

## **The availability and satisfaction of assistive services for visually impaired students and their families from the point of view of teachers and parents**

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### **Abstract**

This study aimed to find out the availability and satisfaction of assistive services for visually impaired students and their families from the point of view of teachers and parents. Where the researchers used the analytical descriptive approach due to its suitability to the nature of this study. The study sample consisted of (18) male and female teachers. Of the teachers of public schools affiliated to the Directorate of South Hebron, and (27) parents of students who suffer from total and partial visual impairment, The researchers used a scale that measures the availability and satisfaction of services for the visually impaired from the point of view of teachers and parents. The study came out with a set of results, the most important of which are:

- 1- There are statistically significant differences between teachers and parents in the level of satisfaction with the support services for the visually impaired student, as the level of satisfaction (dissatisfied) was the most common from the point of view of both teachers and families.
- 2- There are statistically significant differences between teachers and parents in the level of satisfaction with the support services for the visually impaired student, as the level of satisfaction (dissatisfied) is in favor of teachers and satisfied to a moderate degree in favor of parents.

Based on these results, the researchers recommended a set of recommendations, the most important of which are:

- 1- Educating the family of the visually impaired student about supportive services related to their child's disability, and their rights that they must claim from community institutions.
- 2- Educating the family about the importance of discovery and intervention early and take measures to prevent the effects of disability.
- 3- Encouraging the family of the visually impaired student to build bridges of trust and partnership with the specialists - or to establish a relationship based on providing assistance.

**Keywords:** Disability, Visual disability, Support Services, Family.

## **Introduction**

The field of disability and people with disabilities has received great attention in recent years. This interest is due to the growing conviction in different societies that people with disabilities, like other members of society, have the right to live and grow to the fullest extent that their capabilities and energies enable them. This is on the one hand. On the other hand, the interest of societies in groups of people with disabilities is linked by changing the societal view of these individuals, and shifting from considering them an economic burden on their societies to viewing them as part of the human wealth, which necessitates the development of this wealth and benefiting from it to the maximum extent possible. (Ahmed, 1982, p. 40).

Thus, the visually handicapped lives in a narrow and limited world as a result of his incapacity, and he would like to be able to get rid of it and go out to the world of the sighted, because he has psychological needs that he cannot satisfy, and social trends that try to isolate him from the society of the sighted, and he faces situations that contain types of conflict and anxiety. All of this leads the visually handicapped to live an unhealthy psychological life, which may lead him to poor adaptation to the environment around him. (Moses, 2000).

### ***a-The study Problem:***

The sense of sight is considered one of the most important five senses that exist in a person. If a person chooses to lose one of his senses, he does not choose to lose the sense of sight, due to its importance in life to carry out his life affairs to the fullest.

Thus, the current study attempts to reveal the availability of auxiliary services for visually impaired students in the light of some variables from the point of view of teachers and parents, by answering the following questions:

- 1- What are the most supportive services needed by the visually impaired student and his family from the point of view of teachers and parents?
- 2- Are there differences between the response of teachers and parents about the availability of support services for visually impaired students?
- 3- Are there statistically significant differences in the availability of support services for the visually impaired student and his family according to some variables (gender, age, type of disability) from the point of view of teachers and parents.
- 4- Is there a statistically significant difference between teachers and parents in the level of satisfaction with the support services needed by the visually impaired student and his family?

### ***b- Objectives of the study:***

Through this research, we seek to achieve the following goals:

- 1- Knowing the attitudes of the visually impaired towards the roles of the psychologist as well as the services provided by the school, and knowing the extent to which the specialist plays his role within the school and which of these roles receives approval from the students.
- 2- It aims to reveal the differences in the opinions and attitudes of the visually impaired of both sexes towards the services provided by the school in all fields.

***c- The importance of studying:***

The importance of the research is determined by:

The importance of the study is evident through studies and literature related to special education, which confirm that individuals with visual impairments need many services related to them and their families.

***d- Terminology of study:***

- 1- The visually handicapped: Abu Mutah (2002) defines it as a visually handicapped person who is unable to provide for himself - wholly or partially - the necessities of individual and social life as a result of an innate or non-innate deficiency in his physical or mental powers.
- 2- Supportive services: These are the non-educational services that are provided by specialists / professionals related to them, such as medical services, school health, rehabilitation and psychological / social services for the disabled. Or community, counseling, cognitive and rehabilitative/communication services for the family. (Moses, 2000).

## **Method and Procedures**

***Study Approach:***

The researchers used the descriptive analytical approach due to its suitability to the nature of this study.

***Study community:***

The study population consisted of all teachers who teach students who have total or partial visual impairment, and all parents of students who have total or partial visual impairment in public and private schools in the schools of the Directorate of South khalil.

***The study sample:***

The sample of the study consisted of (18) male and female teachers, all of whom were (5) female teachers, (13) male teachers who were teachers of students who suffer from visual impairment in public and private schools in the Directorate of South al khalil, and (27) guardians of students from All of these students were deliberately chosen, and the sample represents (100%) of the study population.

***Study tool:***

The researchers used a tool (questionnaire) to measure the availability and satisfaction of assistive services for visually impaired students and their families from the point of view of teachers and parents. The visually handicapped from the point of view of the teacher and these services are: psychological services, school health services, medical health services and rehabilitation services, and (20) paragraphs divided into four services provided by the school to the family and services are: community services, counseling services, rehabilitation services and psychological services.

***Validity of the tool:***

The validity of the tools of the current study was confirmed by presenting it to seven arbitrators who are specialists in education and psychology.

***Stability of the tool:***

The researchers calculated the stability of the questionnaires by measuring the homogeneity coefficient using the Cranach Alpha method, and the value of the stability coefficient was (0.85).

## **Theoretical framework**

***Visual disability***

***The concept of visual impairment***

***There are many definitions of visual impairment from different aspects:***

***Scientific definition:***

There are many scientific definitions that share in their content that visual disability is one of the group of sensory disabilities that affect the sense of sight, through which the individual loses the ability to see abstractly, as the visual system is unable to perform its function, due to exposure to an accident or defect born with it. (Fakhir, 1977).

***Educational definition:***

Fahmy (1995) defines him as a person whose vision is less than 20/200 in the stronger eye, after using glasses.

***Problems arising from the presence of visual impairment***

***The first Problems: Social Problems.***

These problems mean those situations that are characterized by disturbed relations between the student with special needs, and all the workers and concerned within the framework of the university system, whether his peers and colleagues of ordinary students, faculty members, administrators, and others, which leads to the emergence of psychological, emotional, behavioral and social problems represented in the poor adaptation of the student to his environment. Including problems related to work or job (Al-Tarams, 2001).

***The second problem: educational problems.***

These problems are represented in several aspects, some of which are related to educational institutions, including the university, and some are related to educational programs provided to people with special needs, and others are related to prevailing social trends, whether from peers and colleagues of students with special needs, or from faculty members, or administrators at all levels within the walls Their offices at the university and so on. (Assistance, 1990, Niazi, 2000, Abdel Ghaffar, 2003).

***The third problem: psychological problems.***

It is noted that disability imposes negative effects on aspects of the personality development of students with special needs, and these effects result in problems in compatibility and adaptation that may differ from one individual to another according to the type and degree of disability and the reaction of parents towards it (Hanafi, 2007). Capuzzi and Cross identified 1997) that students with special needs suffer from many problems, the most important of which are: weak motivation and hesitation. And depression. (Amer and Muhammad, 2008).

***The fourth problem: medical problems.***

Students with special needs face many medical problems, which affect their level of personal and social adaptation and their psychological stability, and the most important of these problems are the following: lack of knowledge or misknowledge of some types of disability,

as well as the causes leading to it, and the length of the medical treatment period for some diseases and the high costs and expenses Therapy. (2006, Girgin).

### ***Types of support services provided to the visually impaired***

Supportive services, as stated in the Education of Individuals with Disabilities Act, include twelve services, distributed according to type of disability (Reaser, 2007).

The following is a presentation of some support services for the visually impaired, as mentioned by Al-Lawzi (2004), Al-Sartawi (1991), Heiman (2003), and Brinckerhoff (2002). They are:

- 1- Medical services.
- 2- Psychological services.
- 3- Counseling services.
- 4- Rehabilitation services.

### ***Previous studies***

#### ***Arabic studies:***

Al Shallol Study (2005) study Entitled Evaluation of Educational Programs Provided to the Mentally and Visually Disabled and Satisfaction with Them in Special Education Centers in the City of Amman from the Point of View of Principals and Teachers. Dimensions of the curriculum, educational means and methods, the net environment, and the services supporting the program. The results showed that there were no statistically significant differences in the evaluation of principals/principals, and male/female teachers on the four dimensions of the educational programmes. It also indicated that there were no significant differences. Statistical on the variables of the study, which are gender, educational qualification and experience.

Muheisen (2010) study, entitled the availability of assistive services for the blind from the point of view of teachers and their parents. Availability of assistance services for parents and teachers. The scale consists of a group of psychological, counseling and health services. At the end of the study, the results showed dissatisfaction by teachers and parents with the services provided by the school, the community and institutions, especially with regard to the provision of health services. The study recommended, based on the results, the need to provide medical health services. A school for the blind.

Al-Mamari (2000) studied the level of effectiveness of special education centers in providing support services for the disabled in the Sultanate of Oman. The study aimed to identify the level of effectiveness of special education centers in the Sultanate of Oman. The study sample consisted of all governmental special education centers and schools in the Sultanate of Oman, which numbered (4) centers, and included (4) principals and (136) male and female teachers.

Data on effectiveness were collected using a questionnaire of the effectiveness of special education centers and the results indicated that all special education centers in the Sultanate of Oman are effective in all dimensions, except the dimension of teachers and workers.

#### ***Foreign Studies:***

1-A study by Girgin (Girgin, 2006), which aimed to review the history of education for the hearing impaired in Turkey, and the satisfaction with the services provided to them. The experience of Anadolu University in its acceptance of students with hearing disabilities in

Turkey was reviewed, which reflects the extent of this university's interest in people with special needs. Through research and education in a center for hearing-impaired children, this center aims to enable students with hearing disabilities to acquire language skills and use natural language in the auditory and oral environment to help them prepare them for admission tests at the university. It provides these students before graduation with computer programs, building construction, and the specialized four-year program In ceramic arts and graphic arts.

2-Taylor's study (Taylor, et al, 2008), which aimed at examining the nature and types of appropriate services provided to the visually impaired from the point of view of students and teachers, as well as educational educational services at the university for students in the United Kingdom, amounting to (45), through design, methodology, methods and methods of teaching Among the findings of the study was that a variety of services were satisfied and the rest of the services were completely unacceptable for university students in the United Kingdom with visual impairments through the introduction of modifications to care methods, teaching methods and methods, and evaluation procedures.

## Results

What are the most supportive services needed by the visually impaired student and his family from the point of view of teachers and parents?

**Table (1):** *Significance of the services most needed by the visually impaired from the point of view of teachers and the family.*

Support Services	groups	SMA	standard deviation	Statistical significance	
A- the visually impaired student	Psychological services	teachers 18	1.25	4.25	
		Parents 27	1.23		
	School health services	teachers 18	1.45	0.48	1.02
		Parents 27	2.00	0.38	
	Medical health services	teachers 18	2.00	0.25	5.258
		Parents 27	2.45	0.24	
	Rehabilitation services	teachers 18	2.32	0.47	4.35
		Parents 27	2.36	0.65	
	Community services	teachers 18	2.34	0.14	5.265
		Parents 27	2.36	0.102	
B- The family, the visually impaired student.	Extension services	teachers 18	2.10	1.25	
		Parents 27	1.99		
	Rehabilitation services	teachers 18	1.25	0.54	2.35
		Parents 27	1.25	0.36	
	Psychosocial services	teachers 18	1.24	0.58	5.26
		Parents 27	2.00	0.14	

The supportive services most needed by the visually impaired student from the point of view of teachers and parents are the medical health services and psychological services from the point of view of teachers and parents, where there was a statistical significance at the alpha level, where the value of the statistical significance of psychological services was (4.25\*\*), from the point of view of Teachers, the value of the statistical significance of the psychological services from the point of view of their families was (5.26\*\*), which is a high value, and the value of the significance of the medical services was (5.258\*\*), which is also a statistically significant value.

Are there differences between the response of teachers and parents about the availability of support services for visually impaired students?

**Table (2):** *The value of (T) and its statistical significance for the differences in the response of teachers and parents about the availability of support services for the visually impaired student?*

Support Services	groups		SMA	standard deviation	Statistical significance		
A- the visually impaired student	Psychological services	teachers	18	5.41	1.200	0.046	
		Parents	27	5.42	1.225		
	School health services	teachers	18	6.35	1.412	2.028	
		Parents	27	6.04	1.193		
	Medical health services	teachers	18	7.46	1.439	1.198	
		Parents	27	7.26	1.553		
	Rehabilitation services	teachers	18	5.82	1.465	0.622	
		Parents	27	5.92	1.327		
	Community services	teachers	18	6.06	0.14	5.265	
		Parents	27	6.661	0.102		
	Extension services	teachers	18	1.276	0.36	4.079	
		Parents	27	1.333	0.14		
	B- The family, the visually impaired student.	Rehabilitation services	teachers	18	5.100	1.225	0.466
			Parents	27	5.16	1.88	
Psychosocial services		teachers	18	1.24	0.58	5.26	
		Parents	27	2.00	0.14		

By looking at the previous table (2), it is clear to us that there are statistically significant differences between the average scores of teachers and parents in their responses about the availability of all supportive services - with the exception of medical health services, in favor of teachers for the visually impaired student.

Are there statistically significant differences in the availability of support services for the visually impaired student and his family according to some variables (age, type of disability, gender) from the point of view of teachers and parents?

**A-age:**

Support Services	Chronological age_number	SMA	standard deviation	Statistical significance		
A- the visually impaired student	Psychological services	6-12 years	15	2.174	2.036	
		Above 13	12	1.94		
	School health services	6-12 years	15	6.35	1.412	2.048
		Above 13	12	6.04	1.193	
	Medical health services	6-12 years	15	7.46	1.439	2.453
		Above 13	12	7.26	1.553	
	Rehabilitation services	6-12 years	15	5.82	1.465	0.591
		Above 13	12	5.92	1.327	
Community services	6-12 years	15	6.06	0.14	3.530	
	Above 13	12	6.661	0.102		
B- The family, the visually impaired student.	Extension services	6-12 years	15	1.276	3.206	
		Above 13	12	1.333		0.14
	Rehabilitation services	6-12 years	15	5.100	1.225	0.702
		Above 13	12	5.16	1.88	
	Psychosocial services	6-12 years	15	1.24	0.58	2.038
		Above 13	12	2.00	0.14	

It is clear from this table that there are statistically significant differences between the average age scores of the visually impaired student in the need for all support services for the visually impaired student - with the exception of psychological services from the point of view of teachers and parents, in favor of the age group (6-12) years, and the researchers explain this result Because the student from the age of 6-12 does not know how to receive psychological services, especially since this age group does not have a psychological counselor in their school.

**B-sex:**

**Table (4):** *The value of (T) and its significance for the differences between the sex averages for the visually impaired student in the need for support services for the visually impaired student and their families.*

Support Services	sex_number	SMA	standard deviation	Statistical significance		
A- the visually impaired student	Psychological services	Female	20	2.174	2.036	
		Male	7	1.94		1.016
	School health services	Female	20	6.35	1.412	2.048
		Male	7	6.04	1.193	
	Medical health services	Female	20	7.46	1.439	2.453
		Male	7	7.26	1.553	
	Rehabilitation services	Female	20	5.82	1.465	0.591
		Male	7	5.92	1.327	
Community services	Female	20	6.06	0.14	3.530	
	Male	7	6.661	0.102		
B- The family, the visually impaired student.	Extension services	Female	20	1.276	3.206	
		Male	7	1.333		0.14
	Rehabilitation services	Female	20	5.100	1.225	0.702
		Male	7	5.16	1.88	
	Psychosocial services	Female	20	1.24	0.58	2.038
		Male	7	2.00	0.14	

There are no statistically significant differences between the average grades of gender for the visually impaired in the need for services attributed to gender from the point of view of teachers and parents.

**C- Type of disability:**

**Table (5):** The value of (T) and its significance for the differences between the averages of the type of disability for the visually impaired student in the need for support services for the visually impaired student and their families.

Support Services	Type of disability	number	SMA	standard deviation	Statistical significance	
A- the visually impaired student	Psychological services	blind	7	2.174	0.902	2.036
		visually impaired	20	1.94		
	School health services	blind	7	6.35	1.412	2.048
		visually impaired	20	6.04	1.193	
	Medical health services	blind	7	7.46	1.439	2.453
		visually impaired	20	7.26	1.553	
Rehabilitation services	blind	7	5.82	1.465	0.591	
	visually impaired	20	5.92	1.327		
B- The family, the visually impaired student.	Community services	blind	7	6.06	0.14	3.530
		visually impaired	20	6.661	0.102	
	Extension services	blind	7	1.276	0.36	3.206
		visually impaired	20	1.333	0.14	
	Rehabilitation services	blind	7	5.100	1.225	0.702
		visually impaired	20	5.16	1.88	
Psychosocial services	blind	7	1.24	0.58	2.038	
	visually impaired	20	2.00	0.14		

It is clear from Table (5) that there are statistically significant differences between the average degrees of the type of disability for students in the need for services: school health and psychosocial from the point of view of teachers and parents in favor of the blind, while there are no differences in medical health services in favor of the visually impaired, and the two researchers explain these The result is that the blind person needs medical services more than the visually impaired who needs psychological services, and there are differences for all services except rehabilitation in favor of the blind student.

Is there a statistically significant difference between teachers and parents in the level of satisfaction with the support services needed by the visually impaired student and his family?

**Table (6):** *The value (Ca2) of the differences between teachers and parents in the level of satisfaction with the supportive services needed by the visually impaired student.*

Support Services	the group	level of satisfaction			chi-squared value
		Very satisfied	Moderately satisfied	not satisfied	
Visually impaired student	teachers=18	3	5	10	43.834
	Guardians=27	6	15	6	
to the families of the students	teachers=18	2	3	13	34.99
	Guardians=27	5	6	16	

There are statistically significant differences between teachers and parents in the level of satisfaction with support services for visually impaired students, as the level of satisfaction (dissatisfied) was the most common from the point of view of both teachers and families, and there are statistically significant differences between teachers and parents in the level of satisfaction About the support services for the visually impaired student, as the level of satisfaction (not satisfied) is in favor of the teachers and is moderately satisfied in favor of the parents.

## Recommendation

Based on these results, the researchers came out with a set of recommendations:

- 1- Educating the family of the visually impaired student about supportive services related to the disability of her child, and her rights that she must claim from community institutions.
- 2- Educating the family about the importance of early detection and intervention, and taking measures to prevent the effects of disability.
- 3- Encouraging the family of the visually impaired student to build bridges of trust and partnership with the specialists - or to establish a relationship based on providing assistance.
- 4- Holding training courses for teachers, parents and service providers to learn about the mechanisms of providing support services and the students' need for them.

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