



United Arab Emirates University

College of Education

Department of Special Education

EXAMINING UNIVERSITY FACULTY ATTITUDES TOWARDS
INCLUDING COLLEGE STUDENTS WITH DISABILITIES IN
HIGHER EDUCATION IN THE UAE

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This thesis is submitted in partial fulfilment of the requirements for the degree of
Master of Education (Special Education)

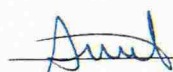
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April 2018

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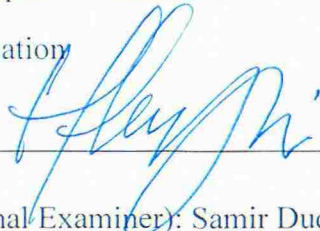
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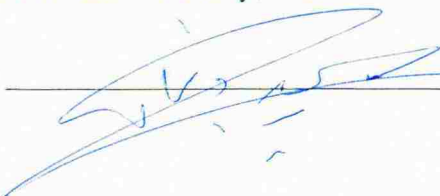
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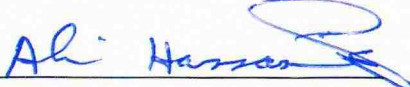
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Abstract

Recent research indicated that the success of inclusion programs is dependent on teachers' attitudes toward inclusion. Therefore, the objective of this study was five-fold as follows: i) investigating university faculty attitudes toward including college students with disabilities in higher education, ii) examining the impact of university faculty teaching experience and their previous contact with individuals with disabilities on their attitudes towards including college students with disabilities in higher education, iii) examining the impact of the severity of the disability on the university faculty attitudes toward including college students with disabilities in higher education, iv) investigating willingness of university faculty toward providing educational accommodations to college students with disabilities in higher education, and v) investigating the relationship between the university faculty attitudes and their willingness to provide educational accommodation to college students with disabilities in higher education. A total of 125 university faculty participated in this study. Overall, the results of this study indicated that the university faculty attitudes toward including college students with disabilities were positive. Moreover, there was a significant difference in the extents of experience in teaching college students with disabilities on the attitudes of the university faculty. With respect to the previous contact, the findings of this study indicated that the university faculty with previous contact with individuals with disabilities holds higher positive attitudes than those who do not have previous contact. Also, the findings of this study indicated university faculty hold more positive attitudes towards including college students with mild disabilities. And finally, there was a significant relationship between university faculty attitudes and their willingness towards providing educational

accommodation for college students with disabilities. Recommendations for practice and future research are discussed in this study.

Keywords: University faculty, college students with disabilities, attitudes, willingness, educational accommodations.

Title and Abstract (in Arabic)

قياس اتجاهات الهيئة التدريسية في جامعة الإمارات نحو دمج الطلبة من أصحاب الهمم في صفوف التعليم العالي

الملخص

تهدف هذه الدراسة بشكل عام إلى معرفة اتجاهات الهيئة التدريسية بجامعة الإمارات العربية المتحدة نحو دمج الطلاب من أصحاب الهمم في صفوف التعليم العالي. أهداف هذه الدراسة على النحو التالي: أ) معرفة اتجاهات الهيئة التدريسية بجامعة الإمارات العربية المتحدة نحو دمج الطلاب من أصحاب الهمم في صفوف التعليم العالي، ب) فحص أثر مستوى الخبرة في تدريس الطلبة من أصحاب الهمم و الإتصال المسبق للهيئة التدريسية بجامعة الإمارات العربية المتحدة مع أفراد من أصحاب الهمم على اتجاهات الهيئة التدريسية بجامعة الإمارات العربية المتحدة نحو دمج الطلاب من أصحاب الهمم في صفوف التعليم العالي، ج) فحص أثر مستوى شدة الإعاقة على اتجاهات الهيئة التدريسية بجامعة الإمارات العربية المتحدة، و د) معرفة رغبة الهيئة التدريسية بجامعة الإمارات العربية في تقديم تكييفات دراسية للطلبة من أصحاب الهمم في صفوف التعليم العالي. عينة الدراسة هي 125 عضو من الهيئة التدريسية في جامعة الإمارات العربية المتحدة. أشارت نتائج هذه الدراسة أن اتجاهات الهيئة التدريسية بجامعة الإمارات العربية المتحدة نحو دمج الطلاب من أصحاب الهمم في صفوف التعليم العالي كانت ايجابية بالإضافة إلى ذلك أشارت نتائج هذه الدراسة إلى أن اتجاهات أعضاء الهيئة التدريسية حول دمج أصحاب الهمم كانت ايجابية أكثر عند دمج الطلبة من أصحاب الهمم ذوي الإعاقات البسيطة. كما بينت نتائج الدراسة أن الخبرة في تدريس الطلبة من أصحاب الهمم كان لها أثر على اتجاهات أعضاء الهيئة التدريسية نحو دمج أصحاب الهمم و كذا الإتصال المسبق بأفراد من أصحاب الهمم. كما أكد كل أفراد العينة الدراسية عن رغبتهم في تقديم تكييفات دراسية للطلبة من أصحاب الهمم. كما بينت النتائج وجود علاقة بين اتجاهات أعضاء الهيئة التدريسية حول دمج أصحاب الهمم و رغبتهم في تقديم تكييفات دراسية للطلبة من أصحاب الهمم. كما تمت مناقشة توصيات التطبيق و البحوث المستقبلية في هذه الدراسة.

مفاهيم البحث الرئيسية: الدمج، اتجاهات الهيئة التدريسية، الطلاب من ذوي الإعاقة، درجة الإعاقة، الإمارات العربية المتحدة.

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Dedication

To my beloved parents, husband, siblings and my lovely kids

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List of Abbreviations

ADEK	Department of Education and Knowledge
DDA	Disability Discrimination Act
FATIS	University Faculty Attitudes Towards Inclusion Scale
FWTA	University Faculty Willingness Towards providing Accommodation
HE	Higher Education
IDEA	Individuals with Disabilities Educational Act
UAE	United Arab Emirates

Chapter 1: Introduction

1.1 Overview

The United Arab Emirates (UAE), like many other countries in the world embraced the movement of inclusion of students with disabilities in general elementary and secondary schools. H.E. Dr. Amal Al-Qubaisi, the former Director General of ADEK (Department of Education and Knowledge) stated “thousands of special needs children have been integrated into schools” (Bell, 2015, as cited in Baker, 2015, p.285). The UAE is a young country and as such all its educational initiatives are new (Gaad & Almotairi, 2013). The UAE interest in inclusion of students with disabilities in general education classrooms was first introduced in 2006 through a federal law, which, was mandated in 2009. The UAE Federal Law was ratified to protect the students with disabilities’ rights to education in all educational stages. Baker (2015) stated that, after the establishment of ADEK in 2005, major reforms favored individual learning and learners. As a result, ADEK began to implement strategies that focused on providing all students with better learning environments. H.E. Dr. Al Khaili, the former Director General of ADEK, stated that:

‘ADEK is devoted to inclusive education, which respects the right for all the learners to have a quality education that meets the highest standards of learning needs and enriches their lives. Focusing particularly on special needs students, who have traditionally been educated in special education centers, or at home, this initiative seek to support the intellectual potentials of every student’. (ADEK, 2010, p.2, as cited in Baker, 2015, p.284).

The inclusion of students with disabilities in mainstream education was enforced as a result of much legislation and policy formation in different countries around the world. The Salamanca Declaration (UNESCO, 1994) established equal educational opportunities for students with disabilities (Leyser & Greenberger, 2008) by passing a law which reaffirms the commitment to education for all and recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system (UNESCO, 1994, p.7). Moreover, in 2006 the United Nations Convention on the Rights of Persons with Disabilities was ratified. Article 24 states that students with disabilities should be supported to facilitate their effective education (Morley & Croft, 2011). Changed passage of the students with disabilities through elementary schools into secondary schools infers an obvious transition to higher education (HE). Fichten (1988) argued that higher education for students with disabilities is as important as for the students without disabilities, nothing that it helps them realize their personal goals and enables them to compete in the job market.

In the United States, Section 504 of the Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Act (IDEA, 2004) were a turning point in the history of inclusive learning in higher education (HE) that granted students with disabilities the right to education and enabled them to pursue their higher studies. Consequently, the number of students with disabilities enrolling in higher education (HE) dramatically increased. Rivas (2013) stated that according to the National Center for Education Statistics [NCES], there was an 8% increase of the enrollment of students with disabilities in HE between 1978 and 2003. Fichten (1988) stated other reasons that increased the number of college students with disabilities in HE, other than laws and civil rights movements was public awareness, better public

school education, advances in medical technology and rehabilitation engineering. Statistics suggest that nearly of all students in higher education programs have 9% type of disability in the US, while the UK has 5% and Australia 3% (Henderson, 2001; Higher Education Statistics, 2002; Productivity Commission 2003, as cited in Konur, 2006, p.351).

The participation of the college students with disabilities in HE around the world has been influenced by public policies that require equal rights to access general education classrooms by students with or without disabilities. Australia as well as the UK, ratified laws such as the Disability Discrimination Act (DDA) (1992) and the Disability Discrimination Act (DDA) (1995) to prohibit discrimination based on disability. Many other countries, including Canada and Europe followed similar policies and facilitated the inclusion of college students with disabilities in HE (Konur, 2006). In Norway, for instance, educational policy was rooted in the principle of equal rights to education in HE, for all members of society, in accordance with the UN Convention on the Rights of People with Disabilities (United Nations, 2006 as cited in Brandt, 2011). Earlier, a reform of the Norwegian Higher Education (HE) system, implemented in 2003, provided equal rights to education to college students with and without disabilities and committed to enhancing the quality of HE (Brandt, 2011). Recently, Ghana passed the Persons with Disability Act 2006 in accordance with the UN Convention on the Rights of People with disabilities (Ghana Center of Democratic Development, 2006 as cited in Morely & Croft, 2001).

Similarly, several Arab countries have adopted a comparable stance to the inclusion movement by including students with disabilities in mainstream education and HE. For example, in Jordan it is required by law that college students with

disabilities have the right to pursue their studies in HE institutions as it is stated in the Law of the Rights for Person with Disabilities of the year 2007 in Article four, Section (B) ‘The Ministries of Education and Higher Education are: providing persons with disabilities with general, vocational, and higher education opportunities in accordance with their disability category through integration; and adopting inclusive education programs between college students with disabilities and non-disabled counterparts and implementing these programs with the framework of educational institutions’ (The Higher Council of the Affairs of Persons with Disabilities, 2007, p.4 as cited in Abu- Hamour, 2013, p.75).

Previous research indicates that the success of inclusion of college students with disabilities in HE not only requires physical accommodations provided by HE to the college students with disabilities or on the efforts by college students with disabilities themselves. However, there are many other factors that lead to successful inclusion in HE. According to Leyser and Greenberger (2008), many studies emphasize that there are two factors that may affect university faculty attitudes towards college students with disabilities and a willingness to accommodate them such as the university faculty knowledge regarding the types of accommodation needed by college students with different types of disabilities (e.g., Bigaj, Shaw & McGuire, 1999; Bethea & Turner, 1997, as cited in Leyser & Greenberger, 2008) and the number of college students with disabilities requesting such accommodations. Bourke, Strehom and Silver (2000) suggested that the number of college students with disabilities in the class may affect the comfort have towards providing accommodation and moreover, the relationship between the university faculty and the college students with disabilities which may increase the knowledge of the university faculty about the accommodation needed. Furthermore, Leyser and

Greenberger (2008) stated that there are many demographics that may also impact the university faculty attitudes towards providing accommodations for the college students with disabilities such as the gender of university faculty, teaching experience, training and staff development, academic rank and academic discipline.

Abu-Hamour (2013) argued that it is important to consider university faculty attitudes toward individuals with disabilities, as well as their willingness to provide them with accommodations, because this will affect the academic progress of college students with disabilities in college and university (Baggett, 1994; Deshler, Ellis & Lens, 1996, as cited in Abu- Hamour, 2013, p.75). Indeed, the most important factor for including college students with disabilities in HE may be university faculty attitudes, as it has been reported by several researchers (e.g., Duquette, 2000; Leyser & Greenberger, 2008; Rao, 2004; Tremblay et al., 2008 as cited in Abu- Hamour, 2013). For example, Konur (2006) stated that it is very important to examine the factor of university faculty attitudes and their willingness to make accommodations for the college students with disabilities. Earlier, Fichten (1988) indicated that attitudes of university faculty could be a vital ingredient in the success or failure of the inclusion of college students with disabilities in HE. Moreover, college students with disabilities would face challenges, not only due to limited accessibility and delivery support services, but also due to the negative attitudes of faculty members (Duquette, 2000; Tremblay et al., 2008; as cited in Abu-Hamour, 2013). Alghazo (2008) stated that negative attitudes toward college students with disabilities could be attributed to stereotypes and prejudices against college students with disabilities. As such, university faculty attitudes are considered a major obstacle to the inclusion of college students with disabilities in HE (Burgstahler, 1994; Mclean, Bardwell, Ryan & Andrews, 1998; Ryan & Struhs, 2004 as cited in Abu-Hamour, 2013). According

to Antonak and Livneh (1988), negative attitudes towards individuals with disabilities may lead to negative behaviors, which may result in limited access to education. Moreover, previous researchers reported that negative attitudes could create obstacles for college students with disabilities to achieve their life goals (Antonak & Livneh, 2000).

Previous research indicates that negative attitudes of university faculty may prevent college students with disabilities from requesting the accommodations to which they are entitled (Dowrick, Anderson, Heyer & Acosta 2005; Johnson, 2006 as cited in Abu- Hamour, 2013). According to Leyser and Greenberger (2008), one third of the university faculty noted they were not contacted by college students with disabilities to discuss their needs, possibly because the college students with disabilities are not sure if the university faculty have positive attitudes towards them or are willing to help them. As a consequence, further investigations are required to well understand the factors that influence the university faculty attitudes towards the inclusion of the college students with disabilities.

Results of previous studies that have examined university faculty attitudes toward college students with disabilities have been inconsistent. For example, several researchers (e.g., Abu-Hamour 2003; Alghazo, 2008; Baggett, 1994; Brouke, Strehorn & Silver, 2000) have reported that university faculty members hold positive attitudes toward inclusion of college students in HE, by expressing their willingness to teach and make course related accommodations for college students with disabilities. Additionally, Leyser and Greenberger (2008) stated that findings from previous studies revealed that university faculty hold positive attitudes toward the inclusion of college students with disabilities in HE.

Conversely, Abu-Hamour (2003) indicated that findings of several studies examined university faculty attitudes toward the inclusion of college students in HE, and reported that university faculty often hold negative attitudes toward college students with disabilities including hostility and discrimination as noted in Mc Lean et al. (1998) and Ryan and Stuhs (2004) studies which indicated that university faculty attitudes hold negative attitudes toward college students with disabilities. In addition, in the UAE, Gaad and Almotairi (2013) found that university faculty tended to have negative attitudes toward including college students with disabilities. Furthermore, male university faculty were found to have more negative attitudes than female university faculty.

Fichten (1988) stated that little research exists related to university faculty attitudes towards college students with disabilities and it suggests that university faculty have positive attitudes towards college students with disabilities on campus but their attitudes are somewhat less positive about having these students in their own department.

With respect to the severity of disability, Hines and Mather (2007) stated that the university faculty attitudes toward including college students with disabilities in HE are affected by the type of disability. The finding of this study clearly indicated that the university faculty held negative attitudes toward college students with psychiatric and attention deficit and hyper active disorders. Leyser's (1989) research findings (as cited in Baggett, 1994) indicated that university faculty attitudes toward college students with learning disabilities and emotional disabilities were less favorable than their attitudes toward students with other types of disabilities. Moreover, Smith (2000) found that the severity of disability variable affects the teachers' opinions regarding inclusion. More specifically, in this study

teachers were more willing to include college students with mild disabilities than those with severe disabilities because they believe that they are not qualified to teach students with severe disabilities.

With respect to the previous contact and experience in teaching college students with disabilities, many studies were conducted to identify the factors that influence the university faculty attitudes towards including college students with disabilities (Abu-Hamour, 2013; Alghazo, 2008; Fakete, 2013; Gitlow, 2001; Rao,2002; Rao & Gartin,2003; Van Lean, 2013). For example, Leyser and Greenberger (2008) found that the strongest factor that may impact university faculty attitudes toward students with disabilities is the intensity of previous contact with individuals with disabilities such as contact with a relative, friend or a co-worker. Other studies investigated the impact of the university faculty experience in teaching college students with disabilities (Alghazo, 2008; Gitlow, 2001; Rao, 2002) and the findings were inconsistent.

With respect to the university faculty willingness to provide educational accommodations, numerous studies were conducted to investigate university faculty willingness toward providing educational accommodations to college students with disabilities in HE (e.g., Alghazo, 2008; ; Beilke & Yssel, 1999; Greenberger, Sharoni & Vogel, 2011; Leyser & Greenberger, 2008). Alghazo's (2008) study, for instance, revealed that university faculty held positive attitudes toward providing educational accommodation for college students with disabilities. Moreover, Rao and Gratin (2003) examined the university teaching and non-teaching faculty' willingness to make adjustment or modifications for college students with disabilities in instructional delivery, examination, and other assistance in classroom. The results of this study indicated that university faculty had generally positive attitudes towards

providing college students with educational accommodations. And finally, in a previous study Leyser's (1989) found (as cited in Baggett, 1994) that most university faculty made adaptations in their courses to meet the needs of college students with disabilities.

1.2 Statement of the Problem

University faculty attitudes toward inclusion of college students with disabilities in HE is a very critical factor for promoting a successful inclusion of college students with disabilities in HE (Rao, 2004). Many studies have investigated university faculty attitudes toward college students with disabilities (e.g., Abu-Hamour, 2013; Alghazo, 2008; Baggett, 1994; Leyser & Greenberger, 2008; Rao & Gratin, 2003; Rao, 2002.). However, the results derived from these studies have been inconsistent. Some studies indicate that university faculty attitudes towards college students with disabilities are positive (e.g., Abu- Hamour, 2013; Fichten, 1988; Leyser, 1989; Rao & Gratin, 2003; Van Loan, 2013), whereas other studies report that university faculty holds negative attitudes toward college students with disabilities (e.g., Gaad & Almotairi, 2013; Dowrick et al., 2005; Minner & Prater, 1984; Mc Lean et al., 1998; Ryan & Stuhs, 2004 as cited in Abu-Hamour, 2013). Moreover, in the Arab world, there are few studies that have investigated university faculty attitudes toward including college students in the Arab World (e.g., Abu-Hamour, 2013; Alghazo, 2008; Alqaryouti, 2010; Gaad & Almotairi, 2013).

In the UAE, to the best of the author's knowledge there has only been one study (Gaad & Almotairi, 2013) that focused on inclusion in HE. Gaad and Almotairi (2013) investigated the current status of inclusion of students with disabilities in the Higher Education sector across the UAE. Findings of this study revealed that

including college student with disabilities in HE is acceptable, but there are some barriers to have a successful inclusion in HE in the UAE due to faculty attitudes. Gaad and Almotairi (2013) mentioned that the attitudes towards including college students with disabilities in HE are still affected by the disability type and cultural issues.

Gaad and Almotairi (2013) mentioned that there was general acceptance toward including college students with disabilities in HE. However, there is a great need of research of faculty attitudes towards including college students with disabilities as it is crucial in raising successful disability awareness for the university faculty (Worthy, 2013). Therefore, investigating attitudinal barriers is important in order to provide equal access to educational opportunities for students with disability in HE. Additionally, Alghazo (2008) claimed that determining the university faculty attitudes in HE may contribute greatly to the success of college students with disabilities in their continuing higher education achievements. University faculty attitudes can serve as an invisible barrier to success, therefore, it must not be neglected (Alghazo, 2008). As a result, this research paper was designed to assess attitudes of University faculty toward including college students with disabilities, the impact of some variables such as the previous contact with individuals with disabilities, the experience in teaching college students with disabilities, along with breadth of contact and understanding regarding the severity of disability and the willingness of university faculty to provide equal educational accommodations to college students with and without disabilities.

1.3 Purpose of the Study

The main purpose of this study is fivefold as follows: a) to investigate university faculty attitudes toward college students with disabilities in the UAE, b) to document the impact of some selected variables such as university faculty previous contact and experience in teaching college students with disabilities on the university faculty attitudes toward including college students with disabilities in HE in the UAE , c) to investigate the impact of severity of disability on university faculty attitudes towards including college students with disabilities in HE in the UAE, d) to investigate the willingness of university faculty to accommodate college students with disabilities in HE in the UAE and e) to investigate the relationship between the university faculty attitudes and their willingness to provide educational accommodation to college students with disabilities in HE in the UAE.

1.4 Research Questions

To investigate university faculty attitudes toward including college students with disabilities in HE and their willingness to make accommodations for college students with disabilities, this study addressed the following questions:

- 1) What are university faculty attitudes toward including college students with disabilities in HE in the UAE?
- 2) To what extent are university faculty attitudes toward including college students with disabilities in HE in the UAE influenced by their previous contact with individuals with disabilities and experience in teaching college students with disabilities?

- 3) To what extent are the University faculty attitudes toward including college students with disabilities in HE in the UAE influenced by the severity of the disability?
- 4) Are the university faculty willing to accommodate college students with disabilities in HE in the UAE?
- 5) Is there any relationship between the university faculty attitudes and their willingness toward providing educational accommodation to college students with disabilities in HE in the UAE?

1.5 Significance of the Study

University faculty attitudes toward including college students with disabilities in HE is one of the most important factors when considering the success of including college students with disabilities in HE (Rao, 2004). Rao (2004) mentioned that there was minimal research in this area. Rao (2004) emphasized that few studies since 1981 studied the factor of university faculty attitudes in relation to the success of the college students with disabilities.

The results of studies on university faculty attitudes toward college students with disabilities were inconsistent. Some studies reported that university faculty hold positive attitudes toward including college students with disabilities in HE (e.g., Abu-Hamour, 2013; Fichten, 1988; Leyser, 1989; Rao & Gratin, 2003; Rao, 2004; Van Loan, 2013). Whereas, other studies reported that university faculty hold negative attitudes toward including college students with disabilities in HE (e.g., Gaad & Almotairi, 2013; Dowrick et al., 2005; Minner & Prater, 1984; Mc Lean et al., 1998; Ryan & Stuhs, 2004 as cited in Abu-Hamour, 2013).

In the field of inclusion, few studies in the Arab World have investigated university faculty attitudes towards including college students with disabilities (e.g., Abu-Hamour, 2013; Van Loan, 2013; Alqaryouti, 2010). These studies investigated the university faculty attitudes toward including college students with disabilities in HE in the following countries: Jordan, Lebanon and Oman. Both Abu-Hamour (2013) and Van loan (2013) investigated the attitudes of university faculty in relation to some demographic variables such as gender and type of disability. Moreover, Gaad and Almotairi (2013) and Alqaryouti (2010) tackled inclusion in HE in the UAE and Oman respectively. Few studies have been conducted in Gulf countries or in the UAE specifically, to investigate university faculty attitudes toward including college students with disabilities in HE. Therefore, the main aim of this study is to investigate university faculty attitudes toward college students with disabilities in HE in the UAE.

Although Abu-Humour (2013) indicated that findings of several studies on university faculty attitudes toward college students with disabilities showed negative attitudes, to date only one study was found that has investigated the challenges of including college students with disabilities in HE sectors across the UAE by Gaad and Almotairi in 2013.

This research study is expected to provide specific data on university faculty attitudes toward including college students with disabilities and their willingness to accommodate them, so it could be beneficial to all universities and colleges in establishing effective strategies and policies to better serve such students. Data generated from this study is expected to aid and assist in more practical approaches to clarify and limit the negative attitudes of university faculty toward college students with disabilities (Worthy, 2013).

1.6 Limitations of the Study

The study was limited to one university. It is a public university located in the Emirate of Abu Dhabi. So, the findings may not be generalized as representative of the rest of universities in the UAE. A self-administered, paper and pencil questionnaire was used in this study. This may lead to some respondents not filling the questionnaire accurately so it will not reflect the current situation of the university faculty attitudes toward college students with disabilities in HE. Thus, the questionnaire, as a self-reported instrument, can be affected and biased by respondents' current situations.

1.7 Definition of Terms

The definitions of terms are provided to help the reader grasp the meanings:

Attitude: refers to the dimension of favor or disfavor, good or bad, like or dislike of something, concept, or behavior's evaluation (Ajzen & Fishbein, 2000).

Inclusion: is a situation where individuals with disabilities participate in the naturally occurring settings and activities with their neighborhood peers, siblings and friends such as in school (Craig, 2004).

Inclusion in Higher Education: including students with disabilities in HE means give them the right to carry on higher studies in colleges and universities and support them till they graduate like able-bodied peers.

Individuals with Disability: having a mental or physical impairment (difference) that substantially limits one or more major life activities, having a record of such an impairment or being regarded as having such an impairment" (this includes physical, psychiatric, psychological, and emotional disability) (Upton, 2000).

Educational accommodation: the provision of any educational support that is needed for the person with a disability to access, learn, and benefit from educational services alongside peers without disability (Upton, 2000).

Previous contact: Any personal relationship with individuals with disabilities such as wife, child, sibling, patient, co-worker, neighbor.

1.8 Organization of the Study

This research consists of five chapters. Chapter One presents the history of inclusion of the students with disabilities in general classrooms. It contains the history of disability laws and legislations that were passed to protect the right of students with disabilities to education. Additionally, this chapter includes the statement of the problem, the research questions, the purpose of the study, significance of the study, and definitions of the terms of the study.

Chapter Two includes four sections. The first section contains the explanation of the theoretical framework that aims to explain attitudes. This chapter also discusses the attitude of university faculty towards college students with disabilities. The third section examines the research variables and their impact on the university faculty attitudes such as the previous contact with individuals with disabilities, the experience of university faculty in teaching college students with disabilities, and the impact of the degree of severity of the disability on university faculty attitudes toward including college students with disabilities in HE. And finally, the last section summarizes the literature review.

Chapter three includes the sub-sections that deal with research design and methodology. It includes the dependent and independent variables, participant and the sampling procedures, data gathering procedures, the survey instrument,

questionnaire validity and reliability, pilot administration, ethical considerations, and limitation and delimitation of the study.

Chapter Four presents the findings of the research study and the analysis of those findings. And finally Chapter Five includes the summary of the research study, conclusions, implications, and recommendations for policy and practice.

Chapter 2: Literature Review

2.1 Introduction

The main purpose of this chapter is to review the literature that investigated the university faculty attitudes toward including college students with disabilities in Higher Education. This topic is very significant that has led numerous researchers from all over the world to investigate the field. This Chapter is divided into four main sections. The first section discusses the theoretical framework of this study. The second section focuses on the university faculty attitudes toward including college students with disabilities in Higher Education. The third section tackles the university faculty attitudes toward providing the appropriate accommodations to meet the needs of the college students with disabilities. The fourth section investigates the variables which affect the university faculty attitudes toward the inclusion of college students with disabilities in Higher Education. And finally, the last section summarizes the literature review.

2.2 Theoretical Framework

Many researchers agreed that attitudes have different definitions. For instance, Rao (2002) stated that there are more than 30 reported definitions of the term ‘attitude.’ Moreover, Petty, Briñol and DeMarree (2007) concurred that attitudes had different definitions, assuming it to be conscious and unconscious. Lyne (1989, p.4) defined ‘attitude’ as a “predisposition to react in a consistent favorable and unfavorable way toward an object”, this predisposition being the basis to explain behavior. Additionally, Antonak and Livneh (2000) defined ‘attitudes’ as hidden or

inferred psychological processes that lie inactive within one's self unless they are evoked by some referents. Antonak and Livneh (2000) explained that an individual acquires attitudes through experience and his predisposing responses to sociocultural events and other people. These factors will help us to understand an individual's prejudgment acquired through the integration of values held by one's parents and peers, and to know what a person's attitudes are toward a referent and help to predict the respondent's behavior toward the referent. Campbell (1963), as cited in Ajzen & Fishbein, (2000) assumed that social attitudes are the remainders of past experience that guide future behavior.

Rao (2002) said that although most theorists and researchers defined attitudes differently, most of them focused on the behavioral aspects. They were interested in understanding social behavior and they considered attitudes as "emotion- laden mindsets" that act as a hidden motivator for behavior. Lefrancois (1994, as cited in Rao, 2002, p.18) described attitudes as "prevailing and consistent tendencies to react in a certain way". Gitlow (2001) argued that most definitions of 'attitude' are multidimensional, and their stable evaluative responses learned through experience, motivating the individual to behave in a certain way toward a referent. This definition shows the influence of past experience and its role in shaping individual attitudes and thus behavior towards a referent. This theory will be useful for this research as this study will investigate the faculty attitudes toward students with disabilities and how their previous experience with people with disabilities could affect their practices as well as their attitudes (behavior) toward including college students with disabilities in HE.

In this research, in addition to Gitlow's (2001) definition of attitudes, the definition of Lyne (1989) will be adopted because it explains that attitude and its

relation to behavior. In other words, university faculty attitudes are considered as a predisposition to react in a consistently favorable or unfavorable way toward including the college students with disabilities and this predisposition will be a basis to use attitudes to explain the behavior of the university faculty toward providing accommodations to college students with disabilities.

The theory of Planned Behavior (Ajzen, 1991) examines the relationship between attitude and behavior. In this theory, Ajzen (1991) states “that there are three conceptually independent determinants of intention which are:

- a) the attitude toward the behavior and refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question.
- b) The second predictor is a social factor termed subjective norm; it refers to the perceived social pressure to perform or not to perform the behavior.
- c) The third antecedent of intention is the degree of perceived behavioral control.

As a general rule, the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control; the stronger should be an individual’s intention to perform the behavior under consideration. The relative importance of attitude, subjective norms, and perceived behavioral control in the prediction of intention is expected to vary across behaviors and situations (p. 188). Ajzen (1991) stated that there are three types of beliefs that may affect the three components of the theory which are: 1) behavioral beliefs which are assumed to influence attitudes toward the behavior, 2) normative beliefs which constitute the underlying determinants of subjective norms, and 3) control beliefs which provide the basis for perceptions of behavioral control. Moreover, Ajzen’s (1991) goal of

using the Theory of Planned Behavior was not just to predict human behavior, but also to explain it. As it deals with the antecedents of attitudes, subjective norms, and perceived behavioral control. The antecedents are also one of the determiners of intentions and actions. According to Ajzen (1991), control beliefs may be based in part on past experience with the behavior, but they will be also influenced by second-hand information about the behavior, by the experiences of acquaintances and friends.

This study was based on the theory of planned behavior (TPB), which was developed by Ajzen in 1991. The aim of this study was to examine the relationships between university faculty attitudes toward including college students and their previous contact and experience in teaching college students with disabilities as well as their willingness to provide educational accommodation to college students with disabilities. So the previous contact and experience in teaching college students with disabilities may affect university faculty attitudes toward including of college students with disabilities in HE. This theory is also used to understand the impact of other elements such as severity of disability and the relationship between university faculty attitudes and their willingness to provide educational accommodations to college students with disabilities.

2.3 University Faculty Attitudes Towards Including College Students with Disabilities in HE in the UAE

As attitudes considered as an important factor in the success of inclusion, many studies have investigated teachers attitudes towards inclusion at the primary, secondary and university levels (e.g., Abdalla, & Louis, 2014; Al-Ahmadi, 2008; Alghazo, 2008; Al-Shammari, 2006; Bradshaw, 2009; Emam & Hassan, 2011;

Elhoweris & Alsheikh, 2006; Fayez, Dababneh & Jumiaan, 2011; Haj Hussien & Al-Qaryouti, 2014; Hamaidi, Homidi, & Reyes, 2012; Opdal, Wormnaes & Habayeb, 2001).

The attitudes of university faculty toward including college students with disabilities in HE is considered as a very important factor contributing to the success or failure of college students with disabilities in their HE studies. Rao (2004) emphasized on the importance of university faculty attitudes toward college students with disabilities as being an important contributor to the success of the college students with disabilities in their HE studies. Moreover, Fitchen (1988) stated that the university faculty attitudes could be a vital ingredient in the success or failure of the college students with disabilities in HE. Also, Konur (2006) mentioned that examining the factor of the university faculty attitudes as being very important.

For examining university faculty attitudes toward including college students with disabilities, many studies have been conducted over time. For instance, a study that was conducted by Abu-Hamour (2013) in Jordan included 170 university faculty. This study investigated the university faculty attitudes toward including college students with disabilities in HE. The results of this study revealed that the majority of the university faculty held positive attitudes toward including college students with disabilities in HE, despite the lack of training to teach such students and their unfamiliarity with disability legislation in Jordan. Moreover, a study conducted by Alghazo (2008) at two mid-sized post-secondary institutions, the University of Mu'tah in Jordan and Southern Illinois University at Carbondale (SIUC) in the United States to examine the influence of selected faculty demographic variables such as previous contact with persons with disabilities. A stratified/systematic random sampling procedure was used to select 252 faculty

members from each university. Findings of this study indicated that university faculty at SIUC University expressed more positive attitudes toward persons with disabilities than faculty members at Mu'tah University. Another study by Bruder and Mogro-Wilson (2014) investigated both student and university faculty attitudes toward college students with disabilities. The findings of this study revealed that the university faculty report feelings of admiration for people with disabilities though the college students with disabilities "may not want to feel admired and glamorized because of their disabilities" (p.9). In another study by Leyser and Greenberger (2008), which examined 188 university faculty in seven colleges. The results of this study indicated that university faculty conveyed positive attitudes toward including college students with disabilities in programs leading to teacher certification. Additionally, Fekete (2013) found that when university faculty knew and understood the laws and legal mandates relating to college students with disabilities, it diminished negative attitudes and they become more accepting which allowed them to focus on their strengths rather than their disabilities. Moreover, many other studies found that university faculty expressed positive attitudes toward college students with disabilities (Rao & Gratin, 2003; McWaine, 2011; Vogel, Leyser, Wyland & Brulle, 1999; Hinds & Mather, 2007; Foss, 2002).

On the other hand, many studies that investigated university' faculty attitudes toward including college students with disabilities in HE found that the attitudes of university faculty were negative (Gaad & Almotairi, 2013; Mc Lean et al.,1998; Ryan & Stuhs, 2004 as cited in Abu-Hamour, 2013). For example, Alghazo (2008) argued that negative stereotypes from the university faculty about college students with disabilities may become an obstacle for those students to succeed in their studies in HE. Alghazo (2008) explained the origin of the negative attitudes held by

university faculty could be due to the limited knowledge and understanding of the specific or special needs of college students with disabilities. Alghazo (2008) added that having students with disabilities in the HE classes may result in negative attitudes of university faculty thus preventing successful inclusion in the educational setting and the accommodation of those students in college life. Similarly, Minner and Prater (1984) mentioned that university faculty are obviously exposed to stereotypes about college students with disabilities and their primary negative expectations could help to decrease the chances of college students with disabilities succeeding in higher studies. Alghazo (2008) conducted a study to examine the university faculty attitudes toward including college students with disabilities and to assess attitudes toward providing educational accommodations in HE in the USA, while Alghazo (2008) assessed some demographic variables, such as gender, rank, discipline, and prior contact with persons with disabilities. Also Fekete (2013) found that university faculty attitudes toward the educational needs of college students with disabilities were negative. In this study, Fekete (2013) indicated that the university faculty justified their negative attitudes toward college students with disabilities because the college students lack the prerequisite skills needed to succeed at the college level, and believed they might have communication problems, might bother other students and require much more attention. Moreover earlier, Minner and Prater (1984) examined 210 university faculty attitudes toward college students with disabilities and found that university faculty held negative attitudes toward college students with disabilities and were not optimistic about their academic abilities or their ability to work with them. A study by Livneh (1982), for instance, stated that there are several elements that were considered as a source of negative attitudes toward people with disabilities including sociocultural norms such as the stereotyped

disabilities including sociocultural norms such as the stereotyped beliefs and values of parents. Many other studies emphasized the relation between beliefs and behavior of university faculty towards including disabled students in HE, such as a study by Zhang, Landmark, Reber, Hsu, Kwok and Benz (2010) that revealed university faculty personal beliefs regarding teaching college students with disabilities have the most direct influence on providing reasonable accommodations to college students with disabilities

As it has been discussed earlier, the findings of research studies that focused on university faculty were inconsistent. For example, several studies reported that university faculty held positive attitudes toward including college students with disabilities in HE (e.g., Fichten, 1988; Rao & Gratin, 2003; Abu-Hamour, 2013; Leyser, 1989), whereas, findings of other studies showed university faculty holding negative attitudes toward including college students with disabilities in HE (e.g., Gaad & Almotairi, 2013; Mc Lean et al., 1998 and Ryan & Stuhs, 2004 as cited in Abu- Hamour, 2013). Thus, the results of previous research have been inconsistent. Therefore, this study aims to survey university faculty attitudes toward college students with disabilities in HE in the UAE.

2.4 University Faculty Willingness Towards Providing Educational Accommodations to Meet the Needs of College Students with Disabilities

Numerous studies were conducted to investigate university faculty willingness to provide appropriate accommodation to meet the needs of college students with disabilities. Leyser, Greenberger, Sharoni and Vogel (2011), for instance, conducted two studies: one in 2006-2007 and the other one in 2016-2017 and, over ten years, investigated the university faculty attitudes and willingness to

studies show that the university faculty attitudes and willingness to make accommodations have remained positive over that time. Another study by Leyser and Greenberger (2008), which examined 188 faculty in seven colleges, revealed that university faculty were helpful in providing assessment accommodation both during the assessment of competencies students needed to enter the program and during field experience. Beilke and Yssel (1999) interviewed ten students with disabilities at a Midwestern university to investigate college students with disabilities' perceptions of university faculty attitudes. The students reported that the university faculty were willing to make instructional accommodations, but faced a less than positive classroom climate. Whereas Dowrick et al. (2005) conducted focus groups with college students with disabilities in ten states in order to identify potential educational barriers. Results of this study showed that there was still difficulty in gaining accommodations and support for college students with disabilities in the HE setting.

Basilice (2015) argued that throughout history, college students with disabilities have encountered barriers within the higher education system when it comes to university faculty knowledge and willingness to provide academic accommodations and services for college students with disabilities in HE. In the same study university faculty participants emphasized that they made themselves available to students with disabilities to provide extra help and clarification. Additionally, university faculty participants expressed a willingness to assist students eligible for academic testing accommodations.

Leyser et al. (1998) found that university faculty were willing to support college students with disabilities through academic accommodations. Moreover, in a study by Foss (2002) revealed that the university faculty held positive attitudes

toward college students with disabilities. Furthermore, the university faculty believed in the abilities of college students with disabilities and they were willing to provide them with academic modifications. The university faculty respondents were willing to provide both instructional and examination accommodations when requested by students with disabilities. A study by Kioko and Makoelle (2014) showed that Winchester University in the United Kingdom provided great support for the college students with disabilities, who expressed a high degree of satisfaction with regard to their learning experience and the university faculty who work hard to support them. Moreover, Vogel, Leyser, Wyland and Brulle (1999) reported that while university faculty have positive attitudes regarding willingness to provide both teaching and examination accommodations to college students with disabilities, they were not willing to provide more time accommodations. In other words, they were not willing to spend more time on providing accommodations for the college students with disabilities. Hinds and Mather (2007) found that university faculty were more positive toward including college students with disabilities in the general class than students without disabilities, but were more negative toward providing professorial accommodations to college students with disabilities. Furthermore, in Wayne State University, university faculty were more willing to include students with disabilities in their classes and to make the necessary accommodations and modifications for a meaningful class (Fakete, 2013). Alghazo (2008) indicated that despite university faculty having positive attitudes toward college students with disabilities, university faculty attitudes toward providing educational accommodation will not increase or decrease the number of accommodations, which means that the attitude toward including college students with disabilities has nothing to do with providing accommodations to college students with disabilities. Hinds and Mather (2007), for

instance, stated that university faculty attitudes toward providing professorial accommodations and assistance for college students with psychiatric and attention disabilities were negative, whilst attitudes towards college students with sensory impairment and physical disabilities were positive (Kirk, 1998, as cited in Hinds and Mather, 2007).

2.5 Variables that Influenced University Faculty Attitudes

Many studies were conducted to investigate the variables that influence university faculty attitudes toward including college students with disabilities (e.g., Abu- Hamour, 2013; Gaad & Almotairi 2013; Hinds & Mather, 2007; Leyser & Greenberger, 2008; Leyser, Greenberger, Sharoni & Vogel, 2011; Rao 2002, 2014; Vogel, Leyser, Wyland & Brulle, 1999). These studies have examined the University Faculty attitudes toward the students with disabilities by investigating the impact of several factors including previous contact with individuals with disabilities and its extent as well as experience in teaching college students with disabilities and its extent and the severity level of disability. The results of these studies were inconsistent. In the upcoming sections, each variable will be discussed separately.

2.5.1 Previous Contact/ Experience

Many research (e.g., Abu- Hamour, 2013; Alghazo, 2008; Fakete, 2013; Gitlow, 2001; Rao, 2002; Rao & Gartin, 2003; Van Lean, 2013) have investigated the variable of experience of the university faculty in teaching or the previous contact with college students with disabilities and their impact on university faculty attitudes toward including college students with disabilities in HE. These studies tackled

various types of experiences of university faculty with college students with disabilities or with people with disabilities in general. According to Gitlow (2001), attitudes toward people with disability were strongly related to faculty experience in working with students with disabilities. The results of previous studies (Fichten, Amsel, Bourdon & Creti, 1988; Fonosch & Schwab, 1981; McQuay, 1978 as cited in Fichten, 1988, p.178), that investigated the impact of previous contact with disabilities on faculty attitudes, revealed that those university faculty who have had previous contact or experience with college students with disabilities have more positive attitudes than those who have no such experiences. The study by Fichten and colleagues found that experienced university faculty are more willing to teach college students with disabilities in the future and more comfortable with college students with disabilities in general. Walker (as cited in Emerton & Rothman, 1978) stated that experience with hearing-impaired students resulted in more negative attitudes among university faculty, though there is the general belief that hearing impairment is less of an academic obstacle than visual impairment or cerebral palsy. The same study found that university faculty with no experience in teaching college students with disabilities are not comfortable with them (Fichten, 1988).

Abu-Hamour (2013) found that university faculty who have experience in teaching college students with disabilities were motivated to support the inclusion of college students with disabilities because they had had a positive previous experience of them in HE.

Similarly, Leyser, Greenberger (2008) noted that the university faculty who have extensive contact with individuals with disabilities hold more positive attitudes than those who don't have contact with individuals with disabilities. Leyser's, Greenberger, Sharoni, and Vogel (2011) study revealed that university faculty

attitudes toward the inclusion of college students with disabilities were related to the years of teaching experience and the exposure to information about college students with disabilities. More specifically, faculty with less than five years of experience held more positive attitudes toward college students with disabilities than those who had five and more years of teaching experience. Rao and Gartin (2003) concurred with this, and found that university faculty who taught college students with disabilities were less willing to provide more technological than instructional and testing accommodations compared to university faculty with no experience in teaching college students with disabilities.

The research on attitudes of university faculty toward the inclusion of college students with disabilities in HE reveals that contact with individuals with disabilities is one of the important factors that is associated with faculty attitudes. Moreover, Fakete (2013) found that in Wayne State University, faculty with experience and exposure to college students with disabilities were more willing to include these students in their classes and to make the necessary accommodations and modifications for a meaningful class (Fakete, 2013). Similarly, Leyser and Greenberger (2008) argued that the strongest factor that impacts university faculty attitudes, as well as their willingness to provide college students with disabilities with the appropriate accommodations, is the intensity of previous contact with individuals with disabilities such as a family member, a friend or a co-worker. According to Leyser and Greenberger (2008), the university faculty with extensive first-hand experience showed positive attitudes and willingness to provide accommodations to college students with disabilities than university faculty who have no experience, or very limited experience, with college students or people with disabilities. Another study by Hinds and Mather (2007) reported that university

faculty had positive attitudes toward including college students with disabilities because they may have had more contact with individuals with disabilities. An earlier study by Fonosh (1979) stated that university faculty who had different types of contact with individuals with disabilities held more positive attitudes toward college students with disabilities than university faculty with limited contact or interaction with people with disabilities. Furthermore, Vogel, Leyser, Wyland and Brulle (1999) emphasized the importance of firsthand experience (whether personal or through teaching) with individuals with disabilities, which lead to the rise of positive attitudes. However, Rao and Gartin (2003) stated that personal contact of university faculty with college students with disabilities did not notably influence their willingness to provide college students with disabilities with accommodations. Additionally, Gitlow (2001) stated in his study regarding the relationship between contact with people with disabilities and attitudes that the amount of non-classroom contact did not act as an antecedent to positive attitudes toward including college students with disabilities in HE.

2.5.2 Severity of Disability

Many studies assessed the influence of the variable of severity of disability on faculty attitudes toward including college students with disabilities in HE (Beilke & Yssel, 1999; Hinds & Mather, 2007; Vogel, Leyser, Wyland & Brulle, 1999). Hinds and Mather (2007) stated that the university faculty attitudes toward the inclusion of college students with disabilities are affected by the type of disability. The finding of this study clearly indicated that the university faculty have more negative attitudes toward college students with psychiatric and attention deficit and hyper activities. Smith (2000) stated that the severity of disability affect the teachers

opinions regarding inclusion. Smith's (2000) study showed that the teachers were more willing to include college students with mild disabilities than those college students with severe disabilities because these teachers do not feel qualified to teach students with severe disabilities.

Moreover, accommodations for individuals with sensory, motor or language disabilities may be easier to implement and are more straightforward in a way that tests and accommodations as they do not require much time and effort (Kirk, 1998, as cited in as cited in Hinds & Mather, 2007, p.117). Additionally, Vogel, Leyser, Wyland and Brulle (1999) stated more than half of university faculty would teach college students with learning disabilities rather than teaching other college students with other types of disabilities. Beilke's and Yssel (1999) findings indicated that most university faculty were willing to provide college students with visual disabilities with the appropriate accommodations. However, for hidden disabilities such as learning disabilities, university faculty regarded them with suspicion because they look like normal people and are not noticeable to others.

2.6 Summary

The review of the previous literature indicated findings of studies that focus on university faculty attitudes toward including college students with disabilities in HE were inconsistent. Some researchers reported that university faculty held positive attitudes toward including college students with disabilities in HE (e.g., Abu-Hamour, 2013; Basilice, 2015; Hinds & Mather, 2007; Leyser & Greenberger, 2008; Rao 2002, 2014; Vogel, Leyser, Wyland & Brulle ,1999; Sharoni & Vogel, 2011), whereas, other research papers showed that university faculty held negative

attitudes toward including college students with disabilities in HE (Gaad & Almotairi 2013; Dowrick et al., 2005).

Regarding the variables that affect the university faculty attitudes toward including students with disabilities in HE, several studies have examined some of these variables including experience, and severity of disability. Numerous studies investigated the different types of experiences of university faculty with college students with disabilities or with people with disabilities in general and their impact on including college students with disabilities (e.g., Abu-Hamour, 2013; Alghazo, 2008; Fakete, 2013; Gitlow, 2001; Rao, 2002; Rao & Gartin, 2003; Van Lean, 2013). The findings of previous studies emphasized the importance of the first contact experience of university faculty with individuals with disabilities in terms of engendering a positive effect on inclusion of such students.

Moreover, some studies investigated the variables as the degree of severity and type of disability and their impact on university faculty attitudes towards including college students with disabilities and providing them with accommodations (Beilke & Yssel, 1999; Hindes & Mather, 2007; Vogel, Leyser, Wyland & Brulle, 1999). Most of the findings show that university faculty attitudes vary according to the severity of disability.

To date, no studies have investigated university faculty attitudes toward including college students with disabilities in the UAE. However, one study was found that investigated the inclusion of college students with disabilities in HE. Gaad and Almotairi (2013) investigated the inclusion of college students with disabilities in UAE higher education. Gaad and Almotairi (2013) conducted a study about inclusion in HE in the Emirates to investigate the current status of inclusion of college students with disabilities in HE in the UAE. Gaad and Almotairi (2013)

mentioned that university faculty attitudes towards including college students with disabilities are still affected by the disability type and cultural issues. “Such attitudes should be changed through awareness campaigns within all society sects” (p.291). In this research paper the specific problem investigated is the attitudes of university faculty towards including college students with disabilities. This research will add considerably to the inclusion movement in the UAE and, more specifically, towards including college students with disabilities regarding some demographic variables such as experience in teaching college students with disabilities and the severity of disability, and will fill the gap in research for successful inclusion in the UAE HE compounded by the lack of research in this area. Therefore, this study intended to examine the following objectives: a) to investigate university faculty attitudes toward college students with disabilities in the UAE, b) to document the impact of some selected variables such as university faculty previous contact and experience in teaching college students with disabilities on the university faculty attitudes toward including college students with disabilities in HE in the UAE , c) to investigate the impact of severity of disability on university faculty attitudes towards including college students with disabilities in HE in the UAE, d) to investigate the willingness of university faculty to accommodate college students with disabilities in HE in the UAE and e) to investigate the relationship between the university faculty attitudes and their willingness to provide educational accommodation to college students with disabilities in HE in the UAE.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the methodology the researcher used to conduct this study. It includes a description of the research design, the instrument used in the study, the pilot study, the population and sampling, and the procedures and data analysis.

3.2 Research Design

This study used a quantitative research approach. Gay, Mills, and Airasian (2012) defined the quantitative research approaches as an intention to describe current conditions, investigate relationships and study cause-effect phenomena. In this research paper, the researcher investigates the university faculty attitudes towards including college students with disabilities in HE. Additionally, this study intends to examine the cause and effect relations that exist between faculty attitudes and some variables such as the experience in teaching college students with disabilities of varying degrees of severity and their willingness to make accommodations. Furthermore, the researcher investigates the relationship between university faculty attitudes towards including college students with disabilities in HE and their willingness towards providing education accommodations to college students with disabilities in the UAE. This study is a non-experimental research; in which the researcher involves attribute variables that are not manipulated and instead are studied as they exist, such as experience, gender and any other personal characteristic or trait (Belli, 2009).

To answer the research questions, the researcher developed a survey that was used as a tool to collect the primary data. This study is a descriptive survey research. More specifically, the researcher used a cross-sectional survey design in which data is collected from selected individuals at a single point in time. This design is effective in providing a snapshot of current behaviors and attitudes in a population. It also has the advantage of providing data relatively quickly and there is no need to wait for lengthy periods (Gay, Mills & Airasian, 2012).

The independent variables in this study were three including a) university faculty contact with individuals with disabilities, b) university faculty teaching experience of college students with disabilities and c) the degree of severity of disability of the college students with disabilities. The dependent variables in the study were the attitudes of university faculty toward college students with disabilities and the willingness of the university faculty toward providing educational accommodations.

3.3 Population and Sampling Techniques

The number of participants of this study was 125 university faculty members from different colleges at the UAE University. The participants were asked to complete a section about information such as: (1) experience in teaching college students with disabilities and its extent, (2) previous contact with individuals with disabilities and its extents. The participants were informed that their responses would be kept confidential. Also, the cover letter contained information regarding voluntary participation; informing faculty members The data gathered from the surveys was analyzed using IBM-SPSS v. 24.0. The number of the university faculty per college ranged from (3 -34) university faculty. The percentage of the response rate was 19%.

This can be considered as a low rate of participation with regard to the total number of the university faculty in the UAE University, which is more than (600) university faculty.

3.3.1 Data Gathering Procedures

During Fall 2017, the approval to conduct this survey research on human subjects was obtained from the UAEU ethical approval committee. To collect the data for this study, the researcher visited all the university nine colleges and randomly asked the university faculty to be part of this study. Participation in this study was voluntary and only university faculty who agreed to participate were part of the study.

Firstly, the researcher visited all the participants who agreed to participate in this study during their office hours and distributed the consent form and the research survey, the number of the copies distributed was one hundred copies. Fifty-eight university faculty completed the survey, and these were collected by the researcher. The pencil and paper questionnaire required 10 minutes to complete. Most of the time the researcher was available during university faculty office hours to collect the data and answer queries from the participants with respect to the questionnaire items. As the response rate was very low by the end of Fall 2017, and in order to maximize the response rate to the survey, the researcher decided to use another method of data collection. More specifically, researcher sent the survey electronically to the university faculty and invited them to participate in the current study, by informing them about the aim of the survey which was investigating their attitudes towards including college students with disabilities in HE. The consent form was attached to the survey so participants were informed that participation was voluntary and their

responses would be kept confidential with their right to withdraw at any time with no penalty. After one week a first reminder email was sent to each of the university faculty. Another reminder was sent after another week. The total number of the completed survey in the study was 125.

3.3.2 Demographic Data Analysis

The majority of participants stated that they were 51 years old or older (40%), with 48 (38.4%) of participants being between 41-50 years old, 24 (19.2%) of the participants being between 31-40 years old and the remaining 2 participants reporting that they were 30 or younger (1.6%) (see Table 1).

Table 1: Frequencies and Percentages of University Faculty Age

Age	Frequency	Percent
30 or less	2	1.6
31-40 years old	24	19.2
41-50 years old	48	38.4
51+ years old	51	40.8
Total	125	100.0

Participants in this study consisted of 25 (20%) female university faculty and 98 (78 %) male university faculty. Thus, the majority of the sample was male university faculty, which is representative of the gender ratio among university faculty at this university (see Table 2).

Table 2: Frequencies and Percentages of University Faculty Gender

Gender	Frequency	Percent
female	25	20.0
male	98	78.4
Total	123	98.4
Missing System	2	1.6
Total	125	100.0

With regard to the university faculty rank, 21 (16.8%) participants reported they are full professors, 41 (32.8%) associate professors, 28 (22.4%) assistant professors, 34 (27.2%) instructors/ lecturers and only one university faculty member did not indicate their rank (see Table 3).

Table 3: Frequencies and Percentages of University Faculty Rank

Rank	Frequency	Percent
Full Professor	21	16.8
Associate Professor	41	32.8
Assistant Professor	28	22.4
Instructor/ Lecturer	34	27.2
No rank stated	1	.8
Total	125	100.0

In terms of subject discipline, the majority of participants were from the College of Science with 34 (27.2 %), followed by the College of Business & Economics 16 (12.8%), the College of Engineering 14 (11.2%), the College of Education 12 (9.6%), the College of Law 10(8%), the College of Medicines and Health Sciences 4 (3.2%) and finally the college of Information Technology 3 (2.4%) (see Table 4).

Table 4: Frequencies and Percentages of University Faculty Colleges

College	Frequency	Percent
College of Business & Economics	16	12.8
College of Education	12	9.6
College of Engineering	14	11.2
College of Food & Agriculture	9	7.2
College of Humanities & Social Sciences	14	11.2
College of Information Technology	3	2.4
College of Law	10	8.0
College of Medicines and Health Sciences	4	3.2
College of Science	34	27.2
The University College	7	5.6
Total	125	100.0

The participants of the study varied in their years of teaching experience. The highest percentage was of participants with 20 years or more experience: 37 (29.6), followed by 27 (21.6%) who had 6-10 years of teaching experience, and the same percentage 21 (16.8%) of participants who had 11-15 years and 16-20 years of teaching experience and 18 (14.4%) reported they have 1-5 years of teaching experience (see Table 5).

Table 5: Frequencies and Percentages of University Faculty Teaching Experience

Teaching Experience	Frequency	Percent
1-5 years	18	14.4
6-10 years	27	21.6
11-15 years	21	16.8
16-20 years	21	16.8
20+ years	37	29.6
Total	125	100.0

Most participants in the study have had previous contact with individuals with disabilities 105 (84%). The majority of participants 98 (78.4%) have experience of teaching college students with disabilities. However, 98 (78.4%) of the participants said they had not attended training courses on how to teach college students with disabilities.

3.3.3 Survey Instrument

In order to answer the research questions, the researcher developed two instruments for this study. The researcher reviewed several studies (e.g., Alghazo, 2008; Fakete, 2013; Lorio, 2011; Southern, 2010) and various attitudinal surveys on inclusion (e.g., Antonak & Livneh, 2000; Lorio, 2011; Rao, 2002; Upton, 2000) to develop the instrument for this study. The study instrument includes two sections. The first section was used to gather demographic information about the participants and to assess the university faculty attitudes toward the inclusion of college students with disabilities and the second section was used to assess the university faculty attitudes and willingness to provide educational accommodations to college students with disabilities in their classrooms, which is any educational support that is needed

to access, learn, and benefit from educational services like other students without disabilities (Alghazo, 2008).

The first survey instrument is entitled University Faculty Attitudes Towards Inclusion Scale (FATIS). This scale intends to measure the university faculty attitudes towards including college students with disabilities in higher education. It includes 22 items using a 6-point Likert-type scale (6 = strongly disagree, 5 = disagree, 4 = slightly disagree, 3 = slightly agree, 2 = agree, 1 = strongly agree) (see Appendix C). More specifically, the survey instrument includes the following items: *“students with disabilities should be given the opportunity to complete their studies in higher education”*; *“College students with disabilities don’t impede the learning of the students without disabilities”*; *“College students with disabilities enhance the learning of students without disabilities when they ask for more explanation during the lecture”*; *“College students with disabilities benefit academically in higher education classes”*; *“College students with disabilities benefit socially from higher education classes”*; *“I like having college students with disabilities in my classes”*, *“If I had a choice, I would teach classes that included college students with disabilities”*, *“Higher education syllabuses are not too advanced for college students with disabilities”*, *“College students with moderate/severe disabilities should be included in higher education classes”*; *“College students with moderate/severe disabilities have a positive impact upon the learning environment in higher education classes”*; *“The presence of college students with moderate/severe disabilities in higher education classroom requires from the university faculty to differentiate the curriculum during the academic year”*; *“Students with moderate/severe disabilities can succeed in higher education classes”*; *“Students with moderate/severe disabilities are socially well adjusted in the higher education*

classes”; “The college students with moderate/severe disabilities in the class have no impact on the University faculty teaching effectiveness during the lecture”; “College students with moderate/severe disabilities can benefit from higher education classes like students without disabilities”; “College students with mild disabilities should be included in higher education classes”; “The presence of college students with mild disabilities in higher education classroom requires from the university faculty to differentiate the curriculum content during the academic year, ‘Students with mild disabilities can succeed in higher education classes”; “Students with mild disabilities are socially well adjusted in the higher education classes”; “The college students with mild disabilities in the class have no impact on the University faculty effectiveness during the lecture”; “College students with mild disabilities can benefit from higher education classes like the students without disabilities”; “College students with mild disabilities have a positive impact upon the learning environment in higher education classes”.

All the items on the (FATIS) were worded so that a positive response (that is, 6, 5, 4) would indicate positive attitudes and negative responses (that is, 3, 2, 1) indicate negative attitudes.

The second questionnaire was the University Faculty Willingness toward Providing College Students with Disabilities with Educational Accommodation Scale (FWTA) (see Appendix D). This scale was designed by the researcher to measure the degree of willingness to provide educational accommodations to college students with disabilities. The scale consisted of 10 items using a 4-point Likert-type scale (1=strongly not willing, 2 = not willing, 3= willing, 4= strongly willing) to a higher overall score indicated more willingness toward college educational accommodation. This scale includes the following items: *“Provide testing accommodation such as:*

time extension, alternative test formats to college students with disabilities”; “Allow note takers to assist college students with disabilities during the lecture”; “Allow the college students with disabilities to tape record the lectures when needed”; “Extend deadlines for completion of class projects, papers, assignments... etc. to college students with disabilities when needed”; “ Allow the college students with disabilities to take an alternative form of tests such as true or false or multiple choice questions instead of essay question”; ‘Provide the college student with disabilities with extra time to complete their tests and exams”; “Allow the college students with disabilities to use calculators during the tests”; “Allow the transcriber to write the answers during the test for certain college students with disabilities (such as visually impaired students or students with motor skills difficulties)”; “Allow the college students with disabilities to redo missed exams without penalty when absent due to disability reason”; “Provide other educational accommodation when necessary to college students with disabilities”; “If you provide other educational accommodations, please mention them”.

Both instruments require about 10 minutes from the participants to be completed.

In addition to these two sections, there was the University Faculty Demographic Questionnaire that was included in section one. It was used to gather information related to the university faculty gender, age, years of teaching experience in higher education, college, and rank. Previous contact with individuals with disabilities (in terms of having a family member, a neighbor, a close friend, or a colleague with disabilities) was assessed using two items found in the demographic section of the survey (i.e., items 6 and 7) in which the university faculty were asked to mention whether they had contact with individuals with disabilities or not, and were asked to rate the intensity of contact with individuals with disabilities using a

six-point Likert type scale (from 1= no contact to 6= extensive contact). The experience in teaching college students with disabilities was assessed using two items found in the demographic section of the survey as well (i.e., items 8 and 9) in which the university faculty were asked to mention whether they had experience in teaching college students with disabilities or not, rating its intensity using a six-point Likert type scale (1=no experience to 6= extensive experience).

3.4 Validity

To establish the content validity of the two questionnaires and check their relevancy, the researcher asked four university professors in the field of special education to judge the content of the survey and provide feedback to the researcher. The four experts made comments on a few items and suggested deleting some items to avoid unnecessary overlap. In addition, some items were revised because they presented possible ambiguity. All suggested changes by the experts were taken into consideration in the final version of each instrument. Thus, the four experts assured the validity of the content of the instrument of this study.

3.5 Reliability

To examine the internal consistency of the two questionnaires the researcher administered the instrument with the 30 participants who agreed to participate in the pilot study. The sample of the pilot study was compatible with the research sample. The Cronbach's Coefficient Alpha reliability was computed. The FATIS scale had a Cronbach's Alpha internal consistency coefficient of 0.86 (n = 30). The FAWTA scale had a Cronbach's Alpha internal consistency coefficient of 0.86 (n = 30).

3.6 Pilot Study

The purpose of administering a pilot study was to determine whether the survey was clear and appropriate. The pilot study was conducted using 30 participants from a private university in the UAE. To conduct the pilot study the researcher contacted the university administration to seek their approval to conduct this study. Only the university faculty who agreed to participate in the pilot study were included. After two weeks, the researcher collected data from the 30 participants from the administrator in charge of documents in the university. Participants were asked to provide the researcher with the feedback about the survey's content in regards to its clarity and understandability, and also the time required to complete the surveys. Results of the pilot study indicated that the surveys were clear, straightforward and feasible.

3.7 Procedures and Ethical Considerations

In this survey research, ethical principles are required to protect the research participants (the respondents). The survey ethical approval was granted from UAE University (UAEU) to conduct this study (see Appendix A). After getting the ethical approval, the participants of the study were asked to sign and submit a consent form (see Appendix B). In the consent form participants were informed that they had the right to withdraw from the research at any time and participants were also assured that their information would not be made available to anyone who was not directly involved in the study. All the participants who agreed to participate in the study signed the consent form prior to taking part in this study, which states that the responses would be kept confidential.

The University where the research study was conducted was The United Arab Emirates University, situated in Al Ain city. It is the first nationally public university and a leading institution in the United Arab Emirates founded in 1976 by the late Sheikh Zayed Bin Sultan Al Nahyan. It is a research-intensive university and currently enrolls approximately 14,000 Emirati and international students. UAEU offers a full range of accredited, high-quality graduate and undergraduate programs through nine Colleges including: Business and Economics; Education; Engineering; Food and Agriculture; Humanities and Social Sciences; IT; Law; Medicine and Health Sciences. There is a Special Needs Services Center (SNS) which ensures equal access to educational opportunities to all UAEU students with disabilities in comparison to those without. Any student with a documented disability is entitled to receive the services provided by the Special Needs Services Center (SNS) (http://www.uaeu.ac.ae/en/student_services/special_needs/). Students with learning, visual, hearing and physical disabilities who are currently enrolled in the UAEU are 80 students.

3.8 Limitations and Delimitations

The study was limited to one public university in the UAE hence the findings may not be generalized to other higher education institutions in the UAE. Moreover, self-reported questionnaires were used to collect the data for this study. Some respondents might not take the self-report questionnaire seriously in filling out the questionnaire. Finally, the questionnaire as a self-reported instrument can be affected by the perceptions, feelings, personal judgments, and biases of the respondents or the immediate situations they were in.

Chapter 4: Data Analysis and Findings

4.1 Introduction

This chapter reports the results of this study and the data analysis. The objectives of this study are five-fold:

i) investigating university faculty attitudes toward including college students with disabilities in higher education in the UAE, ii) examining the impact of university faculty teaching experience of college students with disability and their previous contact with individuals with disabilities on their attitudes towards including college students with disabilities in higher education classes in the UAE, iii) examining the impact of the severity of the disability on the university faculty attitudes toward including college students with disabilities in higher education in the UAE, iv) investigating willingness of university faculty toward providing educational accommodations to college students with disabilities in higher education in the UAE, and v) investigating the relationship between the university faculty attitudes and their willingness to provide educational accommodation to college students with disabilities in higher education in the UAE. More specifically, this study addressed the following research questions:

- 1) What are the university faculty attitudes toward including college students with disabilities in higher education in the UAE?
- 2) To what extent are the university faculty attitudes towards including college students with disabilities in HE in the UAE influenced by their previous contact with individuals with disabilities and their experience in teaching college students with disabilities?

- 3) To what extent are the University faculty attitudes toward including college students with disabilities in higher education in the UAE influenced by the severity of the disability?
- 4) Are the university faculty willing to provide accommodations for college students with disabilities in HE in the UAE?
- 5) Is there any relationship between the university faculty attitudes and their willingness toward providing educational accommodation to college students with disabilities in HE in the UAE?

4.2 Data Analysis

In the following paragraph, the data analyses results will be discussed in detail for each research question.

RQ#1:

What are the university faculty attitudes toward including college students with disabilities in HE in the UAE?

To answer the first research question the university faculty were asked to complete the FATIS scale using a six-point Likert scale (strongly disagree to strongly agree).

For the data analysis the absolute value for the observed Likert categories per question was used to obtain an arithmetic mean and the guide to the interpretation of the means was based on Rosh's model as used in various studies (Garcia-Jordon, 2013 & Koca, 2013) which was as follows: Strongly Disagree (1.00-1.83); Slightly Disagree (1.84-2.67); Disagree (2.68-3.51); Slightly Agree (3.52-4.35); Agree (4.36-5.18); strongly agree (5.19-6). The description of each score mean is included in Table 6 below.

Table 6: The Guide to the Interpretation of the Means

Response	Mean Score	Description
Strongly Agree	5.19-6.0	High positive attitudes
Agree	4.36-5.18	Positive attitudes
Slightly Agree	3.52-4.35	Moderately positive attitudes
Disagree	2.68-3.51	Moderately negative attitudes
Slightly Disagree	1.84-2.67	Negative attitudes
Strongly Disagree	1.00-1.83	Low negative attitudes

With regard to the university faculty attitudes toward including college students with disabilities in HE, the results of this study, as shown in Table 7, indicate that university faculty attitudes towards including college students with disabilities are positive (overall mean= 4.77). The means of the university faculty attitudes ranged from a high of 5.80 to a low of 3.76 (high positive attitudes to moderate positive attitudes).

The data was organized by descending order based on the mean as it is shown in Table 7. By examining the stacked data we can see the highest score mean ranged between 5.27-5.80 (see items 1, 2, 5, 12, 16, 18), which indicated that the university faculty hold high positive attitudes towards including college students with disabilities in HE. More specifically, the university faculty highly support inclusion for college students with mild disabilities because they believe that including students with mild disabilities in HE is fair and beneficial for such students both academically and socially. The lowest score mean ranged between 3.52- 4.35 (see items 7-22). This finding indicated that the participants of this study are not highly

supportive but have moderately positive attitudes towards inclusion when it comes to the environment, curriculum and teaching (see Table 7).

Table 7: Descriptive Statistics for University Faculty's Attitudes Toward Inclusion

Statements	N	Mean
<i>2. College students with disabilities don't impede the learning of the students without disabilities.</i>	122	5.80
<i>1. College students with disabilities should be given the opportunity to complete their studies in HE</i>	124	5.68
<i>16. College students with mild disabilities should be included in higher education classes.</i>	124	5.3710
<i>18. Students with mild disabilities can succeed in higher education classes.</i>	122	5.3607
<i>5. College students with disabilities benefit socially in HE classes</i>	125	5.2880
<i>12. Students with moderate/severe disabilities can succeed in higher education classes</i>	122	5.27
4. College students with disabilities benefit academically in HE classes	125	5.1200
21. College students with mild disabilities can benefit from higher education classes like students without disabilities.	123	5.0691
19. College students with mild disabilities are socially well adjusted in the higher education classes.	122	4.9754
22. College students with mild disabilities have a positive impact upon the learning environment in higher education classes.	124	4.8387
6. I like having college students with disabilities in my classes.	125	4.6320
3. College students with disabilities enhance the learning of students without disabilities when they ask for more explanation during the lecture	123	4.5984
15. College students with moderate /severe disabilities can benefit from higher education classes like students without disabilities.	124	4.57
20. The college students with mild disabilities in the class have no impact on the University faculty teaching effectiveness during the lecture.	123	4.4797

Table 7: Descriptive Statistics for University Faculty's Attitudes Toward Inclusion

(Continued)

Statements		
7. If I had a choice, I would teach classes that included college students with disabilities.	125	4.47
8. Higher education syllabuses are not too advanced for college students with disabilities	120	4.41
<i>11. The presence of college students with moderate /severe disabilities in higher education classroom required from the university faculty to differentiate the curriculum during the academic year.</i>	123	4.33
<i>13. Students with moderate /severe disabilities are socially well adjusted in the higher education classes.</i>	121	4.31
<i>9. College students with moderate/ severe disabilities should be included in higher education classes.</i>	123	4.27
<i>10. College students with moderate/ severe disabilities have a positive impact upon the learning environment in higher education classes.</i>	121	4.24
<i>17. Students with mild disabilities classroom required from the university faculty to differentiate the curriculum during the academic year.</i>	121	4.0413
<i>14. The college students with moderate /severe disabilities in the class have no impact on the University faculty teaching effectiveness during the lecture.</i>	119	3.76
Overall Mean		

RQ#2:

a) To what extent are the University faculty attitudes toward including students with disabilities in HE influenced by their previous contact with individuals with disabilities in HE in the UAE?

To answer this question, the previous contact with individuals with disabilities and its extent were examined using independent t-test and One Way ANOVA. The independent group t- test was used to determine whether the university faculty's previous contact with individuals with disabilities has had an impact on their attitudes by comparing the means of the dependent variable which was the overall attitudes mean score of the university faculty and the independent variable which was the university faculty previous contact with individuals with disabilities. Additionally, One Way Analysis of Variance (ANOVA), was used to determine whether the faculty attitudes varied according to the extent of contact with individuals with disabilities by examining whether there was any significant difference between the mean scores of independent groups which were the extent of the university faculty previous contact with individuals with disabilities and the dependent variable which is the overall attitudes mean score of the university faculty.

Table 8 reports the results of the independent t- test conducted to see the impact of the previous contact with individuals with disabilities on the FATIS scale. The result of this study indicated that university faculty previous contact with individuals had no significant effect on their attitudes toward including college students with disabilities in HE classes ($p > 0.05$, $t = 1.16$).

However, by examining the mean scores of the university faculty previous contact with individuals with disabilities, as it is shown in Table 9, there is a slight difference in mean scores between the university faculty who have previous contact with individuals with disabilities ($m = 4.80$, $SD = .73$) and those who do not have previous contact with individuals with disabilities ($m = 4.58$, $SD = .83$). The findings indicate that the university faculty who have previous contact with individuals with

disabilities hold more positive attitudes than those who do not have previous contact with such individuals.

Table 8: Independent T-Test Showing Impact of Previous Contact with Individuals with Disabilities on Attitudes Towards Including College Students with Disabilities

Variables		F	Sig.	t	df
Attitudes	Equal variances assumed	.614	.435	1.165	121
	Equal variances not assumed			1.063	21.733

Note: * $p > 0.05$

Table 9: Descriptive Statistics of Previous Contact with Individuals with disabilities

Variables	Previous contact	N	Mean	Std. Deviation
Cumulative Attitudes mean	Yes	105	4.8084	.73547
	No	18	4.5853	.83728

With respect to the extent of previous contact with individuals with disabilities, a One-way Analysis of Variance (ANOVA) was used to assess the influence of the variance in the extent of previous contact with individuals with disabilities on the university faculty attitudes towards including college students with disabilities (see Table 10). The finding of this analysis indicated that there was no significant difference in the university attitudes between the university faculty who have low, moderate and high previous contact with individuals with disabilities ($F=.680, p > 0.05$). However, by examining the mean scores of the university faculty extent of previous contact with individuals with disabilities, as it is shown in Table 11, there is a difference in means between the university faculty who have high contact ($m= 4.91$) and those who have low contact with individuals with disabilities ($m=4.71$).

Table 10: One Way Anova Showing the Variance of Extent of Contact with Individuals with Disabilities Impact on Attitudes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.767	2	.383	.680	.508
Within Groups	68.174	121	.563		
Total	68.941	123			

Note: * $p > 0.05$

Table 11: Descriptive Statistics of Extent of Contact with Individuals with Disabilities

Extent of contact	N	Mean
No contact	45	4.7129
Moderate contact	50	4.7509
high contact	29	4.9145
Total	124	4.7754

RQ#2:

b) To what extent are the University faculty attitudes toward including students with disabilities in higher education in the UAE influenced by their experience of teaching college students with disabilities?

To examine the impact of the university faculty teaching experience of college students with disabilities and the extent of its impact on the university attitudes towards including college students with disabilities in HE , two tests were used: independent t-test and One Way Anova.

The independent group t- test was used to determine whether the university faculty experience in teaching college students with disabilities had any impact on their attitudes by comparing the mean score of the dependent variable, which was the cumulative attitudes mean of the university faculty and the independent variables, which was the university faculty experience in teaching college students with

disabilities. Hence, the One Way Analysis of Variance (ANOVA) was used to determine whether the faculty attitudes varied according to the extent of their experience in teaching college students with disabilities by examining whether there was any significant difference between the means of the independent groups, and the dependent variable.

Table 12 reports the results the influence of experience in teaching college students with disabilities on the university faculty attitudes towards including college students with disabilities. Comparing the university faculty attitudes towards including college students with disabilities regarding their experience in teaching college students with disabilities revealed that there was no significant difference ($p = 0.885$) between university who have taught college students with disabilities and those who did not teach them. Both reported positive attitudes toward including students with disabilities. However, if we look closely at the mean score of the university faculty as it is shown in Table 13, we will see that there is a slight difference in the score means, which means that the result regarding experience in teaching college students with disabilities has varied. The score mean of the university faculty who had experience in teaching college students with disabilities was lower ($m = 4.75$) than the mean of the university faculty who did not teach college students with disabilities before. ($m = 4.87$).

Table 12: Independent T-Test Showing Impact of Experience in Teaching College Students with Disabilities on Attitudes

		F	Sig.	t	df
Attitudes	Equal variances assumed	.021	.885	-.726	122
				-.783	43.769

Note: * $p > 0.05$

Table 13: Descriptive Statistics of the experience in teaching college students with disabilities

		Teaching students with disabilities before	N	Mean	Std. Deviation
Attitudes	Yes		98	4.7502	.76816
	No		26	4.8704	.67550

One-way Analysis of Variance (ANOVA) was used to assess the influence of the variance in the extent of experience in teaching college students with disabilities on the university faculty attitudes towards including college students with disabilities (see Table 14). As it is shown in Table 14, there was a significant difference in the university faculty attitudes with regard to the extent in the teaching experience of college students with disabilities ($F=1.42$, $p = 0.02$). So, if we examine the mean score of the FATIS scale with regard to the extent of experience in teaching college students with disabilities we will find that the score mean ranged from 4.48 to 5.0 which indicates there is a difference in attitudes regarding the extent of experience in teaching college students with disabilities. The mean score of the respondents with no experience was the highest which indicates that the university faculty who have

no experience hold higher positive attitudes towards including college students with disabilities in HE (m=5.00) followed by the university with extensive experience (m=4.99), then moderate experience (m= 4.86), after that little experience (m = 4.54), and finally slightly little experience (m= 4.48) (see Table 15).

Table 14: One Way Anova Showing the Variance of Extent of the Experience in Teaching College Students with Disabilities Impact on Attitudes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.167	4	1.542	2.923	.024*
Within Groups	62.774	119	.528		
Total	68.941	123			

Note: * p<0.05

Table 15: Descriptive Statistics of the Extent Disability Teaching Experience

Extent of Experience	N	Mean	Std. Deviation	Std. Error
No experience	21	5.0009	1.04506	.22805
slightly little experience	27	4.4823	.69937	.13459
little experience	23	4.5464	.63835	.13311
moderate experience	26	4.8677	.58922	.11556
extensive experience	27	4.9992	.63758	.12270
Total	124	4.7754	.74866	.06723

A post- hoc test analysis was used to further explain the significant effect of the extent of teaching experience of students with disabilities on university faculty attitudes towards including college students with disabilities in HE (see Table 16). The result of the Tukey test indicated that the university faculty who had no experience (m=5.0) had significantly more positive attitudes compared to the university faculty with slightly less experience (m= 4.48). Moreover, the university faculty with extensive experience in teaching college students with disabilities

($m=4.99$) had a significantly more positive attitude compared to the university faculty with little experience ($m=4.48$) and little experience ($m=4.54$). And finally the university faculty with little experience in teaching college students with disabilities ($m=4.54$) had a significantly less positive attitude compared to the university faculty attitudes with no experience ($m=5.0$).

Table 16: Post- Hoc Analysis Showing Impact of Extent of the Experience in Teaching College Students with Disabilities on Attitudes

Experience			Mean			95% Confidence Interval	
			Difference (I-	Std. Error	Sig.	Lower Bound	Upper Bound
Tukey HSD	Teaching experience	Teaching Experience					
	No experience	Slightly Little Experience	.51857	.21132	.108	-.0668	1.1039
		Little Experience	.45452	.21921	.239	-.1527	1.0618
		Moderate Experience	.13314	.21309	.971	-.4571	.7234
		Extensive Experience	.00172	.21132	1.000	-.5837	.5871
	slightly little experience	No Experience	-.51857	.21132	.108	-1.1039	.0668
		Little Experience	-.06405	.20609	.998	-.6349	.5068
		Moderate Experience	-.38543	.19957	.307	-.9382	.1674
		Extensive Experience	-.51685	.19767	.074	-1.0644	.0307
	little experience	No Experience	-.45452	.21921	.239	-1.0618	.1527
		Slightly Little Experience	.06405	.20609	.998	-.5068	.6349
		Moderate Experience	-.32138	.20790	.535	-.8973	.2545
		Extensive Experience	-.45280	.20609	.188	-1.0237	.1181
	moderate experience	No experience	-.13314	.21309	.971	-.7234	.4571
		slightly little experience	.38543	.19957	.307	-.1674	.9382
	little experience	.32138	.20790	.535	-.2545	.8973	
	extensive experience	-.13142	.19957	.965	-.6842	.4214	
extensive experience	No experience	-.00172	.21132	1.000	-.5871	.5837	

Table 16: Post- Hoc Analysis Showing Impact of Extent of the Experience in Teaching College Students with Disabilities on Attitudes (Continued)

		Experience					
		slightly little experience	.51685	.19767	.074	-.0307	1.0644
		little experience	.45280	.20609	.188	-.1181	1.0237
		moderate experience	.13142	.19957	.965	-.4214	0.6842
LSD	No experience	slightly little experience	.51857*	.21132	.016	.1001	.9370
		little experience	.45452*	.21921	.040	.0205	0.8886
		moderate experience	.13314	.21309	.533	-.2888	0.5551
		extensive experience	.00172	.21132	.994	-.4167	.4202
	slightly little experience	No experience	-.51857*	.21132	.016	-.9370	-0.1001
		little experience	-.06405	.20609	.756	-.4721	0.3440
		moderate experience	-.38543	.19957	.056	-.7806	.0097
		extensive experience	-.51685*	.19767	.010	-.9083	-0.1254
	little experience	No experience	-.45452*	.21921	.040	-.8886	-0.0205
		slightly little experience	.06405	.20609	.756	-.3440	0.4721
		moderate experience	-.32138	.20790	.125	-.7331	0.0903
		extensive experience	-.45280*	.20609	.030	-.8609	-0.0447
	moderate experience	No experience	-.13314	.21309	.533	-.5551	0.2888
		slightly little experience	.38543	.19957	.056	-.0097	0.7806
		little experience	.32138	.20790	.125	-.0903	0.7331
		extensive experience	-.13142	.19957	.511	-.5266	0.2637

Table 16: Post- Hoc Analysis Showing Impact of Extent of the Experience In Teaching College Students with Disabilities on Attitudes (Continued)

Experience						
extensive experience	No experience	-.00172	.21132	.994	-.4202	.4167
	slightly little experience	.51685*	.19767	.010	.1254	.9083
	little experience	.45280*	.20609	.030	.0447	.8609
	moderate experience	.13142	.19957	.511	-.2637	.5266

* The mean difference is significant at the 0.05 level.

RQ#3:

To what extent are the University faculty attitudes toward including students with disabilities in HE in the UAE influenced by the severity of the disability?

To answer this research question the mean scores of both attitudes towards moderate/severe disabilities and the mean score of attitudes toward mild disabilities were computed (see Table 17). It was found that the mean score of university faculty attitudes toward mild disabilities ($m= 4.87$) was a little higher than the mean score of the moderate/severe disabilities group ($m= 4.42$) which indicates that the university faculty hold more positive attitudes toward including college students with mild disabilities in comparison to college students with moderate/ severe disabilities (see Table 17).

Table 17: Descriptive Statistics of Participants Responses attitudes toward Mild and Moderate/Severe Disabilities

	N		Mean
	Valid	Missing	
Moderate/Severe disabilities	125	0	4.4271
Mild disabilities	124	1	4.8790

As it is shown in Table 18, the data was further analyzed by examining the impact of demographic data of the participants on faculty attitudes including age, gender, college and teaching experience. Findings of this analysis indicated that the means of attitudes were always higher for college students with mild disabilities regardless of the demographic variables in general. In other words, university faculty, whatever their demographic variables, hold higher positive attitudes toward

including college students with mild disabilities in HE than those with moderate/severe disabilities.

Table 18: Descriptive Analysis of University faculty Responses Regarding Severity of Disability

Variables		Moderate/Severe disabilities		Mild disabilities		
		Mean	Std. Deviation	Mean	Std. Deviation	
Age	30 or less	3.93	0.10	4.14	0.81	
	31 - 40	4.54	0.67	5.04	0.69	
	41 - 50	4.23	1.01	4.84	0.66	
	51 and +	4.08	1.06	4.73	0.65	
Gender	Female	3.98	1.13	4.79	0.60	
	Male	4.28	0.94	4.81	0.69	
Educational Rank	Professor	4.35	1.01	4.77	0.45	
	Associate	4.03	1.05	4.75	0.82	
	Assistant	4.23	1.13	4.93	0.68	
Teaching Years	Instructor	4.35	0.70	4.86	0.59	
	1 – 5 years	4.26	0.68	4.95	0.65	
	6 – 10 years	4.30	1.08	4.83	0.55	
	11 – 15 years	4.20	0.89	4.96	0.74	
	16 – 20 years	4.19	1.06	4.61	0.82	
Contact with disabilities	+ 20 years	4.19	1.06	37	4.79	0.63
	Low	4.00	1.18	45	4.73	0.72
	Moderate	4.26	0.84	50	4.82	0.63
	High	4.52	0.77	29	4.96	0.68

Table 18: Descriptive Analysis of University Faculty responses Regarding Severity of Disability (Continued)

Variables		Moderate/Severe disabilities		Mild disabilities		
		Mean	Std. Deviation	Mean	Std. Deviation	
Experience teaching disabilities	Low	4.01	1.01	48	4.77	0.67
	Moderate	4.10	0.89	49	4.76	0.66
	High	4.85	0.84	27	5.03	0.69

RQ#4:

Are the university faculty willing to provide accommodations for college students with disabilities in HE in the UAE?

To answer this question, the descriptive statistics for university faculty's willingness toward providing educational accommodations were examined. The results of this analysis indicated that the mean scores on the FAWTA scale ranged from high of 3.61 to low of 2.98, with higher scores indicating more willingness toward providing educational accommodation to college students with disabilities. The absolute value for the observed Likert categories per question was also used to obtain their arithmetic mean. The guide to the interpretation of means according to Rosh's model was used as follows: Strongly not willing (1.00-1.75); Not willing (1.76-2.51); willing (2.52-3.27); Strongly willing (3.28-4.0).

Based on the results, as it is shown in Table 19, it is clear that forms of test (see Table 19).

Table 19: Descriptive Analysis of University Faculty Willingness to Provide Individual with Disabilities with Accommodations

Accommodations	n	mean
<i>Provide testing accommodation such as: time extension, alternative test formats to college students with disabilities.</i>	124	3.61
<i>Allow note takers to assist college students with disabilities during the lecture.</i>	124	3.59
<i>Provide other educational accommodation when necessary to college students with disabilities.</i>	122	3.53
<i>Allow the college students with disabilities to tape record the lectures when needed</i>	124	3.52
<i>Allow the transcriber to write the answers during the test from certain college students with disabilities (such as visually impaired students or students with motor skills difficulties).</i>	123	3.50
<i>Provide the college student with disabilities with extra time to complete their tests and exams.</i>	124	3.44
<i>Allow the college students with disabilities to redo missed exams without penalty when absent due to disability reasons.</i>	123	3.40
<i>Extend deadlines for completion of class projects, papers, assignments... etc. to college students with disabilities when needed.</i>	123	3.39
<i>Allow the college students with disabilities to use calculators during the tests.</i>	121	3.22
<i>Allow the college students with disabilities to take an alternative form of tests such as true or false or multiple choice questions instead of essay questions.</i>	122	2.98
Overall mean	124	3.41

RQ#5:

Is there any relationship between the university faculty attitudes and their willingness toward providing educational accommodation to college students with disabilities in HE in the UAE?

To answer this question, a correlation analysis was conducted to see whether there is correlation between university faculty attitudes and willingness to provide educational accommodation to college students with disabilities (see Table 20). There was a significant relationship between faculty attitudes toward including college students with disabilities and university faculty willingness to provide accommodations to college students with disabilities in their classroom ($r = .261$). However, the level of this correlation is low.

Table 20: Pearson Correlation Between University Faculty Attitudes towards Including College Students with Disabilities and University Faculty Willingness to Provide Accommodations

	Attitudes		Accommodation			
	Pearson n Correla tion	Sig. (2- tailed)	N	Pearson Correlatio n	Sig. (2- tailed)	N
Attitudes	1		125	.261**	.003	124
Accommodation	.261**	.003	124	1		124

** Correlation is significant at the 0.01 level (2-tailed).

And finally, to give the participants an opportunity to share additional educational accommodations that they use with their college students with disabilities, an open-ended question was included in the survey. Only one participant out of 125 participants responded to this question by saying ‘I respond

to their emails at weekends and on holidays'. However, this is not a type of accommodation.

Furthermore, demographic variables such as faculty age, gender, teaching experience and college, did not have any impact on attitudes toward including college students with disabilities.

Chapter 5: Discussion and Recommendations

5.1 Introduction

This chapter presents the discussion of the study's findings based on the quantitative analysis conducted. Implications and results of the findings along with recommendations for future research were discussed in this chapter as well as the limitations of this study.

5.2 Discussion

The objectives of this study were to assess the university faculty attitudes towards including college students with disabilities in HE and their willingness to provide educational accommodation. The study also sought to assess the relationship between certain university faculty demographic variables (i.e., the experience in teaching college students with disabilities, previous contact with individuals with disabilities and severity of disability) and the university faculty attitudes to including college students with disabilities. More specifically, the objectives of this study are fivefold as follows to investigate: i) investigating university faculty attitudes toward including college students with disabilities in higher education in the UAE, ii) examining the impact of university faculty teaching experience of college students with disability and their previous contact with individuals with disabilities on their attitudes towards including college students with disabilities in higher education classes, iii) examining the impact of the severity of the disability on the university faculty attitudes toward including college students with disabilities in higher education, iv) investigating willingness of university faculty toward providing educational accommodations to college

students with disabilities in higher education, and v) investigating the relationship between the university faculty attitudes and their willingness to provide educational accommodation to college students with disabilities

Referring to the first objective, the results of this study indicated that the university faculty attitudes towards including college students with disabilities in higher education are positive. This finding is consistent with the findings of several previous studies (e.g., Abu-Hamour 2003; Alghazo, 2002; Baggett, 1994; Clark, 2017; Brouke, Hindes & Mather, 2007; Foss, 2002; McWaine, 2011; Rao, 2002; Rao & Gratin, 2003; Vogel, Leyser, Strehorn & silver, 2000; Van Loan, 2013; Wyland & Brulle, 1999), which indicated that university faculty hold positive attitudes towards including college students with disabilities in higher education in general. For instance, Abu-Hamour(2013) found that the university faculty in a public university in Jordan showed positive attitudes towards including college students with disabilities in HE.

The findings of this study revealed that the university faculty were more supportive to inclusion for college students with disabilities because they believe that including students with disabilities in HE is fair and beneficial academically and socially for these students. However, they are not highly supportive of inclusion when it comes to the environment, curriculum and teaching. And this may be due to the lack of specific professional training in how to deal with and teach college students with disabilities (Gaad & Almotairi, 2013). Therefore, adapting the curriculum and classroom environment is critical to foster higher learning.

Moreover, the university faculty have a large teaching load and limited time to provide college students with disabilities with the appropriate accommodation regarding the environment, teaching and curriculum. Satcher (1992) stated that the

main concern of the university faculty was the load of work and the limited time to provide the college students with the required accommodations. So, university administrators may need to support university faculty to ensure that they can provide necessary accommodation to college students with disabilities. The TPB theory may help to understand this finding. In this case behavioral beliefs might have affected the university faculty towards including college students with disabilities in a way that the university faculty attitudes towards including college students with disabilities were not highly positive when it comes to the environment, curriculum and teaching as they are aware of the amount of the workload should be accompanied within the inclusion of college students with disabilities. Moreover, the subjective norms have also influenced the shaping of the university faculty attitudes towards including college students with disabilities. Normative beliefs which may include university policies and legislations acts that protect the rights of students with disabilities in the UAE, may put some pressure on the university faculty and change their attitudes towards inclusion into positive attitudes.

The fact that university faculty were more supportive of inclusion for college students with disabilities could be attributed to the makeup of the sample in terms of previous contact with individuals with disabilities and experience in teaching college students with disabilities. The majority of the participants in this study had previous contact with individuals with disabilities (84%) and also had experience in teaching college students with disabilities (78.5%).

With regard to previous contact with individuals with disabilities, the finding indicated that there was no significant difference between university faculty who have previous contact with disabilities and those who have not. This finding

confirmed previous research findings. For example, Gitlow (2001) examined the impact of previous contact with individuals with disabilities on attitudes and the findings showed that the previous contact did not materially impact on university faculty attitudes toward including college students with disabilities in HE. Moreover, Alghazo (2008), in a comparative study between two universities, Mu'tah University in Jordan and SIUC in the USA, stated that university faculty previous contact with individuals with disabilities was not significant for either university.

Although the findings indicated that there were no significant differences between university faculty who have previous contact with disabilities and those who have not, an examination of the mean scores shows there is a slight difference in the scores of university faculty attitudes among those who have previous contact with individuals with disabilities and those without previous contact with individuals with disabilities. This finding was consistent with Rao's (2002) findings which stated that scores of attitudes of the university faculty who had some previous contact with individuals with disabilities tends to be higher than those who have had no previous contact. As a result, the previous contact variable may enable us to slightly predict university faculty attitudes toward including college students with disabilities. The application of the TPB theory may help to understand this finding. In this case control beliefs might have affected the university faculty attitudes towards including college students with disabilities in a way that the university faculty previous contact with individuals

With respect to the impact of the university faculty experience in teaching college students with disabilities on university faculty attitudes towards including college students with disabilities, the finding of this study showed that there was no

significant impact on attitudes regarding the experience in teaching college students with disabilities variable. Numerous studies were consistent with this finding, in a way that the impact of experience of teaching college students with disabilities on university faculty attitudes was not significant (Abu- Hamour, 2013; Alghazo, 2008; Rao,2002). Abu-Hamour(2013) findings, for instance, indicated that the impact of experience of teaching college students with disabilities in HE on the university faculty' attitudes toward inclusion of college students with disabilities in HE was not significant. Overall, university faculty attitudes were positive in this study with a slight difference in the mean scores of the university faculty who had and those who did not have experience in teaching college students with disabilities. The university faculty who had no experience in teaching college students with disabilities hold higher positive attitudes than the university faculty who taught college students with disabilities previously.

Moreover, there was a significant difference in the extent of experience in teaching college students with disabilities on the attitudes of the university faculty towards including college students with disabilities. This finding was consistent with previous research studies (Avramidis, Elias, Kalyva & Efrosini, 2007; MacFarlane & Woolfson, 2013), which revealed that the impact of extent of the experience in teaching students with disabilities on teachers' attitudes towards inclusion was significant. The current study finding on the impact of the extent of experience is astonishing. In this study, university faculty who have no experience in teaching college students with disabilities hold higher positive attitudes towards including college students with disabilities than those who have experience in teaching these students. This study is consistent with MacFarlane's and Woolfson (2013) study which stated that teachers with less experience in teaching children

with disabilities held more positive attitudes than teachers with more experience in teaching college students with disabilities. This could be interpreted as university faculty who have experience in teaching college students with disabilities know that teaching college students with disabilities requires time and effort compared to those who do not have any experience in teaching college students with disabilities who may expect that teaching college students with disabilities is not a challenging task. Furthermore, the nature of the teaching experience the university faculty had with college students with disabilities may also affect their attitudes towards including them. According to Praisner (2003) the nature of that experience is an important factor in defining attitudes towards inclusion. Praisner (2003) found in his research that the more positive the experience, the more positive the attitude the principals have towards including students with disabilities.

The Theory of Planned Behavior (TPB) may help us in interpreting and understanding the findings of the current study with respect to the impact of experience and previous contact in university faculty attitudes toward including students with disabilities in HE. University faculty attitudes and beliefs might have been formed through direct experience in teaching college students with disabilities as well as from the second-hand information they got from the previous contact with individuals with disabilities as a friend or relative. According to TPB, these beliefs may affect the university faculty attitudes regarding the inclusion of college students with disabilities in HE by holding positive or negative attitudes towards including college students with disabilities in HE.

Regarding the impact of the severity of disability variable on faculty attitudes toward including college students with disabilities in HE, the findings of the study indicated university faculty hold more positive attitudes towards including

college students with mild disabilities in comparison to students with moderate/severe disabilities. This finding has confirmed the results of previous studies (Hindes & Mather, 2007; Smith, 2000). Hindes and Mather (2007), for instance, found that the university faculty have more positive attitudes toward including college students with mild disabilities rather than those with severe disabilities. Additionally, Smith (2000), in his study, mentioned that in previous literature, teachers seem to be more willing to include students with mild disabilities rather than severe disabilities. This is maybe due to the amount of accommodation required by students with severe disabilities who need more time and effort from the university faculty to meet their needs, this confirmed Antonak and Livneh (1988) suggestion. Antonak and Livneh (1988) suggested that beliefs are with the amount of time an individual has about a particular object and this leads to the formation of a certain attitude toward the object, and as a result the person will be directed to behave in a particular way toward that object.

Moreover, this finding confirms the TPB, which states that normative beliefs are part of subjective norms. Findings of this study revealed that university faculty hold less positive attitudes towards including college students with moderate /severe disabilities in comparison to students with mild disabilities. This may be due to the university faculty beliefs about students with moderate/severe disabilities. People usually think that college students with moderate/severe disabilities require more time and effort from the university faculty to better meet their needs. So, this social pressure may impact university faculty attitudes with regards to severity of disability. The university faculty may think that they lack the necessary knowledge and skill to deal with students with severe disabilities, as is mentioned by Southern (2010) who stated in her study that the teachers still

believed that they did not have the necessary knowledge and skills to meet the needs of students with severe disabilities in their general education classrooms. So, the university faculty attitudes towards including college students with mild disabilities were more positive than attitudes towards including college students with moderate/severe disabilities.

With regard to university faculty willingness to providing educational accommodations for college students with disabilities, the findings of this study show that all participants of this study were willing to provide accommodation to college students with disabilities. This finding is consistent with previous research (Alghazo, 2008; Fakete, 2013; Leyser, Greenberger, Sharoni & Vogel, 2011), which reported that the university faculty were willing to provide educational accommodations for college students with disabilities.

The present study was based on the Theory of Planned Behavior (TPB) in examining the university faculty attitudes towards including college students with disabilities and their willingness to provide them with educational accommodations. It was found that there is a significant correlation between attitudes and behavior. So, the positive attitudes of university faculty towards including college students with disabilities may have led to their willingness towards providing accommodations to college students with disabilities.

This finding was consistent with the finding of Alghero's (2008) study which found that there was a significant relationship between the university faculty attitudes toward including college students with disabilities and their willingness towards providing educational accommodations to college students with disabilities at Mu'tah University. Moreover, MacFarlane and Woolfson (2013) confirmed, as

did Chubon (1992) that there is a relationship between attitudes and actions (behavior) towards students with disabilities.

The movement toward inclusion in the UAE and the UAE University expectations toward providing accommodations toward students with disabilities may also play an important role in the findings of this study with regard to university faculty positive attitudes and willingness to provide educational accommodation to students with disabilities.

In conclusion, the results of this study indicated that the university faculty attitudes toward including college students with disabilities were positive. Also, university faculty hold more positive attitudes towards including college students with mild disabilities in comparison to students with severe disabilities. Furthermore, there was a significant difference in the extents of experience in teaching college students with disabilities on the attitudes of the university faculty towards including college students with disabilities. University faculty who have no experience in teaching college students with disabilities hold higher positive attitudes towards including college students with disabilities than those who have experience in teaching college students with disabilities. With respect to the previous contact, the findings of this study indicated that the university faculty with previous contact with individuals with disabilities hold higher positive attitudes than those who do not have previous contact with individuals with disabilities. All participants of this study were willing to provide accommodation to college students with disabilities.

5.3 Recommendations

5.3.1 Recommendation for Practices

The reviewed literature revealed that university faculty attitudes towards including college students with disabilities is a vital factor in the inclusion of these students in HE (Abu- Hamour, 2013; Alghazo, 2008; Praisner, 2003; Rao, 2002). To have successful inclusion, university faculty should hold positive attitudes and should be willing to provide college students with disabilities with the suitable educational accommodations depending on the type of disability. The study overall findings indicate that the UAE University faculty hold positive attitudes towards including college students with disabilities in HE. This can be considered as a good start in the inclusion of college students with disabilities in HE. Moreover, the findings of this study revealed that the university faculty who have previous contact with individuals with disabilities hold higher positive attitudes than those who do not have such contact.

The descriptive data revealed that the university faculty hold higher positive attitudes towards college students with mild disabilities rather than college students with moderate/severe disabilities possibly because students with mild disabilities do not require as much accommodation, which is not the case for those with moderate /severe disabilities who may require a lot of accommodation and modification in teaching, examination and curriculum. To better include college students with moderate/severe disabilities in HE, the university faculty should be equipped with the knowledge and skills in how to provide accommodations to college students with moderate/severe disabilities in order to meet their educational needs. Moreover, legislations, policies, and practices in the UAE should prevent

discrimination, exclusion and ensure the full access and opportunity for college students with disabilities in HE.

Data also revealed that when the extent of the teaching experience of college students with disabilities increased, university faculty attitudes toward including college students with disabilities decreased. Perhaps if the more of the university faculty have a positive experience in teaching college students with disabilities, higher positive attitudes will be inculcated towards including college students with disabilities in higher education classes. Therefore, university administrators may need to provide their university faculty with the necessary support in teaching college students with disabilities to ensure that their experience with college student with disabilities is positive.

Data revealed that the majority of the university faculty were willing to provide educational accommodations to college students with disabilities. Thus, what is required is only more training to provide the university faculty with the appropriate skills and knowledge that will help them to provide the required educational accommodations to college students with disabilities with regard to the type and severity of disabilities.

Based upon the data, 98 % of the participants reported that they did not attend any training course on how to teach college students with disabilities. This finding indicated that the majority of the university faculty have not been involved in training courses on how to include college students with disabilities and meet their needs and are, perhaps, ill-equipped to provide accommodations in line with student need. Perhaps if more of the university faculty had the opportunity to have professional development on how to teach college students with disabilities, their

attitudes toward including these students would be based upon their knowledge on how to deal with these students (Southern, 2010).

5.3.2 Recommendation for Future Studies

Investigating the university faculty attitudes towards inclusion in the UAE needs further investigation. Future researchers can conduct additional research using an in-depth qualitative method to examine how the university faculty attitudes towards inclusion are formed. This research study could be replicated in other private universities in the UAE. A comparative study between public and private universities in the UAE could be conducted as well. Moreover, the findings of this study indicated that the selected attitude predictors such as previous contact, teaching college students with disabilities experience and severity of disability were not significant predictors of attitudes toward including college students with disabilities in general. As a consequence, replication of this study is recommended and selecting other predictors of attitudes is preferred.

The data gathered for this study was by using a self-report survey. With the self-report questionnaire, it is difficult to assure that participant bias does not affect the reporting of their responses. Therefore, future studies may use different approaches to gather data such as quantitative and qualitative data. In-depth interviews may help to get more reliable data.

Findings of this study also revealed that when the extent of the teaching experience of college students with disabilities increased, university faculty attitudes toward including college students with disabilities decreased, so the researcher recommends further investigation in this area that may help to identify the factors involved in the negative relationship between the university faculty

attitudes towards including college students with disabilities and the extent of their teaching experience of college students with disabilities in HE. Conducting interviews with college students with disabilities might be helpful to providing more clarification to understand the university faculty experiences in teaching college students with disabilities and their real attitudes towards inclusion in HE.

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Appendix A

Social Sciences Research Ethics Committee -Approval-

Proposal number: ERS 2017 5649

Title of Project: UNIVERSITY FACULTY ATTITUDES TOWARDS INCLUSION

PI: Amel Benkohila

Co-PI: _____

The above proposal has been reviewed by:

- one member of the Social Sciences REC
 two members of the Social Sciences REC

And the decision is:

- Favourable
 Favourable with Additional Conditions
 Provisional Opinion
 Unfavourable Opinion
 No Opinion (Proportionate Review* only)

Reason:

After evaluating this proposal, we see no major ethical concerns. Therefore, the proposal is approved for the duration of the research study.

Please ensure that you indicate to research participants that your study has received ethical approval from UAE University by referring to the proposal number.

Name Clara Morgan
 (Chair or designee): _____

Clara Morgan

Signature _____ Date October 8, 2017

Appendix B

INFORMED CONSENT FORM

Research Title

University Faculty Attitudes Toward the Inclusion of College Students with Disabilities at UAE University

Procedures

You have been invited to participate in a research study that will be used in the investigation of the university faculty attitudes toward the inclusion of college students with disabilities. In order to participate in the study you must be a faculty member at the UAE University. First you have to determine whether or not you consent to participation in the study by signing the consent form. Once you have consented to participate, you will be asked to answer 5 demographic questions as well a 45-item survey which will take around 10 to 15 minutes to be completed.

Please carefully read through the following information before you decide whether to continue in the survey Your participation in this research study is completely voluntary.

Safety information

There are no physical risks to you associated with participating in this research study.

Any information collected will remain confidential and therefore your privacy is protected. If you do not understand or are uncomfortable with any questions you may contact me for explanation. You are free to stop participation at any time.

Benefits

The results of this study will be helping university faculty and decision makers in higher education to meet the needs of college students with disabilities in higher education.

Data Collection and Confidentiality

These surveys are anonymous. No identifying information will be collected other than basic demographic information. Study records will be kept confidential. Consent forms and survey data will be kept in a secure file and only accessible to the primary researcher.

Subjects Rights

Your participation in this research study is completely voluntary. You can withdraw at any time. Choosing not to be in this study or to stop being in this study will not result in any penalty to you or loss of benefit to which you are entitled. Your choice not to be in this study will not negatively affect any rights to which you are otherwise entitled.

Contact Information

I understand that if I am uncomfortable with any part of this study, I may contact the primary researcher, Amel Benkohila (dz_amel@hotmail.com).

Consent Section

If you wish to participate, please sign here

Participant's Signature

Date

Appendix C

Information Page

Disability: having a mental or physical impairment (difference) that substantially limits one or more major life activities, having a record of such an impairment or being regarded as having such an impairment” (this includes physical, sensory and emotional disabilities), (Upton, 2000).

Mild disabilities: students with mild disabilities are students with learning disability (LD), emotional disturbance (ED), other health impairment (OHI), and a mild form of autism (AU) and have the ability to make academic gains through general education instruction (Davis, 2011).

Severe disabilities: students with severe disabilities are individuals with autism, severe mental retardation (severe intellectual disability), and multiple disabilities (Handleman, 1986).

Educational accommodation: the provision of any educational support that is needed for the person with a disability to access, learn, and benefit from educational services alongside peers without disability (Upton, 2000)

SECTION 1
University Faculty Demographic Information

1. Please circle the appropriate number to complete the following demographic information:
 1. Please indicate your age:
 1. 30 or less years old
 2. 31-40 years old
 3. 41-50 years old
 4. 51+ years old
 2. Please indicate your gender:
 1. Female
 2. Male
 3. Please indicate your educational rank:
 1. Full Professor
 2. Associate Professor
 3. Assistant Professor
 4. Instructor/Lecturer
 4. Please indicate the college where you primarily teach at this institution:
 1. College of Business & Economics
 2. College of Education
 3. College of Engineering
 4. College of Food & Agriculture
 5. College of Humanities & Social Sciences
 6. College of Information Technology

7. College of Law
8. College of Medicine & Health Sciences
9. College of Science
10. College of Graduate Studies

5. Please indicate how many years you have been teaching in higher education:

1. 1-5 years
2. 6-10 years
3. 11-15 years
4. 16-20 years
5. 20+ years

6. Please indicate if you have any previous contact with individuals with disabilities (physical, visual, hearing, and emotional disabilities):

1. Yes
2. No

7. Please rate your extent of contact with individuals with disabilities

No contact

Extensive contact

1 2 3 4 5 6

8. Please indicate if you have taught a college student with a disability in your class before:

1. Yes
2. No

9. Please rate your disability teaching experience.

No experience

Extensive experience

1 2 3 4 5 6

10. Please indicate if you have attended any training session on how to teach college students with disabilities:

1. Yes
2. No

Appendix D

Section 2

University Faculty Attitudes Towards Inclusion

Directions: The statements presented below express opinions or ideas about teaching students with disabilities in Higher Education by circling the appropriate number. 1: Strongly Disagree (SD), 2: Disagree (D), 3: Slightly Disagree (SD), 4: Slightly Agree (SA), 5: Agree (A), 6: Strongly Agree (SA).

1. College students with disabilities should be given the opportunity to complete their studies in higher education.

1	2	3	4	5	6
---	---	---	---	---	---
2. College students with disabilities don't impede the learning of the students without disabilities.

1	2	3	4	5	6
---	---	---	---	---	---
3. College students with disabilities enhance the learning of students without disabilities when they ask for more explanation during the lecture.

1	2	3	4	5	6
---	---	---	---	---	---
4. College students with disabilities benefit academically in higher education classes.

1	2	3	4	5	6
---	---	---	---	---	---
5. College students with disabilities benefit socially from higher education classes.

1	2	3	4	5	6
---	---	---	---	---	---
6. I like having college students with disabilities in my classes.

1	2	3	4	5	6
---	---	---	---	---	---
7. If I had a choice, I would teach classes that included college students with disabilities.

1	2	3	4	5	6
---	---	---	---	---	---
8. Higher education syllabuses are not too advanced for college students with disabilities.

1 2 3 4 5 6

9. College students with moderate/severe disabilities should be included in higher education classes.

1 2 3 4 5 6

10. College students with moderate/severe disabilities have a positive impact upon the learning environment in higher education classes.

1 2 3 4 5 6

11. The presence of college students with moderate/severe disabilities in higher education classroom requires from the university faculty to differentiate the curriculum during the academic year.

1 2 3 4 5 6

12. Students with moderate/severe disabilities can succeed in higher education classes.

1 2 3 4 5 6

13. Students with moderate/severe disabilities are socially well adjusted in the higher education classes.

1 2 3 4 5 6

14. The college students with moderate/severe disabilities in the class have no impact on the University faculty teaching effectiveness during the lecture.

1 2 3 4 5 6

15. College students with moderate/severe disabilities can benefit from higher education classes like students without disabilities.

1 2 3 4 5 6

16. College students with mild disabilities should be included in higher education classes.
- 1 2 3 4 5 6
17. The presence of college students with mild disabilities in higher education classroom requires from the university faculty to differentiate the curriculum content during the academic year.
- 1 2 3 4 5 6
18. Students with mild disabilities can succeed in higher education classes.
- 1 2 3 4 5 6
19. Students with mild disabilities are socially well adjusted in the higher education classes.
- 1 2 3 4 5 6
20. The college students with mild disabilities in the class have no impact on the University faculty effectiveness during the lecture.
- 1 2 3 4 5 6
21. College students with mild disabilities can benefit from higher education classes like the students without disabilities.
- 1 2 3 4 5 6
22. College students with mild disabilities have a positive impact upon the learning environment in higher education classes.
- 1 2 3 4 5 6

Appendix E

SECTION 3

Directions: The statements presented below express opinions or ideas about providing educational accommodations to college students with disabilities in Higher Education classes by circling the appropriate number. 1: Strongly Not Willing (SNW), 2: Not Willing (NW), 3: Willing (W), 4: Strongly Willing (SW).

1. Provide testing accommodation such as: time extension, alternative test formats to college students with disabilities.

1	2	3	4
---	---	---	---
2. Allow note takers to assist college students with disabilities during the lecture.

1	2	3	4
---	---	---	---
3. Allow the college students with disabilities to tape record the lectures when needed.

1	2	3	4
---	---	---	---
4. Extend deadlines for completion of class projects, papers, assignments... etc. to college students with disabilities when needed.

1	2	3	4
---	---	---	---
5. Allow the college students with disabilities to take an alternative form of tests such as true or false or multiple choice questions instead of essay questions.

1	2	3	4
---	---	---	---
6. Provide the college student with disabilities with extra time to complete their tests and exams.

1	2	3	4
---	---	---	---
7. Allow the college students with disabilities to use calculators during the tests.

1	2	3	4
---	---	---	---
8. Allow the transcriber to write the answers during the test for certain college students with disabilities (such as visually impaired students or students with motor skills difficulties).

1	2	3	4
---	---	---	---

9. Allow the college students with disabilities to redo missed exams without penalty when absent due to disability reasons.

1 2 3 4

10. Provide other educational accommodation when necessary to college students with disabilities.

1 2 3 4

11. If you provide other educational accommodation, please mention them.

Four horizontal lines for text input.

Thank You for Participating in the Survey



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