

AN EXAMINATION OF THE EFFICACY OF EDUCATIONAL PROGRAMS FOR YOUNG CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS DEPENDS ON THE STUDENT'S ABILITY TO MAKE INFORMED DECISIONS ABOUT THE AVAILABILITY OF APPROPRIATE SUPPORT ASSISTANCE.

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ABSTRACT

Children who have either disabilities or impairments are given the opportunity to receive an education. Studies that had been published in the past, in addition to other research that had been carried out by institutions, were utilised in order to create a map of the current condition. According to the statistics, there has been a substantial amount of progress achieved as a result of this topic, with fresh research surfacing on a variety of various fronts in order to assist people with disabilities in better understanding themselves and eventually providing support for them. Over the course of the years that have gone since the international flagship of Education for All (EFA), which takes a rights-based approach to disability, the expansion of study concerns and breadth has been significantly facilitated by the passage of time. 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 suggests that academics continue to regard disability as a hindrance, and that there is an urgent need to convert to a capacity approach that places greater emphasis on the capabilities and dignity of individuals with disabilities. Immediate action is required to be taken with regard to this matter. An incredibly low number of research have been conducted from a vital vantage point, and these studies have the ability to serve as both a source of information and a catalyst for change. The number of studies that have been carried out is extremely low. It is required to do additional empirical study that focusses on the preventative activities that students with disabilities or disabilities take in order to optimise their personal, social, and academic potential in order to solve this weakness. This research must be conducted in order to address the issue.

Keywords: Disabilities, Child, Primary Schools, Education.

INTRODUCTION

Because of the Sustainable Development Goals, there has been a greater emphasis placed on the education of children and young people who are impaired, particularly in the southern regions of the world. Numerous nations have witnessed a significant rise in the enrolment of children who were not previously enrolled in school as a result of extensive measures that have been implemented to guarantee that all children are able to attend school. In recent years, there has been a significant increase in the enrolment of kids with disabilities in mainstream primary schools; the purpose of this study is to investigate these phenomena within the context of a policy environment that is varied and inclusive. The enrolment rate of children with disabilities between the ages of 5 and 19 has seen a significant increase, moving from 2% to 61%. This represents a significant gain. Insufficient academic study has been conducted on the ways in which these legislative developments have impacted classroom practices, teacher perceptions on diversity, and student achievement. The purpose of this study is to investigate how teachers in primary schools perceive and interact with pupils who have disabilities, taking into consideration the environment of diverse learners. In addition to shedding light on critical concerns and potential prospects in the field of education, the research shines light on significant but somewhat subtle changes that have occurred in the sector. The improvement of educational resources, the promotion of higher standards in the classroom, and the modification of the impact that influential individuals have on growth are all important. Despite this, the data also demonstrates that academics continue to regard disability as a limitation; hence, there is an urgent need to transition to a capacity approach that places more emphasis on the talents and dignity of individuals who have disabilities. There is a dearth of research that takes a crucial viewpoint, which would be beneficial in terms of inspiring action and educating policymakers. It is necessary to address this void by undertaking additional empirical study on the preventative measures that students with disabilities take in order to realise their full academic, social, and personal potential (Senjam et al., 2020).

BACKGROUND OF THE STUDY

There are a number of social variables that contribute to the marginalisation of people with disabilities. Some of these issues include poverty, gender, caste, and community. argues that disability, similar to race or gender, is a useful analytical tool for investigating injustice and disempowerment to a different extent. thinks that disability is a significant tool that may be utilised. Buckingham is of the opinion that history plays a significant role in ensuring that Indians with disabilities are completely incorporated into society and the economy. He believes that this is something that is of extreme importance. For the purpose of investigating disability rights, it is vital to transcend beyond the welfare paradigm. In spite of the fact that schools were established with the intention of promoting rights-based participation as a charitable mission that relied on voluntary organisations, this fundamental premise has not yet been accomplished. The incorporation of these students into

traditional educational settings is a difficult task (Ramos-Ramirez & Mauricio, 2019). This is due to the fact that the notion is still relatively new. Children who have been neglected because of their disabilities have been impacted by a number of policy and legal improvements that have taken place 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. These improvements have been made possible by the implementation of these policies and documents. The rehabilitation process resulted in significant changes being brought about during the process. At every level of their nation, there was extensive coverage of the International Conference on Women because it was extremely important. The Salamanca education brought to light the specific 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. Specific conditions should be met that fulfil these requirements. This all-encompassing educational system was conceived of as a cost-effective alternative that would also help to the development of a society that is welcoming to people of all beliefs and backgrounds. There is a wide range of events that every child has been exposed to throughout their lifetime. necessitates participation at some time, even in the absence of a disability; hence, inclusion is advantageous to all persons involved in the situation. In addition, the project known as Recommended Secondary Education for Everyone makes certain that women and individuals with disabilities are handled in a manner that is reasonable and equitable (Hu et al., 2020).

PURPOSE OF THE RESEARCH

In order to determine the extent to which a young child's ability to make well-informed decisions regarding the availability of support assistance has an impact on the effectiveness of their education while they are enrolled in primary schools, the purpose of this study is to investigate the influence that this capacity has. In order to discover whether or whether children with impairments who are able to identify and acquire appropriate support services are better equipped to achieve academically and socially, the objective of this study is to investigate this question. By putting an emphasis on the student's capacity for self-awareness and decision-making, this objective will be successfully realised. The goal of this research is to study the ways in which empowering students to make decisions about the resources they utilise for learning has the potential to foster higher levels of autonomy, self-advocacy, and personal growth that are beneficial to the students. In addition, the objective of the study is to assess the role that support systems play in enhancing the educational experience of children who can be classified as having a disability. The importance of providing participants with customised support in order to foster success will also be emphasised over the course of the study. In the end, the findings of this research will lead to improvements in the educational outcomes of children with disabilities. These findings will provide vital insights into how schools and

educators can develop learning environments that are more inclusive, supportive, and successful in meeting the diversity of needs that children with disabilities have.

LITERATURE REVIEW

Research on learning disabilities is an established area of study. A substantial amount of study has already been conducted in this domain. Here are a few books and articles that are related to this subject: conducted research on primary school teachers' understanding of dyscalculia and found that teachers' awareness of the disorder was unaffected by gender, years of experience, or area of expertise. The Researcher looked into how well primary school teachers understood learning disabilities. The study's results show that elementary school educators aren't well-versed in the topic of learning disabilities. The degree to which elementary school educators in Saudi Arabia were knowledgeable about specific learning disabilities was the subject of a recent study. In terms of knowledge on specific learning disabilities, the majority of teachers only have a basic grasp, according to the survey. (Hu & Han, 2019) Research examined how well-informed and cognisant of kids' learning disabilities public school teachers in the Dharampuri region of Tamil Nadu are. It is clear from the results of the study that most teachers had a moderate awareness of children's learning difficulties. Note that most teachers are cognisant of the fact that some students have trouble learning. Exploring the perspectives and pedagogical methods of traditional rural educators, this research seeks to understand if primary schools provide an inclusive environment for pupils from diverse cultural backgrounds. Despite the limited generalisability of the study's results, the questions they pose are intriguing. One encouraging trend is the increasing number of elementary school teachers who are willing to work with their children to find reasonable accommodations for their disabilities (Carter et al., 2019). This group of educators also has the credibility to make compelling claims for the importance of teaching these pupils. However, many educators continue to see children with disabilities through a deficit lens, which hinders their ability to fully engage in class. The inadequacy of teacher support for pupils with impairments was the second problem. The inquiry also uncovered other significant challenges that need to be highlighted. Teachers' lack of faith in their own abilities and the reliability of school resources due to inadequate professional development opportunities were two of these challenges. Encouraging inclusivity of all kids, especially those with disabilities, requires attentive listening, thorough observation, and swift action to resolve these critical concerns (Bozkurt, 2020).

RESEARCH QUESTION

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

RESEARCH METHODOLOGY

RESEARCH DESIGN

The researchers utilised SPSS version 25 for the examination of quantitative data. The utilisation of the odds ratio with a 95% confidence interval elucidated the timing and nature of the early emergence of this statistical association. Given that the p-value is below 0.05, the researchers may infer the presence of statistical significance. Descriptive analysis enables a comprehensive understanding of the data's fundamental characteristics. Quantitative approaches sometimes incorporate computational tools and mathematical, statistical, or arithmetic analyses to objectively evaluate responses 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.

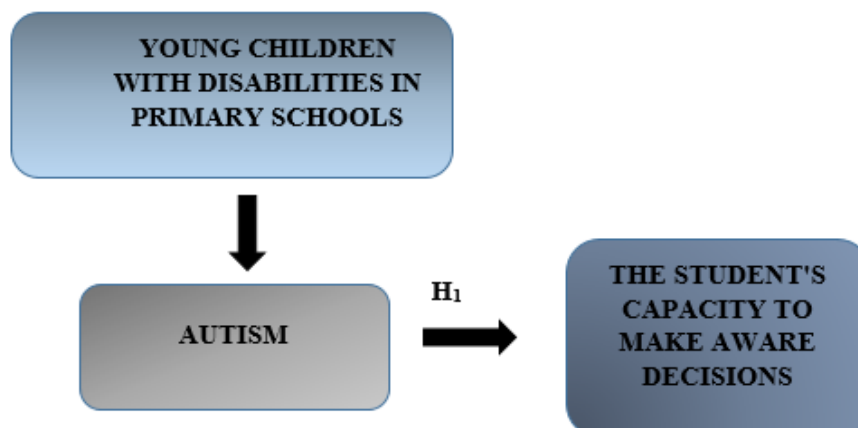
STATISTICAL SOFTWARE

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



RESULT

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: .872

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 0.872 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.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The Bartlett Test of Sphericity confirmed the overall significance of the correlation matrices. The Kaiser-Meyer-Olkin metric of sampling adequacy is 0.872. Researchers calculated a p-value of 0.00 employing Bartlett's sphericity test. The researcher recognises the correlation matrix's invalidity, as Bartlett's sphericity test yielded a significant result.

INDEPENDENT VARIABLE

Young Children with Disabilities in Primary Schools: A child's human rights are not in any way diminished because of their disability, according to the CRC. Both the CRC and the CRPD are working to ensure that all children with disabilities have the same human rights. Children with disabilities are defined under the CRPD as "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." This definition applies to numerous individuals, including children. Children who are deemed to have a disability come from a wide range of demographics. There are a number of potential causes of developmental delays and learning disabilities in children. These include exposure to environmental pollutants, severe injuries, nutritional deficiencies, infections, or inherited disorders that affect a child's physical, mental, or social development. Disabled children often struggle with mental health difficulties like anxiety and depression. Approximately 240 million children across the world experience some form of disability. This estimate, which is based on a more thorough and applicable definition of impairment that considers various areas of functioning, especially those related to psychosocial well-being, is greater than previous estimates. Most children with disabilities have difficulty in only one area of functioning. Regardless of age group, the most common types of impairments include mental health issues, social problems, and other functional impairments (Alvarado-Cando et al., 2019).

FACTOR

Autism: Autism, which is often referred to as Autism Spectrum illness (ASD), is a developmental illness that has an impact on an individual's capacity to communicate, interact socially, and engage in behaviours that are repetitive. Because the symptoms and severity of autism can vary greatly from person to person, the condition is often referred to as a "spectrum." The ability to comprehend social signs, to develop relationships, and to engage in communication in both directions can be challenging for individuals who have autism. People who have this condition may also have difficulties with verbal and non-verbal communication, such as having trouble speaking, having trouble understanding language, or having trouble interpreting facial expressions and gestures. It is also common for people to engage in repetitive behaviours, such as flapping their hands or having a strong liking for routines and the sameness. It is possible for people with autism to acquire intense and focused interests in particular hobbies or subjects. Even though the precise

origins of autism are not completely understood, it is believed that it is caused by a combination of variables that are both hereditary and environmental in nature. The development and functioning of individuals with autism can be significantly improved via early intervention and personalised assistance, which can also assist these individuals in leading lives that are more meaningful (Abiatal & Howard, 2019).

DEPENDENT VARIABLE

The Student's Capacity to Make Aware Decisions with Support: A student's capacity to make conscious decisions with support is defined as the student's ability to comprehend and evaluate a variety of options about their learning, behaviour, or well-being. This ability is referred to as the student's mental capacity. Obtaining this ability requires the assistance and guidance of other people, such as instructors, parents, or support workers, amongst others. While it is true that the student may require assistance in processing information or considering the consequences of their decisions, it is important to note that they are still an active participant in the process of decision-making. This skill includes having a grasp of the numerous options that are available, being encouraged to participate in decision-making, and being provided with the appropriate support to lead them through the process. Helping the student gradually acquire self-assurance and independence in decision-making is the goal over the course of time. At the same time, it is important to make sure that the student does not feel overwhelmed and that they are supplied with the tools that are necessary to make choices based on factual information (Love & Horn, 2021).

Relationship between Autism the Student's Capacity to Make Aware Decisions with Support: When it comes to understanding how children with autism can successfully navigate their educational and personal lives, it is essential to have a solid understanding of the relationship between autism and a student's ability to make conscious decisions with the assistance of others. Children who have autism frequently struggle with social communication, intellectual flexibility, and the ability to adjust to changes, all of which can have an effect on their capacity to make decisions based on accurate information. Nevertheless, these kids are capable of developing the abilities necessary for decision-making if they are provided with the appropriate support, which includes structured supervision, training in social and communication skills, education in self-advocacy, and the utilisation of assistive technologies when appropriate. A collaborative decision-making process with educators, parents, and therapists ensures that decisions are well-informed and correspond with the child's specific strengths and needs. Structured routines and clear teaching can help students grasp the repercussions of their choices, and this process can also help students comprehend the consequences of their choices. In the end, providing kids with autism with the necessary support enables them to strengthen their capacity for decision-making and to make choices that enhance their learning experiences and overall growth (Garira, 2020).

Following the aforementioned dispute, the researcher proposed a hypothesis intended to examine the relationship between Autism the Student's Capacity to Make Aware Decisions with Support.

H₀₁: There is no significant relationship between Autism the Student's Capacity to Make Aware Decisions with Support.

H₁: There is a significant relationship between Autism the Student's Capacity to Make Aware Decisions with Support.

Table 2: H₁ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	39588.620	614	5245.517	978.823	.000
Within Groups	492.770	984	5.359		
Total	40081.390	1598			

This investigation will produce substantial results. The F statistic is 1035.059, indicating significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis "**H₁: There is a significant relationship between Autism the Student's Capacity to Make Aware Decisions with Support.**" The alternative hypothesis is validated, whereas the null hypothesis is rejected.

DISCUSSION

An investigation into the effectiveness of education for young children with disabilities in primary schools could examine how including these children in decision-making processes can enhance their educational achievements by centring on their capacity to make informed choices about the accessibility of suitable support services. The goal of this type of research would be to find out how kids with disabilities, like those with learning disabilities, ADHD, or physical impairments, can make informed choices about the kinds of support they need, like individualised learning plans or assistive technology. Support services, like emotional support and customised accommodations, play a crucial role in fostering students' independence and involvement in their education. In addition, the study would assess how children learn to make decisions with the help of their parents and teachers, and if this empowerment leads to better achievement in school, more self-esteem, and overall health. To achieve the aim of establishing an inclusive and supportive learning environment, the study would stress the importance of a cooperative strategy involving families and educators. Removing possible roadblocks to decision-making would achieve this goal. In the end, the study's results would show that having disabled children participate in educational decision-making

improves their learning outcomes and helps them develop important life skills that will make them more independent.

CONCLUSION

The viewpoints and behaviours of mainstream primary school teachers are examined in relation to inclusive education in primary school contexts. While it's true that the study's results won't apply straightaway to different parts of India, it does bring up some interesting points that deserve careful consideration. Elementary school educators are showing growing support for students with disabilities and are providing more and more compelling justifications for their inclusion in the classroom. Educational chances for students with impairments are limited because teachers consistently think negatively about these children. Secondly, teachers lacked even the most basic strategies for include students with disabilities in classroom activities due to a severe lack of resources in their pedagogical toolboxes. This meant the kids were still on the outside looking in. Finally, elementary school teachers face significant problems, including a noticeable lack of ongoing support and low confidence due to a lack of professional development opportunities. By actively listening, carefully observing, and taking swift action, they can overcome these obstacles and go closer to fully involving all children, even those with special needs.

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