



UNIVERSITY OF “SS. CYRIL AND METHODIUS” – SKOPJE
FACULTY OF PHILOSOPHY
INSTITUTE OF SPECIAL EDUCATION AND REHABILITATION



STUDENTS WITH DISABILITIES IN HIGHER EDUCATION AT THE UNIVERSITY OF “Ss. CYRIL AND METHODIUS” IN SKOPJE

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INTRODUCTION

Students with disabilities are students who because of illness or impairment (regardless of disability) have difficulties in implementing the daily academic activities (students with impaired vision, hearing, physical disabilities, students with chronic illness, mental disorder and specific learning difficulties).



RESEARCH METHODOLOGY (1)



➤ **Subject of the research**

The scope of this research are the students with disabilities and their quality of life in higher education at the University of “Ss. Cyril and Methodius”.



➤ **Purpose of the research**

The purpose of this research is to establish the number of students with disabilities and their quality of life in terms of higher education.

RESEARCH METHODOLOGY (2)

➤ **Sample**

The research involved two groups of respondents:

- The first group consists of employers in student services at the University of “Ss. Cyril and Methodius” in Skopje.
- The second group consists of students with disabilities studying at the University of “Ss. Cyril and Methodius”.

• **Place and time of research**

- The survey was conducted through surveying the student services at all 22 faculties at the “University of Ss. Cyril and Methodius”. The period when the survey was carried out was from May 18, 2011 to June 5, 2011.

RESEARCH METHODOLOGY (3)

➤ **Methods**

Causal method

Method of descriptive analysis

Method of comparative analysis

➤ **Techniques**

Poll

➤ **Instruments**

Two types of questionnaires were used during the survey:

- *Questionnaire designed for the employers in student services, consisting of 10 questions*
- *Questionnaire designed for the students with disabilities, consisting of 14 questions.*



RESEARCH METHODOLOGY (4)

➤ **Statistical data**

The data obtained from the survey are grouped, tabulated, processed and graphically represented using the program Microsoft Office Excel 2003.

The structure is presented with descriptive statistics, and the data differences between the one and the another category of respondents is analyzed with Chi square test, Fischer Exact, and contingency table with a level of significance $p < 0.05$.

RESULTS (1)

Table 1. Name of the faculty and number of students with disabilities

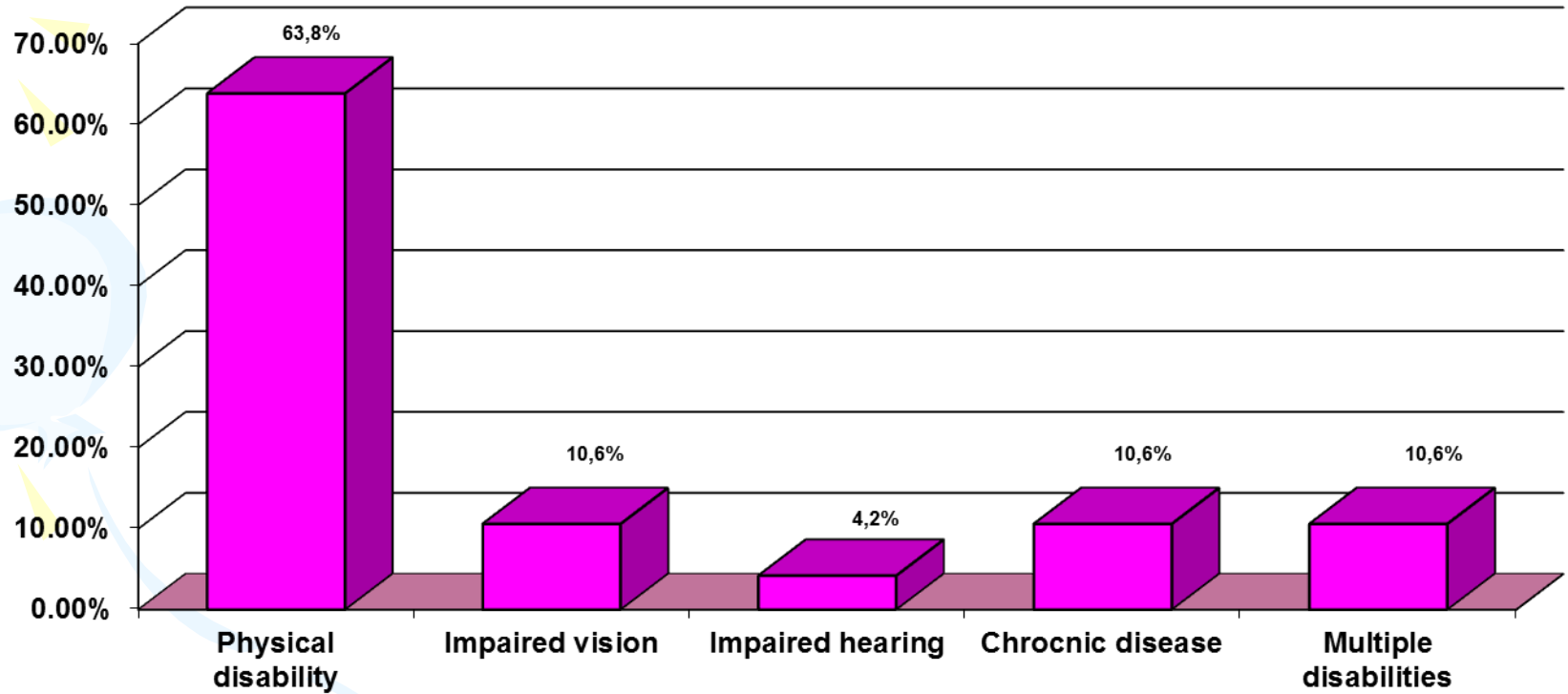
Name of the faculty	Number of students
1. Faculty of Architecture	3
2. Faculty of Engineering	0
3. Faculty of Economics	7
4. Faculty of Medicine	1
5. Faculty of Pedagogy	4
6. Faculty of Law “Justinian I”	4
7. Faculty of Natural Sciences and Mathematics	6
8. Faculty of Dentistry	2
9. Faculty of Technology and Metallurgy	1
10. Faculty of Veterinary Medicine	0
11. Faculty of Mechanical Engineering	0

RESULTS (2)

Table 1. Name of the faculty and number of students with disabilities

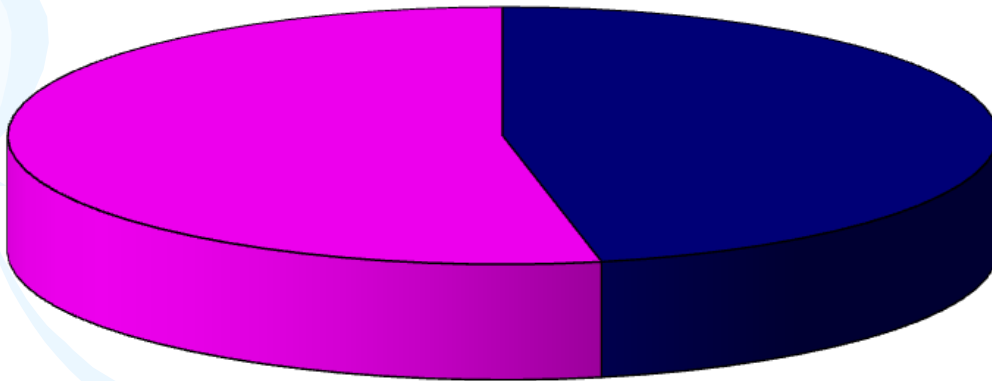
12. Faculty of Design and Technologies of Furniture and Interior	0
13. Faculty of Dramatic Arts	0
14. Faculty of Electrical Engineering and Information Technology	1
15. Faculty of Agriculture and Food	1
16. Faculty of Fine Arts	0
17. Faculty of Music	0
18. Faculty of Physical Education	0
19. Faculty of Pharmacy	3
20. Faculty of Philosophy	5
21. Faculty of Philology	8
22. Faculty of Forestry	1
TOTAL	47

Types of students' disabilities



Gender of students with disabilities

53,2%

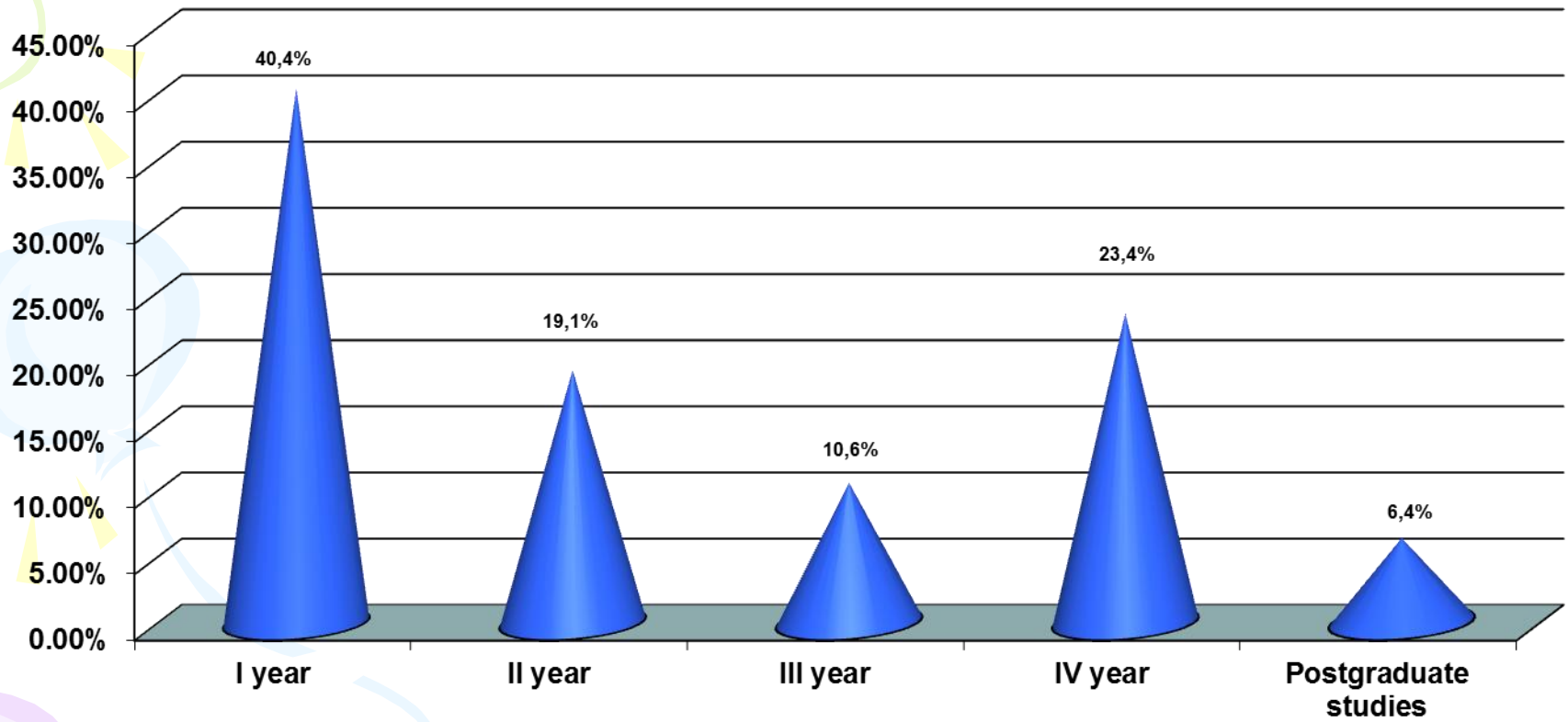


46,8%

■ Male

■ Female

Students with disabilities by age



RESULTS (3)

- The sixth question refers to the way of studying of the students with disabilities.

On the basis of the obtained responses from student services, the students with disabilities are exempt from paying participation, but only those who applied with findings and opinions from the Institute for Mental Health.

- The seventh question of the questionnaire refers to the way of taking exams by the students with disabilities.

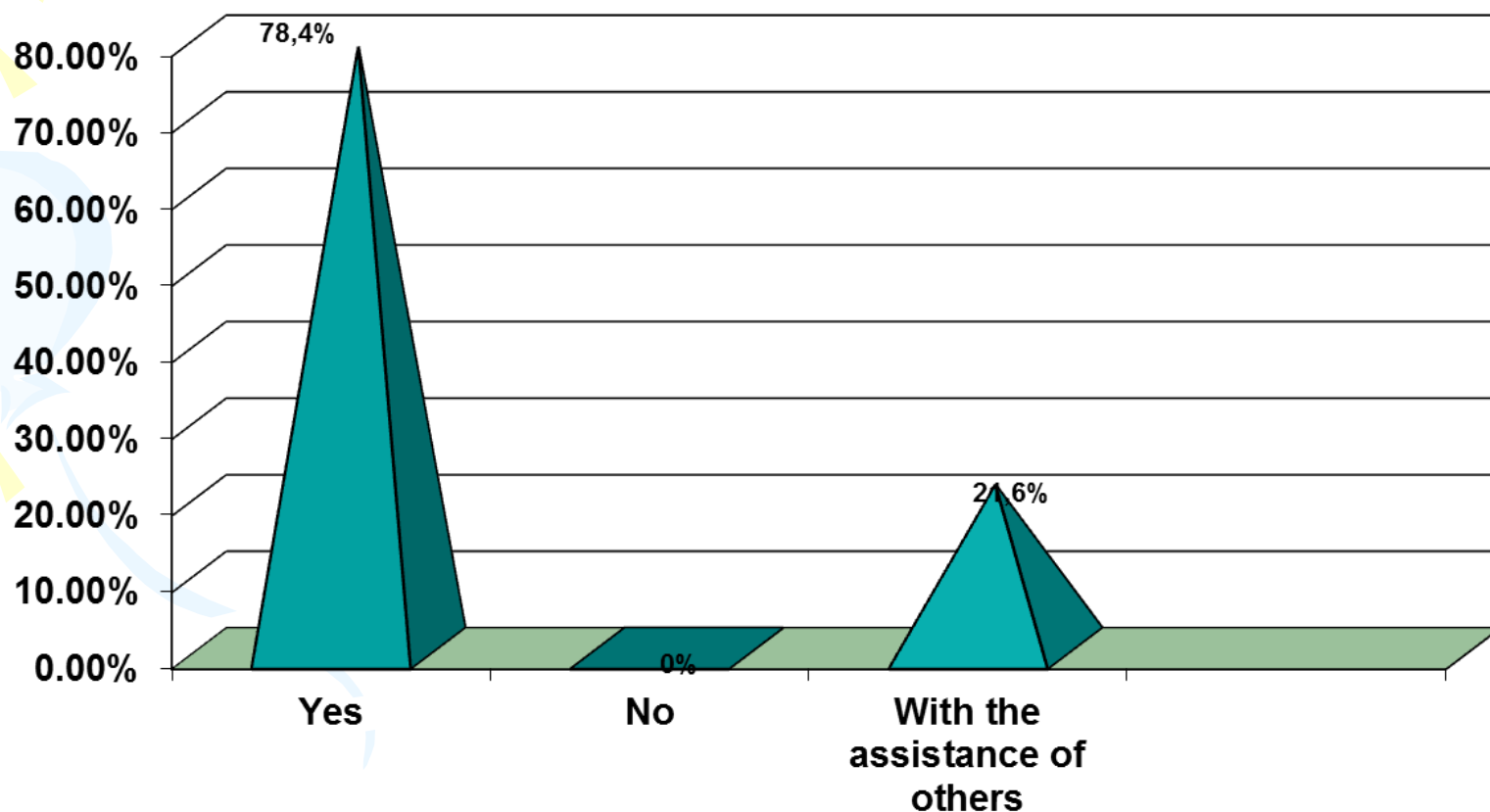
Based on the data obtained, a total of 28.5% of the students with disabilities take written exams, 57.1% take written and oral exams depending on the subject and the material, and 14.2% take the exams with additional assistance (assistance from another person).

RESULTS (4)

- **The eight question refers to the overcome of the architectural barriers at the University of “Ss. Cyril and Methodius”.**

Architectural barriers are overcome in 19% of the faculties, they are partially overcome in 19% of the faculties, while the largest percentage or in 62% of the faculties the architectural barriers are not overcome.

Independence in completing the documentation, registration and verification of the semester and so on at all faculties



RESULTS (5)

➤ **Do you support the education of students with disabilities?**

- *“It is mandatory for those students who can attend lectures”*,
- *“Of course we support it. Those people can and should be educated as well as the others”*,
- *“It would be good to be provided to those individuals who can acquire it and there will be more such individuals at the faculties if the faculties are more accessible”*.

RESULTS (6)

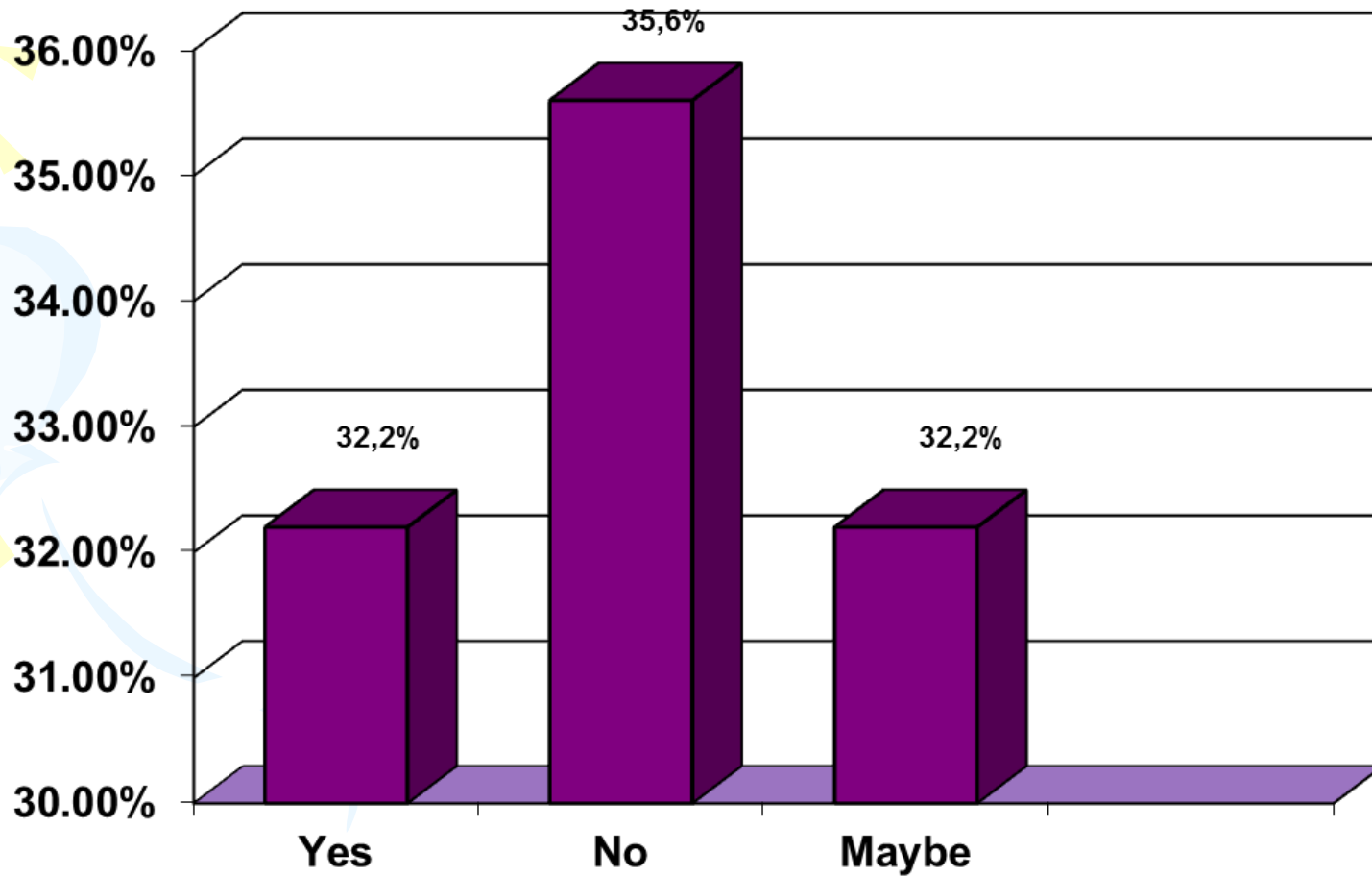
❖ *Analysis of data obtained from students with disabilities*

- This group of respondents consists of 31 students with disabilities, who are chosen at random, and the questionnaire that they answered was close-ended.

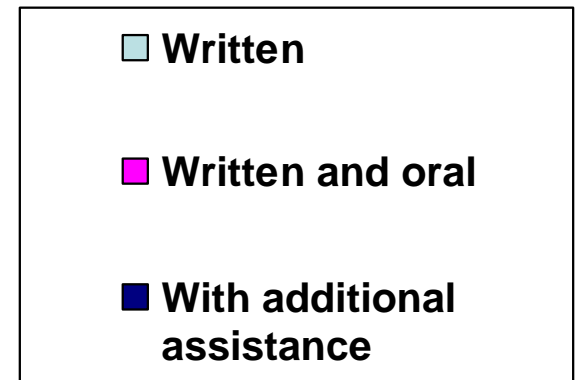
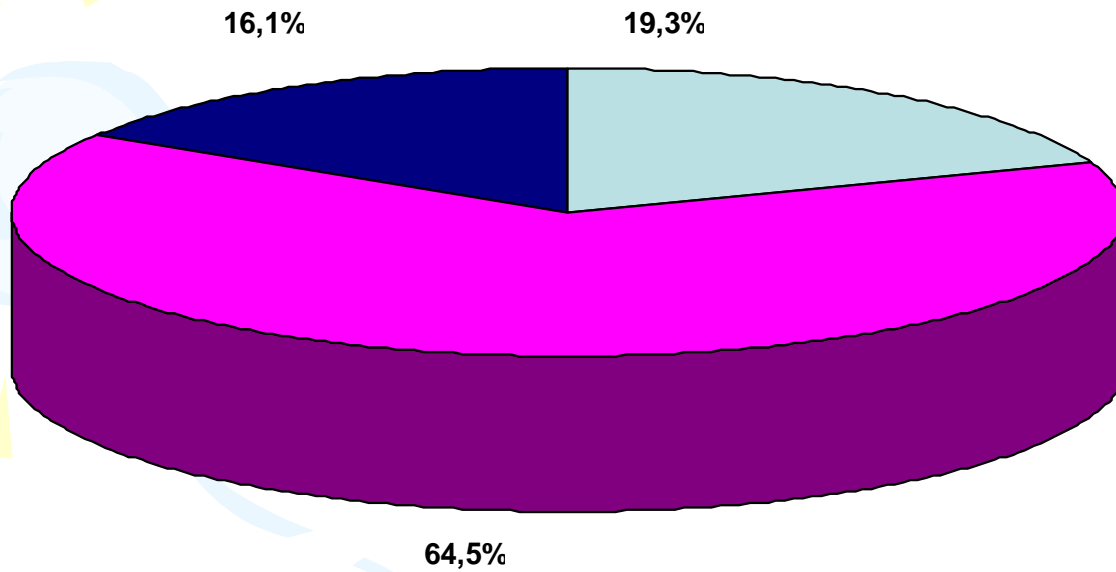
➤ **The first question** refers to the age of the students with disabilities

- 7 students with disabilities or 22.6% are in the first year, 5 students with disabilities or 16.1% are in the second year, 6 students with disabilities or 19.4% are in the third year, 9 students with disabilities or 29% are in the fourth year and 4 students with disabilities or 12.9% attend postgraduate studies.

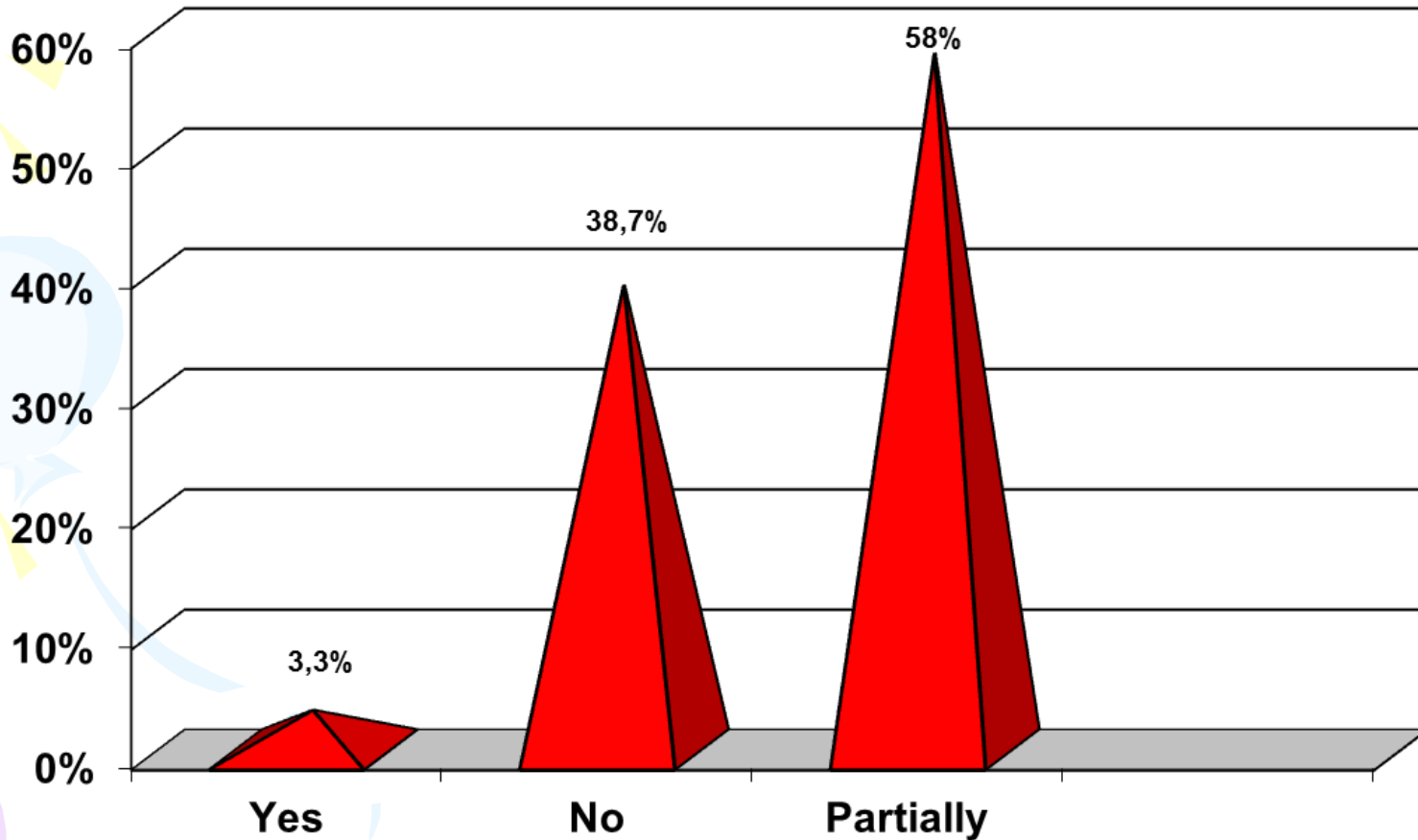
Overcome of the architectural barriers according to the students with disabilities



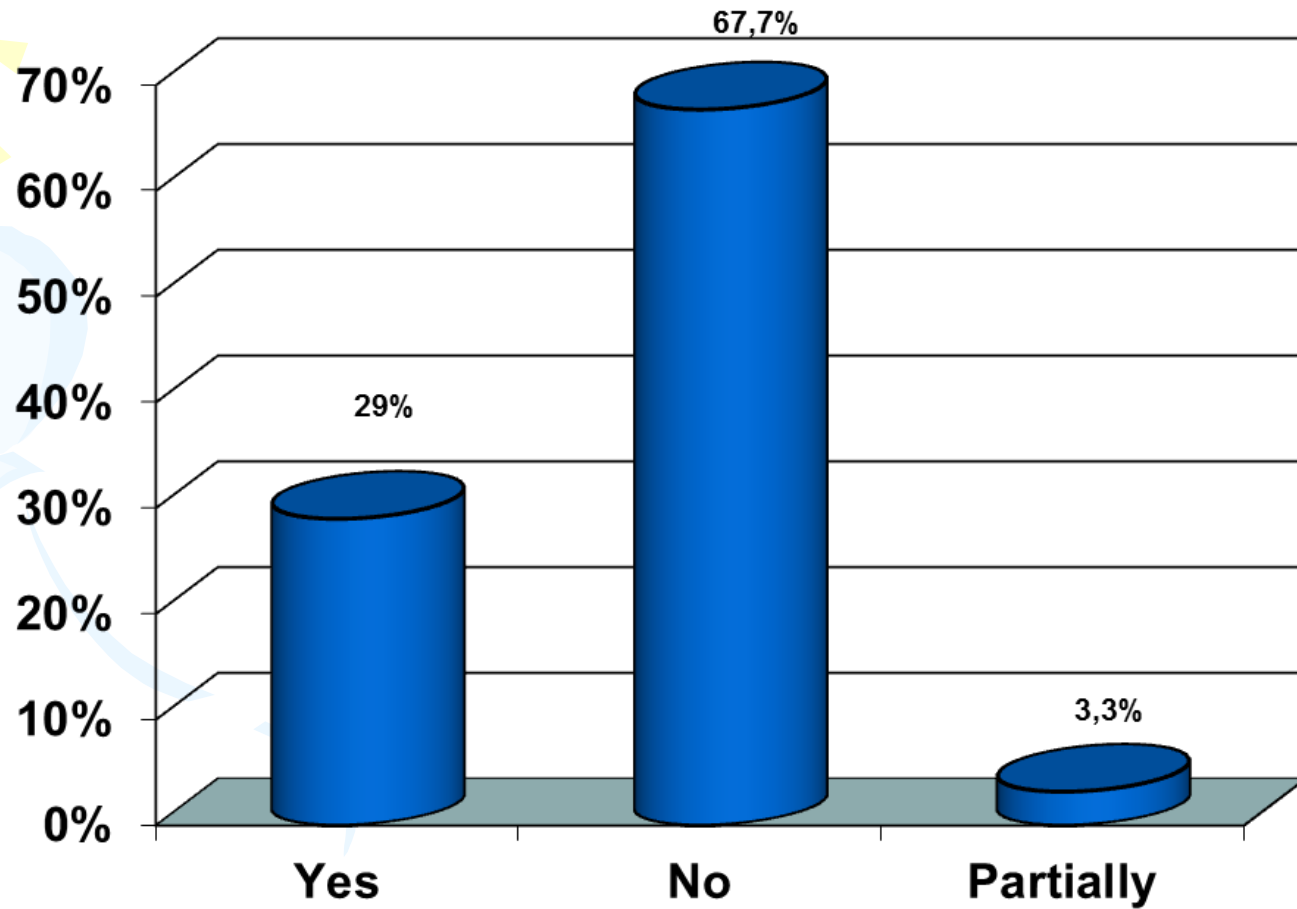
Way of taking exams by the students with disabilities



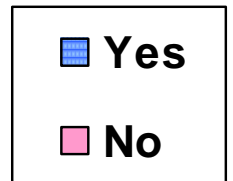
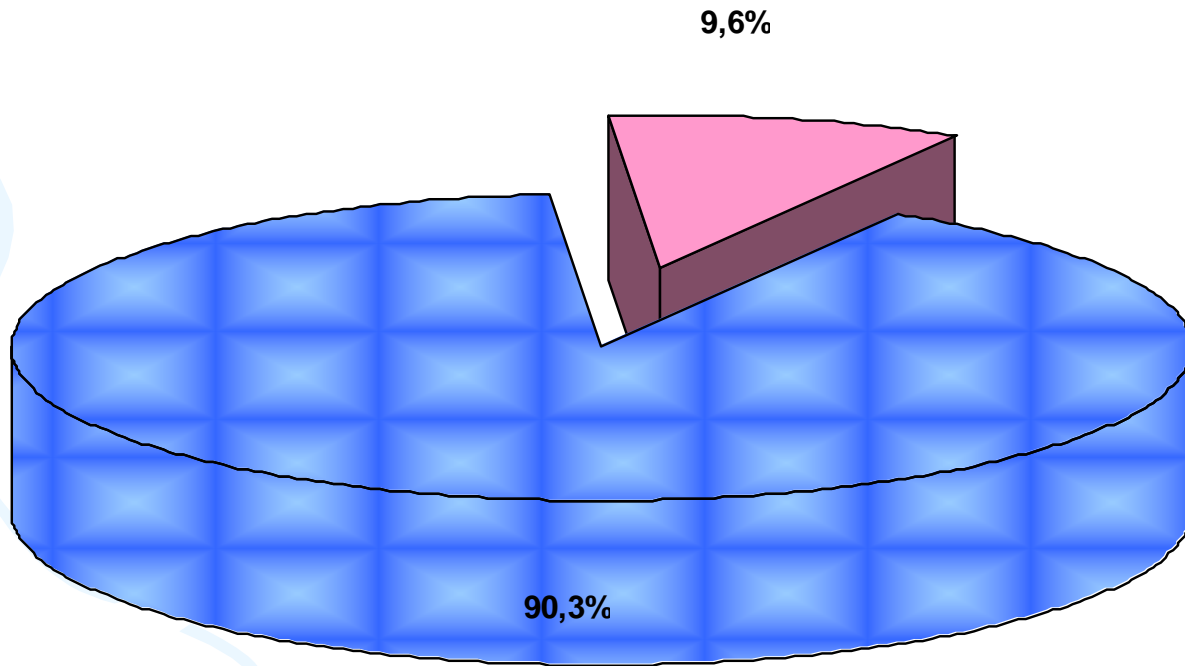
Students' opinions about the realization of the rights by the faculty



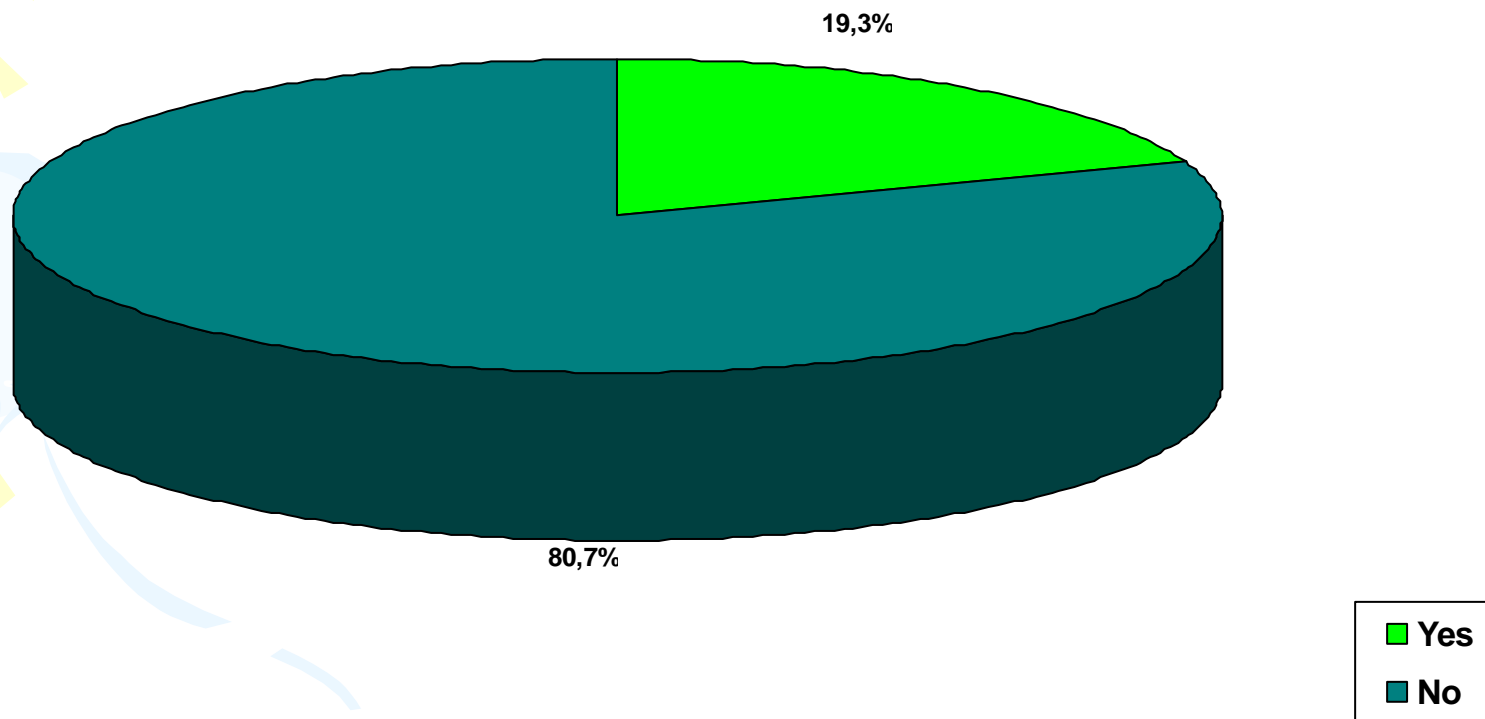
Facing problems when students with disabilities enroll at university



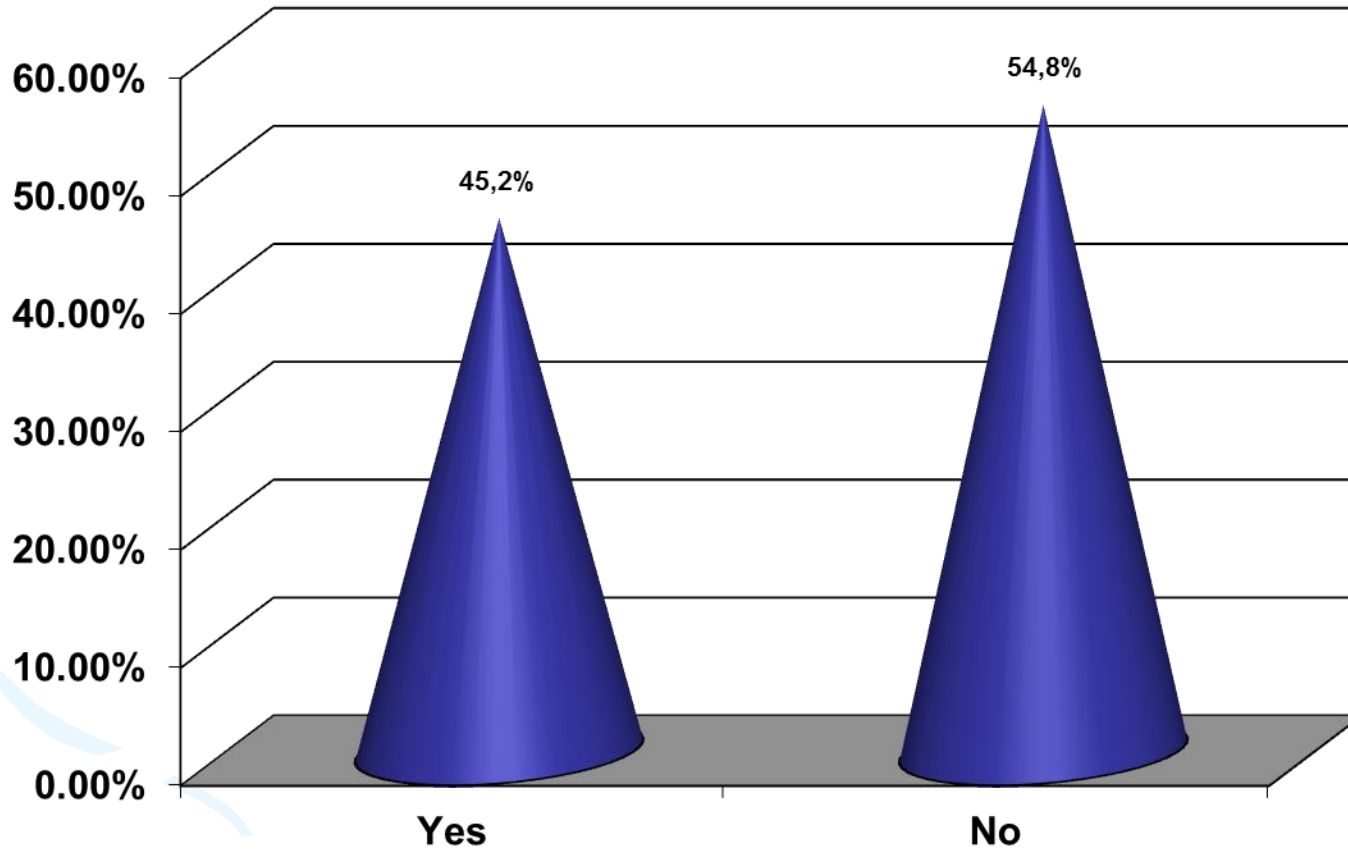
Independence when choosing faculty



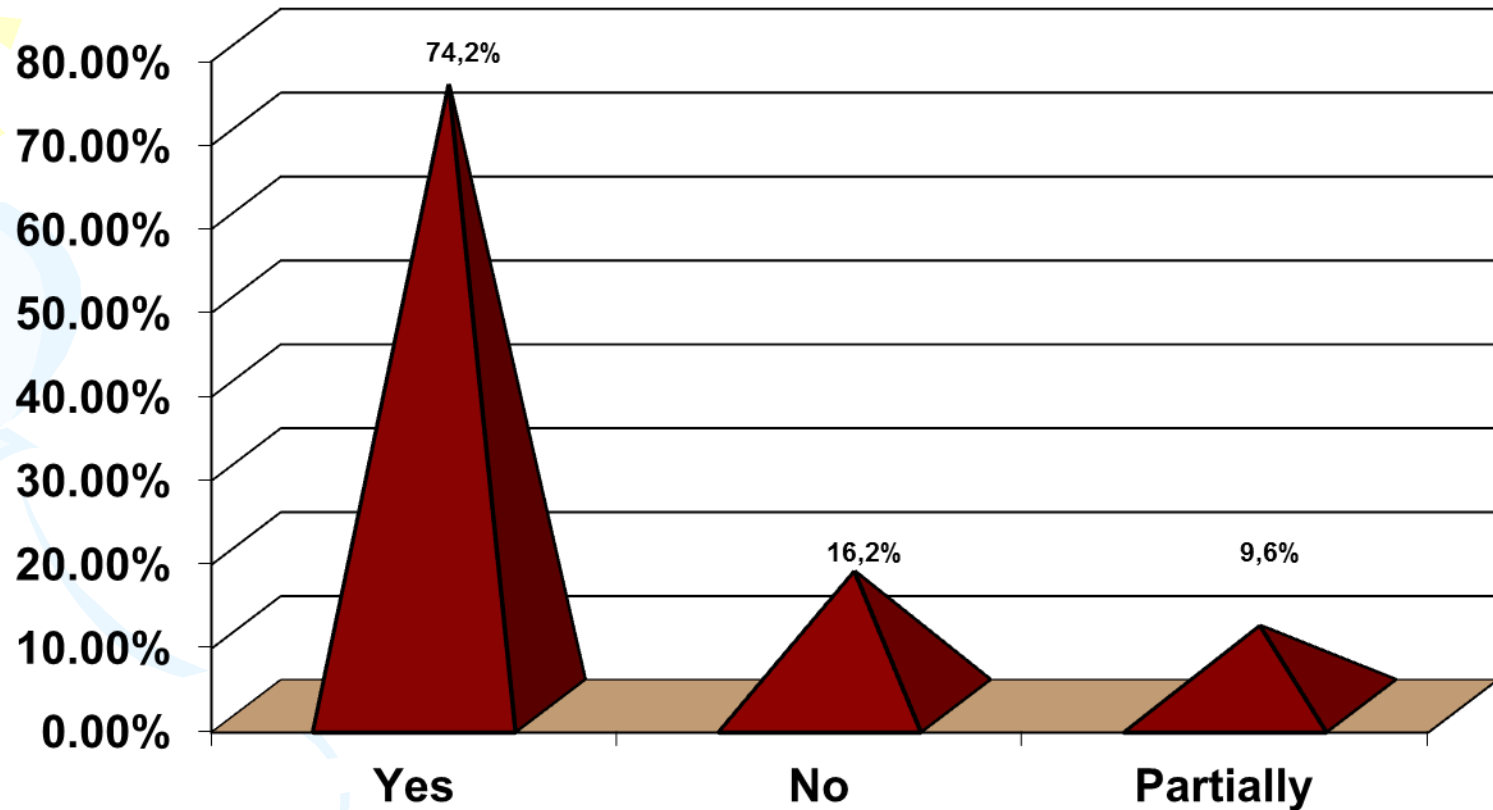
Using scholarship by the students with disabilities



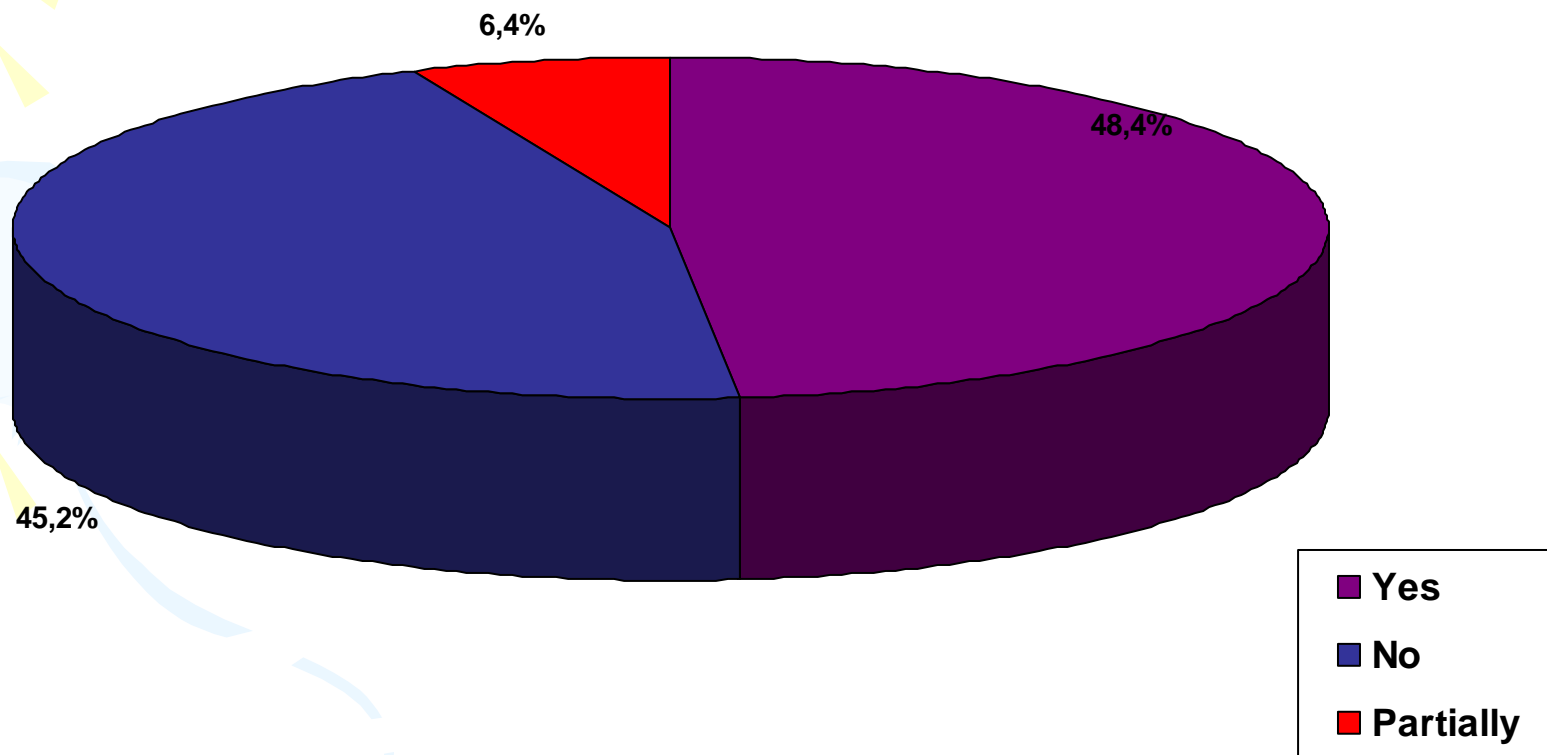
Independence when going to faculty



Acceptance of the students with disabilities by their colleagues



Difficulties when acquiring the material



RESULTS (7)

❖ *Comparative analysis of the results of the both groups of respondents (1)*

Table 2. Overcome of the architectural barriers at the faculties

Respondents	Yes	No	Maybe	Total	X²	df	p
Students with disabilities	10	11	10	31	3,52	2	0,172
Student service	4	13	4	21			
Total	14	24	14	52			

RESULTS (8)

❖ *Comparative analysis of the results of the both groups of respondents (2)*

Table 3. Way of taking exams by the students with disabilities

Respondents	Written	Written and oral	With assistance of another person	TOTAL	X²	df	p
Students with disabilities	6	20	5	31	0,474	2	0,789
Student service	4	8	2	14			
TOTAL	10	28	7	45			

RESULTS (9)

❖ *Comparative analysis of the results of the both groups of respondents (3)*

Table 4. Connection between the type of disability and the sex

Type of disability*	a	b	c	d	e	Total	p
Sex							
Male	14	3	4	2	2	25	0,214
Female	6	3	3	5	5	22	
Total	20	6	7	7	7	47	

CONCLUSION

- There is no overcome of the architectural barriers.
- There is a difficulties in acquiring the lectures.
- All the students at the University of “Ss. Cyril and Methodius” are exempt from paying participation.
- The way of taking exams by students with disabilities is as equal as students of the wider population.
- The students with disabilities are accepted by there peers.
- There is no difficulties in doing the practical exercises.

RECOMMENDATIONS

- *Increasing the awareness;*
- *Access to the faculties;*
- *Opening of student service;*
- *Creating coordinating body;*
- *Hiring personal assistants;*
- *Creating student union;*
- *Adjusting the way of taking exams;*
- *Adjustment of the required material;*
- *Approval of scholarship for the students with disabilities;*
- *Involvement of student organizations, NGOs and local governments in improving the quality of live.*

**THANK YOU FOR YOUR
ATTENTION!!!**

