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Academic and Administrative Support Services Provided to Students with Disabilities in Saudi Universities: The University of Tabuk as a Model

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Summary

This study aimed to know the level of academic and administrative support services provided to people with disabilities in Saudi universities: The University of Tabuk as a model. From their point of view, the study sample consisted of (51) students from the University of Tabuk with disabilities. The researcher used a questionnaire consisting of two dimensions: The academic dimension And the administrative dimension, prepared by the researcher, after extracting its psychometric characteristics, and the results showed that the level of the auxiliary services provided to the students was moderate degree as a whole and in each of the two dimensions of the questionnaire, and that there were no statistically

significant differences in the response of the sample members to the questionnaire due to the gender variable, and that there are Statistically significant differences in the response of the sample members to the questionnaire attributable to the variable of the type of disability in favor of the hearing impaired, and the presence of statistically significant differences in the response of the sample members to the questionnaire due to the variable of the college in favor of the scientific faculties.

Keywords

people with disabilities, academic services, administrative services.

Introduction

Education enhances knowledge, attitudes and potential for success in life. The focus on Education for All by the United Nations Educational, Scientific and Cultural Organization (UNESCO), has led to an increase in the number of students with special needs in higher education in the country (UNESCO, 2008), the number of students with special needs Private enrollment in higher education institutions is increasing. Research estimates that 8% to 10% of these students enrolled in higher education predominantly have learning disabilities. The various groups of students with special needs at the university invite different support according to their needs. Broad participation in higher education has been supported by legal changes, better educational practices, and accessible university programs (Hadjikakou et al, 2010).

Gürgür, Büyükköse & Kol (2016) indicated that students with disabilities face cognitive, social, and emotional problems, in addition to facing many difficulties in the process of communication and language acquisition, which confirms the need to provide customized programs and services that Supports their psychological, academic, and social needs by providing continuous and systematic support services in the educational and home environment.

The difficulties that students with disabilities face in universities vary according to the type and severity of the disability, which makes their needs for different support and services. Psychology, physical and occupational therapy, and the quality of these services depends on their achievement of the desired goals, and on the extent of coordination and cooperation between all parties involved in education for this category of students (Hebbeler & Spilker, 2016).

All parties should work together in providing educational support to students with special needs so that they do not fall behind in their university studies. The involvement of non-academic faculty in the learning of students with special needs is seen as essential in providing support to these students. Their support extends beyond academic needs which include infrastructure and social needs. (Stumbo et al., 2009) discusses the support that public universities should provide to students with special needs who are pursuing undergraduate studies. Among the forms of support listed are personal or individual support by non-academic staff. This support will provide an easier way to understand and support students. The success of students with special needs is directly affected by their perceptions of faculty

support (Allsopp, Minskoff, & Bolt, 2005).

One of the important factors for the success of students with disabilities is the tendency and willingness of faculty members to implement changes and adapt their curricula to the needs of these students (Morina et al, 2015), and there is an urgent need to train faculty members on the specific needs of people with disabilities. Mechanisms are applied to ensure programmed training for both professors and administrative staff. Finally, the voices of people with disabilities must be prioritized, and their views are particularly relevant to the development and implementation of policies, programs and institutional decisions that will affect their quality of life. In short, these students need to actively engage in such developments and practices (Liasidou, 2014).

Supporting students with disabilities is not dependent on providing physical facilities and adapting buildings to serve them. Rather, there are supportive academic services that are important to the success of students with disabilities at the university, such as testing procedures, modifying teaching methods and strategies, making adjustments to curricula, assessment methods and tools, And the use and support of libraries to suit this category of students, such as books in Braille, lessons in sign language, and other services (Ari & Inan, 2010). In addition to the service of providing accessible educational materials through a unit or department whose task is to transform academic educational materials into an accessible format, in order to facilitate equal access to information and knowledge, especially for students with print disabilities (Klaus, 2009).

Services can be customized to be provided for each type of disability. Visual impairment requires that the university introduce blind and visually impaired students to assistive devices, software and applications that enable them to keep pace with their classmates and the latest technologies. The Center for Students with Special Needs at King Saud University shall encourage blind students to report the software and hardware they need and shall assist colleges in determining the software and hardware required for their websites and the special electronic services they provide. Providing a suite of software and hardware that meets the needs of students with low vision studying in the various faculties is essential to enable them to have access to the university's laboratories, libraries and resources. University laboratories can be equipped with applications, software and assistive devices directed to students with special needs (Al-Jarf, 2021).

Equipping the laboratory with additional computers, providing more training time for students to maximize computer use. Provide screen readers such as JAWS licensed device to enhance students' efficiency in using computer assistive technology because some students are not familiar with its use, and that the university may provide loans to blind students to enable them to purchase a Braille Sense notation tool. It is also possible to integrate course materials for blind students, publish their electronic courses, and provide technical support with the help of the Deanship of E-Learning and Distance Education. As nowadays smartphones have many accessible built-in features that help blind users connect

to a wirelessly refreshable braille display, post pictures to Facebook, identify colors and money denominations, read product usage barcodes, and many more language applications can be used by students. To benefit from language learning, blind students can use a combination of a smartphone or tablet and refreshable braille display instead of an expensive braille notation tool (Theodorou & Meliones, 2020).

As for the hearing impairment, Al-Juhani and Issa (2021) divided the services provided to students with a hearing impairment into administrative and guidance services represented in "providing a service center for students with disabilities, providing a specialized administrative employee to provide support and guidance services for deaf and hard of hearing students, and the university also provides an employee at The Admission and Registration Unit to facilitate registration by deleting and adding for deaf and hard of hearing students. The university also provides a visual guide translated into sign language on its website for the processes of adding, dropping and selecting people, and providing an audiologist. The university also offers a qualifying year for deaf and hard of hearing students. Such as employing faculty members for written means of communication, such as e-mail and text messages, providing smart boards, providing translation programs into sign language, providing a presentation of courses recorded in sign language on the university's website, and providing assistive audio devices in classrooms, and the third dimension is environmental services: Existence of classrooms equipped to teach people with hearing disabilities, such as sound insulation, good lighting, and means of display, providing visual aids to warn of fires and other dangers, providing them with appropriate means of transportation, and the last dimension is the services related to the teaching process, such as the presence of an interpreter in the classrooms to translate into sign language, allocating additional time for students with hearing impairments to perform homework, and providing them with additional private lessons.

Dweikat (2015) also elaborated some measures that can be implemented by faculty members, including: professors' keenness to grant additional time during exams to people with special needs when needed, the university allowing students with special needs to register lectures during the lecture, and the university providing an open education system that suits by its nature with students with special needs, faculty members allow the disabled to use clerks and readers in the halls, diversify the teaching methods used to take into account the nature of the needs of students with special needs. The university provides the necessary assistance for people with special needs to perform their exams easily. The university provides the appropriate curricula for students with special needs. The university provides an academic staff specialized in the field of special education.

Among the administrative services provided by Saudi universities to students with disabilities is the establishment of the Special Needs Services Unit, which provides many administrative services, including (Umm Al-Qura University, 2019):

Coordination with all parties inside and outside the university to provide

programs and all the needs of people with disabilities, including devices, technologies, books, audio and video, and the like to help them achieve academic achievement.

Cooperating with the Academic Advising Unit to facilitate student registration in courses and to provide the appropriate study schedule for them.

Helping them obtain permits for their cars to enter and leave the university.
Exempting them from service and other fees within the university.

Encouraging them to find work during the Hajj season in cooperation with the competent authorities in line with their capabilities.

In this study, the researcher will address two areas of support services provided to students with disabilities, which are academic services and administrative services.

Previous studies

Dweikat study (2015), which aimed to know the reality of the services provided to students with special needs in Palestinian universities, from the point of view of the members of the teaching and administrative staff. An-Najah National University, and Birzeit University in Palestine, the researcher used the questionnaire as a tool to achieve the objectives of the study, and the results showed that the services provided to people with special needs according to their availability were arranged as follows: "the psychological, social, academic and then administrative fields, then the administrative facilities, and finally the structural facilities and the technology used." And support for the education of people with special needs. The results also showed that there were no statistically significant differences in the provision of educational services provided to students with special needs due to the variable of the university in which they work, gender and educational qualification.

Ahmed (2017) conducted a study with the aim of knowing the reality of support services and its relationship to the level of satisfaction of students with visual disabilities about university life at the College of Education at Qassim University. The study sample consisted of (12) students with visual disabilities in the Department of Special Education at Qassim University (Saudi Arabia). The researcher used the questionnaire to achieve the objectives of the study, and the results showed that the students' evaluation of the services provided was average in all areas (academic services, office facilities, university building facilities, admission and registration services) and that there was a positive relationship between providing support services and satisfaction with university life.

In a study carried out by Ali et al., 2018 to look at the educational support that students with special needs receive while pursuing their studies at a university. The study sample consisted of (6) non-academic employees serving various departments and units in a public university in Malaysia. The instrument used to collect data was an interview protocol for a survey of learning support provided by non-academic faculty to students with special needs. This study found that non-

academic learning support for students with special needs was at an average level. The educational support provided includes aspects related to funding, motivation, professional programs, special workshops, demonstration methods, providing an information package and informing colleges and lecturers about the enrollment of students with special needs at the university.

In a study conducted by Al-Rahamna (2020) with the aim of identifying the reality of the support services provided to students with disabilities in the Al-Balqa Applied Society from their point of view, the study sample consisted of (32) male and female students with disabilities from Al-Balqa University (Jordan), the researcher used the questionnaire to achieve the objectives of the study. The results showed that the reality of the support services provided to students with disabilities was average, and there were differences in the reality of the support services provided to students with disabilities due to the variable of sex in favor of males, and to the variable of specialization in favor of humanitarian specializations, and there are no statistically significant differences attributed to the variable type of disability.

Mahadat and others (2021) also conducted a study to identify the degree to which students with disabilities in public universities appreciate the services and facilities provided to them, their attitudes towards these services, and the difficulties and obstacles associated with providing these services. The study used the educational services scale and was applied to (208) male and female students with disabilities in Jordanian universities. The results showed that the degree of estimating the availability of services and the difficulties and obstacles that are related to the provision of services was moderate, and the results also showed that there were statistically significant differences according to the gender variable in favor of males, and to the variable of academic level in favor of bachelor students, while there were no statistically significant differences due to the variables of the type of disability and the college.

Bayoumi (2021) also conducted a study whose objectives are to identify support services for people with special needs from the point of view of teachers and specialists in schools and special education centers. The sample consisted of (60) female teachers and specialists in schools and special education centers in Ismailia (Egypt), and the researcher used the questionnaire to achieve Objectives of the study, and the results showed by the study that support services are available to some extent, and that most of these services are medical services, and the least assistive technology services, and there are no statistically significant differences due to the variable of the type of disability, and the ranks of the parameters.

Al-Qahtani study (2022), which aimed to identify the support services, facilities and obstacles facing people with disabilities at Tabuk University. The study sample consisted of (25) male and female students with disabilities at the University of Tabuk (Saudi Arabia). The researcher used the questionnaire to achieve the objectives of the study, and among the results that The study showed

that the level of services provided in general was high, and that there were no statistically significant differences in support services according to the variable of sex, or type of disability. While a statistically significant difference was found in the facilities provided by gender variable in favor of males.

Commenting on previous studies

The researcher reviewed a set of previous studies that dealt with the support services provided to students with disabilities, which he was able to access, and arranged them from oldest to newest. Al-Qahtani, 2022) and all the studies addressed by the researcher used the questionnaire to achieve their objectives. All previous studies indicated that the level of provision of support services for students with disabilities was average, with the exception of the study (Al-Qahtani, 2022) which showed that the level of provision of support services at Tabuk University was high. The studies (Dweikat, 2015; Al-Qahtani, 2022) showed that there were statistically significant differences in estimating the level of support services provided in favor of males, while other studies showed that there were no differences due to the gender variable, as indicated by the study of (Al-Rahamna, 2020; Mhaidat et al., 2021). Al-Qahtani, 2022) There are no statistically significant differences in estimating the level of support services provided due to the type of disability variable.

This study was distinguished from previous studies by choosing only academic and administrative services, and the researcher benefited from previous studies in preparing the theoretical framework and preparing tools and methods of statistical analysis.

Study problem and questions

University study and success in it are important matters for students with disabilities, as it provides them with the opportunity to obtain work appropriate to their abilities, improve their financial income, develop their ability to communicate, social inclusion, form a family and play a positive role in society (Nye-Lengerman & Nord, 2016). Disability may be a reason for students with disabilities to drop out of school due to poor academic performance and inability to adapt to university life (Smedema et al., 2015). Community members without discrimination, regardless of economic status or disability (Van Mieghem, et al., 2020), and one of the most important factors in the success of students with disabilities at the university is the academic and administrative services provided by the university to students with disabilities, which are represented in the attitudes and preparations of faculty members To implement the changes and adapt their curricula to the needs of these students, and to provide the university with administrative support services and sufficient support to complete their study period successfully (Morina, et al, 2015). The problem of this study was to reveal the degree of availability of the academic and administrative support services provided to students with disabilities from their

point of view to know their needs and their satisfaction with the academic and administrative services provided by the university to students with disabilities at the University of Tabuk.

Study Questions

The problem of the study consisted of the following questions:

The first question: What is the degree of availability of academic and administrative support services provided to students with disabilities at Tabuk University?

The second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the arithmetic means of the estimates of students with disabilities to the degree of availability of academic and administrative support services provided to them at the University of Tabuk due to the variables (college, type of disability)?

Objectives of the study

This study aimed to achieve the following:

Disclosure of the degree of availability of academic and administrative support services provided to students with disabilities at the University of Tabuk.

Detecting the impact of the variables of the college and the type of disability on the estimates of students with disabilities to the extent of the availability of academic and administrative support services provided to them at the University of Tabuk.

The importance of studying

The degree of presence of academic and administrative support services for students with disabilities at the university can be considered as one of the indicators of academic accreditation in universities. Therefore, the importance of this study lies in the following:

-Theoretical importance: This study presented a theoretical framework for the academic and administrative support services for students with disabilities in universities, a theoretical framework that may restrict university administrators in forming a theoretical perception of the nature of the support services provided to students with disabilities. Support services needed by students in universities.

- Practical importance: the results of this study benefit the quality unit at the university to provide balanced academic and administrative support services that depend on the real needs of students with disabilities, and the estimates of students with disabilities for the academic and administrative support services provided to them may be kept in the database to plan to meet their needs in the future, and may benefit From the questionnaire prepared in this study, researchers in the field of academic and administrative support services provided to students with disabilities. The study also provided previous studies whose results can be

used in universities.

Idiomatic and procedural definitions

the studies terms can be defined as follows

Support services: It means the comprehensive, coordinated process of employing classroom and extra-curricular activities, and medical, psychological, educational and professional services to assist students with disabilities in achieving the maximum possible degree of functional effectiveness (Sulaiman and Murad, 2013).

It is procedurally defined by the degree to which the sample members obtain the support services questionnaire prepared for this study.

Academic support services are services related to raising the academic achievement of students with disabilities by adapting teaching methods and means and adapting curricula and assessment methods in proportion to their abilities (Al-Humaidhi, 2019).

It is procedurally defined by the degree to which the sample members obtain the support services questionnaire (academic field) prepared for this study.

Administrative support services: they are the services related to the management of the educational process at the university in terms of preparing programs, registration processes and others that would help students with disabilities to successfully complete their university studies (Mohammed and Arafa, 2016).

It is procedurally defined by the degree to which the sample members obtain the support services questionnaire (administrative domain) prepared for this study.

Students with Disabilities: They are Tabuk University students registered during the academic year 2021/2022 who suffer from moderate and severe visual, hearing and motor disabilities and need compensatory devices and support services to reduce the impact of disability on their adaptation to university life.

It was procedurally defined as the students with visual, hearing and motor disabilities at the University of Tabuk and the participants in the study.

The limits of the study

Human limits: This study was applied to (51) male and female students with visual, hearing and motor disabilities.

Spatial boundaries: This study was applied at the University of Tabuk.

Time limits: The procedures for this study were applied in the first semester of the 2021/2022 school year.

Objective limits: In collecting its data, this study relied on an electronic questionnaire that measures the support services provided to students with disabilities; Therefore, the generalization of the results of this study is determined by the validity and reliability of its tool.

Method and Procedure

The method and procedures dealt with the study method and sample, and how to build the study tool and its procedures.

Study Approach

This study adopted the descriptive analytical approach to reveal the academic and administrative services provided by the University of Tabuk to students with disabilities.

The study samples

The sample of this study consisted of (51) male and female students with visual, auditory and kinesthetic disabilities who are studying at Tabuk University. And (53) questionnaires were retrieved, and two duplicate questionnaires were deleted, and (51) questionnaires were valid for statistical analysis. Thus, the study sample reached (51) male and female students with disabilities.

study tool

To achieve the objectives of the study and collect data related to it, the researcher used the following tool:

Questionnaire on the availability of academic and administrative support services provided to students with disabilities:

A questionnaire was built on the degree of availability of academic and administrative support services provided to students with disabilities from their point of view, "the degree of availability indicates the degree of challenge." The questionnaire, in its final form, consisted of (21) items, distributed over the field of academic services (12) paragraphs, and the field of administrative services (9) Paragraphs, and each paragraph corresponds to a quintile scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1). The theoretical literature and previous studies that examined the provision of support services for students with disabilities were reviewed. Disability as a study (Dwekat, 2015) and a study (Shehadeh, 2018), where some paragraphs were modified to fit the sample of this study, and the researcher formulated some paragraphs in the light of the theoretical literature formed by him about academic and administrative support services provided to students with disabilities, and then extracting The validity and reliability of the resolution.

The validity of the questionnaire about the availability of support services provided to students with disabilities

The validity of the questionnaire was verified by presenting it in its initial form to arbitrators from faculty members specialized in the field of special

education in some Saudi and Jordanian universities. The amendments included modifying the wording of some paragraphs, so the questionnaire came out in its final form, consisting of (21) paragraphs, with a total score of (105).

The Reliability of the questionnaire on the availability of support services provided to students with disabilities:

To verify the reliability of the questionnaire, it was applied to an exploratory sample other than the study sample consisting of (24) male and female students at Fahd Bin Sultan University, and the reliability of the resolution was calculated using Cronbach's Alpha equation as in Table (1).

Table (1): Correlation coefficients for the paragraphs of the questionnaire for the availability of support services provided to students with disabilities in the field to which they belong and the total score of the questionnaire

Paragraph	Domain correlation coefficient	Correlation with the total degree	Paragraph	Domain correlation coefficient	Correlation with the total degree
1	**0.84	**0.72	11	**0.77	**0.85
2	**0.65	**0.77	12	**0.87	**0.73
3	**0.81	**0.78	13	**0.77	**0.67
4	**0.88	**0.90	14	**0.75	**0.65
5	**0.60	**0.68	15	**0.67	**0.87
6	**0.71	**0.65	16	**0.68	**0.90
7	**0.77	**0.91	17	**0.68	**0.91
8	**0.86	**0.69	18	**0.72	**0.89
9	**0.74	**0.84	19	**0.88	**0.81
10	**0.85	**0.88	20	**0.69	**0.65
			21	**0.71	**0.67

It was found from Table (1) that the correlation coefficients of the resolution paragraphs with the domain to which they belong ranged between (0.88-0.6), and the correlation coefficients of the resolution paragraphs with the total degree of the resolution ranged between (0.91-0.65), and the stability of the resolution was reached using the Cronbach's alpha correlation coefficient. (0.92), which are suitable correlation coefficients for the purposes of this study.

The five-grading categories in the questionnaire were also converted into three-level grading as follows:

$-(5-1) = 4$

- $4/3 = 1.33$ where this value was used to determine the length of the staging period as follows:

- 1- 2.33 low score
- 2.34-3.67 average score
- 3.68-5.00 high degree

Study Procedures

To achieve the objectives of this study, the researcher did the following:

- 1- Building a questionnaire about the availability of academic and administrative support services provided to students with disabilities and verifying their psychometric characteristics.
- 2- Obtaining the necessary approval to facilitate the procedures for applying the study from the University of Tabuk.
- 3- Choosing a sample of the study by means of a comprehensive survey of students with disabilities, and their number was (51) male and female students.
- 4- Applying the study tool to the study sample electronically.
- 5- Organizing the data, entering it into the computer and processing it in the light of the study questions.
- 6- Coming up with conclusions and recommendations.

Statistical processors

To answer the study questions, the following statistical treatments were used:

- 1- Cronbach's alpha equation to calculate the stability of the questionnaire about the availability of support services provided to students with disabilities.
- 2- Arithmetic means and standard deviations (Means & Standard Deviation) to estimate the arithmetic means of the study members' estimates about the degree of availability of academic and administrative support services provided to students with disabilities at the University of Tabuk.
- 3- T-test to reveal the impact of the college (scientific, literary) on the study members' estimates of the degree of availability of academic and administrative support services provided to students with disabilities at the University of Tabuk.
- 4- Analysis of variance (One-Way ANOVA) to detect the impact of the type of disability (visual, auditory, kinesthetic) on the study members' estimates of the degree of availability of academic and administrative support services provided to students with disabilities at the University of Tabuk.

Study results and discussion:

First: the results of the first question: "What is the degree of availability of academic and administrative support services provided to students with disabilities at Tabuk University?"

The arithmetic means and standard deviations of the responses of the study members were calculated on the areas of the questionnaire for the availability of academic and administrative support services provided to students with disabilities as shown in Table (2).

Table (2) Arithmetic means and standard deviations of the responses of the study

members to the fields of identifying the availability of academic and administrative support services provided to students with disabilities

No.	Paragraph	arithmetic mean	Standard deviation	Degree
1	Academic Services	3.74	0.55	High
2	Administrative services	3.10	0.81	moderate
	The degree of availability of academic and administrative support services provided to students with disabilities at the University of Tabuk as a whole	3.42	0.59	moderate

Table (2) shows that the total score of the arithmetic means of the responses of students with disabilities to the questionnaire on the availability of academic and administrative support services provided to students with disabilities was medium, with an arithmetic mean of (3.42) and a standard deviation of (0.59).

Academic services came in the first place with a mean of (3.50) and a standard deviation of (0.55) at a medium degree, followed by administrative services with a mean of (3.10) and a standard deviation of (0.81) with a medium degree.

The researcher also calculated the arithmetic means and standard deviations of the responses of students with disabilities to the items in the field of academic services as shown in Table (3).

Table (3) Arithmetic means and standard deviations of the responses of students with disabilities to the items in the field of academic services

No.	Paragraph	arithmetic mean	Standard deviation	Degree
7	Persons with disabilities are given sufficient and appropriate time to take the test	3.90	0.90	High
11	The teaching methods used in the lectures vary, taking into account the nature of each disability	3.90	0.98	High
3	The university trains faculty members to deal with students with disabilities	3.78	0.81	High
9	The university provides scientific material for students with disabilities in proportion to their abilities	3.78	0.88	High
8	The student's work is continuously evaluated in proportion to the types and severity of each disability	3.76	0.99	High
1	The university provides the requirements and needs of students with disabilities	3.73	0.94	High
10	The university provides suitable places to take exams for students with disabilities	3.71	1.03	High
4	The university provides academic advising services in a timely and efficient manner	3.69	0.86	High
6	Adaptation of tests of all kinds in proportion to the type and degree of disability	3.69	0.79	High
5	The university provides a test clerk for students with disabilities who can't	3.65	0.84	moderate
2	Adapting university courses to suit the abilities of students with disabilities	3.63	0.92	moderate
12	Faculty members understand the capabilities of students with disabilities	3.63	0.87	moderate

	Academic support services for students with disabilities at the University of Tabuk	3.50	0.55	moderate
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It is noted from Table (3) that the arithmetic averages of the responses of students with disabilities to the paragraphs of the field of academic services in the questionnaire on the availability of support services provided to students with disabilities ranged between a medium degree and a high degree, and paragraphs No. (7 and 11) "People with disabilities are given sufficient time It is appropriate to perform the test" and "the teaching methods used in the lectures vary, taking into account the nature of each disability" in the first place with an arithmetic mean of (3.90) with a standard deviation of (0.90, 0.98), respectively, with a high degree, followed by paragraphs No. (3 and 9) "University training Faculty members to deal with students with disabilities" and "the university provides scientific material for students with disabilities in proportion to their abilities" with an arithmetic average of (3.78) with a standard deviation of (0.88, 0.99), respectively, with a high degree, and paragraphs No. (2, 12)) "Adapting university curricula to suit the abilities of students with disabilities" and "faculty members understand the capabilities of students with disabilities" ranked last with a mean of (3.63) and a standard deviation of (0.92, 0.87), respectively, at a medium degree.

The arithmetic means and standard deviations of the responses of students with disabilities on the items in the field of administrative services were also calculated as in Table (4).

Table (4)

Arithmetic means and standard deviations of the responses of students with disabilities to the items in the field of administrative services

No.	Paragraph	arithmetic mean	Standard deviation	Degree
13	The university provides a special unit for the care of people with disabilities	3.82	0.65	High
14	The university provides a special unit for administrative and financial procedures and facilities for people with disabilities.	3.37	1.06	moderate
18	The Special Unit for the Disabled coordinates with the departments, deanships and colleges of the university to serve students with disabilities	3.27	1.13	moderate
15	The university provides a complete database on students with disabilities that facilitates parental access to it.	3.12	1.09	moderate
19	The Special Unit for the Disabled holds workshops to familiarize faculty members with the needs of this category and to facilitate their academic and social requirements	3.10	1.10	moderate
17	The university trains the staff well on how to deal with students with disabilities	2.84	1.25	moderate

21	The Special Unit for the Disabled provides training services for students with disabilities	2.82	1.16	moderate
16	The university provides a student services center for students with disabilities on campus	2.78	1.12	moderate
20	The university establishes partnerships with parties outside the university to provide services for students with disabilities	2.73	1.22	moderate
	Administrative support services for students with disabilities at the University of Tabuk	3.10	0.81	moderate

It is noted from Table (4) that the arithmetic averages of the responses of students with disabilities to the paragraphs of the field of administrative services in the questionnaire on the availability of support services provided to students with disabilities came to a medium degree, and paragraph No. (13) "The university provides a special unit for the care of persons with disabilities" in The first rank with an arithmetic mean of (3.80) with a standard deviation of (0.65) with a high degree, followed by paragraph No. (14) "The university provides a special unit for administrative and financial procedures and facilities for people with disabilities" with a mean of (3.37) with a standard deviation of (1.06) at a medium degree, Paragraph No. (20) "the university holds partnerships with parties outside the university to provide services to students with disabilities" came in the last rank with a mean of (3.73) and a standard deviation of (1.22) at a medium degree.

This result is due to the fact that the University of Tabuk is one of the universities that receive accreditation from higher education, and this accreditation requires providing a supportive environment for students with disabilities, and responding to their academic and psychological needs, and the Quality Unit reviews the indicators of comprehensive education at the university, which aims to prevent any circumstances material or moral to marginalize any student and hinder his studies or limit his creativity.

The University of Tabuk also bases its plans on a database, part of which is concerned with student affairs, monitors all students with disabilities, monitors each type of disability, and the requirements to be provided to the student with disabilities. It is also working on developing projects aimed at meeting the psychological, moral and material needs of students with disabilities.

This result is due to the fact that the faculty members and the university administration understand the needs of students with disabilities, and the physical environment meets all their requirements of rams, visual, audio and kinetic aids, and allocates specialized budgets for this aspect, while we find that the university is not specialized in providing medical services, but rather transfers students to Specialized medical care when needed. In addition, the university provides students with technologies that it can provide or available to it, and its services do not exceed some audio, visual and motor aids, while leaving the responsibility for providing

medical and technical services to the parents of students with disabilities.

The results of this question are similar to the results of all studies addressed by the researcher, except for the study (Al-Qahtani, 2022), which showed that the level of support services provided to students with disabilities was high.

Second: The results of the second question: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the arithmetic averages of the estimates of students with disabilities for the degree of availability of academic and administrative support services for them at the University of Tabuk due to the variables (college, type of disability)?"

The arithmetic averages and standard deviations of the study members were calculated according to the college variable (scientific/literary), and then a T-test was conducted for the independent samples to reveal the impact of the college on the differences in the arithmetic averages of the responses of students with disabilities to determine the availability of academic and administrative support services provided. For students with disabilities as shown in Table (5)

Table (5) The results of the (T-test) test for independent samples to reveal the impact of the college on the differences in the arithmetic averages of the responses of students with disabilities to the questionnaire on the availability of support services provided to students with disabilities

variable	Category	Number	arithmetic mean	Standard deviation	T	df	Sig
Total	Scientific	27	3.541	0.583	3.169	49	0.003
	Literary	24	3.133	0.255			

Table (5) shows that the value (t) of the degree of availability of support services provided to students with disabilities at Tabuk University reached (3.169) with a significance level of (0.003), which is a statistically significant value, which means that there are statistically significant differences in the arithmetic averages of students' responses Persons with disabilities to identify the availability of support services provided to students with disabilities attributed to the college, and for the benefit of scientific colleges.

The arithmetic means and standard deviations of the study members were calculated according to the type of disability variable (visual, auditory, kinesthetic), as shown in Table (9).

table (6) Arithmetic means of the responses of students with disabilities to a questionnaire about the availability of support services provided to students with disabilities according to the variable of the type of disability (visual, auditory, kinesthetic)

Type of Disability	Number	arithmetic mean	Standard deviation
Audio	13	3.95	0.56
Visual	20	3.17	0.27
Motor	18	3.11	0.23
Total	51	3.35	0.50

Table (6) shows that the arithmetic mean of the estimates of students with hearing disabilities for the academic and administrative support services provided to them amounted to (3.95) with a standard deviation of (0.56), and the arithmetic mean of the estimates of students with visual disabilities for the academic and administrative support services provided to them reached (3.17 with a standard deviation of (0.27), while the arithmetic mean of the estimates of students with motor disabilities for the academic and administrative support services provided to them reached (3.11) and with a standard deviation of (0.23), and to reveal the statistical significance of these differences, a one-way analysis of variance (One) was conducted - Way ANOVA) and the results were as in Table (7)

Table (7) One-Way ANOVA of the responses of students with disabilities to the questionnaire on the availability of support services provided to students with disabilities according to the type of disability variable (visual, auditory, Motor)

Variance source	sum of squares	df	mean squares	F	Sig
between groups	4.412	2	2.206	23.500	0.000
in groups	6.035	48	0.126		
Total	10.447	50			

Table (6) shows that the value of (f) amounted to (23,500) in terms of (0.000), which is a statistically significant value, which means that there are statistically significant differences in the arithmetic averages of the responses of students with disabilities to a questionnaire about the availability of academic and administrative support services provided to students with disabilities. attributed to the type of disability. In order to detect the direction of these differences, Scheffe test was used as shown in Table (8).

Table (8) An Scheffe test to reveal the trend of differences in the responses of students with disabilities to the questionnaire on the availability of academic and administrative support services provided to students with disabilities according to the type of disability

Variable category	visual impairment	Impaired hearing	Impaired mobility
visual impairment	--	0.785-	0.056
Impaired hearing	0.758	--	0.841
Impaired mobility	0.056-	0.841-	--

Table (8) shows that the differences in the responses of students with disabilities to the questionnaire on the availability of academic and administrative support services provided to students with disabilities were in favor of students of the hearing disability category compared to students with visual and motor disabilities.

This result is due to the fact that students with disabilities who study in science colleges make more use of college facilities than students with disabilities

who study in colleges of arts. Students with disabilities in the faculties of arts are provided with the support services provided by the university, and in their movement, they feel the environmental, technical and administrative facilities, while students with disabilities in the faculties of arts use limited facilities.

This result is also attributed to the fact that students with disabilities in scientific faculties need support services more than students with disabilities in faculties of arts. They need motor, visual and auditory aids due to the nature of scientific activities, safety precautions in laboratories, constant movement from one department to another, and conducting experiments, in When students with disabilities in faculties of arts do not need this amount of support services.

This result is due to the fact that hearing disability is one of the least expensive support services, and it does not require high complex skills after providing support, such as motor disabilities. His problem is over, and he begins to learn the rest of the ordinary students, so he feels the effectiveness of the support service provided to him, while we find that the motor disability even after providing the support services requires effort from the student, and the visually impaired student needs visual aids and prominent writing sometimes, and special papers, and he still needs support for long periods of time.

The results of this question differ with the results of the study (Al-Qahtani, 2022; Mhidat et al., 2021; Bayoumi, 2021; Al-Rahamna, 2020), which revealed that there are no statistically significant differences due to the type of disability variable. And it differed in terms of the impact of specialization with the study (Al Rahamna, 2020), which showed that the effect was for humanitarian specializations.

Recommendations

In light of the results of this study, the researcher recommended the following:

- Setting realistic standards and indicators by the quality units in universities to provide balanced academic and administrative support services based on the real needs of students with disabilities.
- Building an updated and realistic database to meet the future needs of students with disabilities.
- Develop strategic plans to meet academic and administrative needs and improve their contribution to providing the necessary support for students with disabilities.
- Preparing field research that investigates the needs of students with disabilities for moral support at the University of Tabuk.

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