

The Provided Counselling Services for Students with Disabilities in the Jordanian Universities

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This study aimed to identify the counselling services provided to students with disabilities in Jordanian universities. The sample of the study consisted of 244 male and female students. A questionnaire was used as a tool for the study, and its validity and consistency verified. The results of the study show that the services provided to students were at an average level. The results also show the presence of statistically significant differences on the total score, and in the field of academic and professional services, in favour of females. The results did not show a statistically significant difference according to the type of disability.

Key word: *Provided Counselling Services, Students with Disabilities, Jordan Universities.*

Introduction

Generally, the undergraduate phase is one of the most significant educational phases for students, especially students with special needs, since this phase constructs personality and develops all physical, mental, social, emotional and psychological aspects (Al-Damen & Suliaman, 2007). This phase is considered a crucial and delicate period, which relates to students' career decisions and their future (Guerra & Braungart, 1999). Furthermore, students' personality, competences, beliefs, and their numerous demands, are exhibited in the undergraduate setting (Nouri & Yahya, 2008).

Kelly (2006) mentions that students in the secondary and undergraduate phases face various challenges and obstacles such as social, personal, academic and professional challenges, which vary in severity and type due to varying student age, gender, daily experiences and social and financial status. The transition to the undergraduate stage is associated with difficulties and challenges that refer to adapting to the new environment. If non-disabled students face diverse difficulties, students with disabilities will have additional ones such as psychological, social, academic or professional challenges (Punch, Greed & Hyde, 2006).



There is no doubt that counselling and guidance in the undergraduate phase is a cornerstone of the educational process, determining students' educational prospect, consequently their profession. Counselling at this age is a psychological necessity for individuals since they expose their needs for help with conquering their challenges, thus defining their academic and professional future: having those who help them realise students' selves, helps to stimulate them to face their academic and personal difficulties using constructive, positive techniques. The undergraduate stage is a cut-off point in adolescence in terms of dependency, and identity formation according to opportunities and potentials (Hamdy, 1999).

The significance of the educational counsellor to students with disabilities is exhibited in student attitudes that may delay their learning, or isolate them from their peers. Previously, dealing with disabled students was not a counsellor's priority. Nowadays, caring for students with disabilities is an essential part of the role of the educational counsellor; since the counsellor has been a primary connection among parts of the educational process including school management, class teachers, resource room teachers, Moreover, the significance of the counsellor role is illustrated in the context of impairment prevalence, corresponding to 10-12.5 percent of society. Accordingly, additional care and services have to be secured, particularly by educational counsellors due to their qualifications and efficiencies (Hallahan & Kuffman, 2011).

Students with disabilities encounter huge challenges in developing their competences, either disabled or gifted. Thus, the educational counsellor, as a member of the multidisciplinary team, has to grasp and be aware of their unique demands, and provide the required counselling services to accommodate a particular student's traits. However, the role of counsellors toward students with disabilities and the offered services in a school are asserted in respect to the increased consideration of students with disabilities and suitable strategies to enhance their competences and promote their independence and self-dependence (Scott, 2005).

The literature concerning special needs students indicates that they are a heterogeneous group of extraordinary students who may have a higher level of competences compared to normal levels, or exhibit a deficient level of competencies compared to the normal level. Therefore, they require services and supportive and extensive educational programs to help them adapt to the society they live in. The special needs students whom special education programs concern are those notably deviated from the average of physical, sensory or mental aspects, which require changes to school practices toward them (Al-Rousani, 1998). There is also the need to furnish them with special services associated with their unique demands, comprising the introduction of additional programs or alteration to current ones, in compliance with their life circumstances (Nasser, 2006).



The increased number of special needs students in government schools adds new roles and responsibilities to the educational counsellor, as well as illustrating the significance of the educational counsellors' presence in introducing assistance and psychological support to them, and meeting these students' demands. Similarly, Clark, Breman, and Lockhart (2009) mention that the inclusion setting of special needs students boosts the demands for an organised and direct introduction of services for them. Inclusion practices may include counsellors participating in the multidisciplinary team, the promotion of self-acceptance for special needs students, enhancing peer-acceptance of them, providing family counselling services, working with their colleague, and developing peer-friendship program (Baker, 2000; Greer, 1995; Milson, 2002).

Tinderbel (1999) indicates that the social tasks of the educational counsellor toward special needs students are mainly: to intensify making them feel important to teachers and counsellors; to help them acquire decision-taking competence; to contribute to society, and; to find convenient facilities for them. However, educational counsellors psychologically settle the acceptance and social interaction competence of special needs students according to students personalities, and make them compatible with the new social environment, which leads these students to construct secure, inclusive and satisfied life experiences, to develop their competence, promote their self-confidence, establish friendship groups, affiliate to the society, and decrease the negative prospects toward special needs students.

The current study tackles the counselling service due to its importance for the disabled, as important as helping them face positively the difficulties, which enables them to comprehend their surroundings and environments in the frame of their competences, abilities and willingness, thereby gaining the best adaption competence.

Problem Statement and Questions

Students with disabilities commonly face difficulties with inclusion and adaption to society. This is particularly so in Arabian society, which still lacks legislation and standards for students with disabilities to strengthen their role in social construction, live decently, and interact with what they have of abilities and competences. Furthermore, regulation and standards facilitate rehabilitation and development opportunities to overcome the feel of needing sympathy and philanthropy, and of being a burden on society. Despite the diversity of difficulties and challenges, there are some individuals with disabilities who in the absence of standards and manage to compete with their peers to gain higher education opportunities in numerous subjects. Although universities provide various services to such students, additional services are still needed. Thus, universities have to develop their services qualitatively and quantitatively.

Observing these students' lives reveals the degree difficulties they commonly face in learning, education, and social and financial aspects in the university stage and the suffered burden, which may psychologically influence them; often impeding their creativeness and

distinction, despite their scientific competencies, which require consideration and increase their need for counselling services in various aspects. Based on this the study will answer the following questions:

1. What are the main significant counselling services provided for students with disabilities in Jordanian Universities?
2. Are there differences in the provided counselling services for students with disabilities in Jordanian Universities due to gender and disability category?

Significance of Study

The theoretical significance alludes to the consideration of a critical age and education phase in the life of students with disabilities, because it has a primary impact on all aspects of disabled students' lives: personal, professional and academic. It also highlights the significant matter of disabled students in the university. Further, the study aims to orient research interest toward the role of counselling services provided to students with disabilities at university for enhancing students' psychological health. Accordingly, it may contribute to solving problems that hinder their creativity. The current study is aligned with the general perspectives of the psychological and educational literature that assert the variety of difficulties faced by this student category, mostly adaption difficulties either in the academic, family or social aspects. This research also enriches the knowledge of the study subject area.

The main practical significance of the current study is identified through proposing a scale of the provided counselling services to students with disabilities. This scale would be used to scan the current status of the care system of students with disabilities in the Jordanian universities and recognise the level of provided counselling services to them. The study results, as expected, may benefit those who have interest toward the disabled through emphasising the importance of counselling services in boosting students with disabilities' competencies toward completing their higher education as expected.

Study Objectives

1. Identify the main significant counselling services provided for students with disabilities in Jordanian Universities.
2. Identify the differences due to gender and disability categories in the provided counselling services for students with disabilities in Jordanian Universities.

Study Terms

Counselling services are defined as all counselling, guidance, tasks, activities and contributions provided by counselling experts and assistants (a counselling team) to students in the context of an organised counselling program that aims to help students to figure out their needs and meet them, contributing to solving their educational, social and psychological difficulties to help manage a student's life (Azzarad, 1998). It is procedurally defined as all various counselling services that a university provides to students with disabilities, by experts in a scientific organised way, formed and based on scientific pillars.

The study sample comprises students with disabilities, female and male, who have mobility, visual or hearing disability and registered in the first semester of 2019-2020 at the Balq'a Applied University or the University of Jordan.

Study Limitations

Sample profile constraints: the study only includes students with mobility, visual and hearing disabilities registered either at the Balq'a Applied University or the University of Jordan.

Time constraints: the study was conducted in the first semester of 2019/2020.

Spatial constraints: the study included students with disabilities from only two universities, Balq'a Applied University and the University of Jordan.

Related Studies

Abundant foreign and Arabic studies have been conducted on counselling services for students at university in general. However, there is a lack of studies that concern counselling services provided for students with disabilities. The researchers discuss these studies below.

Al-A'dra (2016) conducted a study to investigate the different aspects of challenges faced by students with disabilities at the University of Jordan, including administrative, educational, environmental and social difficulties. In addition, the study identified the general traits of these students who registered at university in 2014-2015. The study utilised a questionnaire to collect data, which was filled out by an interview process due to participants' circumstances. Participants were selected by simple random technique, adopting social survey methodology. The participants were 81 female and male students, which represents nineteen (19) percent of the population according to the Student Counselling Department at university. The questionnaire was developed with five-Likert scale responses. Data collected were analysed using the SPSS program. The study results assert that students with disabilities in the university suffered from numerous administrative difficulties in registration

procedures, such as lack of academic counselling and inconsistency of procedure, educational difficulties such as competing with their non-disabled peers. They also had difficulty carrying out exams and scarce understanding of educational content, encountered environmental difficulties such as a deficiency of appropriate classes in the library, difficulties engaging in university activities and parties, as well as unnavigable roads and sidewalks. On top of this they experienced social difficulties like the lack of concern exhibited by teacher toward their conditions, difficulties establishing relationships with peers, and receiving the negative perspectives of non-disabled students toward the disabled.

Abu-Tayeh, Tawalbeh, Almakaneen and Thiabat (2017) conducted a study aimed at highlighting the status of students with disabilities and the challenges faced by them in the educational environment at Jordanian public universities. The study was limited to the status of students with disabilities in Jordanian public universities in the educational year of 2014-2015. The study sample was selected using purposive sampling due to its convenience to the study population, the sample consisting of 30 students with disabilities. Due to the small size of the sample, the study adopted a mixed approach for data collection purposes through two tools; the quantitative tool, a questionnaire, and the qualitative tool, an interview. The study illustrates a set of results related to the four dimensions of the study, which are: the state of psychological conditions of students with disabilities in Jordanian university; the state of obstacles and financial facilities; the state of information sources availability for students with disabilities in the public Jordanian specialised universities; and the state of information services provided to students with disabilities in the academic libraries. Based on the results, a set of recommendations and suggestions were proposed.

Mock and Love (2012) investigated the role of the state in increasing the engagement of youth with intellectual disabilities, their families, universities and funders in enhancing the opportunities of acquiring higher educational, since the educational opportunities are increasing across the USA. This qualitative study focused on the policies, practices and thoughts about students with intellectual disabilities accessing higher education. The main common subject among stakeholders comprises improving information access, promoting collaboration among schools and agencies, and encouraging access to colleges, courses and appropriate academic support. The results indicate there are conflicts across all states and at the local level of policy operation. The study recommends to increase rights awareness of students with disabilities, and to offer facilitation in university facilities and educational programs.

Kendrick (2009) introduced a study in the USA to identify the genre and the counsellor's role provided to students with special educational needs in 53 colleges in the southern Baptist universities. The researcher concludes there are various genres of counselling services that are offered in these university counselling centres, such as professional services, educational services, psychological services and social services. Eighty percent of students claimed that

the counsellor provides commonly psychological services, then professional services, followed by educational, and finally social services. Fifty percent of the sample study suggested that the counsellor role must evolve to include students engaging with their peers and communicating with their families to solve their problems.

Al-Louzi (2005) conducted a survey concerning the difficulties that the students with disabilities face in the University of Jordan, in order to determine the social and population traits of students with disabilities at the university, and the main difficulties faced in their university life. The study summarises that the majority of disabled students are visually disabled students, and they do not face any essential difficulties in their university life. According to the difficulties scale (descending from the highest positive to the lowest), they were arranged as following: the student support centre (most positive); the relationship between students and teacher; the relationship with non-disabled students, and lastly; the university infrastructure and services. In conclusion, the study proposed several recommendations, the most significant being: the importance of teachers' consideration toward individual differences among students, and giving disabled students additional time in exams. And in terms of infrastructure and services, the study recommended the need to tackle disabled students' conditions within university facilities such as libraries, restaurants and elevators, and health insurance at university.

Magnus (2000) studied the daily life of students with disabilities and describes the obstacles they face, their suffering from higher education deficiency, and the assistant strategies to overcome these problems, gained throughout in-depth interviews with them. The study considered nine (9) female and three (3) male students aged 22-43 years old from different disciplines. The study reveals the importance of securing more time to communicate with these students and service providers at universities, as well emphasising the significance of support these students received from family.

Method and Procedures

Population and Sample

The study population comprises all students with mobility, hearing, and visual disabilities enrolled at the Balqa'a Applied University and the University of Jordan in the educational year 2019-2020, of whom are 244 female and male students. The study sample was the study population due to the small size of the population, as well as in order to acquire more precise data. Table 1 shows the distribution of participants according to the study variables.

Table 1. The distribution of the study sample according to the study variables (n=244)

Variable	Variable categories	Frequency	Total
Gender	Male	157	244
	Female	87	
Disability Category	Mobility	107	244
	Hearing	77	
	Visual	60	

Instrument

To achieve the study objectives, the data were collected through two main approaches. The first data came from the student counselling department at Balqa'a Applied University and the University of Jordan to obtain the study sample characteristics and frequencies of the enrolled students with disabilities. The second approach is the qualified questionnaire designed to identify the characteristics of students and the provided counselling services. The questionnaire was developed based on the theoretical background and related studies such as those by Barakat and Al-Hakamani (2014), Baniyounes (2001) and Al-Mosharraf (2000).

The questionnaire comprised of two main parts: the first part's questions are related to the personal characteristic data of the respondents, while the second part's questions measure the perspectives of students with disabilities toward the counselling services provided to them.

Validity and Reliability

To validate the study tool, it was exposed to a panel of experts consisting of ten experts in special education and psychological counselling working in Amman Arabia University and Balqa'a Applied University . These experts validated the tool construction in terms of its question accuracy and linguistic formulation adequacy, and ensured that the questions represented what the study intended to measure to achieve the study's objectives. The questionnaire was amended according to the experts' recommendations. The amended version of the questionnaire consisted of 27 questions, divided into four main dimensions.

To test the questionnaire reliability, internal consistency was estimated to the main four dimensions using the Cronbach's Alpha coefficient. The questionnaire total score was (0.81), which indicates a sufficient extent of questionnaire reliability. Thus, it is reliable for the current study purposes.

Scale Rating

A five-Likert scale was used to measure the respondents' likelihood degree toward each question in the scale. Each rating category (Always, Usually, Occasionally, Seldom, Never) was given a numerical value of (5, 4, 3, 2, 1), respectively. However, the following average scale was used for analysis purposes:

If the mean score falls within:

(1.00-2.33), it represents a low degree.

(2.34-3.67), it represents a medium degree.

(3.68 -5.00), it represents a high degree.

The response scale is calculated using the following equation:

$$\text{Interval length} = \frac{\text{Maximun Value} - \text{Minmum Value}}{\text{Number of rank}} = \frac{5-1}{3} = 1.33$$

The interval length was added to the least value of rate in order to identify the higher limit of the interval.

The Study Variables

The study tackles the following variables:

Independent variable:

- Gender: has two categories, male and female.
- Disability: has three categories; mobility, hearing, and visual.

The dependent variable is the total degree of students with disabilities' responses on the counselling service scale.

Results and Discussion

The following results relate to the first question in this study: "What are the main significant counselling services provided for students with disabilities in the Jordanian Universities?"

The descriptive statics are driven by mean and standard deviation of the students' responses on the scale dimension, and the total scale, as shown in Table 2.

Table 2 Means and standard deviation of the most important counselling services provided for students with disabilities, in descending order.

Counselling Services	Mean	Standard Deviation	Rank	Importance Degree
Psychological Service	3.27	0.70	1	Medium
Professional Service	3.04	0.69	2	Medium
Educational Services	3.15	0.73	3	Medium
Social Services	3.19	0.74	4	Medium
Total Score	3.16	0.66		Medium

According to Table 2, all counselling services rank at a medium level. The psychological services ranked as the highest importance service, scoring a mean of (3.27) and a standard deviation of (0.70). Social services ranked as last, scoring a mean of (3.19) and a standard deviation of (0.74), which is a medium level. This can be interpreted as the university offering the majority of the services for the higher percentage of non-disabled students in the university courses rather than for students with disabilities. As well, there is not any specialised counsellor for students with disabilities, which restrains providing adequate services to them. However, this result reveals a lack of students' consciousness over the present counselling services due to the deficient declaration of counselling services and the inefficient role of the counselling centres.

Furthermore, the significance of psychological counselling to students with disabilities explains the highest importance of these services as perceived from these students' perspectives. Since a disability induces various psychological stresses like deficiency of self-concepts, negative perspectives from others, scarcity of problem-solving competency, and the unnecessary dependence on others to achieve their daily tasks, consequently, students with disabilities look to deal with such problems with the help of a psychological counsellor at the university.

The following exhibits the mean and standard deviation for each dimension:

1. Educational counselling services

Table 3. The mean and standard deviation of "Educational Counselling Services" items

Rank	Item	Mean	Std. Deviation	Item No.	Importance Degree
1	The counsellor helps me cope with my problems	3.27	0.97	5	Medium
2	The counsellor helps me with registration and withdrawing procedures	3.18	0.90	1	Medium
3	The counsellor helps me recognise the course system and with graduation	3.17	0.89	4	Medium
4	The counsellor helps me select courses according to the study plan	3.13	0.89	2	Medium
5	The counsellor guides me to the best study organisation techniques	3.08	0.92	6	Medium
6	The counsellor helps me to identify the studying system in the university	3.04	0.84	3	Medium

As observed in table 3, item no. 5, which says “The counsellor helps me cope with my problems” ranked the highest level, and scored a mean of (3.27) and a standard deviation of (0.97). At lowest, item no. 3 scored a mean of (3.04) and a standard deviation of (0,84). This can be explained as students with disabilities having numerous educational challenges such as challenges related to the regular sitting for exams; thus students ask the help of the psychological counsellor to receive coping guidance for these challenges. Moreover, the counsellor has routine activities to provide educational counselling; helping students to solve their problems, recognise the course system and select subjects according to the study plan of their majors.

2. Professional counselling services

Table 4. The mean and standard deviation of "Professional Counselling Services" items

Rank	Item	Mean	Std. Deviation	Item No.	Importance Degree
1	The counsellor provides me with rich knowledge of the professions aligned with my specialisation.	3.22	.86	9	Medium
2	The counsellor helps me to select a profession appropriate to my competencies and tendencies.	3.15	.95	8	Medium
3	The counsellor provides me the required information for local vacancies.	3.14	.88	13	Medium
4	The counsellor assesses me to enrich students' backgrounds about professions suitable to their majors.	3.07	.90	11	Medium
5	The counsellor provides professional and technical counselling for students with disabilities and guides them to employments sources.	3.03	.92	7	Medium
6	The counsellor helps me develop my scientific competencies of recent educational majors.	2.96	.84	12	Medium
7	The counsellor promotes my awareness of the high guarantee professions in the field.	2.95	.84	10	Medium
8	The counsellor equips me with the required skills to look for a job after graduation, such as resume writing and interview skills.	2.92	.89	14	Medium

As derived from Table 4's results, item no. 9, formulated as "The counsellor provides me with rich knowledge of the professions aligned with my specialisation" scored the highest mean of (3.22) and a standard deviation of (0.86), while item no. 14, "The counsellor equips me with the required skills to look for a job after graduation, such as resume writing and interview skills", ranked at the least mean of (2.92) with a standard deviation of (0.89).

The results show that counsellors exhibit concern about the students' interests and guidance as they can afford. This illustrates the importance of the postgraduate professional aspect of students with disabilities and selecting careers associated with the competencies and abilities

of students, in order to proceed with the student's success in their future profession, enabling them to achieve financial independence and be an active individual in society.

3. Social Counselling services

Table 5. The mean and standard deviation of "Social Counselling Services" items

Rank	Item	Mean	Std. Deviation	Item No.	Importance Degree
1	The counsellor helps me get over the difficulties of making relationships with peers.	3.22	.84	15	Medium
2	The counsellor encourages me to participate in university social activities.	3.20	.87	16	Medium
3	The counsellor cares to help me evolve a positive orientation of self towards cultural and social hierarchy.	3.19	.92	17	Medium
4	The counsellor alerts students to the significance of reciprocal respect.	3.18	.87	18	Medium
5	The counsellor helps me create positive relationships with others.	3.16	.91	19	Medium
6	The counsellor enhances students' adaption to their problems and helps with realistically solving them.	3.18	.95	20	Medium

As derived from Table 5, the results show that item no. 15, "The counsellor helps me get over the difficulties of making relationships with peers" scored the highest mean of (3.22) and a standard deviation of (0.84), while item no. 20, "The counsellor enhances students' adaption to their problems and helps with realistically solving them" ranked at the least mean of (3.18) and a standard deviation of (0.95). This is interpreted as that the majority of students with disabilities, particularly with hearing disability, establish their community because of the negative perceptions and attitudes toward the disabled exhibited by their non-disabled peers, and the humiliation of making relationships competencies due to fear of non-inclusion in the university community and exposure to peer-rejection. Consequently, students with disabilities ask the help of counsellors to gain competence in relationship creation inside and outside the university.

4. Psychological counselling services

Table 6. The mean and standard deviation of "Psychological Counselling Services" items

Rank	Item	Mean	Std. Deviation	Item No.	Importance Degree
1	The counsellor recommends aid approaches for psychological stability.	3.44	.89	27	Medium
2	The counsellor helps me deal with depression and the disappointment I face in particular conditions.	3.41	1.06	25	Medium
3	The counsellor puts in place prevention counselling programs for students with disabilities.	3.31	.89	22	Medium
4	The counsellor helps me settle my conflicts and problems with faculty members.	3.30	.98	26	Medium
5	The counsellor helps students who have family, social or psychological difficulties.	3.25	.90	21	Medium
6	The counsellor is training me to control my emotions and behaviours.	3.13	.84	24	Medium
7	The counsellor helps students with disabilities who express exam anxiety.	3.04	.87	23	Medium

As noticed in Table 6, item no. 27, "The counsellor recommends aid approaches for psychological stability" scored the highest mean of (3.44) and a standard deviation of (0.89), while item no. 23, "The counsellor helps students with disabilities who express exam anxiety." ranked at the least with a mean of (3.04) and a standard deviation of (0.87). This is interpreted as being due to the psychological nature of the students with disabilities due to the impact of disability on students, like the feeling of less capability in educational aspects compared to their peers, lack of self-confidence, and the feeling of excessive a reliance on others in the university, alongside the psychological effects of disability on students, which make them need counsellors' help to learn psychological coping strategies. It is worth mentioning that the counsellor does not have adequate experience and competencies in psychological counselling.

The following results relate to the second question, "Are there differences due to gender and disability categories in the provided counselling services for students with disabilities in the Jordanian Universities?"

To answer the question, the descriptive statics of students' responses was measured and MANOVA test was adopted. The statistical results are shown in Table 7.

Table 7. The mean and standard deviation of counselling services according to the demographic variable

Variable		N	Mean	Std. Deviation
Educational Services	Female	157	3.04	.71
	Male	87	3.34	.71
Professional Services	Female	157	2.99	.70
	Male	87	3.13	.67
Social Services	Female	157	3.11	.74
	Male	87	3.33	.72
Psychological Services	Female	157	3.20	.71
	Male	87	3.39	.68
Total Score	Female	157	3.08	.66
	Male	87	3.29	.62
Variable		N	Mean	Std. Deviation
Educational Services	Physical	107	3.03	.69
	Hearing	77	3.22	.72
	Visual	60	3.25	.78
Professional Services	Physical	107	2.98	.69
	Hearing	77	3.13	.68
	Visual	60	3.03	.68
Social Services	Physical	107	3.04	.71
	Hearing	77	3.32	.76
	Visual	60	3.28	.74
Psychological Services	Physical	107	3.20	.66
	Hearing	77	3.29	.73
	Visual	60	3.36	.74
Total Score	Physical	107	3.06	.64
	Hearing	77	3.24	.66
	Visual	60	3.22	.67

According to the results shown in Table 7, there are plausible differences in the mean scores due to the gender and disability categories. To validate significant differences, the MANOVA test was used. The statistical test of MANOVA test is illustrated in Table 8.

Table 8. The Result of MANOVA Test

Differences Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Educational services	4.490	1	4.490	8.904	.003*
	Professional Services	1.853	1	1.853	3.964	.048*
	Social Services	.640	1	.640	1.189	.277
	Psychological services	1.314	1	1.314	2.670	.104
	Total score	1.820	1	1.820	4.310	.039*
Disability category	Educational services	1.643	2	.822	1.629	.198
	Professional Services	1.841	2	.921	1.969	.142
	Social Services	2.072	2	1.036	1.924	.148
	Psychological services	.242	2	.121	.246	.782
	Total score	1.056	2	.528	1.250	.288
Error	Educational services	121.014	240	.504		
	Professional Services	112.185	240	.467		
	Social Services	129.269	240	.539		
	Psychological services	118.088	240	.492		
	Total score	101.359	240	.422		
Total Score	Educational services	2542.194	244			
	Professional Services	2368.500	244			
	Social Services	2612.778	244			
	Psychological services	2727.449	244			
	Total score	2533.885	244			

According to the MANOVA test results shown in Table 8 above, there are statistically significant differences in the responses' means of the total score of counselling services, educational services and professional services due to gender, since the F values of the total score of counselling services, educational services and professional services were 4.310, 8.904 and 3.964 respectively, in favour of female students. There are not statistically significant differences in the responses' means of the counselling services due to the disability category since the significance levels at F were higher than 0.05 for each service.

The results reveal that female students are the higher beneficiary of the provided counselling service compared to male students. That may refer to the higher rate of disability-related difficulties they face compared to male students. Disabled female students commonly face various difficulties such as social, educational and psychological stress, societal perception toward disabled females, female psychological traits such as shyness, fear, emotional inhibition, and a lack of problem-solving ability (Baniyounes, 2001). Therefore as mentioned by Hamdy(1999), female, students will more frequently look to the help of a counsellor, compared to male students who are not hesitant to ask the help of their peers, as well as, have higher abilities to cope with stress compared to female student This agrees with numerous studies asserting that female students face more difficulties compared to male. Suh as Al-A'dra, (2016).



Moreover, female students have more tendency to improve their selves, and their educational distinctions in order to gain a profession associated with their psychical and psychological competencies, this encourages them to look for all potential approaches for success, accordingly they have higher estimations of visiting the student counselling centre to get professional and educational guidance, especially with the scarcity of employment opportunities (arakat, & Al-Hakamani, 2014). Therefore, they have to develop their skills and competencies associated with their disabilities to convince employers of their professional efficiency and adequacy.

Recommendations

According to the aforementioned results, researchers recommend the following:

- Promote and develop the provided counselling services, particularly psychological counselling, for students with disabilities in Jordanian universities.

- Encourage and induce students with disabilities to ask the counselling service for help with coping with the impact of disability.

- Introduce special counselling departments or centres for students with disabilities isolated from non-disabled peers, that would provide counselling services by counsellors specialised in counselling for disability.



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