



Support Services For Students With Special Needs In The University Education And Their Relationship With Psychological And Academic Adjustment Among Them

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ABSTRACT

The study aimed to reveal the support services for female students with special needs in the university education and their relationship to psychological and academic adjustment among them. To achieve the study objectives, a support services scale, a psychological adjustment scale, and an academic adjustment scale were prepared. The study sample consisted of (16) the third and fourth- year visually impaired students in the Faculties of Arts and Education at Hail University. The study results showed that the level of supportive support services, psychological adjustment, and academic adjustment were high. The results also indicated that there were positive correlations between support services and psychological adjustment, and between support services and academic adjustment among visually impaired female students.

Keywords: Support Services, Psychological Adjustment, Academic Adjustment, Special Needs.

Introduction

The international community has shown special interest about the rights of people with special needs and their equality with their normal peers. Recent trends in special education have pushed towards education based on academic integrating, rejecting the policy of isolation and separation between people with special needs and their normal peers, removing all obstacles of their integration into society, and supporting them to acquire the highest educational level, such as undergraduate level. Encouraging by bodies concerned with educating special needs people and civil society institutions, many countries have enacted legislations and laws to support the policy of academic integration; as international conventions, the most important of which is the International Convention on the Rights of Individuals with Special Needs (2006) which provide for the integration of people with disabilities, regardless of the type or severity of the disability, in all aspects of life, specifically academic integration in section (22) which indicates that non- discrimination and segregation of individuals from public education at all levels because of their disability.

During the past two decades, many countries around the world have enacted regulations and legislation that grant students with special needs the right to receive free appropriate education in public schools and university. To that end, these countries and societies seek to provide care methods and job opportunities in less restrictive environments for members with special needs, like the rest of society, they have their rights and duties. This development was not all at once, but it extended through the ages.

In the past three decades, students with various disabilities have received great interest, especially in developed societies, which has been represented in upbringing and education of them in less restrictive environments alongside their normal peers with providing appropriate (free) special education services. Despite this, these students show many unique characteristics and needs that naturally differ from the characteristics and needs of their normal peers. The previous literature indicated that these students suffer from speech, motor, sensory, and behavioral problems, therefore these students need to receive services that help them in dealing positively and constructively with the environment surrounding, and enabling them to adjust and adapt (Al-Qurini, 2012).

Burchardt (2009) believes that one of the most important services that must be provided to students with special needs is environmental facilities which are represented by public buildings, various types of facilities, streets and means of transportation, and learning environments represented by schools, institutes, and universities, or social environments represented by squares, stadiums, and theme parks, or healthy environments represented by hospitals, health centers, and other environments that help people with special needs adapt to their surrounding environment.

The university, as a main tool, has a majority role to help people with special needs to engage with their normal peers, because it is the basis for the progress of societies and countries, and the preparation of manpower and specialized staff in various fields, in addition to increasing the burdens and responsibilities of the university in light of the enrollment of students with special needs. Therefore, it must provide all support services, student care, and environmental facilities for disabled students, which makes them able to continue their university studies, adapt to university life, and feel psychologically, socially, and academically stable (Al-Sayed & Al-Mushaykhi, 2019).

Among the most important efforts that universities must undertake to facilitate the integration of students with special needs is providing services related to admission and registration at the university, preparing them to study before and during enrollment at the university, making special structural facilities within college buildings, and providing appropriate teaching and learning procedures and methods within the classrooms. Moreover, providing appropriate testing procedures for students with special needs according to their abilities, providing informational support to faculty members on how to deal with this category of students, and following up on the students while they are at the university (Tinklin, et al., 2004).

In this regard, the Kingdom of Saudi Arabia has made rigorous efforts to highlight the mechanisms for achieving progress and growth in dealing with people with special needs through care and attention at all health, treatment, rehabilitation and service levels; the most importantly the educational levels, not only in public educational institutions, but also in higher education institutions. These institutions sought to highlight the importance of providing various support ways to their special groups, including education, rehabilitation, training, care, and providing all available services to achieve the required integration among the elements of the university learning environment.

Attention has now become more focused on searching for psychological and academic compatibility for these students with special needs who are integrated into university education institutions through the logistical support provided to them to achieve life satisfaction and to create a positive psychological and educational meaning that enables them to benefit psychologically and educationally from the elements of university support throughout the levels of their education. This must be firmly included in university education for people with special needs to create their compatibility and acceptance of different life events and situations, especially the stressors they may face in life and university society.

The researcher discussed some previous studies that dealt with the variables of the study, in order to benefit from the results of these studies in the current study. Such as the Ibrahim study (2007) which was conducted in Jordan, it aimed to reveal the problems that blind students face in the university environment and how to address them. The study sample consisted of (68) male and female blind students enrolled at the University of Jordan, both undergraduate and graduate students. The study results showed that most of the integrated blind students were facing problems at the university related to the lack of understanding of their characteristics by university employees, and the lack of appropriate facilities, as they suffer from problems (academic and structural) that are a considerable obstacle for these visually impaired students.

Al-Khashrami (2008) conducted a study in Saudi Arabia that aimed to determine the effectiveness of the support programs provided to students with special needs at King Saud University in Riyadh to improve the chances of their successful integration. The study results showed that (80%) of students with special needs did not participate in preparation programs before joining the university, and that the admission procedures are difficult to implement for those who have disabilities. Moreover, nearly half of the sample of disabled students at the university do not agree that the university buildings are prepared for their needs and nearly 60% of them do not agree that the teaching methods used at the university take into account their needs.

Paul (2012) indicated to the role that service centers provide for people with special needs in universities and its impact on their success. The study was based on reviewing a number of previous studies on the same topic. The study results confirmed that pre- preparation for students with disabilities before university entrance easier to their adaptation to university, but it is not sufficient for their successful integration. To that end, it is necessary to provide basic requirements for them at the university and prepare the buildings.

Dong & Locas (2013) conducted a study in the United States of America that aimed to identify the academic performance of students with disabilities who receive support services at the university. To achieve the study objectives, an academic performance scale was used and support services were provided. The study results showed that the academic performance of students with disabilities who received support services was better than those who did not, and that a few students with disabilities request support services at universities.

The Al-Ayed study (2012), which was conducted in Saudi Arabia, aimed to identify the problems facing students with special needs. The study sample consisted of (17) students (9 females - 8 males) from Taif University, including 5 suffering from a motor disability, 3 suffering from a hearing disability, and 9 suffering from a visual disability. They were distributed among 3 colleges (Education, Arts, and Administrative Sciences). A questionnaire was used that included 80 items divided into 6 dimensions. The study results showed that the most dimensions which represent a problem for the disabled are the economic problems dimension, followed by the administrative problems dimension, then the transport and communications dimension, while the least dimension which represents a problem for the disabled was the psychological problems dimension. The problems faced by students with special needs do not differ according to the educational level. There are no statistically significant differences in the problems that are faced by students with special needs due to their specializations, type of disability, and the severity of the disability.

While the study by Al-Lala (2015), which was conducted in Saudi Arabia, aimed to identify the evaluation of educational and support services provided to people with special needs from the point of view of teachers and specialists in day-care centers in the city of Riyadh. To achieve the study objectives, the researcher applied a list of educational and support services. The study sample consisted of (76) teachers and specialists. The study results showed that there was a difference in the evaluation of teachers and specialists for the levels of educational and supportive services provided to children with special needs, and there were statistically significant differences for the levels of educational and supportive services due to the experience variable. The results also indicated that there were no statistically significant differences for the levels of educational and supportive services due to the type disability variable.

Ahmed (2016) conducted a study in Sudan that aimed to reveal the level of psychological and social adjustment and its relationship to personality traits among people with visual impairment, and know the relationship between psychological and social adjustment with the variables of age, educational level, and gender. To achieve the study objectives, psychological and social adjustment scale and personality traits scale were used. The study sample consisted of (100) individuals with visual impairment. The results of the study showed that the level of psychological and social adjustment of people with visual impairment was low, and there were differences in psychological and social adjustment due to the age variable, and there were no differences due to the gender variable.

Ahmed's study (2017) aimed to measure the level of satisfaction of female students with visual disabilities with their university life and its relationship to the reality and level of support services provided to them by the Education College in Qassim University. The study sample consisted of (12) blind and visually impaired female students enrolled in the Department of Special Education and Psychology at the College of Education. The support services scale for female students with visual disabilities was used, consisting of (4) dimensions (admission and registration services - academic services - building facilities - library services), and the scale of satisfaction with university life for visually impaired students. The study results showed that the level of satisfaction with university life for blind and visually impaired female students was low because of a lack of some services, such as services related to information technology, the availability of computers suitable for the visually impaired, and building equipment, which affected their psychological stability and lack of social appreciation.

While Al-Fahad's study (2018) aimed to identify the reality of the support services provided to people with multiple disabilities (intellectual - visual) at Al Noor Institute for the Blind in Riyadh from the point of view of teachers. The researcher used the descriptive survey method and the questionnaire as a tool for collecting data. The study sample consisted of (40) teachers. The study results showed that the reality of the support services at Al-Noor Institute for the Blind in Riyadh, some few of which are active, and most of the support services are not available within the institute. Also, the support services provided to people with multiple disabilities (intellectual-visual) from the point of view of teachers are represented in transportation services, educational guidance services, social services, entertainment services and diagnostic and evaluation services. Moreover, the study results showed that the most important obstacles of the provision of supportive services for people with multiple disabilities (intellectual - visual) at Al-Noor Institute in Riyadh from the point of view of teachers are the lack of coordination and integration between the agencies providing supportive services for people with multiple disabilities, the lack of cooperation of families and their lack of knowledge of the importance supportive services and there is no a multidisciplinary team that helps in providing supportive services for people with multiple disabilities (intellectual - visual).

Al-Sayyid and Al-Mushaykhi (2019) conducted a study in Oman aimed at highlighting the importance of the university's role in providing support services, environmental facilities, and student care for people with special needs, and analyzing the reality of the role of universities in Oman in providing that service and care. The study was based on the Dhofar University model as a primary core to pay attention to people with special needs, the study relied on a case approach to collect and analyze data, through the researchers' vision and analysis of the reality and requirements of student care in Omani universities, and their vision to develop a proposed solutions for that care and services in a humane, social, and ethical manner that is compatible with the needs of these students.

Al-Rahmaneh, et al. (2020) conducted a study in Jordan that aimed to identify the reality of the support services provided to students with disabilities at Al-Balqa University. To achieve the study objectives, the support services questionnaire was used. The study sample consisted of (32) male and female students. The study results showed that the reality of the support services provided to students with disabilities was moderate, in addition to there were differences in the reality of services due to the gender variable, in favor of males, and the specialization variable, in favor of the humanities specializations, and there were no differences due to the type of disability variable.

After reviewing previous studies, the researcher notes that the majority of studies dealt with support services for students with special needs, but there is no study - to the researcher's knowledge - that dealt with support services and their relationship to both psychological and academic adjustment among the visually impaired. This distinguishes the current study from other studies, it is expected that it will have a place among previous studies, and a starting point for further studies and research within these variables. Therefore, this study seeks to investigate the services provided to visually impaired female students, and their relationship to psychological and academic adjustment at the University of Hail.

The Study Problem

Many important and crucial issues have emerged in the special education field; such as improving educational practices and services, support services, relations between institutions and families, encouraging cooperation between specialists and evaluating the effectiveness of services, changing legislation, applications of technology, early intervention, measurement and evaluation. Such a successive acceleration in special education issues has created pressure on educational institutions in charge of implementing policies and procedures that ensure the referral and identification of individuals who are eligible for special education services and support services in all their forms and diverse methods (Shanon, 2015).

Despite the laws Legislation also emphasizes the importance of providing educational and support services and special facilities for students with special needs, just like other normal students, the efforts of Arab countries are still in their early stages with regard to providing support services and appropriate facilities for groups of people with special needs, including the visually impaired. Although special education has achieved many achievements over the past four decades, the researcher in the field of special education still faces some major challenges, including: improving and developing support services aimed at helping students with special need in compatibility, adaptation, working more efficiently, and living a more independent life in their communities, especially (educational), and providing more opportunities for people with special needs to fully participate in the entertainment, academic, therapeutic, vocational, and living activities and services available within educational institutions for non-disabled individuals (Welch, 2011).

Furthermore, there are challenges represented in providing all the services in terms of efficiency and quality to students with special needs who need good quality services. The majority of centers and institutions (especially university ones) still lack distinguished programs, guidance care, support and direct assistance, so there is a need to increase funding for these services in a realistic manner; as the numbers of people with special needs increase, which necessitates attention to the services provided to them in all aspects.

University education for people with special needs is considered necessary, it is even more important than other services provided to them, because it enables them to gain knowledge and experiences that help them in other aspects of their lives and enables them to have career independence in the future, in addition to being a legitimate right for them. Despite its legitimacy, it is still under study in some universities or some bodies responsible for higher education in Arab countries. On the other hand, some universities decided to accept students whose disability does not prevent them from enrolling in the university.

The researcher observed some of the conditions of visually impaired female students integrated into the university, the difficulties they suffer from, and the availability of support services which help them overcome their disability psychologically and educationally from the university, such as: (library services, visual aid services, mobility facilities, psychological counseling services and services academic guidance). Specifically, the problem of the study lies in answering the following questions:

- What is the level of support services provided to female (visually impaired) students integrated into university education?
- What is the level of psychological adjustment among visually impaired female students enrolled in university education?
- What is the level of academic adjustment among visually impaired female students enrolled in university education?
- Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the support services provided to (visually impaired) female students integrated into university education and their psychological adjustment?
- Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the support services provided to female (visually impaired) students integrated into university education and their academic adjustment?

The Study Objective

This study sought to reveal the relationship between the support services provided to female students with special needs and their psychological and academic adjustment within the university educational environment at the University of Hail.

The Significance of Study

The importance of the study lies in the following points:

- The scarcity of scientific research and studies published in scientific journals or periodicals that discuss the enrollment of students with disabilities in higher education institutions, to the researcher's knowledge.
- Providing detailed information about the reality of the support services provided by the University of Hail to integrated female students with special needs by surveying their opinions on the nature of the services provided, which may contribute to developing university services for this category.
- Know the opinions of integrated female students about the extent to which they benefit from the services provided at the psychological and educational levels.
- The scarcity of studies that addressed the psychological and academic adjustment of female students integrated into university education and the role of support services in achieving this.

Study Terms

The study included the following terms:

- **Support Services:** These services are provided by professional specialists to people with special needs in various educational institutions (school or university). They are outside the educational and academic process; they are designed to fulfill the educational and guidance needs of male and female students with special needs. (Bennett, 2010). In this study, it refers to the support services provided to visually impaired female students that achieve psychological and academic adjustment within the university in the Faculties of Arts and Education at the University of Hail. It is measured procedurally by the actual score that the female students will obtain as a result of responding to the support services scale that was prepared for this study.
- **Low Vision Individuals:** A person who suffers from visual difficulty and uses visual aids such as magnifying glasses, direct lenses, or other magnification means, which through them able to read, write, and see (Al-Qaryouti, 2011). In this study, it refers to the female students who have weak visual ability, such that they are unable to adjust psychologically and academically with the stimuli of the university environment.
- **Psychological Adjustment:** It is a state of internal balance for the individual, such that is being satisfied and accepting of self, with relative freedom from tensions and conflicts that are associated with negative feelings about the self. The state of internal balance can be accompanied by positive interaction with reality and the environment (Ahmed, 2016). It is measured procedurally by the actual score that female students will obtain as a result of responding to the psychological adjustment scale that was prepared for this study.
- **Academic Adjustment:** It is the feeling of acceptance, harmony, and positive emotions with the totality of knowledge, information, and skills that the student possesses after being exposed to educational experiences in a subject or group of courses in the educational stage (Saleh 2021). It is measured procedurally by the actual score that female students will obtain as a result of responding to the academic adjustment scale that was prepared for this study.

Study Limits

The limits of the study were as follows:

- Human and spatial limits: The study sample was limited to (16) visually impaired female students in the third and fourth year in the faculties of Arts and Education at the University of Hail in the Kingdom of Saudi Arabia.
- Temporal limits: The study was conducted in the first semester of the academic year 2023-2024.

- The study was limited to the results reached by the researcher due to the use of the Support Services Scale, the Psychological Adjustment Scale, and the Academic Adjustment Scale.

The Study Methodology

In this study, the descriptive correlational approach was used to suit the objectives of this study, by distributing two study tools to members of the study sample represented by visually impaired female students in the third and fourth year in the faculties of Arts and Education at the University of Hail, analyzing the data quantitatively and answering the study questions.

The Study Population

The study population consisted of all visually impaired female students in the third and fourth year of the first semester, who number (20) students in the faculties of Arts and Education at the University of Hail, for the academic year (2023-2024).

The Study Sample

The study sample consisted of (16) visually impaired female students in the Faculties of Arts and Education at the University of Hail in the third and fourth year, who were selected randomly for the first semester of the academic year (2023-2024).

The Study Tools

For achieving the study objectives, three tools were used, as follows:

First: The Support Services Scale

To achieve the objectives of the study, the support services scale was prepared, after reviewing previous studies and relevant measures; such as the studies of Al-Khashrami (2008), Al-Lala (2015), and Ahmed (2017). The scale in its initial form consists of (35) items, distributed over four dimensions (the dimension of support services related to admission and registration procedures, the dimension of support services related to building facilities, the dimension of support services related to academic facilities, the dimension of support services related to library facilities).

The Validity of the support services scale

To verify the validity of the support services scale, the following validity indicators were extracted:

First: Content Validity

To verify the indicators of the content validity of the support services scale, it was presented in its initial form to a group of arbitrators specialized in educational psychology and psychological counseling. They were asked to express their opinions and notes about the appropriateness of the tool items for the dimensions in which they were included, the extent of their soundness from a linguistic point, the extent of their clarity in terms of meaning and any comments and notes as they consider appropriate. The researcher adopted (80%) of the arbitrators' consensus to accept, delete, or edit any of the items, therefore (3) items were deleted, and (3) items were reformulated from a linguistic point. The arbitrators indicated that the scale was suitable for measuring the level of support services for visually impaired female students. Accordingly, the scale in its final form consisted of (32) items distributed into four dimensions.

Second: Construct Validity

To verify the construct validity of the support services scale, the values of the Pearson correlation coefficients for the item with the dimension, and with the scale as a whole, were extracted by applying them to an exploratory sample consisted of (4) female students from outside the study sample. The values of the correlation coefficients for the items with the dimensions ranged between (0.46-0.83), and the values of the correlation coefficients between the items and the scale as a whole ranged between (0.40-0.77). The researcher believes that these values give an indication of the construct validity of the support services scale, allowing it to be used in this study.

The Reliability of the support services scale

To verify the reliability of the support services scale, the value of Cronbach's alpha coefficient was extracted for the responses of the sample members to all the items of the study, where the value of Cronbach's alpha for the scale dimensions was between (0.84-0.91), and the alpha value for the scale as a whole was (0.89). The value of the test-retest reliability coefficient was also extracted using the Pearson correlation coefficient by re-test to the same previous sample of (4) female students, after an interval of two weeks from the first test, the Pearson correlation coefficient for the dimensions of the scale was between (0.79-0.87), and the value for the scale as a whole was (0.85). The researcher believes that these values are acceptable to be used for the purposes of the current study.

The Support Services Scale Correction

The support services scale in its final form consists of (32) items. The respondent places a sign (X) in front of each item to indicate the item's compatibility with personal conviction. 5-point Likert scale (extremely agree = 5, very agree = 4, moderately agree = 3, slightly agree = 2, little agree = 1) was employed, these scores are applied to all items with a positive trend, while the scoring is reversed in items with a negative trend. The following scale was adopted to analyze the results:

- 1.00–1.66 low
- 1.67–2.33 Moderate
- 2.34–5.00 High

Second: Psychological adjustment scale

In this study, a scale of the psychological adjustment was prepared after reviewing previous studies and related measures; such as the studies of Al-Taie (2006) and Al-Hattab (2015). It consists of (30) items distributed in four dimensions (the emotional personal adjustment dimension, the health and physical adjustment dimension, the family adjustment dimension, and the social adjustment dimension).

The Validity of the psychological adjustment scale

To verify the validity of the psychological adjustment, the following validity indicators were extracted:

First: Content Validity

To verify the indicators of the content validity of the psychological adjustment scale, it was presented in its initial form to a group of arbitrators specialized in educational psychology, psychological counseling and Arabic language curricula. They were asked to give their opinions and notes about the appropriateness of the tool items for the dimensions in which they were included, the extent of their soundness from a linguistic point, the extent of their clarity in terms of meaning and any comments and notes as they consider appropriate. The researcher took into account the comments and notes of the arbitrators and adopted (80%) of their consensus to accept, delete, or edit any of the items, therefore (3) items were reformulated from a linguistic point and replacing some terms to appropriate the objectives of the study in (3) items. The arbitrators indicated that the suitability of the scale to measure the level of psychological adjustment among visually impaired female students. Accordingly, the scale in its final form consisted of (30) items distributed into four dimensions.

Second: Construct Validity

To verify the construct validity of the psychological adjustment scale, the values of the Pearson correlation coefficients for the item with the dimension, and with the scale as a whole, were extracted by applying them to an exploratory sample consisted of (4) female students from outside the study sample. The values of the correlation coefficients for the items with the dimensions ranged between (0.47-0.86), and the values of the correlation coefficients between the items and the scale as a whole ranged between (0.42-0.78). The researcher believes that these values give an indication of the construct validity of the psychological adjustment scale, allowing it to be used in this study.

The Reliability of the psychological adjustment scale

To verify the reliability of the psychological adjustment scale, the value of Cronbach's alpha coefficient was extracted for the responses of the sample members to all the items of the study, where the value of Cronbach's alpha for the scale dimensions was between (0.85-0.90), and the alpha value for the scale as a whole was (0.87). The value of the test-retest reliability coefficient was also extracted using the Pearson correlation coefficient by re-test to the same previous sample of (4) female students, after an interval of two weeks from the first test, the Pearson correlation coefficient for the dimensions of the scale was between (0.79-0.86), and the value for the scale as a whole was (0.85). The researcher believes that these values are acceptable to be used for the purposes of the current study.

The Psychological Adjustment Scale Correction

The psychological adjustment scale in its final form consists of (30) items. The respondent places a sign (X) in front of each item to indicate the item's compatibility with personal conviction. 5-point Likert scale (extremely agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) was employed, these scores are applied to all items with a positive trend, while the scoring is reversed in items with a negative trend. The following scale was adopted to analyze the results:

- 1.00–2.33 low
- 2.34–3.67 Moderate
- 3.68–5.00 High

Third: Academic Adjustment Scale

In this study, an academic adjustment scale was prepared after reviewing previous studies and related measures; such as the studies of Khalil & Shalabi (2020), Al-Dumaini & Al-Tharabi (2019). It consists of (34)

items distributed into five dimensions (the dimension of the relationship with colleagues, the dimension of the trend towards specialization, the dimension of the relationship with faculty members, the dimension of adaptation to the university environment, and the dimension of the trend towards courses).

The Validity of the Academic Adjustment Scale

To verify the validity of the academic adjustment scale, the following validity indicators were extracted:

First: Content Validity

To verify the indicators of the content validity of the academic adjustment scale, it was presented in its initial form to a group of arbitrators specialized in educational psychology, psychological counseling and Arabic language curricula. They were asked to give their opinions and notes about the appropriateness of the tool items for the dimensions in which they were included, the extent of their soundness from a linguistic point, the extent of their clarity in terms of meaning and any comments and notes as they consider appropriate. The researcher took into account the comments and notes of the arbitrators and adopted (80%) of their consensus to accept, delete, or edit any of the items, therefore an item was deleted and (4) items were reformulated from a linguistic point and replacing some terms to appropriate the objectives of the study. The arbitrators indicated that the suitability of the scale to measure the level of academic adjustment among visually impaired female students. Accordingly, the scale in its final form consisted of (33) items distributed into five dimensions.

Second: Construct Validity

To verify the construct validity of the academic adjustment scale, the values of the Pearson correlation coefficients for the item with the dimension, and with the scale as a whole, were extracted by applying them to an exploratory sample consisted of (4) female students from outside the study sample. The values of the correlation coefficients for the items with the dimensions ranged between (0.45-0.85), and the values of the correlation coefficients between the items and the scale as a whole ranged between (0.41-0.79). The researcher believes that these values give an indication of the construct validity of the academic adjustment scale, allowing it to be used in this study.

The Reliability of the academic adjustment scale

To verify the reliability of the academic adjustment scale, the value of Cronbach's alpha coefficient was extracted for the responses of the sample members to all the items of the study, where the value of Cronbach's alpha for the scale dimensions was between (0.84-0.91), and the alpha value for the scale as a whole was (0.88). The value of the test-retest reliability coefficient was also extracted using the Pearson correlation coefficient by re-test to the same previous sample of (4) female students, after an interval of two weeks from the first test, the Pearson correlation coefficient for the dimensions of the scale was between (0.78-0.87), and the value for the scale as a whole was (0.86). The researcher believes that these values are acceptable to be used for the purposes of the current study.

The Academic Adjustment Scale Correction

The academic adjustment scale in its final form consists of (33) items. The respondent places a sign (X) in front of each item to indicate the item's compatibility with personal conviction. 5-point Likert scale (extremely agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) was employed, these scores are applied to all items with a positive trend, while the scoring is reversed in items with a negative trend. The following scale was adopted to analyze the results:

- 1.00–2.33 low
- 2.34–3.67 Moderate
- 3.68–5.00 High

Study Procedures

To achieve the objectives of the study, the following steps and procedures were followed:

- Reviewing the theoretical literature and previous published studies related to the study topic.
- Preparing the study tools in their final form for the purposes of applying after verifying the indications of their validity and reliability, by presenting the tools to a group of arbitrators, in addition to applying them to an exploratory sample to extract the values of the validity and reliability coefficients.
- Determining the number of members of the total study population, which is represented by visually impaired female students in the third and fourth year of the first semester for the academic year (2023-2024) in the faculties of Arts and Education at Hail University; which consisted of (20) students. In addition to determining the number of members of the study sample that was selected randomly from the total study population, which consisted of (16) female students.
- Applying the study tools to the sample members, whereas the information related to the method of answering the items was clarified. Moreover, emphasis was given to the study sample members to answer accurately, and they were informed that the information that will be obtained will only be used for scientific study purposes.

- Gathering the study tools after answering their items, then they were prepared for the statistical analysis to draw conclusions.
- Entering the data into the computer, then using the statistical package for social sciences (SPSS) software for data analysis to answer the study questions, and come up with the results discussion and appropriate recommendations in the light of the results that have been reached.

Statistical Analysis

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

- Arithmetic averages and standard deviations.
- Pearson correlation coefficient.

The Study Results and Discussion

First: Results related to the first question: "What is the level of support services provided to (visually impaired) female students integrated into university education?"

To answer this question, the arithmetic means and standard deviations were extracted for the responses of visually impaired female students to the dimensions of the scale of support services provided to female students, and the scale as a whole, Table (1) shows this.

Table (1): Arithmetic means and standard deviations of visually impaired female students' responses to the dimensions of the Support Services Scale and the scale as a whole, arranged in descending order.

The rank	No.	The dimensions	Arithmetic mean	standard deviation	The level
1	2	The support services related to building.	4.11	0.71	High
2	1	support services related to admission. and registration procedures	4.03	0.96	High
3	3	The support services related to academic facilities.	3.87	0.82	High
4	4	The support services related to library facilities.	3.75	0.67	High
The support services level as a whole			3.94	0.78	High

It is clear from the data in Table (1) that the arithmetic means of the responses of visually impaired female students regarding the dimensions of support services ranged between (3.75 - 4.11), with a high level of the scale as a whole, whereas the dimension of "support services related to building" came in the first rank, with an arithmetic mean of (4.11), in second rank came the dimension of "support services related to admission and registration procedures", with an arithmetical mean of (4.03), and in fourth and final rank came the dimension of "support services related to library facilities", with an arithmetical mean of (3.75). The arithmetic average for the level of support services as a whole was (3.94), a high level.

This result can be attributed to the university's interest in providing facilities for visually impaired female students, in terms of facilitating admission and registration procedures, and making admission and registration criteria take into account their circumstances. In addition to the cooperation of the female employees and faculty members, which is provided with female students in the procedures required of them and trying to deliver information in an easy and appropriate way for their health condition.

The researcher believes that human and social relations helped visually impaired students integrate with their normal peers, as cooperation appears clearly during lectures, and college administrations try to provide them with the possible facilities within the college's capabilities.

This result can be explained in light of the building facilities are provided by the university, which represented by wide corridors, ease of walking, and appropriate bathrooms. Moreover, the suitability of offices and study halls for their health condition, and the availability of signs and signals in the colleges that help them move and navigate easily in the college facilities. Tinklin et al (2004) indicated that the most important facilities that can be provided to students with learning difficulties are the appropriate teaching and learning methods within the classroom, and appropriate testing procedures according to their abilities.

The result of the current study disagreed with the result of the study of Ibrahim (2007), which showed that most of the blind integrated students were facing problems at the university related to that university employees do not understand their characteristics, and the lack of appropriate facilities, as they suffered from (academic) problems. It also disagreed with the result of the study of Al-Rahmneh et al. (2020), which showed that the reality of the support services provided to students with disabilities was moderate.

Second: Results related to the second question: “What is the level of psychological adjustment of (visually impaired) female students enrolled in university education?”

To answer this question, the arithmetic means and standard deviations of the visually impaired female students' responses to the dimensions of the psychological adjustment scale and the scale as a whole were extracted, Table (2) shows this.

Table (2): Arithmetic means and standard deviations of visually impaired female students' responses to the dimensions of the psychological adjustment scale and the scale as a whole, arranged in descending order.

The rank	No.	The dimensions	Arithmetic mean	standard deviation	The level
1	3	The family adjustment	3.91	0.73	High
2	4	The social adjustment	3.83	0.79	High
3	1	The emotional personal adjustment	3.77	0.91	High
4	2	The health and physical adjustment	3.69	0.65	High
The psychological adjustment level as a whole			3.80	0.61	High

It is clear from the data in Table (2) that the arithmetic averages of the responses of visually impaired female students regarding the dimensions of psychological adjustment ranged between (3.69-3.91), with a high level of the scale as a whole, whereas the “family adjustment” dimension came in the first rank, with an arithmetic average (3.91), and in the second rank came the “social adjustment” dimension, with an arithmetic average of (3.83), and in the fourth and final rank came the “health and physical adjustment” dimension, with an arithmetic average of (3.69), and the arithmetic average for the level of psychological adjustment as a whole was (3.80), at a high level.

This result can be attributed to the decisions and practices were taken by the Saudi Education Ministry regarding students with disabilities such as visually impaired students, which would provide financial and psychological support to students, and integrate them with normal students. This contributes to achieving a high level of psychological adjustment among visually impaired female students.

The researcher believes that universities' interest in students with learning difficulties has had a major role in raising the level of psychological adjustment among visually impaired students through their interaction with faculty members, and opening the space for discussion with regard to incomprehensible teaching points; this leads to raising the self-confidence level and achieving high psychological adjustment among them. Al-Ayed (2012) emphasized that the most common problems facing students with disabilities at university are psychological problems.

The result of the current study disagreed with the result of Ahmed's study (2016), which indicated that the psychological adjustment of people with visual impairment was low. It also disagreed with the result of Ahmed's study (2017), which indicated that there was a shortage in some services, such as services related to information technology, the availability of computers suitable for the visually impaired, and building equipment, which affected their psychological stability and lack of social appreciation.

Third: Results related to the third question: “What is the level of academic adjustment of female (visually impaired) students integrated into university education?”

To answer this question, the arithmetic means and standard deviations of the visually impaired female students' responses to the dimensions of the academic adjustment scale and the scale as a whole were extracted, Table (3) shows this.

Table (3): Arithmetic means and standard deviations for the responses of visually impaired female students to the dimensions of the academic adjustment scale and the scale as a whole, arranged in descending order.

The rank	No.	The dimensions	Arithmetic mean	standard deviation	The level
1	1	The relationship with colleagues	3.89	1.01	High
2	3	The relationship with faculty members	3.83	0.92	High
3	4	The adaptation to the university environment	3.78	0.87	High
4	2	the trend towards specialization	3.61	0.94	moderate
5	5	the trend towards courses	3.46	0.75	moderate
The academic adjustment level as a whole			3.71	0.81	High

It is clear from the data in Table (3) that the arithmetic mean of the responses of visually impaired female students regarding the dimensions of academic adjustment ranged between (3.46 - 3.89) with a high level of the scale for all dimensions except for the two dimensions of the trend towards specialization and the trend

towards courses at an moderate level, while the dimension of the relationship with colleagues came in the first rank, with a mean of (3.89), in the second place was the relationship with faculty members dimension, with an arithmetic mean of (3.83), and in fourth rank which was the trend towards specialization dimension, with a mean of (3.61). The trend towards courses dimension came in fifth and last rank, and the arithmetic mean for the level of academic adjustment as a whole was (3.71), at a high level.

This result can be explained in light of human nature, which makes the individual social and always wants to make relationships and friendships. When visually impaired female students engage with others and make new friendships within the university environment, this will help them cooperate with others in their studies and adapt to the teaching methods used, in addition to the social support which is provided by faculty members helps them face the various difficulties and pressures of study; this reflects positively on their academic adjustment.

This result can also be attributed in light of the desire of visually impaired female students to prove their ability to engage within the university environment with other female students. They have the desire to participate with faculty members during lectures, and various activities, in addition to proving their competence by being able to excel in tests; This reflects positively on their academic compatibility.

Fourth: Results related to the fourth question: “Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the support services provided to (visually impaired) female students integrated into university education and their psychological adjustment?”

To answer this question, the values of the correlation coefficients were extracted using the Pearson Correlation method between the visually impaired female students' estimates of the support services scale and the psychological adjustment scale, as shown in Table (4).

Table (4): Values of Pearson correlation coefficients between visually impaired female students' estimates of support services and academic adjustment.

The dimension	The emotional personal adjustment	The health and physical adjustment	The family adjustment	The social adjustment	psychological adjustment as a whole
the support services related to admission and registration procedures	*0.31	*0.48	*0.37	*0.26	*0.52
the support services related to building facilities	*0.28	*0.33	*0.42	*0.46	*0.36
the support services related to academic facilities	*0.27	*0.36	*0.33	*0.48	*0.39
the support services related to library facilities	*0.50	*0.34	*0.27	*0.31	*0.36
the support services as a whole	*0.43	*0.38	*0.28	*0.46	*0.33

It is clear from the data in Table (4) that there is a positive statistically significant correlation at the significance level ($\alpha = 0.05$) between support services and psychological adjustment among visually impaired female students, as all correlation values between the dimensions of support services and the dimensions of psychological adjustment, and between support services as a whole and psychological adjustment as a whole, were statistically significant.

This result can be attributed to the presence of specialists in psychological counseling in university colleges, which provide assistance and consultations to visually impaired students in the event of facing psychological, social, or academic problems. So, solutions are found according to the abilities and capabilities that the student possesses, which is reflected in their psychological health. Thus, it leads to achieving high psychological adjustment.

The researcher believes that providing adapted buildings for visually impaired female students, with wide corridors that allow them to move easily and without any difficulty, in addition to providing easy procedures for them in the various university facilities, especially the library, will make them able to learn everything new with ease and integrate into the educational process. Consequently, they feel that there is no difference between them and normal female students, which leads to raising their level of psychological adjustment.

Fifth: Results related to the fifth question: “Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the support services provided to (visually impaired) female students integrated into university education and their academic adjustment?”

To answer this question, the values of the correlation coefficients were extracted using the Pearson Correlation method between the visually impaired female students' estimates of the support services scale and the academic compatibility scale, as shown in Table (5).

Table (5): Pearson Correlation values between visually impaired female students' estimates of support services and academic adjustment

The dimension	The relationship with colleagues	The trend towards specialization	The relationship with faculty members	The adaptation to the university environment	The trend towards courses	Academic adjustment as a whole
the support services related to admission and registration procedures	*0.39	*0.28	*0.41	*0.44	*0.34	*0.57
the support services related to building facilities	*0.43	*0.38	*0.50	*0.37	*0.40	*0.42
the support services related to academic facilities	*0.37	*0.29	*0.41	*0.36	*0.35	*0.45
the support services related to library facilities	*0.31	*0.46	*0.28	*0.33	*0.36	*0.40
the support services as a whole	*0.43	*0.37	*0.44	*0.39	*0.30	*0.38

It is clear from the data in Table (5) that there is a positive statistically significant correlation at the significance level ($\alpha = 0.05$) between support services and academic adjustment among visually impaired female students, as all correlation values between the dimensions of support services and the dimensions of academic adjustment, and between support services as a whole and academic adjustment as a whole, were statistically significant.

This result can be attributed to the facilities and supportive services which are provided by the university, they help visually impaired female students integrate with their normal peers and adapt to the university environment; whereas faculty members are keen to communicate and involve female students in the educational process. The college also provides someone to write their answers, give them additional time during exams and provide a suitable place during the exam.

The researcher believes that cooperation between visually impaired students and normal students greatly affects their academic adjustment. The students' keenness to help visually impaired students leads to their desire to go to the university and participate in the educational process, adapt to the various university facilities, and work to learn everything new despite their health condition.

The result of the current study agreed with the result of the study of Dong & Locas (2013), which indicated that the academic performance of students with disabilities who received support services was better than those who did not receive support services.

Recommendations

- Establishing services and support centers for students with special needs, and providing them with all the necessary requirements for the successful integration with normal students.
- Holding training courses and workshops with the aim of introducing the faculty members with how to deal with the visually impaired.

- Providing appropriate teaching methods for visually impaired students based on modern technology.
- Conducting further studies and research related to the support services provided to visually impaired students within new psychological variables.

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