AN EXPLORATORY STUDY EXAMINING THE EFFECTIVENESS OF THE EDUCATIONAL PSYCHOLOGY REPORT FROM THE PERSPECTIVES OF STAKEHOLDERS ACROSS YOUTH, CARE PROVIDER, AND EDUCATION.

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ABSTRACT

The significance of educational psychology reports from the perspectives of view of relevant stakeholders including young people, carers, and teachers is investigated in this exploratory research. More notably, the research focusses on the points of view of important participants. This study aims to examine how many stakeholders see, comprehend, and use the insights provided by educational psychology research in the process of developing the results for young people in both care and educational surroundings. This research is to investigate the influence and worth of the reports depending on the many groupings. The study also underlines how these groups enable young people to satisfy their psychological, developmental, and educational needs. The research looks at the flaws in present report systems as well as the factors that could raise their efficiency in pragmatic surroundings. The qualitative data collection methods used in the research consist of surveys and interviews. The results underline the need of stakeholder collaboration to ensure that publications on educational psychology are relevant, readily accessible, and suitable for all the involved stakeholders. Apart from this, the research intends to give recommendations for the enhancement of report forms and communication strategies in order to make them more efficient and helpful in the process of supporting young people. At last, the findings of this study serve to increase knowledge on the methods in which educational psychology reports may be maximised to meet the many demands of young people and enhance the connections among families, teachers, and carers. The goals are supposed to be a guide for educational policies and practices, with ultimate aims of more effective interventions, better outcomes for young people, and more robust support networks in both the classroom and the care facility.

Keywords: Educational psychology reports, youth, care providers, educators, stakeholders, youth outcomes.

INTRODUCTION

Among the few academic fields that has seen such a dramatic shift in its foundational assumptions, models, and approaches to study, psychology stands out. Educational psychologists (EPs) have been continuously improving their practices and responsibilities since the field's inception, in large part because to Sir Cyril Burt. The decision was inspired by dissatisfaction with educational psychology's standing and conventional practices. In view of current events on a national level and the manner in which Local Authorities (LAs) contract to provide Educational Psychology Services, there have been continuing efforts within the field to try to define the scope of EPS. The conversations have taken place in English and Spanish. When discussing the issue and the goal of the EP, it is essential to keep in mind the level of emotional investment in the practice. To address this issue and ensure that theoretical knowledge is used in practice, a three-year doctoral program in professional teaching was established not long ago, with a refocused emphasis on mathematical theories and practical frameworks. The unveiling of a newly revealed program occurred at the same time as this. To better understand how psychological theories are used in practice in a systematic and consistent manner, researchers have been considering both theoretical frameworks and practice. To ensure full integration of theory and practice, the consultation technique has been recognised by several EPSs. In an attempt to break away from outdated methods and establish a stronger link between theory and practice, a number of services have started to depend primarily on consultation. This is an effort to break away from the old ways of doing things. In light of the recent trend towards systemic methods, consultation has become increasingly popular as a means "to bring about change, not only within the consultee, but also within the system or organisation as a whole." Consulting is a method of providing services that involves two experts, such an executive producer and a person or organisation being advised, working together to improve performance in a specific setting (Li et al., 2023).

BACKGROUND OF THE STUDY

Cultural, Scientific, and Informative Resources from the United Nations to ensure that all children, regardless of ability, had equitable access to education in their neighbourhood schools, the organisation (UNESCO) created a Framework for Action in 1994 during its worldwide sessions on Education for Children with disabilities in Salamanca. This was the official unveiling of IE to the world. If you ask most people, the Salamanca Statement is "the greatest transnational document that has ever come out in the field of exceptional education." There are still divergent views on the definition and implementation of educational equity and inclusion, even after 25 years after its release (Braun, 2020). Even now, you may find some of these problems. In 2006, at a watershed moment in the fight for disability equality, the United Nations Conventions on the Rights of Persons with Disabilities (CRPD) further acknowledged access to information and communication (IE) as a basic human right. However, there are writers who argue that early education is not ethically required since it may infringe on parents' rights to select what's best for their children and

on the rights of other children if it were implemented in traditional schools. According to (Hodkinson, 2019), A number of people saw the United Nations Convention on the Rights of Persons with Disabilities (CRPD) as a watershed moment in the movement to shift the focus away from disability's medical roots and towards its social determinants. Another perspective is that individuals with disabilities are helpless victims who are only objects of programming efforts to "cure" or "normalise" them. On the other hand, "disabling barriers created by society itself" are the ones that should be held responsible as they contradict this viewpoint. According to this theory, disabled persons are unable to carry out routine activities as well as able-bodied people. Below, you can find the perspectives of educational psychologists about inclusive education. With these three foundational ideas, a variety of teaching positions may be created. All students with special educational needs and or disabilities (SEND) should get an education in the same setting as their peers, according to (Hodkinson, 2019). This is supported by the social model of disability and the human rights movement, which are both reflected in the Convention on the Rights of Persons with Disabilities. Institutions of higher learning have a responsibility to remove obstacles that students face in their pursuit of learning. Over the last quarter of a century, schools have increasingly turned to isolation-based disciplinary tactics including suspension, expulsion, and isolation as a means of dealing with disruptive kids. In the 1990s, schools responded to student misconduct by implementing zero-tolerance policies (Batty, 2021).

PURPOSE OF THE RESEARCH

This paper tries to explain how different groups of people including parents, teachers, and students may influence the application of outcomes of educational psychology. Finding out how these important groups see and use the provided data from the reports as well as how their participation affects the results for the younger generation is the major goal of the study. This research attempts to find if the report meets young people's psychological, social, and educational requirements. Moreover, this study will clarify how participation of stakeholders might enhance the usage and influence of the reports in medical and educational surroundings. The research ultimately seeks to provide details on how educational psychology reports may be improved to provide teens more help and therapies. The project aims to improve educational psychology procedures by means of better knowledge of these mechanisms. This will make reports incorporating all the stakeholders more relevant and effective, particularly for teens.

LITERATURE REVIEW

This chapter provides a comprehensive overview of the literature on EPs' views, attitudes, and experiences with IE for students with SEND. To get the "best evidence synthesis," the researcher meticulously combed through the relevant international literature. This review method aims to provide a comprehensive picture of the

current body of knowledge by covering multiple study types, in contrast to systematic literature reviews that have traditionally only included rigorous quantitative research like randomised controlled trials (RCTs). Despite the fact that systematic literature reviews allow for increased generalisability of the data acquired, a systematic search and review seems to be the most suitable way to manage the desired problem. This is because studying people's opinions and attitudes has always included quantitative, mixed-methods, and qualitative research techniques. A description of the methods employed in the systematic search is followed by a review of the relevant literature. After extensive critical synthesis of many types of information, a rigorous interpretive study led to a comprehensive theorisation of the available data. "Without completely disregarding the impact that flawed research could have," this approach allows for the correction of any methodological issues with the studies that are included. Following the critical interpretative analysis, we will review the important aspects of the selected literature that are either missing or ignored. An assessment of the study's theoretical foundations, an outline of the research, and a description of its aims and methodologies make up the chapter's last section (Bradshaw, 2018).

RESEARCH QUESTIONS

What is the role of stakeholders in shaping the effectiveness of the educational psychology report for youth?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at $p < 0.05$. A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

SAMPLING

The questionnaire had a preliminary test with 20 Chinese educational institutions, and subsequently, a final sample of 749 customers was used to conduct the study. 800 questionnaires were sent to customers selected by random sampling. The researcher excluded 51 questionnaires that was not completed for the study.

DATA AND MEASUREMENT

A questionnaire survey served as the principal tool for data gathering in the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly on internet databases.
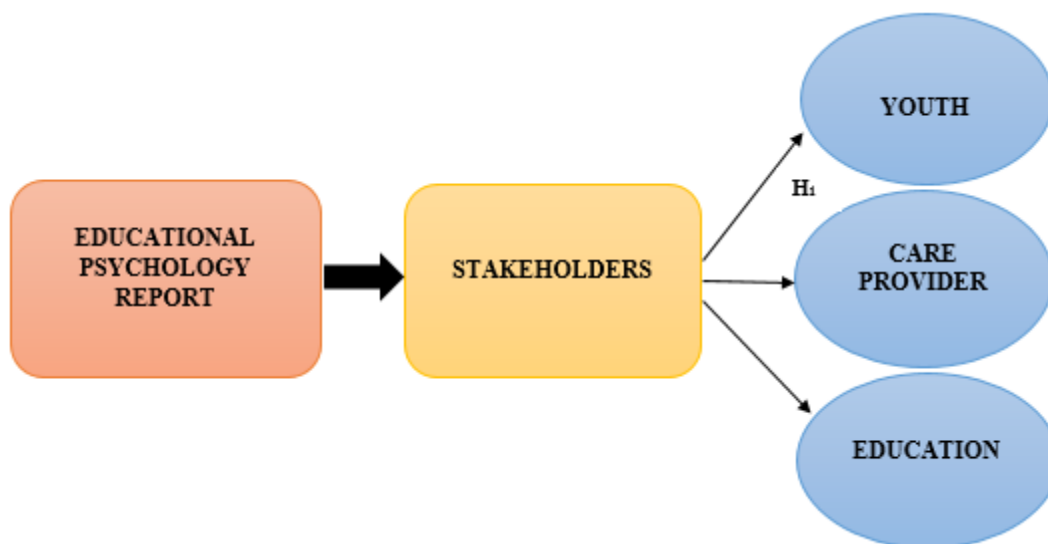
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK

RESULT

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They] verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser: A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's: Sampling Adequacy Measured by Kaiser-Meyer-Olkin .963

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.963 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.963
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This substantiates that assertions on the execution of a sample are valid. Researchers used Bartlett's Test of Sphericity to evaluate the importance of the correlation matrices. The Kaiser-Meyer-Olkin metric deems the sample satisfactory when the value is 0.963. The p-value obtained from Bartlett's sphericity test is 0.00. The statistically significant findings of Bartlett's sphericity test indicate that the correlation matrix differs from an identity matrix.

Test For Hypothesis

INDEPENDENT VARIABLE

Educational phycology report: An educational psychologist generates an extensive report after assessments of a student's mental, emotional, cognitive, and academic aptitudes. Usually based on numerous assessment tools including standardised tests,

observational data, interviews, and questionnaires the report points out the learner's areas of strength and weakness. Elements that could affect the academic performance of the student reflect their capacities to absorb knowledge, pay attention in class, control their emotions, communicate with others, and show good behaviour. Knowing the social and educational situation of the children helps one to analyse family history. Research-based suggestions exist on how to keep their children engaged in their academics for parents, teachers, and guardians. This provides new ideas suitable for certain student requirements, classroom modifications, or interventions. Research in educational psychology covers customised course designs, improved student aid, and addressing of individual needs. Combining parents, guardians, and institutions guarantees the child develops with the emotional and intellectual tools required (Friesen et al., 2022).

MEDIATING VARIABLE

Stakeholders: A stakeholder is any individual, group, or entity that stands to gain or lose from an endeavour. This includes projects, systems, and choices. Everyone from students to parents to school administrators to medical professionals to educational psychologists to lawmakers to members of the community stands to gain or lose from educational initiatives' outcomes. Another form of stakeholder are those who live in various communities. Every one of these factions has an agenda for how they want educational programs, policies, and decisions to play out. All through the policy, process, and support system development phases, stakeholders those with a personal investment in the outcome were asked for their thoughts and feedback. Several groups need to be considered in order to make decisions that either meet their needs or benefit everyone; this is what the word "stakeholder" refers to (Gupta et al, 2020).

DEPENDENT VARIABLE

Youth: Usually encompassing the years between adolescence and early adulthood, youth is the fleeting stage of human development between childhood and maturity. This age is unique in astonishing physical, psychological, emotional, and social changes as individuals learn to identify their selves, become independent, and navigate demanding social and educational settings. Although cultural, social, and legal environments could impact young people's age range, generally speaking, it encompasses everyone between the ages of 12 and 24. This age highlights the learning of critical abilities, attitudes, and beliefs determining a person's future contribution in society. Among the challenges young people encounter are academic pressure, social adjustment, mental health issues, and professional route discovery; all of these enable each individual grow personally. This is also the age when young people most influenced by external factors such family dynamics, peer groups, educational institutions, and local surroundings. Young people need to be more responsible and make decisions now that will affect their later years. Knowing their

needs and experiences can therefore help one to provide suitable support systems, education, and opportunities to assist young people develop and properly navigate this significant stage of life (Nadeem & Van, 2023).

Relationship between Educational phycology report and Youth through Stakeholders: Arbitrating the connection between the reports and the many companies and individuals engaged in young development, stakeholders link teenagers and educational psychology reports. Reports generated by licensed educational psychologists examine a student's emotional intelligence, learning style, academic ability, strengths and shortcomings. Apart from the teens themselves, the results of this study will be examined and used to support the young by a wide spectrum of stakeholders, including teachers, parents, and guardians, in development. Parents and guardians' recommendations for teachers to include into their teachings might subsequently be used either in the classroom or at home. Reading the comments and engaging in activities can help young people become more self-aware by revealing their learning patterns and areas of difficulties. This connection is dynamic as it reacts to the changing demands of the students by means of stakeholder input integrated into the continuous change of the path of education. Working together, we can make sure children get the precise, all-encompassing therapy they need to enhance their mental health, academic performance, and personal development the three pillars upon which the educational psychology report hinges (Day et al., 2025).

On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between educational phycology report and Youth through Stakeholders.

H_{01}: There is no significant relationship between educational phycology report and Youth through Stakeholders.

H_1: There is a significant relationship between educational phycology report and Youth through Stakeholders.

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	215	4962.517	928.614	.000
Within Groups	492.770	533	5.344		
Total	40081.390	748			

This investigation yields remarkable results. The F value is 928.614, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the"**H_1: There is a significant relationship between Educational**

phycology report and Youth through Stakeholders" is accepted and the null hypothesis is rejected.

DISCUSSION

The findings of the studies serve to explain how instructors, students, and carers all contribute to define the effect of educational psychology studies from their respective views. Though many instructors found it challenging to implement recommendations because of insufficient resources or inadequate stakeholder contact, they knew the relevance of the findings in guiding customised lesson plans. Care providers acknowledged the need of improved collaboration as the broken support networks of the young people impacted their overall development. Young people who feel their voice in the process is absent are less likely to engage in the advised therapies. The findings of the studies underline the importance of include young people in data analysis and of encouraging better communication among all the involved parties. Studies have also shown that reports encompassing both intellectual and emotional needs ought to be more readily accessible and suited for individual needs. Ultimately, the studies revealed that children would most gain from a more tailored, inclusive, and communicative approach; so, stakeholder participation is essential to increase the validity of results of educational psychology. The goal of this study was to find out about the career goals of EPs, their early experiences listening to nonverbal children's viewpoints, and the things that might support them in realising those goals. The themes and suggestions developed as part of this approach represent the notion that invisible children may be assisted in influencing decisions that impact them. The results of this research support the notion that including nonverbal children's perspectives into all casework via observation, interaction, and consultation is both possible and necessary. It might be argued that looking at things from the perspective of another person is just like looking at things from the perspective of a toddler. The author of this research feels that a simplistic interpretation of the term vision has impeded non-verbal children's participation and involvement. The article's spirit seems to be at odds with the way the term is now employed. As was the case in this research, practitioners may want to think about how their personal perception of "views" affects their capacity to encourage engagement (Richards, 2020).

CONCLUSION

In an effort to address the gaps in the existing literature, this study delves deeply into the perspectives of 12 educational professionals (EPs) in the UK about the educational inclusion of children and youth with special educational needs (SEND). In particular, three research questions (RQs) pertaining to EPs' perspectives on inclusion in education (IE), inclusion in their daily work, and their future involvement in supporting inclusive practices served as the study's compass. The study used a qualitative technique based on semi structured interviews and TA, which was

supported by social constructionist and relativist research principles and a commitment to social justice. The interviews provided detailed information on the IE-EP role's difficulties. Perspectives on inclusive education held by educational psychologists. The results demonstrated a robust EP dedication to inclusion, supported by social justice, children's rights, and appreciating diversity, even while there was a wide variety of opinions on inclusion models and terminology, reflecting the challenges of inclusion and SEND in the UK. The majority of EP practice, according to the participants, is based on inclusion, both at the individual and systemic levels. There are a number of obstacles to inclusiveness, and the EP job is one of them. When taken with the participants expressed emotions, they pointed to broader professional development areas, such as the feeling of agency and self-efficacy of EPs and their standing. Much discussion in the literature over the past few decades has centred on the idea that placement issues reflect the continuous shift from the expert to the facilitator role. There were also some positive aspects of EP practice that promoted inclusiveness, suggesting that EPs are crucial in standing up for CYP and strengthening the systems in their communities. Among them, there have been advancements in the fields of professional identity for EPs and in the practice of EPs at the individual and systemic levels. Finally, these results appear to suggest that educational psychologists should consider "promoting inclusion as a way to define the role of the educational psychologist in the new millennium" as a means to promote the educational inclusion of students with special educational needs and disabilities (2021). This study is being conducted with the expectation that it may aid in this quest.

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