

Challenges facing disabled people with strategy for their empowerment at United Arab Emirates Case Study: University of Sharjah

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Abstract

One of the most important sources of anxiety for students is professional future. A solution to this is career counseling. In most cases, universities offer career-counseling services for prospective students or focus on following their graduates' employability and especially students with disabilities. The aim of this study is to identify the status of people with disabilities, the strategy of integrating them into the academic field and empowerment in the professional life and to identify the problems arising from their inclusion in various aspects such as educational, social and environmental aspects. The sample surveyed in this study was 51 male and female students, reached through the Resource Center for People with disabilities at the University of Sharjah at different colleges. The questionnaire includes 30 questions. After obtaining and analyzing the results, it was reached that students with disabilities suffer from many difficulties during their study at the university, including educational difficulties, which are represented in the difficulty of performing exams and the difficulty of absorbing the academic subjects.

As well as social difficulties which are represented in the difficulty of making social relationships and the inability to make friendships with other students and non-participation in various university activities. Also, there are environmental difficulties represented by the library's lack of appropriate halls

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and the lack of guidance boards that help students with disabilities to move within the university and the difficulty of getting a parking for those with disabilities near the university entrance.

And by analyzing the results of the questionnaire, we also concluded that there are others difficulties for incorporating and inserting people with disabilities in professional field despite of strategies that the United Arab Emirates implement in all fields for facilitating and encouraging people with disabilities to continue their studies and inserting them in the society.

Keywords:

Disabilities, Learning disabilities, Special needs students, University Of Sharjah, Educational barriers, Environmental constraints, Future career , Social empowerment.

وضع ذوي الاحتياجات الخاصة وإستراتيجية تمكين الأشخاص ذوي الإعاقة بدولة الإمارات العربية المتحدة - دراسة حالة: جامعة الشارقة

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ملخص:

تهدف هذه الدراسة إلى التعرف على حالة الأشخاص ذوي الإعاقة وإستراتيجية دمجهم في المجال الأكاديمي، وتمكينهم في الحياة المهنية، والتعرف على المشكلات الناشئة عن دمجهم في مختلف الجوانب مثل الجوانب التربوية والاجتماعية والبيئية في جامعة الشارقة. وقد بلغت العينة التي تم استخدامها في هذه الدراسة ٥١ طالباً وطالبة، تم الوصول إليها من خلال مركز الموارد لذوي الإعاقة بجامعة الشارقة في كليات مختلفة، ويشتمل الاستبيان على ٣٠ سؤالاً، وبعد الحصول على النتائج وتحليلها، تبين أن الطلاب ذوي الإعاقة يعانون من صعوبات عديدة أثناء دراستهم في الجامعة، منها الصعوبات التعليمية، التي تتمثل في صعوبة أداء الاختبارات وصعوبة استيعاب المواد الأكاديمية.

وكذلك الصعوبات الاجتماعية المتمثلة في صعوبة تكوين العلاقات الاجتماعية وعدم القدرة على تكوين صداقات مع الطلاب الآخرين وعدم المشاركة في الأنشطة الجامعية المختلفة. كما أن هناك صعوبات بيئية تتمثل في عدم وجود قاعات مناسبة بالمكتبة، وعدم وجود لوحات إرشادية تساعد الطلاب ذوي الإعاقة على التنقل داخل الجامعة، وصعوبة الحصول على موقف لذوي الإعاقة بالقرب من مدخل الجامعة. ومن خلال تحليل نتائج الاستبيان، خلصنا أيضاً إلى وجود صعوبات أخرى في دمج وإدماج الأشخاص ذوي الإعاقة في المجال المهني، على الرغم من الإستراتيجيات التي تطبقها دولة الإمارات العربية المتحدة في جميع المجالات لتيسير وتشجيع الأشخاص ذوي الإعاقة على مواصلة دراستهم ودمجهم في المجتمع.

الكلمات المفتاحية:

صعوبات التعلم، ذوو الاحتياجات الخاصة، جامعة الشارقة، حواجز تعليمية، معوقات بيئية، مهنة المستقبل، التمكين الاجتماعي.

1. Introduction

The concept of integrating people with disabilities and social empowerment has emerged in 1981 through the slogan of the International Year for Persons with Disabilities "full participation and equality".

The UAE established a Federal Law No. 29 of 2006 regarding the rights of persons with disabilities, and an amendment to the law was issued in 2009. It was the first law issued in the state to protect people with special needs. The law provides for rights and care, and equal opportunities for them in the fields of education, health care, training and rehabilitation. It aims to ensure their rights and provide all services within the limits of their abilities and their potential. The United Arab Emirates is making concerted efforts to integrate students with disabilities in the educational system and provide them a learning opportunity ¹⁶.

A special Center for disabled people was established in 2013 as an independent center specialized of the affairs of persons with disabilities. It is based on the directives of His Highness Sheikh Dr. Sultan bin Mohammed Al Qasimi, Member of Supreme Council and Governor of Sharjah and President of University of Sharjah, this system starts from admission and registration at the University of Sharjah and extends until after graduation ⁵.

Disability and social empowerment is one of the important issues facing all societies. With progress and development, the category of people with disabilities began to take all their rights of care and rehabilitation for a happy life and integrate them educationally and professionally to be productive members in society. Besides, changing the perception of being an incapable and helpless person to a

person who is full of positive interaction and energies that must be exploited and developing them for the benefit of the disabled and society through regulations and strategies set by the state to promote and encourage them.

There are many different types of disabilities such as mental, physical, and sensory diseases. The University of Sharjah seeks to accept all types of disabilities and integrate them through programs and educational cadres prepared to deal with this group of individuals. Perhaps the main goal that it seeks to achieve is to reach people with disabilities to the highest degree from independence and self-reliance, and being a member who contributes to building the society in which they live.

The international community, international organizations and human rights organizations in general and the Emirates in particular, are keen to ensure that persons with disabilities enjoy care, equality and social empowerment at the educational and professional levels. The interest of the University of Sharjah to disabled people is mainly derived from the legislation and strategies of the United Arab Emirates. Accordingly, the problem of study is determined in knowing the obstacles and problems of students with disabilities at the University of Sharjah and the support and social empowerment of the University during all their studies and after graduation.

The current study aims to identify the problems faced by students with special needs at the university stage, whether they are academic, social or physical problems and problems after graduation.

This research acquires its importance through two ways:

- The scientific path through knowing the educational, social, physical and future obstacles faced by people with disabilities at the University of Sharjah, the

legislation and strategies of the country in integrating this category in the academic year. The theoretical importance appears through the application of Parsons's theory of patterns in dealing with the different dimensions of the pattern through which the disabled interact (personal, organic, cultural and social pattern) in terms of the university environment and the pattern through which the disabled person interact and helps to stimulate or discourage him.

- The applied path as it is considered a recent study that focused relatively on the problems and difficulties facing disabled students at the university in addition to studying the obstacles and career prospects with the support of the University of Sharjah.

Concepts of the study:

- Disability is a term used when people with special needs are unable to take care of themselves and meet their needs because of the lack of facilities and tools. It is not a description of a situation but an expression of the individual's relationship to the surrounding environment. For example, a person with blindness is unable to read, and therefore cannot go to school or work, that is, disability. However, if the necessary equipment and devices that help him to read, he is able to learn and work smoothly and easily. It should be noted here that all people with special needs suffer from weakness, and all the disabled are people with special needs, but not all people with special needs of the disabled .
- People with special needs: They are individuals who suffer as a result of genetic or environmental factors acquired by the inability to learn or acquire the experience, skills and performance of the work done by

the normal healthy individual Cultural, economic or social background.

- Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction and psychogenic factors).
- University of Sharjah is an educational edifice that contains a large number of disciplines, scientific and educational programs prepared for the physical aspect and educational cadres. It was established in 1997 to serve science and learning and seeks to integrate the category of people with disabilities since 2013 through a specialized center within the university, which has its legitimacy and strategies emanating from the university as a whole and the state in general.
- Educational barriers can take a variety of forms. They can be physical, technological, systemic, financial, or attitudinal, or they can arise from an education provider's failure to make available a needed accommodation in a timely manner
- Environmental constraints are related to the environmental barriers to gaining access to buildings, roads, transport and information and communication.

- Future career: The extent to which the University of Sharjah supports the disabled peoples within the community, and creates future job opportunities for them with suitable tasks for them inside or outside the university.
- social empowerment: Helping individuals with disabilities to deal with all difficulties and obstacles that have the full ability to integrate into society

2. Theory of Talcott Parson's social action pattern:

Functional structural theory focuses on the functional requirements that the social pattern must meet to survive and that society is a modular and coordination that perform certain functions based on integration.

This theory can be relied upon to explain the role of institutions in integrating people with disabilities through their care, rehabilitation and education and their educational satisfaction, social needs and desires.

The American theorist, "Talcott Parsons" worked to relate between "the social part - the individual's behavior - and social construction"¹⁸, which is a continuation of what was started by Max Weber, Alfredo and Max Schiller. He believes that the social behavior of individuals does not come from nothing but rather is the result of his interaction with others and produce a regular, committed, and directed behavior (Omar, 1997).

Parsons presents an individual's "fusion" vision with society, where he kept pace and adapts according to the requirements of his social reality, starting from the beginning of his interaction in his childhood and his entry to school, access to the university and decision to marry, (DiTomaso, 1982). Moreover, the individual integrates with his reality world, its norms and rules.

Also, to reach what people with disabilities want, they must be incorporated with the rules and requirements of society in order to be able to integrate within society.

Through the theory of patterns, Parsons proposes four levels of social systems that he believes that the integration of the individual within it and its integration will undoubtedly lead to its stereotyping and acceptance within its society, and believes that the first of these systems is the "cultural system". As it focuses through this system on shared values and the integration of social values by community members, where socialization is the basis of this pattern and it maintains social control and community cohesion (Walls and Wolf, 2011).

Regardless of the type of disability, bringing up the disabled on the values of society would affect his perception of himself and his acceptance of his community. This is done within the cultural pattern, which is the basis of the other three patterns according to Parsons' perception.

The social system represents the second analytical level in Parsons' perception. The basic unit of analysis in this system is the interactive role, that is, the interaction of the individual, whether it was one or a group of actors with their environments in a negative or positive way. The nature of this interaction and response stems from the basic "cultural" pattern, which provides the individual with the basic determinants of interaction that dictate him the roles, capabilities, and expectations that he will adhere to this system (Walls, Wolf, 2011).

We believe that when the individual is established and acquires the correct social values, it will be reflected in the way of interaction and acceptance his university social environment. The interaction of the handicapped and its integration and acceptance of university life lies mainly in this pattern, but its

basic is taken from the cultural pattern, which if it succeeds in integrating the handicapped and accepts it will be reflected in its interaction and integration within the university community.

As for Parsons' third theme "Personality System", it is primarily concerned with the individual and peoples with special needs, in terms of his needs, motivations, and trends.

This pattern is associated with the fourth format "behavioral membership", which includes the organic and physical environment that ensures the fulfillment of the disabled through it, in terms of facilities, organic devices and machines. We believe that the integration of the personality system with weakness or defect in the organic pattern will lead to a setback for the disabled student. And this is what the University of Sharjah is already seeking, which is to create organic pattern with all the requirements for the completeness of the other three "cultural, social, personal" patterns even a setback does not happen with the disabled students upon joining the university (Omar, 1997).

Social quality theory:

The development of modern social sciences, various theories influencing the debate of global development came from European researchers. One of these theories is the social quality theory, which emerged almost two decades ago from Europe but later extended to Asia and Australia, and thus beyond the original boundaries of the 1990s (van der Maesen and Walker 2012). This theory assesses the progress of human societies and makes proposals that are relevant for policy development. With other theories such as human security and social exclusion theories, social quality theory not only aims at the ideal of a "good society" but also provides an analytical perspective for understanding the condition of such societies (Phillips 2006; Therborn 2001). Although critical about many

aspects of the European tradition, social quality thinking continues to find itself in the footsteps of progressivism and solidaristic thinking, rephrased in modern terms with a focus on socio-economic security, social inclusion, social cohesion and social empowerment. (Herrmann,k. 2015). This is what the United Arab Emirates and the University of Sharjah in particular are seeking through the improvement of the quality of life and the social well-being of all members of society, including the handicapped and those with special needs. Also working to keep up with all dimensions of development with each other in order to reach the quality of social life and not only the self-sufficiency among citizen.

In light of the above, Parsons' social action theory focuses on Social Quality Theory in the following issues:

- 1- Connection between "the social part - the individual's behavior - and social construction" through four interconnected systems and patterns.
- 2- Integration of the individual within his pattern and society.
- 3- The cultural pattern of Parsons, that is responsible for the upbringing, acceptance and implantation of societal norms that must be correct and complementary in order to complement the individual's integration in his environment.
- 4- Parsons 'social environment that appears as individuals' actions and behaviors, working to integrate into society.
- 5- The personal system responsible for satisfaction, desire, purpose and ambition, i.e. after acquiring a lot of cultural pattern and applying it into the social environment, the person works to employ the two patterns in favor of his goals and aspirations according to the societal frameworks.

- 6- Parsons considers that the supplement and responsible for creating the physical reality of the individual is the organic system, and it is considered the most important pattern for the disabled.
- 7- Focusing the theory of quality of life on providing social welfare and keeping up with the various development dimensions for each other, which allows people with disabilities at the University of Sharjah to enjoy social welfare and not just to obtain their basic rights.

The position of the handicapped at the University Of Sharjah and its acceptance by the university administration indicates the success of the cultural pattern in inculcating and accepting this category within the community.

The function of other patterns starts with the social environment and the total acceptance by the administrative and teaching staff and colleagues of disabled people in their environment, and his acceptance of his integration in a new environment. Then achieving its goals and aspirations regardless of the type of its disability through the organic system already prepared by the University of Sharjah to integrate the disabled people and achieve its aspirations through the four formats offered by Parsons. Through the idea of assimilation and linking the individual with his reality and social environment, Parsons considers that most of our personalities and behaviors are a reflection of this acceptance and societal existence.

3. Literature review

Previous studies have focused on the difficulties facing people with disabilities in social, educational, psychological and environmental aspects, and the problems resulting from their integration at the university. Therefore, inclusive education is generally considered to be a multi-dimensional concept that

includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses and access to education (Kozleski et al., 2011 ; Mitchell, 2005 ; Slee, 2011 ; Smith, 2010 ; Topping, 2012).

Some writers have argued that inclusive education results in the sacrifice of children for the sake of misplaced ideology (Kauffman & Hallahan, 2005) and others that: “‘Ironically, the promotion of the delusion that being present in a school equates with being socially and educationally included, is one of the most dishonest and insidious forms of exclusion.’ (Cooper & Jacobs, 2011, p. 6)

Bruder and Mogro-Wilson (2010)³ studied attitudes of both university students, and faculty indicated that the students and faculty report positive attitudes toward inclusion of and interactions with students with disabilities.

Pousson (2011)²⁰ found that attitudes of college students toward other students who have disabilities are different due to the type of disability. Also, the positive attitudes of the participants became more positive if they currently know students with disabilities. Furthermore, May (2012)¹⁴ found that attitudes of university students who are studying classes with students with disability positively changed. However, these interactions are found to be awkward and limited. Meyers and Lester (2016)¹⁵ investigated whether taking a disability course on college would positively affect the students' perspective toward people with disabilities and found that there was no significant relationship between participants' attitudes and taking a disability class.

Gibbons and her colleagues (2015)⁶ surveyed 152 university faculty and 499 students about their beliefs and attitudes

toward inclusion of students with autism and intellectual disability and found that most of them have positive attitudes toward inclusion. This finding was also reported by Moreover, Griffin and her colleagues in (2012). However, Gibbons and her colleagues (2015) emphasized that even though university faculty and students have positive attitudes toward inclusion, they have concerns about the negative effects of inclusion in the classroom.

There are some researches have focused into how to shape college students' perceptions of disability. Bialka, Brown, Morro and Hannah (2017) ² reported that in a study of 27 university students participating in a campus-based group that pairs undergraduates with students who self-identify as having physical disabilities, the data suggest that contact promotes the formation of friendships and increased contact between students and their peers with disabilities influences language and perception of disabilities. The researchers suggested that creating social spaces on campus for individuals with disabilities and their typically abled peers to connect could be helpful in increasing social contact and increasing awareness. By shaping undergraduates' perceptions of persons with disabilities, there is a chance to change the attitudes and beliefs of future managers, and co-workers of persons with disabilities in the workforce, importantly. In a university-wide survey of a Southern

University, female students reported a more positive attitude than male students toward persons with disabilities; however undergraduate students of both genders generally reported positive attitudes towards persons with disabilities across social contexts (Hergenrather & Rhodes, 2007, p. 72)¹¹.

Westling, Kelley, Cain, and Prohn conducted another study that investigated university students' perceptions toward inclusion of students in 2013²³. Results indicated that the participants had

positive attitudes toward inclusion of students with disabilities. Also, a significant relationship was found between participants' previous contact with individuals with disabilities and their attitudes. Those who have the previous contact with individuals with disabilities tend to have more positive than those who do not. Furthermore, the result showed that students who are knowledgeable about postsecondary education programs have more positive attitudes than others. Finally, the researchers found a significant relationship between participant's gender and positive attitudes toward inclusion. They stated that female university students tended to have more positive attitudes toward inclusion than male students. This finding is supported by another study, which was carried out by Griffin and her colleagues in (2012)⁹. They reported female students hold more positive attitudes and have higher expectations of students with an intellectual disability than male students do. The female students are also found to be more interested in interacting with students with intellectual disability.

People tend to exhibit different attitudes towards different situations. It can be described as the school of thought that may be established regarding specific aspects of life. The attitude that individuals exhibit against others is primarily responsible for how others feel and their general approach to life. When the attitude exhibited by others towards certain conditions and people is positive, then individuals are likely to perform optimally (Vogel and Wanke, 2016)²¹. Conversely, highlighting negative attitude towards others or situations creates situations where the individuals will feel that they are being discriminated against. It instills a sense of worthlessness and results in a situation where people question every perspective of their lives. It is for this reason that understanding attitudes play an important role when it comes to the students with disabilities.

People without disabilities are important in the lives of the individuals with disabilities. From the fellow students to even the members of the faculty, their attitudes and behavior greatly affect the students with disabilities. Over the years, researchers have analyzed the teacher beliefs regarding students with disabilities by looking at specific types of disabilities on the part of the students. One of the emerging factors was that some of the faculty members showed a positive attitude towards the students with various forms of disability (Gibbons et al., 2016)⁷. The faculty members went of their way in some cases to provide the students with teaching and exams that were modified and that ensured their performance would be satisfactory. Some of the faculty members went as far as showing favorable attitudes towards the students in the classroom to increase their comfort during the learning process.

Moreover, students are in school to learn and not to be subjected to differentiating those who may have different conditions calling for special care. According to Girli et al., (2016)⁸ the attitude of the students without disabilities towards the students with disabilities is of importance and can either enhance or demoralize the performance of the students with special needs. If there is a generally positive attitude by the students without disabilities to the students with disabilities, then the overall performance of the students with disabilities will improve. The fellow students will provide the necessary help that may be needed. On the other hand, in cases where the students without disabilities exhibit negative attitudes towards the students with disabilities then it is likely that they will not perform at their level best due to the prejudice that they will experience.

The study (Al-Agha, 2013), aimed to identify the role of school administration in caring for people with special needs and then develop a proposed concept to activate this role. The study

used the descriptive analytical approach and the study sample consisted of (520) teachers and the study reached that the degree of management practice School for this role was 60.6%.

The study of (AlAjez and Assaf, 2013)²⁷ also aimed to identify the patterns of care for students with disabilities in schools in the governorates of Gaza and ways to improve them. The researchers used the descriptive approach by applying the study tool consisting of (32) paragraphs distributed to a sample of (88) teachers who work in the field of caring for disabled students in public education schools in Gaza Governorate. The results of the study proved that the total score for the reality of patterns of care for students with disabilities in Gaza governorates among the sample population is 68.23 %.The study of Christopher (2011)⁴ also aimed to identify the role of teachers in supporting children with special needs in Scotland. The study attempted to research how the best teachers interact with each other in order to create an effective environment for people with special needs. The researcher has used the descriptive approach and the interview with (43) teachers from three schools, and the study reached the following results: The teachers can still form positive directions towards integrating people with special needs, and that the best way to teach people with special needs is peer education.

Another study (Porit & et al., (2010)¹⁹ used the descriptive approach, where (15) articles and experimental research were selected, based on a set of criteria and in which the students themselves participate and contained technology help for reading and writing. This study aimed at detecting the effectiveness of technologies in helping children with special needs, and it found that the programs offered by schools do not show any improvement in spelling, reading and writing.

(Al-Ayed et al., 2010)²⁸ conducted a study aimed at identifying the problems faced by students with special needs at Taif

University; the study sample consisted of 17 students with different disabilities. The study reached the following results: Economic problems are the most common problems faced by students with disabilities, followed by administrative problems and then problems related to transportation, and psychological problems represented the least of these problems.

Several studies have also taken care of people with disabilities at the university level (Henan, 2003), which confirms the importance of this stage in preparing students for the labor market to occupy jobs that suit their needs and potentials, and participate in advancing development in society.

Some studies (Khanfar 2003, Adaibat 1998)²⁵ found that the inadequacy of the buildings posed one of the problems facing students with disabilities. There are also studies focused on professional aspect, such as Al-Ahmad study (2012), which concluded that there is a lack of employment of disabled persons in the private sectors. Al Rahabi study (2010), Which reached a number of results, the most important is that modern administrative systems have identified part of their functions for the handicapped category and are working to rehabilitate them and operate them in appropriate places, but these systems are not seriously activated.²⁶

The current study differs from previous studies, as it sheds light on a sample affiliated with a resource center at the University of Sharjah who are studying, where both sides are interested in the extent of integrating the handicapped and creating the environment for him on the other side his professional future and the type of difficulties they face.

4. Research project design and methodology

The analytical descriptive approach was relied on, as it is the most used method in studying social and human phenomena.

The study population consists of a group of students with special needs at the University of Sharjah. The sample included 51 male and female students with disabilities registered at the University of Sharjah, who were reached through the Resource Center for People with Disabilities at the University of Sharjah.

The principal research instrument in this study comprises a questionnaire contained a set of 19 questions. Students are required to rate the level of their perspectives and what they feel regarding the behavior or the idea reflected by each statement on a four point Likert- type scale. On this scale levels signify as '1' in case if the student strongly agrees with the idea, '2' only for agree, '3' indicates that the student disagrees with the idea, while '4' suggests that the student strongly disagrees with the proposed idea.

The instrument was allocated into three sections. The first section encompassed questions based on knowledge and information concerning disabilities. The first section incorporated questions regarding the student's view of the problems facing them at the university. The third section related to the difficulties encountered in employing the graduate students from the University of Sharjah.

a- The purpose of the study:

The purpose of this study is to assess the integration of students with special needs at the University Of Sharjah and identify the problems faced in the university stage and after graduation in the professional field through the following questions:

- √ What are the educational barriers for students with disabilities at the University of Sharjah?
- √ What are the social obstacles facing students with disabilities at the University of Sharjah?

- √ How appropriate is the environmental and physical aspects of people with disabilities to reach social quality at the University of Sharjah?
- √ What is the disabled student’s view towards the future of career, social and career support from the University of Sharjah towards them?

b- Population and sample :

A survey was administered to 51 male and female students with disabilities registered at the University of Sharjah, who were reached through the Resource Center for People with Disabilities at the University of Sharjah. The following table (table 1) presents the composition of the sample in terms of gender and college year. The respondents included 12 males students (23.52 %) and 39 females students (76.47 %). The following was reported regarding current college year: 27 respondents (52.94 %) were currently placed in undergraduate college and 24 respondents (47.06 %) in placed in graduate college.

Table 1: Sample distribution according to Demographic Variables

Variables		Frequency	Percent
Gender	Male	12	23.52
	Female	39	76.47
	Total	51	100.00
College Year	Undergraduate	27	52.94
	Graduate	24	47.06
students			

c- Data analysis :

All data were entered and confirmed by the researcher, and data were reviewed for errors and to guarantee completeness. Data analysis were conducted using the Statistical Package for the Social Sciences (SPSS) Program.

d- Item reliability and validity:

In this study, the reliability of scales was measured using Cronbach's coefficient alpha based on the internal consistency of the items in each scale. Cronbach's alpha for the survey as a whole was .806, indicating very good internal consistency of the scale.

Table 2: Reliability statistics

Cronbach's alpha	N ^o of Items
.806	19

The application of the scale on a prospective sample of 51 students (12 male and 39 female students) was applied in order to extract the reliability coefficient of the questionnaire. The reliability coefficients were calculated using Alpha Cronbach through the following table (table 2).

Table 3: Reliability of the study tool

The dimension	Cronbach's alpha
Academic problems	.641
Social problems	.775
University facilities problems	.684
Rehabilitation and employment obstacles	.806
Total	.843

In order to track student's opinions about the problems and obstacles they encounter at the university campus, we used

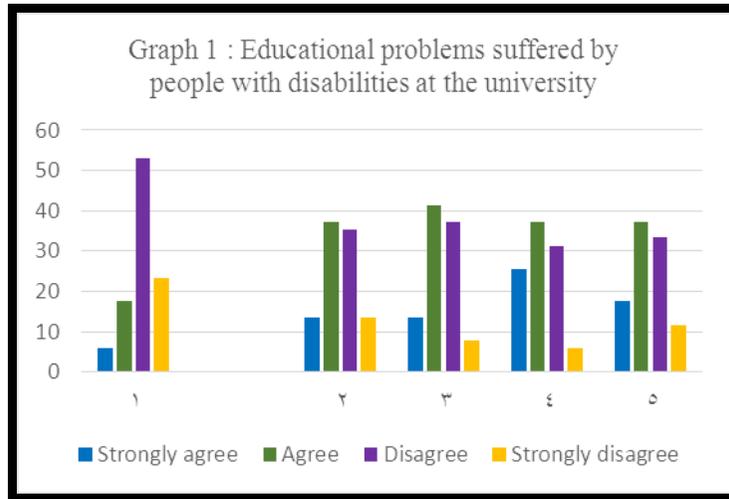
alpha Cronbach for each axis of the questionnaire as it is mentioned in the table below (table 3).

5- Results and discussion :

Regarding the students perceptions, we divided their reply to many tables :

Table 4: Educational problems suffered by people with disabilities at the university

No	Questions	Strongly agree		Agree		Disagree		Strongly disagree		Total of Samples	
		No	%	No	%	No	%	No	%	No	%
1	Integration impedes education	3	5,9	9	17,6	27	52,9	12	23,5	51	100
2	Difficulties in academic course perception	7	13,7	19	37,3	18	35,3	7	13,7	51	100
3	Difficulty in performing exams	7	13,7	21	41,2	19	37,3	4	7,8	51	100
4	Lack of material school knowledge of the methods of communicating with students with disabilities	13	25,5	19	37,3	16	31,4	3	5,9	51	100
5	Lack of support and advanced services that serve students with disabilities at the university	9	17,6	19	37,3	17	33,3	6	11,8	51	100



The results show that there is no problem between the integration of students with disabilities and learning, as half of the sample 52.9% agrees with the idea that integration is not one of the obstacles to the educational process. This is actually consistent with Parsons' presentation on the paving and important social pattern of individual integration and stereotyping within its social and multi-faculty in the condition is a catalyst, not an obstacle, as the results demonstrate.

It also indicates that the extent of the ability to absorb the material such as 37.3%, which is close to a quarter of the sample, which agrees that there are no problems in absorbing the curriculum and complete melting within the educational system without feeling incomprehensible or absorbed, which is already confirmed by Parsons, but there is a significant proportion. It has 35.3% agree that assimilation of the subject is a problem for it. It expresses either the existence of a problem in the cultural pattern that paved the absence of full integration in the social aspect of a group of students with disabilities, for

problems in dealing with this category in particular or the high level of subjects.

Regarding the problem of performing the exam, 42.1%, which reflects half of the sample, suffers from problems during the performance of the exam. Due to the organic side expressed by Parsons, where the appropriate place and time were not prepared, and we can also consider that it as a complement to the previous axis where the inability to absorb the material will generate difficulties in performing the exam undoubtedly. It is also consistent with a study (Porit & et al., (2010) on the difficulties facing this group in society in addition to the ineffectiveness of a number of methods that are used with ordinary people without obstruction, which calls for the need to have special mechanisms for this particular category. This gradient has been graded from year to year, as the student has merged in general, and then the extent to which the subject has assimilated access to his exam performance. This is already confirmed by the approach to social quality, where the educational level is raised in all its aspects, which contributes to the development and prepares all aspects of social integration.

Table 5: Social problems faced by people with disabilities at the university of Sharjah

No	Questions	Strongly agree		Agree		Disagree		Strongly disagree		Total of Samples	
		No	%	No	%	No	%	No	%	No	%
1	The inability to make friends with other students	6	11.8	19	37.3	17	33.3	9	17.6	51	100
2	Students with disabilities feel ashamed in dealing with instructor	7	13.7	15	29.4	22	43.1	7	13.7	51	100
3	Not participating in various university activities	16	31.4	20	39.2	13	25.5	2	3.9	51	100
4	The negative perception of healthy students	7	13.7	9	17.6	25	49	10	19.6	51	100

The results indicate that there is difficulty in forming relationships and social inclusion by 37% of respondents and this indicates that there is a clear gap and imbalance in the cultural pattern, where Parsons emphasized that the cultural pattern creates the social pattern for the stereotyping of individuals within it. But what happened according to the previous results is the absence of a problem in merging with accepting the other and forming normal and social relations with those around and giving alms, which indicates apparent rather than actual acceptance.

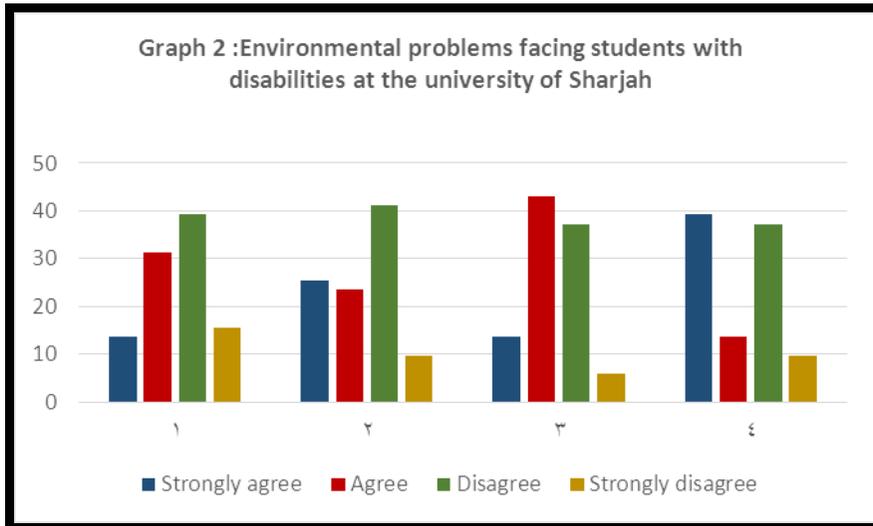
As for the feeling of shame in dealing with the course professor, more than half of the sample 56.9% do not feel this

shame in dealing with their teacher, and here it is clear to us that there is a difference in accepting the cultural pattern where the social background of the teacher and the student is different. As we have noticed that there is a problem in forming charities and relationships unlike dealing with the teacher as the sample indicates, which means that there is complete readiness in the cultural context of the teacher with the student's pupil. This is consistent with a study Gibbons and her colleagues (2015) where it proved that the teacher's dealing with this category is characterized by comfort, interactive and continuous support, as it is consistent with Christopher's 2011 study about the importance of teacher support to reach an integrated merging process.

Due to university activities and interaction with them for the category of students with disabilities, we find that the ratio is high between strongly agreed and agreed with a total of 71%, which indicates frightening results regarding the University of Sharjah's strategies to integrate students with disabilities. It reflects a clear imbalance in the organic pattern where lack of readiness physics, which undoubtedly softens the rest of the patterns, which is consistent with the study of the (Al-Agha, 2013), on the importance of the role of academic management in strengthening the role of people with disabilities and integrating them through different and graduated policies and strategies. This axis has been included as we have noted in terms of relationships in general, to the relationship with the teacher in particular and finally to the broader scope of university activities and interactions. Perhaps overcoming the social consequences of students with disabilities is one of the most important basic of the social quality approach, such as engaging in social pattern and accessing to social well-being.

Table 6: Environmental problems facing students with disabilities at the University of Sharjah

No	Questions	Strongly agree		Agree		Disagree		Strongly disagree		Total of Samples	
		No	%	No	%	No	%	No	%	No	%
1	Inappropriateness of buildings for people with disabilities	7	13.7	16	31.4	20	39.2	8	15.7	51	100
2	Difficulty moving between lectures	13	25.5	12	23.5	21	41.2	5	9.8	51	100
3	Lack of library halls suitable	7	13.7	22	43.1	19	37.3	3	5.9	51	100
4	The difficulty of obtaining special parking for people with disabilities near the university entrance	20	39.2	7	13.7	19	37.3	5	9.8	51	100

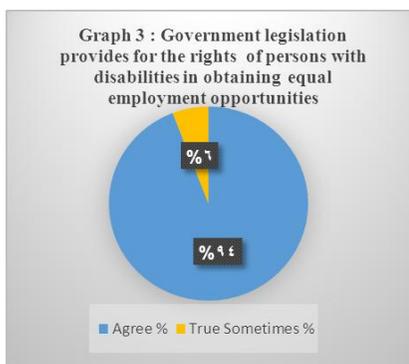
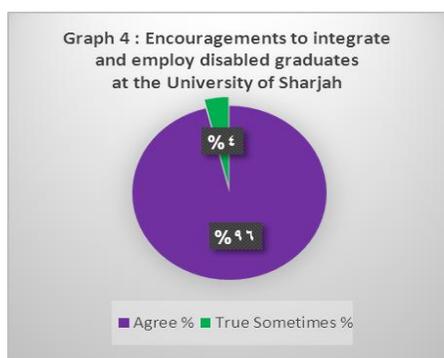


Perhaps this axis focuses mainly and directly on the appropriateness of the organic and physical patterns for students with disabilities and the extent of its ability to integrate. We find that 45% of the sample finds that the buildings are suitable, which is close to half the awareness, and we find that 41% of students do not find it difficult to move between the blockades and also almost half of the sample approx. 43% agree that there are appropriate office halls. As the results indicate is fully prepared, according to Parsons' perception, this would stimulate the rest of the formats, and this is already consistent with a study Bialka, Brown, Morro and Hannah (2017) on the importance of creating social spaces on the campus Because this is important in terms of communication and social aspect. A perception of social quality is not complete without full preparation of the environmental aspect of persons with disabilities in order to attain social well-being and a good quality of life.

For the second part of questionnaire related to the difficulties encountered in employing the graduate students from the University of Sharjah, we resumed the student's response in the following table:

Table 7: Obstacles facing the rehabilitation and employment of disabled graduates from the University of Sharjah

No	Questions	Agree		True Sometimes		Disagree		Total of Samples	
		No	%	No	%	No	%	No	%
1	The lack of adjustments in an environment suitable to work	22	43.1	18	35,3	11	21.55	51	100
2	The existence of a mechanism for the rehabilitation and employment of disabled persons in the Emirati society is not activated in an appropriate manner	8	15.7	29	56.86	14	27.4	51	100
3	Mockery of work colleagues feel disabled no confidence in himself	29	56.86	9	17.6	١٣	25.5	51	100
4	The most important way to integrate the disabled and operate it is awareness of the rights of the disabled in the work environment	45	88.23	6	11.76	-	-	51	100
5	Government legislation provides for the rights of persons with disabilities in obtaining equal employment opportunities	48	94.11	3	5.89	-	-	51	100
6	Encouragements to integrate and employ disabled graduates at the University of Sharjah	49	96.08	2	3.92	-	-	51	100



The results of this axis were high and emanating from the trends and aspirations of the UAE in general, as 94.11% agree that the legislation in the United Arab Emirates is supportive of the handicapped, and to employ and integrate them within the community, which is the result of the university's legislation and directives itself. We find that 96.8%, which is the majority of the sample of students agree that the University of Sharjah strives to integrate this group within society and employ them after graduation. So we talk here about the integration of all the systems that Parsons referred to in order to integrate it into the larger and wider society and employ it and accept it as an active and productive person, which is consistent with the Al Rahabi study (2010) that emphasizes the importance of having special sectors for people Disability in particular.

Conclusion and Recommendations:

This study sought to identify the reality of students with special needs at the University of Sharjah and their future career, by highlighting the effectiveness of the educational and environmental social system for students with special needs at the University of Sharjah from their point of view. The information was obtained from the responsible resource center about this group of students at the University of Sharjah. The questionnaire was based on four main axes: First axe was about

educational obstacles and problems that students with disabilities experience at the University of Sharjah. The second included educational problems experienced by students with special needs at the University of Sharjah. The third was concentrated on environmental and physical obstacles that students with special needs suffer at the University of Sharjah. And the fourth axe resumed the obstacles that encountered the graduated students with special needs from the University of Sharjah in their future career.

Regarding educational obstacles for people with special needs at the University of Sharjah, we find that they included problems related to social inclusion of this group within the study environment and problems related to the absorption of the scientific subject and finally problems related to the performance of exams. The previous results show that students do not feel that there are any obstacles in the social milieu, while they were divided in assimilating the scientific material between supporter and opponent because it is one of the most important obstacles. The majority supported the existence of a problem and a clear dilemma in the performance of the exams, which indicates a clear inconsistency between the different formats and perhaps this is due to the lack of preparation of the format where the scientific subjects are difficult for this category. It has been agreed with a number of studies that has already emphasized the importance of separating the study environment that the ordinary student needs and the study environment needed by students with special needs such as the study Porit & et al (2010).

For social constraints and problems of forming relationships for students with special needs, it was graded from the problems of forming relationships and dealing with the professor and shyness in asking questions and interacting with him and finally the ability to participate in university activities and

programs. The results showed a defect in the cultural context, where it was not adequately adapted due to the presence of 39% of students who suffer from the formation of relationships and charity. While we find that they do not find it as a handicap in dealing with professors and teachers of the courses, and this is due to preparing the cultural pattern among university professors unlike the students. And finally, 71% range from agreeing and strongly agreeing to the ineffectiveness of integrating them into university activities and events, which indicates the need to review strategies and legislation of the university regarding the integration of this category in university activities. Which Parsons emphasized, as it is important to balance the formats so that one format is not satiated at the expense of another.

Regarding the environmental coordination concerned with the third axis, where the environmental problems experienced by people with special needs at the University of Sharjah, we find that it is relatively low. It indicates the success of the organic pattern at the expense of other formats, that is, the University of Sharjah cares more about the organic and physical aspects than its social, educational and awareness aspects. For this category of students, the previous results confirm the high approval rate of students on the suitability of the buildings to their needs as they reached 45% and ease of movement between these buildings by 41%. And finally 43% of those who confirm the suitability of libraries to their needs and requirements, which is consistent with the study Bialka, Brown, Morro and Hannah (2017) on the importance of creating fully prepared spaces for this class on campus.

Related to the career future of this group, we noted that they are strongly supportive of the University of Sharjah's support for the handicapped by finding suitable job opportunities for them after graduation. This is confirmed by most of the sample

96.08%, which is derived from the policies and legislation of the United Arab Emirates and confirmed by the sample through 94% of students who confirm that orientations of the state are to support this category mainly. It was confirmed by the Al Rahabi study (2010), which emphasized the importance of finding sectors that are particularly interested in employing this category, which Parsons emphasized, as the integrity of the systems is complete through society and the individual.

The policy of integrating students with disabilities at the University of Sharjah works to empower and provide them education and employment. Despite the successes achieved by integrating students with disabilities, they still feel that the services provided to them are insufficient and that integration at the university is not successful unless all the problems facing them, especially educational problems, are resolved. Further studies should be undertaken on the problems facing students with disabilities at the university.

Based on the findings and results, we recommended the following:

- The university works to spread and educate students about the rights that persons with disabilities possess in society.
- Activating all programs and initiatives that attempt to engage and integrate students with disabilities with their fellow healthy students and work to break the isolation of these students.
- Highlighting the achievements of students with special needs at the university with financial and psychological support
- Planning for entertainment, sports and cultural programs within the university to help persons with disabilities to know their abilities and accept their cases.

- Establish and develop programs and activities that are constantly working to people with disabilities at the university.

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