

Understanding Factors Affecting Inclusions of Students with Disabilities in Higher Education: A Study among Non-Disabled University Students

*Saadiyah Juliana Saadun¹, Dilla Shadia Ab Latiff², Mohamad Shahril Mohamed Besir², Roslinda Alias¹,
Mohd Faris Fikri³, Jazmin Qistina binti Imran Nanang⁴

¹UiTM Disability Services and Development Division, UiTM Shah Alam, Malaysia

²Faculty of Business and Management, UiTM Puncak Alam, Malaysia

³Universite Libre de Bruxelles, Belgium

⁴PMCare Sdn Bhd, Malaysia

*saadiyah2861@uitm.edu.my, dillasyadia@uitm.edu.my, shahrilbesir@uitm.edu.my, linda512@uitm.edu.my,
mohd.bin.rusli@ulb.be, jazmin@pmcare.com.my

Corresponding Authors: Saadiyah Juliana Saadun

Abstract: Inclusive education for people with disabilities is gaining importance globally, with improving factors that support the inclusion of students with disabilities in higher education as a key objective. This study explores how societal and environmental factors shape perceptions of disability, rather than viewing it solely as an individual limitation. A non-probability convenience sampling method was employed, involving 279 university students from six different faculties. Data were analyzed through frequency distribution and SPSS to examine the attitudes of non-disabled students toward the inclusion of their disabled peers in higher education. The findings reveal that environmental barriers are strongly associated with the attitudes of non-disabled students toward their peers with disabilities ($r = .693$, $p < .01$), indicating that these barriers significantly impact how students perceive and interact with those who have impairments. The non-disabled students identified specific environmental factors that either support or hinder the inclusion of disabled students in university settings. This research highlights the need for addressing environmental obstacles to foster a more inclusive and supportive educational environment for all students.

Keywords: *Inclusions, Attitudes, Environmental Barrier, Personal Belief, Non-Disabled Experience, Higher Education, Malaysia*

1. Introduction and Background

A global movement has recently gained momentum around the concept of inclusion (Hassanein, Alshaboul, Ibrahim (2021), one of the key Sustainable Development Goals (SDGs) outlined by the United Nations (UN) for the 2030 Agenda (UNSDG, 2022). This goal, as emphasized in the Incheon Declaration (UNESCO, 2016), seeks to create an education system that is inclusive, equitable, and of high quality. Both the UN and UNESCO have been at the forefront of this effort, encouraging governments, non-governmental organizations, development partners, civil society, and the media to advocate for inclusive education. This effort is aligned with the proposed SDG 4 that to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and its corresponding targets.

Because education is both a basic human right and a key to social advancement, the governments of industrialized countries have vowed to ensure that all citizens, regardless of gender, color, ethnicity, or disability, have the opportunity to get a quality education. To promote children's holistic development, Batanero, Rueda, and Fernández-Cerero (2022) emphasized the critical importance of inclusive education. Additionally, Fernández-Batanero, Montenegro-Rueda, & Fernández-Cerero (2022) emphasized that progressive nations have established thorough legal frameworks to remove obstacles and guarantee equal educational opportunities for individuals with disabilities, promoting equality and social justice. Countries can help people with disabilities reach their full potential and make meaningful contributions to society by creating inclusive educational systems and support programs. We think that inclusive classrooms are effective because they help students of all abilities and backgrounds learn more. This can help people feel more comfortable interacting with others and lessen negative perceptions of people with disabilities. According to Wehman (2006), students with disabilities are better equipped for future opportunities in work, independent living, and higher education when they have access to education. According to Getzel (2008), this helps pave the way for a more just and egalitarian society where everyone can live in harmony.

2. Literature Review

The Akta OKU 2008 in Malaysia recognizes the significance of ensuring educational access for all individuals, including those with disabilities, and mandates their inclusion in the education system irrespective of their limitations or disabilities. According to the statistics on individuals with disabilities in Malaysia (Jabatan Perangkaan, 2022), the total enrolment of impaired students in public universities in 2022 declined by 6.5 percent, with 792 students compared to 847 students in 2021. The 6.5% drop factor remains indeterminate due to resource constraints.

Although students with impairments constitute a minority in higher education institutions, this does not imply that their needs should be overlooked. Students with impairments must be afforded a conducive and accessible learning environment. The Garis Panduan Pelaksanaan Dasar Inklusif Orang Kurang Upaya (2019) was meticulously planned to improve and modernize the university's infrastructure and support systems. This law is enacted to guarantee that institutions will no longer reject the applications of individuals with disabilities seeking to further their education.

To advance the initiative, all twenty public higher education institutions in Malaysia were mandated to implement the Dasar Inklusif Orang Kurang Upaya and establish a Disabilities Service Unit to foster an inclusive environment in higher education, ensuring that students with disabilities are fully integrated into academic and social life, with equitable access to resources, opportunities, and experiences. It goes beyond just accommodating physical or learning needs—it's about fostering a culture of respect, understanding, and support, where every student, regardless of their abilities, feels valued and included. This kind of environment not only benefits students with disabilities but enriches the entire campus community, promoting diversity and empathy.

However, building and maintaining this kind of inclusive setting can be challenging, especially from the perspectives of non-disabled students. While many may support the idea of inclusion in principle, there can be gaps in understanding, awareness, and practical application that make full inclusion harder to achieve. These challenges can affect not only how students with disabilities are integrated into campus life but also the overall educational and social experience for everyone involved. To better understand the factors affecting the inclusion of students with disabilities from the perspective of non-disabled students in higher education, the social model of disability is applied as illustrated in Figure 1. The social model emphasizes how societal, cultural, and environmental factors shape disability, rather than viewing disability solely as an individual limitation. Applying this model to higher education can provide valuable insights into the challenges and opportunities for creating truly inclusive learning environments.

Figure 1: Social Model of Disability



Non-disabled students may struggle with the social dynamics that arise in inclusive classrooms. The presence of students with disabilities can lead to changes in group interactions, which may be uncomfortable for some non-disabled peers.

Maras & Brown (2000) argue that the integration of disabled peers was shaped by the personal beliefs of non-disabled students which can lead to feelings of isolation (De Boer, Pijl & Minnaert, 2012) among disabled students. Instances of peer rejection or bullying directed at students with disabilities can create an atmosphere

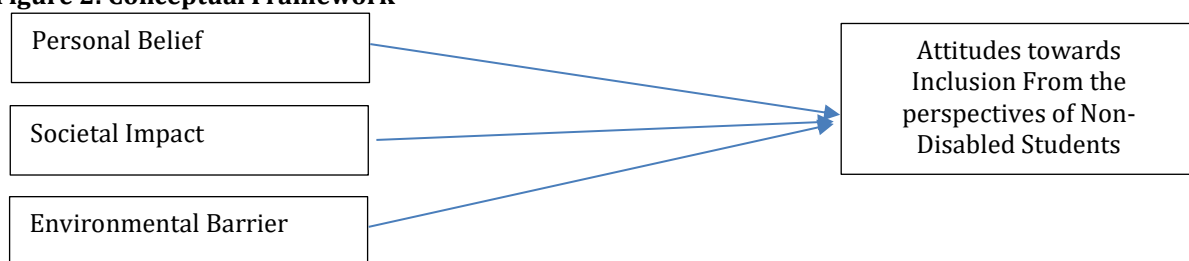
of tension, impacting the overall classroom environment and potentially leading to decreased participation from non-disabled students who may feel uncertain about how to interact appropriately. The assumption that a disabled student might be incapable (Vignes, et al., 2009) of making valuable contributions to group projects or discussions might lead to their exclusion or marginalization. Several research have identified various aspects that contribute to it. Magiati, Dockrell & Logotheti (2002) demonstrated that students without disabilities may form views about their peers with disabilities due to insufficient knowledge and awareness. The study further states that persons with limited experience with disability issues may demonstrate diminished empathy and support for those with impairments, thereby reinforcing environments that foster discrimination. Bagenstos (2000) elucidated that individual perceptions regarding disability are frequently shaped by the societal and cultural influences present during one's upbringing. In certain societies, impairments frequently face misconceptions, leading to the regrettable outcome of stigmatization. Individuals raised with the perception that disability is a cause of shame or pity may inadvertently internalize these concepts. These convictions can hinder their capacity to regard individuals with impairments as equals or peers. In addition to personal belief, social influence refers to how individuals' thoughts, behaviors, and attitudes are shaped by social factors that significantly influence individual perceptions. Societal perceptions of disabled individuals as dependent or less capable may result in non-disabled students adopting similar beliefs, thereby affecting their attitudes and interactions with each other (Green, Davis, Karshmer, Marsh & Straight, 2005).

While some students may have developed a level of empathy and understanding, particularly through exposure to inclusive practices, many still carry biases or misconceptions, consciously or unconsciously. This can lead to varied responses to inclusion, ranging from supportive engagement to subtle resistance. Society often frames disabilities in ways that emphasize difference and dependency, leading non-disabled students to unconsciously adopt these views. They may see students with disabilities as needing help or being less capable, rather than as equals. These societal messages create a barrier to real inclusion because non-disabled students may approach their peers with pity or low expectations rather than as individuals with their strengths and abilities (Abbott & McConkey, 2006). In addition, some non-disabled students, even if they support inclusion in theory, may resist it in practice. This resistance is often rooted in unfamiliarity or discomfort with interacting with students with disabilities. They may feel uncertain about what to say or do, worried about unintentionally offending their peers (Hwang & Evans, 2011). This hesitation can lead them to avoid interactions altogether, unintentionally creating an invisible divide.

In competitive academic environments, non-disabled students may also feel that accommodations for students with disabilities—such as extra time on exams or adjusted coursework—give them an "unfair advantage" (Claiborne, Cornforth, Gibson & Smith, 2011). These perceptions can foster feelings of resentment, even though accommodations are designed to provide equity, not advantage. This mindset can create tension in classrooms and undermine efforts to build a supportive, inclusive environment. Many address the substantial influence of physical and social settings on individuals' perceptions and interactions with classmates who have disabilities, about the problems of encouraging diversity in higher education. When the university lacks proper facilities to accommodate students with disabilities, non-disabled students may develop negative attitudes (Furnham & Pendred, 1983) as they witness their peers facing challenges (Tregaskis, 2000) in accessing the same educational resources. If non-disabled students see their peers struggling to reach any area on the campus due to inadequate transportation options, it may foster feelings of helplessness or resentment (Deal, 2003), further complicating their social interactions (Beckett, 2014) and perceptions of disability (Antonak & Livneh, 2000).

Based on the above literature, the three factors that are expected to directly affect the inclusion of disabled students from the perspectives of non-disabled students in a university are illustrated in the the conceptual framework below.

Figure 2: Conceptual Framework



3. Research Methodology

A cross-sectional research design was employed to investigate the relationship between personal beliefs, societal influences, and environmental obstacles on the attitudes of non-disabled university students regarding disability. Data were collected using convenience sampling via digital platforms or e-questionnaires that were personally administered to the respective students at UiTM Puncak Alam, Selangor, Malaysia. A total of 279 students participated in the questionnaire. The questionnaire was derived from a well-established instrument, with items modified to align closely with the specific research questions of the present study. The components of personal belief were modified based on the works of Moges (2015) and Pernick (1995), societal influence was informed by Loveland (2001) and Stöckli & Hofer (2020) while environmental barriers were referenced from Kelly (1999), and attitudes were derived from Kelly (1999), Abu-Hommos (1985), and Alhamad (2021). The questionnaire employed closed-ended questions featuring a defined range of possible responses, utilizing a 5-point Likert scale with the following values: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree to assess all variables. The items were adjusted to elicit the necessary responses to address the research questions. The gathered data underwent analysis utilizing statistical software, specifically SPSS Version 26. The analysis utilized descriptive statistics, including mean and standard deviation, alongside a correlational study.

4. Results

This section outlines the findings concerning respondents' attitudes towards disabled peers, the overall characteristics of the sample, and the comparative analysis of participants' attitudes influenced by societal factors, personal beliefs, and environmental obstacles.

As shown in the statistics in Table 1, 215 students (77.1%) were in the age bracket of 21–25 when they filled out this survey, . Next came n=48 (17.2%) in the 18–20 age bracket, while n=13 were in the 25–30 age range (4.7%) and the remaining n=3 were above 30 (4.1%). The following data shows that male students n=95 made up 34.1% of the sample and female students n=184 made up 65.9%. In addition, the statistics revealed the majority of respondents n=120 (43%) were from the Faculty of Business and Management, n=43 (15.4%) from the Faculty of Education, n=32 (11.5%) were from the Faculty of Hotel and Tourism Management and Faculty of Health Sciences and n=22 (7.9%) were from the Faculty of Accountancy. These comprise n=60 (21.5%) from the 1st year, n=82 (29.5%) from the second year, n=109 from the third year (39%), and n=28 (10%) were in their fourth year.

Table 1 presents a summary of the characteristics of the entire 279 sample of respondents, specifically tertiary students, who participated in the survey.

Table 1: Demographic of Respondents (n=279)

VARIABLE	FREQUENCY	PERCENTAGE
GENDER		
Male	95	34.1%
Female	184	65.9%
Total	279	100%
AGE		
18-20	48	17.2
21-25	215	77.1
26-30	13	4.7
>31	3	1.1
Total	279	100%
EDUCATION (Faculty of)		
Business & Management	120	43
Accountancy	22	7.9
Hotel & Tourism Management	32	11.5
Pharmacy	30	10.8

Education	43	15.4
Health Sciences	32	11.5
Total	279	100%
Semester		
Year 1	60	21.5
Year 2	82	29.5
Year 3	109	39
>Year 3	28	10
Total	279	100%

Descriptive Statistics: Table 2 below presents the analysis of descriptive statistics regarding the factors influencing the inclusion of students with disabilities. This table presents the average mean scores of university students concerning their attitudes, societal influences, and experiences with environmental barriers faced by disabled peers during their time at university.

Table 2: Descriptive Statistic

A. Personal Belief Towards Inclusion From the Perspective of Non-Disabled Student

Statement	M	SD
1. I think attending classes in university should be the educational rights of disabled students	4.50	.699
2. I believe that disabled students deserve support and follow-up from classmates and lecturers	4.42	.768
3. If I am in the same class as students with disabilities, I believe I can attend	4.33	.799

Note: M=Mean, SD=Standard Deviation,
5=Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1=Strongly Agree

The highest-rated statement emphasizes the belief that attending classes at the university is a fundamental educational right for disabled students. With a mean score of (M = 4.50), this suggests a strong consensus among non-disabled students that inclusion in education is essential for students with disabilities. The relatively low standard deviation (SD = 0.699) indicates that this belief is widely shared with little variation in opinion. The second statement highlights the belief that disabled students deserve support and follow-up from both classmates and lecturers. This mean score of (M=4.42) reflects a high level of agreement among respondents, showing that non-disabled students recognize the importance of a collaborative and supportive learning environment. The standard deviation of (SD = 0.768) suggests a slightly wider range of opinions on this matter but still shows a generally supportive attitude. The third highest-rated statement indicates that non-disabled students feel confident about attending the same classes as their disabled peers. With a mean score of (M = 4.33), this reflects a generally positive belief in their ability to coexist and learn in an inclusive setting. The slightly higher standard deviation of (SD = 0.799) suggests some variation in personal confidence, but the overall response remains supportive.

These results underscore a positive belief among non-disabled students regarding the inclusion of students with disabilities in higher education, with a strong emphasis on educational rights, the need for support, and a readiness to learn in an inclusive environment.

B. Societal Impact on Towards Inclusion From the Perspective of Non-Disabled Student

Statement	M	SD
1. I think it is important for me and my peers to support our friends with disabilities	4.35	.749
2. I believe that differences in point of view and different life experiences can affect my view toward students with disabilities.	4.01	.906
3. I believe society around me provides adequate support for individuals with disabilities	3.94	.916
4. I am influenced by the attitudes of influential figures towards disability	3.46	1.174

Note: M=Mean, SD=Standard Deviation,
 5=Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1=Strongly Agree

The highest-rated response reflects the strong belief among students that supporting peers with disabilities is essential. With a mean of (M= 4.35), there is a clear consensus on the importance of fostering a supportive community. The standard deviation of (SD= 0.749) indicates that while the majority of students agree, there is a slight variation in the level of conviction. With a mean score of (Mean = 4.01, SD = 0.906) this statement explores how exposure to different viewpoints and life experiences influences perceptions of students with disabilities. Students generally agree that their views may be shaped by their personal experiences and perspectives. The standard deviation of 0.906, however, suggests a greater range of responses, indicating that students' backgrounds play a significant role in shaping their beliefs about disability. The third statement reflects students' beliefs about the adequacy of societal support for individuals with disabilities. With a mean of (M=3.94), students are somewhat positive but not overwhelmingly confident in the level of support provided by society. The standard deviation of (SD=0.916) suggests varying perceptions, with some students feeling that society offers sufficient support while others are more skeptical. Influence of Attitudes of Influential Figures on Disability (Mean = 3.46, SD = 1.174): This statement has the lowest mean score, indicating that students are less certain about being influenced by the attitudes of influential figures towards disability. With a mean of 3.46, responses suggest mixed feelings, and the high standard deviation of 1.174 indicates a wide variation in how much students believe they are influenced by prominent societal figures. Overall, these responses indicate that non-disabled students value supporting peers with disabilities and recognize the role of personal experiences in shaping their views. However, their confidence in societal support and the influence of influential figures on their attitudes towards disability appear to be more varied.

C. Environmental Barriers Factors Towards Inclusion From the Perspective of Non-Disabled Student

Statement	M	SD
1. I think special parking spaces for students with disabilities are necessary	4.53	.688
2. The university should ensure that course materials on reserve in the library are accessible in an alternate format for students with disabilities. (e.g.: Braille, etc.)	4.33	.720
3. I think the university should encourage students with disabilities to participate equally in academic and social activities	4.30	.769
4. I think providing accommodations, like unlimited time on exams for students with disabilities, compromises the integrity of the curriculum	3.87	1.055

Note: M=Mean, SD=Standard Deviation,
 5=Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1=Strongly Agree

The highest-rated response indicates a strong consensus among students that special parking spaces for students with disabilities are necessary. With a mean score of (M=4.53), there is widespread agreement that such accommodations are important for accessibility. The low standard deviation of (SD=0.688) suggests little variation in opinion, reinforcing the importance students place on this issue. Students also express strong support for making course materials available in alternate formats, such as Braille, for students with disabilities. The mean score of (M=4.33) demonstrates broad agreement on the need for accessible academic resources. The standard deviation of (SD=0.720) indicates a generally uniform belief, though with slightly more variability compared to the issue of parking spaces. The third statement shows that students believe the university should actively encourage students with disabilities to participate equally in both academic and social activities. The mean score of (M=4.30) suggests a positive attitude toward inclusion, while the standard deviation of (SD=0.769) reflects moderate variability in responses, indicating that some students may hold differing views on the extent of this encouragement. The final statement concerns accommodations compromising curriculum integrity. The lowest-rated statement addresses a more complex issue: whether accommodations like unlimited exam time for students with disabilities compromise the curriculum's integrity. With a mean score of (M=3.87), students express more ambivalence, and the higher standard deviation of (SD=1.055) reveals a greater range of opinions. Some students may feel that such accommodations are necessary, while others might question their fairness or impact on academic standards.

In summary, non-disabled students largely support the need for accessible facilities, materials, and inclusive practices for students with disabilities. However, there is more variation in their views when it comes to certain accommodations and their potential effects on the academic curriculum.

Reliability and Correlation:

The results of the reliability analysis presented in Table 3 show that all items effectively measure the intended variables: personal belief ($\alpha=.88$), societal influence ($\alpha=.79$), environmental barriers ($\alpha=.89$), and attitudes towards disability ($\alpha=.90$). The findings from the correlation analysis indicate that the independent variables exhibit significant correlations with one another, suggesting the presence of both concurrent and convergent validity. The strongest correlation ($r=.693, p<.01$) and the most significant factor influencing attitudes towards peers with disabilities is identified as the environmental barrier, which shows a moderate relationship ($r=.676, p<.01$). In my analysis, the weakest correlation is observed in social influence ($r=.396, p<.05$).

Table 3: Results of Reliability and Correlation

Descriptive Statistics							
No	Variable	Mean	Std. Dev.	1	2	3	4
1	Personal Belief on Disability	4.16	.575	(.875)			
2	Social Influence on Disability	3.81	.651	.396**	(.787)		
3	Environmental Barrier on Disability	4.22	.564	.638**	.479**	(.889)	
4	Attitude towards Disability	4.05	.615	.676**	.501**	.693**	(.895)

Notes: **. Correlation is significant at the 0.01 level (1-tailed); * Correlation is significant at the 0.05 level (1-tailed Cronbach’s alphas in the parentheses along the diagonal; N=279

Regression Analysis

Table 3 presents the findings from the regression analysis conducted in this study. A multiple regression analysis was conducted to assess the student's perception of disability. The R2 value of .595 indicates that 59.5% of the variance is accounted for by the three independent variables. Additionally, 40.5% of the variance in university students' attitudes towards the inclusion of students with disabilities remains unexplained by personal beliefs, social influences, and environmental barriers identified in this study. This suggests that additional independent variables, influenced by various factors, are related to the attitudes of non-disabled university students toward friends with disabilities. These variables are not accounted for in this study and could enhance the regression equation further. The F Change is 134.4, indicating that the model of analysis is fixed, as the F change exceeds 1. The adjusted R Square serves as a metric for evaluating the goodness-of-fit across regression models with varying quantities of independent variables.

Table 4: Results of Multiple Regression Analysis

Variables	Std Beta Coefficients
Personal Belief on Disability	.367**
Societal Influences on Disability	.173**
Environmental Barrier on Disability	.375**
R	.771
R2	.595
Adjusted R2	.59
F value	134.4
Sig. F value	.000
Durbin Watson	.984

** Sig. At the 0.01 level, * Sig. At the 0.05 level

Discussion-The Impact of Environmental Barriers on Attitudes Towards Inclusion: From The Perspectives of Non-Disabled Student

Understanding the factors that shape attitudes toward individuals with impairments is crucial for creating inclusive educational and social environments. This discussion emphasizes the critical influence of environmental barriers on attitudes toward peers with disabilities. The strong positive correlation ($r = .693, p < .01$) indicates that as environmental barriers increase, attitudes toward students with disabilities are more

likely to be negatively influenced. Environmental barriers such as inaccessible buildings, lack of specialized resources, or insufficient accommodations appear to create the most substantial challenges for both disabled and non-disabled students in fostering an inclusive learning environment. The statistical significance ($p < .01$) of this relationship suggests that environmental factors are not just coincidental but are critical in determining how students perceive and interact with their peers with disabilities. This finding emphasizes the importance of addressing physical and systemic barriers within the educational environment. Environmental barriers, such as inaccessible buildings, lack of specialized learning resources, and insufficient institutional support, significantly impact how non-disabled students perceive and interact with their peers who have disabilities. This correlation suggests that attitudes toward disabled peers are not merely shaped by personal biases or individual experiences but are deeply influenced by the structural environment in which these interactions take place.

Environmental barriers can be understood as physical, social, or organizational obstacles that impede the full participation of individuals with disabilities in everyday activities. In the context of a university setting, these barriers could manifest as inaccessible classroom buildings, inadequate accommodations such as Braille materials or sign language interpreters, or a lack of inclusive policies that encourage full participation in academic and social activities. The strong correlation found in this study suggests that when such barriers are prominent, they shape negative or indifferent attitudes toward peers with disabilities. To illustrate, when non-disabled students observe their disabled peers struggling to access classrooms, navigate campus, or receive equitable learning opportunities, they may develop a perception that disability is inherently limiting or problematic. This reinforces a mindset that disabilities are barriers in and of themselves, rather than recognizing that the true limitations stem from a lack of adequate accommodations. Consequently, the educational environment becomes a breeding ground for misconceptions and stigmatization, which further isolates students with disabilities from their peers.

5. Recommendations

The significant association between environmental barriers and attitudes toward students with disabilities underscores the urgent need for institutions to take proactive steps in breaking down these barriers. By addressing accessibility issues and fostering an inclusive campus infrastructure, universities can actively shape more positive attitudes and promote a culture of acceptance and support.

One key area for intervention is improving physical accessibility. This includes ensuring that all campus facilities, such as classrooms, libraries, dormitories, and recreational areas, are equipped with ramps, elevators, and accessible restrooms. In addition, providing assistive technologies and making course materials available in multiple formats (such as Braille, audio, or large print) can make a significant difference in enabling students with disabilities to participate fully in academic life. By removing these physical obstacles, universities not only support students with disabilities but also set the foundation for non-disabled students to view their peers as equal participants in the educational process.

Another important aspect is fostering an inclusive social environment. Universities should create programs that encourage interaction between disabled and non-disabled students, such as inclusive extracurricular activities, mentorship programs, or collaborative learning initiatives. These efforts can help non-disabled students understand the challenges their peers face and appreciate the strengths and contributions of students with disabilities. Research has shown that increased interaction with individuals with disabilities leads to more positive attitudes and reduced stigmatization, further reinforcing the importance of a barrier-free environment. The ripple effect of reducing environmental barriers not only directly benefits students with disabilities by improving their access to education but also has a broader impact on the campus community. When universities commit to creating an accessible and inclusive environment, they send a powerful message that diversity is valued and that all students, regardless of their abilities, are integral to the fabric of the institution. This fosters a culture of inclusivity that extends beyond disability to encompass other forms of diversity, such as race, gender, and socioeconomic status.

Moreover, when non-disabled students witness institutional efforts to remove barriers and support their disabled peers, they are more likely to adopt inclusive attitudes themselves. This creates a ripple effect, where

inclusivity becomes a shared value among the student body, leading to a more cohesive and supportive campus environment. Over time, this can contribute to long-term shifts in societal attitudes toward disability, as students carry these values with them into their future careers and communities.

Conclusion

In conclusion, the strong association between environmental barriers and attitudes toward peers with disabilities highlights the pivotal role that the physical and systemic environment plays in shaping perceptions and experiences. Addressing these barriers is crucial not only for ensuring equitable access to education for students with disabilities but also for fostering positive attitudes and promoting a culture of inclusivity within the broader student body. Universities bear the responsibility of creating environments that support all students, and by dismantling environmental barriers, they can take significant strides toward building more inclusive and supportive academic communities.

This study analyzed three key factors—personal beliefs, social impact, and physical obstacles—that significantly affect the inclusiveness of educational environments at the Universiti Teknologi MARA, Kampus Puncak Alam Selangor. The findings offered insights that may guide policy development, practice enhancement, and future research to foster more inclusive educational environments therefore bridging the gaps found. Perhaps the focus can be emphasized more on environmental barriers that were found to have the most significant correlation with the attitudes of non-disabled students toward their disabled peers.

Striving for inclusivity in higher education is both a moral imperative and a necessary step toward establishing diverse, equitable, and successful academic communities. Institutions must comprehend the factors that promote or obstruct inclusion to effectively accommodate a broader spectrum of individuals. Universities can foster a more inclusive and supportive environment for all by promoting affirmative mindsets and educating students on the significance of diversity. This approach perhaps may guarantee that each student can excel in their academic pursuits and contribute meaningfully to the campus community.

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