



# Study The Relationship Between Learning Performance And Facilities In The Vocational Special Education Secondary School Malaysia

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**Abstract:** Education is very important for all individual; disabled and non-disabled; to succeed in the development of a country. The increase in the number of disabled people (OKU) registered in every year, leads to the increase number of disabled students (OKU) at government special needs school. Due respect to the condition of the students, facilities in special needs schools should be always in good condition to ensure the education and learning process occurred in smoothly. However, there is always a problem with limited number of facilities in special education schools for a number of specific areas and consists of just a few basic things; provision of ramps, defective passages and disabling toilets and so on. Beside provision of non-compliance facilities within the schools also inhibit student movement and activity. Hence, this study aims to critically examine the relationship of facilities at special school in Malaysia and learning performance. This study focus on the Vocational Special Education Secondary School within Peninsular Malaysia. To understand the idea of study in depth many information had been reviewed from previous related study areas. Based on the questionnaire of previous study proved that learning performance of disable people can be effect by facilities. An important factor to increase the learning performance of the disable people are to providing the requirement by build OKU-friendly facilities. The results of the study represent the relationship of learning performance and facilities that can be used as a guideline and awareness to Ministry of Education (Special Education Division) in order to give equalities between normal people and disabled people.

**Keywords:** Disabled Student, Facilities, Special Education School, Learning Performance

## 1.0 Introduction

The Disability Policy has outlined accessibility as one of the strategies that will be used to help the person with disable (OKU). According to Azmi and Assain (2010) to determine the quality of the product and also to be trusted, the user satisfaction aspect is very important. Former Women, Family and Community Development Minister, Datuk Seri Shahrizat Abdul Jalil states that developers or building owners are obliged to provide suitable facilities for the use disabled people (OKU) whether outside or inside their premises (Utusan Malaysia, 2011). The services provided by an organization must be convenience for consumers especially for disabled people.

Therefore, one of study from Earthman et al. (2002) found that students had more scores in school subjects with sufficient facilities compared to classmates who were in poor quality facilities. Taklin and Hall (2002) states that in Florida the study found that 96 days should be teaching and learning sessions but could not be done due to the obsolete and inadequate building conditions for teaching and learning sessions. According to Yahaya and Samsuri (2006), the facilities provided still do not reach the standards that make the students are difficult to access the building in the process of learning and teaching. Assumed that, there is a significant probability that the facility will positively influence performance. Based on figures from World Health Organization (WHO) has stated, 10% to 15% of the total population are the disable people (OKU) (WHO, 2001). Table 1.1 shows the difference in disability in 2015 and 2016 by type of disability.

**Table 1 - Number of Disabled Persons Registered in 2015 & 2016**

Type of disability	Year 2015	Year 2016
Vision	32,807	36,692
Hearing	29,636	31,937
Physical	125,491	142,600
Learning problem	129,550	143,334
Speech	1,827	2,104
Mental	29,403	33,518
Miscellaneous / various	16,963	19,084
<b>Total</b>	<b>365,677</b>	<b>409,269</b>

Source: Department of Social Welfare - Statistical Report 2016

In addition, the increase of disable people (OKU) stimulate Ministry of Education to develop a Malaysian Education Development 2013-2025. Stating from that the same educational opportunities are the best solution to becoming a competitive nation. These facilities not only provide comfort to disabled students (OKU) but also enhances their learning performance. Thus, this study was conducted to identify the relationship between the learning performance to the facilities provided in the Vocational Special Education Secondary School.

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## 2.0 Literature review

In this versatile era, the disabled people always being leave behind. Accessibility and convenience are now a major issue. Therefore, this issue has been raised in previous study. In addition, according to Samsuri (2012) stated that it is still at a moderate level of facilities for disabled people especially those for wheelchairs. This is because there are still some areas where there is no suitable access for this group. According to Utusan Malaysia (2009) attitudes towards those less fortunate should be planted and not to deny their rights and their needs. Most of the facilities provided are simply monopolized by normal people and sometimes they are not given priority only because they belong to OKU. Authorities should play an important role in ensuring that all public facilities are OKU-friendly. Therefore, they must ensure that the facilities and the needs of the disabled are free of obstacles. For example, the absence of a special toilet and a special path is reserved for the OKU. Moreover, developers should be build all the building with basic OKU-friendly facilities. Ultimately, the facilities of the OKU are very important especially in the university area. the equality of the education level of the disabled should be highlighted for the general well-being.

According to Azmi and Assain (2010), to determine the quality of the product and also to gain user trust the user satisfaction aspect is very important. The services provided by an organization make it easy for consumers especially

for those who are understaffed. They are often excluded by the community due to the lack of experience. Therefore, do not let their facilities be taken over by some. Meanwhile, consumer satisfaction can also increase the effectiveness of the program (Arshad, 2008). For example, when the school does not provide a toilet for the disabled, these groups are being uncomfortable throughout the learning and teaching process. The disadvantages not only cause them not interested in continuing their studies and this group will cause the cause of not wanting to go to school because of the lack of comfort when using the toilet.

Study of Wee et al. (2013) stated that, all respondents stated that their department was rarely visited by the people of the disabled. Most of the respondents said that it is difficult to take data on the presence of disabled because their department is rarely visited by disabled people. This is due to lack of facilities for disabled persons. All departments surveyed did not have facilities such as dressing room or nursery room, provision of residential units, corner shops and bus stops. On the other hand, Earthman, Cash and Van Berkum (2002) in their study found that students were more scores in subjects in schools that had sufficient facilities compared to those of their classmates who were in poor quality facilities. Besides that, Stricherz (2000) states that 96 days should be teaching and learning sessions but could not be done due to the obsolete and inadequate building conditions for teaching and learning sessions. Former Women, Family and Community Development Minister Datuk Seri Shahrizat Abdul Jalil, saying that the unrealistic design is still available in Malaysia (Utusan Malaysia, 2011). As a result, all OKU can't use all the infrastructure that have been build and design to them as best as they can. Furthermore, WHO (2001) stated in his study that the facilities that are not accessible and comfortable will disrupt the learning process of OKU on campus and increase the learning performance. Toran, Yasin, Tahar and Sujak (2009) stated that disabled people got limitation and challenges in institutions of higher learning that their result became degrade. Even though at first they were a smart students among other normal students during student intake the result still become lower.

Thus, this study was conducted to appraise the relevance of the disabled facilities provided to affect the effectiveness of education in the Vocational Special Education Secondary School. Based on all previous studies, the disabled have difficulty in daily life especially in the school area to gain knowledge. Awareness of the importance of learning in changing the standard of human life has led to the need to pursue knowledge at a higher level. Therefore, the provision of facilities for disabled people in schools is essential for students especially to increase the effectiveness of learning.

### 3.0 Relationship of School Facility with Learning Performance

Table 2.0 present six factors affect the learning performance from various researcher based on topic related. Based on Jeni (2004), facilities that effected learning performance are facility design, the level of provision facilities (user-friendly), and the effectiveness of the facility. Although they are physically disabled, they have the same mental capabilities as normal and even successful to the highest level of education such as; Bachelor Degree, Master, and Doctor of Philosophy (PhD). Here the researcher finds that the three factors are related to each other. The design of the facility and the level of provision facilities must be user-friendly to the disabled so that they are more comfortable in schools. When students feel more comfortable the effectiveness of the facilities is achieved and maximizes the learning performance. This can be proved based on the questionnaire of previous study proved that learning performance of disable people can be effect by facilities.

According to MCGOWEN (2007), the impact of school facilities on learning performance upon various factors such as; building age, school size, lighting and quality of facility design. Facility condition had a significant correlation with student achievement. Researcher are studies regarding students' performance based upon building condition have focused on many factors of facilities. The correlation between building age and student achievement has been found to be significant in Texas. This study enlightens that the students in the modern building obviously higher scored in reading, language and mathematics than their student in the older building. It is because the condition of an educational facility that building more comfort than other building. An issue related to school size is the ability of students to receive knowledge. They had to face discomfort with a small space with a large number of students. This makes learning effectiveness become low.

The research found that students in classrooms with large or high amounts of windows and outperformed other students by five to fourteen points on tests but windowless environment are apposite result. Lastly, the researcher found that the designers have recently increased efforts in the elimination of environmental problems such as noise, glare, mould, poor ventilation and temperature extremes. Best quality design makes the learning process went smoothly and can affect the effectiveness of teaching and learning process. The issues related to university planning and design in providing a conducive environment for learning. The researcher found that the facilities provided influence the student's life in using all the facilities provided to achieve excellent learning performance. This research demonstrates that three factors to achieve the learning performance of building a building, the arrangement of facilities and the quality of the environment. This research covers aspects related to the campus atmosphere and provides a conducive learning environment for social interaction (Shamsuddin et al, 2007).

The research stated that there are several factors in the learning performance. The findings shows that the facilities in terms of polytechnic infrastructure for these special needs students are complete and can assist the learning process of special student (Tinklin & Hall, 2002). but polytechnic lecturers give some feedback through items in the instrument

that there are still some learning facilities and physics for these special needs students who can be enhanced and refined as materials and instructional materials, reference materials and teaching aids. This is because the learning and teaching process of these special students' (OKU) needs a renovation process to meet the needs of facilities including equipment and special equipment are very important to ensure the effectiveness of learning for those with special needs.

**Table 2 - The Relationship Between Learning Performance And Facilities In The Vocational Special Education Secondary School Malaysia**

Authors	Title	Relationship between learning performance and facilities	Finding
Jeni (2004)	Building accessibilities facilities: perception studies from users of disability (OKU).	<ul style="list-style-type: none"> <li>●Facility design</li> <li>●The level of provision facilities (user-friendly)</li> <li>●The effectiveness of the facility</li> </ul>	The perception of the student are all the building accessibilities affect the student to access in the building
McGowen (2007)	The impact of school facilities on student achievement, attendance, behaviour, completion rate and teacher turnover rate in selected Texas high schools.	<ul style="list-style-type: none"> <li>●Student achievement</li> <li>●Building age</li> <li>●School size</li> <li>●Lighting</li> <li>●Quality of facility design</li> </ul>	The school facilities was impact on students achievement, attendance, behaviour, completion rate and teacher turnover rate
Shamsuddin et al. (2007)	Criteria for designing a conducive campus environment for higher education institutions in Malaysia.	<ul style="list-style-type: none"> <li>●Design of building</li> <li>●Arrangement of facility</li> <li>●Environmental quality</li> </ul>	Design of conducive campus environment in higher institutions in moderate level. Much have more OKU-friendly for more comfortable
Tahir et al. (2009)	Vocational dan technical education for special needs students.	<ul style="list-style-type: none"> <li>●Teaching skills</li> <li>●Suitability of syllabus</li> <li>●Infrastructure facilities</li> </ul>	This study find that even though the student needs infrastructure facilities requirement other that they also needs such as; teaching skills and suitability of syllabus in vocational and technical education for OKU.
Tahir & Mustafa (2010)	Factors affecting the effectiveness of special education and vocational education for disabled people in three polytechnic.	<ul style="list-style-type: none"> <li>●Capabilities of the disable students</li> <li>●Teaching skills</li> <li>●Suitability of syllabus</li> <li>●Infrastructure facilities</li> </ul>	All the factors was affect the effectiveness of special education and vocational education for disabled people while having the learning and teaching process in that polytechnic
Ahmad et al. (2017)	Preparation of disabled facilities (OKU) at higher education institutions in the Klang valley: a case study.	<ul style="list-style-type: none"> <li>●Facilities access in learning proses</li> <li>●Infrastructure facilities</li> <li>●Physical environment</li> </ul>	The more prepared of the institution the more comfortable for disable people (OKU) to gained the knowledge and to come out with better result.

Source: Jeni (2004); McGowen (2007); Shamsuddin et al. (2007); Tahir et al. (2009); Tahir & Mustafa (2010); Ahmad et al. (2017)

This factor is similar to Tinklin and Hall (2002) that stated the factor that effect learning performance are teaching skill, suitable syllabus and infrastructure facilities for OKU students. The more relevant emphasis is on the facilitation factor of the facilities provided. School infrastructure provides are not guaranty disruption to student stimuli (Tahir, Mustafa & Yassin, 2009). Moreover, lack of teaching equipment for teachers are one of the effect in learning effectiveness. The findings show that although the institute provides a thorough emphasis on polytechnic infrastructure, there are still weaknesses that need to be improved especially for public utilities infrastructure such as libraries. This made the disabled students avoid to go to the library to review their learning and then affect the effectiveness of learning in the polytechnic .

The researcher was focuses on the facilities as the main things. The lack of facilitation makes disable students to absorb knowledge lower than ordinary student within an institution (Ahmad et al., 2017). The obstacles are facilities access in learning process, infrastructure facilities and physical environment. This barrier affects the effectiveness of learning on students. Every institution should have OKU-friendly that makes them move freely in the daily activities of the institution. This also affects the effectiveness of their learning because without the friendly infrastructure such as tactical guiding block, the road guide for the blind will make it difficult for disabled people to go to their lecture hall or research rooms. It becomes more difficult when they are during the learning process. The lack of a more friendly environment for disabled people makes the disabled students less interested in learning and reduces the learning performance.

Based on all the studies, the relation of the facility with the learning performance are related. The relevance makes learning process either smooth or not to achieve the learning objective itself. The difficulties of these disabled people in their daily lives make us more open to improving the disabled facilities. In conclusion, people with disabilities (OKU) are not marginalized because they are also individual who have the same instincts and feelings as ordinary people. They are also able to serve other societies and also contribute to the country. This can be proved by the number of disabled people who can pursue higher education levels which prove that disabled people are also able to compete with the typical group in academic matters and others. Therefore, to encourage the students and the motivation of the disabled. Although disabled people are a minority but they are also able to become successful graduates in academic and co-curricular and can contribute to society and the nation. The provision of OKU-friendly facilities can provide comfort to disabled students and thus the disabled may live and study comfortably throughout the learning process.

#### 4.0 Propose of Study Framework

Figure 1.0 propose of study framework for relationship between facilities and learning performance. These have been develop base on literature review undertaken of factor effected the learning process. The conceptual framework consist of three component; firstly are input that indicator of transferring knowledge before teaching and learning process. Secondly are mediators that knowledge transition process from instructor to students and lastly output that the outcomes of students after teaching and learning process which is learning performance.

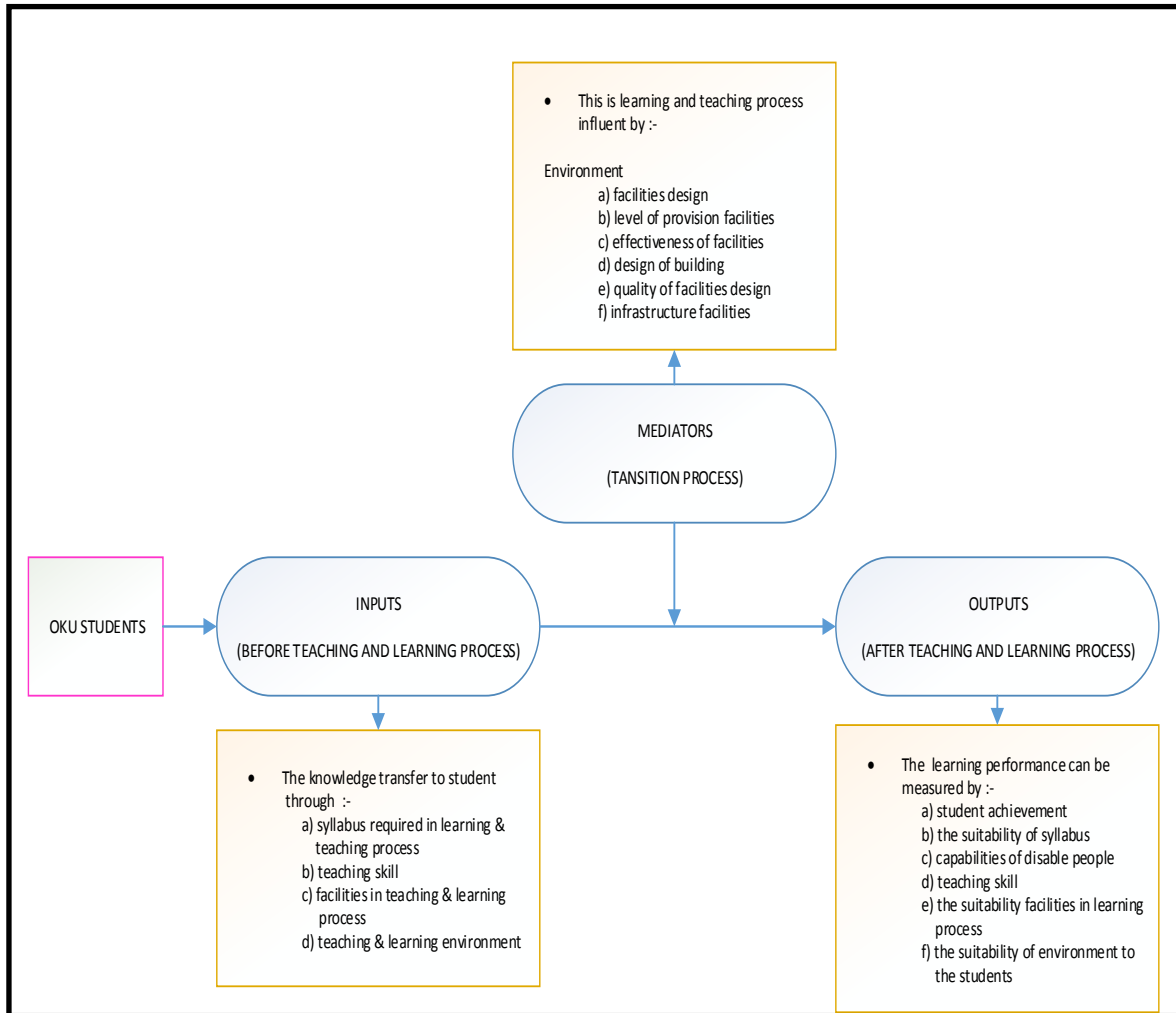
The learning process usually begin with input and finish with output which means the potential to student score base on their learning performance. This study emphasizes two main criteria, which is the factor of the facility and the learning performance that affects the disable people in the teaching and learning process (Figure 1.0). First stage refers to the flow of input. Based on the literature review, before the teaching and learning process takes place on OKU students, the knowledge must be transferred to student with many indicator.

Teaching and learning process happen when instructor transfer the knowledge to students using facilities. In ordered to achieve of their learning performance there are many potential barrier to be consider. Before teaching and learning process happen the instructors and students must have known all the syllabus that required. The instructor also must know teaching skill to be teaching process more interesting. Other than that, based on the literature review most of the factor that effect the learning performance are from facilities in the building. More than seventy percent of the buildings in Malaysia have not yet complied with building regulations requirement (Utusan Malaysia, 2007). Therefore, the process of knowledge transfers from instructor to students are more difficult.

According to Arif (2002), the provision of facilities for disabled persons does not meet the standard of not complying with the Malaysian Code of Practice (2008) where only some facilities only meet the minimum requirements. Facility conditions provided either building facilities or facilities during the learning process will result in individual reactions. Therefore, it is important to consider a study of impact facilities on the learning performance. In mediators process of transfer the knowledge there are many factors that can be influenced the students to increase the learning performance. The environment can stimulate individuals to do something based on what they see and experience in that situation.

The key to the development of higher education in Malaysia today is through the improvement of teaching and learning quality (Sidin, 2000). In mediators process of transfer the knowledge there are many factors that can be influenced the students to increase the learning performance. Most of the factor are related to facilities. Level of provision facilities, design of facilities, quality of facilities, infrastructure facilities and effectiveness of facilities are factors that can be impact the learning performance. Quality education can be defined as the ability of the education system to provide the needs and expectations of the users/clients through continuous process of improvement

(Suarman, 2015). Furthermore, design of building can influent learning and teaching process. Lack of accessibility in the building make disable people dissatisfaction in transition process of knowledge.



**Fig. 1 - Propose a Conceptual Research Framework for Facilities and Learning Performance**

According to Mohammad (2007), teaching and learning process occur when the natural interaction between individuals with the environment, where affect each other simultaneously. The interaction influent level of learning performance especially to the disable people. That can be see at the end of teaching and learning session when output are received and the learning performance are measured. To create a conducive learning environment, positive relationships in between special education instructor and students is important because most disable students are must have more attention than normal students.

Learning performance are measured after the teaching and learning process. To increase the learning performance especially to disable students the special facilities must also be increase. Therefore, to be given an equal opportunity of education with their normal special education and services are provided to special students to ensure they can improve in life, self-reliance and become productive human beings. Toran, Yasin, Tahar and Sujak (2009) in their study which stated that it is sad that services for disabled people are not dependent on facilities institution but it depends on sympathy of the people around to help them. Despite that, OKU-friendly facilities are important to disable students be more independent and comfortable to teaching and learning process.

Finally, propose of framework are to expands each component interrelates with all factors between learning performance and facilities especially for disabled student. Resources of this framework are from literature review. The framework used to support the problem and purpose of the study. So that there are relationship between learning performance and facilities to disabled people. Given the above, understanding the relationship of learning performance students with facilities will help the respective organization to identify their opportunities that could be improved to make equalities with normal student.

## 5.0 Discussion

To improve learning performance, this study allows students to find better facilities. This study can be used by teachers to be more aware of the facilities provided so that the learning and teaching process can be delivered more efficiently. Therefore, this study might be to the government's for being more supported & aware in addressing the problem of discrimination of disabled persons in Malaysia. In this study, the types of facility and facilities within the building will be identified to identify the facilities provided with the effectiveness of learning at the school. The level of satisfaction and perception of the students on the facility will also be taken for the purpose of the effectiveness of the facilities provided. Besides, this study can benefit especially to the disabled people (OKU) because some of them have same intelligence comparable to the normal person but they are able to exceed the normal student performance without a proper facilities.

The study of Vocational Special Education Secondary School Malaysia will be able to find out the relationship between facilities and learning performance. The study was reviewed to answer the stated objectives. This also can see the impact of facilities on the disabled people (OKU). This is to ensure that the answers received and analyzed will give a clear picture of the facilities provided to the disabled in the school. Therefore, the existence of a design that provided has been set up to achieve the national goal of equality between all societies. Obviously, disabled people must have special facility in the classes compared with the normal to enjoy the teaching and learning process. As the school is designed for students, this study is aimed to increasing awareness of the community that the facilities for the disabled are very important. In the first place, planning and design should be more OKU-friendly so that disabled people are not neglected. Additionally, this study also contributes to the government for appropriate allocation in upgrading and improving the facilities of disabled persons to existing buildings to ensure the comfort of disabled people especially in the school area.

## 6.0 Conclusion

Overall, facilities encourage and prevent the involvement of the disabled people (OKU) in their learning process. Based on the literature review this is because of the uncomfortable when in the school due to inadequate facilities for disabled people. The public facilities provided to the community are for shared. The description of this chapter demonstrates that studies on the facilities and learning performance at school are important. This is because its role in collaboration with the school gives a very significant influence an effective learning environment, in order to improve the quality of education in Malaysia especially for the disabled (OKU). Therefore, the information will be helpful in knowing the facilities provided will influence the effectiveness of student learning especially for Vocational Special Education Secondary Schools. This should not only be addressed even in response to the government's discretion against disability.

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