

# Survey of Life Science degree students' perception of how disability influences scientific skills



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## Introduction

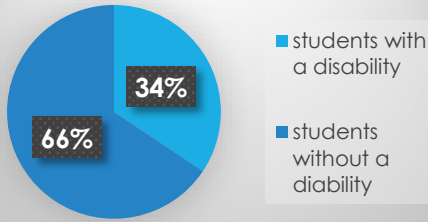
Inclusion across education contexts is critical to acknowledge and inspire the full potential of people with learning disabilities (Gilson, 2020). The aim of the study was to compare the perception of Life Science students on how learning disability influences scientific skills

## Method

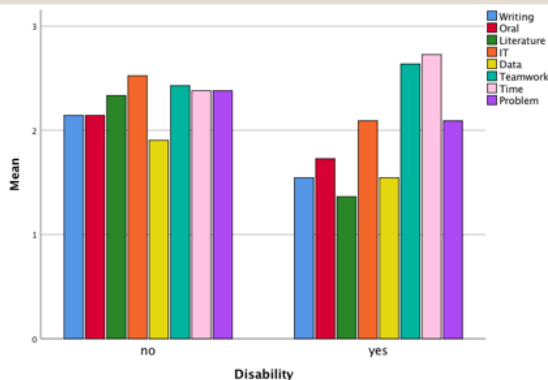
A survey of university students studying Life Science degrees in the UK was carried out. Analysis of the result was carried out using SPSS with a chi square test comparing the responses of students with a disability to those without a disability.

## Results and discussion

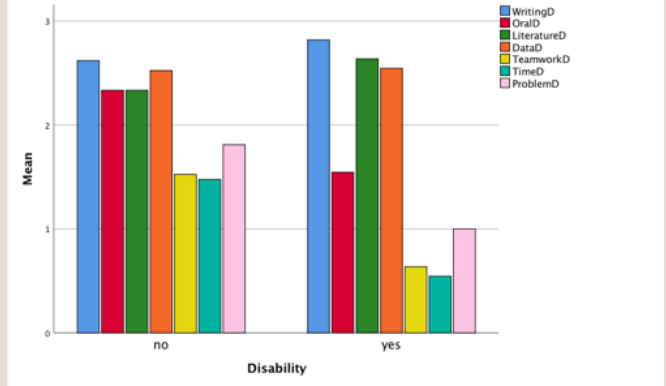
### Demographics of respondents



Comparison of perception of the competence of students on various scientific skills. 3 represents responses that indicated 'good', and 0 being 'poor'.



Comparison of students' perception of how having a learning disability influences the execution of specific scientific skills. 3 represents responses that indicated 'very much', and 0 being 'not at all'.



The statistical analysis showed that more students with a disability feel that other students with a learning disability will struggle more to acquire writing skills and literature searching skills.

The results showed that

- whether a student has a learning disability significantly contributes to their perception of their competence in scientific skills ( $p=0.007$ ).
- the perception about the skills that students with a disability will be able to execute was not dependent on whether the respondent has a disability ( $p>0.05$ ).

Summary: The outcome of this study brings to question the efficacy of University provided support for students with learning disability

## References

- Gilson CB, Gushanas CM, Li YF, Foster K. *Intellect Dev Disabil.* 2020 Feb;58(1):65-81. doi: 10.1352/1934-9556-58.1.65. PMID: 32011227.  
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