

# **ENHANCING THE EFFECTIVENESS OF ADAPTIVE STRATEGIES FOR SPECIAL EDUCATIONAL NEEDS STUDENTS: AN EMPIRICAL EXAMINATION AND PROPOSED PREDICTIVE MODEL**

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## **ABSTRACT**

Today, a growing number of students with special educational needs (SEN) are now attending universities; and empirical evidences indicate that they still face difficulties in adaptation with learning environment and education process. Thus, universities need to develop adaptive strategies for these students, given that the current literature suggests that the potential adjustments required may quite differ for different disabilities. This study has taken a further significant step in contributing to both theory and practice and help address some gaps in the current body of literature through (a) providing deeper understanding about students with SEN, specifically in developing countries, (b) outlining a number of adaptive strategies needed to be addressed by universities to meet the needs of these students before and during their course study, (c) developing and validating empirically a mathematical model predicating and examining the perceived effectiveness of these strategies. The research design involved in this study for data collection was a cross-sectional survey. The reliability of instruments was assessed, and showed high using internal consistency (Cronbach's alpha > 0.8). A richer research methodology was used, combining quantitative and qualitative methods to validate the research model and empirically test the hypothesized relationships. Multiple regression analysis with its associated statistical inference tests was applied. Based on our findings the study has made a number of important managerial and academic implications. These findings provide valuable guidance for researchers and practitioners and open areas for future research.

**KEYWORDS:** Academic and Administrative Strategies, Disabilities, Learning Environment, Special Educational Needs, Universities