

A STUDY ON THE EFFECTIVENESS OF EDUCATION FOR YOUNG CHILDREN WITH  
DISABILITIES IN PRIMARY SCHOOLS RELIES ON THE STUDENT'S CAPACITY TO MAKE  
AWARE DECISIONS REGARDING THE AVAILABILITY OF SUITABLE SUPPORT ASSISTANCE.

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### ABSTRACT

Education is provided for children who have disabilities or impairments. The current situation was mapped using studies that had been published in the past, in addition to other research that had been carried out by universities. According to the data, there has been a significant amount of progress made in this subject, with new research appearing on many different fronts in order to help individuals with disabilities better understand themselves and eventually support them. The growth of study issues and scope has been considerably aided by the years that have passed since the international flagship of Education for All (EFA), which takes a rights-based approach to disability. Notable research interests include the promotion of learning through a variety of methods, the analysis of the interaction between psychosocial factors in development and learning, the improvement of academic performance, the impact of influential people on development, and the material development of learning resources. However, the data also reveals that academics continue to view disability as a restriction, and that there is an urgent need to convert to a capacity approach that focusses greater emphasis on the strengths and dignity of people with disabilities. This is something that has to be done immediately. The number of studies that have been carried out from a crucial vantage point and have the potential to act as both a source of information and a catalyst for change is extremely deficient. It is necessary to conduct additional empirical research that focusses on the preventative actions that students with disabilities or disabilities take in order to maximise their personal, social, and academic potential in order to address this shortcoming.

**Keywords:** Education, Early Childhood, Disabilities, Decision-Making.

### INTRODUCTION

The Sustainable Development Goals have heightened the focus on the education of disabled children and youth, particularly in the South of the world. Thanks to

widespread initiatives to make sure that all kids can go to school, several countries have seen a dramatic increase in the enrolment of kids who were previously unenrolled. In recent years, there has been a substantial rise in the enrolment of students with disabilities in mainstream primary schools; this study examines this phenomenon within the context of a diverse and inclusive policy landscape. There has been a dramatic increase in the enrolment rate of children with impairments between the ages of 5 and 19, going from 2% to 61%. Scholarly research on how these legislative shifts have affected classroom practices, teacher perspectives on diversity, and student performance is underdeveloped. In the context of varied learners, this study looks at how primary school teachers perceive and interact with students who have disabilities. The research highlights important but subtle changes in the sector and sheds light on pressing issues and promising prospects in the field of education. raising standards in the classroom, altering the influence of powerful individuals on progress, and creating better educational materials. Nevertheless, the data also shows that academics still view disability as a constraint, therefore there is a pressing need to shift to a capacity approach that highlights the capabilities and dignity of those with disabilities instead. There is a lack of research that takes a pivotal stance that could educate policy and inspire action. This gap has to be filled by conducting additional empirical research on the preventative actions that students with disabilities do to reach their full academic, social, and personal potential (Miller & Taylor, 2023).

## BACKGROUND OF THE STUDY

Social factors such as poverty, gender, caste, and community all contribute to the marginalisation of people with disabilities. contends that disability, like race or gender, is a helpful analytical instrument for studying injustice and disempowerment. argues that disability is a useful instrument. Buckingham believes that when it comes to ensuring that Indians with disabilities are fully integrated in society and the economy, this is something that history is crucial. It is necessary to move beyond the welfare paradigm in order to investigate disability rights. Despite the fact that schools were formed for the purpose of rights-based participation as a charity mission that relied on volunteer organisations, this essential premise has not yet been achieved. Because it is a relatively new concept, integrating them into conventional schools is a challenging endeavour (Hughes & Carter, 2021). Children who have been neglected due to their disabilities have been affected by a number of policy and legal improvements that have occurred since the implementation of Integrated Education for Disabled Children, the National Policy on Education, and constitutional amendments that permit community participation at the primary level. Significant improvements were brought about as a result of rehabilitation. There was widespread coverage of the International Conference on Women at every level of their country. Specific conditions should be met Salamanca education brought to light the unique learning requirements of each and every student, as well as the necessity for the educational system to adopt a pedagogy that is centred on

the student in order to meet these requirements. This comprehensive educational system was envisioned as a cost-effective option that would also contribute to the creation of an inclusive society. There are a variety of experiences that each youngster has undergone. requires participation at some point, even in the absence of a disability; hence, inclusion is beneficial to all involved parties. In addition, the Recommended Secondary Education for Everyone initiative ensures that women and people with disabilities are treated with justice and fairness (Thomas & Mitchell, 2022).

### **PURPOSE OF THE RESEARCH**

The objective of this study is to investigate the influence that a young child's capacity to make well-informed judgements on the availability of support help has on the efficiency of their education while they are enrolled in primary schools. The purpose of this study is to determine whether or not children with disabilities who are able to recognise and obtain appropriate support services are better equipped to achieve academically and socially. This will be accomplished by focussing on the student's capacity for self-awareness and decision-making. The purpose of this project is to investigate the ways in which allowing students to make decisions regarding the resources they use for learning can potentially encourage greater levels of autonomy, self-advocacy, and personal development. In addition, the purpose of the study is to evaluate the impact that support systems play in improving the educational experience of children who have disabilities. The study will also emphasise the significance of individualised support in fostering success to the participants. The findings of this research will provide vital insights into how schools and educators can develop learning environments that are more inclusive, supportive, and successful in meeting the different needs of children with disabilities, ultimately leading to improvements in the educational outcomes of these children.

### **LITERATURE REVIEW**

The field of research pertaining to learning difficulties is not a new one. There was already a significant amount of research done in this area. The following is a list of some of the literatures linked to this topic: did a study on knowledge of Dyscalculia among Primary school teachers and it was observed from the study that gender, experience and specialisation has not substantially influenced the awareness on dyscalculia among primary school teachers. In investigated the level of awareness of learning disorders among teachers working in primary schools. The findings of the study indicate that teachers working in primary schools have a low level of knowledge and awareness regarding learning difficulties. A study investigated the level of information that primary school teachers in the Kingdom of Saudi Arabia possessed regarding particular learning disorders. Based on the findings of the survey, it was shown that the majority of educators have an average level of

understanding on certain learning disorders. Over the course of the research, investigated the level of knowledge and awareness that public school instructors in the Dharampuri area of Tamilnadu have regarding the learning difficulties of their students (Lindsay & McPherson, 2020). Based on the findings of the survey, it is evident that the majority of educators had a moderate degree of understanding concerning learning disorders among children. It should be noted that the vast majority of educators are aware of the existence of learning difficulties among youngsters. In order to determine if primary schools offer a welcoming atmosphere for students from different cultural origins, this research looks into the viewpoints and pedagogical practices of traditional rural educators. While the research's findings cannot be applied outside of the primary school setting, they do raise interesting questions (Friedman & Blanchard, 2020). First, the percentage of elementary school teachers who are open to making reasonable accommodations for students with disabilities in their classrooms has been steadily rising. In addition, these teachers can provide strong arguments about why it is critical to educate these students. Yet teachers still view disabled students through a deficit lens, preventing them from fully participating in the classroom. The second issue was the limited ability of the teachers to adequately support students with disabilities. Furthermore, further major obstacles surfaced during the course of the investigation, which must be mentioned. Some of these difficulties were a lack of consistent resources for teachers at faraway schools and a lack of faith on the part of teachers as a result of limited opportunities for professional development. It is crucial to actively listen, carefully observe, and take decisive action to address these important concerns in order to encourage inclusivity of all students, including those with disabilities (Sarkar et al., 2021).

## **RESEARCH QUESTION**

What is the impact of ADHD on the student's capacity to make aware decisions?

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

The researchers employed SPSS version 25 for the analysis of quantitative data. The application of the odds ratio with a 95% confidence interval clarified the timing and nature of the initial occurrence of this statistical association. Since the p-value is below 0.05, the researchers may conclude that statistical significance is there. Descriptive analysis facilitates a thorough comprehension of the data's essential attributes. Quantitative methods frequently include computational tools and mathematical, statistical, or arithmetic analyses to objectively assess replies to surveys, polls, or questionnaires.

### **SAMPLING**

A straightforward sampling method was utilized for the investigation. The study utilized questionnaires to collect its data. The Rao-soft program calculated a sample size of 1365. A grand total of 1700 questionnaire were distributed; 1680 were returned, and 81 were rejected due to incompleteness. A total of 1599 questionnaires were utilized for the investigation.

## DATA AND MEASUREMENT

In most cases, researchers utilised questionnaire surveys to collect their samples. Section A requested essential demographic data, while Section B evaluated the relative importance of various online and offline media utilising a 5-point Likert scale. A variety of secondary sources, including online databases, were thoroughly analysed to obtain the required information.

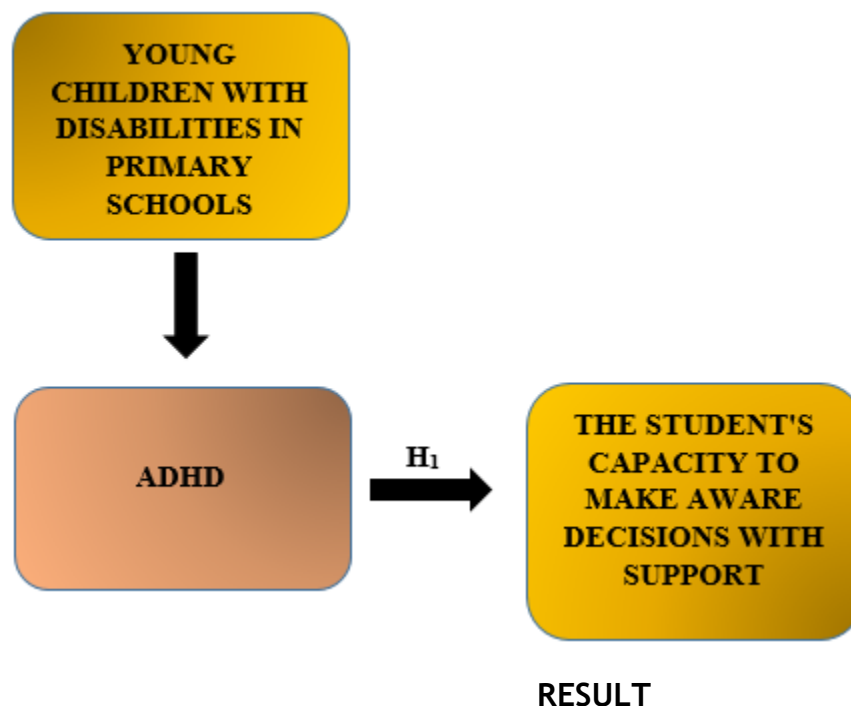
## STATISTICAL SOFTWARE

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



**Factor Analysis:** A prevalent application of Factor Analysis (FA) is to determine the existence of latent variables within visible data. In the lack of clear visual or diagnostic signs, it is standard practice to utilise regression coefficients for

evaluations. In FA, models are essential for success. The aims of modelling are to detect errors, intrusions, and discernible linkages. The Kaiser-Meyer-Olkin (KMO) Test is a tool for assessing datasets produced by various regression analyses. The model and sample variables are affirmed to be representative. The data demonstrates redundancy, as indicated by the figures. Decreased proportions enhance data understanding. The KMO output is a value between zero and one. A KMO value between 0.8 and 1 indicates an adequate sample size. These are the permissible levels, according to Kaiser: The following approval conditions set forth by Kaiser are as follows:

A lamentable 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00. KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measurement: .868

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square, degrees of freedom = 190, significance = 0.000

This validates the authenticity of assertions made just for sampling reasons. Researchers employed Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A Kaiser-Meyer-Olkin rating of 0.868 signifies that the sample is adequate. Bartlett's sphericity test yields a p-value of 0.00. A favourable result from Bartlett's sphericity test signifies that the correlation matrix is not an identity matrix.

**Table 1: KMO and Bartlett's Test.**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.868
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

The Bartlett Test of Sphericity validated the general significance of the correlation matrices. The Kaiser-Meyer-Olkin measure of sampling adequacy is 0.868. Researchers computed a p-value of 0.00 using Bartlett's sphericity test. The researcher acknowledges the invalidity of the correlation matrix, as Bartlett's sphericity test produced a significant outcome.

## INDEPENDENT VARIABLE

**Young Children with Disabilities in Primary Schools:** Disability is not an exclusion from a child's human rights as stated in the Convention on the Rights of the Child (CRC). Human rights for all children with disabilities are being further advanced by the CRC and the Convention on the Rights of Persons with Disabilities (CRPD). individuals' children who "include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis" are defined as children with disabilities under the CRPD. The demographics of children who are considered to have a disability are extremely varied. Children who have developmental delays or learning disabilities may have been exposed to environmental pollutants, suffered a major injury, nutritional deficit, or infection that left them with long-term functional consequences, or may have been born with a genetic disorder that impacts their physical, mental, or social development. Anxiety and depression are common mental health issues among children with disabilities. There are around 240 million children around the globe who are disabled in some way. Based on a more comprehensive and relevant definition of impairment that takes into account several domains of functioning, particularly those pertaining to psychosocial well-being, this estimate is higher than earlier estimates. The majority of impaired youngsters struggle in a single functional area. No matter the age group, psychological and social problems, often in tandem with other functional impairments, are the most common (Tamakloe, 2020).

## FACTOR

**ADHD:** One of the most prevalent mental diseases affecting children is attention-deficit/hyperactivity disorder (ADHD). A lack of focus, hyperactivity (too much movement for the environment), and impulsivity (doing things on the fly without planning) are all signs of attention deficit hyperactivity disorder. The effects of attention deficit hyperactivity disorder (ADHD) on a person's everyday functioning, interpersonal connections, academic and professional success, and overall quality of life are well-documented and extensive (Harpin, 2005). Without proper treatment, children with ADHD may struggle with low self-esteem and social functioning (Harpin et al., 2016). In adults, attention deficit hyperactivity disorder (ADHD) is associated with low self-esteem, hypersensitivity to criticism, and excessive self-criticism, all of which may be a result of chronically high levels of criticism (Beaton, et al., 2022). It should be noted that adults with ADHD manifest and are evaluated differently; the focus of this website is on children. According to research (Danielson, 2018; Simon, et al., 2009), 2.5% of adults and 8.4% of children are classified as having ADHD. Disruption in the classroom or difficulties with academics are common symptoms of attention deficit hyperactivity disorder (ADHD) in school-aged children. Because the symptoms manifest differently in males and girls, the former are more often diagnosed. But it doesn't imply that ADHD is more common in boys. While girls



are more likely to be sedentary, boys are more likely to exhibit hyperactivity and other outwardly visible signs (Ikrom kizi & Harikrishnan, 2024).

## **DEPENDENT VARIABLE**

**The Student's Capacity to Make Aware Decisions with Support:** The ability of a student to understand and evaluate many options about their learning, behaviour, or well-being is referred to as the student's capacity to make aware decisions with support. This skill is achieved with the assistance and direction of other individuals, such as teachers, parents, or support workers. Despite the fact that the student might require aid in digesting information or thinking about the repercussions of their actions, they are still an active participant in the process of decision-making. This capability includes having an understanding of the various choices that are accessible, being encouraged to participate in decision-making, and being provided with the proper support to guide them. Over the course of time, the objective is to assist the student in gradually developing self-assurance and independence in decision-making, while simultaneously ensuring that they are not overwhelmed and are provided with the tools necessary to make choices based on accurate information (Yeşilkaya Bennett, 2024).

**Relationship between ADHD and the Student's Capacity to Make Aware Decisions with Support:** Since Attention-Deficit/Hyperactivity Disorder (ADHD) can affect a student's capacity to concentrate, set priorities, and consider the outcomes of their actions, there is a strong correlation between this disorder and the ability to make deliberate decisions with guidance. Students with attention deficit hyperactivity disorder (ADHD) may have difficulty making decisions due to difficulties with impulse control, focus, and timely information processing. Students with attention and self-regulation issues can still be involved in decision-making with the correct kind of support, such organised supervision and clear instructions. They develop a greater capacity for self-reliance and autonomy when they get assistance that clarifies their options, encourages them to think about the consequences of their decisions, and helps them make more deliberate choices. Thus, with the correct form of assistance, they can greatly improve their ability to make thoughtful choices despite the difficulties caused by ADHD (Ambareen, 2019).

Subsequent to the above debate, the researcher posited the following hypothesis, which aims to analyse the correlation between ADHD and The Student's Capacity to Make Aware Decisions with Support.

**H<sub>01</sub>: There is no significant relationship between ADHD and The Student's Capacity to Make Aware Decisions with Support.**

**H<sub>1</sub>: There is a significant relationship between ADHD and The Student's Capacity to Make Aware Decisions with Support.**



Table 2: H<sub>1</sub> ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	451	5655.517	1055.921	.000
Within Groups	492.770	1147	5.356		
Total	40081.390	1598			

This inquiry will yield significant findings. The F value is 1035.059, demonstrating significance with a p-value of .000, which is below the .05 alpha level. The hypothesis “H<sub>1</sub>: There is a significant relationship between ADHD and The Student’s Capacity to Make Aware Decisions with Support.” The alternative hypothesis is affirmed, while the null hypothesis is dismissed.

## DISCUSSION

By focussing on the student’s ability to make informed decisions regarding the availability of appropriate support assistance, a study that investigates the efficacy of education for young children with disabilities in primary schools would investigate how actively involving children in decision-making can improve the educational outcomes of these children. It would be the purpose of such a study to investigate the ways in which children who have disabilities, such as those who have learning disabilities, attention-deficit/hyperactivity disorder (ADHD), or physical impairments, can benefit by making educated decisions about the types of help they require, such as personalised learning strategies or assistive technologies. The function of support services, such as individualised accommodations and emotional assistance, in developing the students’ autonomy and engagement in their education will be brought to the forefront by this. Furthermore, the research would evaluate the process by which children acquire the ability to make decisions over the course of their lives, with the assistance of their instructors and parents, and whether or not this empowerment results in enhanced academic achievement, self-esteem, and general well-being. The study would highlight the significance of a collaborative approach between educators and families in order to accomplish the goal of creating an inclusive and supportive learning environment. This would be accomplished by addressing potential obstacles to decision-making. The findings of the study would ultimately demonstrate that allowing children with disabilities to take an active role in the decisions that are made regarding their education not only enhances the learning outcomes of these children but also assists them in developing key life skills that will allow them to become more independent.

## CONCLUSION

With regard to inclusive education in elementary school settings, the perspectives and actions of mainstream primary educators in the classroom are discussed. In spite

of the fact that the findings of the study cannot be immediately extended to other regions of India, it does raise some intriguing questions that should be thoroughly considered. To begin, teachers in elementary schools are becoming more accepting of pupils who have disabilities and are presenting an increasing number of strong arguments in favour of including these students in the classroom. Due to the continuous deficit thinking that teachers have regarding students with disabilities, the educational opportunities that are available to these pupils are restricted. Second, the pedagogical toolkits of the teachers were extremely limited, and they did not have even the most fundamental techniques to incorporate children with impairments into classroom activities. As a result, the children continued to be marginalised. Lastly, the lack of ongoing support for teachers in elementary schools, which is a glaring absence, and the lack of confidence that teachers have as a result of limited opportunities for professional development were both cited as important challenges. It is only through attentive listening, thorough observation, and decisive action that they will be able to overcome these challenges and move closer to completely including all kids, including those with special needs.

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