

Attitudes of university colleagues toward accommodations for students with disabilities

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Abstract

This study aimed to assess attitudes of university colleagues toward accommodations for students with disabilities. This quantitative study used a cross-sectional observation design. The observation was designed via Qualtrics, distributed, and 247 those who took part in the investigation were investigated using a software package to analyze statistical data. Results indicated that most faculty demonstrate strong and great results in the provision of accommodations in the educational practice of students with. Furthermore, findings suggested issues surrounding disabled learners were much discussed by female university colleagues. Many years of experience were associated with great results in providing accommodations for students with disabilities in universities than inexperienced children. Being a training helper was also associated with a more optimistic perception toward discussing academic problems with disabled learners than being an Advisor. Recommendations are to provide training and role models for mans to increase their attitudes toward accommodations and to provide training and mentorship for those with less training experience.

Keywords: Attitudes, Accommodations, Inclusion, High incidence disabilities, University

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1. Introduction

Disabled learners numbers of those who transition from secondary into post-secondary training and earn a degree has been on an alarming rise over recent years. In University, it is always very hectic to acquire the greatest levels, but you are still agreeing with the countries' rules and giving the learners equal and unbiased chances (Trainor et al., 2016). The disabled learners were consistently deprived of the chance to acquire greater level training anywhere across the world; it was a significant issue cutting across. However, according to recent legislation, they can now smile because they can enrol and pursue opportunities like their friends and colleagues living without disabilities. As much as the number of disabled learners transitioning has been rising, this is not to say that all has been well. Significant challenges have also been experienced (Carroll et al., 2020). The cost factor has been a considerable challenge. Due to financial difficulties, disabled learners tend to get out of college much faster than learners who are not disabled (Stewart & Schwartz, 2018).

Additionally, it is essential to note that educational success and attainment do not guarantee success in the labor market. Individuals with disabilities can now attain academic success more quickly than in the past. Advancements in technology and the creation of novel devices and methods, such as electronic textbooks, speech-to-text translators, and various strategies used to present reading materials in novel ways, have made it easier and more accessible to read and communicate (World Health Organization, 2018). Extra support in the form of test times, and quiet rooms, among many other mechanisms, has made learning more comfortable. Colleges and universities have tried to establish fully responsive offices, offering the needed advice and collaborating with the faculty offices to ensure learners' requirements are met. The increased educational attainment and accomplishments of disabled learners have been a paramount issue in America and Canada (Carroll et al., 2020). In addition, we find that implementing the law that requires disabled learners to acquire training in secondary institutions has also increased the number of learners living with disabilities in schools. It is prudent to note that the laws protect both the faculty members and the learners. The law requires higher learning institutions to ensure learners with known disabilities have *accommodations*. The institutions are prevented from changing their syllabus to fit the needs of disabled learners.

2. Literature Review

2.1. Legal framework for accommodations

Since the start of the mid-1970s, learners in K-12 government schools are eligible for distinct training and housing in their training services, as well as the Individuals with Disabilities Education Act (IDE) special education , 2018 (US Department of Education, 2022). Since then, an increase in the number of disabled learners has grown of those who train for their diploma training qualification and aim at getting a college degree. Learners with disabilities who qualify for assistance are guaranteed to receive housing under an Act in section 504 of the Rehabilitation in 1973 (Boney, Potvin, & Chabot, 2019). Such laws demand that postsecondary training institutions offer the needed academic changes to make certain that there is no bias formulated on disabilities. Learners with disabilities who receive exceptional education support through their high school education are more likely to put forth more effort in college, where such approval is not required by law. Studies indicate that learners with disabilities tend to show higher memory and constant rates compared to other learners. Such leads to the decrease in the chances of learners with various disabilities developing social skills and proper mental health. According to Draeger (2019), the overall unemployment rate of people without disabilities stands at around 4.2% compared to that of people with disabilities, which stands at 9.2%. Joining a college or university can significantly address this challenge, as the university will elevate the education qualification. Studies show that

attaining a college degree guarantees a 74% increase in an individual with a college degree earns more than an individual without one.

Lovett and Nelson (2020) explored the legislation for housing among learners with Attention Deficiency Hyperactivity Disorder. Three legal frameworks guarantee education accommodations for learners, and the laws are essential depending on the kind of school the learners attend. Public schools need to enforce the Individuals with Disabilities Education Act (IDEA) which helps learners who qualify based on the chosen criteria. The covered learners are subject to an Individualized Education Program (IEP) that lists accommodations. Individualized Education Programs not only provide accommodations but also target academics and goals for each student, which must be evaluated periodically by the school staff. More significantly, the idea of classifying a student within IDEA, as well as generating an IEP, is required by schools.

Every school, private or public, is categorized under this law, The Americans with Disabilities Act. Section 504 and the American Disabilities Act (ADA) describe disability as the state that significantly restrains a significant life activity. Learners with great disability levels are protected under the laws mentioned above. Attention deficit hyperactivity disorder (ADHD) is included under great disability levels (Gage, Lierheimer, & Goran, 2012). Concentration has been listed as a skill learners with ADHD cannot attain. As much as most learners living with ADHD are disabled using the 504 and ADA explanation, the determination and decision of the disability is unique from diagnosis, and not every student with ADHD diagnosis will require accommodations within section 504. Learners who get either ADA or 504 services do not have personal education goals, and the number of learners with 504 agenda has increased tremendously recently.

There has been a rise in the number of learners with disabilities, such as ADHD, attending postsecondary education. The number of learners with mild disabilities attending postsecondary has increased in the recent past by over 21%. However, it is essential to note that despite significant interest from learners with disabilities to pursue postsecondary education, their desire has often been crippled by numerous challenges (Holzberg, Test, & Rusher, 2019). Data derived from the National Transitional Study shows that over 90% of learners having different disabilities have set their intentions on finishing postsecondary education. The poor performance among learners with disabilities has been because these learners are not utilizing their resources fully. How the student's accommodations are reviewed is much different from secondary and postsecondary scenarios and settings. Secondary schools are required to assess learners suspected of having disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (1973). Upon determination that a student has a certain kind of disability, the institution is required to offer the learners the much-needed accommodations as needed for the Individualized Education Program. The IEP of the learners lists the necessary accommodations which would help in measuring their academic achievements as well as the functional performance of the learners on various assessment tests. Learners don't have to look for accommodations actively. According to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, learners have access to accommodations. However, learners must present the relevant documents regarding their disability to qualify for the accommodations. Also, learners with physical disabilities need access to complete housing, just as learners without disabilities get access to housing. Institutions need to offer reasonable accommodations.

2.2. Faculty Attitudes Toward accommodations

Faculty members must have good relations with the disabled learners and provide them with accommodations. However, it is equally essential for faculty to want to provide the disabled learners with accommodations (McCarron, 2020). A sequential mixed methods study conducted by McCarron (2020) evaluated faculty attitudes, the want to give disabled learners accommodations and the levels the

methods provided the accommodations. Outcomes indicated faculty had optimistic perceptions toward the provision of accommodations, although their knowledge and previous experience affected their ability to provide accommodations for disabled learners. The author recommended training for faculty, so they are more knowledgeable and able to provide accommodations, regardless of their attitude toward them.

Shine and Stefanou (2022) studied faculty self-efficacy, attitudes for disabled learners in the University. An observation was distributed to nearly 5,000 faculties at a southeastern institution in the United States. Based on results faculty who had received training and professional development were more likely to agree with accommodations, making them more willing to provide accommodations for disabled learners. The authors recommended professional development for tutors so they are knowledgeable about accommodations. The authors also recommended future research should be conducted at more locations, as this research was limited to one university (Shine & Stefanou, 2022).

Lombardi and Murray (2011) assessed faculty attitudes in University and variables such as sex, position, university, and training. A observation was distributed to 289 faculty members to evaluate their attitudes toward accommodations and knowledge levels regarding disabled learners. Findings suggested inexperienced feman learners, in the college of education, with previous training about disabled learners, tend to possess optimistic perceptions toward giving accommodations for the disabled learners (Lombardi & Murray, 2011).

Leyser et al. (2011) also evaluated faculty attitudes toward accommodations and how they differ according to their personal experience with individuals with disabilities, training, position, and training area. The initial study included 116 faculties at a training college in Israel. The follow-up study ten years later formed the responses of 188 faculties from seven different training colleges in Israel. The research used observations for both the original and follow-up analysis. Outcomes indicated faculty in the later study were more likely to be knowledgeable regarding accommodations. Additionally, In the more recent study, the authors found faculty with more experience and those more highly trained were more likely to possess great perspectives toward the accommodations provisions. Those with a lower position and lower academic degree were also more likely to have more great perspectives toward accommodations for the disabled learners.

Elbeheri et al. (2018) assessed the perspectives of university leaders towards accommodating Kuwait student. 76 of them took an online questionnaire. The findings indicated staff want to keep the disabled learners. While sex posed no hindrance to staff's willingness to keep disabled learners, sex found faculty with more experience more inclined to make necessary provisions. There was a variability for faculty who had previously taught disabled learners on their willingness to host them, which may have been affected by their previous experiences and whether they were negative or positive. The authors recommend additional training for faculty members on accommodations so tutors are knowledgeable in their ability to provide them effectively (Elbeheri et al., 2018).

2.3. The Effect of accommodations

Offering accommodations to learners with disabilities dramatically affects their school prowess positively. Currently, there are more learners with a disability pursuing college degrees. According to Kim and Lee (2016) there is an importance of hosting disable learners based on their school prowess. Their studies suggests that hosting disabled learners has a greater role in keeping the student's prowess in colleges offering higher learning. Every student does receive accommodations immediately, as it is not a requirement. But through a selective process. This study aimed to look at outcomes of hosting on learners' GPAs and determine which kind of hosting affects the school prowess of learners with a disability. The outcome showed that test accommodations show the difference and variations in GPA.

Compared to learners without disabilities, those disabled are more likely to have minimal memory and persistence rates.

College learners who have ADHD or any other learning disability are allowed to complete their examinations separately in environments with minimal distractions. Even though separate hosting investigations are thought to offer learners the same access to testing and thus help improve performance, minimal research has been done to explore the impact on test scores. A study by Weis and Beauchmin (2020) sought to assess outcomes of providing hosting on investigations performance among college learners suffering from ADHD and learning disabilities. This study evaluated unique room testing by exploring the student's examination score variations. This investigation provides more to the existing study that different and individual section investigation is not the proper hosting for many disabled learners and may adversely affect their general results on various occasions.

Disability service offices in post-secondary education institutions offer disabled learners the reasonable hosting required to initiate education equity and promote inclusion and access to post-secondary education. According to the findings of National Centre for Education states that almost one in every ten undergraduate learners is reported to be suffering from at least one disability. With the legislation of the Americans disabled students Act, learning institutions are limited from isolating and discriminating against handicapped learners. A research sby Chiu et al. (2019) highlighted how disability services significantly adds up to the education results of the disabled learners. The student's overall GPA immensely changed after registering with the programs offering assistance to learners with disabilities. Student disability officers need to work efficiently and also coordinate with the academic offices to improve on education prowess of the disabled learners.

Education policies should include hosting so that the disabled learners can be efficient in their learning and attain educational goals according to the academic standard required by the state. Research by Harrison et al. (2013) explored the effectiveness of accommodations among learners in the particular education category of emotional disturbances, as well as those with the diagnosis of ADHD. This study provides definitions that differentiate the capacities from modifications and interventions. Harrison et al. (2013) explored outcomes of scientific evidence to show the use of hosting disabled learners and those living with ADHD. Intentions of the research evaluates the success of hosting the disabled learners and to acquire the best potential hosting . The findings suggest that essential policies are in place, and appropriate accommodations are provided for these learners. The individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Act require the thorough consideration and utilization of required accommodations to create a proper playing ground among learners with disabilities and those without.

Ju, Zeng, and Landmark (2017) conducted a literature review on disabled learners and their school prowess in college-level education. The studies reviewed were published between 1972 and 2016. This study's main aim was to examine the research and offer a preview of the research findings on learners' academic success. Outcomes suggest that self-advocacy training and coaching helped learners develop self-determination skills so that they could use disability services and university support programs. These strategies helped them achieve their educational goals and improve academically (Ju et al., 2017).

2.4. The accommodations Process

Research by Mamboleo et al. (2020) explored the obstacles people with visual disabilities encounter when requesting workplace impairments. The researchers developed and administered an online observation issued to the agencies serving the visually impaired with intentions of knowing the hosting procedures. This study aimed at discovering the barriers related to workplace hosting among

people with visual disabilities. The study found that participants' employers' defeatist attitudes and workplace culture may stop individuals with disabilities from requesting accommodations.

With the increasing numbers of disabled learners attending university education in the United States keeps increasing, the responsibilities of Disability Support Services have been growing significantly. A study by Miller et al. (2019) aims at showing the consistence and choice of several review processes for the hosting requests. The findings showed that most who took the test were convinced with the review procedures. However, some those who took part in the investigation reported being dissatisfied with the single-reviewer process.

Another study by Kurth and Mellard (2006) explored learners' general perception of academic processes in their education after secondary. The findings suggest one of the leading causes for the significant underrepresentation of disabled learners after secondary education may be blamed on the lack of appropriate and effective accommodations. This research suggested ineffective and inappropriate accommodations arise from the hosting identification process, which aims at a disability model instead of the student's contextual and functional requirements.

3. Method

3.1 Data and Sampling

A quantitative research methodology has been used for the success of this study. Additionally, a questionnaire observation separated into manageable pieces has been employed to gauge the main study topic in a cross-sectional observation manner to achieve the research goals. This design would make it easier to measure, examine, and debate the results.

3.2 Instrumentation

The data collection instrument was a structured questionnaire designed by the researchers to examine university staff's behavior for incorporation for the disabled learners in Saudi Arabia. Conducted instrument was adapted from Saunders et al. (1992) and Rusbult et al. (1988). The observation comprised of native information on the first pages and the steps guiding the performance of survey. A booklet containing the questions for conducting the survey was divided into sections. The first section had the respondents census and while the other section had their point of view.

3.3 Validity and Reliability

The researchers conducted a pilot test with 18 faculty members in Saudi Arabia. The purpose of the pilot test was to determine the validity and reliability of the instrument as well as to search for early indications of the observation's utility. All 18 faculty members' comments were considered. Low-reliability objects from the pilot test were subsequently canceled. In order to establish the goals of the measurement and validate the observation, the instrument was also indicated throughout the literature review. To develop the fact of the observation, three quantitative research professionals were asked to participate. The opinions and suggestions of all experts were considered.

3.4 Observation administration

Observation administration investigators applied the Qualtrics observation portal to develop and edit the outcomes. The Qualtrics platform permits the research to be referenced on the website, to have the investigators plan content and acquiring information in an automated manner. Additionally, channels of the Qualtrics observation were formulated and forwarded to those who were involved.

3.5 Investigation

Information collected from the research area was investigated using an Experimental design. Analysis on this information was done using a statistics platform. In the research when commonness and rates were obtained they were tabulated respectively. Additionally, multivariate analysis was done to come up the levels that fluctuations show University staff's perspective in providing hosting for learners who are disabled in Saudi Arabia.

Auxiliary coding was implemented in the research for staff schooling ranks and university area commonness to display them in mathematical methods. The University members schooling ranks was formulated from 1 - 5 (1 = Tutor helper, 2 = Lesson, 3 = Helper Instructor, 4 = Associate Instructor, 5 = Full Instructor) and the reference group was the tutor helper.

Outcome

4.1 Feedback levels and illustrative outcome

To source information and respond to questions of the investigations a Qualtric platform was utilized as the commonly applied means of collecting information. There was feedback from 247 university staff during the period of investigation.

4.2 Sex

What was included as an example of the research comprised of 248 university staff in Saudi Arabia, among them 171 (69.8%) comprised of males while 78 (32.2%) made the females.

Table 1. Description of Sample by Sex (N=248)

Sex	Commonness	Percentage
Men	171	69.8%
Women	78	32.2%

4.3 Period of imparting knowledge

Those who took the test were to fill sections to show their experience of working as tutors, Their years of experience in imparting knowledge was in between 0 to 35, with a mean of 6 years respectively. Outcomes proved a great difference in the period of training experience by those who took test. Their experience was categorized on those who had taught for long as from 18 to 35 years and those who were still armatures in imparting knowledge as from 0 to 17 years.

4 Position in Studies

Information proved that University staff's positions and University junior instructors were the usual studies work.

43 (16.8%) comprised of helper tutors, 82 (32.6%) composed of scholars, 87 (34.6%) comprised of junior instructors, 19 (8.0%) made up the associate instructors, and only 11 (3.9%) comprised of full instructors.

Table 2. Those who took part in the investigation' Position in Study (N=242)

Position in Study	Frequency	Percentage
Helper tutor	43	16.8
Scholar	82	32.6
Junior instructor	87	34.6

Associate instructor	19	8.0
Full instructor	11	3.9

4.5 Hosting Offers

Individual who took the tests were to provide results on whether their learning institutions had chances for accommodate the disabled learners. According to their answers 102 (41.9%) learners proved their institutions having to offer accommodations services to the disabled learners while the rest 145 who made up (58.1%) proved that their institutions could not host such services.

4.6 Coaching

Individuals who took part in the investigation received coaching on how to deal with learners who are disabled. Results have proved 107 (43.3%) had this coaching, and 140 (56.7%) had not had this coaching.

Table 3. Population Density of those who took part in the investigation

Object	Frequency	Percentage	N = 248
<u>Sex</u>			
Man	171	69.8%	
Woman	78	32.2%	
<u>Academic Position</u>			
Tutor Helper	44	17.8%	
Advisor	83	33.6%	
Helper Instructor	88	35.6%	
Associate Instructor	20	8.1%	
Full Instructor	12	4.9%	
<u>Accommodation Services</u>			
Yes	101	40.9%	
No	146	59.1%	
<u>Training Services</u>			
Yes	107	43.3%	
No	140	56.7%	

4.7 Dependence Evaluations

The observation comprised of optimistic and pessimistic objects. In spite of that, information and those who were involved in conducting the investigations brought back the laws for the pessimistic object's results. The object that was in the lead made an outcome position of 1= "Strongly Disagree" was brought back to position 7 before the investigation and then the object director "Strongly Agree" occupied position 1. Objects occupying the optimistic object position remained in their previous states in the investigation. Dependability evaluations were made on the investigation objects, investigators formulated that the figure that started the view point amount was .887, and was a better dependence evaluation indicator judging by the following recent writings.

Table 4.

Table 4. Dependence Evaluations of University Staff's Understanding.

Investigation Objects	Cronbach's Alpha
Perspectives of Accommodation for Students with disabilities scale Alpha (14 Objects)	0.887

4.8 Investigation Question 1 Outcome

Getting answers to Investigation Question 1, “What Perspectives do University Staff possess on availing accommodation for student with disabilities in Saudi Arabia?” Illustrative math was performed to obtain results for the greatest and least mean of objects (objects 12 and 13). Startup amounts for the illustrative math investigated University Staff perspective to provide accommodation for student with disabilities in Saudi Arabia (Object12). Table 5 shows the outcome.

Table 5. University Staff perspective to provide accommodation for student with disabilities in Saudi Arabia

Object	M	SD
1 I can provide a written copy of my lesson	4.91	0.89
2 I can provide a summary for each lesson	4.99	0.84
3 I modify the assignments for my learners HID to allow them to change the writing task to a presentation or vice versa	5.18	0.67
4 I make their tests written, oral or take home	4.97	0.79
5 I allow an helper to take the lesson notes and explain or read the test to learners HID	5.06	0.86
6 I allow learners with HID to use any assistive learning technology in the classroom	5.29	0.74
7 I allow testing in a suitable environment	5.17	0.95
8 I allow recording lessons in audio or video	5.19	0.78
9 I allow an extra time in the delivery of assignment	5.15	0.73
10 I provide the learners with a modified syllabus	5.13	0.75
11 I allow the student to be absent if the cause is due to disability	4.89	0.81
12 I discuss the academic problems with learners	5.33	0.63
13 I allow learners with HID to use any assistive learning technology during the test	4.87	0.86
14 I allow more time for learners with HID for their tests or divide the test into sections	5.02	1.00

Outcomes indicated that discussing the academic problems with learners on average (M = 5.33, SD = 0.63) have agreed that they discuss with learners with HID about academic problems. A majority of the participants (225; 91.1%) strongly agreed or agreed with the statement. On the other hand, 22 participants (8.9%) indicated that they neither agree nor disagree with the statement.

The lowest mean was for the statement “I allow learners with HID to use any assistive learning technology during the test”. Participants showed that they allow learning technology during test on average (M = 4.87, SD = 0.86) More than half of the participants 179 (72.5%) strongly agreed or agreed, 48 (19.5%) of those who took the tests did not comprised individuals who either concur nor differ that they allow student to use technology during test. 20 (8.1%) of those who concurred or strongly differed with the declaration.

Table 4. University Staff’ Mean Attitudes Scores by Demographics

Variables	Behavior		
	N	M	SD
Sex			
Man	170	4.34	.31
Female	77	4.43	.27
Academic Position			
Tutor Helper	44	4.45	.21
Advisor	83	4.23	.34
Helper Instructor	88	4.42	.28

Associate Instructor	20	4.34	.20
Full Instructor	12	4.37	.08
Accommodation Services			
Yes	101	4.43	.22
No	146	4.32	.33
Years of Training Experience			
Low Experience	149	4.35	.29
High Experience	98	4.39	.31
Training			
Yes	107	4.26	.26
No	140	4.45	.30

Note: (n = 247).

Interestingly, University Staff members who earlier got training proved lower mean optimistic results on discussing the academic problems with disabled learners in universities ($M = 4.26$; $SD = .26$), compared to those with no coaching $M = 4.45$; $SD = .30$). University Staff members who have more years of training experience showed higher mean scores ($M = 4.39$; $SD = .31$) discussing the academic problems with disabled learners in universities compared to those who have lower training experience ($M = 4.35$; $SD = .29$). Additionally, University Staffs who work in a university that provides accommodation services have more optimistic perceptions toward discussing the academic problems with disabled learners ($M = 4.32$; $SD = .33$) compared to those who work in a university that does not provide accommodation services ($M = 4.43$; $SD = .22$). As a result, differences in the sample were assessed while controlling for other variables to see if they were meaningfully different in the Multivariate investigation.

4.9 Multivariate investigation Results

A linear multiple regression was used to analyze the relationship between the independent variables and dependent variable of attitudes toward providing accommodation for learners disabled. The overall regression was significant, $F(13, 233) = 7.747$, $p < .000$, $adj R^2 = .263$. The variables Sex ($\beta = .301$, $p < .000$), Advisor ($\beta = -.310$, $p < .000$), Years of Experience ($\beta = .290$, $p < .000$), considered important according to the values.

In particular, being man was considered with .34-element lower average perception of discussing the academic problems with disabled learners in universities. Being a training helper was considered with .34-element bigger optimistic perception of discussing the academic problems with disabled learners in universities than being an Advisor, controlling for other factors. Finally, having more years of experience proved .31-unit higher reported optimistic perceptions discussing the academic problems with disabled learners in universities than those with less experience.

Table 5 approximates 26.3% of the total variation in Provision of Accommodation for Student with Disability among University Faculty Members can be explained by the model.

Table 5. Multivariate investigation of University Staff 's Perception in Providing Accommodation for Student with Disability in Saudi Arabia

Category	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
Sex	.337	.073	-.301	4.632	.000
Accommodation services	-.082	.083	.078	-.987	.325

Have you had any training in how to work disabled?	-.100	.074	.095	-1.349	.179
Advisor	-.340	.094	.310	-3.617	.000
Helper P	.102	.092	-.094	1.103	.271
Associate Prof	.008	.133	-.004	.062	.951
Full Prof	-.096	.180	.040	-.535	.593
Years of Experience	.307	.066	-.290	4.660	.000

5. Debate and Exposition

5.1 Study examination 1: What Perspectives do University Staff possess on availing accommodation for student with disabilities in Saudi Arabia?

For each observation Object regarding attitude toward providing accommodation for student with disabilities , the mean attitude score was closest to 5, corresponding with “Somewhat Agree” on the 7-point scale. In other words, faculty members in Saudi Arabia generally agree with practices that favor discussing and providing accommodation for learners with great disability levels. This is consistent with previous research, which showed that faculty are usually willing to provide accommodation for learners with disabilities. Still, that willingness can vary depending on background factors such as knowledge and experience. (McCarron, 2020; Shine & Stefanou, 2022). For each statement, the vast majority of those who took part in the investigation chose either to Agree or Strongly Agree, making the median mostly correspond with “Agree” responses, but the those who took part in the investigation who decided Disagree or Strongly Disagreed brought the mean down toward 5, or somewhat agree. Mean scores ranged from 4.87 to 5.33, with the lowest mean for the statement “I discuss academic problems with learners” and the highest for the statement “I allow learners with HID to use any assistive learning technology during the test.” Despite these being the lowest and highest means, they still round to an anchor point of 5, or somewhat in agreement with the statement. The statement about using assistive learning technology had many high ratings of agreement and strong agreement but also had 20 those who took part in the investigation with some level of disagreement, which was more than most of the other statements. The statement with the most significant standard deviation, indicating variation among responses, was “I allow more time for learners with HID for their tests or divide the test into sections,” with a standard deviation of 1.00.

These results show that most Saudi faculty in Saudi Arabia agree or strongly agree with each of these statements. Most faculty demonstrate a strong optimistic perception toward providing accommodation for learners with great disability levels in their educational practice. However, some still disagree or strongly disagree with the attitudes and approaches discussed in this scale.

5.2 Study examination 2: To What Extent Do Sex, Academic Position, Accommodation Services, and Training Explain University staff's perception on accommodate student with disabilities in Saudi Arabia?

Outcomes clearly show that sex and academic position. accommodation services and training were statistically significant predictors of the higher faculty members’ attitude toward providing accommodations for learners with great disability levels in Saudi Arabia. Female faculty had significantly more optimistic perceptions toward discussing academic problems with learners with great disability levels in universities. This is consistent with findings among faculty in the US as well (Lombardi & Murray, 2011). Previous research has demonstrated that, due to socialization and sex stereotypes, female faculty are more likely to be expected to be nurturing and accommodating than their man counterparts (Rogus-Pulia, et al., 2018). Other research, conversely, found sex did not explain faculty members’ attitudes

toward the provision of accommodations (Elbeheri et al. 2018). Therefore, further research is needed to substantiate these findings. This study cannot determine whether female faculty indicated more agreement with these statements than man faculty because of socialized expectations or because of other background differences.

More years of experience were associated with more optimistic perceptions toward accommodations for learners with great disability levels in universities than those with less experience. This finding, where more years of training experience is related to more optimistic perceptions toward accommodations for learners with disabilities, is consistent across previous research (Elbeheri et al., 2020). Being a training helper was associated with a more optimistic perception toward discussing academic problems with learners with great disability levels in universities than being a Advisor. However, other than this, there were no significant differences by position. Previous research has found significant differences in attitude toward accommodations based on faculty position (Lombardi & Murray, 2011; Leyser et al., 2011), but since this study included both position and years of experience, it is possible that the previous studies were capturing years of experience in the position variable.

Surprisingly, previous training was not significantly predictor of attitude toward accommodations for learners with disabilities. This is contrary to previous research, which found more optimistic perceptions among those who had training (Leyser, et al., 2011; Lombardi & Murray, 2011; Shine & Stefanou, 2022). Perhaps the training completed by these faculties were too varied in topic and duration to be able to capture any differences. It is also possible that variations in the topics and quality of the training can either result in the training increasing or decreasing faculty attitudes. This study shows that previous training does not guarantee a difference in attitudes of faculty toward accommodations for learners with disabilities.

6. Recommendations for Future Research

In future research, it would be beneficial to include mixed methods. The study could use qualitative data to understand further why faculty of particular demographics and experiences are more likely to have optimistic perceptions toward accommodating learners with disabilities. For example, it would be helpful to know if feman faculty responded the way they did due to actual differences in beliefs or societal roles and pressure to conform to stereotypes. It would also be helpful to know the differences between the types of training faculty had experienced and how this related to their attitudes.

7. Conclusion

Observations for the study were to examine the attitude of the higher faculty members in Saudi Arabia towards providing hosting for learners with great disability levels, as well as the impact of sex, years of experience, academic position, hosting services, and pieces of training. According to outcomes, there is no reasonable doubt that the University Staff members' attitudes towards providing hosting greatly depend on the abovementioned factors. Additionally, outcomes of this study also show that sex, years of experience, academic position, hosting services, and training are statistically predictors of higher faculty members' attitudes toward the provision of hosting for learners living with disabilities. The number of learners with a disability who report to various post-secondary institutions has been on a sharp rise over recent years. This increase has been characterized by several challenges as well. The hosting has become a significant issue for learners with various disabilities seeking to pursue learning in college and university. This paper has correctly listed the relevant legal provisions and several matters concerning accommodating people with disabilities. Other challenges, as seen in various studies, are the expenses in terms of money and time invested. These obstacles and barriers make the lives of people with disabilities much more difficult. This study provides more detail regarding the characteristics and experiences of faculty likely to have more optimistic perceptions toward accommodations for learners with disabilities.

Some recommendations are to provide more socialization experiences and role models that increase man attitudes toward accommodations, create mentorship for those with less training experience, and concentrate on the quality of training to be beneficial. By understanding the characteristics more likely to result in optimistic perceptions, we can focus on the experiences and interventions that can improve faculty attitudes and increase the likelihood that learners with disabilities will have the accommodations they need to succeed in University.

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