



Students' Perception on the Relative Fairness of Selected Educational Accommodations

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ABSTRACT

The purpose of this study is to assess the relative fairness of selected educational accommodations provided to peers who have disabilities. This study utilized two scales developed by Upton (2000) which quantifies the relative fairness that students perceive towards the provision of selected educational accommodations. The findings of this study yielded evidence to support that level of education at a university level might have an influence on the students' perceptions about educational accommodations offered to the students with disabilities. These surveys were distributed to around 409 students at a mid-size southern public university in the United States. Implications of these findings and suggestions for future research are provided.

Keywords: students with disabilities; educational accommodations

INTRODUCTION

Attending college can be a stressful time for anyone; it can be more so for those who live with a disability. Research has shown a heightened level of psychological distress including anxiety and depression in students with disabilities (specifically Attention Deficit Hyperactivity Disorder) when compared with the general student population (Kettmann, 2008). Negative attitudes can hinder individuals with disabilities from attaining their personal and professional goals in life (Antonak & Livneh, 2000). In the academia, the label of a learning disability can make others form preconceived and negative perceptions about those individuals (Arceneaux, 2008). Research has found a correlation between the label of a learning disability and the level of stigma faced by those with the learning disability (Osterholm, Nash, & Kritsonis, 2007). Research on students with psychiatric disabilities suggests that they were

ARTICLE INFO

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ISSN: 2462-1153

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