



Babeş-Bolyai University, Cluj-Napoca  
**Faculty of Psychology and Education Sciences**

**Environmental and Personal Factors Affecting the  
Transition of Students with Disabilities from Teachers  
College to Teaching Practice**

**Long Abstract**

DOCTORAL COORDINATOR

**Professor Dr. Nicolae Cristian Stan**

Student-doctorand

Doctoral student

**Edna Zafrir**

**CLUJ-NAPOCA, 2019**

# Table of Contents

<b>INTRODUCTION</b> .....	8
<b>Chapter I: Theoretical Fundamentals</b> .....	12
I.1.1 Aims and Focus .....	12
I.1.2 The Faculty .....	13
I.1.3 Accessibility of Teaching.....	14
I.1.4 Legislation and Attitudes .....	14
I.1.5 Organizational Climate .....	16
I.1.6 Students with Disabilities in Teacher Training Programs and in the Teaching Profession .....	16
I.1.7 Self-Efficacy .....	17
I.1.8 Job-Search Self-Efficacy .....	17
I.1.9 Outcome Expectations .....	17
I.1.10 Coping with Stress.....	18
<b>Chapter II: Research Approach and Methodology</b> .....	19
II.1 Research Aims .....	19
II.2 Research Questions .....	19
II.3 Research Hypotheses.....	20
II.4 Research Variables .....	21
II.5 The Mixed-Methods Approach: Advantages and Disadvantages .....	21
II.6 Quantitative and Qualitative Research .....	22
II.7 Research Design.....	24
II.8 Research Population and Sampling.....	25
II.8.1 Quantitative Sample –Faculty .....	25
II.8.2 Qualitative Sample – Faculty .....	26
II.8.3 Quantitative Sample – Students – Pre-test.....	26
II.8.4 Quantitative Sample – Students – Post-Test.....	26
II.8.5 Qualitative Sample – Students .....	26
<b>Chapter III: Findings</b> .....	26
III.1 Findings Emerging from Research Question 1 and Hypothesis 1: Faculty .....	26
III 1.1 - Qualitative Findings.....	27

III.2 Findings Emerging from Research Question 2 and Hypothesis 2 .....	29
III.2.1 Findings relating to teaching accessibility.....	30
III.2.3 Qualitative Findings of faculty's interviews on teaching accessibility.....	31
III.3 Findings Emerging from Research Question 3 and Hypothesis 3 .....	31
III.4 Findings Emerging from Research Question 1and Hypothesis 1: Students .....	31
III.5 Findings Emerging from Research Question 2 and Hypothesis 2 .....	32
III.6 Findings Emerging from Research Question 3 and Hypothesis 3 .....	32
III.7 Findings Emerging from Research Question 4 and Hypothesis 4 .....	32
<b>Chapter IV: Conclusions and Recommendations.....</b>	<b>33</b>
IV.1Re-thinking Academic Accessibility for Students with Disabilities.....	33
IV.2 Implications and Recommendations .....	35
IV.3 Contribution to Theoretical Knowledge.....	36
IV.4 Contribution to Practical Knowledge: Circle of Hope Model .....	36
IV.5 Recommendations for Future Studies .....	37
<b>References.....</b>	<b>37</b>

## **Abstract**

The issue of the transition of teachers with disabilities to teaching in practice and their ability to work in the field raises questions both among faculty members in colleges and among the students with disabilities who need to cope with the difficulties in their studies and those of being students with disabilities.

In this thesis, two populations, were studied: In study 1 we examined the faculty's attitudes and beliefs regarding the chances of success of students with disabilities in academic studies and in the teaching profession, and their perceptions of accessibility at the college and in their teaching, In study 2 we examined personal attributions of the students with disabilities: self-efficacy, job-searching self-efficacy JSSE, and coping strategies and the barriers that they are facing in their transition from higher education to work as teachers .Another aim was to examine the influence of two intervention programs that were developed in the college to promote the opportunities for students with disabilities to successfully integrate into academic studies and to the teaching profession.

**Methods and Research Design:** Mix methods, quantitative and qualitative methods were used. In both studies, intervention programs were implemented, and the two populations were examined before and after participating in their program to identify the influence of each of the program on each of the population's variables. In study 1 the program aims were to improve the attitudes and beliefs toward the students with disabilities and toward the accessibility of the college and the faculty's teaching accessibility. In study 2 the program aims were to enhance the student's self-efficacy, job search self-efficacy and improve their coping strategies.

**The results** showed differential changes of attitudes and beliefs of faculty toward different disabilities in the different situations studied. Changes were found in faculty's expectations of student's success in the two general situations, in the general academic studies and in the general employment. While no changes were found in the two teaching spheres: in faculties' expectations toward the chances of success of the students with disabilities in teaching studies and in actual teaching. Faculty's perceptions of the accessibility of the college were improved, while their perceptions of their teaching accessibility declined. A previous acquaintance of faculty with a person with disability heightened their attitudes and expectations. In study 2 the results showed also a differential change in the students' perceptions after participated in their intervention program: an improvement in their skills acquisitions, but a decline of their perceptions of their self-efficacy and of their job-search self-efficacy, and some improvements in their coping strategies. The results were analyzed as to their theoretical and practical implications.

The conclusions include a new joint student-faculty practical 'Circles of Hope' model based on the general systems theory (Zafirir, 2018) This model emphasizes the fact that systems are inherently involved in reciprocal relationships and ties that have direct and indirect mutual effects on everyone involved. The model describes how both populations undergo a change in line with the overall goals of the process, which is to establish academic accessibility at the College.

**Keywords:** Accessibility, organizational climate, theories of change, intervention programs, students with disabilities, faculty, teacher training program, attitudes, stigma, self-concept, self-efficacy, job search self-efficacy, ways of coping.

# **INTRODUCTION**

## **Research Background**

In young adulthood, which is the stage in life between one's teens and twenties, individuals develop their identity and make important decisions about their future professions and occupations (Arnett, 2010, 2012; Hirschi, 2004, 2005). This task of identity formation and decision making regarding one's future career and the transition from education to employment is one of the most important developmental tasks of adulthood and has implications for one's social and economic future as well as one's future well-being. This development stage is especially significant with respect to young adults with disabilities. (Cinamon, 2014).

For young adults with disabilities, the transition from education to employment is especially stressful (Desivilya, Raz & Rottman, 2013; Gillies, 2012; Holton, 1999) and affects their ability to cope effectively with the challenges of this transition. Students with disabilities in teacher training programs face the same stresses that students with no disabilities face, but they also face additional pressure that stems from personal obstacles and concerns about coping with the teaching profession, and from external obstacles that stem from others' attitudes, including the beliefs and attitudes of faculty regarding the abilities of these students to meet the challenges of the teacher training program and subsequently work as teachers.

The humanistic perspective that is currently common worldwide and in Israel views disabilities as a social construction and not merely as a medical-functional definition. At the foundation of this approach is the belief that a persons with disabilities have the rights to participate fully in all areas of life, including higher education and employment, in the spirit of the (Israeli) Law of Equal Opportunities for Persons with Disabilities 1988 and the 2016 Regulations of Accessibility in Higher Education, which were passed following the 2005 Regulations of Accessibility of Services. The 2016 Regulations increase the chances for young adults with disabilities to participate in higher education according to their abilities and professional aspirations.

From this approach, which is the foundation of the current research, academic accessibility in teacher training colleges should be examined from two perspectives. One perspective is that of the environment and whether the environment is capable of considering students with disabilities holistically, including their capabilities and their challenges. The second perspective is the

perspective of the students with disabilities themselves, their coping mechanisms, and their capabilities.

The current research examines the effect of two intervention programs conducted at a teacher's college. These programs were designed (a) to improve faculty attitudes toward students with disabilities and to ameliorate faculty's beliefs and expectations as to the chances of success of these students in the teacher's program, and to improve the self-efficacy of these students and the ways of coping with the challenging transition from education to working as teachers. The basic premise of the current study was that a supportive, encouraging, and reinforcing climate at the College, devoid of stigmas, would help students with disabilities integrate into the teacher training program and transition into employment as teachers who are confident in their own abilities.

## **Gap in Knowledge**

Students with disabilities in teacher's college constitute a unique group of students in higher education. In addition to the regular requirements that all teacher training students must meet, students with disabilities face additional challenges related to the environment's perceptions of their disabilities and their perceived suitability to study and work in the teaching profession. Students with disabilities typically encounter negative societal attitudes and stigmas toward people with disabilities, which makes it difficult for them to develop a positive perception of their ability to be teachers or to develop a positive role perception as teachers. These challenges create enormous obstacles and stress for students with disabilities during their studies and in the transition into the teaching profession, which must be overcome in order to make a successful transition to working as teachers.

Most studies of students with disabilities in higher education have focused on university students and students with sight impairments (e.g., Matthews, Anderson, and Skolnick 1987; Vogel et al. 1999; Skinner 2007), and only few studies have examined the prospects of success of students with disabilities and the effect of campus accessibility and accessibility of teaching in higher education (e.g., Hess, Ron, Merk-Zigdon and Gilat, 2014). Few studies have examined the mutual effects of the environment and the climate of the college organization concerning students with disabilities and the personality affects which are involved in the success of students

with disabilities, including the effects of these students' self-efficacy beliefs and ways of coping with stress in the transition to the teaching profession. In Israel, few studies have been conducted on students with disabilities in higher education and in teaching colleges (e.g., Leyser, 2011; Reiter & Schalock, 2008; Tabakman, 2008). The paucity of studies underlines the existing gap in theoretical and practice knowledge on this important topic.

## **Theory and Practice**

The current study reviews the changes in recent years in attitudes and conceptions on individuals with disabilities and the important transformation that has occurred, from the patronizing medical model to the social model that calls for society to respect and support the coping efforts that individuals with disabilities invest in functioning independently, despite their disabilities.

The innovation of this study is its focus on the factors that affect the inclusion of students with disabilities who are studying to be teachers, including environmental factors (faculty attitudes and beliefs and accessibility climate) and individual factors (the perspectives of the students with disabilities themselves). This study evaluates the change prompted by two intervention programs conducted on a college campus, which involves these two populations: the faculty and the students with disabilities in the college. The combination of qualitative and quantitative research tools, applied in two points in time, makes it possible to track the complex changes that the participants underwent over time, and supports a holistic analysis of the process from the perspectives of these two populations. Thus, the study contributes to the identification of ways to build a positive campus climate that support accessibility and help students with disabilities in the teacher training program realize their full potential. Although it is difficult to generalize from a single case to entire populations, the knowledge gained from this study undoubtedly offers a foundation for future decision making by policy makers who design and evaluate future support programs for faculty and for students in teacher training programs.

## **Research Field**

The research was conducted in 2016-2017 at a teacher's college in Israel. Two groups participated in the research: The first group comprised 96 members of the teaching faculty who completed questionnaires before participating in an intervention program and 68 faculty members who completed the same questionnaires after participating in the intervention program. (from the 96 faculty members 68 completed the questionnaire before and after)

The second group comprised 23 students with various disabilities who completed questionnaires before participating in an intervention program and 12 students with disabilities who completed questionnaires after participating in the intervention program. The intervention programs were conducted during the 2016-7 academic year. The faculty intervention program commenced in October 2016, at the beginning of the academic year, while the student intervention program commenced in December, after students who met the intervention program's criteria were identified.

Each group completed questionnaires before and after participating in an intervention program. The faculty questionnaires concern the faculty's attitudes and beliefs about the chances of success of students with disabilities to integrate into academic studies and into the teaching profession, as well as items regarding accessibility at the college and their teaching accessibility. The students completed questionnaires that measured their general self-efficacy, job-search self-efficacy, and ways of coping with stress, both before and after participating in the intervention program.

The qualitative section of the research consisted of interviews with a group of members of faculty that participated in the intervention program and a group of students with disabilities also whom participated in the intervention program, with the aim of enriching the information emerging from the questionnaires and discussing in greater detail various topics that were not addressed in the quantitative questionnaires.



# **Chapter I: Theoretical Fundamentals**

## **I.1.1 Aims and Focus**

The current study focuses on academic accessibility in a teaching college campus in Israel from the perspectives of two populations: students with disabilities in the teacher training program, and faculty. The study examines the changes that each group underwent during an intervention program administered over the course of one year. The study examines the environmental and individual aspects and obstacles involved in the transition from teacher training studies to work as teachers.

This study integrates three fields of knowledge: education, psychology, and organizational behavior. Therefore, the review of literature is divided into three main sections. The first section covers literature on the environmental elements involved in the transition of students with disabilities to work as teachers. This section covers the legal changes in Israel and worldwide in attitudes toward individuals with disabilities and describes the elements of accessible organization climate and attitudes. The second section covers personality components of students with disabilities in the teacher training program including self-concept, general self-efficacy, coping strategies with stress, and job-search self-efficacy and outcome-expectations. The third section introduces theories of change including attitude change and personal change, and reviews models of intervention programs used in Israel and worldwide.

The conceptual framework of the research is grounded in the theories and ideas concerning the issues of attitudes of the environment toward people with disabilities and personal perceptions of self of people with disabilities and their conceptual implications. Therefore, the conceptual framework of the research is related to few independent, yet mutually influencing elements: the teaching faculty at the college (environmental elements that include laws, attitudes, and organizational climate), students with disabilities in the teacher training program at the college (individual aspects in play in the transition from teacher training to work), and the particular intervention programs.

The model of the intervention programs is very significant as it is the link and connects the two populations and explains the differences in the focus and attitudes of each population. The model

below depicts the elements of the conceptual framework and the connection between these elements:



**Figure 1.I: Conceptual Framework**

### I.1.2 The Faculty

The faculty who teach in teaching colleges in Israel come from diverse fields. Research findings show that they have very limited knowledge about students with disabilities, the various types of disabilities, and the effects of disabilities on students' learning abilities and their ability to

integrate into work (Leyser, 2011). Most encounters of faculty in teacher training colleges with students with disabilities involve students who are diagnosed with learning disabilities and ADHD and faculty have limited experience with students who are coping with other disabilities (Leyser, 2011; Reiter & Schalock, 2008; Tabakman, 2008). Faculty at teacher training colleges also lack knowledge about the sources of support that exist in their colleges for students with disabilities.

Studies in Israel found that teachers in teacher training colleges have moderately positive attitudes toward the chances of success of students with disabilities who are training to be teachers, and faculty who have prior acquaintance with students with disabilities tend to hold more positive attitudes toward these students. (Leyser, 2011; Reiter & Schalock, 2008; Tabakman, 2008), Faculty at teaching colleges are more willing to give students accommodations and are more skilled in teaching students with disabilities, compared with faculty who teach subjects such as art or business (Leyser, 2011; Leyser & Greenberger, 2008).

### I.1.3 Accessibility of Teaching

One of the factors that affects the inclusion of students with disabilities refers to teaching quality and accessibility of teaching. Faculty in teaching colleges need extensive knowledge about accommodating and accessible teaching in order to be able to help their students with learning disabilities learn the study materials in a manner that allows them to integrate well into their academic program (Reiter & Schalock, 2008). The new accessibility regulations published in 2016 require academic institutions to make their programs accessible to students with disabilities, in terms of both the physical and the academic aspects of the program. This means that the contents of study, the assignments, and the assessments must be made accessible through accommodations, in order for students with disabilities to conduct themselves on an equal footing with other students in academic institutions.

### I.1.4 Legislation and Attitudes

All over the world, including Israel, many changes have occurred in legislation concerning individuals with disabilities, including recent changes involving students with disabilities in

higher education. These changes stem from changes in the beliefs that individuals with disabilities are to blame for their situation to a view that sees society as being responsible for individuals with disabilities and their inclusion into all areas of life. The Law of Equal Opportunities that was passed in Israel in 1988 marked an important change in the lives of people with disabilities, and subsequent laws improved their legal status further (Rimmerman, et al., 2007).

Regulation 2 of the Israeli Law of Accessibility – 2005 states that the meaning of accessibility is the establishment of an environment that enables maximum participation by all individuals with disabilities in all activities. The Regulation is defined as allowing individuals with disability to access, move, and orientate themselves anywhere, and the ability to use and benefit from services, obtain information regarding all activities that is available to all persons, in a respectful, independent, and egalitarian manner (Israeli Law of Accessibility – 2005). Accessibility is the primary condition for successful inclusion of students with disabilities in any area, and especially in education and later in employment. Accessibility allows students with disabilities to recognize their potential, which explains the great significance of physical accessibility of educational institutions (Bar-Lev et al., 2015).

The laws in Israel concerning students in higher education and especially the regulations regarding equal opportunities in higher education in Israel, which were enacted in March 2016, changed higher education in Israel and made it possible for students with disabilities to study in academic programs and work in environments adjusted to their needs. Students with disabilities receive priority in meeting admission requirements, receive individual accommodations and services and support by the professionals in the support centers that have been established on campuses nationwide for students with disabilities (Ministry of Justice website, March 2016).

Laws are designed to protect individuals with disabilities, and they lower barriers and allow access, but they cannot affect attitudes or changes the stereotypes that people have regarding individuals with disabilities. The regulations enacted in March 2016 require all academic institutions to ensure physical and service accessibility (Ministry of Justice website, March 2016), but without a change in attitudes, these laws will not be able to promote equal rights for individuals with disabilities.

### I.1.5 Organizational Climate

Schein (2010) discusses the difference between organizational culture and organizational climate: Organizational climate is expressed in the practical, behavioral level of the organization while organizational culture comprises basic assumptions, values, and implicit understandings and outcomes. Organizational climate expresses these beliefs in the overt organizational outcomes and observable behaviors. In research, organizational climate is typically measured using quantitative tools.

A positive, respectful, and egalitarian organizational climate in an academic institution is one of the factors that account for the satisfaction of students with disabilities and is the key for their inclusion in academic studies, and later, into employment. Hall and Sandler (1982) found that a "chilly climate," where instructors reject students, do not make eye contact with students, and keep a distance from students may reduce students' satisfaction and their ability to integrate into studies.

A negative climate may diminish students' self-concept and self-efficacy (Bourke, et al., 2000; Deshler et al., 1996, 1998). In contrast, a positive climate and positive expectations can have a beneficial impact on students by creating a Pygmalion effect: The stronger the instructors' beliefs in the chances of success of their students with disabilities, the more the students themselves begin to believe in themselves (Rosenthal, 1988).

### I.1.6 Students with Disabilities in Teacher Training Programs and in the Teaching Profession

The inclusion of individuals with disabilities in the teaching profession is important for several reasons. The main reason is that they can serve as models for pupils in elementary and high school and demonstrate how to cope with disabilities. From this perspective, a disability is not a barrier but rather opens up opportunities for pupils to expand their knowledge and tolerance. As the number of students with disabilities in teacher training programs increases, they will have an increasing impact on the understanding and awareness of their environment and will contribute to the recognition that all individuals can strive to achieve their goals. (Talmor 2007).

### I.1.7 Self-Efficacy

Self-efficacy is defined as a person's belief in her ability to perform a specific task (Bandura, 1986). Based on Bandura's (1986) cognitive theory, self-efficacy is the driving force that motivates a person to perform a specific action and therefore, a person who has a heightened sense of self-efficacy and self-confidence in her abilities will invest more efforts in attempts to perform the tasks, despite difficulties (Lent et al., 2014). Self-efficacy is extremely important because it also accounts for a person's expectations about her own aspirations and goals. The stronger one's self-efficacy beliefs, the more capable the person will be in coping with the demands of her environment. Self-efficacy is closely related to job-search self-efficacy. Individuals with high self-efficacy beliefs also cope more easily with work-related tasks (Lent et al., 2014).

### I.1.8 Job-Search Self-Efficacy

Job-search self-efficacy (JSSE), is an important component of the job search process, which is explained by the theory of planned behavior (TPB) and self-regulation theory (Saks, Zikic & Koen, 2015; Strauser & Berven, 2006). The skills required to search for and find a job, include basic skills such as writing a CV, handling a job interview, and self-presentation skills (Eliis & Tailor 1983; Knafer & Hulin, 1985; Saks & Ashforth, 2000).

With respect to students with disabilities in a teacher training program, Strauser and Berven (2006) developed a survey that examines the skills required to successfully search for a job. Students with disabilities in the current study confront such a task of searching for a teaching position. The intervention program in the current study was developed on the basis of this survey, which is grounded in Bandura's theory and definition of specific self-efficacy as a person's belief in his/ her ability to perform a specific task (Bandura, 1977; Zakash & Shroyer, 2009).

### I.1.9 Outcome Expectations

According social cognitive theory (Bandura, 1977, 1986, 1989, 2001), both self-efficacy and outcome expectations affect the person's interests, choices and actions and the belief in their efforts and success. However, the effects of outcome expectancies on performance motivation

and activities are governed on the whole by the person's beliefs of self-efficacy. This dominance of self-perceived inefficacy appears especially when the level of competence dictates the outcomes of how well the person will be able to perform the given tasks in a given situation. Still, it is one of the important personal characteristics because those who expect negative outcomes have low motivation, low goal directed activities, low persistence at these activities, and the ultimate results are low success in their performance.

### I.1.10 Coping with Stress

Lazarus and Folkman (1984) developed a model of the styles or strategies that people use to cope with stress or challenging situations. According to their model, stress is the result of situational features and personality traits. The interaction between these two elements and between an individual and her environment is a cognitive-perceptive interaction. The individual examines her coping skills in view of the situation. For example – is the situation threatening and do I have the ability to cope with the situation?

Studies by Lazarus and Folkman (1984) found that coping strategies and styles vary by individual and situation: Some strategies are used consistently while others vary according to the situation. For students with disabilities in a teacher training program, the transition from school to work is a stressful period that triggers various coping strategies (Lazarus, 1993; Lazarus & Folkman, 1984).

In summary, the premise of the current research is that intervention programs at teaching colleges are the means that will allow colleges to adjust their learning environments to the needs of students with disabilities and integrate students' desire to succeed in their studies with their desire to join the teaching profession. We hypothesize that intervention programs customized for these two population groups faculty and students will improve the attitudes of faculty toward students with disabilities and promote self-efficacy and coping skills of students with disabilities in their transition to employment and alleviate the negative effects of their disabilities on the transition. In the intervention programs both groups, will benefit from an improved accessibility climate on campus, improvements in accessibility of teaching, change of attitudes and change in individual abilities.

## **Chapter II: Research Approach and Methodology**

### **II.1 Research Aims**

The transition from higher education to employment represents students' passage into adulthood. This pivotal transition to employment affects and is affected by their psychological well-being and economic resources. For people with disabilities, this transition is a most stressful and critical stage in their lives (Desivilyaet al., 2013; Gillies, 2012; Holton, 1999). In the transition from education to work as teachers, students with disabilities studying teaching cope with difficulties and challenges that stem from personal and environmental factors, including faculty attitudes toward them.

Following are the aims of the current research:

- To explore the attitudes and beliefs of the faculty regarding the chances of success of students with disabilities in academic studies and in the teaching profession, and their perceptions of accessibility at the college and in their teaching accessibility;
- To explore the beliefs of students regarding their self-efficacy and ways of coping; To identify the facilitating factors and the barriers facing students with disabilities in a teacher education college in their transition from higher education to employment as teachers.
- To examine the influence of two intervention programs that were conducted in the college to promote the opportunities for students with disabilities to successfully integrate into the teaching profession: An intervention program for the faculty, aiming to raise their awareness of accessibility issues and change their negative attitudes toward students with disabilities The second is an intervention program for students, aiming to enhance their self-efficacy and ways of coping in finding a position as teachers.

### **II.2 Research Questions**

#### **Faculty**

1. What attitudes and beliefs do college faculty hold about the chances of students with disabilities to be successful in academic studies and in the transition to employment?



2. What attitudes and beliefs do college faculty hold about accessibility at the college and the accessibility of their teaching for students with disabilities?
3. What is the impact of faculty's previous acquaintance with a person with disabilities on faculty's attitudes and beliefs regarding students' chances of success in their academic studies and in employment?
4. After the intervention program for faculty (TI), were faculty members' attitudes and beliefs improved regarding students with disabilities' chances of success in both their academic studies and in employment and regarding their perceptions of the accessibility at the college and the accessibility of their teaching?

### **Students**

1. How do students with disabilities evaluate their own self-efficacy in their studies and in the transition to employment?
2. What are the coping strategies that students with disabilities employ in their transition to employment?
3. What changes occurred in students' self-efficacy beliefs and coping strategies after their participation in the Student's Intervention program (SI)?
4. What elements in the Student Intervention (SI) program may have altered students' self-efficacy beliefs and coping strategies in different situations?

## **II.3 Research Hypotheses**

### **Faculty**

- **H1:** Participation in the intervention program (TI) will improve faculty members' attitudes toward and beliefs about the chances of success of students with disabilities in academic studies and in employment.
- **H2:** Participation in the intervention program (TI) will improve faculty members' attitudes toward accessibility in the college and in their teaching.
- **H3:** Previous acquaintance with a person with disabilities will influence faculty's attitudes toward students with disabilities chances of success in their academic studies and in employment.

## Students

- **H1:** Participation in the intervention program will increase students' self-efficacy in their studies and in their transition to employment.
- **H2:** Participation in the intervention program will increase students' problem-focused coping and emotional-focused coping and decrease avoidance-focused coping.
- **H3:** Participation in the intervention program will increase students' job-search self-efficacy.

## II.4 Research Variables

### Faculty

- **Independent variables:**

Participation in the intervention program (before / after)

Personal characteristics of faculty members (gender, age, position, acquaintance with a person with disabilities)

- **Dependent variables**

Attitudes and beliefs of faculty members concerning the chances of success of students with disabilities in their academic studies and in employment

Attitudes and beliefs of faculty members concerning accessibility at the college and in their teaching

### Students

- **Independent variables**

Participation in the intervention program (before / after)

- **Dependent variables**

Students' sense of self-efficacy in their studies and in their transition to employment

Students' coping strategies in their transition to the employment

Students' job-search self-efficacy

## II.5 The Mixed-Methods Approach: Advantages and Disadvantages

The mixed-methods approach combines qualitative and quantitative instruments and provides a view of a topic of investigation from multiple perspectives: a measurable perspective and a

descriptive perspective; an objective perspective and a subjective one. In addition to the quantitative component that allows for the testing of pre-formulated hypotheses grounded in literature and theory, the qualitative components make it possible to ask questions that are not based on existing theories or structured hypotheses. Qualitative research also offers a significant contribution to the identification of issues that emerge as policies that are translated into the field (Anthony, Rogers & Farkas, 2003) and identification of processes and variables that a study did not plan to measure at its outset (Friedman, 2005). It is worthwhile mentioning that qualitative research is especially valuable for understanding a phenomenon from the subjective perspectives of individuals with disabilities who cope with special challenges. However, mixed-methods research may be extremely complex and time consuming, and sometimes inconsistencies arise between findings from each of the two methods (Creswell, 2009; Creswell & Plano, 2011). Therefore, the researcher is required to be skilled in both methods to ensure their proper use.

## II.6 Quantitative and Qualitative Research

The quantitative section of the present research stresses the measurable and numerical aspects of the investigation, which focuses on posing and testing hypotheses using numerical data and statistical methods. The quantitative component of the research satisfies the need for precise measurements of features of the selected research population and is based on data from structured questionnaires and interviews that are analyzed using statistics to test the hypotheses. This method allows an examination of existing theories and correlations between variables. It includes statistical comparisons of groups and statistical evaluations at different points of time and analysis of the correlations between variables.

The qualitative research encompasses many different kinds of research methods, each of which has specific purposes, procedures, limitations and measurement tools (Denzin & Lincoln, 2011). Yet, all qualitative research is based on the assumption that phenomena in people's lives and their experiences are best presented through personal, subjective stories and verbal narratives, as told in their own language (Shkedi, 2005). Shkedi (2003) stressed the importance of stories of personal significance in the effort to delve deeply into the world of participants and to reveal the meanings underlying their stories and descriptions. Lincoln and Guba (1985) pointed to the fact that in qualitative research "there are no a priori questions or hypotheses to guide decisions on

data collection and data analysis" (cited in Shkedi, 2005, p. 51). On the contrary, qualitative research generates questions and hypotheses.

Narrative research is a term that includes a group of approaches that in turn rely on the written or spoken words or visual representations of individuals. These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on stories, typically both on "what" is narrated and "how" it is narrated. The use of personal narratives is designed to generate an understanding of phenomena through the subjective experiences of individuals. By giving expression to and interpreting subjective experiences, it is possible to explore and explain the past and the present and plan the future (Shkedi, 2003). As a result, this approach assists in developing ideas, theories and plans for action. In this study, plans will be developed to resolve the difficulties affecting the transition of teacher training college graduates with disabilities from their studies into employment, caused by personal and environmental factors.

The qualitative section of the present study represents a narrative-based exploration of the subjective experiences of teacher training college students who are challenged by disabilities, and faculty members' experiences as teachers of students with disabilities, as well as faculty members' and students' beliefs in the chances of students' success in their academic studies and their future careers as teachers.

## II.7 Research Design

	<b>Methodology</b>	<b>Aims</b>	<b>Research tools</b>	<b>Research population Pre-test and post-test</b>	<b>Data analysis</b>
<b><u>Study 1:</u> Faculty Stage 1</b>	Quantitative research (pre- -test) survy	To examine faculty attitudes and belifs regarding students with disabilities' chances of success and their perceptions of accessibility climate and teaching	Attitude questionnaire	Pre-test 91 faculty members	statistical analysis
<b>Intervention program</b>					
<b><u>Study 1:</u> Faculty Stage 2</b>	Quantitative research (post-test) survy	To examine changes in faculty attitudes and belifs regarding students with disabilities' chances of success and their perceptions of accessibility climate and teaching	Attitude questionnair	Post-test 69 faculty members	statistical analysis
<b><u>Study 1:</u> Faculty Stage 3</b>	Qualitative research (Post)	To examine changes that occurred after the intervention	semi-structured interview	5 faculty members	Content analysis

	Methodology	Aims	Research tools	Research population Pre-test and post-test	Data analysis
		program			
<b>Study 2: Students with Disabilities Stage 1</b>	Quantitative research (Pre -test) survey	To examine general self-efficacy, JSSE and the ability to cope with stressful situations	Questionnaire 1. General self-efficacy 2. Ways of coping 3. job-search self-efficacy of individuals with disabilities 4. Demographic questions	Pre-test 23 students	statistical analysis
<b>Intervention program</b>					
<b>Study 2: Students with Disabilities Stage 2</b>	Quantitative research (Post-test) survey	To examine changes in general self-efficacy, JSSE and the ability to cope with stressful situations	Questionnaire 1 General self-efficacy 2 Ways of coping 3 job-search self-efficacy of individuals with disabilities 4 Demographic questions	Post-test 12 students	statistical analysis
<b>Study 2: Students with Disabilities Stage 3</b>	Qualitative research (Post )	To examine changes that occurred after the intervention programs	Semi-structured interview	7 students	Content analysis

## II.8 Research Population and Sampling

### II.8.1 Quantitative Sample –Faculty

The study is based on convenience sampling, which is a non-probability method of sampling. In this sampling method, the sample is drawn from the part of the population that is easily contacted and most accessible to the researcher (Cohen, Manion & Morrison, 2007). Thus, participants consisted of 91 members of the teaching faculty at an academic college in the south of Israel (30

male and 61 female). Their average age is 49.2 (SD = 11.4, range 25-77), average teaching experience is 11.4 years (SD = 11.6, range 1-44). Seventy-six faculty members (84% of the participants) have personal acquaintance with a person with a disability, and 41 faculty members (46% of the participants) have been exposed to some information campaign on accessibility in the college.

### II.8.2 Qualitative Sample – Faculty

In-depth interviews were conducted with five faculty members (2 male, 3 female) from a range of disciplines, to create a sample with variation and as many different perspectives as possible, so as to obtain a deep and broad picture of the phenomenon in general (Patton, 2002). This is a purposeful sample.

### II.8.3 Quantitative Sample – Students – Pre-test

This research population is consisted of 23 students were selected to participate in the "Siftah" program ("Break Through"). The students were required to furnish official documents confirming their disability, and receipt of a disability benefit and a rehabilitation benefit for study purposes from the National Insurance Institute. The majority of participants in this sample were female, which corresponds to the high female-male ratio at the College. The sample also has a high percentage of older students aged between 44 and 51. Older students at the college represent individuals who have chosen teaching as a second career.

### II.8.4 Quantitative Sample – Students – Post-Test

Of the 23 students in the quantitative student sample, 12 students completed the post-intervention questionnaire. The attrition rate in the intervention program was high (close to 50%), and students left the program for various reasons.

### II.8.5 Qualitative Sample – Students

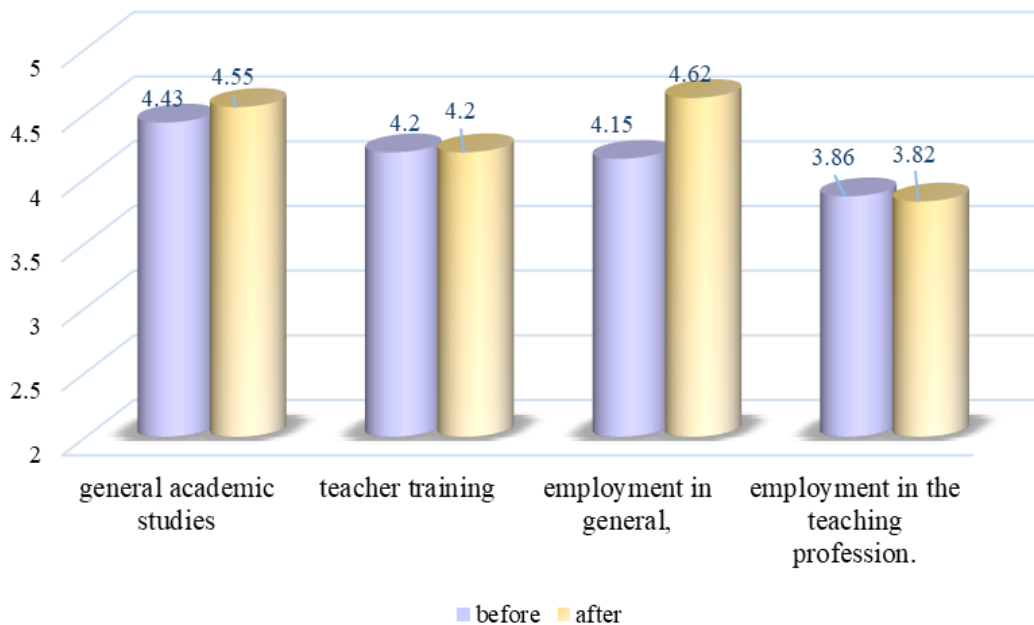
Seven students were selected from the quantitative study sample of 12, representing diverse disabilities, to participate in the in -depth interviews. The interviews conducted with these students had significant informative value and contributed to the researcher's understanding of students' needs and goals during their training and as they prepared to enter the world of employment.

## **Chapter III: Findings**

### III.1 Findings Emerging from Research Question 1 and Hypothesis 1: Faculty

The hypothesis was partially confirmed.

Figure 1.III below presents a comparison between pre-test and post-test means of faculty beliefs regarding the chances of success of students with disabilities in four settings: general academic studies, teacher training programs, employment in general, and employment in the teaching profession.



Results indicate statistically significant and strong associations between faculty's beliefs regarding the chances of success of students with disabilities in all four settings. Faculty who believe that students with disabilities have a high chance of succeeding in general academic studies also believe that they have a high chance of succeeding in teacher training programs; Faculty who believe that students with disabilities have a high chance of successfully integrating into employment also believe that their chances of successfully integrating into the teaching profession are high. Moreover, a strong association was also found between the faculty's beliefs of the chances of success of students with disabilities in their studies and in employment. These findings indicate a high degree of consistency in faculty's beliefs concerning the success of students with disabilities.

### III 1.1 - Qualitative Findings

The qualitative analysis was designed to confirm or challenge the quantitative findings with respect to the research questions. Content analysis was performed by reading the interviewees



responses and organizing them into themes (Creswell, 2009). Three themes emerged from the content analysis of interviewees' responses to their beliefs regarding the chances of success of students with disabilities in academic studies in general and in teacher training programs and the chances of success of students with disabilities in employment in general, and in the teaching profession. Table 1 presents the themes that emerged from interviews with faculty.

<b>Themes</b>	<b><i>Example 1</i></b>	<b><i>Example2</i></b>
<b>Faculty distinguish between disability groups</b>	<b><i>Aviva: "You have to know whether the disability is severe or mild."</i></b>	<b><i>David: "The question is how we, the college, can help different students."</i></b>
<b>Faculty distinguish between occupations that are suitable for individuals with disabilities</b>	<b><i>Ilan: "It doesn't depend on the disability but on the type of employment."</i></b>	<b><i>: Aviva: "Did they choose a profession that really suits them?"</i></b>
<b>Suitability of students with disabilities for the teaching profession</b>	<b><i>Riki: "I can't understand how a student who cannot see can manage in the classroom in an education system like the one we have in Israel. "</i></b>	<b><i>Ilan: "I think that with regards to teaching, actually students who have a learning disability or ADHD can be really good teachers."</i></b>

### III.2 Findings Emerging from Research Question 2 and Hypothesis 2

	Pre- and post-test	N	Mean	Std. Deviation	Std. Error Mean
I am aware of the different needs of students with cognitive disabilities	Pre-test	91	4.95	1.047	
	Post-test	68	4.87	1.171	
I am involved in promoting the admission of students with disabilities to the college's programs	Pre-test	91	2.53	1.797	
	Post-test	68	2.22	1.582	
I cooperate with members of the academic faculty about responding to inclusion needs	Pre-test	91	4.23	1.862	0.04
	Post-test	68	3.71	1.685	
I am familiar with the accessibility regulations and their implications for students with disabilities	Pre-test	91	3.78	1.526	
	Post-test	68	3.85	1.330	
I am familiar with the support options that the college offers to students with disabilities	Pre-test	91	3.65	1.594	0.01
	Post-test	68	4.24	1.306	
It is important for the college to be accessible and support the inclusion of students with disabilities	Pre-test	91	5.79	.548	0.02
	Post-test	68	5.56	.761	
It is important for faculty to be involved in promoting accessibility at the college	Pre-test	91	5.13	1.077	
	Post-test	68	4.97	1.269	
It is important to conduct training sessions on accessibility for the faculty	Pre-test	91	4.96	1.125	
	Post-test	68	5.09	1.168	
Helping students with disabilities give you a sense of satisfaction	Pre-test	91	5.31	.865	
	Post-test	68	5.19	1.123	
The college should include students with disabilities	Pre-test	91	5.33	.844	
	Post-test	68	5.12	1.216	
Integrating people with disabilities will add to the college's prestige	Pre-test	91	4.62	1.298	
	Post-test	68	4.51	1.419	
Total score of accessibility	Pre-test		4.89	0.70	0.02
	Post-test		4.60	0.79	

The analysis of the findings indicates a statistically significant improvement in faculty's familiarity with the sources of support available at the college regarding accessibility for students with disabilities, after faculty participated in the intervention program (3.65 and 4.24, respectively). An improvement occurred in faculty's familiarity with the law (Equal Rights for Persons with Disabilities in Higher Education) and their awareness of training sessions for faculty members. However, a statistically significant decline occurred on several statements related to the inclusion of students with disabilities (4.23 and 3.71, respectively). A decline also occurred in responses to the statement on the importance of accessibility in the college and its inclusion policy after participating in the faculty intervention program (5.79 and 5.56, respectively), although faculty agreement with this statement was high from the outset. A decline was also found in the total score of faculty's' evaluations of the general accessibility of the college.

The research hypothesis was partially confirmed.

### III.2.1 Findings relating to teaching accessibility

		<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Std. Error Mean</b>
Allow students with disabilities a chance to improve their grade by completing another assignment	Pre-test	91	4.80	1.360	
	Post-test	68	4.63	1.381	
Allow students with disabilities to use a recording device in class	Pre-test	91	5.85	.493	0.002
	Post-test	68	5.53	.801	
Grant accommodations in exams to students with disabilities	Pre-test	91	5.60	.773	0.02
	Post-test	68	5.28	.912	
Devote additional time beyond my regular hours to help students with disabilities prepare for exams	Pre-test	91	4.93	1.209	0.01
	Post-test	68	4.38	1.526	
Send summaries or transcripts of lessons to students with disabilities	Pre-test	91	4.98	1.325	
	Post-test	68	4.78	1.381	
Allow students with disabilities to exchange a required course with an elective	Pre-test	91	5.49	.874	0.005
	Post-test	68	5.00	1.327	
Reduce the quantity of material for the exam	Pre-test	91	3.52	1.696	
	Post-test	68	3.32	1.597	
Allow students with disabilities to use a computer or dictionary even if other students are not permitted to use them	Pre-test	91	4.85	1.406	
	Post-test	68	4.74	1.542	
Help students with disabilities integrate socially	Pre-test	91	3.56	1.708	
	Post-test	68	3.54	1.697	
Write a recommendation letter for work	Pre-test	91	5.00	1.202	
	Post-test	68	4.76	1.415	
Send students with disabilities presentation summaries of the lesson in advance	Pre-test	91	5.21	.961	0.004
	Post-test	68	4.68	1.332	
Mean	Pre-test		4.60	0.70	
	Post-test		4.48	0.79	

All the findings (both statistically significant and findings that did not reach statistical significance) including the general mean indicated a decline after faculty participated in the intervention program. This hypothesis was not confirmed, in other words, faculty took less action to increase the accessibility of their teaching, grant accommodations, and assist the inclusion of students with disabilities in the class.

### III.2.3 Qualitative Findings of faculty's interviews on teaching accessibility

Accessible teaching	Accommodations	<i>Aviva: "I can say that I am very accessible, but I also think that you have to maintain standardization and reducing the quantity of material for exams will affect standardization and I don't agree with that."</i>
	Awareness, familiarity	<i>Riki: "I am highly aware of the needs of students with disabilities. I had various students"</i>
	Accessible teaching	<i>Aviva: "Accessible teaching means.... academic accessibility – adjusting texts, reading aloud, teaching using various suitable methods that fit students' needs. It's not so easy to be responsible for all that."</i>

### III.3 Findings Emerging from Research Question 3 and Hypothesis 3

- Faculty with a previous acquaintance with people with disabilities believe that students with disabilities have higher chances of success integrating in the teaching profession, and general employment.
- Faculty who had previous acquaintance with people with disabilities were more highly aware of the diverse needs of students with disabilities.

The hypothesis was partially confirmed.

### III.4 Findings Emerging from Research Question 1 and Hypothesis 1: Students

	Pre-post	Mean	SD	t
When I face difficult tasks, I am confident that I can perform them.	Pre-test	4.000	1.2060	0.52
	Post-test	4.250	1.1382	
I am confident that I can perform most tasks well.	Pre-test	4.833	1.0299	1.46
	Post-test	4.167	1.1934	
I am confident that I can meet many challenges successfully.	Pre-test	4.833	1.1934	0.39
	Post-test	4.667	.8876	
Compared to other people I can perform most tasks well.	Pre-test	4.667	1.2309	1.44
	Post-test	3.917	1.3114	
I can achieve most goals that I set for myself.	Pre-test	4.750	1.4222	0.88
	Post-test	4.250	1.3568	
In general, I think that I can achieve the things that are important to me.	Pre-test	4.917	1.2401	0.42
	Post-test	4.750	.6216	
I can succeed in any task if I set my mind to it.	Pre-test	4.636	1.3618	0.56
	Post-test	4.917	.9962	
Even when the situation is difficult, I can perform tasks rather well.	Pre-test	4.583	1.6214	0.88
	Post-test	4.083	1.0836	
Mean general self-efficacy score	Pre-test	4.6577	1.07353	0.70
	Post-test	4.3750	.90767	

The findings indicate no statistically significant difference emerged in students' general self-efficacy between the two time points. The hypothesis was not confirmed.

### III.5 Findings Emerging from Research Question 2 and Hypothesis 2

- After participating in the intervention program there was not an increase in students' problem-focused coping, as was hypothesized, but rather a decrease.
- After participating in the intervention program there was an increase in all the emotion-focused strategies and a decrease in avoidance strategies, as was hypothesized.

The hypothesis was partially confirmed.

### III.6 Findings Emerging from Research Question 3 and Hypothesis 3

- After participating in the intervention program, the mean scores of the student's job-search self-efficacy increased in several items:
- Confidence in asking for the presence of another person in a job interview and confidence in writing a CV.
- The general job-search self-efficacy score increased.

The hypothesis was partially confirmed

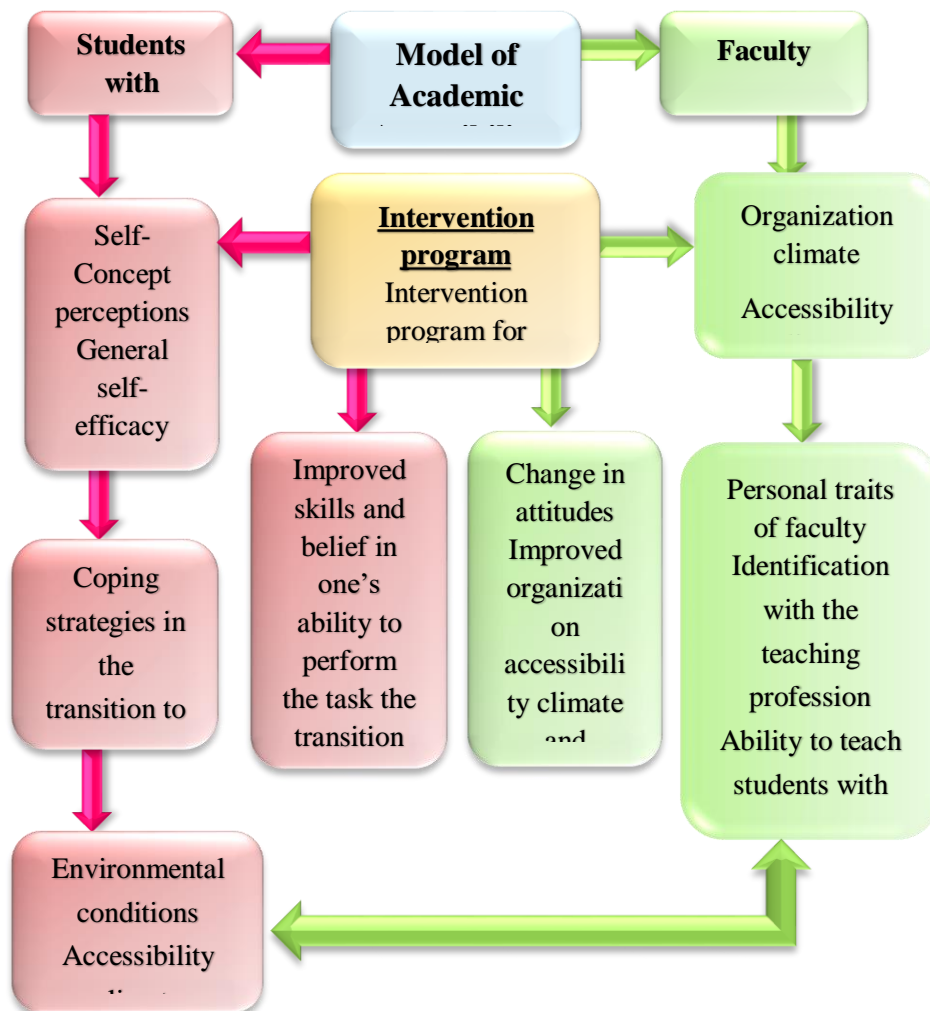
### III.7 Findings Emerging from Research Question 4 and Hypothesis 4

Environmental factors	Examples	Personal factors	Examples
Knowledge about employers to whom to apply for help	<b>Rafi:</b> "Today I know that even National Insurance can help."	Self-efficacy and self-confidence	<b>Maya:</b> "I need to work on my self-confidence"
Advice of the pedagogical counselor	<b>Tali:</b> "There is a change at the college, there's openness, you have someone you can talk to, the pedagogical counselor is someone you can consult with."	Concerns about disclosing one's disability	<b>Gili:</b> "There are people who view this illness as dangerous, and think that I should be pitied, so I think that I will not disclose it."

## Chapter IV: Conclusions and Recommendations

### IV.1 Re-thinking Academic Accessibility for Students with Disabilities

The findings of this study prompted a process of re-consideration of the transition of students with disabilities from academic studies as teachers in training to employment as teachers. At the conceptual level, the findings of this study facilitated the development of an evidence-based model that explains academic accessibility for students with disabilities in teacher training programs. Figure 1.IV presents the model of the conceptual conclusions.



**Figure 1.IV: Model of academic accessibility for students with disabilities in the teacher training program**

This evidence-based model was constructed on the basis of the findings of the current study, which prompted a process of rethinking of academic accessibility for students with disabilities in teacher training programs. At one end of the model is the faculty population, who are affected by the organizational climate at the college, including the accessibility climate. The accessibility climate includes knowledge of accessibility laws and regulations that apply to higher education, knowledge of disabilities, and rules of accessible service. Changes in an organization's accessibility climate require a systemic change including changes in teaching accessibility, which entails, among other things, faculty's greater attention to and availability for their students with disabilities, preparation of accessible presentations of learning materials, and offering options for alternative assessment and accommodations in exams in a manner that allows these students to express their knowledge. The model also describes the personal variables of the faculty that have a strong impact on their expectations of students with disabilities and the chances of success of students with disabilities to integrate into the teacher training program and into the teaching profession. These personal traits, including self-efficacy and teaching efficacy, which undoubtedly affect faculty's attitudes toward students with disabilities. These personal variables were not the focus of the current research yet insights concerning these traits emerged from the findings.

The intervention programs are at the heart of the model. The faculty program was developed by the researcher at the College, in conjunction with the Unit for Teaching Advancement and the Service Accessibility Officer at the College. The goals of this program are (a) to improve academic accessibility through the accessibility climate and teaching accessibility at the College, and to reduce barriers to faculty's knowledge and self-efficacy. The student intervention program was designed to prepare students with disabilities in the teacher training program to the transition from their academic environment to the teaching profession. The program was operated by an external organization (JDC Israel).

At the second end of the model is the student population – The students with disabilities in the teacher training program who cope with their self-concept as individuals with disabilities, and with their perceptions of their tasks as teachers in training, which requires them to prepare to work as teachers. Self-concept comprises an individual's beliefs about herself and her self-

efficacy, and an assessment of her abilities to perform a task. These beliefs are influenced by environmental conditions, including the attitudes and beliefs of the faculty about the students' abilities to succeed, the accessibility climate at the college, and the teaching accessibility.

The model describes how both populations undergo a change in line with the overall goals of the process, which is to establish academic accessibility at the College. Although each population undergoes its own process, both populations maintain reciprocal relations.

The academic accessibility model is an original holistic model that was developed on the basis of the current research and includes both faculty and students with disabilities. It is an integrative model as it combines several concurrent processes in two populations and the reciprocal relations between them.

Despite the fact that the research was conducted at one teaching college in Israel and its findings concerning academic accessibility cannot be generalized to other academic institutions, we believe that from a pragmatic perspective, the findings of this study are very important for the education system, for teaching colleges, and for other academic institutions that share many features related to academic accessibility. From the faculty's perspective, the features of this research share features with other teaching colleges, including the importance of a change in organizational accessibility climate and teaching accessibility, and the impact of organizational climate on faculty's beliefs regarding students with disabilities. From the students' perspective, the findings of this research reflect the personal resources that students with disabilities need in the transition from education to employment, and the extent to which these resources depend on academic accessibility in the academic institutions.

## IV.2 Implications and Recommendations

1. Setting up frame work to improve academic accessibility through the accessibility climate and academic accessibility at the College, and to reduce barriers and stigmas by workshops and seminars.
2. Make a plan to prepare students with disabilities in the teacher training program for Internships and transition from their academic environment to the teaching profession, by individual meetings and group workshops.



3. Contributions of Students with Disabilities to Improvement of the Organizational Accessibility's Climate by Social Activism.

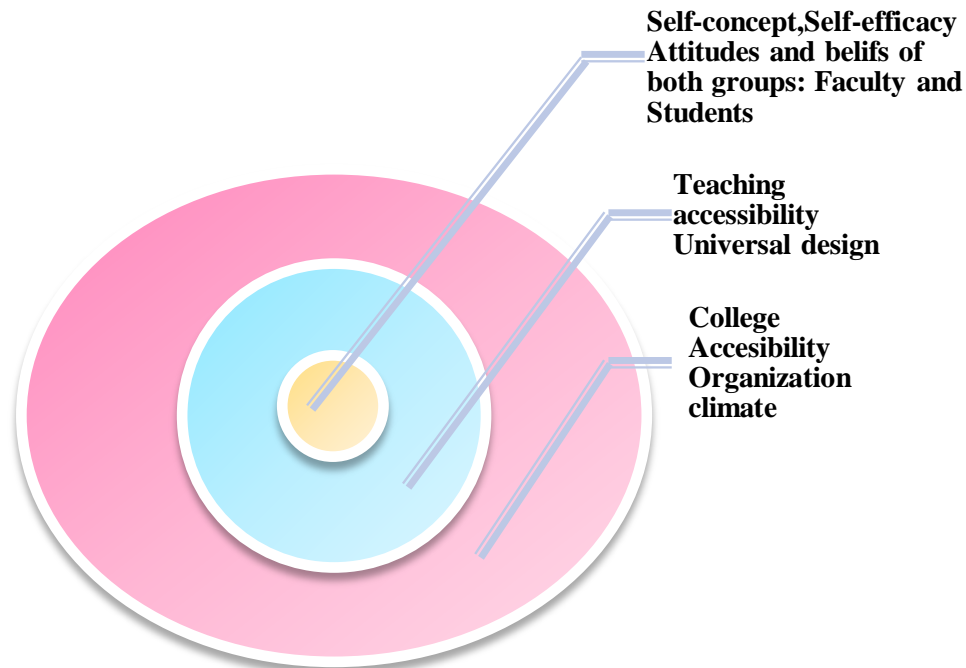
#### IV.3 Contribution to Theoretical Knowledge

A preliminary study of academic accessibility in teaching colleges in Israel, One of the few studies that have examined intervention programs designed to improve academic accessibility after the Rights of People with Disabilities in Higher Education Regulations came into effect in March 2016.

The current study is grounded on a combination of theories on organizational climate from the field of organizational behavior (Bitsani, 2013) and general system theory (Bertalanffy, 1968) and theories related to education and psychology, including Bandura's theory of social cognitive learning (Bandura 1986, 1997), self-efficacy theories based on Bandura's theory, and Lazarus and Folkman's (1984) theory of coping with stress and challenges. The combination of theories from multiple fields and the development of an intervention model based on these theories is unique.

#### IV.4 Contribution to Practical Knowledge: Circle of Hope Model

Academic institutions that advocate inclusion and equal opportunities to disadvantaged populations, including students with disabilities, and seek to improve their accessibility climate and teaching accessibility, eliminate obstacles to inclusion for students in teacher training programs and in employment in order to do so they can use the Circles of Hope model, a joint student-faculty model that is based on the general systems theory (Zafir, 2018). This model emphasizes the fact that systems are inherently involved in reciprocal transactions and ties that have direct and indirect mutual effects on everyone involved.



**Figure 2.IV: Circles of hope Model**

#### IV.5 Recommendations for Future Studies

Future studies should include a larger group of faculty and student participants.

As the research was conducted in a single college in Israel, future studies are advised to expand the number of teacher training colleges, and specifically include other teacher training colleges that operate the "Siftah" intervention program (Break throw by the JDC), and compare teacher training colleges and other colleges.

Future studies are advised to expand the knowledge contributed by the current research by studying the variables that emerged in the current study yet were not specifically studied such as teachers' self-efficacy and teaching self-efficacy (for faculty), and the effects of internal and external sources of self-efficacy and self-concept of students with disabilities in teacher training programs.

#### References

Arnett, J. J. (2010). Adolescence and emerging adulthood: A cultural approach (4th ed.). Boston: Prentice Hall.

- Arnett, J.J. (2012). *Human development: A cultural approach*. New York: Pearson.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. New York: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on psychological science*, 1(2), 164-180.
- Bar-Lev, L., Keren-Abraham., Y., Haber, Y., & Admon-Rik, G. (Eds.) (2015). *Report on persons with disabilities in Israel 2015*. Jerusalem: Commission for Equal Rights of Persons with Disabilities, Ministry of Justice. [In Hebrew]
- Bertalanffy, L. (1972). General systems theory. *The Academy of Management Journal*, 15(4), 407-416.
- Bitsani, E (2013). Theoretical approaches to the organizational culture and the organizational climate: Exploratory research examples and best policies in health care services. *Journal of Human Resource Management*, 1(4), 48-58.
- Bourke, A., Strehorn, K., & Silver, P. (2000). Faculty members' provision of instructional accommodations to students with learning disabilities. *Journal of Learning Disabilities*, 33, 26-32.
- Cinamon, R. G. (2014). Theoretical and practical aspects in the career development of youth with special needs. In Most, T. and Ringwald-Frimerman, D. (Eds.), *Rehabilitation and Education of hard of hearing and deaf children and adolescents: theoretical and practical implications* (pp. 384-411). Tel Aviv: Mofet. (Hebrew).
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London and New York: Routledge.
- Commission for Equal Rights of Persons with Disabilities website, Ministry of Defense. Retrieved from:  
<http://www.justice.gov.il/En/Units/CommissionEqualRightsPersonsDisabilities/Pages/About-the-Commission-for-Equal-Rights-of-Persons-With-Disabilities.aspx>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mix methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2006). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). *Best practices for mixed methods research in the health sciences*. Bethesda, MD: Office of Behavioral and Social Sciences Research, National Institutes of Health. Retrieved from  
<https://obssr.od.nih.gov/training/online-training-resources/mixed-methods-research/>

- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Deshler, D. D., Ellis, E. S., & Lenz, B. K. (1996). *Teaching adolescents with learning disabilities*. Denver, CO: Love Publishing Company.
- Desivilya, S. H., Raz, M., & Rottman A. (2013) *An occupational support center for graduates with Learning disabilities in the Tel- Hai College*. Israel: The National Insurance Institute Research and Planning Administration Division for Service Development.
- Friedman, Y. (2005). *Measurement and assessment of social and educational programs*. Jerusalem: Henrietta Szold Institute. [Hebrew].
- Hall, R. M., & Sandler, B. K. (1982). *The classroom climate: A chilly one for women?* Washington, DC: Project on the Status and Education of Women, Association of American Colleges.
- Hess, I., Ron, R., Merk-Zigdon, N., & Gilat, Y. (2014). *Attitudes of the academic and administrative faculty at Levinsky College of Education on the inclusion of students with special needs in training and teaching*. Research report – Part 1. Tel Aviv: Research Assessment and Development Authority, LevHinsky College. [In Hebrew]
- Hirschi, A. (2010). Positive adolescent career development: The role of intrinsic and extrinsic work values. *Career Development Quarterly*, 58 (1), 276-287.
- Hirschi, A. (2012). Callings and work engagement: Moderated mediation model of work meaningfulness, occupational identity, and occupational selfefficacy. *Journal of Counseling Psychology*, 59 (3), 479
- Holton, E. (Ed). (1999). *Managing the transition to employment*. *Journal of Career Planning & Employment*, 59(3), 28-31.
- Israel's Government's laws for equal rights for persons with disabilities 1988; 2005; 2008; Retrieved From: <http://www.kolzachut.org.il/he/>
- JDC-Tevet (n.d.). *Rampa Project 2014*. Retrieved from [www.tevet4u.org.il](http://www.tevet4u.org.il)
- Kanfer, R., & Hulin, C. L. (1985). Individual differences in successful job searches following lay-off. *Personnel psychology*, 38(4), 835-847.
- Law of Equal Rights of Persons with Disabilities 5758-1988, Amendment No. 2 5765-2005 (updated August 21, 2016). Retrieved from <http://www.justice.gov.il/Units/NetzivutShivyon/MercazHameidaLenegishut/HakikatNegishut/HukimTakanotUtkanim/Pages/HokShivionZchuyotLeanashimImMugbalut.aspx> [In Hebrew]
- Lazarus, R. S., & Folkman, S. (1984) *Stress appraisal and coping*. New York: Springer Publishing Comp.
- Lazarus, R. S. (1993). Coping theory and research: Past, present, and future. *Fifty years of the research and theory of RS Lazarus: An analysis of historical and perennial issues*, 366-388.

- Lent, R. W., Morrison, A. M., & Ezeofor, I. (2014). The career development of people with disabilities: A social cognitive perspective. In D. R. Strauser (Ed.), *Career development, employment, and disability in rehabilitation: From theory to practice* (pp. 113-124). New York: Springer.
- Leyser, S. (2011). Factors that promote or inhibit inclusion of students with disabilities in higher education: An international look. In G. Avisar, Y. Leyser & S. Reiter (Eds.), *Combinations: Educational and social systems* (pp. 345-379). Haifa: Achva. [In Hebrew]
- Leyser, Y., & Greenberger, L., (2008). College students with disabilities in teacher education: faculty attitudes and practices. *European Journal of Disabilities Education*, 23, 237-251.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage.
- Reiter, S., & Schalock, R. L., (2008). Applying the concept of quality of life to Israeli special education programs: A national curriculum for enhanced autonomy in students with disabilities. *International Journal of Rehabilitation Research*, 31, 13-21.
- Rimmerman, A., Avrami, S., & Arten-Bergman, T. (2007). Policy on people with disabilities: From social legislation to legislated rights. In A. Avrami, G. Gal & Y. Katan (Eds.), *Designing social policy in Israel: Trends and issues* (pp. 207-308). Jerusalem: Taub Center for Social Policy Studies in Israel. [In Hebrew]
- Rosenthal, R. (1987). Pygmalion effects: Existence, magnitude, and social importance. *Educational Researcher*, 16, 37-40.
- Saks, A. M., & Ashforth, B. E. (2002). Is job search related to employment quality? It all depends on the fit. *Journal of Applied Psychology*, 87, 646-654.
- Saks, A. M., Zikic, J., & Koen, J. (2015). Job search self-efficacy: Reconceptualizing the construct and its measurement. *Journal of Vocational Behavior*, 86, 104-114.
- Schein, E. H. (2010) *Organizational culture and leadership* (4th ed.). San Francisco, CA: Wiley.
- Shkedi, A. (2003). *Words of meaning: Qualitative research theory and practice*. Tel Aviv: Ramot. [in Hebrew].
- Shkedi, A. (2005). *Multiple case narrative: A qualitative approach to studying multiple populations*. Jerusalem: Hebrew University of Jerusalem. [in Hebrew]
- Shkedi, A. (2011). *The meaning behind the words: Methodologies of qualitative research: Theory and practice*. Tel Aviv: Ramot, Tel Aviv University. [In Hebrew]
- Strauser, D. R., & Berven, N. L. (2006). Construction and field testing of the job seeking self-efficacy scale. *Rehabilitation Counseling Bulletin*. 49(4), 207-218.
- Tabakman, M. (2008). Accessibility of higher education services from theory to practice. *Inyan Shel Gisha* [A Matter of Approach: Journal on Accessibility for People with Disabilities], 8, 35-41. [Hebrew]

Talmor, R. (2007). Teachers' attitudes toward inclusion of students with special needs in regular classrooms. In S. Riter, Y. Leyser, and G. Avishar (Eds.), *Combinations: Learning with disabilities* (pp. 157-196). Haifa: Ahiya. [Hebrew]

Zafir.E., (2018)"Attitudes Towards the Chances of Success of Students with Disabilities " Journal of the European proceeding of social & behavioral sciences ERD2018 (in print)

Zakash, D., & Shroyer, N. (2009). *Academic, physical and human accessibility as an enabler of participation of students with disabilities in institutions of higher education: A research report*. Haifa: Haifa University. [In Hebrew]