

Perception of Inclusion in Higher Education

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Abstract : Supporters of Inclusive education proclaim that all students, regardless of disabilities or special educational needs (SEN), have the right to study in the normal school setting. It is asserted that students with SEN would benefit in academic performance and psychosocial adjustment via participation in common learning activities within the ordinary school system. When more and more students of SEN completed their early schooling, institute of higher education become the setting where students of SEN continue their learning. This study aimed to investigate the school well-being, social relationship, and academic self-concept of students of SEN in higher education. The Perception of Inclusion Questionnaire (PIQ) was used as the measuring instruments. PIQ was validated and incorporated in a questionnaire designed for online survey. Participation was voluntary and anonymous. A total of 90 students with SEN and 457 students without SEN responded to the online survey. Results showed no significant differences in school well-being and social relationship between students with and without SEN, but students with SEN, particularly those with learning and development impairment and those with mental illness and emotional problems, were significantly poorer in academic self-concept. Implications of the findings were discussed.

Keywords : ccademic self-concept, school well-being, social relationship, special educational needs

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