

Students' satisfaction With Services Provided in Learning Disabilities Programs: Evidence from Intermediate and Secondary Schools in Riyadh, Saudi Arabia

Muath abdullah alshalan, Salaheldin Farah Bakhiet

Department of Special Education, College of Education, King Saud University, Riyadh, Saudi Arabia

Email: moaath282@gmail.com

Department of Special Education, College of Education, King Saud University, Riyadh, Saudi Arabia

Email: salaheldinbakhiet@gmail.com

Department of Special Education, College of Education, Administrative and Technical Sciences, Arabian Gulf University, Manama, Kingdom of Bahrain

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ABSTRACT:

This study examined students' satisfaction with services provided through learning disabilities programs in intermediate and secondary public schools in Riyadh, Saudi Arabia. A stratified random sample of 228 students participated, including 122 intermediate-level students and 106 secondary-level students. A 40-item instrument covering five service dimensions was used. Descriptive statistics were used to determine satisfaction levels, and the Mann-Whitney U test was used to compare the two educational levels. Overall satisfaction was high among both intermediate ($M = 2.40$, $SD = 0.18$) and secondary ($M = 2.39$, $SD = 0.21$) students. The highest ratings concerned the educational environment and learning disabilities teachers, whereas supporting and transitional services and extracurricular activities received the lowest ratings. No statistically significant differences were found between intermediate and secondary students in total satisfaction or any of the five dimensions. The findings underscore the value of students' perspectives in evaluating learning disabilities programs and suggest a need to strengthen supporting, transitional, and extracurricular services.

Keywords: learning disabilities, student satisfaction, special education services, intermediate schools, secondary schools, Saudi Arabia

Association [APA], 2022). The effects of learning disabilities are not limited to primary level; as they may continue to subsequent study levels, and affect academic achievement, self-competence, motivation, school participation and social and psychological conformance of student (Corteilla & Horowitz, 2014; Hallahan et al., 2022).

The challenges that students with learning disabilities face increase when they move into

Introduction

Learning disabilities are considered the most prevailing groups of special education in schools, and they indicate to critical developmental disorders that affect in the learning of basic academic skills and their usage, notably reading, writing and mathematics, with disparity of its manifestations and levels of its severity between students (American Psychiatric

Therefore, the services provided should not merely be an extension for services in the primary level, but should be adapted with developmental and academic characteristics of each level.

In the Kingdom of Saudi Arabia, special education services received a growing interest within efforts of developing education and achieving the targets of Saudi Vision of 2030. An organizational evidence of Ministry of Education confirms the right of disabled students, including those with learning disabilities in obtaining educational services that align with their individual needs, such as assessment, preparation of individual educational plans, providing assisting educational services and cooperating with family and teachers of general education (Ministry of Education, n.d.). Expanding programs scale and variety of their services is necessary that their assessment not to be limited on committing with procedures or providing resources, but must include the quality of programs' implementation and to what extent they meet the needs of students who benefit from them.

The assessment of educational programs has witnessed a transformation from exclusive focus on academic inputs and outputs into interest with student's experience inside educational environment. Students' satisfaction is considered one the significant indicators for the quality of services; because it reflects their appreciation for extent of services' relevance to their needs, ease of accessing them, and their effectiveness in assisting them on learning and participation. Also, students' satisfaction about their schooling experience associates with indicators such as motivation, belonging, relationship with teachers and peers, persistence in studying and school well-being (UNESCO, 2020; OECD, 2019).

Student's satisfaction does not only mean his general acceptance of program, but it consists of his judgment on a set of experiences, such as his learning disabilities teacher, clarity of teaching, suitability of individual educational plans, fairness of modification provided in homework and tests, regularity of implementing services,

intermediate and secondary levels, due to the upgrade in the level of complexity of study content, divergence of subjects and teachers, increase of reading, writing and heuristics requirements, and the need for time management, self-organization and independence in learning. The gap between the performance of those students and the performance of their peers may expands with progress in study level, if they are not provided with specialized and sustainable services that meet their individual needs (Lerner & Johns, 2015; Miciak & Fletcher, 2022). Also, disabilities of some students may not apparently show in preliminary levels, and then become more prominent when they encounter new subjects and compound academic tasks in both intermediate and secondary levels.

Hence, learning disabilities programs in these two levels aim to monitor students who transformed from primary level, and to complete their individual educational plans, to identify cases whose disabilities appear in subsequent levels, and to provide services after completing the procedures of reference, identification, assessment, diagnosis and preparation of reports. These programs are not limited to remedial teaching, but include integrated system of services, such as specializing teaching, preparation of individual educational plans and their implementation, adapting methods of teaching and assessment, usage of assisting techniques, monitor student's progress, consult with general education teachers and parents, develop skills of self-organization and self-defense (Hallahan et al., 2022).

The nature of needs differs between the two levels; intermediate student shifts into educational environment in which subjects and teachers vary, and becomes required with a great extent of organization and independence. Whereas secondary school student besides that faces pressures of achievement and tests, taking decisions connected with specialization, and preparation to transform into tertiary education or professional training or job market.

(Einav, 2018). Recent studies ensured that students view effective support as a combination of academic modifications, flexibility in teaching, respect, understanding, and sense of security when requiring assistance (Hitches et al., 2025).

Generally, the literature agrees on that the satisfaction of students with learning disabilities is a multi-dimensions construct, and quality of relation with teacher, relevance of teaching and assessment, continuity of support, and participation in making decisions represent vital factors in it, however the studies differed in the variable it measured; as some of them generally studied life or school satisfaction, whereas some others focused on facilities or participation or academic support. Also, the studies which listened to students directly often relied on small qualitative samples, whereas quantitative studies focused on indicators of well-being and achievement more than on assessing satisfaction with actual components of the program.

This literature reveals an evident gap in Arabic and Saudi environment, represent in the limitedness of studies which assess directly the satisfaction of students with learning disabilities in both intermediate and secondary levels about services provided to them. Also, there is no sufficient evidence available around whether the level of satisfaction was different between the two levels, despite difference in their developmental and academic requirements. Based on that, the current study seeks to assess the level of students' satisfaction with services provided in learning disabilities programs in both intermediate and secondary levels in Riyadh city, compare between them, and to determine aspects of strength and aspects which need development, including provision of direct feedback for improving quality of programs and their response to students' needs.

Problem of the Study

Despite of expansion in presenting services of learning disabilities in the Kingdom of Saudi Arabia, assessing these services often focused on opinions of teachers and parents, whereas perspective of beneficiary students themselves

cooperation between teachers of learning disabilities and general education, and the extent of respecting his views and participation in decisions related to his education. Therefore, the service may be provided from organizational aspect, however student's satisfaction remains low if it is not regularly implemented or does not align with his actual needs.

Significance of listening to students increases in both intermediate and secondary levels; because they become more capable of determining their needs, expressing their opinions, comparing between the support which they receive and the requirements they encounter. In addition, their participation in assessing services harmonize with principles of education that center around student and the right of disabled individuals in expressing their opinions and participation in decisions that affect their education (United Nations, 2006).

In spite of that, great aspect of studies related to learning disabilities programs focused on satisfaction of parents or teachers. These studies have presented significant information about the programs, however adults' estimations do not reflect daily experience of students or the extent of their feeling with effectiveness of services. Also, some studies investigated disabled students' satisfaction in tertiary education or assembled various groups of disabilities, whereby studies that assess satisfaction of students with learning disabilities in intermediate and secondary levels about their school programs remain limited.

The studies that listened directly to secondary school students with learning disabilities indicate that their positive satisfaction and experience are both affected with the quality of school support, and teachers' understanding of their needs, social relationships inside the school, and extent of services ability to assist them in dealing with academic requirements (Dilling, 2016). Moreover, the research revealed that educational facilities can be more positive when students perceive that they are fair and relevant, and enable them to show their real abilities, not when presented formalistically or irregularly

provided services ability to meet the needs of teachers and to achieve their expectations, also it provides direct feedback for decisions makers about aspects of strength and aspects of improvement in educational programs (UNESCO, 2020; Harvey, 2003). The concept of quality has shifted through the last decades from focusing only academic inputs and outputs into interest with experiences of beneficiaries, where student's satisfaction becomes main element in systems of quality assurance and academic accreditation, given to its association with educational participation, persistence in studying and academic success (OECD, 2019).

In the field of special education, the study of students' satisfaction gains double significance; as the quality of services is not measured only with the extent of abiding with organizational procedures or provision of resources, but with the extent of services response to students individual needs, and its achievement of education principle that centered around student (centered-student education). International conventions for rights of disabled individuals indicate to the right of students with disabilities to obtain comprehensive and high quality education that considers their individual needs and ensure their effective participation in the educational process (United Nations, 2006). The literature also ensures that the effective services in special education should be measured through its functional results, and extent of its contribution in improving student's educational experience, reinforcing his independence, participation and his sense of belonging to school (Hallahan et al., 2022).

The measurement of students' satisfaction is considered an important instrument for assessing educational services; as it allows the extent of identifying teaching relevance, quality of relationship with special education teacher, effectiveness of Individual educational plans, effectiveness of class modifications and easiness of obtaining supporting services. It also contributes in identifying aspects which may not appear through indicators of achievement or teachers' reports, because student is the one

remain less present. Indicators of programs' availability or achievement are not adequate to judge on their quality; as the opinions of students may reveal aspects related to relevance of teaching, regularity of implementing facilities, relationship with teachers, and participation in educational plans do not appear in reports of teachers or parents.

Significance of that emerges in both intermediate and secondary levels for what they witness of differences in curriculum, academic requirements, independence, and readiness to transform into subsequent education. Therefore, the problem of the study is determined on the limitedness of scientific knowledge about level of satisfaction of students with learning disabilities in both levels with services provided to them, and the extent that this satisfaction differ with the difference of study level.

Thus, the problem of the study represents in the following main question:

What is the degree of satisfaction of students with learning disabilities in both intermediate and secondary levels with educational services provided to them in learning disabilities programs in Riyadh city?

Questions of the Study

1. What is the degree of satisfaction of students with learning disabilities in intermediate level with educational services provided to them?
2. What is the degree of satisfaction of students with learning disabilities in secondary level with educational services provided to them?
3. Are there statistically significant differences in satisfaction of students with learning disabilities with educational services provided to them attributed to study level: intermediate or secondary?

Students' satisfaction With Educational Services

Students' satisfaction with educational services is considered one the main indicators used in assessing quality of educational institutions and their programs, as it reflects the extent of

This gap seems more evident in Arabic literature; most studies focused on evaluating services from teachers and parents point of view or on disabled students' satisfaction in tertiary level, with a few studies that investigated viewpoints of students with learning disabilities in both intermediate and secondary levels. The study of Qaryouti and Alsmadi (2017 AI), although it was conducted on tertiary students with different disabilities revealed that students' satisfaction with services characterized by multi-dimensions nature; as social satisfaction came in the foreground of dimensions followed by psychological, educational, environmental and health dimension. Also, the levels of satisfaction were different due to the difference of educational environments and some demographic characteristics. These results indicate that the quality of services should not be measured through academic achievement or provision of service only, but through psychological and social experience of student and extent of easiness of his accessibility to support.

Foreign studies have shown greater interest in voices of students in both intermediate and secondary levels and their daily experiences inside the school. The study of Dilling (2016) has clarified that the majority of secondary level students with learning disabilities showed a deal of satisfaction with their life and academic progress, however this satisfaction was associated with the nature of school support, quality of relations and their ability to deal with study requirements. Moreover, the qualitative studies which listened to secondary schools' students revealed that students' evaluation of services did not rely on their formal availability, but as much as its reliance on quality of their implementation, understanding of teachers for the nature of learning disabilities, clarity of support provided, and sense of students that difficulty is not interpreted as laziness or decrease in the ability (Liu, 2018; Hitches et al., 2025).

Most studies consented that the relationship between student and teacher represents one the

most capable of describing his daily experience inside the program (Harvey, 2003). Numerous studies have pointed out that the rise in the level of students' satisfaction associates with increase of motivation for learning, improving school belonging, increase of self-competence, and decrease of leaking probabilities, whereby decrease in satisfaction indicates that there are limitations in the services or in the ways of their presentation, the issue which entails development of programs and improvement of educational practices quality (UNESCO, 2020; OECD, 2019).

Despite of an increasing interest in assessing special education programs, most studies focused on standpoints of teachers and parents, whereas the voice of student remains less present in the evaluation of services, although recent perspectives in special education ensure the necessity of his participation as a main partner in making decisions related to his education, especially in both intermediate and secondary levels where he becomes more capable of assessing services provided to him, and expressing his educational needs (Hallahan et al., 2022; United Nations, 2006).

Literature Review

satisfaction of students with learning disabilities with educational services is deemed a significant indicator for quality of programs, and their response to students social, psychological and academic needs. The significance of this indicator increases in both intermediate and secondary levels; given to what they witness of rise in academic requirements; variety of teachers, and increase of reliance on independent learning, beside preparation to transform into tertiary education or professional life. Nevertheless, the literature review reveal limitedness of studies that directly measured students' satisfaction in both levels with services of learning disabilities programs, as most research investigated the subject through variables associated with satisfaction, such as school belonging, academic participation, life satisfaction, relationship with teachers and relevance of educational facilities.

elements in his assessment of programs' quality (Hitches et al., 2025).

Generally, the literature agrees that satisfaction of students with learning disabilities in both intermediate and secondary levels is a multi-dimensions construct, includes satisfaction with learning disabilities teacher, teaching methods, modifications in homework and tests, individual educational plan, cooperation between teachers of special and general education, social and psychological support, and participation in making educational decisions. However, the studies differed in the concept of satisfaction that it measured; some of them have highlighted life satisfaction or the school generally, whereas some others focused on facilitations or academic support. This variation delimits the possibility of direct comparison between the results, and ensures the need for using specialized instruments that measure students' satisfaction with actual components of learning disabilities services.

Students' needs also differ with the difference of study level; students of intermediate level are in the beginning of transforming into educational environment in which subjects and teachers vary, and increases in it organizational requirements and time management, whereby students of secondary level encounter greater academic requirements, pressure of tests, and readiness to move to tertiary education or work, with a growing need for independence and self-defense. Therefore, it should not assumed sameness of satisfaction's level or factors that affect in it between the students of two levels.

Based on that, it is clear that there is a shortage in Arabic and Saudi studies that directly studied the satisfaction of students with learning disabilities in intermediate and secondary levels with services provided to them. Also, most previous studies relied on estimations of teachers and parents, or examined students with different disabilities without specifying learning disabilities. Hence, highlights the significance of current study in its focus on views of students themselves, and their comparison between intermediate and secondary levels in Riyadh city,

powerful factors associated with satisfaction. The students have expressed about more positive experiences when teachers showed understanding for their needs, provided clear instructions, allowed extra time, and used flexible methods of teaching and evaluation. In contrast, the decrease of satisfaction is connected with inconsistency of applying facilities between teachers, or weakness of responding to assistance request, or impelling of student to explain his difficulty and to frequently defend his right in the services. Also, the study of Einav (2018) pointed out that the effect of facilitations in the tests depends on how students perceive its relevance, fairness and ability on assisting them to reveal their real level, and not only their accessibility to it.

In addition, the studies indicate that the experience of student with learning disabilities does not limit to academic aspect, but it includes emotional and social dimensions that affect their satisfaction with school. Learning disabilities among teenagers have associated with decrease of academic self-competence, increase of some social and emotional problems, and sense of being different from peers, and these are factors that may undermine the participation and school belonging even in case of school support availability (Piko et al., 2023).

Therefore, the programs that focus on addressing only achievement aspects, without interesting in social and psychological support, may not achieve high level of satisfaction among students.

Also, the literature showed that only merging student with learning disabilities in normal class does not ensure his satisfaction or his actual integration; as that requires availability of specialized education, suitable modifications, positive relationships with teachers and peers, and protection from stigma and isolation. Recent studies confirmed that students view school support as a combination of academic services and emotional supporting, and that respecting student and participating him in determining his needs represent two main

dimensions ranged between (0.435-0.883), and coefficients of dimensions correlations with overall score ranged between (0.584-0.844), which indicates that the instrument possesses a good degree of construct validity and internal consistency. Also, the matrix of correlation between dimensions supported the construct validity of the instrument, where it revealed statistically significant correlations between most dimensions, it reflects that it assess aspects connected to concepts of students' satisfaction with services of learning disabilities programs.

As for the reliability of instrument, it has been verified by using coefficient of Cronbach's alpha and split-half. Coefficient of Cronbach's alpha for dimensions ranged between (0.823-0.895), whereby the coefficient of overall reliability of the questionnaire reached (0.931), and this indicates to high level of internal consistency. In addition, the results of split-half supported this result; as coefficient of Spearman-Brown, the corrector of questionnaire as a whole reached (0.807), this confirms that the instrument has a good degree of reliability and its validity to be used in the current study.

Procedures

After verifying the psychometric characteristics of the study instrument, and obtaining official approvals from the university, and from the administration of education in Riyadh city, the questionnaire was applied in papers on sample from students of learning disabilities programs in both intermediate and secondary levels through period ranges between three and four weeks. After retrieving the questionnaires, they were examined and incomplete questionnaires were excluded, then the data were coded and inducted into SPSS for conducting suitable statistical analyses and to answer the study questions.

Results

Research Question 1

The results in table (1) showed that the level of students' satisfaction in intermediate level with services provided in learning disabilities programs was high, where the overall mean

to assist in determining aspects of strength and limitations in the programs, and develop services according to the actual needs of beneficiaries.

Method

Research Population

The research population consists of female students enrolled in learning disabilities programs in public schools in Riyadh city, and they were (434) students in intermediate level, and (169) students in secondary level (Ministry of Education, 2018).

Participants

The study included (228) students who enrolled in programs of learning disabilities in both intermediate and secondary levels in Riyadh city, and it represents more than 30% of study population. The sample was selected by using stratified random sampling to ensure representation of all study classes; as it included 122 students (53.5%) of intermediate level and 106 students (46.5%) of secondary level, also, the sample included schools distributed in all areas of Riyadh city (North, Middle, East, West, South), which reinforces the study population.

Instrument

The study questionnaire was developed relying on previous literature, specialized references in learning disabilities programs, and views of experts in the field. The instrument consisted of (40) items distributed across five dimensions: satisfaction with educational services, satisfaction with supporting services and transitional services, satisfaction with learning disabilities teacher, satisfaction with extracurricular activities, satisfaction with educational environment, and it adopted three points Likert scale.

To verify the validity of the instrument, it was presented to (15) referees of specialized teaching staff, and pilot study was conducted on sample consisted of (30) students. Coefficients and correlations of items with their dimensions and overall score of questionnaire showed positive and statistically significant correlations, as coefficients of items correlation with their

of educational environment, role of learning disabilities teacher, and educational services which contributed in reinforcing motivation of students for learning, provides supporting environment that considers their needs. In contrast, the lowest levels of satisfaction were focused on supporting services and extracurricular activities, notably what relates to specialized services such as (remedy of pronunciation, and functional remedy), meeting with parents, activities that contribute in developing students' skills, which shows the need for reinforcing these aspects in the learning disabilities programs.

reached ($M = 2.40$, $SD = 0.18$). satisfaction with educational environment came in the first rank ($M=2.51$), followed by satisfaction with teacher of learning disabilities ($M=2.47$), then, educational services ($M=2.42$), whereby satisfaction with supporting and transitional services came in the fourth rank ($M=2.35$). Regarding the extracurricular activities, it has recorded the lowest mean ($M=2.28$), and it was the only dimension which reached the level of satisfaction "agree to some extent", whereas the rest of dimensions reached the level of "agree".

At the level of main indicators, the highest levels of satisfaction were associated with effectiveness

Table 1 Level of satisfaction of intermediate level students with services provided in learning disabilities programs

Rank	Satisfaction Level	SD	M	Dimension
1	agree	0.28	2.51	educational environment
2	agree	0.19	2.47	learning disabilities teacher
3	agree	0.22	2.42	educational services
4	agree	0.28	2.35	supporting and transitional services
5	agree to some extent	0.33	2.28	extracurricular activities
-	agree	0.18	2.40	score total

with educational services (2.40). In contrast, satisfaction with supporting and transitional services (2.33), satisfaction with extracurricular activities (2.25) came in the last two ranks, and they were only two dimensions which reached the level of "agree to some extent", which indicates that they are both the most needed aspects for development.

At the level main indicators, the highest levels of satisfaction were connected with role of learning disabilities teacher, provision of supporting

Research Question 2

The results in table (2) showed that the level of satisfaction of secondary level students with services provided in learning disabilities programs came generally high, where overall mean reached ($M = 2.39$, $SD = 0.21$), and it is what reflects the degree of "agree". The dimension of satisfaction with learning disabilities programs occupies the first rank, with mean of (2.51), followed it satisfaction with educational environment (2.50), then satisfaction

functional remedy, in addition to extracurricular activities that showed the lowest level of satisfaction, which reflects the need for reinforcing these aspects within learning disabilities programs in secondary level.

educational environment, and provision of educational services suitable for the needs of students, whereas levels of satisfaction related to supporting and transitional services, notably services relating to pronunciation remedy and

Table 2 Level of satisfaction of secondary level students with services provided in learning disabilities programs

Rank	Satisfaction Level	SD	M	Dimension
1	agree	0.22	2.51	satisfaction with teacher of learning disabilities
2	agree	0.30	2.50	satisfaction with educational environment
3	agree	0.26	2.40	satisfaction with educational services
4	agree to some extent	0.28	2.33	sat with supporting and transitional services
5	agree to some extent	0.38	2.25	satisfaction with extracurricular activities
-	agree	0.21	2.39	total score

educational services ($p = .61$), supporting and transitional services ($p = .27$), satisfaction with learning disabilities teacher ($p = .16$), extracurricular activities ($p = .71$), and educational environment ($p = .90$). These results in table (3) indicate that the level of students' satisfaction with services provided in learning disabilities programs was convergent between both intermediate and secondary levels, which reflects the consistency of services provided and mechanisms of its implementation across two levels of study.

Research Question 3

Given to the lack of equinoctial hypothesizing verification, the Mann-Whitney U test was used to compare between students of intermediate and secondary levels in level of satisfaction with services provided in the learning disabilities programs. The results showed no statistically significant differences between the two groups in the overall score of satisfaction ($Z = 0.24$, $p = .81$), also no significant differences were in any of the five dimensions, and they are:

Table 3 Results of Mann-Whitney U test for comparing level of satisfaction of students with learning disabilities with services provided in both intermediate and levels

p	Z	Secondary Mean Rank	Intermediate Mean Rank	Dimension
0.61	0.51	112.15	116.55	educational services
0.27	1.10	109.45	118.89	supporting and transitional services
0.16	1.40	120.84	108.99	teacher of learning disabilities
0.71	0.37	112.81	115.97	extracurricular activities
0.90	0.13	113.92	115.01	educational environment
0.81	0.24	113.37	115.48	total score

learning disabilities, and implementing individual educational plans, and these are aspects that a student deals with them daily, and therefore it is more effective in forming his satisfaction. This result aligns with what Hallahan et al. (2022) pointed out that the quality of teaching, and the relationship between student and teacher of special education both represent basic elements in the success of programs, also it aligns with the results of Dilling (2016) which clarified that secondary level students' satisfaction is greatly connected with the quality of school support and the relationship with teachers.

In contrast, satisfaction with supporting and transitional services and extracurricular activities came in the last rank, and it is what may reflect limitedness of these services compared to basic educational services. Supporting services, such as pronunciation remedy or functional remedy or specialized instructions require cadres and additional potentials; also transitional services do not often receive great interest in the final levels of study. Regarding extracurricular activities, may not be prepared adequately to meet the needs of students with learning disabilities or participating them effectively, and this interprets the decrease of level of satisfaction with it

Discussion

This study aimed to identify the level of satisfaction of students with learning disabilities services provided in learning disabilities programs in two levels of intermediate and secondary in Riyadh city, and to identify differences between them.

The results showed that the level of overall satisfaction was high in both levels, with no statistically significant differences between them, and this indicates that the students view positively to the services that they receive, and that the programs present convergent level of services in both levels.

The results of First question showed an increase in the level of satisfaction of intermediate level students, where educational environment, teacher of learning disabilities, and educational services came in the first three ranks, whereas supporting services and transitional services, and extracurricular activities reached the lowest means. That can be interpreted that learning disabilities programs in the Kingdom of Saudi Arabia pay a great interest in providing suitable educational environment, preparing teachers of

differences between students in both intermediate and secondary levels in overall score of satisfaction or in any of the five dimensions. This result can be interpreted in light of organizational regulations of special education programs in Kingdom of Saudi Arabia, which stipulate presenting services according to a unified framework including preparation of individual educational plans, presenting supporting and educational services, cooperating with teachers of public education, and monitoring students' progress in all academic levels (Ministry of Education, 2023). Therefore, this convergence of satisfaction levels may reflect success of this organizational framework in achieving a degree of consistency in the basic services provided to students regardless of the academic level.

This result also indicates that students' satisfaction is affected with the quality of services itself, more than its affection with academic level. So, the factors that the literature highlighted such as quality of relation with learning disabilities teacher, teaching clarity, relevance of modifications and feeling with support and respect can be provided in both levels if schools abided by the same standards. That differs from hypothesizing that says students of secondary level may be less satisfied due to increase of academic requirements; as the results illustrate that the programs were able to maintain convergent level of services despite the nature of two levels was different.

The current results align with recent perspectives in assessing special education programs, which confirm the significance of listening to student's voice as the main beneficiary from services, and not to be satisfied with teachers and parents point of views. Although the previous Saudi studies focused to a great extent on parents and teachers point of views, the current study adds a new dimension through assessing services from the perspective of students themselves, and it is a perspective that may reveal aspects that do not appear through traditional indicators or administrative reports. The results also contribute in bridging

compared to the rest of dimensions. This result aligns with literature which confirms that the quality of special education programs does not depend on teaching alone, but on the integration of transitional, social, psychological and academic services (UNESCO, 2020; OECD, 2019).

As for the second question, the results have revealed that satisfaction's level of secondary level students was also high, and that the highest levels of satisfaction were with teacher of learning disabilities and educational environment, whereas supporting services and extracurricular activities remained less satisfied with. It seems that this result reflects success of programs in maintaining good level of services quality, despite of growing academic requirements in secondary level, alongside pressures related to tests and readiness for tertiary or professional education. It also confirms the importance of the role that learning disabilities teacher plays in supporting students, adapting teaching and assessment to align with their individual needs, and this agrees with results of Hitches et al.(2025) and Liu (2018) which pointed out that students evaluate quality of programs through the extent of teachers' response to their daily needs, and quality of human relation with them, more than their assessment for organizational aspects of the programs.

In other words, the continuity of relative decrease of satisfaction with transformational services deserves attention; because this level represents a main turning point toward tertiary education of professional life. Literature indicates that effective transitional programs assist students with learning disabilities to develop skills of autonomy, self-defense and future planning, a matter that is reflected on their academic and professional conformance. Thus, the current results may show a need for more investment in these services, and to involve students more greatly in planning for the level after school.

Regarding question three, the results showed that there were no statistically significant

levels in Riyadh city was high, with no statistically significant differences between the two levels. Also, educational environment, teacher of learning disabilities and educational services received the highest levels of satisfaction, whereas supporting and transitional services and extracurricular activities reached the lowest means. The results confirm the importance of benefiting from students' views as a key indicator for assessing quality of programs and their development.

Limitations of the Study

The study was delimited on students of both intermediate and secondary levels in Riyadh city, and adopted self-rating instrument, which may delimits the generalizability of results. Moreover, the study investigated only male students' views without involving the females.

Implications

The study recommends maintaining the quality of provided educational services, with reinforcement of supporting services, transitional services and extracurricular activities, and periodically adopting the measure of students' satisfaction within indicators of quality of learning disabilities programs, and to conduct future studies in different areas and different academic levels.

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the research gap that literature review indicated to, represented in the limitedness of Arabic studies that investigated the satisfaction of students with learning disabilities in both intermediate and secondary levels with services provided to them.

By and large, these results indicate that learning disabilities programs in both intermediate and secondary levels in Riyadh city achieve a high level of students' satisfaction, notably regarding learning disabilities teacher, educational environment, and basic educational services. In contrast, highlight the need for reinforcing supporting services, transitional services and extracurricular activities, which achieves more integration between academic and social and psychological aspects, and to assist students to prepare for tertiary and professional life. Also, the results confirm the significance of adopting students' satisfaction a key indicator in assessing learning disabilities programs, and involving them more greatly in developing services, in a way that harmonize with recent perspectives in special and public education.

Conclusion

The study showed that the level of satisfaction of students with learning disabilities with services provided in the programs of learning disabilities in both intermediate and secondary

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