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Students with Disabilities and Academic Performance in Post-Secondary Education

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The purpose of this study is to determine whether services and social supports influence student success in their academic performance in postsecondary education. This study conducted quantitative research and created a survey through SurveyMonkey by means of sending a link through email to a total of 87 students with disabilities age 18 or older from Sacred Heart University did not answer the question of what is the relationship for social support and GPA. In conclusion, it suggests that there is no relationship between the social supports and GPA.

**Background**

Before 1980, individuals with disabilities were not allowed to use public city buses; were not offered equal opportunities in education; and had limited career choice, resulting in discrimination against people with disabilities for their differences and obstructing them from achieving their goals. This discrimination was physical, socially, and mentally affecting their lives. People across the United States fought against disability discrimination; however, it was not until 1980 that legislators and Congress passed the National Disability Act for individuals with disabilities (Arlene, 1992).

In 1964 Congress passed the Civil Rights Act which prohibited discrimination by race or gender when hiring was aimed at supporting all minority groups and should have included individuals with disabilities. However, the Civil Rights Act was only applied to racism, sexism, and women’s rights. Individuals with disabilities protested that unfair was that. Disability advocates fought against discrimination by protecting titles, writing letters, and speaking publicly about the discrimination they faced. Not all government agencies supported individuals with disabilities and those who did, helped with funding and coming up with ways to create an act to directly benefit this group (Arlene, 1992).

The American Disability Act of 1990 applied to all individuals with disabilities. It provided services and reduced discrimination through affirmative action, requiring social supports and accommodations to students with disabilities in secondary and postsecondary education. It provided assistance to students with disabilities to achieve their academic goals and also protected them from being discriminated against by their disabilities in postsecondary education and transition into the workforce. Some students with disabilities might need more support than others and are entitled to extended times on tests, exams, and quizzes; a scribe to take note; as well as for postsecondary education can also be stressful to take care of to make it happen. Some of those responsibilities are making sure the university or college provides them with a support system and are responsible for what they need. Students must be proactive advocates for themselves, every faculty, and every class. There are many steps students with disabilities have to fulfill. In order to have access for special accommodations, students are required to provide documentation about the disability, such as medical records, documents, and other information that demonstrates the issue and needs. Also, students with disabilities must advocate for themselves to receive and follow the accommodations services provided in the disclosure letter that is provided (OCR, 2011).

**Methodology**

For this research study a nonprobability, purposive sample was conducted. I reached out to the Disability Administration from Sacred Heart University by posting an advertisement on Facebook,Sacred Heart University’s Disability Administration asked the survey to the students that have a disability. The questionnaire was administered on Survey Monkey by means of sending a link through email.

**Results**

A Pearson correlation test was conducted for the basic hypothesis test looking at the relationship between social supports and academic performance. There was a significant positive correlation of .887 which was significant at the .001 level. Since the significance level was quite high, it showed that my hypothesis test was confirmed, there is a significant relationship between academic social support and academic performance.

To control for gender for the advanced hypothesis test, a Pearson correlation was conducted on the subset of male students and the subset of female students. Both were significant at the .001 level. As a result, it showed that the relationship was significant for both men and women.