



RESEARCH ARTICLE

## Challenges Facing Social Affairs Departments in Tabuk Region in Social Empowerment of People with Disabilities

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ARTICLE INFO	ABSTRACT
Received: Sep 20, 2024 Accepted: Oct 26, 2024	The study aimed to reveal the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, through the challenges facing the social affairs departments in identifying the psychology of people with disabilities, the challenges of motivating people with disabilities to deal with society and empower them, the challenges of changing the negative attitudes of ordinary individuals towards people with disabilities, and revealing the existence of statistically significant differences in the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially attributed to the variables (gender, job). To achieve the objectives of the study, the descriptive approach was used, and the questionnaire was a tool that was applied to a sample of 212 employees of those departments. The study reached a set of results, the most important of which are: The total degree of achievement of the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, came with a (large) rating; The first place in terms of approval of the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of its employees was the challenges related to identifying the psychology of people with disabilities, the second place was the challenges related to motivating people with disabilities, and the third place was the challenges related to changing the attitudes of ordinary people towards people with disabilities, all of which achieved a degree of (large) appreciation, and there were no statistically significant differences. There were statistically significant differences at the level of the study sample's average responses regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, in (total questionnaire) according to the variable (job), and there were statistically significant differences at the level of the study sample's average responses regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, in (total questionnaire) between the category (male and female), in favor of (females). The study recommended a set of recommendations, the most important of which are: The need to reduce the exposure of people with disabilities to hearing words of pity and sympathy from others, as too much of this may affect...His self-confidence, and the focus in
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dealing with people with disabilities on his feeling of security, as this results in reducing his fear of facing the future.

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## INTRODUCTION

Human development is the cornerstone of development in all societies, regardless of the level of development in that society, as people are the means and goal of development. From this standpoint, countries of the world have been interested in investing in their human capital without limits. There is no doubt that the human element in general, and people with special needs in particular, is the national wealth of any society. They are an integral part of building any society and of the comprehensive development system that leads society towards the movement of progress and prosperity, which has increased the responsibility of society in general and education in particular to direct attention and special care to this category, in order to empower them in society.

Empowering people with disabilities is a fundamental human right. And a means to enhance his position in society, and it is an indicator of the quality of life of people with disabilities (Lukas, Lizasoain Galarreta, & Etxeberria, 2018). It also represents a global trend aimed at improving the quality of life of this group and increasing their participation in society in order to achieve social justice and sustainable development. At the international level, there are agreements concerned with protecting the rights of people with disabilities and enhancing their participation in society; including the United Nations Convention on the Rights of Persons with Disabilities; which was adopted in 2006 and began to be activated in 2008. This agreement aims to improve the lives of people with disabilities, and focuses on raising awareness of their rights, and encouraging societies to fully include them in all aspects of life. In addition, the agreement obliges countries to take measures to ensure the protection of people with disabilities from discrimination, violence and exploitation (Abdullah, 2023).

The philosophy of empowerment is based on the capabilities, talents, determination and persistence of people with high disabilities, which have enabled them to achieve successes that may exceed the successes of many of their normal peers in the educational, sports, economic and other fields. The Kingdom of Saudi Arabia's Vision 2030 and the National Transformation Program 2020 came to emphasize the importance of empowering people with special needs; This is done by implementing the outcomes of the National Strategy for People with Special Needs, which is adopted by the Ministry of Labor and Social Development. (Al-Bayoumi, 2021).

Empowerment is also one of the elements that provide integrated growth for people with disabilities, which focuses in its simplest meanings on employing their energies, achieving their inclinations and self, and making them feel their social entity. Most societal theories also emphasize the importance of empowerment in building a healthy personality, which leads to developing the personality and helping people with disabilities acquire experiences and skills, which helps them achieve their integrated growth and reach the desired change (Ahmed, 2023). Therefore, it has become necessary to empower and employ people with disabilities in jobs that suit their abilities and utilize their energies, in a way that meets their psychological, social, and economic needs. Their social empowerment leads to proving their abilities, achieving their independence, and preserving their dignity. (Martin McMahon, Darren Lee Bowring & Chris Hatton, 2019)

Hence, we can say that the rehabilitation, empowerment and integration of people with disabilities into society has national, economic and social dimensions; because they represent great human energies if they are properly directed to become productive and creative forces that can participate in community development. Therefore, their rehabilitation and integration into society - especially

in the first years of their lives - is one of the advanced steps in any society; so that society can benefit from all its categories, regardless of their potential, capabilities and talents.

Hence, the issue of social empowerment of the disabled and how to build their social, educational and economic capabilities emerges, which is called (empowerment) and collective solidarity in confronting their situation, which is sometimes described as disability, deficiency and isolation, or sometimes as sympathy, mercy and compassion. Empowerment in its general essence means empowering individuals to liberate themselves. In contrast to the concept of empowerment and strength, there was the concept of weakening, if this approach did not ignore preventing the other intellectually disabled from obtaining strength, or what is called the concept of weakening for those groups, which means preventing special needs from reaching the entrance to strength (Al-Yamani, 2012).

Fouad (2018) confirmed that the higher the level of rehabilitation by civil society institutions represented by associations for the care and rehabilitation of people with disabilities, the more influential this factor is in achieving more positive results in pushing people with disabilities into the labor market in successful experiences that make the person with a disability have a positive impact in driving the wheel of development in society, and move him from the stage where he needs others to support him, to become a breadwinner for himself, able to earn his living on his own in an inclusive social life, in the midst of a society that accepts him and coexists with him on an equal footing in all elements..

This study aims to identify the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, and to develop mechanisms to overcome these challenges, which contributes to implementing the Kingdom of Saudi Arabia's Vision 2030 and improving their quality of life.

### **Problem of study**

Comprehensive social development requires attention to empowering all segments of society with their full rights. Persons with disabilities are considered the most marginalized of these segments on the global level, especially since the number of disabled people is not small compared to the actual number participating in economic development. This has necessitated the search for ways to integrate this segment into societies, remove all obstacles facing them, and combat discrimination between them and other segments. Countries have made great efforts to enable the disabled to enjoy their rights through charters and declarations that have spanned decades, whether at the global or Arab level, and the Kingdom has taken great steps in the field of supporting and empowering people with disabilities.

People with disabilities face major challenges after completing their education, whether they have mental disabilities (which end after high school) or sensory disabilities (which extend to university) related to their ability to be employed in a way that qualifies them to live with dignity. This is due to the limited opportunities to obtain meaningful work, which negatively affects their confidence and that of those around them. They refuse to receive a disability allowance or a living allowance, and one of the mistakes that destroys their professional lives is enabling them on the basis of stereotypes. At work, they also refuse to say that every disabled person is a miracle if he performs his work perfectly, but rather this is natural to them if they are trained and educated (Schwartz, 2014).

Despite many laws that allow people with disabilities to work, they face functional limitations. Which delays their transition to the reality of work in general, and what increases the problem is what the World Health Organization statistics showed that the percentage of disability in developing countries ranges between (10: 13%), and that (70%) of the disabled do not work (Karen, Applequist, & Roxanne, 2011).

Many charitable associations have emerged and are responsible for people with disabilities. Their activities, requirements and goals have varied to help people with disabilities in different regions that seek to rehabilitate, empower and support people with disabilities and provide them with the various knowledge and skills that qualify and train them to participate in the various fields of society. (Bishato, 2021).

Despite the efforts made by the Kingdom of Saudi Arabia through its various institutions to support people with disabilities and integrate them socially, there are challenges that hinder this effort. The study (Ahmed et al., 2023) indicated that there are obstacles that affect the empowerment of people with disabilities in the Hail region, the most important of which is the failure to shed light on the successful experiences of those in the same circumstances as the disabled within society, the lack of coordination between community institutions related to the empowerment of people with disabilities, and the lack of training programs that aim to achieve the participation of the disabled in the development of their society. The study (Al-Qahtani and Al-Daaj, 2020) also indicated that the obstacles to the functional empowerment of people with intellectual disabilities in the labor market were represented by obstacles related to society, followed by the dimension of obstacles related to the family, followed by the dimension of obstacles related to people with intellectual disabilities themselves, and finally came the dimension of obstacles related to work colleagues. The study called for the establishment of an entity concerned with employing people with disabilities, and the establishment of a supervisory body that supervises and follows up on the process of employing people with intellectual disabilities and holds accountable those who violate their rights, and providing material and informational support by the competent authorities to the employment sectors in relation to With appropriate modifications for people with intellectual disabilities, such as modifications to (buildings, number of working hours) (To facilitate the empowerment of people with intellectual disabilities to obtain jobs, and the study (Fayed, 2023) showed that among the difficulties facing the contributions of social empowerment in achieving the societal integration of people with motor disabilities are the weakness of coordination mechanisms between civil society organizations concerned with caring for people with motor disabilities, which hinders activities related to supporting the rights of people with motor disabilities, and the lack of sufficient experience among workers in how to deal with people with motor disabilities.

The study (Shaqir, 2024) confirmed that the field of caring for people with disabilities is one of the important primary fields of social service, as it became clear that there is an increase in statistics related to people with disabilities. According to estimates by the United Nations, the number of people with disabilities in the world is about 600 million, 8% of whom are in developing countries, and only 1 or 2% of them receive care and rehabilitation services. It also announced that the percentage of people with disabilities in any society ranges between 7% and 10% of the citizens of each country, and the percentage of people with disabilities in the Arab world is estimated at about 10% of the total population, but those who have the necessary service do not exceed about 2%. This percentage highlights the importance of combining international, Arab and national efforts, whether governmental, civil or private sector, to provide care and rehabilitation for all people with disabilities and benefit from their energies, because the previous statistics clarify the seriousness of the problem and emphasize the need to mobilize community efforts in all their forms and specializations to work together in order to play a noticeable role in the various treatment processes.

The study problem can be formulated in the following main question:

**What are the challenges facing the social affairs departments in Tabuk region in empowering people with social disabilities?**

The following questions branch out from the main question:

1. What are the challenges facing the social affairs departments in Tabuk region in identifying the psychology of people with disabilities?
2. What are the challenges facing the social affairs departments in Tabuk region in motivating people with disabilities to interact with society and empower them?
3. What are the challenges facing the social affairs departments in Tabuk region in changing the negative attitudes of ordinary individuals towards individuals with disabilities?
4. What are the proposed mechanisms to overcome the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially?
5. Are there statistically significant differences in the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, attributable to the variables (gender, job)?

### **Study objectives:**

The study aims to develop proposed mechanisms to overcome the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, through:

1. Exploring the intellectual foundations of empowering people with disabilities in contemporary educational thought.
2. Identifying the challenges facing the social affairs departments in Tabuk region in identifying the psychology of people with disabilities.
3. Identifying the challenges facing the social affairs departments in Tabuk region in motivating people with disabilities to interact with society and empower them.
4. Statement of the challenges facing the social affairs departments in Tabuk region in changing the negative attitudes of ordinary individuals towards individuals with disabilities.
5. Find out the presence/absence of differences in the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, attributed to the variables (gender, job).

### **Importance of the study:**

#### **Theoretical importance:**

The study is concerned with people with disabilities and their social empowerment as essential members who have all rights in society. Therefore, it is necessary to work to remove all challenges and obstacles related to their empowerment and integration into society through education, work, or participation in all community activities, which may result in their failure to be empowered, leading to isolation, withdrawal, depression, and despair, which negatively affects their quality of life in particular and the life of society in general.

The multiplicity of problems facing people with disabilities, with many life problems, whether related to study, social relations, work, economic status, marriage problems, and other life problems, which are considered an acquired right for them and the necessity of enabling them to do so..

#### **Practical importance:**

The results of the study may contribute to developing the performance of community institutions, especially the social affairs departments in Tabuk region, by identifying the challenges they face in empowering people with disabilities socially, and presenting proposals and mechanisms to overcome them.

The results of the study may help counselors and psychotherapists in providing programs that help people with disabilities overcome the obstacles that prevent them from participating effectively in society.

**Study limitations:**

- **Objective limit:** The challenges facing the social affairs departments in Tabuk region are represented in (challenges related to identifying the psychology of people with disabilities, challenges related to motivating people with disabilities, challenges related to changing the negative attitudes of ordinary people towards people with disabilities)
- **Spatial limit:** Social Affairs Departments in Tabuk Region.
- **Time limit:** The questionnaire was applied in the second semester of the year 1445 AH.

**Study terms:****People with disabilities: Individuals with Disability**

Disability is defined in the language: In Lisan al-Arab (Ibn Manzur, 1414), a man is disabled, meaning he has a handicap, he prevented him from doing something, he prevented him from doing it or he prevented him from doing it. As for a disabled person, he is a person who suffers from a deficiency in his body or who shows a mental deficiency such that he does not have the ability to acquire or maintain a job; that is, the disabled person is the person who shows a disability or deficiency in his physical, organic or mental ability (Shukur, 2005). A person with a disability is defined as a person who has one or more disabilities that impair his ability and make him in dire need of external assistance. He is someone who has lost his ability to perform his work or do another job as a result of a physical, bodily or mental deficiency, whether this deficiency is due to an accident, illness or congenital disability. (Fouad, 2018).

Abdul Salam and others (2023) indicated that disability expresses a fundamental difference between disabled people and normal people in one or more aspects of human development, which appears in:

- Impairment or deficiency in one of the human senses.
- A deviation from the normal in one of the physiological or psychological functions.
- Partial or total disability.
- A disability that affects an individual's ability to perform daily activities.
- It prevents the individual from keeping up with his peers of the same age and gender.
- It prevents the individual from performing the requirements of his role in society.
- It prevents the individual from performing his role and being accepted by others.
- It prevents the individual from working, marrying and starting a family.
- It hinders the natural growth and development of the individual's education.

The United Nations (2017) defines persons with disabilities as those who have long-term physical, mental, intellectual or sensory impairments. (United Nation, 2017)

The study defines people with disabilities procedurally as: people who have a fundamental difference from normal people in one or more aspects of human development and suffer from long-term physical, mental, intellectual or sensory disabilities that prevent them from integrating into their society and interacting normally like normal people.

**Social empowerment: Social Empowerment**

Empowerment is defined in the language as: (making possible) a matter, i.e. it became easy and possible. To enable someone to do something means to give him authority and power over it. Empowerment in its general essence means enabling individuals to liberate themselves (Naji, 2014). The word empowerment also refers to a person's possession of the factors of power, control, dominance and empowerment. It is derived in the Arabic language from the root of the verb (makn) meaning to be able to do something and to be able to do it. It also means employing legal power to do something for a specific purpose. (Rappaport, 1987)

Empowering people with disabilities means providing opportunities and capabilities that help people with disabilities control their lives, facilitate decision-making, and allow them to develop their skills and participate effectively in community activities, thus enabling them to benefit from their potential as a productive force regardless of their physical or mental abilities.(Abdullah, 2023).

Al-Bayoumi (2021) defined social empowerment as providing the intellectually disabled with various knowledge, attitudes, values and skills that qualify them for positive and effective participation in various activities and events of human life to the maximum extent that their capabilities and abilities qualify them for, in addition to changing the culture of society towards the disabled and disability from a culture of marginalization to a culture of empowerment. There is no doubt that building and developing human capabilities in general is one of the issues of the hour imposed by the cognitive and informational transformations occurring globally. There is also no doubt that building and developing human capabilities must include all groups and classes in society.

The study defines social empowerment procedurally: It means providing people with disabilities with various knowledge, attitudes and values that qualify them for positive and effective participation in various activities and events of human life to the maximum extent that qualifies their capabilities and abilities, in addition to changing the culture of society towards the disabled and disability from a culture of marginalization to a culture of empowerment. This makes them move in a positive direction towards life if they achieve effective social empowerment.

### **Previous studies**

The study (2011) aimed to:Baranauskienė, et al. to reveal the trends of the strategies of activity of Lithuanian NGOs to meet the social and educational needs of persons with disabilities, the study showed that these organizations provide direct assistance services, membership in organizations, and community participation, as well as long-term activities through strategic plans consistent with institutional and political contexts, which aim to change social policy in empowering persons with disabilities at the institutional, regional, national or global level, as well as the emergence of NGOs as a field of human investment.

The study of Al-Otaibi et al. (2015) sought to identify the role of the Comprehensive Rehabilitation Center in empowering individuals with disabilities in the Najran region, Kingdom of Saudi Arabia. To achieve the study objective, a questionnaire was developed, consisting of four areas related to educational, professional, economic and social empowerment of individuals with disabilities, and distributed to the center's employees. The results indicated the weak contribution of the center to educational, professional, social and economic empowerment programs for individuals with disabilities in Najran. The results also indicated the absence of statistically significant differences attributable to the gender variable.

The study (2017) reviewedKumar The role of service centers in empowering people with disabilities, and the study showed that community rehabilitation centers in educational empowerment play a role as an incentive for people with disabilities, as it facilitates people with disabilities or their parents to obtain admission and training to manage pre-school, colleges and universities, and community rehabilitation centers also work to create awareness of the educational rights of people with disabilities through handbills and publications and provide guidance and counseling services to parents of people with disabilities in order to be accepted into schools and improve their educational performance.

The study of Al-Qahtani and Al-Daaj (2020) aimed to reveal the most important obstacles to the functional empowerment of people with intellectual disabilities, and to know the most important solutions that help in their functional empowerment from the point of view of their parents. The study used the descriptive survey approach by constructing the study tool represented by a questionnaire prepared by the researchers. The questionnaire was applied to (322) parents of

students with intellectual disabilities in the secondary stage enrolled in intellectual education programs in the city of Riyadh. The study reached the following most prominent results: The most important obstacles to the functional empowerment of people with intellectual disabilities in the labor market were represented by obstacles related to society, followed by obstacles related to the family, followed by obstacles related to people with intellectual disabilities themselves, and finally came after obstacles related to work colleagues. The results revealed that the most important solutions that help in the functional empowerment of people with intellectual disabilities in the labor market are as follows: establishing an entity concerned with employing people with disabilities, establishing a supervisory body that supervises and follows up on the process of employing people with intellectual disabilities and holds accountable those who violate their rights, and providing material and informational support from the competent authorities to the employment sectors regarding appropriate modifications for people with intellectual disabilities such as modifications (buildings, number of working hours) to facilitate the empowerment of people with intellectual disabilities in jobs..

The study of Al-Bayoumi et al. (2021) aimed to present a proposed vision for empowering people with special needs in Saudi society from an Islamic perspective. The study used the descriptive approach, and applied a scale for empowering people with special needs in Saudi society from an Islamic perspective, on a sample consisting of (53) faculty members in the Department of Special Education at Taif and Umm Al-Qura Universities, and (50) teachers for people with special needs in Taif Governorate. The results of the study showed that the study sample largely agrees with the criteria for the proposed vision for empowering people with special needs in Saudi society from an Islamic perspective, and there are no statistically significant differences between the average scores of the sample as a whole according to the number of years of experience in the total score of the scale and dimensions. The study reached a proposed vision for empowering people with special needs in Saudi society from an Islamic perspective, consisting of five dimensions of empowerment: empowerment (legal, medical, economic, social, educational). The study recommended the need for early training for people with special needs on social skills that enable them to integrate into society..

And offered a study by Bizat (2022) on the institutional empowerment of people with special needs, which includes their rehabilitation, integration into society, and care for them through special institutions and agencies, and the pursuit of implementing the legal texts related to this category in order to enable them to exercise their substantive rights, and whether the institutions created by Algerian legislation in this field are sufficient to implement the contents of the United Nations Convention on the Rights of Persons with Disabilities. Therefore, a distinction was made between the institutions that preceded the issuance of Law No. 02-09 on the Protection and Promotion of the Disabled, considering that it is the most important law regulating the rights of this category, and the institutions created after it. The results of the study showed that the attempt to adapt domestic national legislation to the Convention on the Rights of Persons with Disabilities is insufficient, either because there is no clear practical activity for these institutions yet, or because there are no effective mechanisms to monitor the implementation of the Convention, which necessitates the need to double the government's efforts to amend its laws and activate the activity of associations and civil society locally and internationally..

The study of Abdel Salam and others (2023) aimed to: To clarify the reality of educational empowerment for students with special needs in public secondary schools in Egypt and its obstacles; in order to reach a proposed vision for educational empowerment for students with special needs in public secondary schools to achieve the goals of Egypt's Vision 2030. The study used the descriptive approach because it is appropriate for the nature of the study and its goals, and used a questionnaire that was applied to a sample of students with special needs in some public secondary schools in Assiut Center, amounting to (289) students. The study reached several results, the most important of which are: - The dimensions of educational empowerment for students with special needs in



secondary school were arranged according to the study sample as follows: admission and registration services first, then living services, then office services, then educational equipment and buildings, then educational services, and finally came after the services of centers for people with special needs. The study showed a set of obstacles that stand in the way of achieving educational empowerment for students with special needs, the most important of which are: the weakness of the budget allocated for educational empowerment for students with special needs, the lack of service centers and guidance for students with special needs, the lack of school buildings and libraries suitable for students with special needs, and the lack of trained and qualified teachers to deal with students with special needs. At the end of the study, a proposed vision for educational empowerment for students with special needs in public secondary school to achieve the goals of Egypt's Vision 2030.

The study of Ahmed et al. (2023) aimed to identify the role of Hail region in empowering people with disabilities from divorced families to contribute to community development, and the empowerment activities (health, economic, professional, cultural, educational and psychosocial) directed by Hail region to this category and the obstacles that hinder the empowerment process. The current research belongs to descriptive analytical studies, and relies on the social survey method. Data were collected through a questionnaire tool applied to a sample of (62) people with disabilities and an interview guide applied to (10) academic and field experts. The research reached the most important results, the most important of which is that the empowerment of people with disabilities in Hail region generally occurs at an average level, and health and psychosocial empowerment is estimated at an average level, while economic, professional, cultural and social empowerment is estimated at a weak level. It also found differences in the empowerment of people with disabilities due to gender in favor of males. It also identified the most important obstacles that hinder the empowerment of people with disabilities in Hail region, the most important of which is not shedding light on the successful experiences of those in the same circumstances as the disabled within society, and the lack of coordination. Among the community institutions related to empowering people with disabilities, there is a lack of training programs that aim to achieve the participation of the disabled in community development. The research, through interviewing a sample of experts, reached a proposed vision for the process of empowering people with disabilities in the Hail region. The research recommends its implementation in organizations that care for people with disabilities..

The study of Abdel-Qader (2023) aimed to identify the role of the university in digital empowerment for students with disabilities, and to develop a proposed vision to activate this role. The study used the descriptive analytical approach and relied on a questionnaire applied to a sample of students with disabilities at Assiut University, totaling 40 male and female students. The study concluded that the university contributes to a moderate degree in achieving digital empowerment for students with disabilities, as the role of student activities came in first place, followed by the role of the university teacher, followed by the role of academic courses, followed by the role of university administration. The research recommends establishing a technology services unit in all faculties at Assiut University to provide technical support for students with disabilities, and for the university administration to provide material incentives for students with disabilities who use digital technologies.

Sultani (2023) aimed to present a proposal for an alternative strategy based on modifying the characteristics of people with special needs; to achieve their social empowerment within their communities, and transform them into a positive, productive and effective category as human energy, after reviewing a set of international and national laws and legislation related to organizing the lives of these individuals, and clarifying the efforts of countries in caring for people with special needs and empowering them socially, as their care has become one of the basic criteria by which we can judge the extent of the progress and development of these countries..

Abu Zahra's study (2023) aimed to identify appropriate intervention priorities to empower people with developmental disorders and integrate them into social life from the perspective of their

families. The study population consisted of families of people with developmental disorders who were visitors to the Center for Developmental and Behavioral Disorders at the Children's Hospital in Taif. 275 cases were selected as a random sample (98 cases of autism spectrum, 53 cases of hyperactivity and attention deficit, 124 cases of comprehensive development). The researcher designed a questionnaire with two main axes: the first axis: early intervention, and the second: integration and empowerment. The study concluded that there are challenges facing families of children with developmental disorders, the most severe of which is related to anxiety about the future of children in general and feeling psychological pressure due to the inability to manage their condition and modify their behavior, as well as the need for children with developmental disorders to develop personal skills (safety, personal care, table manners). Finally, the existence of challenges related to communication skills and social skills may hinder the integration and empowerment of children with developmental disorders. Accordingly, the study came out with a set of recommendations that serve those with developmental disorders and their families in terms of diagnosis, rehabilitation, integration, empowerment and other services such as creating an early intervention program and establishing an awareness, educational, skills and rehabilitation club under government sponsorship.

Fayed aimed, (2023) To determine the dimensions of social empowerment for people with motor disabilities through the following dimensions: economic empowerment, health empowerment, legal empowerment, social empowerment, and professional empowerment for people with motor disabilities, and also to determine the dimensions of societal integration for people with motor disabilities through the following dimensions: targeting, availability, continuous planning, human ethics, and follow-up. The study reached, in its most important results, a set of difficulties facing the contributions of social empowerment in achieving societal integration for people with motor disabilities, including weak coordination mechanisms between civil society organizations concerned with caring for people with motor disabilities, which hinders activities related to supporting the rights of people with motor disabilities, the lack of sufficient experience among workers in how to deal with people with motor disabilities, and among the most important proposals necessary to overcome these difficulties were the clarity of social empowerment services for people with motor disabilities, providing social workers with knowledge and skills through various training courses, interest in the comprehensive integration system as a right of the disabled, and awareness of the rights of people with motor disabilities..

The study of Ghoneim (2023) aimed to determine the level of regulatory mechanisms of civil society organizations working in the field of people with disabilities, determine the level of achieving social empowerment for families with disabilities, determine the most regulatory mechanisms related to achieving social empowerment for families with disabilities, and determine the difficulties facing the contributions of regulatory mechanisms of civil society organizations in achieving social empowerment for families with disabilities, and to reach a proposed future vision from the perspective of the method of organizing society to activate the contributions of regulatory mechanisms of civil society organizations in achieving social empowerment for families with disabilities. It relied on the use of the social survey approach, and the study tool was represented in a questionnaire for families with disabilities who benefit from civil society organizations working in the field of people with disabilities in Beni Suef Governorate, numbering (60) individuals, and a questionnaire for officials in civil society organizations working in the field of people with disabilities in Beni Suef Governorate, numbering (140) individuals. The study concluded that there is a statistically significant direct and influential relationship between the regulatory mechanisms of civil society organizations and achieving social empowerment for families with disabilities, and that there is a statistically significant direct and influential relationship between the coordination mechanism and achieving Social empowerment for families of people with disabilities.

### **Theoretical framework of the study:**

The study deals with the following presentation of the theoretical framework for social empowerment of people with disabilities in terms of its concept, importance, fields, challenges facing it, and requirements for social empowerment of people with disabilities..

### **The concept of social empowerment for people with disabilities and its importance**

The interest in raising special groups or groups of extraordinary children is to achieve the principle of equal opportunities between all citizens, ordinary and extraordinary, so that everyone can contribute to building society, each according to what his capabilities and abilities allow, and in the belief in providing opportunities for work and providing personal, social and economic adaptation. By re-adapting the extraordinary child to himself and his society and providing him with the opportunity to learn, train and work in a manner that suits his abilities, the individual's happiness can be achieved and the obstacles that hinder his growth can be removed, and even push him towards some types of psychological and social deviations. Many international agreements have emerged that are concerned with the rights of people with disabilities, including, but not limited to: (Al-Shandawili, Ajwa, 2018)

- Declaration of the Convention on the Rights of the Disabled Child, which was included in the Declaration of the Rights of the Child on November 20, 1959.
- 1969 Universal Declaration on Social Progress and Development: The 1969 Universal Declaration on Social Progress and Development called upon States and governments to adopt appropriate measures for the rehabilitation of disabled persons in order to enable them to participate in the process of production and development in their societies according to their potential.
- The United Nations Declaration on the Rights of the Disabled Child, ratified in 1969: which stipulated in its fifth principle the affirmation of the rights of the disabled child, stating that "the special treatment, education and care required by the condition of the child with a disability resulting from one of the disabilities shall be provided." According to this principle, a child with a physical, mental or social disability has the right to receive special care appropriate to the circumstances of his health, mental, psychological or social condition. This legislation is also the basis on which most countries of the world have relied in issuing their legislation related to the disabled.
- United Nations Declaration ratified on 2 December 1971 in New York. "Declaration on the Rights of Mentally Retarded Persons": It states that the mentally retarded person has the right to receive appropriate medical care and treatment and to such education, training, rehabilitation and guidance as will enable him to develop his abilities and potentials to the fullest extent possible. It also states that institutions for the care of the mentally retarded must provide an environment and living conditions as close as possible to those of normal persons.
- United Nations Declaration on the Rights of Disabled Persons 1975: It is the first international covenant related to the rights of persons with disabilities, which gave the disabled the right to measures aimed at enabling them to achieve the greatest degree of autonomy.
- International Year of Disabled Persons 1981: At the Belgrade International Conference held in 1980, many decisions were taken in favour of persons with disabilities, the most important of which was Resolution 8/7 designating 1981 as the International Year of Disabled Persons.
- ILO Convention No. 159 of 1983 concerning Vocational Rehabilitation and Employment for Disabled Persons
- International Day of Persons with Disabilities December 3, 1992
- Standard International Rules on the Equalization of Opportunities for Persons with Disabilities 1993

- Convention on the Rights of Persons with Disabilities (CRPD) issued in 2006: It is the first comprehensive human rights agreement in the twenty-first century, and a decisive global human rights event in establishing the system of rights and freedoms. It has taken on a special character as it has paid attention to a marginalized category of people and groups that have not previously been singled out with the necessary charters. This agreement did not come out of nowhere, but was preceded by three declarations, international conferences and agreements that sought to find a practical translation into reality of the Universal Declaration of Human Rights. The agreement represents an "ideal shift" in attitudes and approaches towards persons with disabilities. The agreement adopts a broad classification of persons with disabilities and reaffirms the need for all persons suffering from disabilities of all types to enjoy all human rights and fundamental freedoms.

There are two different ways. To explain what is believed to be the cause of disability and its psychological repercussions, these two methods have been crystallized into what are called models of explaining disability, namely the Medical Model of Disability and the Social Model of Disability. According to the medical model, disability policy makers focus their efforts on compensating those with injuries by providing them with therapeutic and rehabilitative services in institutions based on isolation and exclusion from the activities and experiences of social life. While supporters of the social model adopt interpretations that depend on the basic characteristics of social institutions and the beliefs prevailing in society in general towards disability and the disabled. Here, it seems that society is the cause of disability, and if we want to empower people with disabilities in the course of social life, society must be reorganized in terms of its structure and functions, and all obstacles that prevent this empowerment must also be eliminated. (Sultani, 2023)

Al-Waqfi (2011) believes that as a result of the positive humanitarian trends and initiatives that emerged in the field of special education, concepts and ideas began to emerge that occupied a distinguished place, such as the initiative of general education, partial integration, and comprehensive integration of individuals with disabilities. These concepts paved the way towards striving to achieve educational, professional, social, and economic empowerment and integration for them, and thus the dream that these associations, organizations, and humanitarian bodies sought to improve the quality of life was achieved. Quality of Life for these individuals, on the basis that this dream is the ultimate strategic goal of special education programs and services.

WHO states that interventions or strategies to improve social inclusion and social participation can be achieved by using a social perspective or model that can address the barriers to participation of persons with disabilities in social activities and daily life. (World Health Organization, 2011)

Empowerment in its general essence means enabling individuals to liberate themselves. In contrast to the concept of empowerment and power, there was the concept of weakness if this approach did not ignore the inability of others with special needs to obtain power, or what is called the concept of weakness for those groups, which means preventing special needs from reaching the entrance to power. (Shatouri, Jad al-Haq, 2018). There are many definitions of social empowerment, including:

- Where Abu Al-Maati knew him (2005) as the efforts made to help people control their life circumstances, obtain the necessary information and resources, develop the skills necessary to make decisions and take the necessary actions to achieve the highest level of self-reliance and modify one of the social, environmental and political aspects.
- Bachtouh (2021) defined job empowerment as giving employees with disabilities the power to make decisions about their work, and giving them the freedom to perform work and participate more widely in bearing responsibility.
- Shaqir (2024) defined it as strengthening the selves and capabilities of individuals from different marginalized or weak social groups and classes until they become able to make their own decisions, and are able to keep pace with the situations and transformations that society

is going through, by planting hope in their souls and reducing resistance and rejection, and identifying and supporting the areas of strength in the person and his personal and social capabilities and facing his problems with efficiency and courage (psychological-individual empowerment). The concept of empowerment includes a set of meanings: self-reliance//the right to choose//building organizational capacities and cooperative work.

Social empowerment is considered a constructive factor and the most important factor in the life of every child with special needs, as it is the basic pillar in improving their view of themselves through their participation with individuals in their communities in all aspects, starting from kindergartens and schools, through participation in social life with all its activities. The legislative and legal system for the care and protection of persons with disabilities and their social empowerment, in any country, reflects the extent of the state's awareness of its role and duty in taking care of this special category in society and the extent of its sense of its responsibilities towards it, and its intention to promote and protect it, from all types of discrimination and differentiation on the basis of disability, which stands as an obstacle to the consecration of the principles of democracy, from dignity, freedom, independence and equal opportunities. (Sultani, 2023).

### **Second: The objectives and areas of social empowerment for people with disabilities:**

Empowering people with disabilities allows the individual the freedom to choose his activities aimed at improving his standard of living. Empowerment programs may vary from one society to another, but their general concept refers to the individual's ability to be an effective and productive element in his society. The final outcome of empowerment programs is to serve individuals, families and communities by developing their personal skills and improving their social, economic and political conditions. (Al-Otaibi, et al., 2015). The objectives of social empowerment for people with disabilities include: (Shaqir, 2013)

- Discovering their abilities and potential, which they never knew they had before..
- Qualifying them to deal with others in the environment closest to society and most representative of them.
- Reducing differences, improving self-concept, and increasing acceptance of individual differences.
- Giving them the opportunity to increase their self-confidence, develop independence and make friends..
- To modify people's and families' attitudes and understand - more objectively and realistically - the nature of their problems and needs and how to meet them.
- Relieving their families of guilt, frustration, stigma and shame..
- Treating their psychological, social and behavioral problems, and bearing responsibility and compatibility.

The areas of social empowerment for people with disabilities are as follows: (Cox, 2006), (Rakban, et al., 2020)

**Social empowerment:** It is represented in the set of operations and regulations that indicate the ability of people with disabilities to plan, implement and evaluate social situations by benefiting from the free facilities and services provided by the state, leading to participation and positive interaction with others. It is also done by helping people with disabilities to know their needs and problems and demand their solutions and guarantee their right to work, education and all the rights guaranteed to them.

**Professional empowerment:** This is represented by a set of processes and organizations that encourage people with disabilities to plan, implement, and evaluate their professional future by achieving the highest levels of academic, professional, and personal success according to their maximum capabilities and energies.

**Health and sports empowerment:** This is represented by a set of operations and regulations that encourage people with disabilities to plan, implement and evaluate by benefiting from health services and programs and practicing sports activities to increase the ability of physical abilities to perform their functions efficiently and effectively and prevent chronic diseases in the future.

**Psychological empowerment:** This is represented by a set of processes and organizations that encourage people with disabilities to plan, implement, and evaluate the experiences, knowledge, and skills they possess to make a good decision to confront the psychological disorders they may be exposed to in their social, professional, health, economic, and political lives.

**Economic empowerment:** It is represented in the set of operations and regulations that encourage people with disabilities to plan, implement and evaluate how to manage a private project by exploiting its available capabilities and capacities and benefiting from loans provided by the state in order to improve its financial situation in the future. It aims to achieve financial goals by helping people with disabilities to join and continue working. **Legal empowerment** The participation of people with disabilities in making decisions that affect their lives is one of the desired development goals in society and this is achieved by supporting and enhancing the culture of rights and the culture of citizenship among vulnerable groups such as people with disabilities in expressing their opinions.

**Political empowerment:** This is represented by a set of processes and organizations that encourage people with disabilities to plan, implement, and evaluate to achieve the desired political change and gain leadership qualities that help them hold political positions in the future by expressing their opinions and demanding their rights.

**Cultural empowerment:** This is achieved by providing disabled and non-disabled people with the behaviors of participation, interaction, acceptance of positive change, striving towards community development, and understanding the nature of their problems.

The Convention on the Rights of Persons with Disabilities has been adopted.(CRPD) issued in 2006, where the Convention and its Optional Protocol were adopted on 13 December 2006 at the United Nations Headquarters in New York, and opened for signature on 30 March 2007. The Convention has been signed by 82 signatories, the Optional Protocol by 44 signatories, and the Convention has been ratified by one State. This represents the highest number of signatories in the history of any United Nations treaty on the day it was opened for signature. It is the first comprehensive human rights treaty of the twenty-first century and the first human rights treaty to be open for signature by regional integration organizations. The Convention is intended to be a human rights instrument with a clear social development dimension. The Convention clarifies and describes how all categories of rights apply to persons with disabilities, identifies areas where adjustments have been made for persons with disabilities to actually exercise their rights, areas where their rights have been violated, and where the protection of rights must be strengthened. Its principles are: (Office of the High Commissioner for Human Rights website)

- Respect for the inherent dignity, individual autonomy and independence of persons, including the freedom to make one's own choices;
- non-discrimination;
- Ensuring the full and effective participation and inclusion of persons with disabilities in society;
- Respecting differences and accepting persons with disabilities as part of human diversity and human nature;
- equal opportunities;
- accessibility;
- Equality between men and women;

- Respect the evolving capacities of children with disabilities and respect their right to preserve their identity..

### **Third: Challenges and requirements of social empowerment for people with disabilities:**

It is self-evident that human societies are not free from problems and difficulties facing these individuals and groups, but the size and type of these problems differ from one category to another. One of the most social categories that face complex and sensitive problems in various societies are people with special needs. Perhaps this explains the increasing interest of countries in them, as they make great efforts to integrate them socially and professionally and provide them with the necessary care in all its social, economic, psychological and health aspects... etc., and work to provide material capabilities and programs for empowerment, training and rehabilitation and update them continuously. All educational institutions, civil society organizations, charitable associations, the private sector and businessmen should contribute to achieving community participation and empowering marginalized groups, including people with disabilities, and helping them adapt to their special circumstances. (Al-Atrabi, 2020)

(Idris et al., 2023) classified the obstacles to empowering people with disabilities into:

**Family obstacles:** There are many obstacles or problems that the disabled person faces from the family, including, for example: the disgruntled looks that the disabled person feels from family members or from the father sometimes, especially in the case of anger, such as when the disabled person is late outside the house or when the results of the school exams of the rest of his siblings appear, then there is a comparison between him and his siblings or his peers from the neighbors, or they make him feel ashamed of him appearing with them at social celebrations, whether their view of him is a mockery or rejection of his appearance or considering him a source of suffering for the family. Sometimes they look at him with pity and fear for him or feel that his capabilities are being belittled, so they do not consult him, for example, and do not care about his opinion like his siblings.

- **Social obstacles:** Among the obstacles facing people with special needs in society is the lack of integration into the social environment as a result of the isolation, weakness and need that the disabled person feels, which pushes him to stay away from people, causing him sadness, depression and hatred of people. Also, people's lack of sympathy for his condition makes him angry and dissatisfied. Especially with regard to job discrimination, society's refusal to marry him off and his feeling of bullying in public gathering places such as government or private institutions. These behaviors and others generate a negative view of society in the disabled person, which increases his hesitation and lack of initiative and participation. All of this is due to the lack of skills that the disabled person does not possess, which makes him ashamed to search for opportunities, so teaching him skills and providing them with them is one of the tasks of governments.
- **Educational obstacles:** The disabled person is in dire need of continuous care and attention and the provision of special educational materials for him, such as assistive devices and educational programs for the disabled person, and special training for teachers and experts with educational methods and scientific and professional qualifications that are appropriate for the disabled person's condition according to specialization, age, and mental age. There is no doubt that these needs are not available in an appropriate manner.
- **Professional obstacles:** including not studying the specialization required in the profession or not completing education at all, lacking sufficient training skills, or that the experiences they received are not compatible with the labor market in the vacant position, employers' lack of conviction in the capabilities of people with special needs, the lack of modifications in the work environment that are compatible with the capabilities and potential of the disabled, and low wages for people with special needs due to discrimination between the salaries of

the disabled and the healthy, and they may be exposed to losing their job under the pretext of their poor job performance.

- Health obstacles: People with permanent and temporary disabilities have many health challenges, some of which are congenital, such as being born without hands or feet, or having an accident that makes them disabled, where they lose the most important organ in their body. In general, most of the health problems of people with special needs are not urgent, but rather sensory, such as losing their sight or hearing, or having a disability that makes them deaf, dumb, and blind, or having diseases that cause congenital and physical deformities, such as heart and kidney diseases, and other contemporary diseases that were not common among our ancestors. All of these disabilities resulting from illness and others require frameworks and programs that enable people with special needs to live their normal lives.

People with disabilities, who have different abilities than ordinary people, face many issues including stigma, prejudice, stereotypes and low expectations. These issues are driven by many misconceptions about people with disabilities, for example misunderstandings about the cause of disability, and misconceptions that people with disabilities are unable to contribute to society, and cannot have normal relationships (Rohwerder, 2018).

Al-Atrabi (2020) indicated that one of the most important requirements for empowering people with special needs is providing all forms of social support and health services to this group through:

- Introducing legal legislation that supports the rights of this group and provides them with equal opportunities..
- Providing a suitable environment for this marginalized group in society in all aspects of life, including public facilities.
- Transportation, education and other matters that attract their utmost interest, to become suitable for them and to integrate them into the society's categories.
- Developing integrated media programmes to remove some of the negative ideas stuck in society's mind towards them..
- Establishing scientific centers to study topics related to people with special needs.
- Holding conferences, seminars and workshops on people with special needs in order to identify the nature of their problems and ways to deal with them so that the role of society can be activated in empowering them..
- Supporting civil society organizations' programs in the field of caring for people with special needs through various forms of support.
- Establishing social and sports clubs that provide a context for people with special needs and their families to practice sports and recreational activities..
- Conducting a media campaign to create a positive view of people with special needs and how to treat them. Encouraging citizens to volunteer and highlighting their role in community participation to advance and improve society..

## **FIELD FRAMEWORK OF THE STUDY:**

### **Introduction:**

The field framework of the study includes a detailed description of the study methodology, its community, its samples, and the study variables, and a presentation of the procedures followed by the researchers in preparing the study tool, and the methods of verifying its validity and reliability, in addition to the statistical treatments used to answer the study questions. The following is a detailed explanation of this:



### Study methodology and tools:

The study used the descriptive approach, which is not limited to describing reality only, but also analyzing and interpreting it and identifying the reasons behind the phenomena (Abdul Hamid, Khairi, 2010), in order to analyze the theoretical foundations for empowering people with disabilities in contemporary educational thought, and the challenges facing community institutions in empowering people with disabilities and ways to overcome them. The study relied on the questionnaire as a tool to identify the challenges facing the social affairs departments in Tabuk region in empowering people with social disabilities and ways to overcome them from the point of view of the study sample.

### Study community and sample:

The study community consisted of all employees of the Social Affairs Departments in Tabuk region.

### Study sample:

To obtain the appropriate sample size from the study community, the questionnaire was distributed randomly to the study community electronically, where the responses amounted to (212) responses. The following tables show the distribution of the study sample individuals according to the study variables:

**Table (1) Distribution of the study sample of employees of the Social Affairs Departments in Tabuk Region, according to the variable (job)**

percentage	number	Job
35.8	76	female teacher
14.6	31	Social worker
14.2	30	Psychologist
15.6	33	Health Practitioner
19.8	42	managerial
100	212	Total

The previous table indicates that the largest percentage of employees of the Social Affairs Departments in Tabuk region who responded to the study tool, according to the variable (job), was in favor of (teacher), reaching (35.8%). The reason for this may be the greater number of male and female teachers than the other categories included in the study sample, which resulted in an increase in their number in the sample, while the lowest percentage of employees of the Social Affairs Departments in Tabuk region who responded to the study tool, according to the variable (job), was in favor of (psychologist), reaching (14.2%).

The following table discusses the distribution of the sample according to the variable (gender):

**Table (2) Distribution of the study sample of employees of the Social Affairs Departments in Tabuk Region, according to the variable (gender)**

percentage	number	Type
61.3	130	male
38.7	82	feminine
100	212	Total

The previous table indicates that the largest percentage of employees of the Social Affairs Departments in Tabuk region who responded to the study tool, according to the variable (gender), was in favor of (males), reaching (61.3%), while the lowest percentage of employees of the Social Affairs Departments in Tabuk region who responded to the study tool, according to the variable (gender), was in favor of (females), reaching (38.7%).

### **Study tool:**

In light of the primary objective of the study, a questionnaire was constructed as a research tool. This questionnaire, after being standardized, consisted of (32) statements distributed over three axes:

- The first axis: Challenges related to identifying the psychology of people with disabilities.
- The second axis: Challenges related to motivating people with disabilities.
- Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities.

In addition For the previous axes there were some independent variables: they included two variables, which were treated as independent variables, and they are:

Gender: (Male, Female).

Job: (Teacher, Social Worker, Psychologist, Health Practitioner, Administrative Staff).

### **Fifth: Validity of the study tool:**

It was verified by:

#### **Content truth or apparent truth:**

To verify the validity of the content of the study tool, and to ensure that it serves the objectives of the study; It was presented to a group of arbitrators (Appendix No. 1), from among the faculty members of Saudi universities, and they were asked to consider the adequacy of the study tool, and to express their opinion on it, in terms of: the suitability of the paragraph to the content, and to consider the adequacy of the study tool in terms of the number of paragraphs, their comprehensiveness, and the diversity of their content, or any comments they deem appropriate with regard to modification, change, or deletion according to what the arbitrator professor deems necessary. The arbitrators' comments and suggestions were studied, and amendments were made in light of the recommendations and opinions of the arbitration panel. The researchers considered taking into account the arbitrators' comments and making the amendments referred to above as the apparent validity and content validity of the tool, and considered that the tool is valid for measuring what it was designed for.

#### **Internal consistency validity of the study tool statements:**

After making the amendments suggested by the arbitrators to the initial version, the questionnaire became composed of (32) statements. To ensure the validity of the formative structure of the study tool after completing the arbitration procedures, it was applied to a survey sample of the study community, amounting to (30) (employees of the Social Affairs Departments in the Tabuk region), and then extracting the validity coefficients of the structure by calculating the Pearson correlation coefficient. Pearson Correlation between each statement and the axis in which it appears using the Statistical Package for Social Sciences (SPSS) program; in order to show the extent of the consistency of the statements with the field in which they appear. The following is a presentation of the axes of the study tool:

**Table (3) Pearson correlation coefficients between each statement and the axis it contains**

Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities		Axis II: Challenges related to motivating people with disabilities		Axis One: Challenges related to identifying the psychology of people with disabilities	
Correlation coefficient	Phrase number	Correlation coefficient	Phrase number	Correlation coefficient	Phrase number
0.53*	1	0.66**	1	0.81**	1
0.51*	2	0.39*	2	0.89**	2
0.65**	3	0.37*	3	0.76**	3
0.54*	4	0.71**	4	0.57**	4
0.76**	5	0.59**	5	0.81**	5
0.70**	6	0.79**	6	0.75**	6
0.66**	7	0.48*	7	0.65**	7
0.59**	8	0.65**	8	0.48*	8
0.77**	9	0.80**	9	0.75**	9
0.82**	10	0.45*	10		
0.84**	11	0.75**	11		
0.78**	12				

(\*\*) means significant at a significance level of (0.01), (\*) means significant at a significance level of (0.05)

The results in the previous table show that the values of the correlation coefficients for the statements of the first axis: Challenges related to identifying the psychology of people with disabilities, with the total score (for the axis) ranged between (0.89\*\*-0.48\*) at the significance level (0.01) or (0.05), which indicates the suitability of these statements for measuring challenges related to identifying the psychology of people with disabilities.

The results in the previous table also show that the values of the correlation coefficients for the phrases of the second axis: Challenges related to motivating people with disabilities, with the total score (for the axis) ranged between (0.80\*\*-0.37\*) at the significance level (0.01) or (0.05), which indicates the suitability of these phrases for measuring challenges related to motivating people with disabilities.

The results also indicate that the values of the correlation coefficients for the statements of the third axis: Challenges related to changing the attitudes of normal individuals towards individuals with disabilities, with the total score (for the axis) ranged between (0.84\*\*-0.51\*) at the significance level (0.01) or (0.05), which indicates the suitability of these statements for measuring challenges related to changing the attitudes of normal individuals towards individuals with disabilities.

### **C. Construct validity of the study tool axes:**

To verify the construct validity of the study tool axes, then calculate Pearson correlation coefficients. Pearson Correlation between these axes and the total questionnaire, using the Statistical Package for Social Sciences (SPSS) program. The following is a presentation of the correlation coefficients between the questionnaire axes and the total questionnaire as follows:

**Table (4) Correlation coefficients between questionnaire axes Total questionnaire**

Total questionnaire	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities	Axis II: Challenges related to motivating people with disabilities	Axis One: Challenges related to identifying the psychology of people with disabilities	Axes and total questionnaire	
0.77	0.56	0.68	1	Pearson's correlation coefficient	Axis One: Challenges related to identifying the psychology of people with disabilities
0.01	0.01	0.01		Statistical significance	
0.95	0.85	1		Pearson's correlation coefficient	Axis II: Challenges related to motivating people with disabilities
0.01	0.01			Statistical significance	
0.94	1			Pearson's correlation coefficient	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities
0.01				Statistical significance	
1				Pearson's correlation coefficient	Total questionnaire

The previous table indicates that the correlation coefficients ranged between (0.95) and (0.56), and they are statistically significant at the significance level of (0.01) or (0.05), which indicates the strength of internal coherence between the axes of the study tool, and thus the tool is considered valid for what it was designed to measure.

**Dr.Honesty Index (Self-Honesty):**

The validity index was also calculated by calculating the square root of the reliability coefficient shown in the following table. The values of the self-validity index for the questionnaire axes and the questionnaire as a whole were as shown in the following table

**Table (5) The reliability index of the questionnaire axes and the questionnaire as a whole**

Self-honesty values	Number of phrases	The axis	M
0.93	9	Axis One: Challenges related to identifying the psychology of people with disabilities	1
0.90	11	Axis II: Challenges related to motivating people with disabilities	2
0.91	12	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities	3
0.96	32	Total questionnaire	4

It is clear from the previous table that all the validity indicators have appropriate rates, ranging between (0.93-0.91), and this result is acceptable to consider the study tool (questionnaire) as stable

in its validity. It should also be noted that the validity of the questionnaire as a whole came to a value of (0.96), and from here the current study tool (questionnaire) can be described as having high validity, and that the data that will be obtained through the application of the study tool (questionnaire) is subject to a high degree of reliability and its validity can be trusted.

### Resolution stability:

The stability of the tool was verified using Cronbach's alpha coefficient (Cronbach's Alpha), where the researcher, after applying the questionnaire to the survey sample and transcribing the responses, calculated the stability using the Cronbach's Alpha equation; to identify the stability of the questionnaire axes and the questionnaire as a whole, and the following table shows this:

**Table (6) Values of the stability coefficients for the questionnaire axes, and the questionnaire as a whole, using the Cronbach's alpha method.**

Values of the stability coefficient	Number of phrases	The axis	M
0.86	9	Axis One: Challenges related to identifying the psychology of people with disabilities	1
0.80	11	Axis II: Challenges related to motivating people with disabilities	2
0.84	12	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities	3
0.92	32	Total questionnaire	4

The previous table shows that the stability coefficient values for the total of the first axis: Challenges related to identifying the psychology of people with disabilities, came to a value of (0.86), and the stability coefficient for the total of the second axis: Challenges related to motivating people with disabilities reached (0.80), and the third axis: Challenges related to changing the attitudes of normal individuals towards people with disabilities reached (0.84). It also shows that the value of the stability coefficient of the questionnaire as a whole (the three axes combined) reached (0.92), which indicates that the study questionnaire has an appropriate reliability coefficient, and the reliability of the results that the questionnaire will produce when applied can be trusted.

### Seventh: The final form of the questionnaire:

After completing the calculation of the validity and reliability of the questionnaire, the questionnaire became in its final form, consisting of (32) statements distributed over three axes.

The response to each statement was designed according to a three-point Likert scale, and the following table shows the estimated weights corresponding to each response:

**Table (7) shows the estimated weights of the response alternatives for each of the questionnaire statements.**

Weak	Medium	Big	Response alternatives Phrase type
1	2	3	Positive

The total score on the scale expresses the sum of the estimated weights obtained by the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, in all the

phrases of the tool, and thus the lowest score for the answer in the tool is (32) and the highest score is (96).

**Eighth: Determining the standard for interpreting the results collected from the application of the questionnaire:**

To determine the standard for judging the arithmetic averages of the responses of the study sample individuals to the questionnaire statements, which means: The point or range that, if the examinees' responses reach it, they pass the assessment category for this range, as the process of determining this degree is considered one of the basic matters in constructing educational standards. Based on this, the arithmetic averages reached by the study can be evaluated, and they will be dealt with to interpret the data as follows, as in the following table:

**Table (8) Data interpretation scale for commenting on the results**

Arithmetic mean	Response level
1-Less than 1.67	Weak
1.67-less than 2.34	Medium
2.34-3	Big

These values were calculated according to the following steps:

It was completed Calculate the range (3-1=2) and then divide it by the number of scale cells to obtain the length of the cell corresponding to each estimate, (2/3=0.66). Then this value is added to the lowest value in the scale or the beginning of the scale, which is the integer, to form the first category, then add the length of the category each time to form the second category, then the category that follows it, according to the number of scale categories as follows:

- Category 1 (weak) = 1-less than 1.67
- Category 2 (medium) = 1.67-less than 2.34
- Category 3 (large) = 2.34 -3

This criterion was presented to the arbitration committee, and they all expressed their approval of it and its suitability for the purposes and objectives of the current study.

**Ninth: Testing the distribution normality of the study variables:**

The normality of the distribution of each of the study variables was confirmed using the Kolmogorov-Smirnov test.(Kolmogorov-Smirnov), and the following tables illustrate this.

**Table (9) Test resultsKolmogorov–Smirnov test for testing the normality of the distribution of data, depending on the function variable.**

Result	Significance level	degrees of freedom	statistician valueStatistics	Variable classes	variable	Axes
Does not follow normal distribution	0.01	76	0.33	female teacher	Job	Axis One: Challenges related to identifying the psychology of people with disabilities
Does not follow normal distribution	0.01	31	0.39	Social worker		
Does not follow normal distribution	0.01	30	0.52	Psychologist		

Result	Significance level	degrees of freedom	statistic value	Variable classes	variable	Axes
Does not follow normal distribution	0.01	33	0.50	Health Practitioner		Axis II: Challenges related to motivating people with disabilities
Does not follow normal distribution	0.01	42	0.42	managerial		
Does not follow normal distribution	0.01	76	0.16	female teacher		
Does not follow normal distribution	0.01	31	0.20	Social worker		
Does not follow normal distribution	0.03	30	0.17	Psychologist		
Does not follow normal distribution	0.01	33	0.18	Health Practitioner		
Does not follow normal distribution	0.01	42	0.16	managerial		Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities
Does not follow normal distribution	0.01	76	0.18	female teacher		
Does not follow normal distribution	0.01	31	0.24	Social worker		
Does not follow normal distribution	0.01	30	0.19	Psychologist		
Does not follow normal distribution	0.05	33	0.15	Health Practitioner		
Does not follow normal distribution	0.02	42	0.15	managerial		
Does not follow normal distribution	0.01	76	0.20	female teacher		Total questionnaire
Does not follow normal distribution	0.01	31	0.23	Social worker		
Follows normal distribution	0.07	30	0.15	Psychologist		
Follows normal distribution	0.07	33	0.15	Health Practitioner		
Follows normal distribution	0.18	42	0.12	managerial		

The results of the Kolmogorov-Smirnov test indicate that (Kolmogorov-Smirnov) in the previous table for the variable (job) about the challenges facing the social affairs departments in Tabuk region

in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, that the distribution of the majority of the sample members' scores does not follow the normal distribution, as the majority of the statistical values were significant values at the significance level ( $0.05 \geq \alpha$ ) or less, and this does not permit the use of the (One Way Anova) test with a variable with more than two categories as in the job variable, but rather nonparametric tests equivalent to the (F test for more than two independent samples) must be used, which required the use of the Kruskal-Wallis Test as one of the nonparametric tests that suit samples that do not require the normal distribution of the community.

**Table (10) Test results Kolmogorov-Smirnov test for testing the normality of the distribution of data, depending on the function variable.**

Result	Significance level	degrees of freedom	statistic value	Variable classes	variable	Axes
Does not follow normal distribution	0.01	130	0.27	male	Type	Axis One: Challenges related to identifying the psychology of people with disabilities
Does not follow normal distribution	0.01	82	0.28	feminine		
Does not follow normal distribution	0.01	130	0.12	male		Axis II: Challenges related to motivating people with disabilities
Does not follow normal distribution	0.01	82	0.17	feminine		
Does not follow normal distribution	0.01	130	0.14	male		Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities
Does not follow normal distribution	0.01	82	0.20	feminine		
Does not follow normal distribution	0.01	130	0.16	male		Total questionnaire
Does not follow normal distribution	0.03	82	0.11	feminine		

The results of the Kolmogorov-Smirnov test indicate that (Kolmogorov-Smirnov) in the previous table for the variable (gender) about the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, that the distribution of the scores of the sample members does not follow the normal distribution, as the majority of the statistical values were significant values at the significance level ( $0.05 \geq \alpha$ ) or less, and this does not permit the use of the (two independent sample t test) with the variable with two categories as in the gender variable, but rather nonparametric tests equivalent to the (two independent samples t test) must be used, which required the use of the Mann Whitney U test as one of the nonparametric tests that suit samples that do not require the normal distribution of the community.

#### **Tenth: Statistical processing methods:**



To achieve the objectives of the study and analyze the collected data, several appropriate statistical methods were used using the Statistical Package for the Social Sciences (SPSS). Statistical Package for Social Sciences, abbreviated as (SPSS 24), and the following statistical measures were used:

1. Frequencies and percentages were used to identify the demographic characteristics of the study sample individuals.
2. Pearson's correlation coefficient to determine the internal consistency validity of the paragraphs and axes of the study tool.
3. Cronbach's alpha coefficient of reliability to determine the reliability of the study tool.
4. The square root of the reliability coefficient (Cronbach's alpha) to identify the indicators of self-honesty of the study tool.
5. Arithmetic means and standard deviations to describe the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region.
6. Mann-Whitney test (Mann-Whitney); to reveal the significance of the differences between the two averages, and this is addressed in studying the differences between the responses of the study sample members on the three axes that measure (the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region) according to the variable (gender).
7. Kruskal-Wallis test (Kruskal-Wallis Test); to reveal the significance of differences between more than two averages, and this is addressed in studying the differences between the responses of the study sample members regarding the four dimensions that measure (the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region) according to the variable (job).

## **PRESENTATION AND DISCUSSION OF STUDY RESULTS**

### **Introduction**

After the researchers presented in the previous chapter the study procedures by stating the study's objective and methodology, defining the study community, the study tool in terms of its construction, calculating its validity and reliability, and defining the statistical treatments in the quantitative analysis of the study sample's responses, this chapter deals with the analysis of the study results, by presenting the responses of the study sample individuals to the study questions, and processing them statistically using statistical methods, arriving at the results, analyzing them, and interpreting them in light of the study's theoretical frameworks related to revealing Challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region.

### **Presentation and discussion of results**

The following is a presentation of the results reached by the study according to the sequence of its questions:

#### **Results related to the main question::**

What are the challenges facing the Social Affairs Departments in Tabuk Region in empowering people with disabilities socially from the point of view of the employees of the Social Affairs Departments in Tabuk Region, according to the total of each axis of the questionnaire, and the total of the questionnaire?

To answer this question The researchers calculated the arithmetic means, standard deviations, rankings, and evaluation scores, based on the study sample individuals' response to the total of each questionnaire axis and the total questionnaire. This can be explained in the following table:

**Table (11) Arithmetic means, standard deviations, ranking and verification degree statement, according to the response of the study sample individuals to the total of each axis of the questionnaire and the total questionnaire.**

Dimension order	Verification degree	Standard deviation	Arithmetic mean	Axes	M
1	Big	0.26	2.83	Axis One: Challenges related to identifying the psychology of people with disabilities	1
2	Big	0.33	2.65	Axis II: Challenges related to motivating people with disabilities	2
3	Big	0.40	2.37	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities	3
	Big	0.30	2.60	Total questionnaire	4

The previous table shows that the total degree of achievement of the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, who represent the study sample, came with an arithmetic mean of (2.60), a standard deviation of (0.30), and an appreciation degree of (large).; This may be due to it is the lack of ability of the social affairs departments in Tabuk region to provide opportunities and capabilities that help people with disabilities to control their lives, and their lack of ability to facilitate decision-making for them, and allow them to develop their skills, and participate effectively in community activities, in a way that allows them to benefit from their potential as a productive force regardless of their physical or mental abilities..

This result is consistent with the results of the study of Al-Otaibi et al. (2015), which indicated the existence of problems that led to the weak contribution of the Comprehensive Rehabilitation Center in empowering individuals with disabilities in the Najran region, in the Kingdom of Saudi Arabia, in educational, vocational, social and economic empowerment programs for individuals with disabilities in Najran.

This result is consistent with the results of the study by Ahmed et al. (2023), which indicated that the empowerment of people with disabilities in the Hail region generally occurs at an average level due to the presence of many challenges.

The previous table also shows that the first rank in terms of approval of the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region who represent the study sample, was obtained by (the first axis: challenges related to identifying the psychology of people with disabilities), as the arithmetic mean on this axis as a whole was (2.83), with a standard deviation of (0.26), and a degree of appreciation (large). This result may be attributed to the scarcity of the ability of the social affairs departments in Tabuk region to reduce the feeling of people with disabilities that they are a burden on their families and their sense of dependence and reliance on them, in addition to the scarcity of their ability to reduce their suffering from emotional imbalance, which generates exaggerated imaginary fears for them, and which causes them to not feel their humanity.

as the previous table also shows that the last rank in terms of approval of the realization of the challenges facing the social affairs departments in Tabuk region in empowering people with

disabilities socially from the point of view of the employees of the social affairs departments in Tabuk region, who represent the study sample, was obtained by (the third axis: challenges related to changing the attitudes of ordinary individuals towards people with disabilities), as the arithmetic mean on this axis as a whole was (2.37), with a standard deviation of (0.40), and a degree of appreciation (large). This result may be attributed to the ability of the social affairs departments in Tabuk region to some extent to reduce the attitudes of ordinary individuals that the disabled person causes his family to feel unhappy, in addition to their ability to some extent to reduce the attitudes of ordinary individuals regarding the inability of the intellectually disabled person to bear some responsibilities.

### Results related to the first sub-question:

What are the challenges facing the Social Affairs Departments in Tabuk Region in empowering people with disabilities socially (regarding the first axis: challenges related to identifying the psychology of people with disabilities) from the point of view of the employees of the Social Affairs Departments in Tabuk Region?

To answer this question, the researchers calculated the arithmetic means, standard deviations, rankings, and a statement of the degree of appreciation, according to the response of the study sample individuals to each statement of the first axis, and the total of the axis, and this can be explained in the following table:

**Table (12) Arithmetic means, standard deviations, ranking, and verification degree statement, according to the response of the study sample individuals to each statement of the first axis, and the total axis.**

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	Big	0.22	2.97	He is exposed to hearing words of compassion and sympathy from others.	3
2	Big	0.29	2.95	He feels insecure, which creates fear of the future.	1
3	Big	0.27	2.94	People with disabilities feel that they are a burden on their families and feel dependent on them.	2
4	Big	0.41	2.91	He suffers from emotional imbalance, which creates exaggerated, imaginary fears.	5
5	Big	0.39	2.89	He suffers from a lack of humanity due to his disability.	9
6	Big	0.47	2.88	Feeling helpless, weak and resigned.	6
7	Big	0.40	2.83	Feels inferior and ashamed because of the disability.	4
7 duplicate	Big	0.40	2.83	Feeling of not belonging to fellow people with disabilities.	7
9	Medium	0.47	2.27	He suffers from ridicule and bullying from others.	8
	Big	0.26	2.83	Axis One: Challenges related to identifying the psychology of people with disabilities	

The previous table shows that the degree of achievement of (the first axis: challenges related to identifying the psychology of people with disabilities), from the point of view of the employees of the Social Affairs Departments in Tabuk region, came in general with a rating of (large), as the arithmetic

mean was (2.83) with a standard deviation of (0.26), and the arithmetic means of the statements ranged between (2.97-2.27), and the standard deviations of the statements ranged between (0.47) and (0.22), and thus the statements indicating the achievement of this axis (the challenges related to identifying the psychology of people with disabilities) came with a degree ranging between (large) and (medium)..

This result is consistent with the results of the study by Ahmed et al. (2023), the results of which indicated that the empowerment of people with disabilities in the Hail region with regard to health and psychological empowerment was at a moderate level, indicating the presence of many challenges.

Statement No. (3) "He is exposed to hearing words of pity and sympathy from others" came in first place with an arithmetic mean of (2.97), a standard deviation of (0.22), and an appreciation score of (big). In second place came statement No. (1) "He feels insecure, which creates fear of the future." With an arithmetic mean of (2.95), a standard deviation of (0.29), and a (high) rating; the reason for this may be that people with disabilities are exposed to hearing words of pity and sympathy from others, which makes them lose confidence in themselves, makes them feel insecure, and creates fear of the future.

As for the phrases that received the lowest ranks, phrase No. (4) "He feels inferior and ashamed because of his disability." With an arithmetic mean (2.83) and a standard deviation (0.40), it came in seventh and penultimate place. Likewise, phrase No. (7) "The feeling of not belonging to his colleagues with disabilities." With an arithmetic mean (2.83) and a standard deviation (0.40), it came in seventh and penultimate place, with a (high) rating. And in ninth and last place came phrase (8) "He suffers from ridicule and bullying from others." With an arithmetic mean (2.27), a standard deviation (0.47), and a (medium) rating. The reason for this may be the strong sympathy of members of society towards people with disabilities. He did not choose to be like this, but it is a test for him and a call for members of society to thank God for his blessings, which makes the suffering of people with disabilities from ridicule and bullying from others a rare occurrence.

### Results related to the second sub-question:

What are the challenges facing the Social Affairs Departments in Tabuk Region in empowering people with disabilities socially (regarding the second axis: challenges related to motivating people with disabilities) from the point of view of the employees of the Social Affairs Departments in Tabuk Region?

To answer this question, the researchers calculated the arithmetic means, standard deviations, rankings, and a statement of the degree of appreciation, according to the response of the study sample individuals to each statement of the second axis, and the total of the axis, and this can be explained in the following table:

**Table (13) Arithmetic means, standard deviations, ranking, and verification degree statement, according to the response of the study sample individuals to each statement of the second axis, and the total axis.**

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	Big	0.28	2.93	People with disabilities are characterized by a decline in the skill level in group work.	4
2	Big	0.33	2.90	People with disabilities are absent from social events.	3
2 duplicate	Big	0.33	2.90	People with disabilities have a poor ability to control their impulses.	7

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
4	Big	0.43	2.90	People with disabilities suffer from poor social relationships.	1
5	Big	0.39	2.84	People with disabilities tend to share with younger people due to their lack of appropriate ability to socialize.	9
6	Big	0.45	2.76	People with disabilities are easily influenced by the opinions of others.	10
7	Big	0.58	2.76	People with disabilities feel constantly helpless in dealing with social situations and this adversely affects unruly behaviors.	8
8	Big	0.48	2.69	People with disabilities are characterized by frequent quarrels with others.	2
9	Medium	0.89	2.24	People with disabilities feel low self-esteem, and are prone to hesitation and withdrawal.	11
10	Medium	0.83	2.14	People with disabilities have low ideals of associating their actions with instincts.	6
11	Medium	0.78	2.13	People with disabilities avoid group work.	5
	Big	0.33	2.65	Axis II: Challenges related to motivating people with disabilities	

The previous table shows that the degree of achievement of (the second axis: challenges related to motivating people with disabilities), from the point of view of the employees of the Social Affairs Departments in Tabuk region, came in general with a rating of (large), as the arithmetic mean was (2.65) with a standard deviation of (0.33), and the arithmetic means of the statements ranged between (2.93-2.13), and the standard deviations of the statements ranged between (0.89), (0.28), and thus the statements indicating the achievement of this axis (challenges related to motivating people with disabilities) came with a degree ranging between (large) and (medium)..

Statement No. (4) "People with disabilities are characterized by a deterioration in the skill level in group work" came in first place with an arithmetic mean of (2.93), a standard deviation of (0.28), and an appreciation score of (big). In second place came statement No. (3) "People with disabilities are absent from attending social events." With an arithmetic mean of (2.90), a standard deviation of (0.33), and a rating of (large); the reason for this may be the fear of parents of people with disabilities that they will engage in socially unfamiliar behavior, which makes them prevent people with disabilities from attending social events, which results in people with disabilities having a deteriorating skill level in group work over time.

As for the statements that received the lowest ranks, statement No. (6) "People with disabilities have low ideals for linking their actions to instincts." With an arithmetic mean (2.14) and a standard deviation (0.83), it came in tenth and penultimate place. Also, statement No. (5) "People with disabilities evade group work." With an arithmetic mean (2.13) and a standard deviation (0.78), it came in eleventh and last place, with an evaluation score of (average). The reason for this may be the great efforts made by parents and other special education teachers to modify the behavior of people with disabilities and provide them with many ideals, which reduces the linking of their actions to instincts, and reduces their evasion when there is group work.

### Results related to the third sub-question:

What are the challenges facing the Social Affairs Departments in Tabuk Region in empowering people with disabilities socially (regarding the third axis: challenges related to changing the attitudes of

ordinary individuals towards people with disabilities) from the point of view of the employees of the Social Affairs Departments in Tabuk Region?

To answer this question, the researcher calculated the arithmetic means, standard deviations, ranking, and evaluation score, based on the response of the study sample members to each statement of the third axis, and the total axis. This can be explained in the following table:

**Table (14) Arithmetic means, standard deviations, ranking and verification degree statement, according to the response of the study sample individuals to each statement of the third axis, and the total axis.**

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	Big	0.28	2.93	A disabled person cannot succeed in some professions that suit him.	1
2	Big	0.34	2.90	I love helping people with disabilities.	3
3	Big	0.41	2.82	Disabled people have interests and inclinations like normal people.	10
4	Big	0.51	2.80	Disabled people should be integrated into education with normal people.	9
5	Big	0.57	2.77	I am happy to share some hobbies with the disabled.	5
6	Big	0.75	2.59	I believe that educating the disabled benefits the disabled and society.	6
7	Big	0.80	2.56	We must not make the disabled feel inferior.	2
8	Medium	0.62	2.27	The disabled person makes his family feel miserable.	11
9	Medium	0.83	2.17	The mentally disabled can take on some responsibilities.	12
10	Weak	0.85	1.58	The disabled person can live independently.	8
11	Weak	0.82	1.52	The news of a disabled child must be hidden from the public.	7
12	Weak	0.82	1.47	I feel intimidated and scared when dealing with disabled people.	4
	Big	0.40	2.37	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities	
	Big	0.30	2.60	Total questionnaire	

By examining the previous table, it becomes clear that the degree of achievement of (the third axis: challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities), from the point of view of the employees of the Social Affairs Departments in Tabuk region, came in general with a rating of (large), as the arithmetic mean reached (2.37) with a standard deviation of (0.40), and the arithmetic means of the statements ranged between (2.93-1.47), and the standard deviations of the statements ranged between (0.85), (0.28), and thus the statements indicating the achievement of this axis (challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities) came with a degree ranging between (large) and (weak).

This result is consistent with the results of the study by Al-Qahtani and Al-Daaj (2020), which concluded that one of the most important obstacles to the functional empowerment of people with intellectual disabilities in the labor market was represented by obstacles related to society.

Statement No. (1) “The disabled person cannot succeed in some professions that suit him” came in first place with an arithmetic mean of (2.93), a standard deviation of (0.28), and an appreciation score of (big) In second place came statement No. (3) “I like to provide assistance to the disabled.” With an arithmetic mean of (2.90), a standard deviation of (0.34), and a (high) rating; the reason for this may be that many individuals feel sympathy for the disabled, which makes them like to provide assistance to them.

As for the phrases that received the lowest ranks, phrase number (7) “The news of the existence of a disabled child must be hidden from people.” With an arithmetic mean of (1.52) and a standard deviation of (0.82), it came in eleventh and penultimate place, and phrase number (4) “I feel terrified and afraid when dealing with disabled people.” With an arithmetic mean of (1.47) and a standard deviation of (0.82), it came in twelfth and last place, and with a rating of (weak); the reason for this may be that any visit to a family that has a disabled person will result in the visitor meeting the disabled person, which makes it very difficult to hide the news of the existence of a disabled child from people.

**Results related to the fourth sub-question:**

Are there statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) Among the average responses of the study sample members from the social affairs departments in Tabuk region, regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, are they attributed to the variable (job)?

To identify the differences between the responses of the study sample members from the social affairs departments in Tabuk region, regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, attributed to the variable (job), the Kruskal-Wallis test was conducted (Kruskal-Wallis Test); to determine the significance of the differences between the responses of the study individuals, and the following table shows that:

**Table (15) Results of the Kruskal-Wallis test to determine the significance of the differences between the responses of the study individuals from the employees of the social affairs departments in the Tabuk region, regarding the challenges facing the social affairs departments in the Tabuk region in empowering people with disabilities socially, attributed to the variable (job)**

Statistical significance	Kruskal-Wallis test value	Average Rank	number	Job	Axes
0.01	59.47	105.95	76	female teacher	Axis One: Challenges related to identifying the psychology of people with disabilities
		57.44	31	Social worker	
		98.88	30	Psychologist	
		93.76	33	Health Practitioner	
		159.17	42	managerial	
0.93	0.86	104.93	76	female teacher	Axis II: Challenges related to motivating people with disabilities
		102.23	31	Social worker	
		110.01	30	Psychologist	
		113.92	33	Health Practitioner	
		104.15	42	managerial	

Statistical significance	Kruskal-Wallis test value	Average Rank	number	Job	Axes
0.50	3.37	101.13	76	female teacher	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities
		98.79	31	Social worker	
		108.75	30	Psychologist	
		106.20	33	Health Practitioner	
		120.55	42	managerial	
0.36	4.37	103.31	76	female teacher	Total questionnaire
		90.68	31	Social worker	
		108.78	30	Psychologist	
		109.79	33	Health Practitioner	
		119.74	42	managerial	

By reading the previous table, it is clear that there are no statistically significant differences at the level of  $(0.05 \geq \alpha)$  Between the average ranks of the responses of the study sample individuals from the point of view of the employees of the Social Affairs Departments in Tabuk region, regarding the challenges facing the Social Affairs Departments in Tabuk region in empowering people with disabilities socially, in (the total questionnaire) according to the variable (job), where the statistical value of (Kruskal-Wallis test) for the total questionnaire reached (4.37), and its statistical significance was (0.36), which is a statistically insignificant value. This means that the study sample of employees of the social affairs departments in Tabuk region agreed on the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, according to the variable (job) regarding (total questionnaire). The reason for this may be that the sample members are in the same work environment, which makes it natural for there to be a convergence in their viewpoints regarding the challenges facing the disabled in acquiring various knowledge, attitudes, values and skills that qualify them for positive and effective participation in various activities and events of human life to the maximum extent that their capabilities and abilities qualify them for.

This result is consistent with the results of the study by Al-Bayoumi et al. (2021), which concluded that there were no statistically significant differences between the average scores of the sample as a whole according to the diversity of experience among the faculty members in the Department of Special Education at Taif and Umm Al-Qura Universities, in the total score of the scale.

#### **Results related to the fifth sub-question:**

Are there statistically significant differences at the significance level  $(0.05 \geq \alpha)$  Among the average responses of the study sample members from the social affairs departments in Tabuk region, regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, are attributed to the variable (gender)?

To identify the differences between the responses of the study sample members from the social affairs departments in Tabuk region, regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, attributed to the variable (gender), the Mann-Whitney test was conducted (mann-whitney); to determine the significance of the differences between the responses of the study individuals, and the following table shows that, and the following table shows that:



**Table (16) Mann-Whitney test results to determine the significance of the differences between the responses of the study individuals from the social affairs departments in Tabuk region, regarding the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially, attributed to the variable (gender)**

Statistical significance	Mann Whitney U test value	Total ranks	Average Rank	number	Type	Axes
0.01	5.43	11621.50	89.40	130	male	Axis One: Challenges related to identifying the psychology of people with disabilities
		10956.50	133.62	82	feminine	
0.01	4.91	11727.00	90.21	130	male	Axis II: Challenges related to motivating people with disabilities
		10851.00	132.33	82	feminine	
0.01	5.86	11318.50	87.07	130	male	Axis III: Challenges related to changing the attitudes of ordinary individuals towards individuals with disabilities
		11259.50	137.31	82	feminine	
0.01	6.09	11200.50	86.16	130	male	Total questionnaire
		11377.50	138.75	82	feminine	

The previous table shows that there are statistically significant differences at the level of  $(0.05 \geq \alpha)$  Between the average ranks of the responses of the study sample individuals from the point of view of the employees of the Social Affairs Departments in Tabuk region, regarding the challenges facing the Social Affairs Departments in Tabuk region in empowering people with disabilities socially, in (the total questionnaire) between the category (male and female), in favor of (females), where the statistical value of the (Mann-Whitney test) reached (6.09), and its statistical significance was (0.01), which is a statistically significant value. Which means that the study sample of employees of the social affairs departments in Tabuk region did not agree according to the variable (gender) about (the total questionnaire).; Whereas (females) see that there is a realization of the challenges facing the social affairs departments in Tabuk region in empowering people with disabilities socially on the ground at a greater level than males; and the reason for this may be the lack of ability of females to change the culture of society towards the disabled and disability from a culture of marginalization to a culture of empowerment, compared to males, which made females see the availability of challenges to a greater extent than males.

This result differs from the results of the study of Al-Otaibi et al. (2015), which indicated that there were no statistically significant differences attributable to the gender variable, with regard to the existence of problems that led to the weakness of the contribution of the Comprehensive Rehabilitation Center in empowering individuals with disabilities in the Najran region, in the Kingdom of Saudi Arabia, in educational, professional, social and economic empowerment programs for individuals with disabilities in Najran.

### **Recommendations:**

Achieving full inclusion and empowerment of persons with disabilities requires continuous efforts from individuals, communities, governments and organizations, advocating for policy change, investing in support services and infrastructure, promoting attitudes of respect, compassion and equality, promoting the rights of persons with disabilities and providing them with the necessary opportunities for full and equal participation in society, giving them a real opportunity for social integration and the right to work, as well as working to overcome the challenges identified by the study through:

**First, with regard to the challenges of understanding the psychology of people with disabilities,** Work to prevent people with disabilities from hearing words of pity and sympathy from others, make them feel safe to avoid generating fear in them, grant them independence and self-reliance, and create an information system for people with disabilities that includes all data, especially what relates to their abilities, qualifications, skills and professional inclinations.

**Secondly, with regard to the challenges of motivating people with disabilities,** To overcome these challenges, it is necessary to work on developing clear legislation and policies that protect the rights of persons with disabilities, enhance their full participation in society, and encourage effective participation in decision-making and the development of policies related to them. Community integration is also essential to enhance the sense of belonging and well-being among persons with disabilities, as community support, accessible recreational activities, cultural events and social networks contribute to their social integration and improve their quality of life, and good education through a range of educational opportunities specifically designed to meet their needs, enhance their personal development and prepare them for effective participation in society, and remove barriers that hinder their full participation.

**Thirdly, the challenges related to changing the attitudes of ordinary people towards people with disabilities.** To overcome these challenges, we must work to enhance community awareness of the importance of employing people with disabilities, which contributes to removing social barriers and reducing discrimination, and providing training and vocational rehabilitation programs dedicated to them, which increases their chances of obtaining suitable jobs. Full integration into education and the labor market enhances diversity, increases their productivity and creativity, and benefits the entire society. We must also work to change the negative view of disability and promote positive thinking, empathy, and cooperation with people with disabilities.

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