



Research Article

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Exploring the Perspectives of Students with Disabilities on the Reasonable Accommodations Provided in Higher Education Institutions

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Abstract

The purpose of this study was to explore the available treatment for students with disabilities (SWD) in post-secondary education. The main research question focuses on exploring the perspectives of SWD about the reasonable accommodation focuses they received at King Saud University (KSU), and Princess Nourah University (PNU). A qualitative research methodology was used, information was subsequently collected from 12 SWD via a semi-structured interview format and using Thematic analysis to write the result report. Some significant results arose, such as that the majority of SWDs stated that CDSS helps assist with their schooling. Many, however, said that the faculty did not understand their demands and that they needed instruction in this area. They also expressed dissatisfaction with admissions procedures that bar them from enrolling in certain departments.

Keywords: *Students with disability, reasonable accommodation, qualitative research, high education*

1. Introduction

Like with most SWD, the governments of many nations strive to protect the rights of persons with disabilities by passing and implementing laws that grant people the opportunity to finish their post-secondary education. Universities put such laws into practice by creating specific facilities that offer assistance to individuals with impairments (Alkhashrami, 2015). Because of the assistance offered by post-secondary institutions, students who are recognized with different disabilities at the post-secondary level have recently grown in different parts of the world (Serr, 2021).

In the Saudi context, universities facilitate support for SWD through dedicated centres known as the Centers for Disability Support Services (CDSS). These centres serve as a bridge between faculty members and students with disabilities, offering various support services. This includes the provision of "Reasonable Accommodation" to help students overcome study-related challenges, thereby fostering a smoother educational experience. Reasonable Accommodation is defined by Nimante et al., (2021) as "special treatment or facilities or making adjustments to enable access to a service. A reasonable accommodation is a required facility outside the mainstream provision, to allow the

student with a disability to participate fully, and without an educational disadvantage in comparison with his/her peers” (p.8).

Many post-secondary institutions globally are committed to providing supplementary services and support for SWD to enhance their academic performance and ensure their full participation in all aspects of student life. This commitment to reasonable accommodation aims to offer equitable instruction, assessment, and educational access without altering academic performance standards (Alhossein, 2014). These accommodations encompass various provisions, including adaptive technology, extended exam time, and access to tutors. Securing government funding for assistive technology and materials is imperative to facilitate timely graduation for SWD (Betz, Smith, & Bui, 2012).

Furthermore, the principle of reasonable accommodation underscores the need for customization, ensuring that support is tailored to the individual circumstances of each student (Tefera, 2019). This personalized approach recognizes that the time required to complete tests may vary based on the student's specific disability. For instance, students with dyslexia typically need an extra 10-15 minutes each hour as a standard accommodation practice (Association Higher Education & Disability, 2016). This emphasis on flexibility and individualization reflects the commitment of institutions to create an inclusive educational environment that addresses the diverse needs of students with disabilities.

In line with this need for a personalized approach, Bronfenbrenner's ecological model is relevant. This model emphasizes that understanding human behavior and its changes over time is incomplete without considering an individual's environment and surroundings. By applying Bronfenbrenner's ecological model, individual systems and their interactions are examined, which is crucial in understanding the provision of reasonable accommodations for students with disabilities SWDs (Bronfenbrenner, 1979). The bio-ecological framework is particularly suitable for representing the factors that influence reasonable accommodation, as it accounts for students' interactions with various influences, from the immediate environment to the broader context (Swart & Pettipher, 2011).

The importance of providing reasonable accommodations for SWD at the university level cannot be overstated, as it is integral to fostering an inclusive educational environment that enables equal opportunities for all. However, despite the recognized significance of these accommodations, their implementation can prove challenging, occasionally resulting in difficulties or inadequacies that do not fully align with the diverse needs of individual students. Some studies shed light on the challenge of the type of disability rather than considering the different needs of students (Cawthon & Cole, 2010; Hüseyin and Özturan; 2018). Additionally, these studies delve into students' perspectives on the impact of faculty members on accommodation provision (Nimante et al., 2021; Tai et al., 2023).

Lack of experience among faculty members in the way they deal with students with disabilities and support services is a pervasive issue (Hoffman and Müller, 2021; Kimball et al., 2016; Grimes, 2020; Tai et al., 2023; Kohli and Atencio, 2023). Moreover, dissatisfaction among students arises from the lack of professionals who are equipped with the necessary knowledge and expertise in learning disability, particularly in assisting them with writing (Grigorenko et al., 2020). Accessing and utilising assistive technology, especially due to limited personnel capable of operating them, poses additional challenges (Hüseyin and Özturan; 2018; Kumar and Wideman, 2014). A further major obstacle is a lack of awareness and comprehension of the emotional, cognitive, and psychological requirements of people with SWD (Basilice, 2015).

Students' sense of belonging to their post-secondary educational institutions is impacted by how they are treated and how the accommodations are provided. For example, discomfort during assessments in separate examination places especially when returning to the classroom setting. From the student's viewpoint, faculty knowledge is deemed crucial in reasonable accommodation provision. The lack of awareness about the cognitive, psychological, and emotional needs of SWD is identified as a substantial barrier to their success in the university (Basilice, 2015). Furthermore, the prevalent perception among faculty staff that students with learning disabilities are incompetent, and providing additional help may create challenges in their post-secondary journey (Tefera, 2019).

In the context of the current study, the number of SWD attending Saudi post-secondary education is becoming higher than in previous years. While most universities have dedicated units offering services exclusively to students with specific types of disabilities, such as those with visual, physical, and health impairments, two post-secondary institutions provide different services to female students in this academic stage, who have different kinds of disability. Both institutions were intentionally chosen to participate in a comprehensive examination of the factors that affect providing reasonable accommodations to students with all types of disabilities. The goal of conducting this research, therefore, is to identify more about the reasonable accommodations offered in Saudi universities. This research aims to understand the experience of SWD in receiving the available reasonable accommodation in their post-secondary institution.

Understanding the real-life experiences of several students with disabilities, the research aspires to contribute to a more comprehensive understanding of the effectiveness of the existing reasonable accommodations. This understanding is crucial for informing future improvements and enhancements in the support systems tailored to meet the diverse needs of SWD in the Saudi higher education landscape.

2. Research Questions

The research question was based on the literature review and the researcher's knowledge of the conditions of post-secondary education in Saudi Arabia.

- 1) How do SWD perceive the provision of reasonable accommodations at their universities?

3. Methodology

3.1 Research Design

A qualitative approach was adopted, drawing on methodologies from human and social sciences to gather in-depth data (Brinkmann, 2014; DiCicco-Bloom & Crabtree, 2006). Semi-structured interviews were conducted at two universities, King Saud University (KSU) and Princess Nourah Bint Abdulrahman University (PNU), to explore students' perspectives on the reasonable accommodations they received from faculty members.

Qualitative research relies on selecting participants who have a deep understanding of the issue being investigated (Creswell & Poth, 2018). Therefore, a purposeful snowball sampling method was employed to identify participants who met the established eligibility criteria (Parker et al., 2019).

The selection criteria for participants were based on their enrollment status as SWD who had received reasonable accommodations within the past academic year. Initially, 15 potentially eligible participants were identified through university students meetings. We contacted them via WhatsApp, providing an outline of the study's aim and the participation criteria. Despite reaching out to these individuals, only 8 responded and agreed to participate within the following week (4 from each university). To expand the pool of participants, we utilized a snowball sampling technique, asking each interviewee to refer other students who also met the eligibility criteria. This approach successfully increased the sample, resulting in the recruitment of a total of 12 participants with six participants selected from each university. The sample size of 12 was determined to ensure a manageable yet sufficiently diverse representation of experiences, allowing for detailed exploration of individual perspectives while keeping the scope feasible for in-depth qualitative analysis.

The interview protocol comprised 19 carefully developed questions, designed to understand the interviewees' backgrounds and their unique experiences as SWD. The questions also probed their opinions on the effectiveness of the reasonable accommodations provided by their universities.

While the sample size and the qualitative nature of the study allowed for rich, detailed data, there are potential limitations to consider. The relatively small sample size may not capture the full range of experiences across all students with disabilities, and the selection process may introduce

biases, as participants who volunteered might have had more positive or negative experiences than those who did not. Additionally, the reliance on self-reported data in interviews could be influenced by participants' perceptions and memory, which may affect the accuracy of the data collected.

3.2 Data Analyses

A thematic analysis method was employed. Through this process, the researcher identified, analyzed, and described emerging themes, capturing the key insights succinctly from a large dataset or population. This thematic analysis was performed following a six-phase procedure as outlined by Braun & Clarke (2006):

1. Thoroughly reading and re-reading the transcripts to become deeply familiar with them, focusing on identifying key points in each transcript and making concise summary notes.
2. Developing observations from all interview transcripts, coding each line, and assigning broad labels to significant data.
3. Building on the previous stages by identifying connections within the coded data, creating themes, and gathering all relevant data under each theme.
4. Reviewing the themes by cross-checking them against the coded extracts and the entire dataset.
5. Naming each theme and providing a clear definition that explains the narrative conveyed by that theme.
6. In the final phase, producing a report that tells the story of the data, providing evidence to support the analysis, and selecting vivid, non-repetitive examples to enhance the narrative.

3.3 Validity

In qualitative research, the terms "validity" and "transferability," respectively, relate to the study's conclusions' reliability, dependability, and trustworthiness. Ensuring trustworthiness is essential for establishing the validity and reliability of qualitative research (Lincoln & Guba, 1985). In this research to enhance trustworthiness, several strategies were employed:

1. Complete data analysis of interview transcripts by the researchers.
2. selected a professor who was knowledgeable about the goals of the study, had expertise with qualitative research methodologies, and worked in special education to examine and code all of the interview transcripts.
3. After collecting the coding, an "inter-observer agreement" was used to judge the trustworthiness; this is defined by Martella et al. (2013) as "a comparison of recordings of behaviours of two or more observers." The agreement was obtained by using the following formula:

$$\text{Percentage of Agreement} = \frac{\text{Agreements}}{\text{Agreements} + \text{Disagreement}} \times 100$$

Answers 90% and above are desirable, 89%_ and 70% are adequate, and less than 70% are questionable (Richards, Taylor, & Ramasamy, 2013). Determining the agreement was achieved through the previous formula and the level of agreement in the current study between a Saudi professor in special education and the researcher was (87 %).

3.4 Participants

This section provides demographic information on each participant, knowing that all names are fake names and not the real names of the students as shown in Table 1 below.

Table 1: Participant Biographical Information

Participant	Biographical Information
Fatimah	A recent graduate in Kindergarten Studies navigated challenges stemming from Multiple Sclerosis and ADHD. Initially hesitant about pursuing higher education, parental encouragement spurred her to persevere.
Amani	is currently at the Sixth Level of the Department of Special Education and Learning Disability after being rejected by the Department of Languages and Translation due to her disability, complete blindness at birth due to retinal detachment. She has high goals and wants to finish her postgraduate work in special education.
Maryam	attending the Special Education and Learning Disabilities Department to study, completely blind from birth as a result of retinal detachment. exactly two weeks before the interview, I graduated. Her chosen university, which offers all necessary support for students with impairments, is approximately 1200 kilometres away from her hometown. She knew that being a blind student would present certain difficulties, but she tried her hardest to get beyond them.
Ebtisam	pursuing further coursework in the Department of Learning Disabilities & Special Education. Due to a hereditary illness that runs in her family, she has suffered vision impairment from birth. One of her early professors predicted that she would not even be able to complete her elementary schooling. This led her to insist on finishing her degree to demonstrate that her impairment could not stop her from accomplishing her objectives.
Soha	presently enrolled in Fifth Level at the Media Department where they study. Due to spina bifida, she has both a vision impairment and a physical handicap. She desired to study in the psychology department, but admission requirements included being in good physical and sensory health. She decided on the Media Department. Her pre-university schooling was extremely challenging due to the moral violence and other issues she encountered. In contrast, she has had a completely different experience with her university education because of the institution's focus on SWD, which includes providing them with the necessary resources and facilitating the teaching and learning process.
Sahar	studying on Level 8 of the Department of Religious Studies. She was born entirely blind as a result of glaucoma and retinal detachment. Her family is predisposed to blindness due to a hereditary condition. She lives a long way from her hometown. She has accomplished one of her goals by moving away from her family, which has helped her learn how to be independent.
Abeer	pursuing a third-level education at the Applied Linguistics Department. She was born with a disability that has limited her movement. She also suffers from Attention Deficit Disorder (ADD), which means that she frequently has to hear explanations again before she can comprehend the subject matter of the lesson. She has a strong sense of self-worth and confidence in her ability to finish her university degree, which motivates her to do so.
Amal	studying in the Third Level of the Law Department. She believes that society needs more women who can serve in legal capacities, which is why she is studying law. Amal has been in a wheelchair for the past four years as a result of a vehicle accident that left her with hemiplegia. Her goal is to develop into a useful individual who can benefit society. She was inspired to finish her studies by her mother and friends.
Arwa	pursuing a third-level education in the history department. It was determined that she had a "mathematics learning disability." She also struggles with memorization, particularly when it comes to lengthy materials. She believes that because faculty members do not collaborate with her and do not see her as a student with a handicap, studying at the institution is more challenging. Teachers in secondary education, on the other hand, were working together.
Noha	studying in the English Language Department at the Sixth Level. She is not very tall. Noha wants to demonstrate that her impairment won't stop her from finishing her degree and accomplishing her long-term objectives. She was nervous when she first started her university studies, usually because she assumed the coursework would be challenging. Yet she discovered that it was simpler than she thought. She is now genuinely enjoying her coursework.
Rehab	studying digital media and graphic design at the graduate level. Due to a diabetic coma, she has been sight handicapped for the last four years. She spent a lengthy period in the hospital. At first, she was completely blind, but six months later, one of her eyes began to function somewhat better. She later chose to major in graphic design. She chose to study what is more in line with her preferences even if this subject of study would not help her in her future profession due to her situation.
Abrar	attending the Graphic Design and Digital Media Department (Level 5) to study. Since birth, she has experienced some sort of vision impairment. Abrar claims that despite her vision impairment, she merely required exam paper expansion, there were no significant obstacles or limitations throughout her time at the institution.

3.5 Research Conduction and Ethical Considerations:

Permissions were obtained from both universities KSU and PNU. Next, each university's CDSS was contacted and instructed to send out a request asking students who were using their services to sign a consent letter and participate in the study. Students who agreed to participate were assured secrecy and anonymity, and the study's justification was mentioned in this request. 13 students accepted to participate but later one student had to withdraw due to her health conditions. These studnts vultaneered to participate in the study and no incentives were presented to them except thanking them and expressing appreciation.

To protect the anonymity of the interviewees, they also made sure that all of the student names were made up. Any data gathered for this study is kept private and confidential. The findings will not allow for the identification of specific responders. Additionally, after being stored in a secure location for two years, all of the researchers' data will be erased. The participants were interviewed in a quiet lecture hall during break times or after they finished their lectures and each interview lasted between 40-50 minutes.

4. Results and Discussion

The 12 participants discussed many aspects of their experience; They provided both positive and negative experiences with different areas of university life including faculty members, other students, the CDSS and the university. After careful review of the interview transcripts, four main themes were obtained which are: academic experience, interaction with the CDSS staff, interaction with the faculty members, and students' perceptions about themselves.

4.1 Academic experience:

Ensuring a positive academic experience is pivotal for the success of students, as emphasized by Kumar and Wideman (2014). These scholars posit that SWD possesses the capacity to adapt to diverse learning environments. Nevertheless, in more adverse circumstances, they may discontinue their academic pursuits, particularly if they perceive their endeavours as futile and anticipate inevitable failure. Such a negative self-perception among students can lead to psychological ramifications, encompassing depression and anxiety, ultimately manifesting in a pronounced lack of motivation (Morgan, 2020). Notably, the outcomes of interviews with SWD revealed substantial variations in their experiences, particularly concerning the services they received and their social interactions.

Initially, SWD expressed gratitude for the support received from their respective universities. Maryam highlighted her university's three-decade experience in catering to students with visual disabilities, noting the absence of significant challenges. Similarly, Sahar, a visually impaired student, commended her university for providing comprehensive services, encompassing tests, classrooms, modern technologies, and contemporary teaching methods. Conversely, Noha underscored the need for heightened attention to students with mobility impairments, suggesting a potential oversight in the allocation of resources.

The interviews unveiled a predominant focus within universities on providing services to visibly apparent disabilities, potentially leading to disproportionate resource allocation. This observation raises concerns about the comprehensive fulfilment of the university's mandate to cater to the broader spectrum of students with disabilities. Additionally, some SWD voiced concerns about the CDSS concentrating on specific disability types rather than addressing the diverse functional needs of students. This finding aligns with Tefera's (2019) study on SWDs' attitudes of the services presented to them in the high school environment.

Moving beyond the academic realm, many participants acknowledged the significance of social life and extracurricular activities facilitated by their universities. Amani expressed appreciation for voluntary clubs, while Ebtisam considered her university experience pivotal for character development and social relationships. Notably, the SWD perceived understanding from their peers regarding the necessity for accommodations, fostering positive relationships in both academic and social settings. However, a subset of participants indicated that these positive interactions were confined to the classroom, raising considerations about potential barriers to engagement outside academic contexts. In this regard, Grimes's (2020) suggestion that faculty members play a crucial role in shaping positive attitudes towards SWD among their non-disabled peers resonated with the experiences shared by participants. The positive influence of faculty members, particularly those adequately trained to address the needs of SWD, seemed to contribute to an inclusive and supportive environment.

4.2 Interaction with the CDSS Staff

Each of the two colleges that are the subject of this study has a CDSS that is responsible for providing many kinds of support, such as school counselling, social advice, psychological counselling, technological support, and academic support. Despite the pivotal role played by CDSS in the

academic lives of SWD, many reported becoming aware of its existence and services only upon arriving on campus. Notably, some SWDs were introduced to the CDSS during orientation, while others, like Rehab, expressed a lack of official information about the centre until after their foundation year. This delayed awareness prompted suggestions from SWD for more proactive efforts, such as informational workshops, especially before their arrival on campus. This proactive approach is deemed crucial given that certain accommodations, such as providing interpreters for those who communicate through sign language, entail a significant lead time (Choi-Lundberg et al., 2022).

In this study, all participants unanimously acknowledged the high qualifications, excellent training, and dedication of the CDSS staff. SWD expressed genuine appreciation for the centre's services, highlighting its crucial role in their academic journeys. For instance, Fatimah emphasized the invaluable assistance provided by the CDSS in overcoming study difficulties, while Maryam commended the academic advising staff for their collaborative efforts in streamlining registration processes and organizing timetables. Ebtisam and Noha echoed these sentiments, emphasizing the cooperative and helpful nature of CDSS employees.

Furthermore, all 12 SWD conveyed profound gratitude for the support rendered by the CDSS, attributing a significant portion of their academic success to this vital resource. A notable instance was shared by a student who credited the CDSS for her success in courses previously challenging, stating, "They provided me with the support and services... Since then, I haven't failed in passing any subject." This testimonial underscores the instrumental role played by the CDSS in enabling academic achievements.

The collective positive feedback from SWD suggests that the CDSS is not only a worthwhile endeavour but also an effective one in fostering academic success among students with disabilities. The reported success in specific courses further implies that the support offered by the CDSS contributes to broader academic proficiency. These findings are encouraging for various stakeholders, including university administrators, faculty members, students and CDSS staff, as they collectively indicate that the CDSS is yielding positive and meaningful outcomes in supporting the academic success of SWD.

4.3 Interaction with the faculty

The interaction between students and faculty significantly influences the learning experience, and the perspectives of SWD varied regarding faculty support. While some students felt well-supported by instructors are in favour of presenting reasonable accommodations, others perceived faculty members as less capable or unwilling to offer effective support, potentially due to insufficient training. Positive experiences with faculty were highlighted by certain students. Amani, for instance, acknowledged a faculty member who tailored an exam to accommodate her needs. Soha expressed gratitude for an instructor who designed assignments considering her health status, and Ebtisam praised a professor for allowing her to actively participate during lectures, emphasizing her humanity beyond her disability. Conversely, complaints about faculty were prevalent among some students. Fatimah expressed dissatisfaction with the lack of reasonable accommodations, leading to academic challenges. Sahar reported feeling neglected by certain faculty members, Amani noted the prevalence of negative experiences, and Rehab detailed struggles with exams lacking additional time for her visual impairment.

Across all interviews, a unanimous agreement emerged on the need for improved training and preparation for faculty to interact effectively with disabled students in teaching and assessment. SWD emphasized the necessity of training programs for faculty members to enhance their understanding of specific needs, types of accommodations, and their purpose. This sentiment aligns with previous research, such as Basilice's (2015) study, which highlighted the impact of faculty knowledge and attitudes on the success of SWD at post-secondary institutions.

The negative views expressed by SWD regarding the accommodation process underscored a gap in faculty understanding of academic and emotional needs. Basilice's findings reinforce this,

emphasizing a lack of faculty knowledge about the cognitive, psychological, and emotional needs of SWD as a significant barrier to their success. This in fact contrasts several previous studies indicating that most faculty members express a willingness to provide reasonable accommodations for SWD, and are eager to receive more information about their responsibilities in this area (Basilice, 2015; Cawthon & Cole, 2010). This emphasizes that, training initiatives are crucial to raising awareness among faculty members about the unique needs of SWD and the diverse accommodations available. The CDSS can play a pivotal role in ensuring faculty access to necessary training programs, and higher administration is encouraged to mandate such training for faculty members to create a more inclusive and supportive academic environment.

4.4 *Students' perceptions of themselves*

The majority of SWD expressed confidence in their academic abilities, emphasizing that they are ready to compete equally with their classmates. Notably, students with visual impairments, such as Amani and Abeer, showcased high levels of self-confidence and determination. Amani specifically chose to have exams with SWD to reinforce her sense of equality. Ebtisam echoed this sentiment, expressing a strong desire to prove her capabilities despite her disability. However, a noteworthy observation was the hesitancy of some SWDs to disclose their disabilities, even to the CDSS. This reluctance, consistent with previous research findings, underscores the challenges students face in navigating higher education contexts that require disclosure for instructional support (Alkhashrami, 2015). Admission policies in certain Saudi universities pose additional obstacles for SWDs. Some departments, particularly those involving crowds or stringent physical and sensory health requirements, may reject students with disabilities. The experiences of Amani and Soha highlight the impact of such policies, contributing to complaints among SWDs about the limitations imposed on their desired areas of study.

5. Conclusion

This study provides valuable insights into the challenges faced by SWDs in post-secondary education within Saudi Arabia. The findings highlight several key issues that hinder the academic success of SWDs, including faculty unawareness, reluctance to disclose disabilities, and restrictive admission policies in certain departments. Despite these obstacles, many SWDs demonstrate remarkable determination and resilience. However, the study underscores the need for systemic improvements to foster a more inclusive and supportive educational environment.

The implications for higher education institutions are profound. Addressing faculty unawareness through targeted training programs is crucial to ensuring that educators are equipped to meet the diverse needs of SWDs. Furthermore, creating a culture that encourages the disclosure of disabilities without fear of stigma is essential for providing appropriate support. Revising admission policies to be more inclusive will help ensure that all students, regardless of their disabilities, have equitable access to educational opportunities.

The broader impact of this study on policy and practice is significant. It calls for higher education institutions to reevaluate their current practices and policies related to SWDs, emphasizing the importance of inclusivity and accessibility. This study also suggests that improved support services and resources for SWDs can enhance not only their academic performance but also their social skills, contributing to their overall development and integration into the university community.

For future research, several areas warrant further exploration. Investigating the long-term outcomes of SWDs who receive adequate support versus those who do not could provide valuable insights into the effectiveness of current interventions. Additionally, exploring the perspectives of faculty and administrators on the challenges and opportunities in supporting SWDs could help identify further areas for improvement. Finally, research into the experiences of SWDs across

different cultural and educational contexts would offer a broader understanding of the global challenges and best practices in supporting students with disabilities in higher education.

6. Recommendations

As we reflect on the experiences shared by these students, it becomes evident that there is a pressing need for actionable recommendations to enhance inclusivity, support, and opportunities for academic success. The following recommendations are offered as a roadmap for stakeholders, educational institutions, and policymakers to address the identified barriers and pave the way for a more equitable and accommodating educational landscape.

Here's the revised text with specific recommendations and actionable steps incorporated:

- 1- Faculty Training Programs: Institutions should develop and implement mandatory faculty training programs focused on disability awareness and the effective implementation of reasonable accommodations. These programs should provide faculty with practical skills and knowledge on how to SWDs. Training should also include strategies for creating an inclusive classroom environment and addressing the stigma associated with disabilities.
- 2- Enhanced Support Services Awareness: To address the issue of students not reporting to support centers, universities should launch targeted awareness campaigns to inform students about the services offered by the Centers for Disability Support Services (CDSS). These campaigns could include orientation sessions, informational workshops, and easy-to-access online resources that clearly explain the benefits of utilizing CDSS services and how to access them.
- 3- Confidentiality and Stigma Reduction: Institutions should implement measures to reduce the stigma associated with disability. This could include creating confidential channels for students to report their disabilities and seek accommodations without fear of social repercussions. Additionally, universities could promote stories of successful SWDs who have thrived with the help of CDSS, normalizing the use of these services.
- 4- Regular Feedback and Service Improvement: Establish a system for regular feedback from SWDs regarding their experiences with CDSS and faculty interactions. This feedback can be used to continuously improve the quality of services and address any gaps in support. Universities should also consider creating a task force to regularly review and update the services offered by CDSS based on student needs and feedback.
- 5- Admissions Procedure Adjustments: Universities should consider revising their admissions procedures to include a voluntary disclosure option for disabilities, ensuring that students are aware of available support from the outset. This could also involve providing early information about the CDSS during the admissions process, encouraging students to engage with the support services as soon as they begin their studies.

These recommendations offer actionable steps that institutions can take to better support SWDs and address the issues identified in the study. By implementing these recommendations, Saudi universities can work towards creating an inclusive and supportive educational environment that empowers SWD to excel academically and contribute meaningfully to society.

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