Integration of Students with Disabilities in Egyptian Tourism Higher Education Institutions (THEIs): An Academic Perspective

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ARTICLE INFO	Abstract
Keywords: Students with Disabilities (SWDs); Tourism Higher Education Institutions (THEIs); Academics; Institutional support; Integration. **(JAAUTH)** **Vol. 19, No. 3,** **(2020),** **PP. 180-206.**	This study seeks to evaluate perceived institutional support and attitudes exhibited by academics towards the integration of students with disabilities (SWDs) in Tourism Higher Education Institutions (THEIs). The willingness of academics in accommodating SWDs and their interest in furthering professional development for the education of SWDs will also be assessed. A survey was randomly distributed to academic staffs in THEIs with a resulting 310 responses. A Path-Analysis model was implemented using Amos 25 for the testing and validation of research hypotheses. Results indicated positive attitudes among academics towards SWDs with a general willingness to accommodate and integrate them in THEIs. Findings also indicated that the institutional support academic perceive has a significant influence on academics as well as their willingness to support SWDs. This study suggests the strengthening of support and development of training for academics in relation to the education of SWDs. These suggestions and their practical implications for THEIs are detailed in this study. To the author's knowledge, this study will be the first investigation in discussing the academics perspective on the integration of SWDs in THEIs. The results obtained from this study would therefore contribute towards more future literature in this regard..

1. INTRODUCTION

There has been an increasing interest regarding the integration of students with disabilities (SWDs) in different fields (Lipka, Khouri& Shecter-Lerner, 2020). Disability can be defined as any restriction or lack of ability (as a result of impairment) which limits an individual from performing an activity at a level that is considered to be normal for a healthy individual (Chikuta, Kabote & Chikanya, 2017). With SWDs representing an increasing demographic in higher education institutions, their perceptions and experiences are shaped by the existing environment and availability of required facilities provided by institutions (Ambati, 2018). The

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United Nations Convention on the Rights of Persons with Disabilities (CRPD) has stressed the need to establish high-quality educational environments that would encourage maximum academic growth for persons with disabilities (PWDs) (Chiwandire& Vincent, 2019). Emphasising further, it has been clearly stated in the 2030 Agenda for Sustainable Development that disability cannot be a reason or criteria for the lack of accessibility towards developmental programming and the realisation of human rights. With this, the Sustainable Development Goals (SDGs) framework seeks to provide support for PWDs in all fields through seven targets which include education, employment and decent work, social protection, resilience to and mitigation of disasters, sanitation, transport and non-discrimination (World bank, 2019).

In the last five years, Egypt has witnessed a unique boom in the field of care and rehabilitation of PWDs. Egypt officialised 2018 as the year for individuals with special needs and dedicated them the title of 'People of Determination' (State Information Service, Egypt, 2019). Law No. 10 was issued the same year regarding the rights of PWDs which states that all human beings are born free with equal dignity and rights. This law ensures and guarantees the rights of PWDs to access education in universities, colleges, departments and institutes in the same manner as those without disabilities. Despite the above, the population of SWDs in Egyptian tourism higher educational institutions (THEIs) is low and almost non-existent in some colleges. In universities, SWDs face an inhospitable and antagonistic environment. To some, opportunities for access in higher education institutions (HEIs) is not even available.

There is a lack in information regarding the knowledge and perception of university level students attributed towards SWDs which would thus affect their inclusion in higher education (Alqarni, Algethami, Alsolmi & Adhabi, 2019). This presents a lack of understanding and an ignored area of research particularly in the context of Egyptian tourism education. The present study seeks to resolve the issue by examining the training of academic staff as well as their perceived institutional support, attitudes and willingness to provide support towards SWDs in the context of Egyptian THEIs to encourage their integration. The inter-related factors above affect faculties in providing reasonable accommodations for SWDs. The study also focusses on academic staff as they are key resources and represent the pillars for HEIs (Khansa, 2015). The academic staff is the driving force for changes in the environment of institutions and the support they provide in integrating SWDs (Izzo, 2012). More importantly, they play an important role in the educational experiences students have as a result of staff-student interactions (Murray, Flannery & Wren, 2008).

2. THEORETICAL BACKGROUND
2.1.Integration of SWDs in THEIs
Tourism education is considered to be one of the pathways of interest for higher education (Afifi, 2015). This is primarily due to tourism being a key economic factor in many countries including Egypt (Paez& Arendt, 2014). A guide outlining a set of standards to ensure the quality of educational processes has been prepared by the

National Authority for Quality Assurance and Accreditation of Education (NAQAAE) to evaluate the performance of higher education institutions including THEIs. These standards must be achieved by tourism colleges in order to obtain a certificate of accreditation. With disabled students representing a significant part of university campus life, a set of items among the standards are aimed at the role of the faculty towards educating and supporting SWDs (Lipka et al., 2019). Supportive efforts in the form of the construction of facilities, academic support, health and psychological care, institutional policies and procedures involving examinations and/or assessments are established through these items thus ensuring that the needs of disabled students are met and equal educational opportunities are provided (NAQAAE, 2009).

More employment opportunities for SWDs is opened with them graduating from higher education in tourism (Gilson& Dymond, 2012). Considering that the tourism and hospitality industry is viable in providing employment opportunities for PWDs, adults with disabilities who are eager and passionate to work in the aforementioned industry should be given the chance to access higher education in tourism to obtain the required qualifications (Paez and Arendt, 2014). In supporting PWDs more, the Egyptian Ministry of Tourism became one of the partners for the 'Jobs and Skills for Persons with Disabilities' project funded by the UN Partnership on the Rights of PWDs (UNPRPD). The project is aimed at advancing the skills of individuals with motor as well as visual disabilities via information and communication technology to place themselves in employment opportunities in both the ICT and tourism sectors. The project has been implemented in 6 Egyptian governorates which includes Cairo, Giza, Alexandria, El Minya, Red Sea and Port Said between September 2014 to September 2017 with the support of three partners i.e. UNDP, the International Labour Organisation (ILO) and the Egypt-ICT Trust Fund (ILO, 2014). Achieving professional and practical integration of SWDs in tourism is an output of accessing college education and vocational training in regard to the tourism sector. These institutions assist the development of their academic skills, efficiency and job skills while also increasing their self-confidence and social status which adds to their presence in the labour market for tourism. (Farley& Vorwald,1993; Gibbons et al., 2015).

Considering the tourism sector, SWDs want to be ensured of a high probability of being employed in the labour market for tourism while employers look for employees with a high level of education and training. The gap that persists can be filled by providing PWDs with the foundational basics, concepts and methodologies related to the various activities involved in the tourism and hospitality industry (Chi & Qu, 2004; Houtenville& Kalargyrou, 2012). Training can be provided by tourism colleges for PWDs to prepare them in performing their future job tasks whether that be in the tourism sector or in any other economic activities related to tourism (Bustelo et al., 2010; Afifi, 2015). Despite the above, some colleges that provide tourism education withhold the admission of SWDs on the account that SWDs are not able to meet the physical requirements of various fields particularly at a practical aspect or that they require extra effort or assistance because of their disabilities. This perspective

focusses on the disabilities of SWDs rather than their potential abilities and skills which thus limits their educational pathways to arts and humanities. The aforementioned perspective is also generalised across all different types of disabilities. This perspective is easily challenged when putting into question the response that faculties should take if a currently enrolled student exhibits a disability during their educational period i.e. after enrollment. Shalabi (2017) has expressed that an individual with a particular disability can become a ticketing employee in a tourism agency when focus is placed upon their abilities rather than their limitations. This especially applies considering that THEIs involve multiple areas of work after graduation including travel and tourism agencies, airports and airlines, tourist and conference centers as well as all the different areas revolving around hospitality such as room division operation, production sector, food and beverage, service sector, etc. (NAQAAE, 2009). Emphasising this viewpoint, Rocamora (2018) discussed an example whereby the Department of Tourism (DOT) in Philippines accredited 13 tour guides with hearing difficulties as guides for deaf tourists at tourist hotspots in the country. In providing tourism products and services, these tour guides will be able to understand the needs of tourists and subsequently fulfil them. In another example, Vietnamese entrepreneurs brought in deaf teachers proficient in American Sign Language (ASL) from Australia to train deaf local tour guides in communicating with travellers as part of the business venture, 'Hearing Impaired Tourism' (Cooper, 2015). Despite the above, Shalabi (2017) has also expressed that individuals with a visual disability may not be able to practise their profession.

2.2. Relationships and Hypothesis Testing
2.2.1. Perceived Institutional Support (PIS) – Willingness to accommodate SWDs (WtA.SWDs)

The importance of establishing adequate institutional support in successfully integrating SWDs in higher education has been claimed by Wizikowski (2013). This can include special admission policies, educational strategies tailored for SWDs, appropriate building facilities and appropriate training for academics in teaching SWDs (Tinklin, Riddell & Wilson, 2004). The amount of resources available for SWDs perceived by academics could encourage them in providing academic support and improve upon teaching instructions to accommodate SWDs (Coleman & Shevlin, 2019). Relative absence of resources in providing institutional support for SWDs instil a sense of under-appreciation and therefore an unnecessary need to exert any effort in integrating SWDs in their respective institutions (Ohajunwa et al., 2015). Instructions in handling and meeting the various requirements of SWDs need to be established with clear guidelines on what authorised actions are to be taken and whom to inquire should questions regarding the aforementioned requirements arise (Izzo, Hertzfeld, Simmons-Reed & Aaron, 2001). Without appropriate establishment of institutional support, academics will be ill-prepared to effectively carry out the education, guidance and assistance of SWDs while also accommodating them in their respective lectures (Bakri, 2019).

Policies on admissions, building facilities and strategic education plans of institutions should take into account students with disabilities. Definite written plans for the

accommodation of SWDs have been written by most institutions and are currently in the process of being developed further (Tinklin et al., 2004). Faculty members need to familiarise themselves with the support systems available for SWDs (Bakri, 2019). With this, the following is hypothesised,

H1: The institutional support for SWDs perceived by academics has a significant influence in their willingness to accommodate SWDs.

One of the main actions THEIs can fulfil University Social Responsibility (USR) is by providing equal opportunities for SWDs to receive higher education in tourism. USR dictates the level of ethical performance higher education institutions should hold through the responsible management of teaching, research, extension and university management. Fulfilling USR is more expected from public higher education institutions due to them striving for social missions rather than private ones that seek economic benefits (Ramos-Monge, Llinàs-Audet& Barrena-Martínez, 2019). With the above, the following is hypothesised,

H2: The effects of perceived institutional support for SWDs on the willingness of academics to support them is stronger in public THEIs rather than private ones.

2.2.2. PIS – Attitude towards SWDs (At.SWDs)

The attitude of academics is considered to be one of the most prominent factors influencing the creation of supportive educational environments for SWDs. (Alqarni et al., 2019). In colleges, academics are considered to play a key role in encouraging or hindering SWDs throughout their learning processes and educational experience (Lipka et al., 2020). Based on previous literature, Vogel et al. (1999) holds the opinion that academics are key contributors towards the success of SWDs due to their numerous opportunities for academic-student interactions which are inclusive of SWDs. Developing further understanding on how faculty members perceive students can encourage the integration of SWDs in THEIs (Murray et al., 2008). Those with positive attitudes towards SWDs can be relied on while those with negative attitudes would inhibit the integration of SWDs (Hong & Himmel, 2009; LeMay, 2018).

Coupling positive attitudes with the availability of appropriate support in the context of higher education institutions directly relate to the success and retention of SWDs (Rao, 2004; Ohajunwa et al., 2015). By realising the supportive efforts put forward by institutions via the development of plans, procedures, the construction of facilities and learning strategies for SWDs, the perceptions brought on by academics can be influenced (Nelson, 1990; Tinklin et al., 2004). The more supportive higher education institutions are in providing adequate support for SWDs, more positive attitudes can be instilled towards them (Rao and Gartin, 2003). The following is thus hypothesised,

H3: The attitudes of academics are significantly influenced by their perceived institutional support for SWDs.

With support services varying based on the type of disability in consideration, Nelson et al. (1990) reported that mild services and reasonable learning strategies with due respect to SWDs should be provided. Faculties can allocate a disability services office that concentrates in providing academic support and technical assistance in regard to

SWDs (Tinklin et al., 2004). Universities in China have a dedicated a 'Service Center for SWDs' that assists them in their educational processes while also facilitating their connections with academic staff and peers (Zhang, Rosen, Cheng& Li, 2018). Other institutions might have a designated officer supervised under a senior manager tasked with the responsibility of assisting SWDs (Tinklin et al., 2004).

2.2.3. Relationship between attitudes towards SWDs (At.SWDs) and the willingness to accommodate them (WtA.SWDs)

Boyle and Kennedy (2019) found that the attitudes of faculty members towards SWDs and their willingness to provide instructional support tailored to SWDs influences the level of success and academic achievement of SWDs. A variety of instructional methods and assistance that academics could take to accommodate SWDs have been largely demonstrated in the field of learning disabilities. Some pathways that can be taken is the extension of deadlines for class projects, the allowance for oral responses to essay questions, extension on test durations, recorded lectures, the in-progress review of assignments, examination placements in specialised rooms with projectors, and untimed tests and assignments (Cawthon and Cole, 2010). Other scholars have forwarded further teaching-learning and exam strategies that include extra supervision of SWDs, untimed tests, having readers for objective-based examinations, replacing objective exams with essay exams, allowing students to clarify questions and rephrase them in their own words and allowing for flexibility in studying schedules. Alternative methods of managing course objectives such as classroom assistance, rescheduling of missed appointments, designated note taking services, etc. have also been forwarded (Barazandeh, 2005; Skinner, 2007).

Based on investigations considering the willingness of academic faculty staff members in providing teaching alternatives for SWDs in their classrooms, it was overall found that attitudes influence the effectiveness of educational facilities SWDs received as well as their success in higher education (Brulle, 2006). Emphasising further, Leyser, Vogel, Brulle and Wyland (1998) has established that the willingness of academics to provide alternative teaching methods for SWDs is influenced by their attitudes. With this, the following is hypothesised,

H4: The willingness of academics to accommodate SWDs is positively and significantly influenced by their attitudes towards SWDs.

2.2.4. The mediating role of 'attitudes towards SWDs (At.SWDs)

The present research seeks to develop and test a conceptual model that demonstrates the mediating role of At.SWDs between 'perceived institutional support (PIS)' and 'willingness to accommodate SWDs (WtA.SWDs)' among academics.

Early research has demonstrated the antecedent effects of the attitudes of academics through PIS practices as it is symbolic of the efforts invested in developing the skills of SWDs. This thus also shows recognition of the rights of SWDs in obtaining equal education and employment opportunities. The attitudes of academics towards educating SWDs is positively formed and adjusted when a particular educational institution is perceived as a supportive system (Zhang et al., 2010). These attitudes will then reciprocate the support received from institutions that aims in

accommodating SWDs. Negative attitudes of academics towards SWDs may lead to the lack of success for the students to obtain the appropriate academic services and programs as reported by Bettencourt et al. (2018). Policies, procedures and strategies based on tolerance established by HEIs potentially strengthens the beliefs of academics and subsequently their sense of responsibility towards SWDs. The opposite happens in terms of institutional support when negative attitudes are held as reported by Murray et al. (2008).

Scholars have argued that academics with high At.SWDs would be more likely to accept SWDs and exert effort into providing instructional alternatives to accommodate them (Vogel et al. 1999; Coleman & Shevlin, 2019). Based on previous studies, it was found that optimistic attitudes of academic staff towards SWDs and their willingness to support them encourages the integration of SWDs in HEIs (Almutiari, Kawai & Alharbi, 2020). Oppositely, SWDs experienced a barrier in HEIs when faced with negative attitudes from university lecturers as well as other students as reported by Hanafin, Shevlin, Kenny & Mc Neela (2007). Fatt and Rasid (2017) have emphasised that negative attitudes lead to the stigmatisation and discrimination towards SWDs. SWDs perceiving that faculty members are unwilling to help them ultimately leads to reduced self-esteem and increase in a sense of self-isolation among SWDs.

Good attitudes of academics towards SWDs demonstrate a high willingness to accommodate SWDs which subsequently encourages their inclusion in THEIs (Hong& Himmel, 2009). In a previous study, Khansa (2015) has established that students experience anxiety in disclosing their learning disability from fear and discrimination of academic staff as well as their willingness to accommodate their needs. The study has expressed that the negative attitudes may withhold the students from asking for assistance. On the other hand, positive attitudes towards SWDs translates into the engagement of academics into their issues and subsequently their willingness to support SWDs (Volosnikova& Efimova, 2016; Fatt& Rasid, 2017). The provisions in accommodating SWDs is influenced by the beliefs held by faculty members about them (Bourke, Strehorn and Silver, 2000). In a study by Zhang et al. (2010), it was found that the personal beliefs and attitudes of academics in relation to the education of SWDs is significantly influenced by perceived institutional support. The willingness to accommodate SWDs is also influenced by perceived institutional support. Thus, establishing positive attitudes among academics and subsequently increasing their willingness to support SWDs can be achieved by offering the appropriate institutional support for SWDs (Hanafin et al., 2007; Troccoli, 2017).

With the above discussion, it can be implied that At.SWDs is a potential factor in overseeing the effects of PIS and Wt.SWDs in the context of THEIs. More discussions with empirical evidence are therefore needed to justify At.SWDs as a mediating factor between PIS and Wt.SWDs to enhance the inclusion of SWDs. The following hypothesis is thus formulated,

H5: The attitude of academics is a mediating factor between perceived institutional support and the willingness to support SWDs.

2.2.5. Willingness to accommodate SWDs (WtA.SWDs) – Interests of academics in the professional development of SWDs (AIPD.SWDs)

Izzo et al. (2001) has expressed that an individual cannot take responsibility without adequate information. The opposite also applies where an individual cannot help but take responsibility should they be given information. Providing support services as well as tailoring learning strategies to cater towards postsecondary SWDs is a relatively new concept in the context of tourism colleges. Hence, it is possible that faculty members outside the fields relevant to disabilities, and education and rehabilitation may not be aware of available support services (Izzo, 2012). The need to understand critical issues underlying the support for SWDs which includes the adjustment of curriculum, modification of instructional practices and assessment procedures in THEIs is undoubted (Hanafin et al., 2007). With an environment that is willing to support students with learning disabilities (LD), it is all the more critical to find opportunities for academic staff to further develop their skillsets to do so (Murray et al., 2008).

Despite positive interactions by faculties, barriers may be unintentionally erected which limits the success of students (Lombardi, Murray & Gerdes, 2011; LeMay, 2018) due to the lack of awareness in adapting their teaching methods to meet the needs of students that learn in various different styles (Gilson and Dymond, 2012). It also stands to mention that some faculties have not been exposed to or are not trained adequately in providing services to accommodate SWDs (Khouri et al., 2019). In the context of universities in Russia, an insufficient level of special skills was found despite the willingness to support SWDs due to the lack of work experience, special training and instructions (Volosnikova & Efimova, 2016). The motivation to learn and transfer skills to their respective educational environment can be observed more in academics who are more willing to accommodate SWDs (Murray et al., 2008). It can therefore be implied that WtA.SWDs, the need for professional development for SWDs and the effectiveness of training are inter-related (Park, Roberts& Stodden, 2012; Zhang et al., 2018). There has been little empirical evidence to support this and hence, the following is hypothesised.

H6: The willingness of academics to accommodate SWDs has a positive and significant influence on their interest in the professional development of SWDs.

With all the above discussions, the explanatory model and set of hypotheses developed in this study is graphically presented in Figure 1.
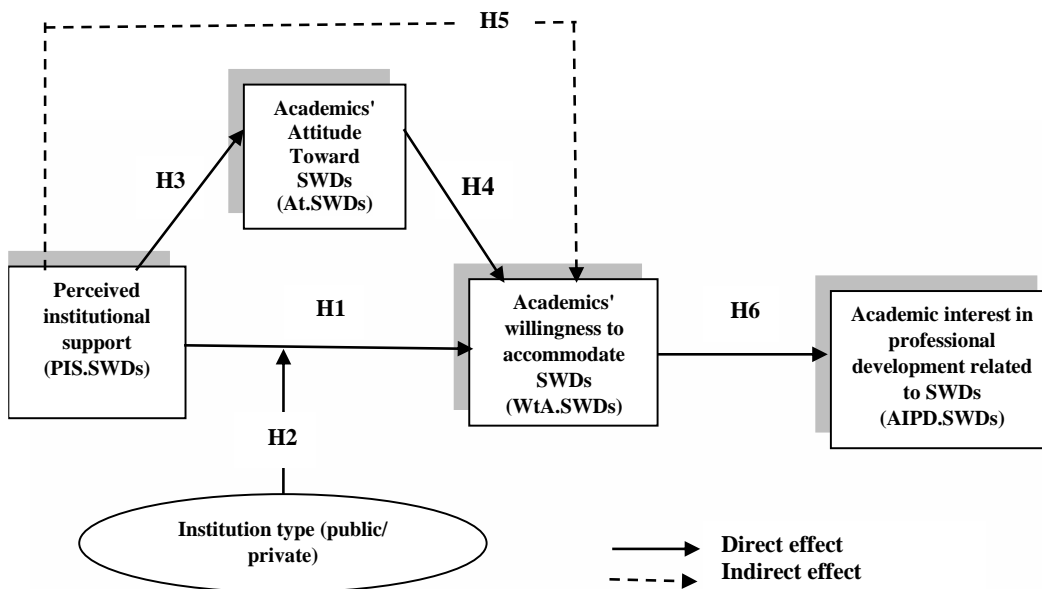
Fig.1. Theoretical framework and hypotheses

3. METHODOLOGY

3.1. Data collection

To test research hypotheses, a quantitative methodology approach was adopted. A questionnaire with objective questions was developed to collect relevant data. The data collection tool implemented in this study was a web-based survey. Ten academics reviewed the survey items after subsequent survey design. Changes in the phrasing of specific questions were suggested. Minor items were eliminated by combining questions to shorten the length of the survey and reduce response fatigue in participants. The questionnaires which started with a brief description on SWDs were completed online via a link on Google Forms. The link was distributed via social networks as well as direct email. Data collection was performed between May 2020 until the end of June 2020. To encourage participation, a reminder message was sent two weeks after subsequent initial contact. A final reminder was sent two weeks via Listserv after the first initial reminder.

3.2. Measures

The path-analysis model was implemented in data analysis through the use of Amos 25. The aforementioned model allows the testing of numerous hypothesised directional and non-directional relations among different observed variables in a simultaneous manner (Lleras, 2005; Islam et al., 2016).

This study is divided into two main sections. Section (1) determines the profile, gender, academic position, specialisation and work experience of academics as well as the institution type (private/public) they respectively belong to. This section also inquires them about the number of SWDs in their institutions. Section (2) is divided into four parts; a) PIS assessment through the 3 items proposed by Zhang et al. (2018), b) At.SWDs assessment via 4 items derived from Khouri et al. (2019), c) the

testing of WtA.SWDs using 8 items adopted from Cawthon and Cole (2010) and Khouri et al. (2019), d) the examination of AIPD.SWDs via 7 items which were borrowed from Zhang et al. (2018) and Khouri et al. (2019). In Section (2), respondents were asked to demonstrate their level of agreement with each item using a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

3.3.Sampling setting

The total population for this study consisted of 972 academics belonging to THEIs in Egypt (CAPMAS, 2018). The questionnaire was prepared in a web-based survey to collect data. The questionnaires were sent to a random sample of academics. The appropriate random sample size was estimated using the formula recommended by Steven (2012) with a confidence level of 0.95 and an error rate of 0.05. Accordingly, it was found that the study sample should not be less than 276 participants which is representative of 28.3% of the total population size. A total of 310 responses were received from participants i.e. 32% from the whole population, which is an acceptable percentage.

Considering Table 1, academics involved in the sample were mostly males (36.8%) while females represent 63.2%. We attribute this result to the high involvement of women in Egyptian THEIs (CAPMS,2018). A high proportion of respondents were lecturers (32.9%), followed by assistant lecturers (31%). In terms of experience, about 32% of the academics have experience between 5 and 10 years while 30.9% of the respondents had experience which did not exceed 5 years. The participants were also mostly from public colleges/institutions (66.5%). Regarding the number of SWDs studying in Egyptian THEIs, results indicated that THEIs had a very limited number of SWDs. Responses indicated that 41% of institutions had no SWDs while the other 34.8% had less than 5 students who are considered SWDs.

Table 1

Sample Characteristics

Demographic Characteristics (N= 310)	Frequency	%
Gender		
Male	114	36.8
Female	186	63.2
Specialization/ Department		
Hotel Management	135	43.6
Tourism Studies	111	35.8
Tourism Guidance	64	20.7
Academic position		
Instructor	36	11.6
Assistant lecturer	96	31
Lecturer	102	32.9
Assistant professor	40	12.9
Professor	36	11.6
		Continued

Work experience			
	Less than 5 years	96	30.9
	From 5–10 years	99	31.9
	From 11–15 years	61	19.7
	More than 15 years	54	17.4
Institution Type			
	Public college/ institute	206	66.5
	Private college/institute	104	33.5

4. ANALYSIS AND FINDINGS

4.1.Measurement model

The Average Variance Extracted (AVE) was computed for every construct to verify the convergent validity and therefore validate the measurement model. The computed AVE should achieve a threshold value of 0.5 or higher for validation (Awang, 2015). In assessing the reliability of the measurement model, the Composite Reliability (CR) which refers to the reliability and internal consistency of the latent construct was determined. Here, a threshold value of 0.6 or higher should be achieved to verify composite reliability for the construct (Awang, 2015). The AVE and CR obtained for all four constructs are tabulated in Table 2.

Table 2

Constructs validity and reliability

Constructs	$\bar{x}$	SD	Kurt.	Ske.	(α)	Std.L	Sig.	AVE ≥0.5	CR ≥0.7
PIS									
I know about the existence of support services for SWDs at the college/ institution.	3.54	.990	-1.000	-.235	.898	.679	0.000	.556	.898
The college/ institution has reasonable construction facilities for SwDs (Wheelchairs, Ramps, signs).	3.47	.987	-1.083	.007		.827	0.000		
The college/ institution has specific admission policies for SwDs.	3.15	1.17	-.962	-.210		.743	0.000		
The college/ institution has a specific learning strategy for SwDs.	3.24	.961	-1.044	-.091		.773	0.000		
									Continued

I receive adequate support from the administrators of the college in working with SWDs.	3.42	.888	-1.173	-.043		.754	0.000		
I receive adequate support from my department in working with SwDs.	3.33	.989	-.945	-.108		.718	0.000		
I am uncertain who to call when I have questions regarding students' needs for their disabilities.	3.42	1.22	-1.010	-.184		.731	0.000		
At.SWDs									
SwDs should obtain equal educational opportunities in tourism colleges and institutions	4.08	.928	.899	-1.025	.722	.742	0.000		.50	.749
I believe that SwDs can be successful at the university level	4.02	.945	-.346	-.641		694	0.000		
I believe that a greater portion of my time is needed to teach to the needs of SwDs	4.07	.956	.321	-.903		.681	0.000		
WtA.SwDs (When I have SwDs in my class, I am willing to………….)									
Allow SwDs to take an alternative form of exams and assignments.	4.00	.914	.180	-.743	.834	.677	0.000		.575	.842
Allow SwDS extra time to complete tests and assignments.	4.05	.874	.316	-.780		.916	0.000		
Make course-related modifications to meet students' needs.	3.98	.948	-.236	-.626		.691	0.000		
Invite students to request assistance and spend extra time with them	3.95	1.004	.429	-.856		.724	0.000		
AIPD.SwDs									
I would be interested in joining staff development sessions related to the needs of SWDs	3.68	.954	-.593	-.497	.765	.742	0.000		.521	.765

Continued

Item	$\bar{x}$	SD	Ske	Kurt		Std.L	Sig		
Funding should be offered to attend conferences of the association on higher education and disabilities	3.61	.745	-.599	-.513		.762	0.000		
I have no experience in teaching SwDs and their requirements.	3.54	.996	-.691	-.415		.770	0.000		
I would like to know more information about needs of SWDs at this university.	3.68	1.049	-.593	-.497		.830	0.000		
$\bar{x}$ = Mean SD= Standard Deviation Ske= Skewness Kurt= Kurtosis Std.L= Standardized Loadings Sig = Significant									

As shown in Table 2, in terms of PIS, participants indicated a moderate level of institutional support in the context of SWDs (overall $\bar{x}$ =3.36). More particularly, they moderately agreed on the establishment of support services for SWDs at their respective institutions ($\bar{x}$ =3.54) and that their college/institution have reasonable construction facilities for SWDs i.e. wheelchairs, ramps and signs ($\bar{x}$ =3.47). The lowest mean scores were attributed to the formation of specific admission policies ($\bar{x}$ =3.15) and specific learning strategies ($\bar{x}$ =3.24). In regards to At.SWDs, faculty members reported positive attitudes towards SWDs (overall $\bar{x}$ =4.06). A high proportion of respondents do believe that SWDs should obtain equal educational opportunities in tourism colleges and institutions ($\bar{x}$ = 4.08). In a similar manner, academics showed willingness to accommodate SWDs in providing modified examinations and assignments ($\bar{x}$ =3.99). Among the items for WtA.SWDs, the willingness of academics to spend extra time with SWDs recorded the highest score ($\bar{x}$ = 4.05), followed by allowing SWDs to complete alternative assignments and tests ($\bar{x}$ = 4.00). Based on Table 2, it is shown that academics reported an interest in acquiring professional development related to educating SWDs (overall $\bar{x}$ =3.61); where the greatest mean values regarding AIPD.SWDs were represented by academics interested in attending staff development sessions related to the needs of SWDs and learn more information about the needs of SWDs. The same mean value of ($\bar{x}$ =3.68) was obtained for these two items. However, the lowest mean score among the items under AIPD.SWDs was the attendance for training in regard to approaching SWDs (courses, seminars, workshops, etc.) ($\bar{x}$ =2.79).

Considering reliability, the internal consistence of the measures used in this study was tested by determining the Cronbach's alpha coefficient. The values of Cronbach's alpha coefficient measured between 0.722 and 0.898. The reliability was determined to be at a high degree since the standard value for reliability of 0.7 as suggested by Pallant (2013) was achieved. The instrument is therefore consistent and reliable. In regard to the validity of the constructs, validity is confirmed when the Fitness Index for the measurement model has achieved the required threshold values.

Table 3
Model fit summary for the research model

Name of index	Index full name	Index value	Level of acceptance	Literature	Result
Chi-Square	Discrepancy Chi Square	7.002	P-value > 0.05. Not Applicable for large sample size (>200)	Awang, 2015; Schumacker and Lomax, 2010	Achieved
Chisq/df	Chi Square/Degrees of Freedom	3.051	Chi-Square/ df < 5.0		Achieved
CFI	Comparative Fit Index	.983	CFI > 0.90		Achieved
RMSEA	Root Mean Square of Error Approximation	.080	RMSEA < 0.08		Achieved
GFI	Goodness of Fit Index	.989	GFI > 0.90		Achieved
TLI	Tucker-Lewis Index	.948	TLI > 0.90		Achieved
NFI	Normed Fit Index	.976	NFI > 0.90		Achieved

Based on Table 3, it can be observed that the proposed model exhibits an acceptably good fit since all the fit indices achieved the required cut-off values.

4.2.Path coefficients for the research model:

In order to test the research model, the direct influence of PIS on WtA.SWDs was initially calculated and resulted in β=0.427 and p<0.001 which thus implies a significant direct influence of PIS on WtA.SWDs. The path coefficients for the research variables are presented in Table 4 after the mediator in the measurement model was modelled.

Table 4

Path coefficients for the research model

Path	Unstd.Est-imates	S.E.	C.R.	Std. Beta	P	Result
PIS → WtA. SwDs	.148	.035	4.2451	.188	***	Significant
PIS → At. SwDs	.309	.041	7.581	.396	***	Significant
At. SwDs→ WtA. SwDS	.612	.045	13.678	.605	***	Significant
WtA. SwDs → AIPD.SwDs	.355	.069	5.127	.280	***	Significant

Bootstrap correlation coefficient 95% confidence interval.						
Path	Estimate effect	Value	Bootstrapping Bias-correlated (BC) 95% (CI)			Result
			Lower	Upper	Sig.	
PIS→ At. SwDs → WtA. SwDS	Direct effect	.188	.114	.265	.003	Partial Mediation
	Indirect effect	.239	.189	.299	.003	
	Total effect	.427	.311	.343	.004	
Note: *p< .05, ** p < .01, *** p< .001 Source: Amos 25 outputs						

Using maximum likelihood estimation, Table 4 indicates a significant influence of PIS on WtA.SWDs (β=0.188, p<0.001) thus indicating that the high level of PIS attributed to a high level of WtA.SWDs in THEIs could be achievable. This therefore verifies H1. Additionally, the effects of PIS on At.SWDs was shown to be statistically significant (β=0.396, p<0.05). This thus indicates that the more institutional support THEIs have, more positive attitudes towards SWDs is exhibited. Thus, H3 is also supported. The standardised beta estimate for the influence of At.SWDs on the independent variable WtA.SWDs (β=0.605, p<0.001) indicates a great positive effect. In other words, when At.SWDs goes up by one standard deviation, WtA.SWDs goes up by 0.605 in standard deviation. This verifies H4 and thus confirms that At.SWDs mediates the relationship between PIS and WtA.SWDs. On the other hand, it was found that AIPD.SWDs is significantly affected by WtA.SWDs (β=0.280, p<0.001) and therefore signifies the contribution of WtA.SWDs in predicting AIPD.SWDs thus proving H6.

In overseeing the significance of the mediation test, a bootstrapping procedure was implemented. A 95% bootstrap confidence level, as suggested by Tofighi & MacKinnon (2015), was determined via Amos 25 to assess both the standardised direct and indirect effects with their respective significance levels. Considering Table 4, it can be observed that the test confirms a statistically significant support for the hypothesis of mediation (p<0.001). The type of mediation for this study can be implied to be a partial mediation. Despite the direct effects of PIS on WtA.SWDs reducing from β=0.427 to β=0.188, its effects remain significant after subsequent entry of WtA.SWDs into the model. This also implies that PIS significantly effects WtA.SWDs directly and indirectly in a significant manner.

A multi-group analysis (MGA) was implemented via Amos 25 to ascertain and compare whether the type of institution (public or private THEIs) is statistically significant for the different relations between them. Here, the relations between two or more variables among the groups are assessed (Memon et al., 2019). The results obtained for the MGA are tabulated in Table 5.
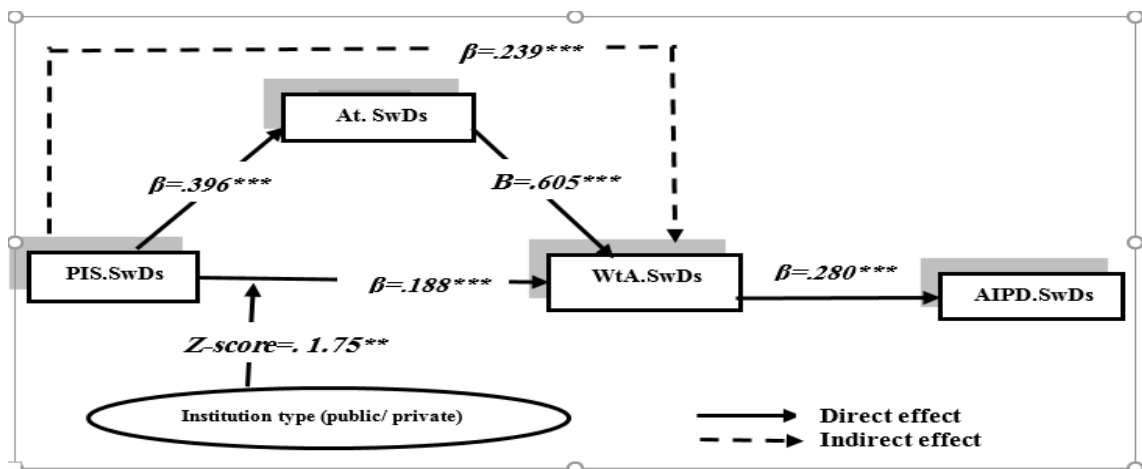
Table 5

Multi-group analysis

Variable	Subgroups	Unstd. Estimates	S.E.	Std. Beta	C.R.	P	Critical ratio for differences between parameters (z-score)	R^2	Comment
Institution type	Public	.360	.066	**.358**	5.490	***	**1.75**	**.128**	significant
	Private	.543	.081	**.549**	6.673	***		**.301**	

**Source: Amos 25 outputs

From Table 5, a significant difference between public and private THEIs for PIS and WtA.SWDs can be observed. It shall be noted here that the analysis was performed using Byrne (2010) as a guideline and by implementing the Critical Ratio for the differences between parameter methods i.e. pairwise tests of path coefficients. Based on Byrne (2010), a z-score value of greater than ±1.65 should be obtained for regression weight to be statistically significant at p<0.01. In this study, the difference between paths will be considered statistically significant at p<0.01 as it is greater than ±1.65.

Hence, we can imply that the path coefficients of private THEIs are statistically significantly different from the path of public THEIs in regards to PIS and WtA,SWDs ($Z_{public-private}$= 1.75, p<0.01) However, in contrary to what was expected, a greater willingness to support SWDs was found more in private THEIs. WtA.SWDs was found to be stronger for private THEIs compared to public THEIs. Thus, H2 is not supported. In summary, the proposed model with standardised path estimates are graphically presented in Figure 2, and the hypothesis conclusion is summarized in Table 6.

Note: *p< .05, ** p < .01, *** p< .001

Fig. 2. the proposed model with standardized beta estimates

Table 6

Summary of hypothesis conclusion

	Hypothesis statement	Decision
H1	The institutional support for SWDs perceived by academics has a significant influence in their willingness to accommodate SWDs.	Supported
H2	The effects of perceived institutional support for SWDs on the willingness of academics to support them is stronger in public THEIs rather than private ones.	Not supported
H3	The attitudes of academics are significantly influenced by their perceived institutional support for SWDs.	Supported
H4	The willingness of academics to accommodate SWDs is positively and significantly influenced by their attitudes towards SWDs.	Supported
H5	The attitude of academics is a mediating factor between perceived institutional support and the willingness to support SWDs.	Supported
H6	The willingness of academics to accommodate SWDs has a positive and significant influence on their interest in the professional development of SWDs.	Supported

Respondents were queried in regard to which type of disability may be more successful from their own viewpoint and field specialty. The respondents seem to be more accepting of students with physical and mobility disabilities, followed by students with hearing impairments and lastly visual impairments.

5. DISCUSSION AND CONCLUSION

5.1.Theoretical implications:

Results of the current study provide first empirical evidence regarding the issue of integrating SWDs in tourism higher education institutions in Egypt. In parallel with the increasing interest in SWDs in Egypt in recent years, this study was aimed in investigating the perception of academics on institutional support, attitude, willingness to accommodate and interest in professional development with regards to SWDs. These dimensions help in providing a comprehensive picture of the issues involved in integrating SWDs among academic staff in Egyptian THEIs. This purpose was fulfilled through the findings of the study as discussed in the following.

Despite academics displaying only a moderate level of institutional support provided by THEIs in the context of SWDs, such finding can still be considered a point of positivity since the existence of an acceptable limit of these facilities is a good base for further development. As said by Cawthon & Cole (2010), if the faculty initially ensures some realistic establishment of supporting facilities and learning strategies for SWDs, then the weaknesses can be examined for further development. PIS showing a significant positive influence on the WtA.SWDs of academics, proves the patronage that academics feel in integrating SWDs. Thus, they would be more willing to accommodate them.

Additionally, the present study establishes that the positive effects of PIS on WtA,SWDs is stronger in private tourism education institutions rather than public ones. Three possible reasons can be discussed in relation to this finding. Firstly,

private institutions in tourism education do not include admission tests compared to tourism colleges that are affiliated with the government. Secondly, there is potentially a concern for funding issues whereby the financial resources of private THEIs exceeds the financial resources available to government colleges. Hence, insufficient financial resources may hinder public THEIs to undertake actions in providing the needs of SWDs as well as the facilities needed including constructional facilities, library services and instructional alternatives to support them. Finally, private education institutions mainly aim at making economic benefits regardless of the circumstances that the students are enrolled in and therefore accept all students. These differences would not however hinder the optimal investment of available financial and human resources in public THEIs especially considering that they show willingness to aid SWDs.

With the above, academics showed positive attitudes towards SWDs. They do believe that SWDs could be successful and subsequently graduate from THEIs and that they should have equal opportunities in obtaining education from aforementioned institutions. This result is consistent with previous studies (Brulle, 2006; Sniatecki et al., 2015; Troccoli, 2017) which corroborates the affirmative attitude that most faculty members exhibit regarding disabled students. It is however in conflict with what was stated by Amr (2011) in a previous study that found that the attitude towards SWDs is a disgrace in Middle Eastern countries. This study found that these positive attitudes have a positive significant influence on academic's WtA.SWDs in their respective departments. This result is in agreement with Bourke et al. (2000) and Almutiari et al. (2020) that found that when faculty members have favourable attitudes towards SWDs, they will be effectively ready to adapt various teaching strategies, make course related modifications and provide alternative assignments and test methods. Together, these findings are hopeful as they suggest that faculty and staff members at least report a positive attitude and willingness to be supportive of SWDs in the context of THEIs.

In regards to the mediating effect of At.SWDs, findings emphasised that the aforementioned factor partially mediates the relationship between PIS and WtA. This thus implies that PIS encourages WtA.SWDs by increasing positive attitudes of academics towards the students. This result is in line with the perspective of Coleman & Shevlin (2019), in which they discussed that when the attitudes of academic staff is motivated by a good perception of institutional support, their willingness and participation in developing teaching-learning strategies and creating an inclusive education environment for SWDs will increase. These findings verify that the perceptions of academics about institutional support practices will affect their attitudes towards SWDs which indirectly affects the desire for academics to accommodate them. Hence, promoting positive attitudes gives academics a strong motivation to seek wider educational alternatives and different aids for SWDs and subsequently raise their enthusiasm. In addition, the mediating role of At.SWDs is a sign of the relationship between THEIs and the academic staff because it verifies the beliefs of academics have about how much their institutions appreciate SWDs.

Consistent with results presented by Rao and Gartin (2003), academics showed a desire to obtain disability-related training. This is due to their optimism in their willingness to accommodate SWDs. Results revealed that the WtA.SWDs of academics have a positive significant influence on their interest in obtaining sufficient training as this would enable them to provide the appropriate accommodations and make them more efficient. Cases where the WtA.SWDs of academics is not accompanied by professional training will not be beneficial and would lead to failure in providing suitable instructional alternatives and other educational accommodations. This result is in agreement with Khouri et al. (2019) which demonstrated that the willingness of academics to accommodate SWDs translates into interest regarding their issues and thus desire to acquire skills through disability-related training.

Finally, when the respondents were asked if they had any recommendations about the research topic, two repeated comments were noted. Academics believe that the success of SWDs at the university level is dependent on the type of disability when choosing their department of interest. Depending on the type of disability, a student with physical disabilities for instance could be successful and compete academically in one particular department (such as hotel management) more than another department considering that this department involve numerous areas of work. Similarly, a student with hearing impairments could be successful in tourism guidance department. Recently, the Ministry of Tourism has offered training courses for tour guides in communicating with deaf tourists. In other words, certain jobs in tourism may be more suited for a given type of disability. This means that the type and severity of disability affects the enrolment of a student in a specific department than another. Regarding the second comment, despite academics generally showing a willingness to provide SWDs with instructional alternatives, they were heedful about maintaining academic integrity. For instance, five academics mentioned in a comment the different ways that they would be willing to assist in educating SWDs only if they could be guaranteed that it would not cause lower academic standards for the educational program. In handling this issue, Brulle (2006) pointed out that institutions of higher education have the right to determine what constitutes the essential elements of their programs and that these elements do not need to be altered to accommodate SWDs. Thus, THEIs could scrutinise their programs to determine which competencies are essential to the program and what accommodations can be provided without altering critical aspects of these competency requirements and provide reasonable instructional alternatives for them. However, colleges and universities must develop and follow well-conceived, fair and open procedures whenever making decisions regarding specific accommodations for SWDs.

5.2. Practical implications

Based on the discussed results, several implications and recommendations could be forwarded for managers of THEIs, heads of Egyptian Universities and the Ministry of Higher Education which would subsequently contribute to the body of knowledge in this regard.

Results of the current study signify a positive indicator in regard to the interest of academics in professional training related to the education of SWDs. These findings

have led to an increased focus on the professional development of faculties in university-based disability support programs and the necessity to find ways in achieving them. With this, managers of THEIS could benefit from these findings by providing training programs not only for academics but also all faculty members. Training can be offered at all levels. Firstly, academics should be trained how to adapt appropriate teaching strategies for SWDs, developing courses, providing optimal teaching methods, establishing alternative tests and assessment methods, using technological aids, learning the do's and don'ts regarding disability making accommodations for tests and assignments, gain insight into legal issues and laws, providing the best practices in working with students with different types of disabilities and acknowledgement of their legal responsibilities. Additionally, academics need to be aware of the impact they have on the lives of SWDs in terms of their social life and not only in the context of education. It is worth mentioning that there is a matrix of training programs applied by academics from instructors to professors in THEIs. According to rules published by the Supreme Council of Universities, academics must pass four requisite and two optional training courses. From here, it is possible to have an additional training course entitled "Dealing with Students with Disabilities" as one of the mandatory courses. Members of the academic staff from the faculty of Education and experts specialising in the field of disability should participate in this training as they have enough experience. Secondly, managers of THEIs should raise the awareness of administrators in regard to the needs of SWDs and how to handle their issues. Thirdly, providing training to non-disabled students concerning how to deal with their SWD peers and how to assist them if requested. All these training programs can be done through workshops, seminars, training, provision of handbooks about disabilities and online training.

The positive findings found in the relationship between the attitudes of academics and the willingness to accommodate SWDs could be beneficial to parents and students. It is suggested that the awareness for the specific needs of students creates more willingness to provide additional support in university staff members. From a social aspect, this study has a potential impact in the society as it pertains to the quality of life of SWDs. The inclusion and accommodation of SWDs with their peers in THEIs will have positive impacts on both their education and socialisation. The acceptance of SWDs in a cooperative and supportive university environment improves the mental well-being of SWDs by reducing their alienation in the society. Accepting disability at a wider societal level would contribute to creating role models that encourage more positive aspects in regard to disabilities. Results of this study additionally should encourage the Ministry of Tourism and the heads of THEIs to build collaborative partnerships with the private sector to integrate SWDs into the labour market for tourism after graduation and provide the appropriate training for them during their education. Great effort should be made from the Ministry of Tourism in encouraging tourism establishments that prove their cooperation with THEIs in training SWDs by providing tax concessions or exemptions. In addition, the collaboration between managers of THEIs and the Ministry of Communication and Information Technology is required as they could contribute in clarifying how assistive technology can be

better used by academics to accommodate SWDs in the field of tourism whether that be in training or their education.

The findings of this study would also motivate managers in THEIs to allocate service officers or at least select a dedicated person affiliated with the Youth Welfare Department or any other department in the institution to be responsible for issues regarding SWDs. They should also be qualified to provide support services and technical assistance concerning the inquiries and requirements of SWDs. THEIs that have proven their commitments towards the education of SWDs should be recognised and praised by the heads of the Ministry of Higher Education. This can be done by rewarding certificates of appreciation and the appraisal of their efforts in the media. Funds can also be rewarded to each respective institution to allow for the provision of appropriate facilities for SWDs. Results obtained from this study also encourages academics in THEIs to design a campaign under the slogan "Barrier-free Tourism Education for SWDs". This campaign targets SWDs and their parents to encourage them in joining THEIs. The rules and policies that must be met by those who wish to join can be considered to be informed. This campaign could support the social responsibility of THEIs towards the society.

Findings in this study reflects that managers in THEIs need to pay more attention to maintain a good educational environment with fair strategies, policies and procedures for SWDs. Managers in THEIs should include SWDs in their admission policies and determining the acceptable requirements regarding them. This can be done through specific committees which include not only members from academic staff but also experts in the field of disability to guarantee impartiality. The presence of experts in disability issues could help in determining more precisely the extent to which a student is eligible to attend a particular institution. For example, the committee could determine with regard to hearing disabilities in admission policies that the audiometry of hearing aids should not exceed 60 decibels. Different policies can be established to be further extended to those with disabilities in mobility and all other degrees of disability.

This study has revealed the key role of At.SWDs in the relationship between PIS and WtA.SWDs. With this, the findings suggest the planning required in improving the attitudes exhibited by academics towards SWDs that should be made by the heads of THEIs. This can be extended and tailored to the different groups of academic staff by raising awareness through provisions of information and training, knowledge transfer of legislation regarding postsecondary SWDs and establishing positive representations of PWDs successful in different fields. Findings from this study promotes very promising results pertaining to the attitudes of academics towards SWDs in THEIs. This should encourage the managers of THEIs to conceive visions and establish clear plans regarding the education of SWDs that oversees current situations pertaining to facilities available, teaching-learning strategies as well as alternatives in instruction delivery. Opportunities in delivering professional development for administrators, faculty members and students should also be encouraged. In addition, a growth mindset based on continual building of the capacity for institutional change should also be sought. With the above, the quality of

programs, services and support for SWDs can be consistently monitored and evaluated.

The results of this study should finally stimulate decision makers in the Ministry of Tourism, Egyptian universities and in particular managers in THEIs to pay more attention to SWDs in THEIs as this group must be given all their rights and empowerment at societal, economic and political levels. THEIs are the main gateway that will enable them to acquire the appropriate skills that qualify them for the labour market in tourism and their positive participation in social and practical aspects of life. The inclusion of SWDs in higher education is a societal necessity, a national responsibility, and a responsibility of the society with respect to all its institutions. As discussed above, involving SWDs in tourism education is a respectable idea that needs to be well coordinated with various entities in the community to ensure better employment opportunities for them after graduation.

6. Limitations and future research:

There are several limitations to this study. It shall be noted that this study was limited based on the number of responses obtained from the participation of the survey. This study has also put into focus a general aspect of students with disabilities. Therefore, results may differ when considering the classification of specific types of disability. Findings of this study were based on responses from academics in THEIs and hence future studies should consider other faculty members such as administrators as well as students. Comparative studies with other types of higher education institutions in the context of Egypt should be pursued to verify the findings of this study at a larger scale. With this, the inclusion of SWDs in Egyptian universities will ultimately be encouraged. In other aspects, the evaluation of the attitudes of academics towards SWDs once a postsecondary program has started would be beneficial in future research. A comparative study can also be performed in this regard. Future research should also address the already present barriers that SWDs are facing in THEIs. Research into assessing the success of SWDs in completing their education programs in THEIs would also be beneficial. Here, the inter-relationship between the success levels obtained by SWDs and the attitudes of faculty members can be examined. Lastly, research into evaluating and measuring the perceptions exhibited by non-disabled students towards their peers with disability should be performed.

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دمج الطلاب ذوي الإعاقة في مؤسسات التعليم العالي السياحي فى مصر (THEIs): منظور أكاديمى

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الملخص	معلومات المقالة
تسعى هذه الدراسة إلى تقييم الدعم المؤسسي واتجاهات أعضاء هيئة التدريس (الأكاديميين) تجاه دمج الطلاب ذوي الإعاقة (SWDs) فى مؤسسات التعليم العالي السياحي فى مصر (THEIs). كما تهدف الدراسة إلى تقييم رغبتهم واهتمامهم بالتطوير المهني فى هذا الصدد. تم تصميم استمارة استقصاء وزعت بشكل عشوائي على أعضاء هيئة التدريس فى مؤسسات التعليم العالي السياحي فى مصر. تم تحليل النتائج إحصائيا باستخدام تحليل المسار (Path-Analysis) عبر برنامج (Amos.V.25) لاختبار فرضيات البحث والتحقق منها. وقد توصلت نتائج الدراسة الميدانية إلى وجود اتجاهات إيجابية لدى أعضاء هيئة التدريس بمؤسسات التعليم السياحي العالي فى مصر تجاه الطلاب ذوي الإعاقة مع استعداد عام لاستيعابهم ودمجهم فى مؤسساتهم التعليمية. تقترح هذه الدراسة تعزيز الدعم المؤسسي والتطوير المهني للأكاديميين فيما يتعلق بتعليم الطلاب ذوي الإعاقة من أجل توفير بيئات تعليمية موائمة لهم فى مختلف المجالات ومنها المجال السياحي. كما توصي الدراسة بضرورة زيادة الوعي المؤسسي بهذه الفئة ومحو الاتجاهات السلبية السائدة عنهم، والتركيز على قدراتهم وإمكانياتهم وتقديم النماذج الناجحة فى المجتمع, مع ضرورة تشكيل لجنة مختصة لتحديد معايير قبول الطلاب ذوي الإعاقة فى مؤسسات التعليم العالي السياحي فى مصر.	**الكلمات المفتاحية** الطلاب ذوى الإعاقة؛ مؤسسات التعليم العالى السياحى فى مصر؛ الأكاديميون؛ الدعم المؤسسى؛ دمج **(JAAUTH)** **المجلد 19، العدد 3، (2020)،** **ص 180-206.**