



THE PERCEPTION AND ACCOMMODATION OF THE FACULTY STAFF MEMBERS FOR STUDENTS WITH DISABILITY AT HELWAN UNIVERSITY CAMPUS

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Article History: Received: 05.04.2023

Revised: 09.05.2023

Accepted: 13.05.2023

Abstract

Background: The number of students with disabilities continues to increase in university so, it is critical that the faculty staff members have knowledge, positive attitude and able to adapt to make appropriate accommodations for student with disability.

Aim: the study aimed to assess the perception and accommodation of faculty staff member for student with disability at Helwan university campus.

Design: Descriptive research design was applied in this study. Sample: A convenient sample used was 364 faculty staff members`.

Setting: Study conducted at Helwan University campus, Faculty of Pharmacy, Law, Commerce, Social Services, Engineering, Science, Tourism and Hotel, Computer and Information and Arts Education.

Tools of data collection: one tool was used for data collection include an interview questionnaire that consisted of four parts: Part I: Demographic characteristic of faculty staff members`, Part II: Faculty staff members` knowledge, part III: Faculty staff members` attitude, part VI: Faculty staff members` accommodation regarding student with disability.

Result: The study results revealed that, 87,30% of studied faculty staff members` had good knowledge, 91.50% of studied of faculty staff members` had positive attitude and 91.50% of studied of faculty staff members` had positive accommodation regarding student with disability.

Conclusion: There was a highly significant positive correlation between total knowledge scores, total attitude scores and total accommodation score regarding students with disability.

Recommendations: Continuous health education program for faculty staff members` regarding student with disability.

Keywords: Accommodation, Faculty Staff Members`, Student with disability, Perception.

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DOI: 10.48047/ecb/2023.12.si4.812

1. INTRODUCTION

According to World Health Organization (WHO, 2021) disability is "a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Higher educational institutions are facing the challenge of educating students with additional types of cognitive disorders. There five types of disabilities that have increased at the higher education level. These disabilities are dyslexia, Attention Deficit/Hyperactivity Disorder (ADHD), dyscalculia, dysgraphia, and processing deficit.

College and university instructors must be equipped to facilitate learning for students with disabilities in

order to increase students' success rate in persistence and degree completion. Faculty staff member should be trained in understanding the needs of and teaching students with disabilities before engaging in pedagogy within the classroom. College students with disabilities have particular instructional support needs to help them adapt to the academic and social cultures on the college campus (Polk, 2021).

The perception of college and university instructors as knowledge and attitude must be equipped to facilitate learning for students with disabilities in order to increase students' success rate in persistence and degree completion. Because they have an extremely high likelihood of teaching students with disabilities, faculty should be trained in understanding the needs of and teaching students with disabilities before engaging in pedagogy within the classroom. College students with disabilities have

particular instructional support needs to help them adapt to the academic and social cultures on the college campus (Polk, 2021).

Students with disabilities have indicated that several college services, including academic advising, counseling services, and tutoring centers have been beneficial to their educational attainment that there was no difference in the graduation rate of students with disabilities who received disability-related services and those with disabilities who registered for services but did not receive them at university (Thompson-Ebanks, 2019).

Educational accommodations are alterations made to the delivery of instruction or testing, while keeping the essential content the same, such accommodations are frequently provided to students who have been diagnosed with disabilities. Accommodations are designed to allow for access to educational opportunities, not necessarily success in a particular educational endeavor. Also found that the three most common recommendations made were for accommodations: extended time, breaking tasks into smaller units, and preferential seating (Hustus et al. 2020).

Community Health Nurses (CHN) have an obvious role to play in improving and help the disability student. They have also, provide high quality of care for disability student. CHN are a key profession in the provision of health and social care supports for student with disability, enabling the highest quality of opportunities and providing health and social care supports to student with disability in the changing landscape of disability services. As a group whose educational and experiential preparation is solely focused on student with disability. CHN have the values, knowledge and professionalism to deliver safe, high quality, compassionate, ethical, legal and accountable practice to the student with disability across the lifespan and in the variety of settings where they live (Shreen et al, 2018).

SIGNIFICANCE OF THE STUDY

In Egypt the percentage of disability among young age (18-29 years) is 1.77% for males compared to 1.19% for females have a disability type that difficult from (major to absolute), 6.02% for males compared to 4.23% for females have disability type that difficult from (simple to absolute). Also, young person (18-29 years) with functional difficulties according to the type of students, the largest percentage of people with functional difficulties from major to absolute degree is difficulty of understanding and communicating (0.56%), then difficulty of walking or climbing stairs (0.54%) followed by difficult of self-car (0.41%), the lowest percentage was for difficulty remembering or concentrating (0.39%) and seeing was (0.26%) (Central Agency of Public Mobilization and Statistics (CAMBS, 2021).

Student with disabilities constitute a large proportion of the general population of higher education

students. A recent large-scale survey is 19.4% of students with disabilities, primarily with mental disorders (35.0%), learning difficulties (33.5%) and chronic diseases (16.1%). Most importantly, person with disabilities have been found to be less likely to enroll in higher education and more likely to experience study delays, while running a higher risk of dropping out of higher education than students without disabilities (United State(U.S) Department of Education, 2019).

AIM OF THE STUDY:

Aim of this study is to assess the perception and accommodation of faculty staff member for student with disability at Helwan university campus through the following objective:

1. Assess the knowledge of faculty staff member regarding student with disability.
2. Appraise the attitude of faculty staff member regarding student with disability.
3. Assess the level of accommodation of faculty staff member toward student with disability.

RESEARCH QUESTIONS:

1. What are faculty staff members` knowledge about the student with disability at Helwan university campus?
2. What are faculty staff members` attitude toward student with disability at Helwan university campus?
3. What are the faculty staff members` level of accommodation toward student with disability at Helwan University campus?
4. Is there relationship between faculty staff members` knowledge, attitude and accommodation for student with disability and their demographic characteristic?

2. SUBJECT AND METHODS

• Research Design:

Descriptive research design was used in this study.

• Setting:

The study conducted at the faculties of Helwan University campus.

• Sampling:

• Type of sampling: -

A convenient sample was used.

Sample size: The sample size is (364) from 6631 of total faculty staff member in previous academic year (2020/2021) at Helwan university campus by using the following sample size equation according to (Krejcie & Morgan, 2018).

$$n = \frac{N \times p(1-p)}{\left[\frac{N-1}{N} \left(d^2 + z^2 \right) + p(1-p) \right]}$$
$$n = \frac{6631 \times 0.5 \times (1-0.5)}{\left[\frac{6631-1}{6631} \left(\frac{0.05^2}{1.96^2} \right) + 0.5 \times (1-0.5) \right]} = 364$$

N= Community size

z= Class standard corresponding to the level of significance equal to 0.95 and 1.96

d= The error rate is equal to 0.05

p= Ratio provides a neutral property = 0.50

The actual size of sample was 364 from faculty staff members` through academic year 2021-2022.

Tools of data collection: Data collected through using one tool.

A Structural Interviewing questionnaire: It was designed and translated to Arabic language form to avoid misunderstanding based on reviewing of related literatures and divided to 4 parts:

Part (1):

Demographic Characteristics of Faculty Staff Members`:

This part consists of 5 items such as: age, gender, college, year of experience and academic degree for faculty staff members.

Part 2: Faculty staff members` knowledge assessment questionnaire

Assess level of knowledge of faculty staff members` regarding student with disability which include meaning ,causes ,contributing factors ,types of disability , effect of disability on students, the reason for student with disabilities enroll in higher education, method of teaching for student with disability, the steps to improve the learning of students with disabilities, problems do faculty members face in educating a disability student, reason why a student with disabilities went to higher education, best means that can be provided to the faculty members` to improve the handling of a student with disabilities and The reason or obstacle to the lack of completion of higher education by students with disabilities.

Knowledge scoring system:

This part of questions consists of 16 questions every question had three response with total score (32).

- Complete correct answer was scored (2)

- Incomplete correct answer was scored (1)

- Incorrect answer or don't know were scored (0).

the total scores for the faculty staff members knowledge regarding student with disability divided into three levels as the following:

Poor knowledge < 60 % (< 20 scores)

Average knowledge 60 - < 75 % (20 < 24 scores)

Good knowledge ≥ 75 % (24 – 32 scores)

Part 3: Faculty staff members` attitude toward student with disability .This questionnaire consist of 18 items, that adapted by (Jessical et al.,2015) as Students with disabilities attend college at rates proportionate to the rates of attendance as normal students, ability to advise students to change his/her major specialty due to limitations associated with his/her disability, willing to be an advocate for a student with a disability and help him or her secure needed accommodations , Gives an unfair advantage over other students, aware of evacuation procedures

for students with physical disabilities in the event of a fire or fire drill, would be interested in attending professional development sessions related to the needs of students with disabilities, Including students with high incidence disabilities requires more changes within classrooms, feels uncomfortable working with students with high incidence disabilities.

Attitude scoring system:

-Agree answer was scored (2)

- Neutral answer was scored (1)

- Disagree answer (0).

The total scores for the faculty staff members` attitude regarding student with disability and divided into two levels including 18 items with total scores (36) as following:

- Negative < 60 % (< 22 scores)

- Positive ≥ 60 % (22 – 36 scores)

Part 4: Faculty staff members` accommodation toward student with disability, that consist of 15 items, that modified by (Newman et al.,2015) as faculty staff members` are required providing accommodation to accommodate the student with disability at university, accommodate that students with disabilities must have physical access to buildings on campus, accommodate that students must self-disclose their disabling condition , understand that they are required to provide reasonable accommodations for students with documented disabilities, accommodations do not require lower their academic standards, Feeling comfortable in the interaction with students with mental and physical disabilities, accommodate to allow a student to have complete learning by using different methods, accommodate to grade students with verified learning disabilities on a different curve and accommodate to arrange extended time exams for students with disabilities.

Accommodation scoring system: The answer for this part ranged from

Always answer was scored (2).

Sometimes answer was scored (1).

Not at all answer (0).

The total scores for the faculty staff members accommodation regarding student with disability was 30 scores and divided into two levels as the following:

-Negative < 60 % (< 18 score)

- Positive ≥ 60 % (18 – 30 score)

Validity:

Revision of the tool for clarity, relevance, comprehensiveness, understanding and applicability was done by three experts from faculty of nursing, Helwan university and Ain Shams university that one experts specialized in community health nursing and one expert specialized in faculty of Social Services and one experts specialized in administrative nursing to measure the content validity of the tools and necessary modification was done accordingly.

- **Reliability:**

Reliability of the tools was tested to determine the extent to which the questionnaire items related to each other. Cronbach's Alpha in this study found to be (0.89) for knowledge, (0.86) for attitude and (0.88) for accommodation.

- **Ethical Consideration:**

An official permission to conduct the proposed study was been obtained from the scientific research ethics committee. Participation in the study was voluntary and subjects were given complete full information about the study and their role before signing the informed. The ethical consideration was include explaining the purpose and nature of the study, stating the possibility to withdraw at any time, confidentiality of the information where it was not be accessed by any other party without taking permission of the participation. Ethics, values, culture and beliefs was be respected.

- **Pilot study:**

It was carried out on 10 % (about 30 faculty staff members`) to test the applicability, clarity, and the efficiency of the tools. There is no major modification found after pilot study. the pilot study showed high levels of reliability. Faculty staff members` in the pilot study were included from the study sample due to the availability number of calculating study sample.

- **Field work:**

Before conducting the study, permission was obtained from dean of college.

Permission was obtained from the vice president of the university for post graduate.

At the beginning the investigator introduce her – self and explain the purpose of study to the faculty staff members to gain their confidence and trust to convince them to participate in the study then the verbal consent was obtained from them.

Actual field work was carried out in the period of study from April 2022 years up to September 2022 years.

The investigator collected data during the 2 day – week (Sunday and Monday) visiting from 11am to 2 pm. the questionnaire was distributed on the faculty staff members.

All studied subjects filled questionnaire sheet by themselves.

The investigator takes 7-8 faculty staff members in day to fill questionnaire sheet every visiting that consumed 15- 20 minutes to fill questionnaire sheet.

The investigator put questionnaire at google form application for helping faculty staff members` to complete questionnaire answering.

Also, investigator using social media as (wats up) for answering questions to be more easy for the faculty staff member.

III Administrative item:

An official letter from the Dean of the faculty of nursing – Helwan university was directed to the vice president of the university for post graduate –

Helwan University to obtain an official approval to carry out the study after explanation of the aim of the study. The permission was obtained before the initiation of data collection.

IV- STATISTICAL ITEM:

Upon completion of data collection, data was being computed and analyzed using statistical package for the social science (SPSS), version 24 for analysis. The P value was being set at 0.05 . Descriptive statistics tests as numbers, percentage, mean \pm standard deviation (\pm SD), was being used to describe the results. Appropriate inferential statistics such as test or "t " test was been used as well.

SIGNIFICANCE OF THE RESULTS: -

Highly statistically significant $P < 0.001$

Statistically significant $P < 0.05$

Non-significant >0.05

3. RESULTS

Table (1): Shows that ,63.7 % the studied of faculty staff members` aged were 22<32 year with the mean age were 30.540 ± 8.532 , Beside 75.5% of them had 1-<10 years education. 38.5% of faculty staff members were from pharmacy college.

Figure (1): illustrate that, 53% of faculty staff members were male over 47% of their were female.

Figure (2): Shows that, 49.7% of faculty staff members were administrator, 24.70% of them were assistant lecturer, while 12.40% and 2.50% were assistant professor and professor respectively.

Table (2): revealed that 87.3% of faculty staff members` had good knowledge, while 5.8 % of them had poor knowledge of faculty staff members regarding student with disability with Mean \pm SD were 37.7390 ± 6.35285 .

Table (3): indicate that, 91.5% of faculty staff members` had positive attitude of regarding student with disability while, 8.5% of them had negative attitude with Mean \pm SD was 50.2995 ± 10.12652 .

Table (4): indicate that, 92.6% of faculty staff members` had positive accommodation of faculty staff members regarding student with disability while, 7.4% of them had negative accommodation with Mean \pm SD was 50.9863 ± 10.10045 .

Table (5): Reveals that, there were high statistically significant association between total knowledge, attitude and accommodation at P value = 0.000 .

Figure (3): show that, there were highly statistically positive correlation between total knowledge and total Attitude regarding student with disability at P value = (0.000*).

Figure (4): show that, there were highly statistically positive correlation between total knowledge and total Accommodation regarding student with disability at P value = (0.001).

Part I: Demographic characteristics of the faculty staff member.

Table (1): Frequency Distribution of Demographic Characteristics of the Studied Sample, (n=364).

Demographic data	The studied sample (n=364)	
	No.	%
• Age:		
- 22 < 32	232	63.7
- 32 < 42	117	32.1
- ≥ 42	15	4.1
Mean ± SD	30.540± 8.532	
• Year of Experience		
- 1-<10	275	75.5
- 10-<20	66	18.1
- 20-<30	23	6.3
• Faculty working in it		
- Pharmacy	140	38.5
- Law	49	13.5
- Commerce	32	8.8
- Social services	18	4.9
- Engineering	17	4.7
- Science	12	3.3
- Tourism and hotel	30	8.2
- Computer and information	17	4.7
- Arts education	49	13.5

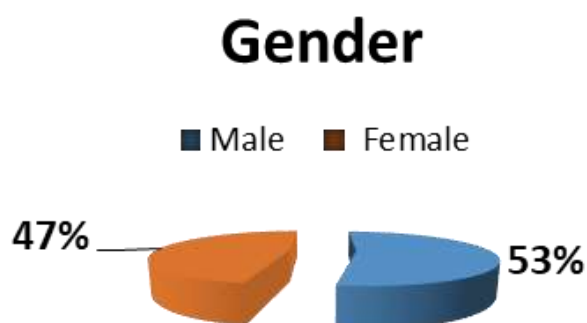


Figure (1): Percentage distribution of Studied sample regarding their Gender, (n=364).

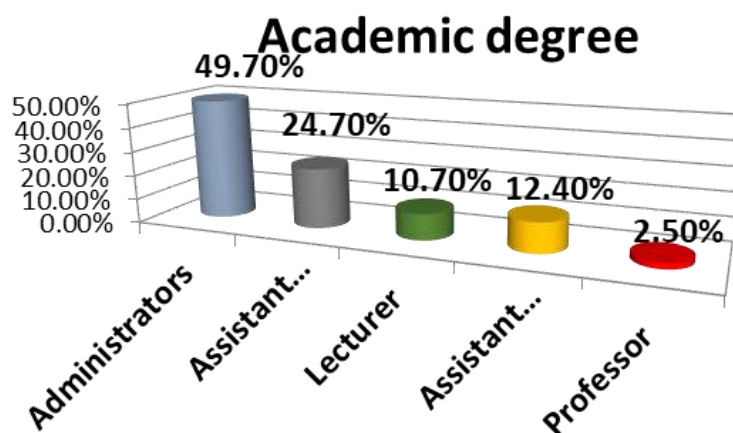


Figure (2): Percentage distribution of Studied sample regarding Academic degree, (n=364).

Table (2): Frequency distribution of faculty staff members` total knowledge scores regarding students with disability (n=364).

Knowledge Scale scores	Staff member Knowledge (N=364)	
	No.	%
Level of Knowledge scale		
-Poor (<60%)	21	5.8
- Average (60 - < 75%)	25	6.9
- Good (≥ 75%)	318	87.3
Range	49	
Mean ± SD	37.7390 ± 6.35285	

Table (3): Frequency distribution of faculty Staff Members` total Attitude score regarding Student With disability, (n=364).

Attitude scale scores	Staff member Accommodation (N=364)	
	No.	%
Level of total Attitude scale scores		
Negative < 60%	31	8.5
Positive ≥ 60%	333	91.5
Range	36	
Mean ± SD	50.2995 ± 10.12652	

Table (4): Frequency distribution of faculty Staff members` accommodation scores regarding student with disability, (N=364).

Accommodation scale scores	Staff member Accommodation (N=364)	
	No.	%
Level of total Accommodation scale scores		
Negative < 60%	27	7.4
Positive ≥ 60%	337	92.6
Range	39	
Mean ± SD	50.9863 ± 10.10045	

Table (5): Correlation between Total Scores of Knowledge, Attitude and Accommodation of the Studied Sample, (n=364).

Total Scores of	Attitude		Accommodation	
	r	Sig.	r	Sig.
Knowledge	0.734	.000	0.748	.000
Accommodation	0.624	.000	---	---

*Significant (P<0.05)

r= Pearson Correlation Coefficient

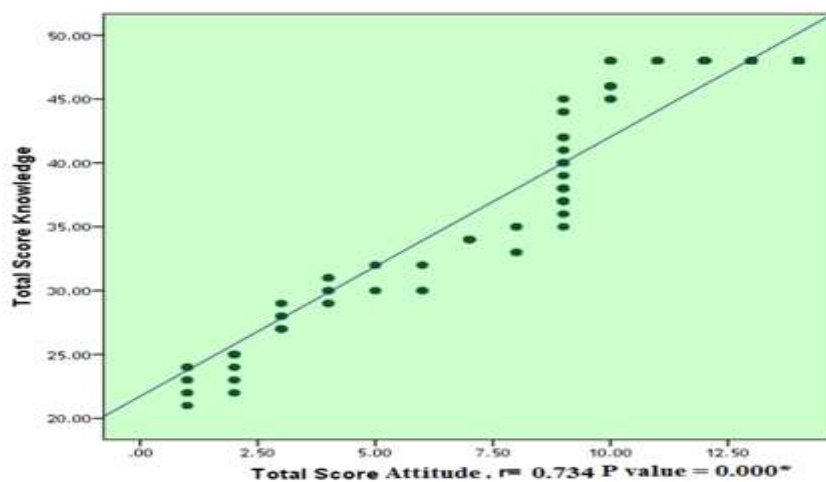


Figure (3): Correlation between total knowledge and total Attitude regarding student with disability, (n=364).

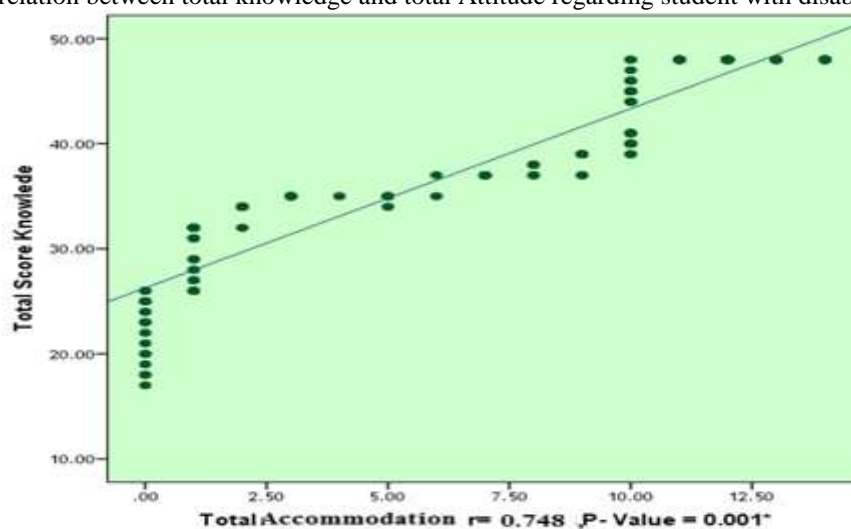


Figure (4): Correlation between total knowledge and total Accommodation regarding student with disability, (n=364).

4. DISCUSSION

Disability refers to difficulties in human functioning including body function, executing activities, or involvement in any area of life, disability is a core public health problem not only because it affects a large number of student worldwide, but also, one billion, or 15% of the world's population, are living with disabilities and the global number of adolescent populations with higher risk of disability are likely to further increase in prevalence(WHO,2019).

As the number of students with disability continues to increase in colleges, it is critical that the faculty staff members are able to adapt to make appropriate and timely accommodations for students. It is also, essential for faculty staff members` to be able to understand students` accommodation requests. Students with disability who have disclosed and used their accommodations while attending college have been shown to thrive more in college than those that did not disclose nor use their accommodations .Faculty can best help their students with disabilities by being educated and understanding of the needs of their students (Jezik,2022).

Part I: Demographic characteristic of the studied faculty staff members.

Regarding demographic characteristics of the studied faculty staff members, the current study revealed that, more than three fifths of them were in age group 22-< 32 years with mean \pm SD were 30.540 ± 8.532 . This result agree with Papadakaki et al. (2022), In Greek whose conducted study entitled "Perceived Knowledge and Attitudes of Faculty Members towards Inclusive Education for Students with Disabilities" and revealed that 61.3% of the faculty staff members` were aged from 22-< 32 years.

Regarding to gender of faculty staff member, the current study showed that more than half of them were male. This result was agreed with Alqarani et al., (2019), this result conducted in Saudi Arabia whose entitled with "College students` knowledge and attitudes toward the inclusion of persons with disabilities in the university" and found that 57.2% of study sample were male.

Concerning to the academic degree of faculty staff member, the finding of current study revealed that slightly less than half of them were administrator. This result consistent with Alanazi& Alhaznawi, (2021), in Saudi Arabia entitled as "Higher Education

Faculty Staff Members' Attitudes toward Students' Inclusion with High Incidence Disabilities" and revealed that 49.2% of study group were administrators. From investigator point of view academic degree as administrator represent a large number of faculty staff members.

Regarding the total knowledge scores of faculty staff members about disability student, the finding of current study revealed that majority of them had good knowledge, while, minority of them had average and poor knowledge. This result agree with Morina et al., (2020), who stated that 88.2% of faculty staff members` had good knowledge about disability. From the investigator point of view, this may be due to most of faculty staff members` had educational information about disability and interesting of them about students with disability.

Regarding the total attitude scores of faculty staff members about disability student. The finding of current revealed that majority of them had positive attitude. Also, minority of them had negative attitude. This result agree with Alqarani et al., (2019), and stated that 90.1% of studied had positive attitude regarding student with disability. From the investigator point of view, this may be due to faculty staff members` aware of student with disability as interested with how to deal and method of learning so that reflect positive attitude toward student with disability.

Regarding the total accommodation scores of faculty staff members about disability student. The finding of current revealed that majority of them had positive accommodation. While, minority of them had negative accommodation. This result agree Kamel, (2020) and stated that that 90.2% and 9.8% had positive and negative accommodation regarding student with disability respectively. From the investigator point of view, this may be due to faculty staff members` want student with disability to get higher education with any accessible help.

Concerning relation between total knowledge scores regarding students with disability and their demographic characteristic of studied faculty staff members. The findings of the current study revealed that there was highly statistically significant relation between total knowledge score of faculty staff member and their age, gender and academic degree . This finding agree with Aslam & Akram, (2021), in Pakistan whose study entitled " The challenges of online teaching disability covide-19 pandemic: A case study of public universities in karachi, Pakistan" and mentioned that there were a statistically significant relation between total knowledge and demographic characteristic of faculty staff members as their age, gender and academic degree From the investigator point of view, this may be due to age, academic degree had higher effect on over all knowledge regarding student with disability.

Concerning relation between total attitude scores regarding students with disability and their

demographic characteristic of studied faculty staff members. The findings of the current study showed statistically significant relation between total attitude score of faculty staff member and their academic degree This finding agree with Alshorman & Bawaneh, (2018), conduct in Saudi Arabia entitled with "Attitude of faculty members and students towards the use of the learning management system in teaching and learning" and stated that there were statistical significant relations between total attitude and academic degree of faculty staff member. From the investigator point of view, these results may be due to faculty staff members academic degree and faculty working in it, the type of faculty had highly effect of positive attitude toward education of student with disability.

Concerning relation between total accommodation scores regarding students with disability and their demographic characteristic of studied faculty staff members. The findings of the current study revealed that there was highly statistically significant relation between total accommodation score of faculty staff member and academic degree and faculty working in it. This finding agrees with Bakri, (2019), In Ireland who study entitled "Reasonable accommodation for students with disabilities learning disabilities: perspectives of university faculty, staff and students" and stated that there were statistical significant relationships between academic degree and faculty working in it. From the investigator point of view these results may be due to faculty staff members academic degree and type of faculty working in it had highly effect of accommodation regarding student with disability and provide method of teaching to help them.

Concerning correlation between total knowledge and total attitude of faculty staff members regarding student with disability, the present study revealed that, there were positive correlation between total knowledge and total attitude. This findings were similar with the result of study performed by Kamel,(2020), who stated that there were positive correlation between total knowledge and total attitude. From the investigator point of view, increase of knowledge of faculty staff members` and awareness about student with disability lead to improvement of attitude and learn how to deal with student with disability.

Regarding correlation between total knowledge and total accommodation of faculty staff members regarding student with disability, the present study revealed that, there were positive correlation between total knowledge and total accommodation. This finding were similar with the result of study performed by Price, (2018), In united states who study entitled about "Stem and non-stem faculty knowledge and attitudes toward students with disability" who stated that there were positive correlation between total knowledge and total accommodation. From the investigator point of view,

these results might be due increase knowledge of faculty staff member about student with disability lead to improve attitude regarding student with disability.

Concerning, correlation between total attitude and total accommodation of faculty staff members regarding student with disability, the present study revealed that, there were positive correlation between total attitude and total accommodation. This finding was similar with the result of study performed by Bakri, (2019), who stated that there were positive significant correlation between total attitude and total accommodation. From the investigator point of view, these results might be due to improving attitude of faculty staff members help in provide effective accommodation and increase level of education for students with disability.

5. CONCLUSION

On the light of results the current study and answers of the research questions, it concluded that, there was majority of faculty staff members` had good knowledge, while, minority of them had average and poor knowledge regarding student with disability. also, mostly of them had positive attitude. Also, majority of them had positive accommodation and minority of them had negative accommodation regarding student with disability. In addition, there were high statistically significant relation between total knowledge and total attitude, total knowledge and total accommodation and total attitude and total accommodation.

RECOMMENDATION

On the light of the current study findings, the following recommendations are suggested that:

- Continuous health education program for faculty staff members` regarding student with disability.
- Dissemination of posters, brochure and pamphlets to increase faculty staff member awareness regarding student with disability.
- Applying the study at another setting and on large sample for generalization.

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