

## FACULTY PERCEPTIONS OF PERSONS WITH DISABILITIES AND STUDENTS WITH SPECIAL NEEDS IN THE NEW NORMAL: BASIS FOR DRAFTING ADVOCACY PROGRAM IN PHILIPPINE STATE UNIVERSITIES AND COLLEGES



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### ABSTRACT

#### Article History

Received: 10 May 2022

Revised: 6 July 2022

Accepted: 18 July 2022

Published: 12 August 2022

#### Keywords

PWDs

New normal

Faculty

Perceptions

Accommodations

COVID-19.

As the world's largest minority, people with disabilities (PWD) students and students with special needs face additional challenges to become successful in higher education during the COVID-19 pandemic. This study investigated faculty attitudes toward these students in the new normal. Specifically, the study looked at how faculty perceived PWDs and their knowledge, experiences, and opinions about them, as well as their willingness to make significant accommodations. Ninety faculty members from a state university were surveyed and the results revealed that faculty members generally perceive that they are considerate of the requests of students who have disabilities and special needs. Likewise, findings showed that faculty members are willing to: (1) set up extended time exams; (2) give these students extra time to complete assignments; (3) alter the way exams are answered; (4) permit these students to tape record lectures; and (5) spend additional time with these students to clarify course-related material.

**Contribution/ Originality:** This study may provide illuminating insights into how faculty view PWDs in higher education institutions (HEIs). It can help macro-level implementers to identify micro-level issues, especially in HEIs, in order to assess the strengths and weaknesses of the policies that have been enacted and will be put into practice.

### 1. INTRODUCTION

The United Nations considered persons with disabilities (PWD) as the largest minority in the world, making up roughly 1 billion people, or 15% of the global population and 80% of these PWDs live in low-income or developing countries. As such, disability poses a growing concern in developing countries like the Philippines. However, studies that explore the circumstances of PWDs in the country remains limited, with statistics being intermittent. For instance, the 2010 Census of Population and Housing (CPH), which was carried out by the Philippine Statistics Authority, revealed a 1.57 percent of the 92.1 million household population as the most recent official estimate on the number of PWDs in the country. This indicates that 16 per thousand people in the Philippines had disability (<https://psa.gov.ph/tags/persons-disability>). In contrast, the recorded figure of PWDs in 2000 CPH presented 1.23 percent of the total population of 935,551.

As the record shows, it is thus not surprising that there are more students with special needs and disabilities enrolled in higher education in the Philippines. The Universal Access to Quality Tertiary Education Act, officially known as Republic Act 10931, was put into effect in 2017, which further opens the road for universal access to

higher education. It is interesting to note as well that the Philippines is one of the first Asian countries to draft its own law which include a mandate on nondiscrimination of PWDs in terms of education. This law was signed in March 1992 under Republic Act (RA) No. 7277 and RA No. 9442, often known as the Magna Carta for Persons with Disabilities, was later amended in April 2007.

Despite the fact that there is considerable legislative backing, it is clear that PWDs research is still lacking in Philippine higher education. Under CHED Memorandum No. 09, s. 2013, also known as the Enhanced Policies and Guidelines on Student Affairs and Services, Higher education institutions (HEIs) are required to give PWDs, indigenous peoples, single parents, and other groups with equal access to programs and activities.

It can be seen then that the faculty members of HEIs are the key initiators of the implementation of any programs and activities related to academic accommodation of PWDs and students with special needs both from administrative to grassroots perspective. For instance, universities serve as primary venue where knowledge could be gained. Also, understanding this particular student population is a joint responsibility of the different stakeholders, not only by the faculty and students. [Leyser, Vogel, Wyland, and Brulle \(1998\)](#) asserted that one known barrier is unfavorable faculty attitudes and perceptions of disability, which are frequently connected to classroom accommodations. Although many elements could be cited as obstacles to effective education for students with disabilities at HEIs. Additionally, the existence of faculty members' preconceived notions about people with disabilities and the label of impairment may have a direct impact on the expectations faculty members have of students, which may lead to a general lack of sensitivity to the needs of PWD students ([Houck, Asselin, Troutman, & Arrington, 1992](#)) and in turn will gravely affect student's adjustments and feat in any HEIs.

### *1.1. Statement of the Problem*

The following statements of the problem were addressed in this study using a descriptive survey approach:

1. What is the faculty members' knowledge, background, and opinion of students with disabilities and special needs in the new normal?
2. In the new normal, how willing are the educators to make significant accomodations for PWDs and students with special needs?

## **2. REVIEW OF RELATED LITERATURE**

### *2.1. Understanding the Disability Concept*

The preamble of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in 2006 explicitly acknowledges disability as an “evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others” (p.1).

Also, it further defines persons with disabilities as those “who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (p.4.). Meanwhile, the World Health Organization – Africa defines disability as a general term that includes constraints on participation, activities, and impairments. While activity restrictions refer to challenges a person faces when carrying out tasks or actions, impairments are issues with bodily structures or processes. Participation restrictions are issues that a person encounters in real-world circumstances. As such, defining the term disability evokes different interpretations from different contexts and cultures.

As defined in Republic Act No. 7277 in 1992, an act known as the “Magna Carta for Disabled Persons” which was later amended by RA 9442 in 2007, disabled people are those who are limited in their ability to do an activity in a way that is deemed normal for a human being, or who have differing abilities as a result of a mental, physical, or sensory impairment.

## 2.2. Educators' Views on Students with Disabilities

The general climate in the classroom is influenced by teacher attitudes, their interactions with students who have impairments, and their use of classroom modifications. The effect of instructor attitudes toward students with impairments on student success has since been the subject of substantial research. According to [Bourke, Strehorn, and Silver \(2000\)](#) the opinions held by the faculty members about the efficacy and necessity of accommodations can influence how adjustments are made in the classroom. Likewise, according to the same survey, even though teachers are often supportive of students with disabilities, they often worry that accommodations can jeopardize academic integrity ([Bourke et al., 2000](#)). This suggests that the outcomes of research into faculty attitudes toward PWD students have been mixed. According to a different study by [Houck et al. \(1992\)](#) a lot of academics concur that giving adjustments to students with legitimate disabilities is fair to students without disabilities. In addition, they discovered that some educators feel that some accommodations, such as modifications to exam and graduation requirements, are unfair to students who do not have accommodations. In contrast, research by [Gordon, Lewandowski, Murphy, and Dempsey \(2002\)](#) found that just a small percentage of teachers gave students with disabilities a worse evaluation than those without disabilities.

In other studies, [Baker, Boland, and Nowik \(2012\)](#) reported that faculty members are also capable to engage in egregious behavior, such as making disparaging remarks about disabled students in the classroom and openly doubting the authenticity of requested accommodations. In line with this, [Barnard, Stevens, Siwatu, and Lan \(2008\)](#) performed a study into faculty attitudes toward disabled students and its relationship to diversity. According to the results of the Attitude Toward Disabled Person Scale (ATDP) and Miville-Guzman Universality Diversity Scale (M-GUDS) surveys that [Barnard et al. \(2008\)](#) used, they discovered that faculty opinions about diversity are more positive when they have fewer positive attitudes toward students with disabilities. They also found that teachers do not seem to view kids with disabilities as being a part of a diverse population but rather as a challenge that calls for faculty to put in more effort.

Other studies, such those by [Davies, Safarik, and Banning \(2003\)](#) and [Lehmann, Davies, and Laurin \(2000\)](#) showed that professors typically portray disabled students as having a defect and are thought of as "less than" other groups on campus. In these researches, faculty participants viewed students with impairments as inferior and unable to perform critical tasks, meaning that these students sought out unwarranted accommodations in order to receive preferential treatment and an edge over their peers. Similarly, faculty went as far as to blame students with disabilities for their physical and scholastic deficiencies, as well as their reluctance or inability to advocate for themselves, according to the study of [Quick, Lehmann, and Deniston \(2003\)](#). Hence, faculty attitudes toward PWD students are diverse, and personal views might influence how adjustments are implemented. Differences in faculty attitudes toward PWD students appear to have an influence on faculty readiness to make classroom adjustments.

## 2.3. Philippine Higher Education in the New Normal

The COVID-19 pandemic has forced all public institutions and colleges in the nation to switch to flexible lecture and instruction delivery. Flexible learning would eventually become the norm, according to Prospero de Vera III, chair of the Philippine Commission on Higher Education, who made this declaration on May 21, 2021. Even more, he said that flexible learning would continue into the school year 2021 and beyond and that there would be no turning back to conventional face-to-face classes (<https://www.rappler.com/nation/ched-says-flexible-learning-new-norm>).

Needless to say, the abrupt move from traditional in class to flexible learning had created a lot of uncertainty among faculty and students. From the creation of learning modules and materials to the administration of classes and the distribution of assignments, faculty members are expected to ensure that the quality of learning is maintained even in the absence of in-person interactions. [Gu and Day \(2013\)](#) asserted that teachers are not exempt from the pressure and obligations related to homeschooling preparation. Instead, it was believed to be closely

related to their regular capacity to uphold their academic goals and successfully navigate the inevitable challenges that come with being a teacher. Even if this might be the case, many academic staff members have reported that it is quite stressful and challenging to develop effective flexible learning classes in a short amount of time. For instance, [Hjelsvold, Bahmani, and Lorås \(2020\)](#) found that a lack of ready resources and a lack of time were important barriers to a quick transition to distant learning. They surveyed 303 university students and 56 educators in Norway. The following barriers were identified from the viewpoint of educators: prompt communication and clear instructions about formative and summative assessments, exams, quizzes, and assignments; providing learners with information on how to get help; offering support using synchronous and asynchronous tools; ensuring a virtual space for student-to-student and student-to-instructor online interaction; and giving students guidance on where and when to study. In addition, the experiences of students who learn remotely can also be influenced by the comments given by teachers, involvement in discussion forums, use of online tutorials, and group projects.

Thus, working against the milieu of worldwide recession, a novel framework of educational paradigm is anticipated to emerge in Philippine higher education institutions.

However, concerns about digital divide and new approaches that could worsen inequality gaps are not the only pressing issues any state universities and colleges may face. For PWD students and students with special needs who struggle even in regular education settings, it is envisaged that efforts in flexible learning will be doubled in the face of the new normal. This claim is supported by the Interpretative Phenomenological Analysis (IPA) study conducted by [Dianito, Espinosa, Duran, and Tus \(2021\)](#) on PWD students' lived experiences and challenges with online learning in the Philippines which revealed the following set of experiences: When online learning became more popular during the pandemic, PWD students were particularly at risk for social exclusion. Most PWD students also faced difficulties due to the limitations of assistive technology and internet connectivity, but they were able to persevere thanks to strong support networks.

In addition, another challenge that may arise could be the lack of knowledge and strategies of faculty members in handling PWD students particularly in the *new normal*. According to [Cole \(2017\)](#), educators who lack the necessary skills in educating children with disabilities find it difficult to satisfy the needs and goals of their pupils. If they are not directly affected, people often lack comprehension of the pupils' difficulties. Because of this, the biggest obstacle for students with impairments is ignorance.

### 3. METHODOLOGY

This study used a descriptive-quantitative approach, with 90 participating faculty members from a State University in Bicol. The respondents were drawn from the university's eight colleges. There were 51 female responders (57%) and 39 male respondents (43%) in total.

[Baker et al. \(2012\)](#) provided the basis for the survey questions. The survey used a 5-point Likert scale, with "strongly agree" receiving a 5-point value and "strongly disagree" receiving a 1-point value. It is also separated into two sections. Respondents were asked to provide demographic data in Part 1 of the survey, including their age, gender, college affiliation, and academic standing.

The 32 statements in Part II are then broken down into two levels: Level I and Level II, that is Level I collects information on faculty members' knowledge, background, and beliefs regarding students with disabilities, while Level II addresses faculty members' willingness to make significant accommodations for PWDs and students with special needs. Additionally, in accordance with the protocol for conducting ethical research, the researcher requested the approval of designated deans and administrators of the institution before launching the survey through a communication letter. The frequency count and mean score were two descriptive statistics that were used to analyze the data.

Table 1. Faculty knowledge, history, and beliefs regarding students with disabilities and special needs.

Indicator	SA	A	N	D	SD	MEAN	DE
In the new normal, I am considerate of the necessities of students who have disabilities.	75	15	0	0	0	4.83	SA
I am aware of what is meant by the word "disability."	73	14	2	1	0	4.77	SA
I am familiar with RA 9442 and chapter II of RA 7277 (Magna Carta for Disabled Persons), as well as their consequences for disabled students enrolled in higher education institutions.	35	32	20	3	0	4.10	A
Some students, I believe, are unaware that they have a disability.	21	47	13	9	0	3.89	A
Students with disabilities can engage academically at the collegiate level in the new normal.	47	35	8	0	0	4.43	SA
When students do not perform well in my class, they claim impairments as an excuse.	7	21	27	29	6	2.93	N
Students with disabilities tend to wait until they are having difficulty in class before approaching me, which makes it difficult for me to believe they have a handicap.	6	37	22	20	5	3.21	N
Students with disabilities and special needs, in my experience, do not take use of all of the accommodations available to them.	12	44	25	6	3	3.62	A
After a student approached me with a need for accommodations, I think of them in a different light.	18	39	14	13	6	3.56	A
In new normal, some students may abuse their privileges and not actually need them.	5	16	30	38	1	2.84	N
In the new normal, students have requested accommodations without submitting any supporting information.	7	22	44	14	3	3.18	N

## 4. RESULTS AND DISCUSSION

### 4.1. Belief System of Faculty Members towards PWDs and Students with Special Needs

As indicated in Table 1, the majority of faculty members gave variable responses to the many components under knowledge, history, and views about students with disabilities and special needs. However, it could be noted that the component *being considerate and sensitive to the needs of minority students* earned the highest mean score of 4.83 or a descriptive equivalent of 'Strongly Agree.' This was followed by having the necessary *understanding of the word 'disability'* with 4.77 mean score, and acknowledging the *ability of minority students to engage academically at tertiary level in the new normal* with 4.43 mean value. The findings suggest that faculty members in state university are generally perceptive and responsive to the needs of PWD and students with special needs in the implementation of flexible learning. This could be somehow expected given that majority of the faculty members surveyed also indicated that they are fully aware of the concept of disability. This claim is supported by Connor-Greene, Murdoch, Young, and Paul (2005) idea of informed empathy defined as the combining of information about an illness with an understanding of its human impact on individuals, their families, and those who care for them. In this sense, teaching with informed empathy entails assisting students in comprehending not only facts but also how it can feel to experience a given circumstance. As a result, student-teacher vis-à-vis teacher-student interaction can benefit from the development and application of informed empathy. Moreover, this same sensitivity of faculty members as regards the needs of students with disabilities in time of pandemic is also a strong indicator of their belief that PWD and students with disabilities can compete academically at the college level in the new normal. Faculty members recognize the idea of inclusive education, despite the pedagogical shift. This is a positive gauge of a new normal classroom where students of all abilities and backgrounds are provided with equal access to learning. However, the flexible learning environment may offer some difficulties for students with impairments that call for accommodations and care. Nonetheless, in higher education setting, acknowledging PWDs and students with disabilities at par with regular college students prevents segregation of learners based on unfounded prejudices against inclusion.

Further, Table 1 reveals that mean scores in this table show that the majority of the faculty members in the sample 'agreed' or were 'neutral' on certain components. For instance, faculty members concurred that they are

knowledgeable with RA 9442 and chapter II of RA 7277 (Magna Carta for Disabled Persons), as well as the ramifications for students with disabilities in higher education institutions. They also agreed that some learners do not know they have a condition and that students with special needs and impairments do not always take advantage of the modifications that are provided to them. The same holds true for acknowledging that their perception of students has changed as a result of their conversation with them regarding a need for adjustments. These results imply a degree of communication weakness in disseminating information, mainstreaming, and implementing the rights, accommodations, and concerns of PWDs in higher education. The fundamental issue is that there are no clear policies on reasonable accommodations that can be applied to them which members of the faculty can consult. Despite national regulations like the existence of RA 7277 and RA 9442 that guarantee equal access to education for all, this continues to be the case.

It is also crucial to stress the seemingly lack of assertiveness on the part of PWDs and students with special needs in terms of their rights and accommodations, as well as their ignorance of their disability. Although, the disclosure of a handicap by a student is always voluntary, this finding implies that tertiary students with disabilities may be hesitant to share sensitive medical information with an instructor. Oftentimes, students with special needs have to fight negative perceptions about their disability that are held by others, including themselves. In line with this, UNESCO Bangkok (2020) asserts that during this pandemic, students with disabilities need to be empowered. Therefore, the need to prioritize the education of those with disabilities must be a top concern at this time.

Lastly, indicators rated 'neutral' by faculty members like *Students with disabilities tend to wait until they are having difficulty in class before approaching me, which makes it difficult for me to believe they have a handicap*; *In new normal, students have asked for accommodations without providing any documentation*; *When students do not perform well in my class, they claim impairments as an excuse*; and *In new normal, some students may abuse their privileges and not actually need them* imply the lack of streamlining of information in a state university. An automated registration system in an SUC may offer a means for documenting students where students can disclose their disability. By systematizing and verifying information at the onset of classes following confidentiality protocols, concerned faculty members will be notified of the student's condition, in turn sparing PWD students of the fear of being labeled as a burden or an additional source of concern in the classroom. Furthermore, streamlined PWD and students with special needs information will remove faculty doubts about PWD students and offer basis for faculty members to provide academic adjustments.

Lastly, these findings further suggest that the present policy on classroom accommodations somehow lacks an inclusive attitude, implying that students are responsible for recognizing their disabilities and obtaining the appropriate modifications. This issue can then be attributed to the limitation or the lack of policy for the implementation of PWD classroom accommodations or to the total lack of PWD policy guidelines in the university, in general. Proper consultation with professors, students, and the creation PWDs support services must then be in place.

#### 4.2. Classroom Accommodations to PWDs and Students with Special Needs during the New Normal

Table 2 presents willingness of faculty members to make accommodations to PWDs and students with special needs in time of pandemic. According to the mean scores in this table, the professors in the sample tended to *strongly agree* with six (29%) of the 21 items, *agree* with 13 (62%) of the components, and were *neutral* on two (9%) of the indicators. These results suggest that most instructors are willing to provide different types of modifications for students with verified disability. For instance, teachers are extremely willing to, as measured by the highest to lowest mean value: extend time of exams, provide additional time to complete assignments, change method of responding to exams, give copies of lectures and/or presentations, spend extra time clarifying/reviewing course content, and record lectures. These indicate the openness of SUC faculty members to accommodate all types of students, particularly students with verified disabilities. Teachers are aware of the diversity of students enrolled in

state universities and colleges, and this awareness helps them to go above and beyond in providing high-quality tertiary education.

**Table 2.** Willingness of faculty members to make accommodations for PWDS and students with special needs.

Indicator	SA	A	N	D	SD	MEAN	DE
If a student has a confirmed disability, I am ready to lessen the overall course reading requirement for them.	24	37	20	5	4	3.80	A
I am willing to let a student who has a documented learning disability do "extra credit" tasks.	24	49	17	0	0	4.08	A
I am open to letting a student capture class lectures on tape.	33	42	13	1	1	4.17	A
I am willing to use a separate grading scale for students who have been proven to have learning difficulties.	26	41	20	2	1	3.99	A
Allowing a student with a documented handicap to switch out a required subject for an alternative course is appropriate in my opinion.	35	40	13	2	0	4.20	A
I am open to letting students who have a documented impairment take proctored tests in a monitored setting.	24	50	14	2	0	4.07	A
For students with confirmed disability, I am willing to set up extended time exams.	44	36	10	0	0	4.38	SA
For students who have difficulties that have been proven, I am willing to alter the way I respond to exams.	44	35	9	2	0	4.34	SA
Even if such technologies are not allowed to be used during testing, I am willing to allow students with proven disabilities to finish examinations using technology (such as a laptop, calculator, or spell checker).	45	23	12	7	3	4.11	A
I am open to letting students with verified disabilities tape record lectures.	32	50	6	2	0	4.24	SA
Providing testing or teaching accommodations to students with verified disabilities is discriminating to students without disabilities.	20	28	15	22	5	3.40	N
To clarify and/or go over course-related material with students who have disabilities, I am willing to meet with them for longer time than usual.	26	48	14	2	0	4.09	A
I am willing to spend extra time meeting with students with disabilities to clarify and/or review course related content.	30	57	2	1	0	4.29	SA
I am ready to make copies of my lectures and/or presentations available to students with documented disabilities.	33	53	4	0	0	4.32	SA
I am willing to provide students with legitimate limitations more time to finish their homework.	34	54	2	0	0	4.36	SA
Given time restrictions and other professional obligations, providing adequate teaching accommodations for students with proven disabilities in my classes is not realistic.	14	19	25	29	3	3.13	N
For students who have disclosed, I think I provide them with the specific adjustments they need.	20	37	33	0	0	3.86	A
In order to meet the requirements of students with legitimate disabilities, I am prepared to extend assignment "due dates."	25	56	9	0	0	4.18	A
Given time restrictions and other professional obligations, providing suitable testing accommodations for students with proven disabilities in my classes is not realistic.	15	35	20	17	3	3.47	A
I say in class that I'd be happy to talk about adjustments with any students who have disabilities.	19	46	22	3	0	3.90	A
In my syllabus, I include a section urging students to talk to me about adjustments.	17	40	30	2	1	3.78	A

As claimed by [Deshler, Ellis, and Lenz \(1996\)](#) it is crucial to note that faculty members' views and willingness to provide adjustments have a substantial impact on how academically successful students with disabilities are in colleges and universities. In addition, all indicators rated by faculty as *strongly agree* belong to the major steps in the teaching process from delivery to assessment. It is safe to assume that amidst the challenges brought about by

COVID-19 pandemic in education, faculty members are receptive to requests for PWDs accommodations. Likewise, on the basis of above findings, it could then be argued that SUCs have conducive remote classroom climate for PWDs and students with special needs. This claim is consistent with the indicators rated as *neutral* by the surveyed faculty like arranging testing or teaching accommodations to verified PWD students is *unfair* to students without disabilities and providing adequate teaching accommodations for PWD students in my classes is *unrealistic*. The key words 'unfair' and 'unrealistic' signify negative attitude or perception towards providing accommodations to PWDs and students with special needs. The fact that professors neither agree nor disagree on these indicators imply that they do not consider teaching PWDs as an additional burden in the implementation of flexible classroom. The findings are consistent with research by Vogel, Leyser, Wyland, and Brulle (1999) and Houck et al. (1992), which revealed that professors are open to providing teaching adjustments such allowing students to record lectures, providing extra time for projects and assignments, and extending exam times.

Accordingly, these results imply that while faculty are less willing to implement accommodations that they believe will lower learning standards or give some students undue advantage, they are more likely to adopt modifications that will assist PWD students integrate into planned course activities, even if it means allocating more time.

## 5. CONCLUSION

The following conclusions were reached based on the study's findings: To begin, in the application of flexible learning in the new normal, SUC faculty members are generally perceptive and receptive to the needs of PWD and students with special needs. Among the components rated as strongly agree are the following: *In the new normal, I am considerate of the necessities of students with disabilities, I am aware of what is meant by the word 'disability', and Students with disabilities can engage academically at the collegiate level in the new normal.* This suggests that, as indicated by their knowledge, experience, and values, tertiary faculty members have a favorable attitude toward PWD students and student with special needs. Finally, when it comes to faculty members' intent to make accommodations for PWDs and students with special needs when flexible learning is implemented, the majority of professors are ready to make a variety of concessions for students with disabilities that can be verified. According to the highest to lowest mean value, for instance, faculty members are extremely willing to change the way exams are answered, give extra time to complete assignments, extend exam time, give copies of lectures and/or presentations, spend more time reviewing and explaining course material, and record lectures.

As a result, this study's findings suggest that, in the wake of the pandemic, there is still much to learn about how people see students with disabilities. However, it is important to note that the expectations of an academic program are acknowledged as being attainable by PWD students in the tertiary classroom.

## 6. RECOMMENDATIONS

In light of the above findings, the following recommendations are made: First, Higher Education Institutions (HEI) must provide clear policies on reasonable accommodations that can be applied to PWDs and students with special needs which faculty members can refer. Similarly, all institutional policy documents concerning PWDs and students with disability should be updated and designed to contain current regulations as experienced in the present norm and practices, regardless of the kind, scope, or location of the institution. Mainstreaming and streamlining of PWDs information must be established and strengthened to address and to eliminate stigma among PWDs and students with disabilities. The only way to truly create an inclusive environment for PWDs is for both the State and the HEI to work together. In the Philippines, special education schools are limited and as a result, public and private colleges and universities should devise techniques to virtualize remote learning for disabled students. Additionally, instructors should receive more intensive training in disability awareness and sensitivity, including lessons on disability etiquette and the use of person-first language (Quinlan, Bates, & Angell, 2012). University



personnel and administrators should also receive similar training, particularly those who are in charge of establishing institutional policy. Likewise, as mentioned earlier, inclusive policy on classroom accommodations created through proper consultation with administrators, professors, clinical/medical personnel and students must be in place. Finally, findings of this study can be used as a starting point for future research on PWDs. The amount of research regarding faculty attitudes toward students with disabilities might be expanded by a longitudinal study examining the effects of accommodations in the classroom and other disability services on student accomplishment over the length of tertiary education.

**Funding:** This study received no specific financial support.

**Competing Interests:** The author declares that there are no conflicts of interests regarding the publication of this paper.

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