual disabilities and as a result lack of social skills are more likely to be the target of negative attitudes rather than people with physical disabilities.

The article “Students’ Behavioral Intentions Towards Peers with Disability” by Hilary K. Brown (Brown, 2010) intended to investigate the difference in behavior towards peers with physical and intellectual disabilities. Measures taken by questionnaire adapted from the National Survey of Student Attitudes, developed by Siperstein et al. (2007), 319 Grade 9 and Grade 12 students completed questionnaire, also take part in answering open-ended questions concerning their feelings in participating in-class activity with individuals with a disability. The language of the survey was changed to be more consistent with Canadian terminology. From the results of the survey, it is clear that participants are more often willing to have a distant role than social in interacting with a student with disabilities. As for the results of open-ended questions, most of the participants express concern and

discomfort. The majority of concerns explained by the impact the situation would have on participants' grades or on the level of performance that the student with an intellectual disability would be able to maintain during the task. Significantly, less concern was reported regarding the question concerning physical disability.

The University of the Free State in South Africa in which the study took place created a Unit for Students with Disabilities (USD) to provide specific support services. Despite intentions to provide equal opportunities for all students, a new mode of delivery results in the feeling of inadequacy among lecturers furthermore, resulting in transferring responsibility for acceptance on USD. The study aims to identify influencing factors for success for students with disabilities from the lecturers' perspective. The data collection comes from both surveys and individual interviews. Out of 48 participants, 15 agreed to take part in an individual interview. Interviews were analyzed using qualitative methods. Results showed an emerging issue of the large number of lecturers distancing themselves from responsibility to providing support to students with disabilities.

Deirdre E. van Jaarsveldt (Deirdre, 2015) were able to identify the main factors of such results, which are the following:

- *A lack of knowledge and skill.* Significantly low amount of interaction between lecturer and students with disability. Some of the lecturers pointed that they do not know what is needed to provide support. Others need assistance in understanding the use of technology.
- *A lack of anticipation.* The problem here is that more often than not, students with disabilities are viewed as a minority. In addition, the absence of awareness is a crucial factor in creating the intended atmosphere.

## METHODOLOGY

The survey is divided into 4 categories: the first is a test for implicit associations, the second is general information about the participant, the third is the level of satisfaction with life, in this part, there was an emphasis on subjective opinion and self-perception because otherwise, it is impossible to test it. At the very end, there was a survey about the attitude, tolerance towards people with special needs. The study specifically placed this item last, and not immediately after passing the test for implicit association, so that the person does not adjust his answers following the test result. The aim was to distract the respondents and increase the level of objectivity of their answers to the questions asked. The survey was compiled by ourselves, but the IAT test is scientifically confirmed and is a reliable basis for research in this area. It is a good tool that has long been proven to be important in the field of psychology.

Implicit association test is a psychodiagnostic method, the purpose of which is to find out subconscious attitude towards racism, homophobia, attitude towards people with disabilities, towards religious people, and other various prejudices. It is designed in such a way that the person does not have a lot of time to think and give the desired answers. Many scientists argue that this test is an open window into the subconscious of a person. It brings out the automatic associations that assign to certain groups through the concepts of "dark/light" and "good/bad". One of the significant advantages of the IAT test is the very detailed information. This can prevent people from getting more subjective or biased responses. Its limitations include the amount of time it takes to take the test, as well as the fact that it is also in English only. Therefore, the respondents were asked about the perception of this test, whether they agree with the results or not, whether there were any difficulties with the test itself or not.

Since it was necessary to understand the relationship between the degree of satisfaction with the quality of life of students and their attitude towards people with special needs, both quantitative and qualitative studies were carried out. The research aims to gain a more detailed understanding of these specific issues through structured interviews. A structured interview means that all research participants answer the same questions in the same order. Thus, it is possible to objectively evaluate and compare the

answers of students. It is a widely used technique that is useful for obtaining detailed information about a person's thoughts and behavior or studying a new problem. Moreover, it allows the target audience to share their opinion, feelings, their own experience, perception, and attitude to the topic mentioned above. Unlike a focus group, respondents' answers will not be influenced by other dominant participants. In addition, respondents will feel more comfortable and more open to discuss their weaknesses and personal experiences when they do not speak in front of other people.

Like other tools, structured interviews also have their limitations. It may be difficult to continue with the interview and get more detailed answers. Every effort should be made to plan data collection, create tools, and conduct interviews to accommodate minimal bias. Secondly, it can be a long evolutionary activity due to the time required for the interview, its transcript, and subsequent analysis. When planning your data collection activities, allow time for recording and analyzing these detailed data. Last but not least, it is difficult to summarize the results of structured interviews. It should be noted that the general rule of sample size for interviews is that when the same stories, topics, problems, and topics arise in respondents, then a sufficient sample size is achieved. If all these nuances are taken into account and try to obtain the most objective and complete information and interpret it correctly, then with the help of this interview it is possible to achieve research goals.

To identify the relationship between life satisfaction and tolerance for people with special needs, data were collected by interviewing a predetermined group of people, in this case, students from the city of Nur-Sultan. Typically, data is collected using standardized norms and in such a way that everyone has a level playing field during the interview and does not allow cognitive biases or other factors to influence participants' opinions. This process can be accomplished using questionnaires, which in turn can be online or offline. Given the state of emergency and the long quarantine in Kazakhstan due to COVID-19, it was not possible to conduct face-to-face interviews, as it would be more effective, but it would be more correct and safer to conduct online using IT technologies.

The online survey is a more effective data collection method than a traditional survey because it saves time and also allows respondents to get rid of the pressure they feel during an offline survey. 98 people

were interviewed to get the most accurate data for analysis and comparison. The respondents were selected by the snowball method, which means that one student interviewed can find a bridge for the next interviewee. In the course of the study, it was not possible to use a convenient sample and conduct a survey with structured interviews only with students of the Higher School of Economics or only with students of the Faculty of Psychology, if it is necessary to cover all representatives of the students of Nur-Sultan. A sample of voluntary responses is not appropriate because people who are willing to respond may have stronger opinions than others, so one cannot be sure that their responses are representative of all students. And also, the use of the targeted sampling method is excluded, because the goal is not to learn the experience and feelings of students with problems related to our problem but to get a deep understanding of how students generally perceive this "correlation between life satisfaction and tolerance. "

It is important to obtain informed consent from respondents before engaging them in research, to "inform the subject of his or her rights, the purpose of the research, the procedures to be followed, the potential risks and benefits of participation." In addition, respondents were provided with a letter of indemnity, "an agreement in which one party agrees to protect the other from potential harm or loss that the other party may suffer."

## **DATA ANALYSIS**

Based on the topic of the research, the goal was to study a hypothesis that sounds like "the higher the level of life satisfaction, the higher the level of tolerance in a person", as well as the question of identifying the opinion of the respondents themselves about the relationship between the level of tolerance and the level of life satisfaction.

During the month of the study, 98 respondents took part in the survey. Data were obtained for 4 blocks. The purpose of the first block was to obtain data on the result of passing the test for implicit associations and the opinion of the respondents about the test received. The respondents were also asked

to evaluate the results obtained on a 10-point scale and tell why exactly they evaluated the obtained result in this way. The data request was necessary for further decoding of the result and its correctness.

The first question consisted of applying the test itself. Based on the results of this question, it turned out that the majority of respondents moderately prefer people without special needs rather than people with special needs. This result was obtained by 27.1% (26 respondents). The result with Equal preference for people with disabilities and people without disabilities was received by 23 respondents (24%). Slightly preferred by 18 respondents, this is 18.7%. Strong preference for people with no special needs among 18.8% of respondents (18 people). Slightly preferred by people with special needs 6.3% or six respondents. 4 people (4.2%) have a moderate preference for people with special needs and one respondent (1%) has a strong preference for people with special needs.

66 respondents (68.8%) stated that they agree with this result. 28.1% (27 respondents) have an opposite opinion on this matter and disagree with the result. 3% (3 people) indicated that they have a different opinion about their results (they explained that they agree with the result only partially, or do not have a direct point of view on this matter).

The respondents rated the passing of this test as a test with a high or medium difficulty level. 19.8% rated the difficulty at 6 points, 14.6% rated the passing of the test at 7 points, 11.5% rated the test at 8 points, at 9 points assessed the test by 4.2%, 10 points on the test given by 8.3% of respondents.

12.5% of respondents rated the test for an average score (5). The test was rated not at all difficult (1 point) by 9.4%. 5.2% and 11.5% of respondents rated the test for points 2 and 3, respectively. Most of the participants explained these results by the lack of knowledge of the language and the complexity of the text itself (for example, by the fact that the test was long and confusing, and they could not understand what exactly they needed to do now). Some respondents noted that the test seemed difficult and incomprehensible to them at the beginning, and easy at the end. Some of the respondents noted that they pass this test again and therefore the next passage of this test did not bring them any discomfort.

At the second stage of the survey, the participants were asked to answer general questions about themselves.

The gender of the majority of respondents varies from 21 to 23 years old (50%, 49 respondents). 37.8% (37 people) were respondents from 19 to 20 years old. A smaller number of participants were between the ages of 16 and 18 (3.1%), over 25 (3.1%), and between the groups 23 and 25 (6.1%).

Many of the respondents who took part in the survey were female (56.1%) and 43.9% of the participants were male.

Most of the participants were born in cities of republican significance, these are Nur-Sultan and Alma-Ata, 27.5% and 22.4%, respectively. All other respondents were distributed in such cities as Kostanay, Aktau, Taldykorgan, Taraz, Atyrau, Karaganda, Semey, Chu, and Zhezkazgan. The importance of these cities varies within 5%. At the moment, the majority of respondents live in Nur-Sultan (87.7%), Alma-Ata (6%), Taldykorgan (3%), Kostanay, and Taraz (1% each).

Many of the respondents have lived in the latter city for 3 to 5 years (33%) and from 1 to 3 years (29.5%). 23.1% have lived in the latter city for more than 5 years and 14.1% have lived in this city for less than 1 year.

89.7% of respondents are not married, 10.3, on the contrary, are married in a relationship. There were also many people that most of the respondents have incomplete higher education, 29.9% have higher education. The presence of a master's degree and education received in a secondary specialized institution was noted by 2.1% of the respondents and secondary education was noted by 1%. It is important to note that many of the respondents who noted higher education are just graduating from university at the moment.

Most of the respondents are/were students of M. Narikbayev KAZGUU University, this is 40.8% (40 people). 21.4% (21 people) of the respondents are currently studying or studying at the Gumilyov Eurasian National University. 14.2% (14 respondents) study at the Kazakh Agro-Technical Universal. 10.2% (10 people) of the respondent's study at the Nazarbayev University. The survey also involved



respondents from the Academy of Logistics, Kazakh Architecture and Construction Academy, Kazakh Humanitarian University, and Narxoz University. The education that the respondents are receiving or have already received can be divided into 3 areas: legal, economic, and others. Most of the respondents receive it in the economic direction: management (9.8%), translator (4%), financier (13.2%), accounting and audit (6.1%), economist (6.1%). Legal direction: lawyer (17.3%), international law (11.2%), investigative committee (1%). Other directions: psychologist (4%), biologist (2%), engineering faculty (2%), cyber defense, IT technologies, transportation, and oil and gas faculty 1% each.

More than half of the respondents received grants for training, this is 52.1% of the respondents. 47.9% study at a paid department. Many of the respondents work part-time in their free time from the study (37.1%). 29.9% of the respondents do not work at the moment and are engaged only in training. Some of the respondents noted that at the moment they work full-time (16.5%) and 14.4% used to work or earn extra money, but at the moment they are studying. The largest number of respondents (64.6%) reported that they estimate the level of income in average values. The income level is as low as 20.8% of the respondents. A high level of income was reported by 11.5% of those surveyed. It is important to note that the answer to this question is completely subjective and depends in large part on the person's self-awareness and the level of his needs.

The third block of our survey consisted of 3 questions. The purpose of this block was to determine the level of satisfaction with their lives among the respondents. Assess the level of satisfaction at the time of the test.

Taking into account all aspects of life, the respondents are satisfied with their lives by more than half. 22.4% are satisfied with life by 6 points, 16 respondents (16.3%) are satisfied with life by 7 points. Satisfaction was rated at 8 points by 19.4%. 9.2% rated satisfaction at 9 points and 3% as satisfied with their life at 10 points. Grade 5 was given by 12.2%, grade 4 - 10.2%, and grade 3 was given by 7.1%.

In the second question, the participants were asked to imagine a ladder in front of them and to rate what step they were at. The topmost rung represents the best possible life. The majority of respondents

canceled: 6 points, 21.4%. Levels 7 and 5 were marked with the same number of participants. 15.3% of the participants are on the 4th step. 11.2% are at the 9th level, and 5.1% are at the 3rd level.

In the third question, respondents were asked to rate the level of happiness at the moment. Most of the participants rated the level at 7 points (21.4%), and 5 points (15.3%). The same number of respondents (13.3%) rated their level of happiness at 6, 8, and 9. Grade 4 was given by 11.2%, grade 3 - 7.1%.

The questions of the fourth block revealed the attitude of people towards people with special needs and possible conditions that influenced these assessments.

According to the results of the first question, aimed at assessing by respondents from 1 to 10 the attitude towards people with special needs, the majority of respondents noted a neutral value of 5 points 29.6%. 6, 7, 8, and 9 points were noted by 11.2% of respondents. 13.3% of the respondents rated it at 4 points and 8.2% assessed it at 10 points.

96.9% of the respondents do not have a disability and 3.1% of the respondents have it. Also, 77.3% of the respondents do not have friends or relatives with special needs. On the contrary, 22.7% have relatives with special needs.

When asked whether there is a connection between life satisfaction and the level of tolerance, 60.2% of the respondents noted that they do not see this connection, and 36.7% said that this connection exists. In the comments to their assessments, many respondents explained that this connection may exist, but it should include more than one aspect. Many suggested adding to life satisfaction, also the level of education, upbringing, social circle, and psychological characteristics of a person. The respondents also noted that they see a connection in a chain: the higher the satisfaction with life, the less complex a person has, and therefore the desire to assert himself at the expense of the weak is less. It is important to note that many of the respondents interpreted the level of life satisfaction only through the aspect of material wealth.

60.4% of the respondents did not face bullying of people with special needs, 35.4%, on the contrary, gave a positive answer. Many respondents said that the personality and level of education of the person

who bullies are to blame in this regard. They noted that people with low education and social status do not accept someone who differs from them in any way. It is important to note that most of the respondents who answered this question for bullying accused the person with a disability himself. It was noted that people were wasted because of their antisociality, not being able to do what others can do.

## **INTERPRETATION OF THE RESULTS**

Based on the data obtained, taken from the respondents' answers, it can be seen that the bulk of the respondents are female students aged 21 to 23 years old, born in Nur-Sultan, and currently living in this city. They are not married, they are students of the KAZGUU University, studying in the economic direction. They received a state scholarship for training and work part-time in their free time. They rate their income as averages. The rate of life satisfaction at 6 points and say that they are not taking advantage of all the opportunities they can take advantage of right now. They do not have disabled people and relatives with special needs. They have never personally experienced bullying of people with disabilities, but their comments suggest that it may be due to external factors. They rate their attitude towards people with disabilities as neutral, but subconsciously they still prefer people without disabilities to people with disabilities.

If consider separately the questionnaire, it can be concluded that the real picture is slightly different from the quantitative data. For example, students of KAZGUU University at the stated age and with a life satisfaction above average: did not receive a scholarship, study in the legal field, and have a scatter of data in the final result of the implicit association test. The respondents who rated their income as high give preference to people without disabilities more than to people with disabilities.

The respondents who received the results of equal preference live in Nur-Sultan for 2 to 5 years, have an incomplete higher education, received a state grant, and earn extra money in their free time, the income level is assessed as average. They and their relatives are not disabled.

Based on the current recall of the data, the hypothesis cannot be confirmed or disproved. The data in the middle segment does not tend to favor an unambiguous yes or a clear no. It can be said that there is a

correlation between implicit preference variables and other variables such as satisfaction or wealth, but these data are insufficient.

Regarding the second research question about considering one of the most important factors. Many respondents spoke about what can be a factor of satisfaction, has an impact, but it is associated with other factors, such as the level of education, the level of critical thinking, upbringing, the influence of stereotypes. However, the respondents who spoke in favor of the existence of this connection note that there is a chain: if a person is satisfied with life, it means that he will not pay attention to other people and will be more kindhearted, which means that his level of tolerance increases.

It is important to note that there are factors that influenced our study and its results.

The most important influencing factor was the respondents' knowledge of the English language.

Respondents can take the test longer, understanding the answer, or simply click on the answers as they see fit, while the test assesses the number of correct, incorrect answers and reaction speed. Also, the test result could be influenced by the very state of the respondents during the passage. Factors such as poor health cannot be ruled out (for example, if a respondent falls ill during the test, his response may be more accurate). Also, due to passing the test in an online format, it is impossible to answer the respondents' questions, which could also affect the result in the end.

Also, the result of the entire survey could be influenced by the motivation of the respondents themselves. If the respondent is not interested in taking this survey, he, for example, will correct the answers according to some template: for example, the template of the “ideal person”, when the income is high with a high level of tolerance, etc., or even not answering some questions at all.

The subjective assessment and interpretation of certain factors by the respondents can also have an impact. For example, speaking about the level of well-being and not naming a specific range, the respondents were encouraged to subjective perception. When talking about their wealth ranging from medium, high, or low, a person compares his or her wealth to that of a third party. They need the raw data to determine how his wealth can be classified. People could subjectively define terms related to

"life satisfaction." This can also be seen in the respondents' answers to open-ended questions when many perceived "life satisfaction" as a term explaining great material well-being. In this case, it was important to give strict definitions of the terms that were used in the study to avoid such situations. But it also made it clear that many associate the two terms together.

Survey was conducted only once, for greater reliability and confirmation of the results, it is important to repeat this survey after a certain period. This would make it possible to minimize the influence of certain factors, for example, the level of physical or psychological health of the respondents, the level of their workload, for example, in studies, the possibility of re-blindly pressing test results, etc.

Also, only one test was used which was validated by the scientific community and valid. For more accurate results, it is important to add more valid tests to this study. For example, test eq-5d. This test is used to measure the general quality of life of the respondents. This tool should describe the standard of living as measured by several factors such as anxiety, activity, discomfort, etc.

It is equally important to introduce clear definitions of disability in further research, since it is divided into different categories and has different external and internal manifestations, as well as for the study of different stereotypes and mentalities that influence perception. In addition, introduce such variables as the family in which the person was brought up and his attitude towards people with special needs, as well as the level of their income. That is, to distinguish between the concept of the level of income of the family and the respondent himself. For example, a family's income level can be high compared to the average for the Republic of Kazakhstan, which can give it more development opportunities. In further research, it is important to take into account the psychological aspects of a person's personality. For example, his accentuation of character. This factor can affect both the formation of tolerance and the completion of the survey itself.

It is important to present other aspects that would more specifically show the influence of factors on the test results. That is, not a specific factor, but what this factor can affect. For example, a high level of income can make it possible to teach a child in a more prestigious school, parents can send a child to a

tutor, or thereby increase his IQ level and level of critical thinking. In turn, this will allow the person to be less susceptible to the influence of public opinion and less to succumb to the influence of cognitive biases.

Based on the results and all the factors that influenced these results, it is concluded that, despite the reliability of this study, it is necessary to continue it, more specifically and in detail studying the factors affecting tolerance towards people with special needs.

## **THE LIMITATIONS OF THE STUDY**

The presented results of this study should be considered within certain limitations. They can be combined into one big category: limitations associated with research methodology.

In the course of the study, a systematic defect in the sample itself was committed. Since, due to the situation with the pandemic, it was not possible to talk with respondents in an offline format or negotiate with university authorities. Based on this, the link to the online survey was sent through the communication channels of acquaintances who could distribute it in their universities to their acquaintances. On this basis, respondents may not fit the definition of a random sample.

Also, during the study, it turned out that this number of respondents was not enough to determine the exact result, although the study was extended due to an unclear result (at that time, 51 people took part in the study).

Due to the lack of similar studies of this direction with this group, it was decided to compose the research method and survey independently. Based on the results of the study, it can be seen that some of the questions had no significance and might not be included in the study at all, although when composing the questions, it was decided that they had signed. For example, questions regarding the city of birth, relocation, marital status. It cannot be ruled out that these questions matter, but with a deeper study of these trends and the consequences they cause. The last limitation from this group concerns the very compilation of questions. In the course of the study, it was revealed that the respondents interpret

the questions subjectively based on their perception. An example is the question of the existence of a relationship between satisfaction and the level of tolerance. Many respondents interpreted the "satisfaction rate" as the level of money, which influenced the outcome of the study itself. Also, when compiling the methodology and choosing a valid test, the respondents' knowledge of the English language was not taken into account. At the beginning of the survey, the difficulty of passing the IAT was minimized by using step-by-step instructions for passing and explaining the very purpose of this test. However, this did not affect the difficulty of the passage due to the English language. According to the results of the survey, one could see that this is the biggest problem for the respondents. For this study, this problem is most important, since the results of this test were the main studied variable. Not knowing the language led to the fact that many respondents did not perform the test correctly and this ultimately influenced the result.

The study did not take into account the psychological characteristics, the mentality of the respondents, and their physical health at the time of the survey. For example, when a person is sick, their reaction may be slowed down and this will affect the IAT test result. Or a person, based on his beliefs, convictions, stereotypes, or fears, could give out socially acceptable answers that have no connection with reality. These points were not taken into account when compiling the methodology, and at the moment can only indirectly talk about their impact.

Based on the foregoing, it can be concluded that further deeper study of this topic it is important to change the very methodology of the study. It is important to pay attention to the compilation of the questions themselves, increase the audience, introduce new factors that influence the result (mentality, physical health, IQ level, marital status, and upbringing, etc.), additional tools for studying this issue in a language understandable to respondents and increase the level the accuracy of the wording of the questions themselves. Which will give a clearer result and increase the level of research validity.

## CONCLUSIONS

A study was conducted on the subconscious level of tolerance and acceptance of people with special needs, depending on the social status and satisfaction with the standard of living of the respondents. The topic was chosen due to its relevance in the modern world, as well as its relevance for the current generation since collisions with it are almost inevitable. It was decided to check how relevant this topic is.

A mixed study was conducted that included a qualitative and a quantitative method. The quantitative research method was carried out through a test to make the result objective and accurate. And through a survey, a qualitative research method to find out what factors could affect the result.

The study included a survey that did not go as planned, due to the coronavirus pandemic it was not possible to conduct a survey directly with the participant's lives. The survey was conducted remotely.

They were aimed at the city of Nur-Sultan, but students from other cities of Kazakhstan also took part. Such as Almaty, Taldykurgan and Kostanay.

The bulk of the respondents were students with incomplete higher education at the age of 21-23, mostly female. Based on the survey, no patterns were revealed that would depend on gender, age, or level of wealth, which would indicate their unconscious preferences.

Also, in the course of the study, it became clear that there is an opportunity to get unreliable IAT results based on the fact that each person has different and vague concepts of wealth and level of satisfaction with life, more precisely, each person has their concepts. Also, during the study, it was revealed that respondents found it difficult to pass this test due to insufficient knowledge of the English language.

Based on the test, information was obtained that the majority have moderate life satisfaction, average income, and, in general, a moderate standard of living. And on this basis, a moderate attitude towards people with special needs prevails.



It was also found that the participants did not see the relationship between the level of satisfaction and the level of tolerance, this suggests that other factors should be included and studied.

As a result, the hypothesis was not confirmed but also was not refuted taking into account the results obtained, however, the reliability of the results obtained is not completely complete. Based on the results, it is important to continue and study the topic in more detail. It is required to introduce stable conditions, enter clear figures for income, percent of life satisfaction, and introduce clear concepts and definitions before the survey. Explore the topic of stereotypes that exist between social groups. Also take into account the IQ of the respondents, their family, and their level of income. The influence of mentality also takes into account the reaction to specific diagnoses and the degree of disability. And the most important thing is to try to take into account the character of the person.

All these factors have an impact on research, but not directly, but through a consequence. For example, a person with a higher income level can study at more prestigious universities in the country, thereby gaining better knowledge, and his perception and attitude towards people with special needs can be both softer and more rigid.

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## APPENDICES

Table 1: IAT test result

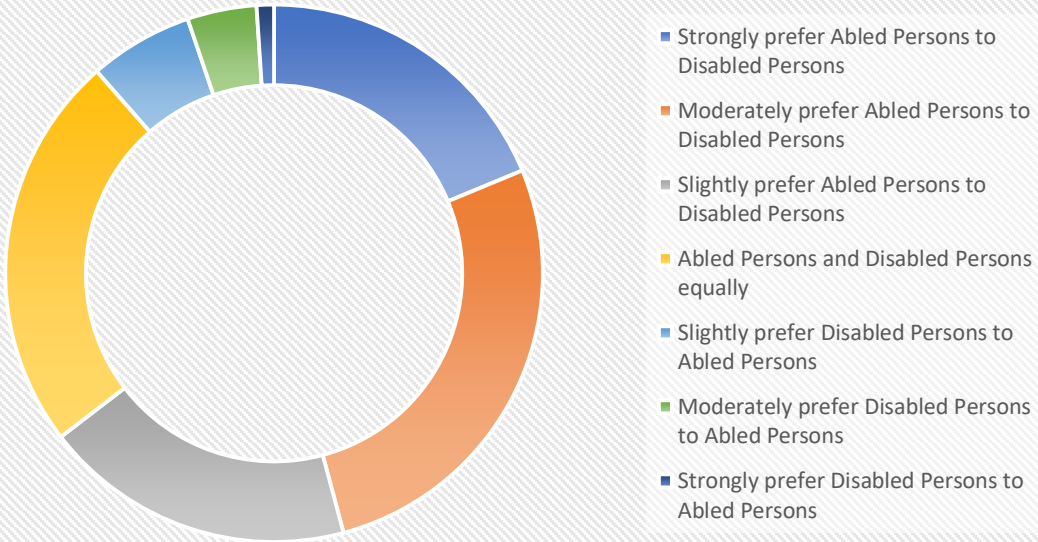


Table 2: Do you agree with this result

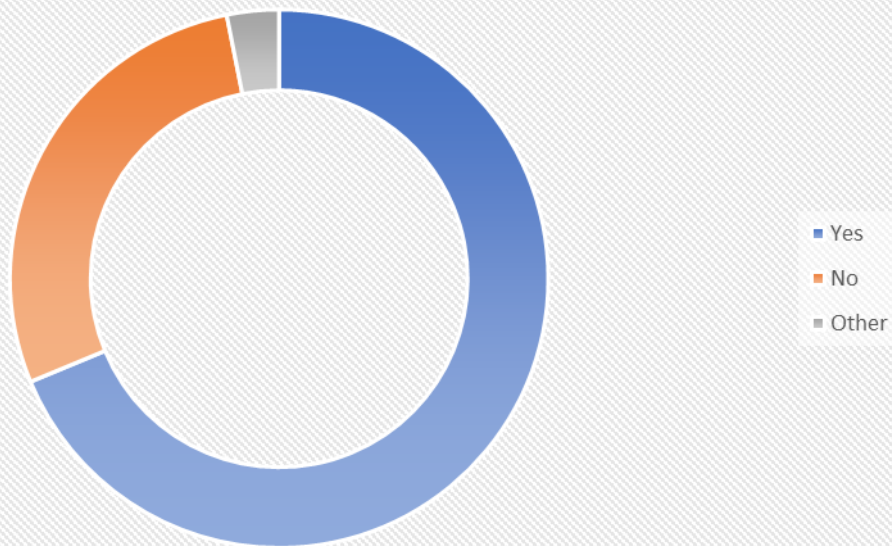


Table 3: Rate the difficulty of passing this test for you

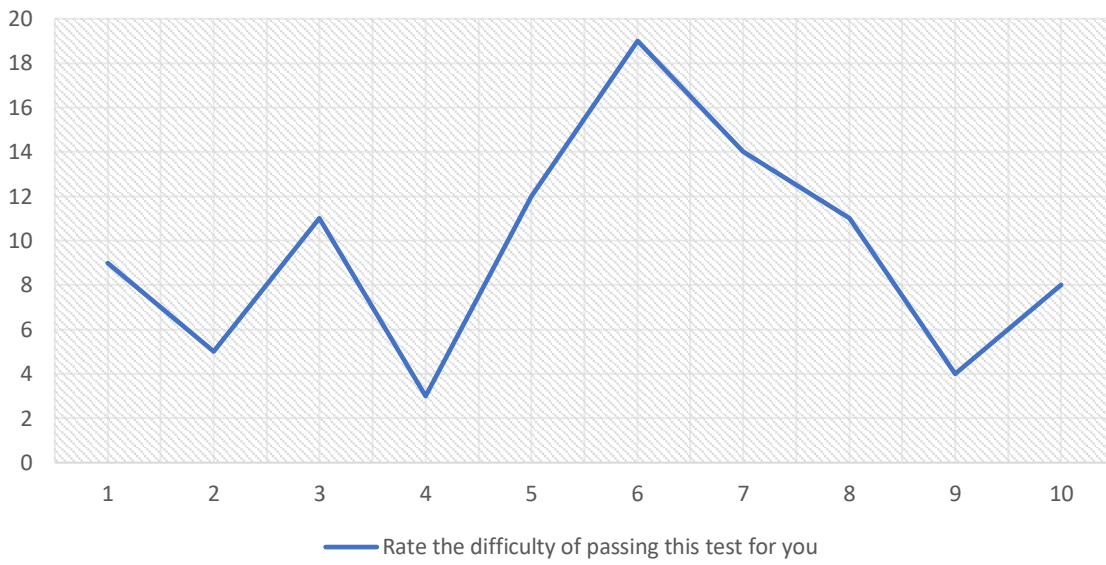


Table 4: Age

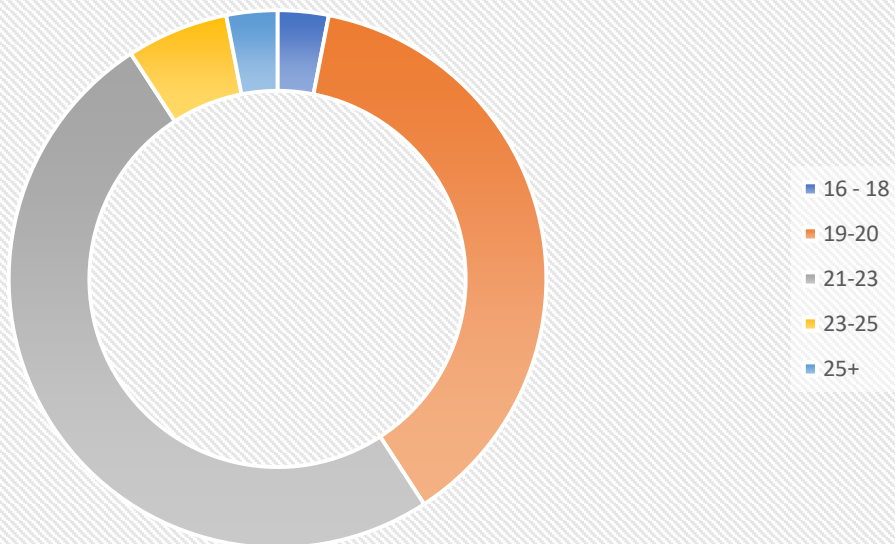


Table 5: Gender

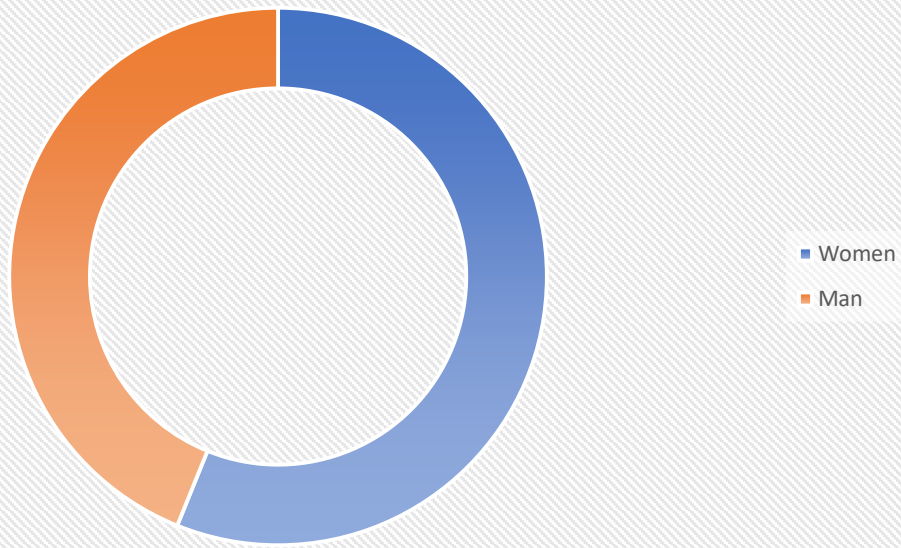


Table 6: City of your birth

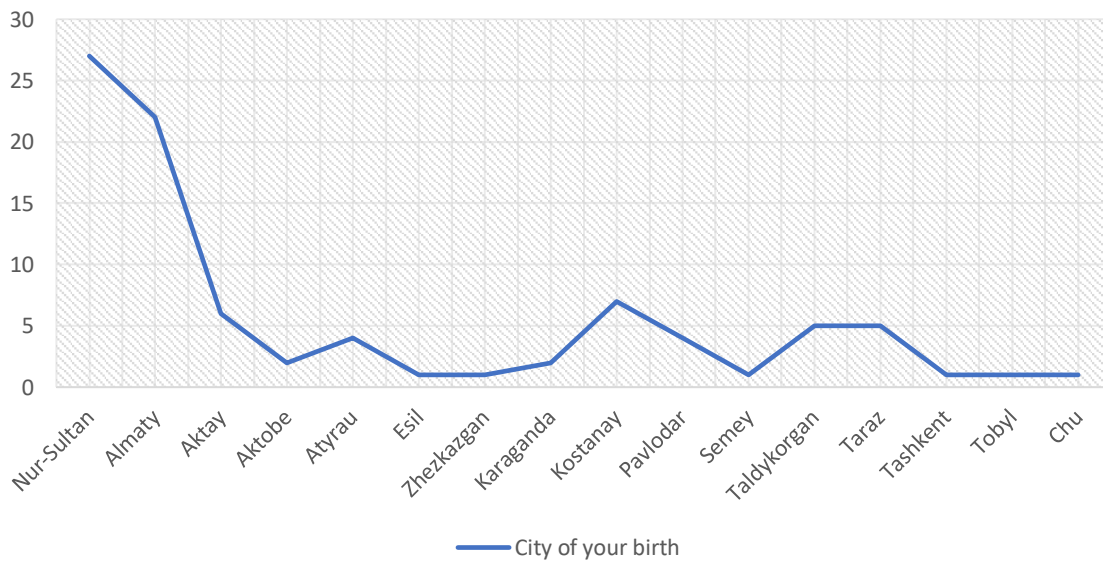


Table 7: City of your residence at the moment

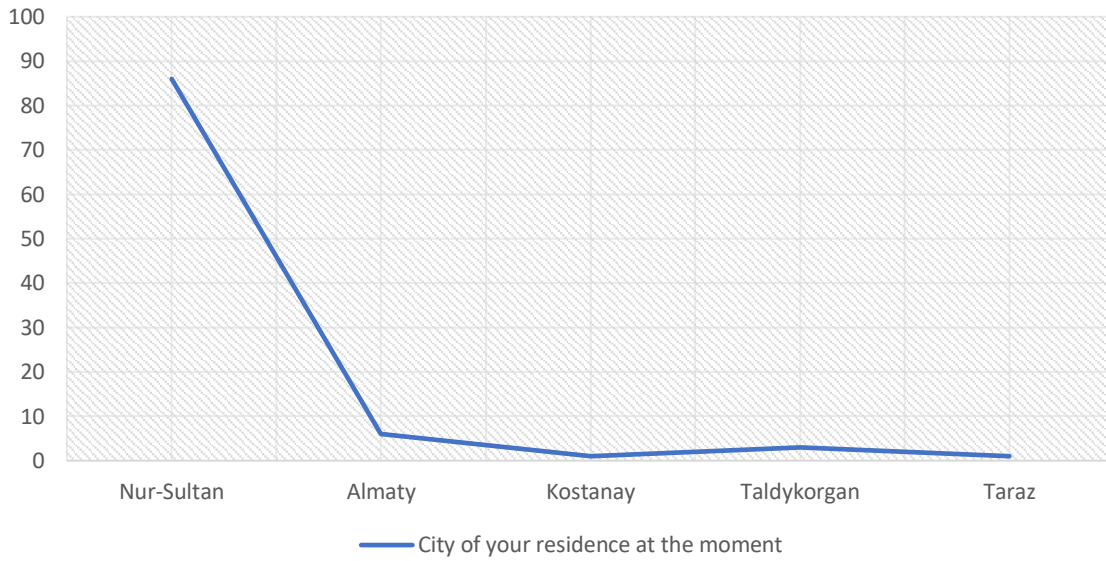


Table 8: If you have moved, how long have you been living in the last city

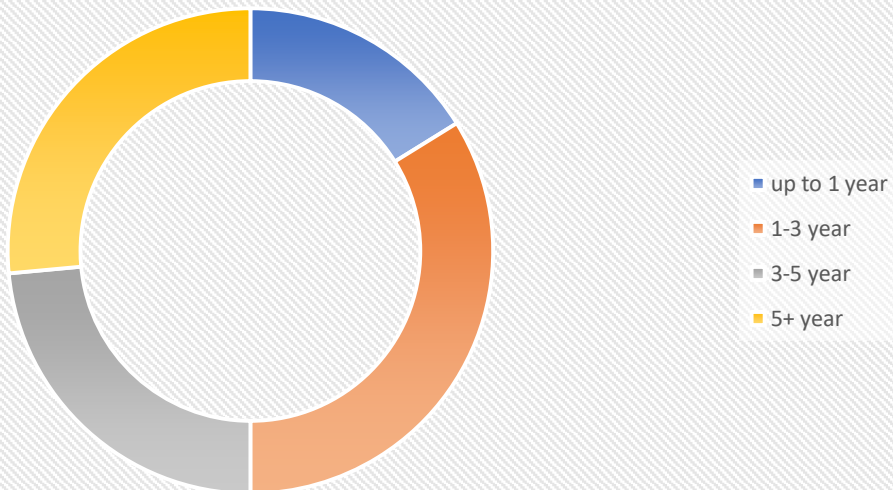




Table 9: Your marital status

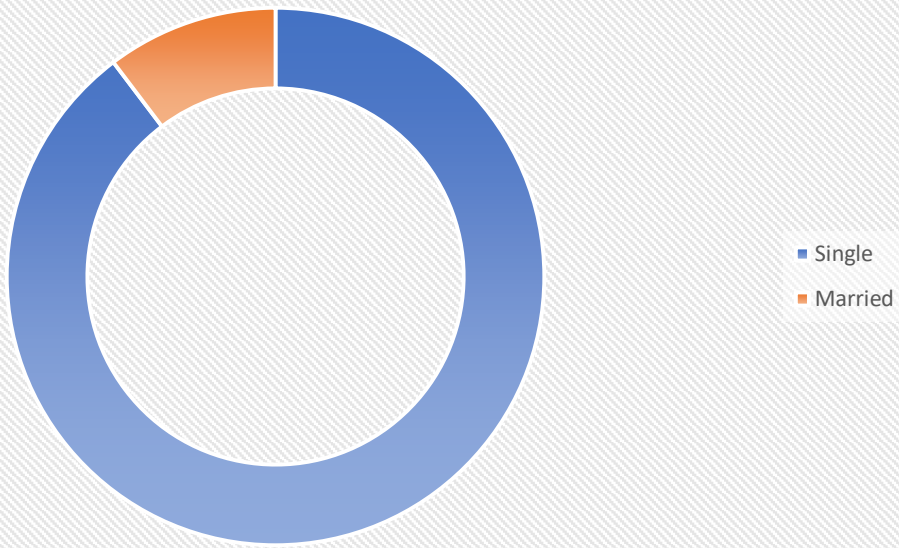


Table 10: Your education level

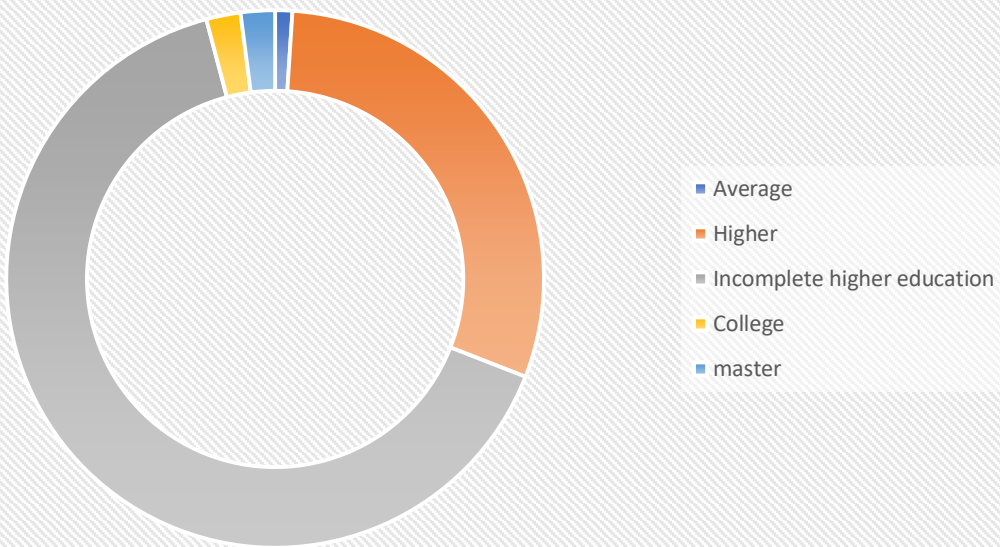


Table 11: The name of your educational institution

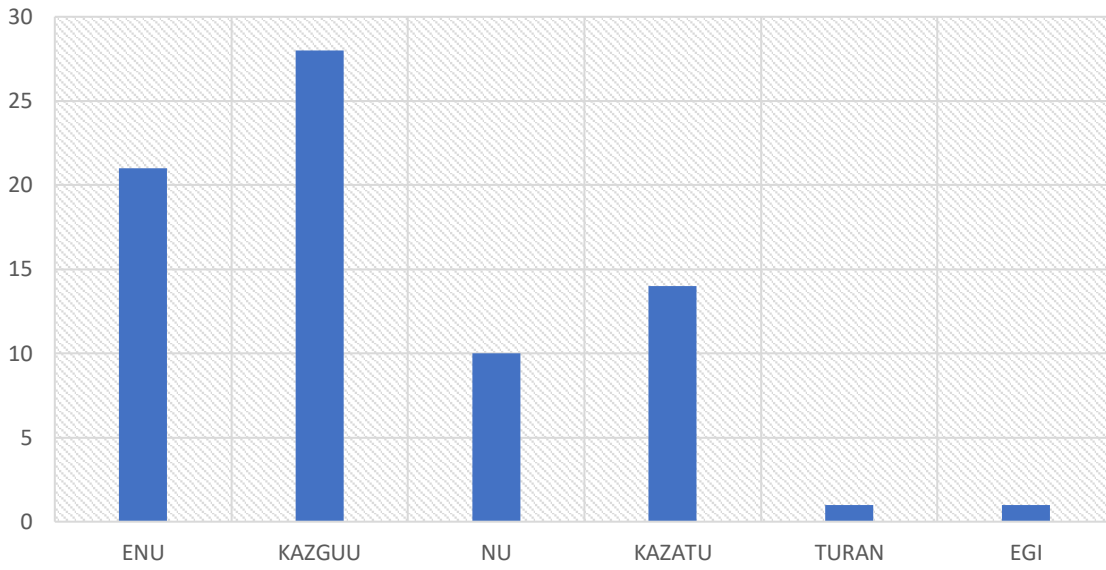


Table 12: What did you study or study (if you are a student at school, indicate the specialty you would like to study)

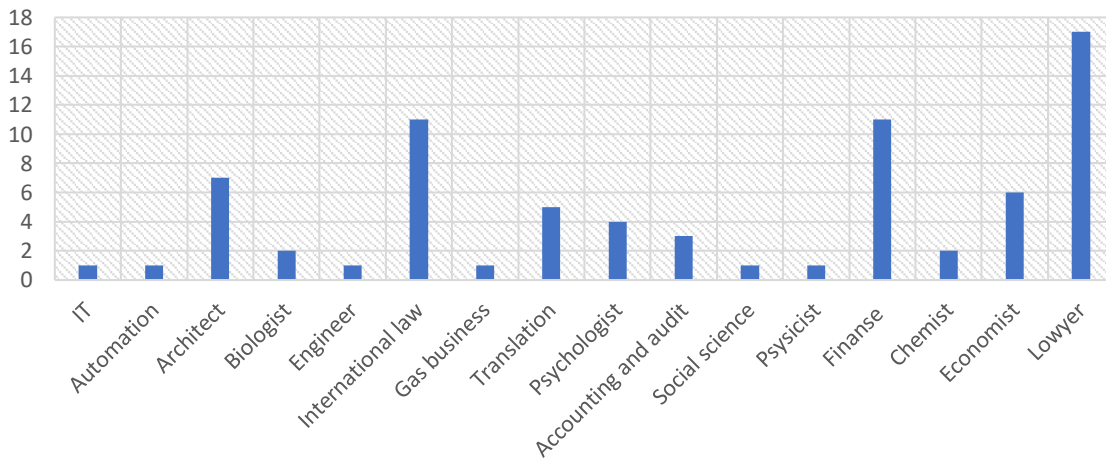


Table 13: Did you receive a grant for training

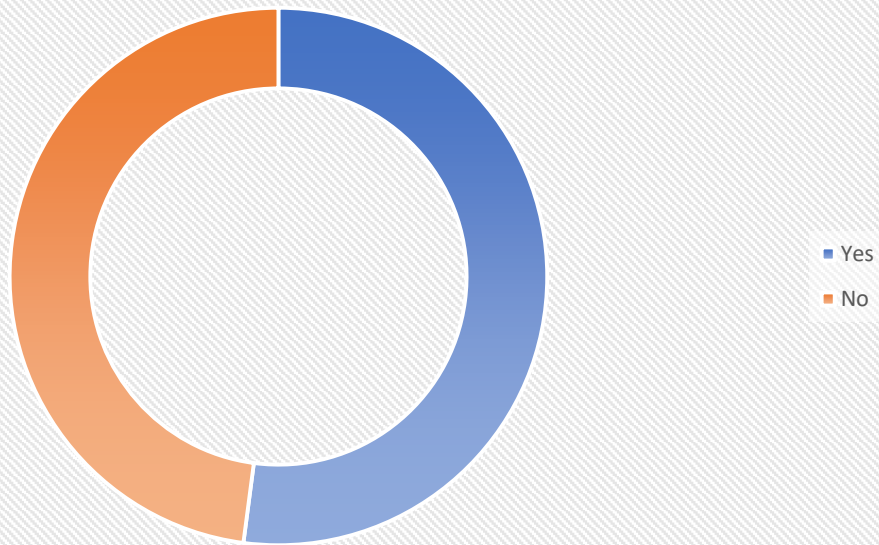


Table 14: Indicate your form of employment

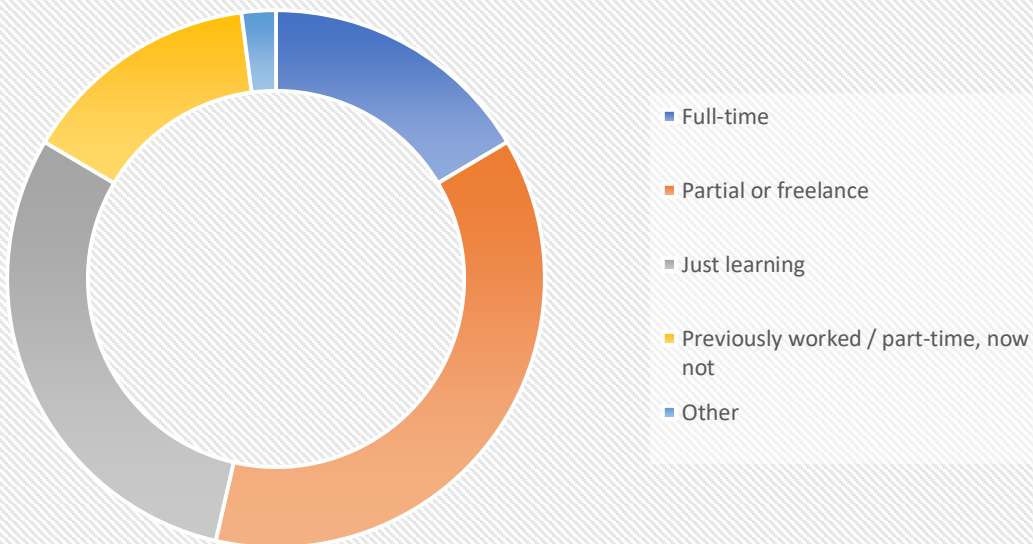


Table 15: How would you rate your income level

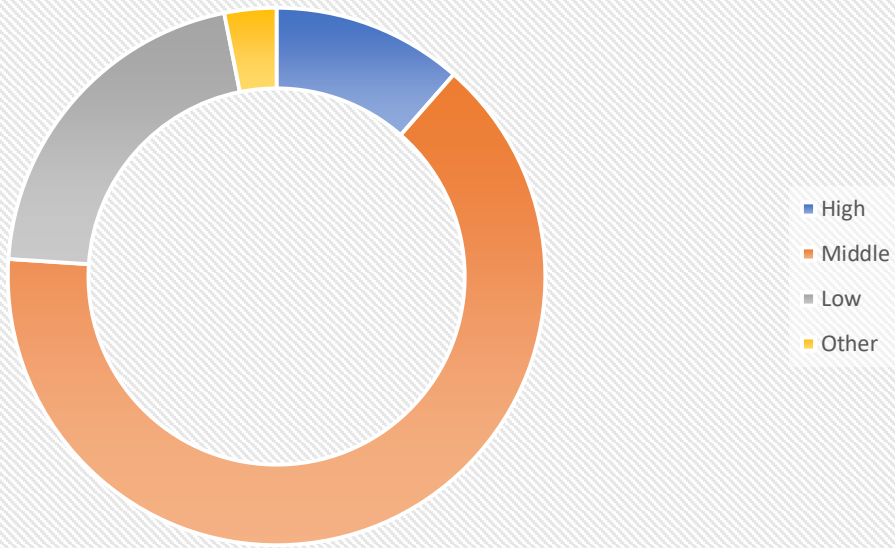
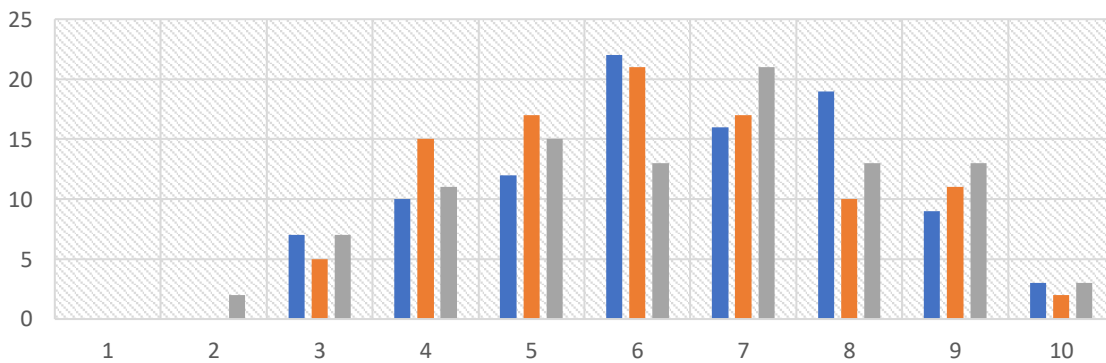


Table 16: Satisfaction level



- Taking into account all aspects of your life, please tell me how satisfied you are with your life in general?
- The topmost rung of the ladder represents the best life possible for you, and the bottommost rung represents the worst possible life for you. Where are you on this ladder at the moment?
- Please rate how happy you are today?

Table 17: What is your attitude towards people with special needs?

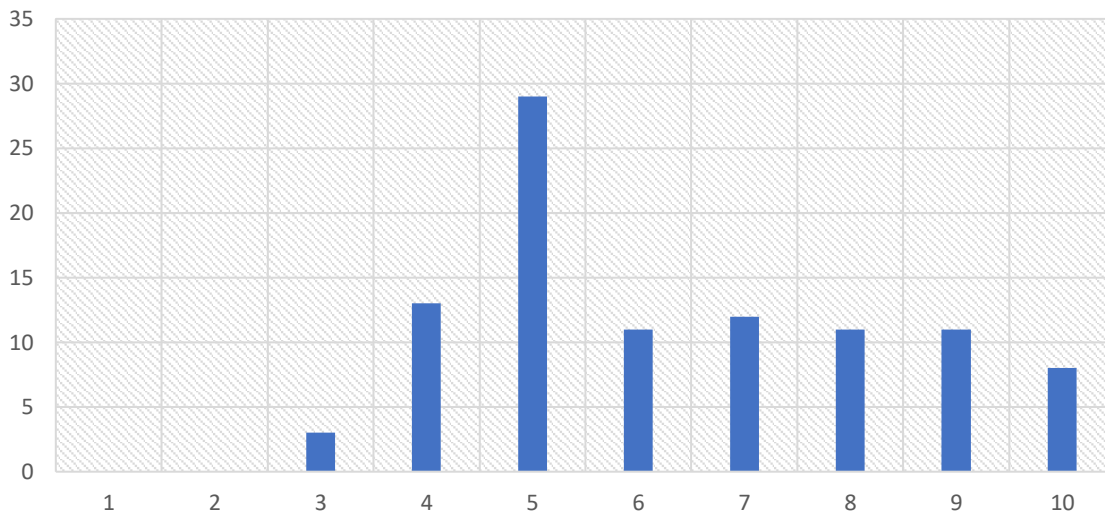


Table 18: Do you or your family member have a disability

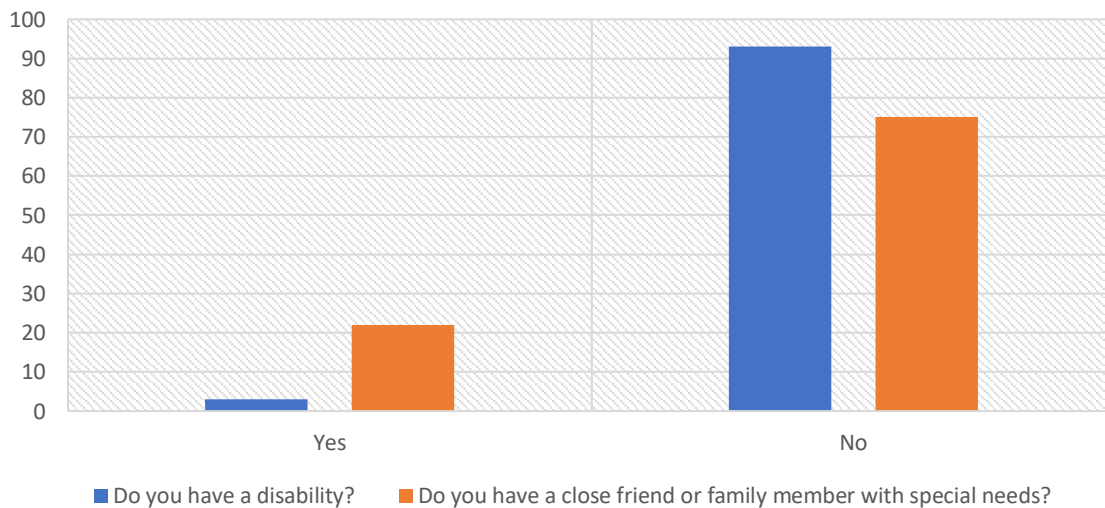


Table 19: What do you think, if there is a connection between the level of tolerance for people with special needs and the level of satisfaction with life?

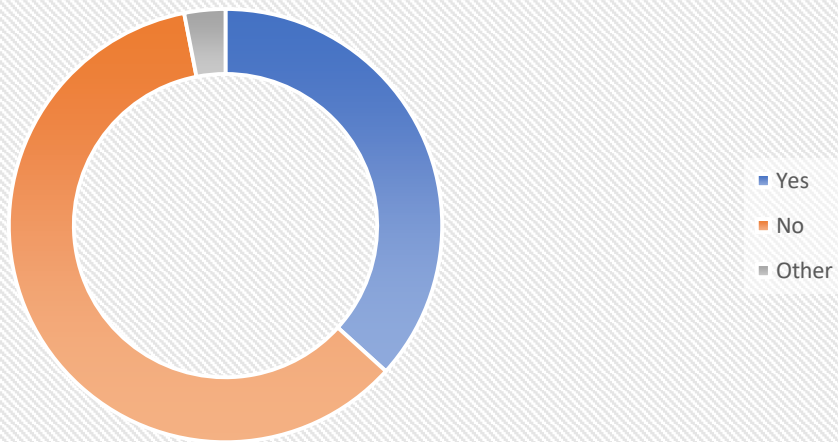


Table 20: Have you encountered bullying (verbal, physical, social, cyberbullying) of a person with special needs?

