

Effect of Awareness Program regarding Inclusion System on School Children's Performance and Social Adaptation

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Abstract

Background: The inclusion system is designed to ensure that all students, regardless of diversity, abilities, and needs, have equal access to quality learning opportunities. Implementing an inclusion system in schools improves children's school performance and social adaptation. **Aim:** This study aimed to evaluate the effect of an awareness program regarding the inclusion system on school children's performance and social adaptation. **Research design:** A quasi-experimental research design was used in this study. **Sample:** A purposive sample comprised of 150 students. **Setting:** Hafez Ibrahim Experimental School in Helwan city, Cairo, Egypt. **Tools:** Four tools were used, Tool I: School Children Inclusion Assessment Questionnaire consisted of three parts, Part 1: Characteristics of school children, Part 2: School children's knowledge regarding the inclusion system, Part 3: School children's reported practices; Tool II: Attitude of School Children; Tool III: School Performance of Children & Tool IV: An observation Checklist for Children's Social Adaptation. **Results:** Tenth of school children had good knowledge regarding the inclusion system pre-implementation of the awareness program, which increased significantly to most of them post-implementation. More than two-fifths of them had satisfactory reported practices before the awareness program, which improved to most of them after its implementation. Also, less than a quarter of them exhibited a positive attitude before the awareness program, rising to the majority of them post-program. Less than one-quarter of the studied children had good school performance pre-awareness program, which improved to more than three-quarters of them post-awareness program. Additionally, most of the studied children had an inadequate social adaptation pre-program, and improved to three-quarters of them had an adequate social adaptation post-program. **Conclusion:** School children's knowledge level, reported practices, attitude, school performance, and social adaptation regarding the inclusion system improved significantly after implementation of the awareness program. **Recommendations:** Conduct further research with larger samples and in other settings for generalization.

Key words: Awareness Program, Inclusion System, School Children, Performance, Social Adaptation.

Introduction

Inclusion systems in primary education integrate children with Special Educational Needs (SEN) into mainstream classrooms. Research shows that school children positively impact school achievement and social adaptation, fostering better social skills, peer relationships, and a sense of belonging among children with SEN (Turner et al., 2024).

Inclusion is a process of systemic reform that includes adjustments to educational content, teaching methods, approaches, structures, and strategies to remove barriers. In education, inclusion refers to methods that make all students who are susceptible to exclusionary pressures more involved in the curricula, cultures, and communities of their local schools.

Providing all children of the appropriate age range with an equitable and participatory learning experience and the environment that best suits their needs and preferences is the goal of inclusion (Gale et al., 2022).

The inclusion process involves children with disabilities, cognitive and mental characteristics, representatives of ethnic minorities, persons held in penitentiary institutions, marginal strata of society, migrant workers, foreign students, people in difficult life situations, gifted individuals, persons with various intellectual and physical disabilities,

and others (Rapp & Corral-Granados, 2021).

Children with special educational needs are diverse, with conflicting theories about inclusion's effects on school achievement, socio-emotional development and overall well-being. This uncertainty affects special educators and policymakers in decision-making about special education provision (Dalgard et al., 2022).

School Children, usually between the ages of 5 and 12, are in a critical developmental stage where they gain the fundamental school, social, and emotional abilities that will influence their future education and personal development. Children's cognitive development accelerates at this time, allowing them to acquire the foundational literacy, numeracy, and problem-solving abilities that underpin their education. Their social and emotional growth is equally crucial since schoolchildren learn how to communicate with their peers, form friendships, and handle group dynamics (Erol et al., 2025).

Since schoolchildren are inherently inquisitive and creative, now is the perfect time to cultivate a love of learning through dynamic and captivating teaching strategies. However, Children may struggle with things like adjusting to regimented settings, controlling their emotions, or handling expectations from school. To

overcome these obstacles and succeed, they need the assistance of educators, parents, and school health specialists. Primary schools are essential in helping children develop resilience, self-assurance, and a feeling of responsibility by offering a supportive and inclusive atmosphere. This helps them succeed in subsequent educational and life phases **(Klemp et al., 2025)**.

Children with disabilities are diverse and face various challenges due to their environment. There are schoolchildren in every community who are born with or develop special disabilities that affect their vision, mobility, talk, self-care, or make friends. However, their ability to function, participate in society and lead a fulfilling life depends on their inclusion and accommodation **(Churchill et al., 2024)**.

Schoolchildren's social adaptation programs are organized efforts to improve their school performance by cultivating critical social and emotional competencies. These programs seek to establish a nurturing environment in which kids can cultivate the interpersonal skills, emotional control, and resilience that are essential for success in the classroom **(Mohzana, 2024)**. These programs help children navigate social dynamics, reduce stress, and improve concentration. Research shows that participation improves school performance by managing peer relationships, working cooperatively,

and connecting with teachers. These programs also address learning obstacles, including social anxiety or behavioral difficulties **(Zheng et al., 2024)**.

Social justice and human rights issues have changed in tandem with schoolchildren's shifting attitudes towards disabilities, which has increased inclusive education practices globally and changed the focus to include children with disabilities in inclusive classrooms **(Norwich, 2025)**.

Nurses significantly contribute to improving schoolchildren's school performance by implementing social adaptation plans. These programs, often led by nurses in coordination with teachers and counselors, focus on addressing schoolchildren's social, emotional, and behavioral needs, all of which directly influence their school success. School health nurses help create a more welcoming and supportive learning environment by identifying and assisting students who may face challenges with peer interactions, emotional regulation, or social integration **(Mosia et al., 2025)**.

These programs teach children vital skills like empathy, communication, and conflict resolution via exercises in mindfulness, role-playing, and group discussions. Children who struggle with issues like anxiety, bullying, or low self-esteem, all of which can impede school progress, get tailored care from

nurses. Social adaptation programs help schoolchildren focus better in class, participate more actively, and develop positive relationships with instructors and peers by promoting a sense of belonging and emotional well-being (Wu, 2025).

Significance

The United Nations International Children's Emergency Fund (UNICEF) and Global Burden of Diseases (GBD) study offered comprehensive estimates of disability prevalence among children and adolescents worldwide, UNICEF reported that 28.9 million child aged 0–4 years (4.3%), 207.4 million children aged 5–17 years (12.5%) and a total of 236.4 million children aged 0–17 years (10.1%) are living with moderate-to-severe disabilities. In comparison, GBD 2019 predicted that mild-to-severe disabilities affect 49.8 million (7.5%) children under the age of five, 241.5 million (12.6%) children between the ages of five and nineteen, and 291.3 million (11.3%) children under the age of twenty. More than half of the disabled children in both datasets were from South Asia and Sub-Saharan Africa (Olusanya et al., 2022).

The global prevalence of school children with special needs varies. It is estimated by UNICEF that 49% of disabled children in underdeveloped nations have never gone to school (UNESCO, 2020).

International initiatives to improve educational opportunities for children with special needs have been spurred by Sustainable Development Goal 4 and the United Nations Convention on the Rights of Persons with Disabilities. To achieve these goals, regulations are needed to meet the needs of children with disabilities and close the gap that currently exists between children with and without disabilities (Zakaria, 2023).

The researchers view that this study provides empirical evidence on how awareness programs regarding inclusion systems can enhance both the school performance and social adaptation of school children. It supports the broader goal of creating inclusive educational environments that benefit all students to achieve child rights, reduce discrimination, and prepare children to thrive in a diverse world.

Aim of the study:

This study aimed to evaluate the effect of an awareness program regarding the inclusion system on school children's performance and social adaptation through:

- Assess school children's knowledge, attitudes, and reported practices regarding the inclusion system.
- Designing and implementing an awareness program about the inclusion system for school children in light of their actual needs and assessment.

- Evaluate the effect of school children's awareness program about the inclusion system on their performance and social adaptation

Research Hypothesis:

H₁: An awareness program regarding the inclusion system is expected to improve school children's knowledge, attitudes, reported practices, and school performance.

H₂: After implementing an awareness program about the inclusion system, school children are more socially adapted in school.

Subject and Methods**Research design:**

A quasi-experimental research design was used in this study.

Setting:

This study was conducted at Hafez Ibrahim Experimental School in the Helwan district of Cairo Governorate, Egypt. This school has four floors and contains 22 classrooms, each one accommodating approximately 50 to 55 school children of boys and girls.

Sampling:

Type of sample: A purposive sample was used in this study, through selecting classes that include children with disabilities at each stage, then applying the program to all school children in the selected classes.

Inclusion criteria:

Children are able to communicate, free from psychological problems that

interfere with interaction. Children's age ranged between 6-12 years.

Sample size: It included 150 children in the school year 2024/2025, from the selected classes, 11 children from them had disabilities.

Tools of data collection

The researchers designed it in simple Arabic after reviewing relevant literature **Spandagou, 2025; Zakaria, 2023; Elwakil, 2024**. Data for this study was collected by using the following tools:

Tool I: School Children Inclusion Assessment Questionnaire

It consisted of three parts as follows:

Part 1: Characteristics data of school children included age, gender, parents' education and occupation, crowding index, home type, and whether the child suffered from disability.

Part 2: School children's knowledge regarding the inclusion system (pre & posttest): It consisted of 21 multiple choice questions about the meaning of the inclusion system, aim, classifications, types, factors leading to the success of the inclusion system, advantages, disadvantages and effects of the inclusion system on children and their school performance and criteria for selecting an integrated child.

Scoring system

A correct and complete answer scored 2 points, 1 point for a correct and not complete answer, and zero point for a wrong or no answer. The total

knowledge score equals 42 points regarding the inclusion system, divided into three levels as follows (**Wittwer et al., 2024**):

- Poor knowledge < 50% (< 21 score).
- Average knowledge 50% to < 75% (21- < 31.5 score)
- Good knowledge $\geq 75\%$ (≥ 31.5 scores).

Part 3: School children’s reported practices (pre & posttest).

It was used to assess school children’s practices regarding interactions with their classmates in the school environment. It consisted of 4 sub-items:

- A. School children’s reported practices regarding dealing with a disabled classmates**, it included 8 statements as, dealing with a classmate who has a disability, helping a classmate with a disability generally, in the classroom, helping classmates with disability in learning, participating in school activities that include students with disability, participate classmates with disability in activities outside the class, if you deal with your classmates having disability in the same way you deal with the rest of classmates, training on how to deal with classmates with disability, support and interact positively with disabled classmates when they needed.
- B. School Children’s reported practices regarding interacting with classmates:** It is 5 statements involved playing or talking regularly with my

classmates, finding it easy to communicates with them in class, treating my classmates kindly and respecting their feelings, ask for help from my classmates or teacher when I need, and starting conversations with new classmates and welcome them.

- C. School children’s reported practices regarding school environment adaptation** contained 5 statements as go to school every day with feel comfortable attending, follow school rules and regulations, understand and follow teachers’ instructions correctly, participate in classroom and extracurricular activities such as games and trips, and feel that teachers treat me fairly and to interact with them respectfully.

- D. School children’s reported practices regarding their self-confidence and interactions:** It involved 5 statements as act confidently when I’m in a new group of children, I express my thoughts and feelings in front of others, stay calm and respectful when facing uncomfortable situations, I act as a part of the school community and report bullying or ask for help when I’m being bothered.

Scoring system of school children’s reported practices

It included 23 statements; each reported practice was assigned 1 point for the child’s report of being done and zero point for not done. The total scores of school children’s reported practices

were 23 points classified into two levels as (Zakaria, 2023):

- Unsatisfactory reported practices < 60% (< 14 points)
- Satisfactory reported practices \geq 60% (\geq 14-23 points)

Tool II: Attitude of School Children (pre & posttest):

It was used to assess school children's attitude toward inclusion system in school, it contained 19 statements as feeling comfortable studying with classmates with special needs, believe that inclusion helps all school children learn better, believe that having children with special needs in class may slow down the progress of other students, believe that all school children deserve equal educational opportunities, regardless of their abilities, children with a disability generally should be educated in regular class, and some children with disabilities face an obstacle to achieving school improvement in schools.

Scoring system

Children's responses were scored on the Likert scale, where 2 points for always, 1 point for sometimes, and zero point for never. Reverse coding was useful for inappropriate. The total attitude scores of children were 38 points about the inclusion system, classified into two levels as (Abu Khadeja et al., 2024):

- Positive attitude \geq 50 % (\geq 19 points).
- Negative attitude < 50 % (< 19 points).

Tool III: School Performance of Children (pre & posttest)

It was used to assess children's performance in school by asking the child questions and confirming the data from the school supervisor. It contained 10 statements as child achieve good grades in class, easily understand the information presented in lessons, participate in class discussions, complete homework regularly, interested in learning and developing my skills, can solve school problems, ask teachers for help when needed, able to concentrate and pay attention in class, respond positively to the course material, and performance continually improves throughout the semester.

Scoring system

The children's performance at school was measured using a 5-point Likert scale; children were asked to grade their school performance on a scale, and confirmed by the school supervisor. It was rated from 1- 5, (1) Never, (2) Rarely, (3) sometimes, (4) often, and (5) always; the total score ranged from 10-50, lower scores represented low school performance, while higher scores displayed rising school performance.

- Weak performance < 50% (< 25 score).
- Fair performance 50% to < 75% (25- 37 score)
- Good performance \geq 75 % (\geq 38 scores).

Tool IV: An observation Checklist for Children's Social Adaptation (pre & posttest)

It was designed and used by researchers to evaluate children's social adaptation in school through observation. It consisted of 15 statements as a child interacting with peers, a child speaks freely with his classmates, a child participates in group activities without isolation, a child asks for help from his classmates when needed, a child participates in playing and eating.

Scoring system

It included 15 items; each item was scored by the researchers on a three-point Likert scale, "always, sometimes, and never" and scored 3, 2, and 1, respectively. The score is summed up and converted into a percentage score. The total score of school children, 15-45 points about social adaptation, is classified into two levels as follows (Elwakil, 2024):

- Inadequate social adaptation < 60% (15 - < 27 points).
- Adequate social adaptation \geq 60% (\geq 27 - 45 points).

Validity:

A panel of five experts, two from community health nursing, two from pediatric nursing and one from psychiatric nursing in Faculties of Nursing revised the tool to ensure clarity, relevance, comprehensiveness, understanding, and applicability, thereby measuring its content validity.

Reliability:

Cronbach's alpha was calculated between the two scores using SPSS computer package. It was 0.87, which indicates that knowledge questions were reliable in detecting the objectives of the study. Then, Cronbach's alpha was calculated between the two scores. It was 0.83 for reported practice questions, 0.89 for attitude questions, and 0.84 for social adaptation, which indicates that they were reliable in detecting the objectives of the study.

Ethical Considerations:

An official permission to conduct the proposed study was obtained from the Scientific Research Ethical Committee in the Faculty of Nursing, Helwan University- No. (41) On 19/5/2024. Participation in this study was voluntary, and subjects were given complete information about the study and their role before signing the informed consent from their parents. The ethical considerations included explaining the purpose and nature of the study, stating the possibility to withdraw at any time, and ensuring the confidentiality of the information. Also, demonstrated ethics, values, culture, and beliefs were respected.

Pilot study:

A pilot test was conducted on 10 % of the total study sample (15 child), to assess the feasibility of the study, including the clarity and objectivity of the tools. Those subjects were included

in the actual research because there were no modifications in the tools.

Field work:

After obtaining approval to conduct the study, samples were collected during the school day, specifically two days a week on Tuesday and Wednesday from 8 am to 12 pm. After establishing a trusting relationship, school children were interviewed by the researchers during the assessment phase to explain the study's purpose. The tools took 20-30 minutes to be filled out and the researchers collected the data through the previously mentioned tools. Data was collected during the school year 2024/2025, taking 6 months from the beginning of October 2024 to the end of March 2025.

School children's awareness program about the inclusion system was conducted according to the following phases:

Preparatory phase: The researchers reviewed the current advanced national and international related literature, reviewing aspects of the inclusion system in schools using available books, periodicals, articles and magazines, then designed and prepared tools for data collection and the awareness program.

Assessment phase: Using the previous tools to assess school children's knowledge, reported practices, and attitudes regarding the inclusion system. Also, children's school performance

and social adaptation were assessed. The researchers first introduced themselves and explained the study's purpose briefly to the school children. Every child was met individually, and informed consent for participation was obtained from them and their parents. The school children were assured that the information obtained would be treated confidentially and used only for the study purpose.

Planning phase: Based on the assessment phase, the researchers designed the awareness program sessions' contents according to the school children's needs. Awareness program sessions were developed after reviewing related literature. Detected needs and requirements were clarified and discussed in the form of a booklet. The booklet consisted of knowledge about the inclusion system, such as the meaning, defining children with disabilities, and how to deal with children with disabilities. Teaching methods used as lectures, open discussion, brainstorming, and role playing about inclusion system management were frequently applied during sessions. Media used in the study as PowerPoint, pictures, and videos.

Implementation phase:

After developing the awareness program contents, the researchers divided children into 6 groups, and each group consisted of 25 children. The

program was divided into 4 sessions implemented in one month. Based on the result of the pre-test questionnaire, each session needs 30-45 minutes and a meeting with the school children, two days per week. The program involved the first session, including a pretest and knowledge about the inclusion system, 2nd session covered school children's practices, 3rd session comprised children's attitudes regarding disability and the inclusion system, and 4th session covered school performance and social adaptations. At the end of each session, children give feedback about the session and are informed about the content of the next session and the time.

Awareness Program Booklet:

A booklet included all the contents of the program. It was designed and given to children as an educational reference during and after the implementation of the program. Contents of booklet include (meaning of inclusion system, the process of educational integration in primary schools, objectives of the inclusion system, types of inclusion system, criteria for selecting a merger applicant, positives of the merger process, who are the children integration system applies, and students' attitudes toward children with disabilities, school performance and social adaptation among school children.

Evaluation phase: This phase aimed to

evaluate the effect of the awareness program for school children regarding the inclusion system on their performance and social adaptation. It was done one month after the implementation program, by using the same tools.

III. Administrative design:

The Dean of Helwan University's Faculty of Nursing submitted an official letter to the official directorate of education, the director of Helwan Educational Administration, and the school director, outlining the purpose of the study and requesting permission to visit the school and carry out the research. The study, the date, and the time of data collection had been provided to the school manager.

IV) Statistical design

SPSS version 20 was used for analysis once the data were coded and converted into a computer-friendly format. Graphics were created using Excel. The mean and standard deviation were used to display quantitative data, whereas frequency distribution tables, numbers, and percentages were used to display qualitative data. Depending on the predicted value of a cell, the chi-square test, Fisher's exact test, or the likelihood test was used to examine the data. For all significant tests, the significance level was set at a P value <0.05.

Results

Table (1): Illustrates that 64% of the children were 8-10 years old, and 54%

of them were females. Slightly less than half of children (48%) have middle-educated fathers, and 54% of them have middle-educated mothers. Regarding their fathers' occupation, 70% of their fathers were workers. In addition, 7.3 % of children suffered from disability.

Tables (2): Demonstrates that the studied children's knowledge level increased from 10.0% pre-program to 87.3% post-program, and the difference was highly statistically significant ($P < 0.001$).

Figure (1): Shows that 87 % of studied children had a negative attitude pre-awareness program. While 80 % of them had a positive attitude post-awareness program.

Figure (2): Shows that 41.7% of the studied children had satisfactory reported practices pre-awareness program. While 86% of them had satisfactory reported practices post-awareness program.

Figure (3): 20.0 % of studied children had good school performance pre-program implementation, which improved to 76.0 % of them had good performance post-program. While 49.0 % of studied children had weak school performance pre-program implementation, which decreased to 5.0 % post-program, where the P value was 0.000 and the paired t test = 27.33.

Figure (4): Shows that 83 % of studied children had an inadequate social

adaptation level before implementation of the program. While 75 % of the studied children had adequate social adaptation post program implementation.

Table (3): Shows that there were statistically significant differences between the school children's characteristics data and their total score of knowledge post program about the inclusion system, $p > 0.05$ for each item, except for mother education, which showed no significant difference between different educational levels.

Table (4): Reveals that there were statistically significant differences between the studied children's characteristics data and the level of total score of reported practices post awareness program about the inclusion system ($p > 0.05$ for each item) except for father education, which showed no significant difference between different educational levels.

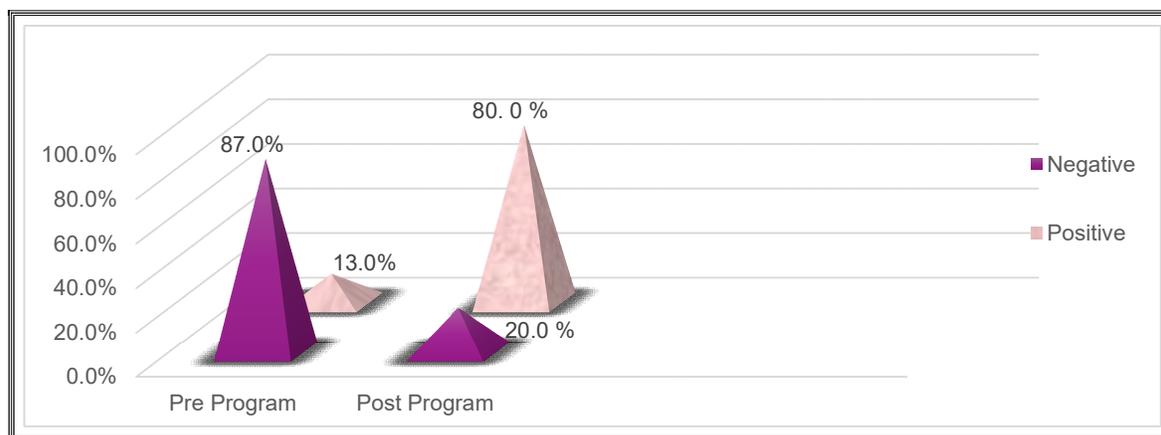
Table 5: Demonstrates the efficacy of the awareness program for the improvement of the correlation between the knowledge level score of children post-program and their practices, as well as, attitude of children post-program and their practices. The correlation significance increased from a non-significant correlation ($p = 0.06, 0.07$) pre-program to a highly significant correlation post-program ($P < 0.0001$).

Table (1): Distribution of the Studied Children's Characteristics Data (n=150).

Characteristics Data		No.	%
Age	8-10 years	96	64.0
	11-13 years	54	36.0
Mean ± SD		9.2 ± 0.8 years	
Gender	Male	69	46
	Female	81	54
Father's Education	Not read & write	6	4
	Basic education	39	26
	Middle education	72	48
	University education	33	22
Mother's Educational	Not read & write	15	10
	Basic education	21	14
	Middle education	81	54
	University education	33	22
Father's Occupation	Employee	39	26
	Farmer	6	4
	Worker	105	70
Mother Occupation	Employee	24	16
	Housewives	111	74
	Workers	15	10
Crowding Index	1-2	48	32
	> 2	102	68
Home Type	Family house	69	46
	Separate apartment	81	54
Child Suffered from Disability	Yes	11	7.3
	No	139	92.7

Table 2: Distribution of the Studied Children's Level of Knowledge about Inclusion System Pre- and Post-Awareness Program (n=150).

Knowledge	Pre-Awareness Program		Post-Awareness Program		χ^2	P- Value
	No.	%	No.	%		
Poor Knowledge Level	9	6	4	2.7	181.5	<0.0001
Average Knowledge Level	126	84	15	10		
Good Knowledge Level	15	10	131	87.3		



**** $\chi^2=30.7$ **P value=0.000**

Figure (1): Percentage Distribution of Attitude among Studied Children regarding Inclusion System Pre and Post Applying Awareness Program (n=150).

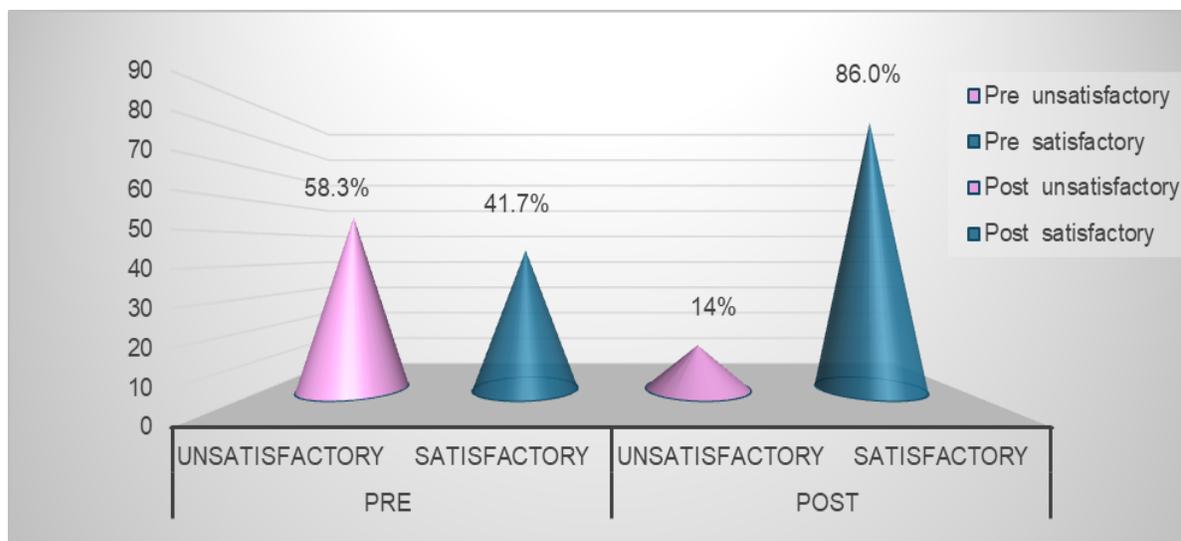
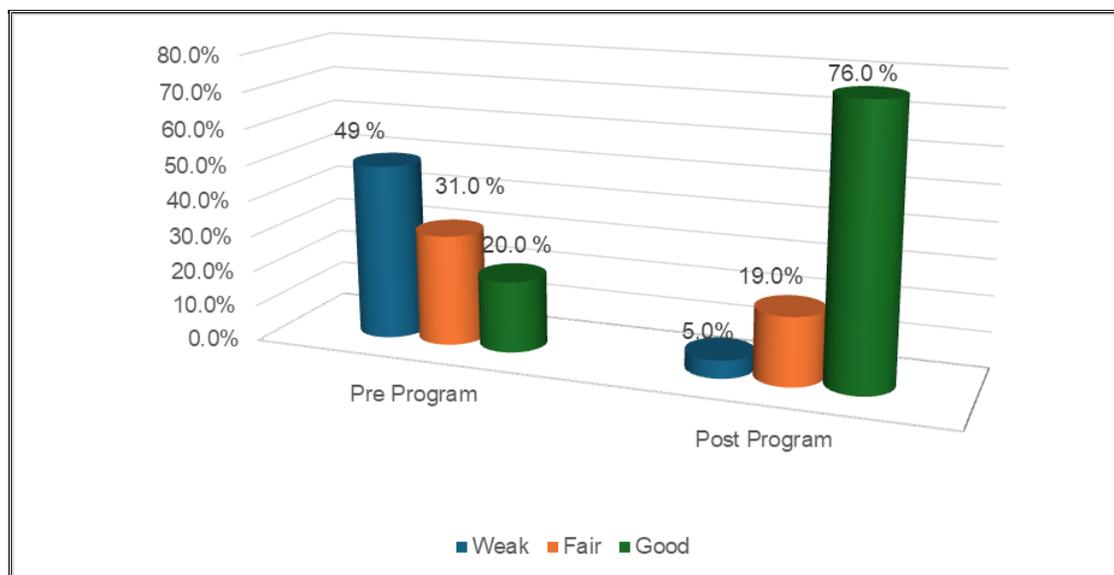
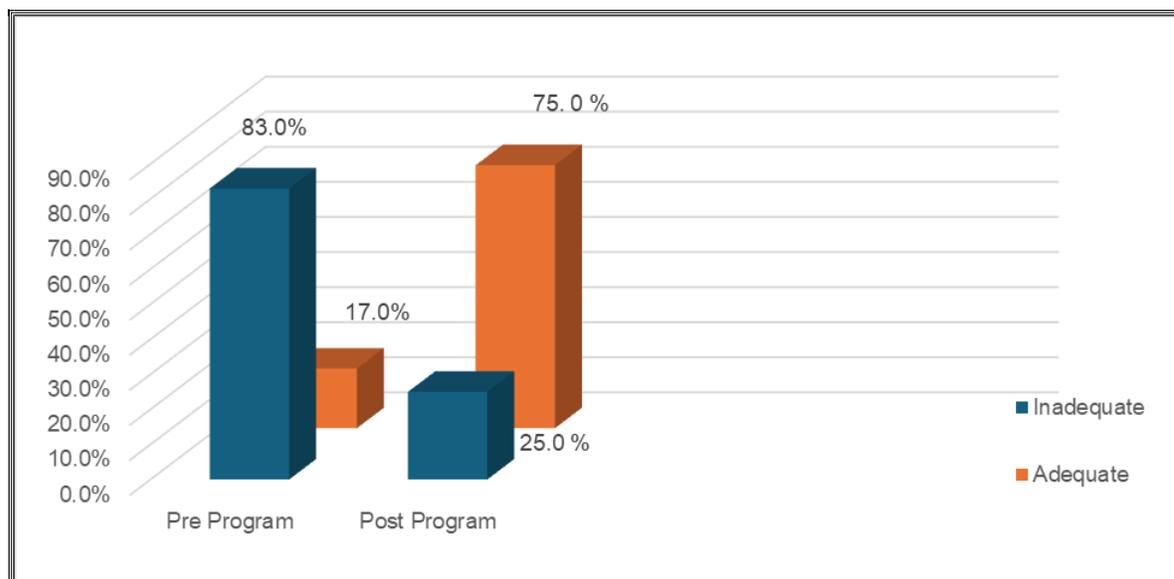


Figure (2): Percentage Distribution of the Studied Children's Total Reported Practices Levels Pre and Post Awareness Program (n=150).



**** $\chi^2=27.33$ **P value=0.000**

Figure (3): Percentage Distribution of Studied Children's School Performance Pre and Post Applying Program (n=150).



**** $\chi^2=30.7$ **P value=0.000**

Figure (4): Percentage Distribution of Children's Social Adaptation Pre and Post Applying Program (n=150).

Table 3: Relation between Studied Children's Characteristics and their Knowledge Post Awareness Program (n=150)

Characteristics data		Total Knowledge (Post)						X ²	P value
		Poor = 4		Average=15		Good = 131			
		No.	%	No.	%	No.	%		
Age:									
8-10 years	96	0	0	3	20.0	93	71.0	2.7	0.003
11-13 years	54	4	100.0	12	80.0	38	29.0		
Gender:									
Male	69	1	25.0	6	40.0	62	47.3	1.1	0.005
Female	81	3	75.0	9	60.0	69	52.7		
Father education									
Not read & write	6	1	25.0	1	6.7	4	3.1	5.1	0.001
Basic education.	39	0	0	4	26.7	35	26.7		
Middle education	72	2	50.0	6	40.0	64	48.9		
University & above	33	1	25.0	4	26.6	28	21.3		
Mother education									
No read & write.	15	2	50.0	2	13.3	11	8.4	13.4	<0.03*
Basic education.	21	0	0	4	26.7	17	13.0		
Middle education	81	1	25.0	4	26.7	76	58.0		
University & above	33	1	25.0	5	33.3	27	20.6		
Home type:									
Family house	69	3	75.0	5	33.3	61	46.6	0.33	0.002
Separate apartment	81	1	25.0	10	66.7	70	53.4		
Father occupation:									
Employee	39	0	0	4	26.7	35	26.7	2.3	0.001
Vocational Business	6	0	0	1	6.7	5	3.8		
Farming	105	4	100.0	11	73.4	94	71.8		
Mother's occupation:									
Employee	24	0	0	2	13.3	22	16.8	2.9	0.57
Housewives	111	4	100.0	12	80.0	95	72.5		
Workers	15	0	0	1	6.7	14	10.7		

Table 4: Relation between Characteristics Data and Reported Practices of Studied children Post Awareness Program (n=150).

Characteristics data	Post Awareness Program Total Reported Practices				X ²	P-value	
	Unsatisfactory (9)		Satisfactory (141)				
	N0.	%	N0.	%			
Age:							
8-10 years	96	6	66.7	90	63.8	0.19	0.000
11-13 years	54	3	33.3	51	36.2		
Gender:						2.5	0.002
Male	69	9	100.0	60	42.6		
Female	81	0	0.00	81	57.4		
Father Education:						1.8	0.60
No read & write.	6	1	11.1	5	3.5		
Basic education.	39	6	66.7	33	23.4		
Secondary education	72	0	0.00	72	51.1		
University & above	33	2	22.2	31	22.0		
Mother Education						2.3	0.001
No read & write.	15	6	66.7	9	6.4		
Basic education.	21	3	33.3	18	12.8		
Secondary education	81	0	0.00	81	57.4		
University & above	33	0	0.00	33	23.4		
Crowding Index:						0.01	0.005
1-2/room	48	7	77.8	41	29.1		
> 2/room	102	2	22.2	100	70.9		
Home Type:						1.5	0.000
Family house	69	8	88.9	61	43.2		
Separate apartment	81	1	11.1	80	56.7		
Father Occupation:						0.73	0.001
Employee	39	6	66.7	33	23.4		
Farmer	6	2	22.2	4	2.8		
Worker	105	1	11.1	104	73.8		
Occupation:						4.3	0.000
Employee	24	5	55.6	19	13.5		
Housewives	111	4	44.4	107	75.9		
Workers	15	0	0.00	15	10.6		

Table 5: Pearson Correlation between Children’s Knowledge Level, Attitude, and Their Score of Reported Practices about Inclusion System (n= 150).

Variables	Reported Practices of Children			
	Pre-program		Post program	
Knowledge Level of Children	r	P	r	P
		-0.11	0.06	-0.23
Attitude of Children	-0.13	0.07	-0.22	< 0.0001

Discussion

In an inclusive education system, all students are permitted to attend the same class. It is an environment free from disability-based divisions among children. When they come to learning, all children are on an equal basis. The concept of inclusive education involves bringing children of various backgrounds together in the same classroom. There are various schools in the educational system for children with varying ability levels (Stavrou & Kafa, 2024).

Teachers, parents and school administrators can learn about the advantages and difficulties of inclusive education through an awareness program that focuses on how the inclusion system affects students’ performance and social adaptation. By demonstrating how inclusion fosters empathy, communication abilities, and peer

relationships among all children, it highlights the significance of social adaptation (Spandagou, 2025). The present study revealed that more than two-thirds of the studied children were aged 8-10 years, and more than half of them were females. The majority of their parents had middle-level education, most of them were workers, and a minority of studied children suffered from disability.

Regarding the effectiveness of the program on studied children’s knowledge, the present study revealed that a minority of them had good knowledge pre-awareness program, which improved to the majority of them post-program, which emphasized the research hypothesis I. This finding was in the same line with Carrington et al., (2020) who conducted a published study at Vietnam entitled "What Universal Design for Learning

Principles, Guidelines, and Checkpoints are Evident in Educators' Descriptions of their Practice When Supporting Students on Inclusion System?" in Southeast Asia in Vietnam" revealed that, tenth of students had good knowledge pre learning principles guidelines, it improved and become most of them had good knowledge post Guidelines. From the researchers' point of view, the awareness program likely provided clear, structured, and relevant content tailored to the participants' needs, making it easier to understand and retain key concepts.

Regarding the effectiveness of the program on studied children's reported practices, the study findings revealed that less than half of the studied children had satisfactory reported practices pre-program, which improved to a majority of them had satisfactory reported practices post-program, which emphasized the research hypothesis I. This finding was similar with **Thelma, (2025)** who conducted published study at Zambia under title " The Effect of Social Well-Being on Student's School Achievements: A Case of Selected Higher Learning Institutions in Lusaka District, Zambia " shows that there was half of students had satisfactory reported practices pre-

program and become most of them had satisfactory reported practices post program. From the researchers' point of view, before the program, children may not know the correct practices or may not have understood their importance, leading to unsatisfactory behavior despite good intentions.

Concerning the effectiveness of the program on studied children's attitude, the majority of the studied children had a negative attitude pre-program, which enhanced and became less than a quarter post-awareness program, which emphasized the research hypothesis I. This finding was similar with **Omachi et al., (2025)** who conducted published study at Indonesia and Argentina, under title " The Impact of School-Based Mental Health Interventions on School Resilience through a Comparative Study of Secondary Schools in Indonesia and Argentina" shows that, most of the studied students had negative attitudes pre-interventions which improved and become quarter post apply health interventions. From the researchers' point of view, attitude plays a crucial role in the success of inclusion systems, as a negative perception can hinder social integration and acceptance of peers with diverse abilities. Also, this may

be related to the positive impact of the intervention on children's perceptions. This shift suggests that the program was effective not only in increasing knowledge but also in transforming attitudes, which is critical for fostering an inclusive environment.

In relation to the effectiveness of the program on studied children's school performance, the study found that less than a quarter of studied children had good school performance pre-program, which improved to more than three-quarters of them had good total performance post-program. While, less half of studied children had weak school performance pre-program which decreased to less than tenth of them post-program and this finding was similar with **Balboa & Dolz, (2023)** who conducted published study at Malaysia and Argentina, under title " Disability Awareness Seminar and Workshop: Assessing Teachers' Degree of Willingness in Providing Learning Support for Students with Special Needs", who found that, tenth of studied children had good total performance pre applied program, which improved and become more two thirds of them had good total performance post applied program. From the researchers' point of view, the awareness program can

significantly enhance the school performance of children by providing supportive learning environments and enhancing better understanding and acceptance by peers, and enhanced motivation and confidence among the children themselves.

Regarding the effectiveness of the program on studied children's social adaptation revealed that the majority of the studied children had inadequate social adaptation pre-awareness program, which improved to three-quarters of them had adequate social adaptation post-program, which emphasized the research hypothesis II. This finding was similar with **Dalgaard et al., (2022)** who conducted published study at Canada, under title " The effects of inclusion on school achievement, socio-emotional development and wellbeing of children with special educational needs", who found that, more two-thirds of the children had inadequate social adaptation pre apply program which improved and become more than three-quarters had adequate social adaptation post apply program. From the researchers' point of view, this improvement underscores the program's effectiveness in enhancing children's social skills and their ability to interact and integrate

within diverse peer groups. Children who gain a better understanding of social norms, communication skills, conflict resolution, and emotional regulation contribute to improving social adaptation.

The present study clarified that there was a statistically significant relation between the school children's characteristics data and their total score of knowledge and reported practices post awareness program about the inclusion system, $p > 0.05$. Both fathers' and mothers' education levels were strongly associated with children's knowledge. From the researchers' point of view, parental education, particularly maternal education, has been shown to significantly impact children's learning outcomes and contribute to a more supportive learning environment. This underscores the importance of considering parental education when designing and implementing educational interventions. This finding was supported by **Karoly & Gonzalez (2011)**, who conducted a published study in Britain under the title "Early Care and Education for Children in Immigrant Families" who reported that there was a

significant and direct relation between knowledge, reported practices of children, and their characteristics data.

Concerning correlation between children's knowledge level, attitude and practices post awareness program, the present study showed significant correlation between children's score knowledge level, attitude and reported practices and this finding was supported with **Kart & Kart (2021)**, who published study at Mbare Musika and Mutoko, Zimbabwe under title "Academic and Social Effects of Inclusion on Students without Disabilities: A Review of the Literature", who reported that there was significant correlation observed between students' knowledge and practices. From the researchers' point of view, this might be related to that the inclusion of teachers creates curriculum adaptations to support every child's school performance, physical, emotional, behavioral, and social adaptation in the best way possible. Children achieve this by first identifying their strengths and special needs.

Conclusion

Based on the results of the present study and the research hypothesis, the following conclusion includes:

An awareness program about the inclusion system significantly improved children's educational experience. Pre-program, only a minority of children had good knowledge, with less than half of them exhibiting satisfactory practices and positive attitudes towards inclusion and adequate social adaptation. Post awareness program, most children achieved good knowledge, positive attitude, and satisfactory practices. The program also significantly enhanced school performance for children. Social adaptation improved substantially, with three-quarters of children demonstrating adequate social skills. These findings highlight the effectiveness of awareness programs in improving the correlation between knowledge level scores, practices, and attitudes of children post-program than pre-program.

Recommendations

Based on the findings of the present study:

- Implement an ongoing awareness program about the inclusion system and social adaptation among school children with the distribution of informative booklets and the display

of posters within schools to reinforce key messages and promote sustained understanding and positive attitudes.

- Apply further research in large samples and other settings for generalization.

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