THE PERCEPTION TOWARDS DISABILITIES STUDENTS’ FACILITIES: A CASE STUDY IN UNIVERSITI UTARA MALAYSIA

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ABSTRACT

Persons with disabilities (PWD) have the similar rights with other individuals in which they have the reasonable for live encouraging life. The main issue that need to be put into priority is disability facilities. Lacking of facilities make they live with uncomfortable and not as perfect as other normal students. The objectives of this paper are to identify the obstacles for disabilities student studying in UUM and to analyse the suitable facilities for disabilities students in UUM. Accessibility is particularly important to ensuring that people with disabilities that can keep their self-dependence. Although there some of the relevant acts and policy for person with disability but still not sufficient with the various problems regarding lack in disability facilities. The study was conducted at Universiti Utara Malaysia. The methodology used in this research is qualitative which are observation and interview. The findings show that the disabled facilities are in short supply, facilities need to be repaired and upgraded to improve the quality of facilities and giving comfortable live to the disabled students in order to obtain excellence result. With this study, the management can improve their facilities and make the barrier-free environment to this disabilities student’s facilities.

Keywords: facilities, person with disabilities, Universiti Utara Malaysia, case study, interview

INTRODUCTION

Disabilities is an umbrella term, covering inability, action impediments and an association constraint. An action constraint is a trouble run-in by a person in execute an assignment or activity while an association confinement is an issue achieved by a person in influence in life scene. Malaysia is going to be developed country with the currently population is over to 32 million. Malaysia is the world’s 45th most populous country. The privilege to instruction is as a delegate of the inseparability and reliance of every single human ideal because of its required part in the full and productive accomplishment of other human rights, both monetary, social and social rights and common and political rights (Nations, 1996)

As expressed in the Individuals with Disabilities Education Act (IDEA) is a government law that request schools to serve the instructive needs of qualified understudies with disables. Schools must discovery and to value students suspicious of having disables at no cost to parents. Not every child with knowledge and attention result qualifies beneath IDEA (Lee, 2017). In IDEA, it supply a free right public tutoring to youngster with disables and to give parents an opinion in their child’s teaching. Same goes with Jabatan
Kebajikan Malaysia (JKM), it also stated that to increasing (PWD) to fit to tutoring at all levels including persisting education. The Ministry of Education under Special Education Department also deliver unique classes to children impaired vision, hearing and learning disables. Learning programmes carried out in special tutoring and schools through assimilate in normal schools (OKU, 2019).

In UUM, some areas does not have access for disables students go to the class like normal students do. A wheelchair slope is an obliging plane started in expansion to or rather of stairs. Slope permitted wheelchair users just as individuals pushing strollers, trucks or other wheeled items to all the more easily fit in a structure (ramp, 2018). The application of wheelchair ramp as a facilities in UUM still under observation. There is still need some upgrade in some buildings in around UUM, so that disabilities students can go anywhere without obstacles.

This section comprises of thoroughgoing clarification about research background, problem statement, research questions, research objectives, research significant and conclusion of the chapter. The results of this study can be used in the required installation not only functioning in UUM but also for public areas that involved. This research also need to be study more in increasing satisfaction towards facilities for disabled students in UUM.

**LITERATURE REVIEW**

Disability is continually positive as each restriction or absence of capacity, starting from a disability, to accomplish a movement in the behaviour or inside the range estimated typical for an individual. (Field, 2001) Characterized a person with disability is any individual who (a) has a physical or mental incapacity that fundamentally degree at least one impressive life exercises, (b) has a record of such an inability, or (c) is estimation as having such a disability. According (Jones, 2006) the main feature of people with disability is movable disability, dexterity disability, and optical disability, sound disability, wheel chair use and size. Latest weakness arrange on the planet value that there are different sort of inabilities, and there is an ascent entire number in PWD colonize. In include to the physical environment, PWD might be arrange to wheelchair user, tangible disabled, ambulant incapacitated and temporary disabled group (Kadir, 2012).

Accessibility is an installation that can be accessed and can accustomed by PWD (Lipp, 2007). Openness concern an expansive arrangement of measures a course of action to ensure that all has adjusted possibilities for position and instruction and to partake in straightforwardness and different exercises in whole district of life. This rights to commitment will include paying little heed to the individual's age, sex, wellbeing, social foundation and any social, mental or physical inability. Open structures must available to both physically capable and debilitated individuals. Weak reinforcement for this rights to commitment will include paying little heed to the individual's age, sex, wellbeing, social foundation and any social, mental or physical inability. Open structures must available to both physically capable and debilitated individuals (Shaftoe, 2008).

A foundation is exhibit as something that is a plan, structure, fitted and the other to
serve a specific thought or office that feed administrations, for example, shipping offices, learning offices and a most recent investigation office. Office is something that permitted the accomplishment of a demonstration that is easy to supply one with each custom to accomplish a takeover. Offices supply such quality or condition of a spot or region that has lead the region to be fun and amicability (Akta, 2006). Open structures are viewed as structures without obstacles. As a rule, open structures are viewed as hindrance free structures or viable structures. Building types that fall under open structures are among others: workplaces structures, business structures, get together lobbies, emergency clinics and wellbeing offices, libraries, sports structures, open travel structures, religious structures, government regulatory structures, instructive structures, banks and so on (Accessibility, 2003).

A Committee has been show to secure that PWD have access constraint in using public facilities. Disabled access to facilities within and outside of the building are included in the emendation to the Undang-undang Kecil Bangunan Seragam 1984 (UKBS 1984) (OKU, 2019). Social Welfare Department has response to the action and put a function in advance variety facilities bring on to permit those with disabilities to move with comfort. One of the accomplishment was the establishment of the Technical Committee was SIRIM who created “Kod Amalan Akses Bagi Orang Kurang Upaya ke Bangunan Awam” which produce UKBS 1984 that related with building condition for disabled persons where different structure are necessary to have access to people with disabilities. Among them include ram and railing, appropriate route with wheelchairs, special elevators with appropriate design, parking, toilets and etc (OKU, 2019).

In my pre-survey at UUM, there’s some areas where are not covered with suitable facilities for disabilities students. For example, in Dewan Gugusan Kuliah (DKG) 4, where that area are built not suitable for disabilities students especially students in physical disability. The wheelchair pathways with ramps is not built near or close to disability student’s parking in UUM from the stop until down there. At DKG 3, there’s a pathways and ramps for disabilities students. There’s also toilet for disabilities students at DKG 3. But there’s no special toilet for disabilities students at DKG 1. It is also important to include all DKG to build special toilet for disabilities students. Access to special toilet for disabilities students is management’s responsible, so that it will gives comfortable to all disabilities students with all types. For disabilities students who having vision problem, UUM also preparing big screen.

**METHODOLOGY**

This study was structured as an interview based research utilizing a qualitative research approach. The qualitative data was collected through site observation and interviews. The interview sessions involved the disabled users. The questions are based on the current condition and accessibility to facilities in UUM. Interviews were sound recorded at the member's place, with member consent and kept going between 20-30 minutes. This study also practicable a phenomenological qualitative study due to the objective of study to inquire the experiences in terms of accessibility among disabled students on studying in UUM.

This research is exploratory research which are to digging the phenomena before confirmed the phenomena. According to (Yin, 2014), case study research has gained
considerable acceptance as a research method probably as result of Yin’s unyielding position that case study is regarded as a separate and comprehensive method with its own research design. Importantly, (Yin, 2014) contend to link theory and practice by presenting on a practical level the scope of case study research and its historical intention. It is Yin’s view that, when “a cautious concentration has been given to the process, the potential result is the output of a high-quality case study”. A comprehensive and systematic outline is presented in a very straightforward and readable manner to assume the design and conduct of a case study. In the end, Yin claim that case study research is a demanding undertaking that depends on the researchers (Yin, 2014).

Methods involving interviews with particular individuals and observations on a situation in obtaining detailed and in-depth information are qualitative. This method requires researchers to deal face to face and conduct the interviews in the selected respondents. This will strengthen by doing some observation at the real situation.

This research is using qualitative method which is interviewing disabilities students that studied in UUM and observation area study in UUM. The interview questions is regarding facility in UUM either in Inasis or Pusat Pengajian. A simple random sampling was selected to choose 5 disabilities students from 46 disabilities students in Universiti Utara Malaysia.

Secondary data were obtained through a researching internet, articles, and websites. The primary data obtained through interview and observation area. Data collection through interviews were made starting from 12 April 2019 to 14 April 2019. This is to maximize the total sample interviews and also to ensure the maximization of the observation in UUM.

DATA ANALYSIS & DISCUSSION

Profile of respondents

Table 1 shows the profile of respondent. There’s only have 5 respondents from 46 disabled students in UUM. This respondents is chosen from variety gender, semester, course, school and type of disabilities.
**Table 1**  
Profile of respondents

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Semester</th>
<th>Course</th>
<th>School</th>
<th>Type</th>
<th>Duration of Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMI</td>
<td>Male</td>
<td>4</td>
<td>Science Economy</td>
<td>SEFB</td>
<td>Physical Disability</td>
<td>30 minutes</td>
</tr>
<tr>
<td>NAAK</td>
<td>Female</td>
<td>1</td>
<td>Muamalat Administration</td>
<td>SIB</td>
<td>Physical Disability (Fake Right Leg)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>MFR</td>
<td>Male</td>
<td>2</td>
<td>Risk Management &amp; Insurance</td>
<td>SEFB</td>
<td>Physical Disabilities (Wheelchair user)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>MRRMR</td>
<td>Male</td>
<td>2</td>
<td>Muamalat Administration</td>
<td>SIB</td>
<td>Vision Disability</td>
<td>30 minutes</td>
</tr>
<tr>
<td>MFA</td>
<td>Male</td>
<td>6</td>
<td>Event Management</td>
<td>STHEM</td>
<td>Physical Disabilities</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**The obstacles for disabilities students studying in UUM**

Table 2 show the obstacles for disabilities students studying in UUM.

**Table 2**  
The obstacles for disabilities students studying in UUM.

**Respondent 1**  
Toilets and lifts in Pusat Pengajian is limited. There’s no lift at School of Economics, Finance and Banking (SEFB). The pathways for wheelchair is limited. Steep ramp in certain area. Difficult to walk. Communication problem with the staff or lecturers. Miscommunication between examiners which they do not provided big font’s exam paper on vision disability students. Not provided extra time to disabled students. Some of them facing difficulty to answer because of the disabled problems. Scramble add drop session with normal students. Did not get the chance to use transportation service because of the minor disabled problems.

**Respondent 2**  
Communication problems. Sometimes late to go to the class because there’s no gaps. No mini shop at Inasis Petronas. Vmall is near but her facing difficulty to walk regarding her disabled problem. Communication problems with the lecturers and group members.

**Respondent 3**  
The pathways for wheelchair is limited. Steep ramp in certain area. The wheelchair pathways is being used for parking’s especially at the entrance of School of Multimedia Technology and Communication (SMMTC). At Inasis TM, difficult to go to hall because no pathways for wheelchair. Need to climb using the stairs. Sometimes asking help from normal students to carry him. No lift at Hal Ehwal Akademik (HEA) building. Facing difficulty to go to HEA. Most of students just only shows sympathy and empathy towards him. Group
mates give up and always shows empathy towards him, makes him uncomfortable and awkward on discussing an assignment. The service of transportation is only limited on working time. Facing difficulty when there is a Midterm or when he want to go to Pusat Sukan at weekend. He need to go by kereta sapu. Scramble add drop session with normal students.

**Respondent 4**
Communication problem with the staff or lecturers. Miscommunication between examiners which they do not provided big font’s exam paper on vision disability students. Not provided extra time to disabled students. Some of them facing difficulty to answer because of the disabled problems. The service of transportation is only limited on working time. Facing difficulty when there is a Midterm or when he want to go to Pusat Sukan at weekend. He need to go by kereta sapu. Did not get the chance to use transportation service because of the minor disabled problems.

**Respondent 5**
Difficult to move when there’s no lift in College of Law, Government and International Studies (COLGIS) building. The service of transportation is only limited on working time. Facing difficulty when there is a Midterm or when he want to go to Pusat Sukan at weekend. He need to go by kereta sapu. Sometimes parking lot for disabled students have been used by normal students.

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**The extent of facilities provided for disabilities students in UUM**

Table 3 shows the extent of facilities provided for disabilities students in UUM.

<table>
<thead>
<tr>
<th><strong>Table 3</strong></th>
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<tr>
<td>The extent of facilities provided for disabilities students in UUM</td>
</tr>
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</table>

| Respondent 1 | UUM prepared a special rooms that provided toilets inside according at the Figure 1.e and Figure 1.f. UUM not fully prepared on their facilities as we can see at Figure 1.a. Where there’s a pathways not available for physical disability especially for wheelchair user at DKG 4. But still can be acceptance. Not all disabled students able to use transportation service. Provide parking for disabled students as in Figure 1.h. |
|---------------|
| Respondent 2 | UUM prepared a special rooms that provided toilets inside according at the Figure 1.e and Figure 1.f. Transportation provided. Provide parking for disabled students as in Figure 1.h. As in Figure 1.d, toilet for disabled students is very limited at DKG 3 and not provided disabled toilet at DKG 1. But there’s no toilet inside residential room at Inasis TM but as in Figure 1.f, there’s ramp in toilet level 1. This have been prepared by Inasis TM for disabled female students at Inasis TM where there’s no toilet inside their room. |
| Respondent 3 | UUM prepared a special rooms that provided toilets inside according at the Figure 1.e and Figure 1.f. Transportation provided. Consideration for allowed him to have 1st floor’s class. No need to use any stairs or lift. UUM prepared parking lot for disabled students but never being used by them as in Figure 1.h. As in Figure 1.d, toilet |
for disabled students is very limited at DKG 3 and not provided disabled toilet at DKG 1.

Respondent 4  UUM prepared a special rooms that provided toilets inside according at the Figure 1.e and Figure 1.f. Not all disabled students able to use transportation service. Provide parking for disabled students as in Figure 1.h.

Respondent 5  UUM prepared a special rooms that provided toilets inside. Transportation provided. Provide parking for disabled students as in Figure 1.h. As in Figure 1.g, facilities lift is limited only for certain building which are SMMTC, School of Technology Management and Logistics (STML) and School of International Studies (SOIS).

Figure 1.a  Stairs at DKG 4
Figure 1.b  Pathways for Disability Students at DKG 4
Figure 1.c  Pathways and Ramps at DKG 3
Figure 1.d  Toilets at DKG 3
Figure 1.e  Toilet inside the room at Residential
Figure 1.f  Ramps in toilet at Residential
CONCLUSION & RECOMMENDATION

Under the American Disability Act (ADA) is a civil rights law that prohibits discretion in all regions of public life against PWD including jobs, schools, transportation, and all public and private places open to the general public. The law’s reason is to ensure that PWD has the same rights and opportunities as anybody else. In 2008, Malaysia passed its own Persons with Disabilities Act and in 2010 accredit the United Nations (UN) Convention on the Rights of Persons with Disabilities.

Access to schools and universities for disabled young people remains low. For example, many schools still do not provide accessibility and facilities for students using wheelchairs or programs and trained staff to assist learning disabled students. This includes UUM as well. Besides incentives, the government can also pay its role in governing the act and policies regarding access to public buildings as well as other recommendations. When government intervention emphasizes the act and implementation of policies, it will show that it is not only possible to achieve government allocation on this issue in some way giving equal treatment to students with disabilities. In addition, since the level of UUM awareness is still at medium level, the UUM should change its attitude towards students with disabilities and increase awareness level. Hearing their voices about uncomfortable facilities is also part of the awareness level.

For better future, UUM should provide more disabled access around UUM, including Kachi. Based on response respondents and some observation area, we see that UUM still in upgrading their facilities for disabilities students for their convenience. And for every semester, there’s always have new installed facilities in UUM. This is also including disability facilities in Inasis. The existing facilities are require to modify and some might need to build or buy. Thus it will involve cost to the UUM.

This paper suggested for future research direction, that in the beginning stage the UUM will have to spend some money to provide full facilities with comfortable and equipment for the disabled students for them to perform well as other people. Moreover it may cost high to the UUM if calculate for the short term but for long term it will worth for the UUM.

By focusing on the disabled friendly facilities, this study would significantly raise and improve the disability facilities for better value. In addition, it also upgrades the UUM disability facilities’ friendly atmosphere for better use and accessibility. User feedback is extremely meaningful in improving or designing the disability facilities in UUM.
More creative and acceptable design is also needed to create a barrier-free environment and infrastructure.

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