



**The Impacts of COVID-19 on the Well-Being of students
with SEN in Primary Stage in Dubai Schools**

**تأثير كوفيد-19 على رفاهية الطلاب ذوي الاحتياجات الخاصة في المرحلة
الابتدائية في مدارس دبي**

by

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ABSTRACT

The current paper aimed to verify the impact of the Covid-19 pandemic on the well-being of a sample of (74) students who were classified by teachers as a student with Special Educational Needs in five of Dubai primary schools. The study methodology depended on the descriptive-analytical approach, the researcher prepared a well-being questionnaire for students with special educational needs SEN, and its validity and reliability were verified. Findings indicated a decrease in the levels of well-being among the study sample as a result of their Well-being affected by the pandemic, while there were no statistically significant differences between the various disabilities (learning difficulties - hyperactivity - hearing impairment - visual impairment - mild speech disorder) in their average levels of well-being, while it became clear that there are some differences between males and females in the average Well-being scores in favour of males, and their average Well-being scores were high compared to females. As for the place of residence and the school stage, there were no statistically significant differences between the average scores of the sample members in the two variables, and the study recommended the need to provide counselling programs to improve the well-being of the students with SEN due to the circumstances imposed on them by the COVID-19 pandemic.

Keywords: students with SEN- COVID-19- Well-being- Dubai Primary Schools.

ملخص البحث

هدف البحث الحالي إلى التحقق من مدى تأثير جائحة Covid-19 على الرفاهية لعينة مكونة من (74) من الطلاب الذين صنفوا من قبل المعلمين بأنهم من أصحاب الهمم التعليمية بخمس من مدارس دبي الابتدائية، وقد اعتمدت الدراسة على المنهج الوصفي التحليلي، وأعدت الباحثة استبانة الرفاهية للطلبة ذوي صعوبات التعلم (أصحاب الهمم)، وتم التحقق من صدقها وثباتها. وقد أشارت النتائج إلى انخفاض درجات الرفاهية لدى عينة الدراسة نتيجة تأثرهم بالجائحة، بينما لم تتضح فروق ذات دلالة إحصائية بين مختلف الإعاقات (صعوبات التعلم- فرط النشاط- ضعف السمع- ضعف البصر- اضطراب النطق البسيط) في متوسط درجاتهم للرفاهية، في حين اتضح وجود فروق بين الذكور والإناث في متوسط درجات الرفاهية لصالح الذكور، فكان متوسط درجاتهم في الرفاهية مرتفعاً مقارنة بالإناث، وبالنسبة لمكان السكن والمرحلة الدراسية فلم تتضح فروق ذات دلالة إحصائية بين متوسط درجات أفراد العينة في المتغيرين، وأوصت الدراسة بضرورة تقديم برامج الإرشاد لتحسين الرفاهية لدى الطلاب ذوي الاحتياجات الخاصة بسبب الظروف التي فرضتها عليهم جائحة كوفيد-19.

الكلمات المفتاحية: الطلاب ذوي الاحتياجات الخاصة- كوفيد-19- الرفاهية- مدارس دبي الابتدائية.

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CHAPTER 1

1.1. Introduction

The Covid-19 crisis has posed many challenges for all members of society, and psychological, social, economic and other disorders have spread, as a result of the lockdown that was imposed on everyone. Studies indicated that the majority of society members have been affected by this crisis on the psychological side, so some have suffered from various psychological disorders such as anxiety, depression, phobias, obsessive-compulsive disorders, and other psychological disorders. These disorders required confronting on the part of workers in the psychological field, by improving the quality of life for people and providing services that raise the level of well-being and quality of life for them. (Hu. et.al. 2021).

Special Needs are the groups most affected by this pandemic, as studies have indicated, as a result of the restrictions imposed by the Covid-19 pandemic, their degrees of adaptation to society have decreased, their quality of life and well-being have also been affected, and they have suffered from many psychological disorders. While students with Special Educational Needs have faced challenges and great difficulties in remote learning processes, the most important of which are digital access to electronic lectures, study materials and electronic exams, in addition to the psychological, social and material effects that the pandemic has left on them. (Yesil. Et.al. 2021),

Therefore, studies have recommended the necessity of studying the extent to which special needs are affected by psychological variables such as well-being, which is one of the relatively recent concepts in the field of psychology, specifically positive psychology. Achieving it, leads to

the individual's feeling of satisfaction, joy, optimism, self-realization and self-confidence. (National Council on Disability, 2021).

1.2. Background

At the end of 2019, the new Coronavirus (Coronavirus) appeared disease, COVID-19) which originated in Wuhan, the capital of Hubei Province in China, then began to spread to many countries, which raised global fears of its dangers to public health, mental health and social activities for humans (Sharpe. Et,al. 2021). Developing countries have been greatly affected, with the greatest impact being on children with disabilities or people with emotional deprivation, which have contributed to reducing their well-being and adaptation through the COVID-19 crisis (Park, 2021).

The COVID-19 pandemic also leads to a decrease in the quality of life and well-being for people, as a result of the complete closure of most life activities, especially special needs, whose number has recently reached more than one billion people globally, according to estimates of the world population for 2010 (WHO, 2011). So, studies unanimously agreed that special needs suffered from social problems and barriers to accessing health care, increasing poverty, decreasing job opportunities, and decreasing education levels, compared to people without these barriers (Rotarou. Et, al. 2021).

The Covid-19 pandemic led to a lot of restrictions for people in general and people with special needs as a result of the physical, social and psychological separation that occurred, which had significant effects on the mental health of all, especially people at risk such as those at risk of homelessness, special needs people, the sick and the elderly. This required providing

psychological, social, health care and rehabilitation services to them, with the aim of improving their well-being and quality of life, and re-adapting for them (Unicef for Every Child, 2021).

1.3. The Purpose of the study

The main objective of the current study is to identify the impact of COVID-19 on the well-being of students with SEND at primary level, in Dubai schools, in addition to several other sub-objectives such as:

- Identifying the psychological disorders experienced by students with SEND during the COVID-19 pandemic period
- Determine ways to achieve well-being for students with SEND during the pandemic
- Verifying the efforts of the Emirate of Dubai to achieve the well-being of students with special educational needs during the Covid-19 pandemic
- Identifying ways to achieve psychological well-being for children with SEND during the COVID-19 pandemic
- Suggesting the best ways to adapt to the effects of the COVID-19 pandemic

1.4. The Rationale of the study

The education sector is one of the state institutions that has succeeded with distinction in dealing with this virus and the effects of the crisis, as this vital sector has excelled in reducing the risks of “Corona” despite the repercussions, so that the educational process continues uninterrupted in schools and universities within the UAE (MOCDAUE. 2022).

The Ministry of Education also launched the integrated guide (well-being and protection) for Emirati school students in cooperation with the UNICEF Regional Office for the Middle East and

North Africa in line with the country's environment, and aims to provide learners with the tools and mechanisms necessary to support their return to the educational system during the (Covid- 19) pandemic (Ministry of Education, 2022).

The Ministry of Education has not neglected the importance of students with SEND in the currently applied smart learning system. The Ministry has developed policies, controls, and guides to integrating people of determination into this system, as well as clarified the roles assigned to the school and parents in order for this category to continue its educational path efficiently and without obstacles (Ministry of Education, 2022).

Dubai has also made great efforts in the educational field in order to achieve the well-being of students in schools, especially students with SEND, by activating an inclusive education system for them, and has been interested in studying the quality of life for them at all educational levels in order to improve the level of educational services provided to them in all educational institutions in Dubai.

1.5. Study Significance:

The current study is gaining importance by examining a vital topic, the impact of Covid-19 on the well-being of students with SEND in primary schools in Dubai, and much work is still needed to bridge the social science gap, even after the pandemic, applied research in the social sciences can provide clues and insights that can be used in decision-making processes.

All of this reflects the scale of the societal challenges we face as a global community that no state or non-state actor alone can address, and the COVID-19 pandemic represents students with different learning abilities (SEND) a growing threat that is exacerbating employment and health

inequalities, race, obstetrics, gender, education, geography, and digital services. There is a need to shed light on the massive impact of the pandemic on all areas and all segments of society (Sheer& Desiree. 2021).

Overall, the current study is significant because it addresses a crucial problem: the impact of the Covid-19 epidemic on SEND students' well-being. Given that the lockdown has had the biggest impact on general education students, when it comes to students with SEND, the Covid-19 pandemic has further exacerbated their difficulties in the areas of emotional, social, educational and other aspects of life.

1.6. Research Questions

The current research is based on several questions as follows:

- What is the impact of COVID-19 on the well-being of students with SEND at the primary Dubai schools?
- Are there statistically significant differences in the mean degree of well-being between students with SEND males and females in Dubai primary schools?
- Are there statistically significant differences in the mean degree of well-being among the categories of students with SEND in Dubai primary schools?
- Are there statistically significant differences in the mean degree of well-being due to the Living Place among students with SEND in Dubai primary schools?
- Are there statistically significant differences in the mean degree of well-being due to the Academic year among students of SEND in Dubai primary schools?

1.7. The structure of the Study

The overall research is categorised into five chapters, where each chapter has its objectives (Figure1) as follows:

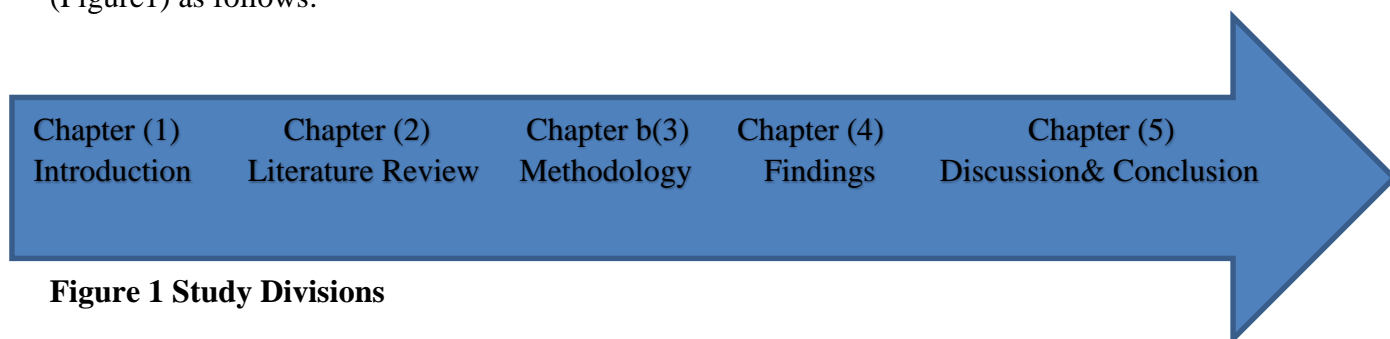


Figure 1 Study Divisions

Chapter (1) – Introduction

Chapter (1) represents students with SEND an introduction to the topic of the current study in addition to the background related to the research, the rationale for conducting this research, in addition to the objectives and importance on which the current study was based. In addition to the study, sections explain the chapters of the study so that it is easier for the reader to follow the study and its steps easily.

Chapter (2) – Literature Review

Chapter (2) provides a comprehensive analysis of the literature, where previous studies are reviewed. Then, the literature synthesis is provided, where the work of the various authors is compared and contrasted. The significant inclination in this chapter is to highlight the gap that the students with SEND research seek to bridge.

Chapter (3) – Methodology

Chapter (3) includes clarification of the design and methodology in addition to the philosophy on which the current research relied, clarification of the sample and the tool that was relied upon in applying the research tools, and clarification of the validity and reliability of that tool, the

research ethics that followed, and finally the research questions and hypotheses on which it was based on.

Chapter (4) – Findings

Chapter (4) discusses the results of the current research after analysing the results of the questionnaire that was applied to the study sample.

Chapter (5) – Discussion& Conclusion

Chapter (5) summarizes the overall results of the research, provides a general discussion of the research findings and provides general recommendations resulting from the current research, with students of SEND proposals for future research.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Chapter two discusses the literature review and theoretical framework for study variables such as Covid-19 wellbeing, students with SEND and the impact of them, and the efforts of the United Arab Emirates to confront the pandemic in the field of education, in addition to efforts to enhance the well-being of school students, especially students with SEND.

2.2. Well-being: Concepts and Theories

The concepts of psychological well-being are a central concept of positive psychology. Researchers have sought to search for ways to achieve psychological well-being, as a higher goal for the life of the individual, as a result of its association with the positive mood of the individual, life satisfaction and self-esteem, and (Ryff) studies that began from 1995 to 2008, psychological well-being was one of the most attempts to establish the concept of psychological well-being, research methods for it and how to measure it and to develop indicators to identify it. (Dierendonck. 204).

Psychological well-being backbone is positive psychology that deals with the prosperity side of an individual's personality, away from diseases Psychological, and the researchers addressed this concept as a goal that the individual seeks throughout his life by adapting to the individual's psychological, cognitive, and social, economic and emotional factors. (Gull, 2015:147), where psychological well-being is affected by external, social and personal internal factors of the individual. (Webb& Gardner. 2019: 710).

Well-being also is defined as the individual's enjoyment of good positive mental health and the ability to pursue meaningful goals and establish connections with others. (Ryff& Singer. 2008), as it was defined as a concept that refers to how an individual evaluates his life, and this evaluation is in the form of cognitive which means that it is based on information about the life of the individual, i.e. Appreciative judgments about one's satisfaction with one's life as a whole, a calm assessment guided by the emotions and feelings that the individual recurs when going through pleasant or unpleasant experiences when interacting with life. (Maaulot, et.al. 2015).

The concept of well-being has been associated with many positive characteristics in the literature, such as optimism, self-esteem, life satisfaction, happiness, empathy, and environmental compatibility for individuals. (Acun, 2011), Studies also refer that psychological well-being is a strong predictor of the ideal performance of the individual and at the same time expresses his quality of life. Also, psychological well-being develops through a set of variables such as emotional regulation, personality characteristics, identity, and life experience, it also increases with age and education. (Cho& Jeon,2019).

Well-being theory, as it was originally defined, measures life satisfaction, and the goal of this theory is to increase life satisfaction whereas here theories concerned with well-being assert that life satisfaction is the most important goal that well-being seeks since well-being is now the main focus of positive psychology. (Lijadi, 2018).

According to the theories of well-being, the goal of positive psychology is no longer the pursuit of well-being or happiness, but rather the goal of positive psychology has become to increase the amount of prosperity in the lives of people in general. In addition to the main elements of well-being, scientists have identified six additional features associated with well-being, and where a

person who possess three of them is considered thriving; these include self-esteem, optimism, resilience, vitality, self-determination, and positive relationships. (Fisher, 2019).

Among the theories that have explained the concept of well-being, the purposeful hypothesis here this theory indicates that psychological well-being is achieved when a goal or need is reached, achieves well-being, and this theory also suggests that people achieve a measure of well-being when the goals they set are achieved, and these goals are either innate or acquired. (Alajmai& Alhmlan. 2021).

Regarding purposeful theory, the people who have clear goals, plans for the future and specific values, often feel satisfied with their lives, filling them with hope and optimism, as they live in the hope of achieving goals and reaching the point of success, which provides them with a kind of self-well-being. (Kharnoop, 2016).

The second theory explaining the concept of well-being is the upward and downward theory, and this theory is based on the debate between the upward and downward theories in asking whether subjective well-being results from the cognitive preparation for events in a certain way or through the events themselves. Negative events reflect feelings of depression and anger, while the regressive theory holds that feelings of subjective well-being result from an individual's state of mind regardless of the objective events experienced by the person. (Radwan, 2018).

The evolutionary theory sees that well-being and happiness are activities that help humans to survive, while many scientists believe in the evolutionary value of negative emotions that help interact with environmental risks and threats, that when people receive support from positive feelings and high subjective well-being, they strive to achieve goals They try to satisfy basic psychological and biological needs such as social bonds, safety and shelter, which results in

evolutionary success due to feelings of well-being and satisfaction, and the students with SEND of negative events prepares people for simple positive feelings that help them learn - discover - social mingling. (Wing& Mathew. 2016).

2.3. COVID-19 and Psychological Disorders

The emerging Covid-19 pandemic has forced the entire world to confront one of the most difficult challenges in contemporary history, as it caused the injury of millions, the death of hundreds of thousands of people, and push their social and economic well-being to the brink of collapse.

People around the world have faced a severe impact on their mental and psychosocial health due to the COVID-19 pandemic, as psychological distress has spread among large segments of the population, directly affecting health and well-being, as a result of the consequences of spread containment measures, such as physical and social isolation. (Zhran& Almalek, 2021).

Much research has been conducted on mental health during the pandemic, all over the world. Relatively high rates of symptoms of anxiety (6-51%), depression (15-48%), post-traumatic stress disorder (7-54%), and nonspecific psychological distress (34-38%) were reported in the general population in China, Denmark and the Republic of Iran. Islamic countries, Italy, Nepal, Spain, Turkey and the United States of America. (WHO, 2021).

To determine the psychological impact of the Covid-19 pandemic on children, in particular, a study was conducted by Sam. Et. Al (2020) on a sample of more than 650 children, and the study showed multiple negative effects on children's health through home quarantine and staying away from school, 72% of the children were impacted by the lockdown and reflected through changes in their behaviour, while 57% of them reported mental symptoms that had not been observed before.,

36% of children suffered from ADHD, while 36% experienced loneliness and isolation and 18% suffered from lack of attention, 41% of children experienced nightmares and sleep disturbances, and more than 75% of children experienced frequent loneliness and nostalgia for friends and school.

Where many people already suffer from psychological, neurological and substance abuse disorders, their symptoms are exacerbated by the increased pressures, and the Covid-19 pandemic has come to increase social isolation and limit physical activity and intellectual stimulation, causing the risk of cognitive decline and dementia in the elderly at the same time. (David students with SEND& Peter students with SEND. 2021).

People who have previously been diagnosed with mental, neurological and substance use disorders face a higher risk of contracting and dying from COVID-19 infection. While it has been reported that there are indications of high rates of suicide in both Japan and Thailand, preliminary data from other countries did not indicate any increase in these rates, despite the well-known relationship between suicide and economic stagnation, so it can be concluded that suicide rates have increased at the global level. Any changes in these rates associated with the COVID-19 pandemic are likely to vary by population and over time. (WHO, 2021).

Al-Arifi (2021) conducted a study to identify psychological disorders arising from the outbreak of the new Coronavirus (Covid-19) in the population of the Kingdom of Saudi Arabia and included psychological loneliness, anxiety and depression, social fears, obsessive-compulsive disorder, and the most important results were that psychological disorders are at a lower level than average and that the age group (17-32 years) and females are more affected by mental disorders.

The study of Al-Feki and Aboul Fotouh (2020) came to shed light on the psychological problems and disorders resulting from the Covid-19 pandemic, as it dealt with problems such as depression, psychological distress, obsessive-compulsive disorder, boredom, eating disorders, sleep disorders and social fears, and the study showed in its results an increase in those obvious disturbances due to the COVID-19 pandemic.

Villani. Et.al. (2021) investigating the impact of the COVID-19 pandemic on the psychological well-being of students, with results indicating that 35.33% of the study sample were classified as anxious and 72.93% depressed, and more than 90% of respondents had a good understanding of preventive measures, even though more than 70% experienced the impossibility of seeing friends and partners physically.

The direct effects of this pandemic have also been exacerbated by the effects of ongoing humanitarian emergencies and social fragility as a result of concerns about the loss of livelihoods and education. Therefore, the international community has called for devoting attention and mobilizing resources to mental health and psychosocial support as part of the global humanitarian appeal in response to COVID-19. Worldwide, this pandemic had a huge impact on the mental health of people in many countries causing a similar reaction in terms of emotions and concerns at the population level. (Villani.Et.al. 2021).

The conclusion is that the societal changes caused by the new Coronavirus (Covid-19) were far-reaching, which caused psychological, social, economic and other challenges to everyone without exception. This resulted in the imposition of new restrictions that were not usual, which caused many individuals to suffer from mental disorders, and decreased the quality of life and the level of well-being for many, and the lack of satisfaction with life, so some have developed psychological disorders such as depression, increased rates of anxiety, tension, suicidal tendencies,

obsessive-compulsive disorder, and many psychological disorders that have increased as a result of the Covid-19 pandemic.

2.4. Students with SEND and COVID-19

There are no specific parameters for defining the term disability. No one can say that people with a particular disability are the same. Depending on the level of disability, environmental factors, and physical and psychological conditions, there are differences related to individuals who share a common disability. However, to make it a bit easier, the World Health Organization (WHO) has come up with a definition "Disability is a general term that covers impairments, activity limitations, and participation limitations. A defect is a problem with the function or structure of the body; an activity restriction is a difficulty an individual has in carrying out a task or procedure; Whereas restriction of participation is a problem experienced by the individual in participating in life situations". (Haokip& Anika. 2020).

Special Needs often live in precarious situations, where it is difficult to maintain physical distancing and personal hygiene, this renders people with disability more likely to suffer from serious diseases due to COVID-19. The needs of disabled people must not be ignored during the pandemic, including health care, education, and employment, (which improve quality of life and well-being) (Rotarou, et.al. 2021).

The Covid-19 virus has brought about many-rapid changes in the context in which the child lives in general, and the child with special needs as well. Quarantine procedures, school closures, restrictions on movement, disruption of the child's daily routine, and disruption of social support received by children with special needs. The pandemic has made children with special needs more

vulnerable to violence and psychosocial stress than before. (Alliance for Child Protection in Humanitarian Action. 2020).

Studies indicated that the effects of the Covid-19 pandemic on students with SEND varied, as they were exposed to face-to-face learning deprivation, which affected their educational levels, due to their loss of direct learning that stimulated their energies, developed their skills and stimulated their readiness, taking into account their circumstances, needs, cognitive abilities and skills. Education for special needs depends primarily on direct individual learning with the teacher, according to the type and severity of the disability. (Yazcayir& Gurgur. 2021).

Closing schools and keeping children at home, (as well as other actions, were taken by relevant authorities around the world to limit the spread of the pandemic) have resulted in extraordinary physical and psychological difficulties. Since there are more students without special educational needs than pupils with SEND, psychological and physical changes occur, leading to more complex difficulties. Furthermore, students with special educational needs at this age are going through a period of development and growth in which the child needs to be in school to build social skills. Students with SEND must also enhance their awareness through direct interactions with their peers and teachers as part of their daily school routine. (Hassan. Et.al. 2020).

As a consequence of the pandemic, children with disabilities have lost the ability to receive care and achieve goals at the hands of specialists because rehabilitation centres have stopped playing their role. They were deprived of leaving the house and of the medical follow-up they needed. This deprivation led to a deterioration in their psychological condition and a noticeable delay in their level and abilities. Some of them went back to the starting point (zero point). (Ajwa& Almasry. 2021).

This led to the emergence of some bad appearances and behaviours that he supposedly got rid of during rehabilitation. Of course, the delay experienced by children with disabilities reflected negatively on their students with SEND of reassurance, so anxiety and fear mixed with sadness became their most important features.

Also, the hearing impaired who depend on the language of the lips were affected by all people putting masks on their faces, which made them miss a large part of the ways of communicating with others, and the visually impaired faced difficulty in interacting with the lessons who also needed to read in Braille.

In the same context, people with motor disabilities faced major problems in practising any educational or non-educational activity that supports them, and mental disabilities faced major problems in implementing educational plans directed to them to develop their mental weaknesses (Yazcayir& Gurgur. 2021).

Students with learning difficulties faced also major problems in completing their study plans to deal with their daily tasks. As they have educational difficulties, and thus it becomes clear that all categories of SEND have been actually and greatly affected by the Covid-19 pandemic more than others, which made them need continuous support so that they do not suffer from mental disorders and diseases, and the level of their educational attainment has declined. (Ajwa& Almasry. 2021).

Disciplined individuals were hit harder than others by the Covid-19 pandemic's effects, as evidenced by the stories they told about the trauma they endured. As a result of the shift to online or blended learning, students were unable to receive one-on-one assistance from faculty during the epidemic. Here the questions increased, especially: 'What can be done to support students with

SEND during the pandemic?’ and ‘How can information be effectively exchanged and shared among teachers so that it benefits everyone?’

Therefore, everyone needed to join hands to mitigate the effects of the pandemic on people of determination, not only in the educational field but in all fields.

2.5. Well-being for students with SEND

Nearly 800 million children worldwide are affected by biological, environmental and psychosocial conditions that can limit their cognitive development. In Europe, recent studies estimate that the number of children with special educational needs reached 15 million. It is estimated that dyslexia affect approximately 6 per cent of learners, and the prevalence of autism spectrum disorders (ASDs) is also estimated to be on the rise. (Drabble. 2013).

Children with Diabetes often leave school with few qualifications and are more likely to be unemployed or economically inactive. In addition to these concerns, parents of children with mild disabilities experience high levels of stress. If they are not adequately supported, not only will the development of the child be affected, but the family unit as a whole can be put under great stress.

In 2006, the United Nations issued the International Convention on the Protection and Promotion of the Rights of Persons with Disabilities, which focuses on measures to implement existing laws, rather than issuing new laws. because the rights of persons with disabilities are guaranteed in the Universal Declaration of Human Rights and other relevant international conventions. (Ministry of Community Development. 2016).

Many have questioned the need for new conventions that guarantee these people a dignified life, well-being and quality of life just like the rest of us, and enhance their rights. Through specific

mechanisms and standards that preserve all their rights to life to compensate for the rights they are deprived of, Special needs still suffer from neglect and shortcomings in providing services to them, which often affects their lives, whether in the psychological, educational or social side. (Lijadi. 2018).

All family members suffer when there is a kid with special needs present at home. Children with disabilities are particularly affected since they lack the capacity to fully enjoy life, which disappoints the family's dreams that their child would be normal and have the same skills as other children. Hasanain, H. (2015).

However, the occurrence of disability contributes to a decline in the well-being and quality of life of a child with a different disability and his family overall, in addition to what society imposes on the disabled child, which is sometimes stigmatised. Disability places numerous demands on both the child and the family. It represents students in the need for health, psychological, and educational care for their children and families, and all of this makes the disabled child and his family vulnerable to many everyday struggles and disturbances. (Park. 2021).

Within the right of persons with disabilities to education under international law, particularly in Article 24 of the Convention on the Rights of Persons with Disabilities, states must ensure an inclusive education system at all levels to implement this right without discrimination and based on equal opportunities. This means that states are obligated to: Ensure that persons with disabilities are not excluded from the general education system because of their disability. (Masry& Ajwa. 2020).

The Committee on the Rights of the Child, in its General Comment No. 9 on the rights of children with disabilities, makes recommendations for the effective realization of the right to

education for children with disabilities and emphasizes that inclusive education should be the goal of educating children with disabilities for their psychological well-being. (Fisher. 2019).

To achieve the well-being of students with SEND, states also should provide the necessary support to facilitate effective education to persons with disabilities, including the provision of appropriate accommodations, tools appropriate to their needs and individual support measures, in addition to the employment of qualified and trained teachers to teach persons with disabilities in regular schools. (Park. 2021).

In order to achieve the comprehensive well-being of students with SEND, a lot of research and studies have focused on the issue of integrating them into regular classes, by involving them with their regular colleagues in the same classes, the same educational conditions, the same curricula, methods and strategies used in education, and despite the objections to the topic of educational integration of those. (Drabble. 2013).

However, inclusion today become a fait accompli today to reduce their problems and psychological disorders and achieve their well-being and mental health.

Therefore, the educational integration of special needs has become a necessity for their education and the delivery of all educational services to them alongside the others to ensure equity. (Masry& Ajwa. 2020).

The truth is that special needs have suffered a lot of neglect, especially in achieving well-being and quality of life for them. Even the studies that focused on achieving well-being and quality of life for these groups are still few. The issue of educational integration comes as the most important issue that must be considered to overcome, its obstacle to provide education that suits everyone, especially in Arab countries.

Dubai also believes that people of determination have constructive abilities that are not limited by disabilities, and many have been able to find their way to get their opportunities and achieve their ambitions. This is what the Emirate of Dubai seeks to provide for all; ensure equality with others, provide the qualified environment and the required tools, improve the quality of services provided, achieve their well-being, and educate the community about the importance of embracing persons with disabilities and making them an effective force capable of contributing to building the emirate. (H.H. Sheikh Mansoor bin Mohammed bin Rashid Al Maktoum, 2022).

On the educational side, support was provided to students of determination and their equality with their mainstream classmates by providing educational platforms to receive distance education such as (the inclusive education channel LMS-Taams Al-Diwan and others), and exams were offered remotely to students from different categories with the application of all considerations specific to each category such as providing a signal interpreter and increasing exam time, in addition to providing diagnosis, evaluation and remote treatment sessions, and training qualified people to deal with them. (UAE Government Portal,2022).

Where special needs suffer from a lot of neglect, concerning strategies and activities that suit their needs, the provision of appropriate educational services for them and the type of disability they suffer from, and the provision of specialists who can guide and guide them, thus the well-being of these groups can be achieved.

2.6. The United Arab Emirates' Efforts to Combat the COVID-19 Pandemic

The UAE topped the world's top countries and won first place in many indicators related to dealing with the emerging coronavirus - Covid 19 - starting from the response stage to the stage of recovery and overcoming the health, economic and social repercussions of the virus.

The UAE government has monitored developments in the spread of the disease and implemented measures to limit its spread, through the Ministry of Health and Community Protection and the National Emergency Crisis and Disaster Management Authority. On March 8, 2020, schools and universities were closed, and the state adopted a distance learning approach. (Alrayes, 2020).

The government has also set guidelines to reduce transmission in the public and private sectors. But the rapid increase in the number of cases in the UAE, the unbridled spread of the disease in other countries, and the World Health Organization's declaration that its outbreak had reached the level of a pandemic, all led to the adoption of more stringent measures. (Ministry of Foreign Affairs and International Cooperation, 2022).

These measures included closing the borders, and suspending all direct and transit flights on the 25th of March 2020. The next day, restrictions were imposed on movement within the country, through the implementation of a night curfew and a sterilization programme. These measures were then escalated to a total curfew, with the imposition of stricter restrictions on movement from the fourth to the twenty-third of April 2020. These closures were later eased, and the night curfew remained in place. (UAE Government Portal, 2022).

The UAE has also paid the costs of treatment for critical cases infected with the Covid-19 virus through stem cells, and the Emirates Red Crescent Authority has also taken care of all families of those who died due to Covid-19 of all nationalities. The "Emirates Fund - Homeland of Humanity" was also established to unify national efforts to address the Covid-19 epidemic. The UAE has also

provided humanitarian aid to other countries to alleviate the suffering of their people in the face of this pandemic. (UAE Government Portal, 2022).

From the beginning of the pandemic in 2020 until July 2021, the total number of medical aids, respiratory devices, testing devices and personal protective equipment, and supplies amounted to 2,154 tons directed to 135 countries around the world. The total number of medical aid trips reached 196, and 6 field hospitals were established in Sudan, Guinea, Conakry, Mauritania, Sierra Leone, Lebanon and Jordan, and a mobile clinic was equipped in Turkmenistan. Aid was delivered to 117 countries from the warehouses of international organizations located in the International City for Humanitarian Services in Dubai. \$10 million was donated as in-kind aid from the UAE to the World Health Organization. (Federal Competitiveness and Statistics Authority, 2022).

The statistics of the UAE has also intensified its efforts in coordination and cooperation with the World Health Organization, and has taken many decisive measures for immunization and directing citizens to the best deal and avoid infection, as it dealt with it with absolute transparency documented by numbers and declaration; It proved effective and dynamic, supported by preventive measures at the national level, which had the best impact in protecting society and ensuring its safety and health security.

The UAE has also implemented a strategy to conduct examinations on a large scale, during which the number of examinations increased sharply to reach an unprecedented level, approaching 60,000 examinations per day. (Emirates Policy Canter. 2021). This allowed the authorities to discover more cases of infection, and this may explain the reason for the increase in the number of cases despite the strict measures applied, and the continuous efforts that were made at all levels resulted in the UAE being the leader in many international indicators and classifications that were

concerned with evaluating the conditions of countries in terms of efforts to confront a pandemic. Coronavirus, and its readiness to return to normal life. The most important of these indicators, as mentioned by Salem (2021), can be reviewed as follows:

1- Decline in cases of corona infection: as a result of the expansion in conducting examinations and tests to detect the emerging coronavirus.

2- The reduction in the number of deaths caused by the virus: The early detection of cases of infection with the emerging coronavirus, and the health system with a high degree of preparedness, led to a significant decrease in deaths in the UAE, and is even considered the lowest in the world (0.3%) of the total confirmed cases.

3- Expansion of testing: The UAE is at the forefront of countries that conduct tests and checks to detect the Coronavirus, with a total of about 88,985,332 examinations since the beginning of the pandemic until October 16, 2021.

4 - Tracking infected cases: The UAE is one of the countries that has adopted a policy of tracking and following up on infected cases until complete recovery, which contributed to reducing the rates of virus spread among the population.

5 - Very high vaccination rates: Relying on different types of vaccines available free of charge through more than 200 vaccination centres throughout the country, and booster doses of vaccines were also provided, and according to data from the Ministry of Health and Community Protection, the total doses of vaccine that were vaccinated for citizens and the residents in the country are about (20,686,282) doses until October 16, 2021.

6- The ability to recover from the pandemic: The UAE ranked fourth globally according to the “Nikkei” pandemic recovery index for September 2021 (The Nikkei COVID-19 Recovery Index),

which ranks the ability of more than 120 countries and regions to recover from the pandemic at the end of each month.

By reviewing the efforts of the UAE in confronting the Covid-19 pandemic, it became clear that it had spared no effort to confront the pandemic, and had taken many measures that included all residents on its soil, which ultimately contributed to the UAE being one of the first countries in the world to deal with that pandemic, even Life gradually returned as it was before and better, taking into account the precautionary measures.

2.7. Ministry of Education efforts for supporting the well-being of students with SEND

The UAE National Strategy for Well-being 2031 aims to make the UAE the world leader in quality of life through many strategic objectives and initiatives highlighting the UAE government's focus on the citizen's well-being, also these strategy aims to promote an integrated concept of well-being, it is based on a national framework of three main levels - individuals, society and the country. It includes 14 components and 9 strategic objectives, which include enhancing people's wellbeing by promoting healthy and active lifestyles, promoting good mental health and adopting positive thinking, strengthening family ties and working on improving the quality of life for all. (UAE Government Portal,2022).

According to the Ministry's plan, well-being is defined as the students' ability to achieve a positive balance in the three aspects; academic, professional, and quality of life. (Ministry of Education, UAE, 2022).

The National Program for Happiness and Quality of Life, in cooperation with the Ministry of Education, launched the "Positive Schools" network, which is a national network available for membership for public and private schools, with an aim to establish positive education based on

the quality of life and well-being for their students and teachers. The network aims to add quality of life and wellbeing over education, which builds students' personal and positive skills, in parallel with academic and future skills. (Ministry of Education, UAE, 2022).

The network provides a flexible mechanism that helps enrolled schools implement positive education and concepts of well-being and quality of life. It also provides optional consultations to schools, through experts in positive education and quality of life, to help schools achieve effective results. The network offers a set of financial grants to support some of the initiatives it implements. The schools, and the network grants outstanding schools the Positive Schools mark, a mark that highlights the efforts of these schools in the field of positive education and quality of life.

The Ministry of Education is also constantly seeking to adopt the most important initiatives that contribute to making education in the UAE one of the most inspiring experiences globally. In addition to the academic aspect, schools need to be a place for refining personalities and building positive life skills for students, which positively affects the educational system and works to achieve the desired goals. (The Ministry of Education, 2021).

The Ministry of Education has also improved the quality of life throughout the phase of recovery from the Corona epidemic by activating the smart learning system through a variety of awareness initiatives and contributing to mental health assistance, such as the National Program for the Prevention of Bullying, 2020. (Emiratis News Agency)

The Ministry of Education also worked in cooperation with its strategic partnerships to prepare a strategy based on solid foundations, aimed at harnessing the full possibilities of resources. Also, the Ministry of Education has taken a number of steps, accordingly (UAESDGS, 2022) as follows:

- Achieving equality and quality factors from kindergarten to higher education: with the aim of bridging the gap between academic and labour market requirements.
- Accelerate success in the direction of accomplishing sustainable development objectives by incorporating ICT resources (such as artificial intelligence) into its educational system by adopting a smart learning programme and a dedicated data centre.
- Early Childhood Policy (2018), targets children from birth to 8 years of age intending to create a national framework that includes a comprehensive and integrated approach to child care and education.
- Inclusive Education Policy Framework (2018) is a model for an Emirati school that focuses on providing quality education from birth and across its five tracks (the specialized track, the general/academic track, the vocational track and the advanced track).
- Recent international assessment tests on trends in the International Study of Mathematics and Science (TIMSS) and the Program for International Students Assessment (PISA), showed tangible improvement, but they still struggle with students with SEND an obstacle that must be overcome.
- Teacher preparation and professional development: This has witnessed the quality of teachers' skills to ensure that they use teaching and learning methodologies and assessment practices that reflect the main objective of developing the curricula, the needs of students and the aspirations of the educational system to reach the outcomes of learning.
- A framework to follow up on the goal of sustainable development: characterized by clarity, consistency and sustainability at the global level: despite the unremitting efforts that are still being implemented to develop a comprehensive follow-up framework.

The above demonstrates the UAE Ministry of Education's great efforts to achieve the well-being and quality of life of ordinary and extraordinary students by developing strategies aimed at promoting their positive behaviours, supporting them and their families, and professionally and academically supporting teachers so that the wellbeing and quality of educational life for all students can be achieved.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter contains information related to the methodology adopted in the current study, as well as details about the research design and philosophy, its community and sample. Data, tools validity, reliability and ethics are also included in this chapter, in addition to statistical methods used in the current study.

3.2. Research Design

The research design is defined as the techniques and concepts used in work, ranging from broad assumptions to specific methods such as data collection, analysis, and evaluation, all of which contribute to the data interpretation, rather than finding common qualities and societal realities. The choice of research design depends on its objectives. There are different research designs, such as qualitative research design and quantitative research design. Based on the objectives of the current study, a qualitative research design (case study) was used. In the case study, we used secondary data sources to collect data on the impact of COVID-19 on the well-being of students with Special Educational Needs SEND at primary level in Dubai schools.

Chettay (2019) sees research design as a logically connected technique that facilitates effective analysis of the elements and methodologies to eliminate the current research problem. Broadly speaking, there are two types of designs in this case: descriptive and explanatory, and exploratory. Therefore, an analytical descriptive design was used to identify the impact of the COVID-19 pandemic on the well-being of students with SEND at the primary schools.

The strategy used in this study is the qualitative approach; used to analyse co-education in elementary schools and its impact on the students' behaviours and learning environment. The use of qualitative research helps to address sample reactions according to the qualitative method, which gathers data from various perspectives.

3.3. Research Philosophy

The research philosophy summarizes the main principles and ideas of the study. There are two types of explanatory and positivist research models, where the explanatory aims to observe the individual and know how he behaves.

Primary data collection is focused on collecting and interpreting data and attaining a logical analysis of the data collected from primary pupils with SEND, while positive psychology explains the individual's behaviour in many conditions until it is assessed.

3.4. Research Methods

The current study was based on the mixed-method approach. For this, the qualitative and quantitative research method was used by the researcher. Where the survey method was used by the researcher to collect data, the researcher visited five primary schools in Dubai. A survey was conducted for the number of students with SEND, after which the sample to be applied to the study tools was determined so that it would be somewhat homogeneous, after obtaining permission to collect data from the administration of those schools.

3.5. Research Population

The study population includes all students with special educational needs from five primary schools in Dubai to investigate the impact of the COVID-19 pandemic on their well-being.

3.6. Research Sample

The study sample included (74) students who were classified by their teachers as students with SEND. The sample was selected from five schools in Dubai among the primary schools. The distribution of the study sample will be clarified as follows:

1- The gender of pupils of SEND distribution: 1- Figure No. 2 depicted the research sample's female ratio as follows:

Figure 2 depicts students of SEND Gender.

Figure No. (2) depicts the gender distribution of students with SEND in the sample, with the number of males (43) assessed at 58.1 per cent and the number of females (17) rated at 17.1 per cent (41.9 per cent).

Figure No (2) refers to students with SEND Gender

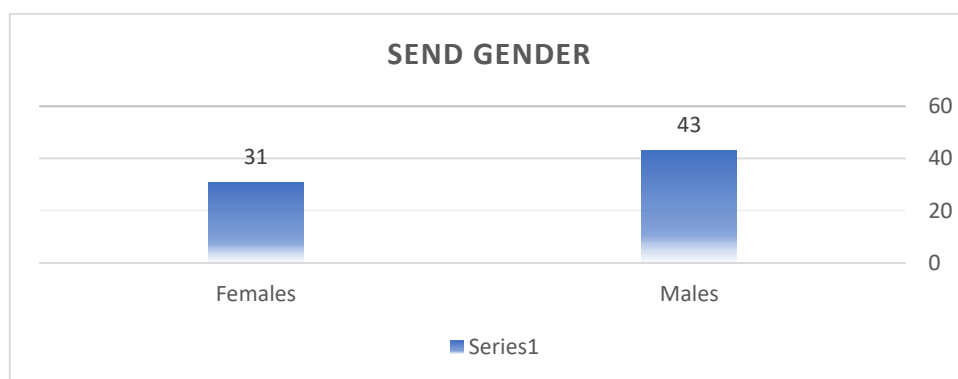


Figure No. 2 indicates the gender distribution of the data, including men rated at 58.1 per cent and females ranked at 41.9 per cent.

2- The difficulties and allocation of students of special education: The allocation of the research study according to students with SEND disabilities is shown in Figure No. (3):

Figure No (3) refers to students with SEND Disabilities

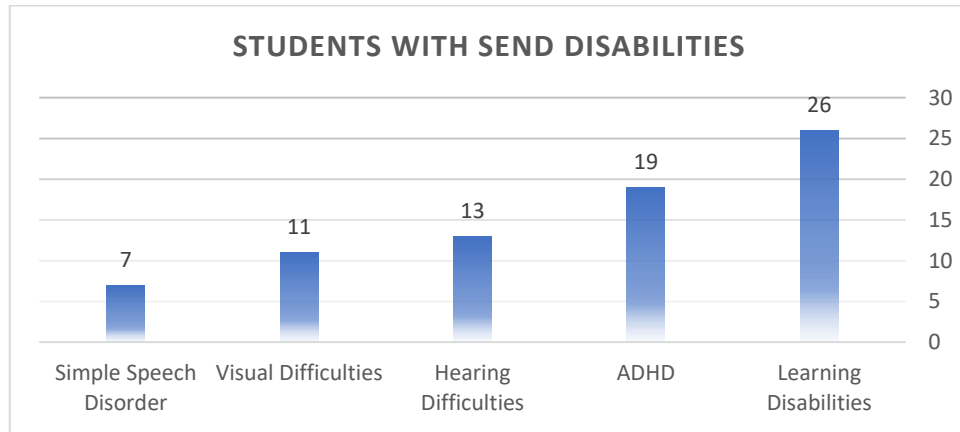
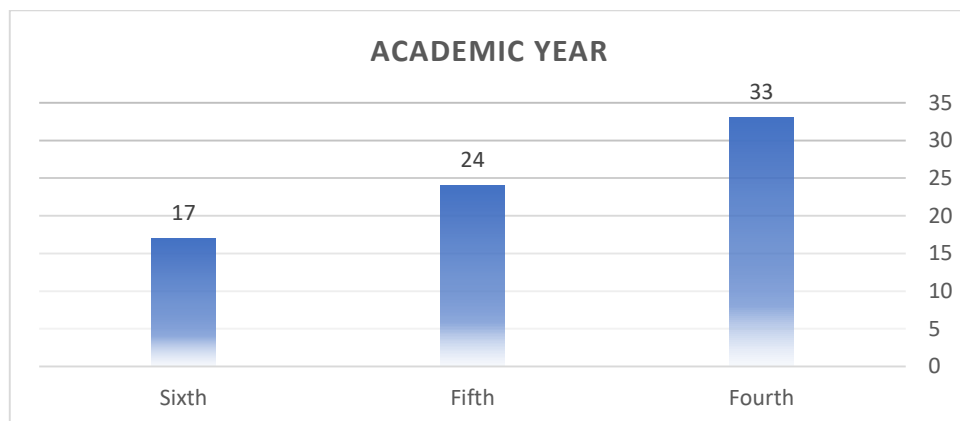


Figure No. (3) depicts the sample distribution in terms of students with SEND Disabilities, with the number of students with Learning Disabilities (26) rated by (35.1 per cent), ADHD (19) rated by (25.7 per cent), and Hearing Difficulties (13) rated by (17.6 per cent). While Visual Difficulties was scored (11) by (14.9 per cent), Speech Disorder was rated (7) by (9.5 per cent).

3- Pupils allocation considering their Academic Year: Figure No. 4 shows how the study sample was split up by academic year:

Figure No (4) Students of SEND Academic Year



According to Figure No. 4, there were (33) students in grade four, (24) students in grade five, and (26), but there were (10) students in grade six who had been diagnosed with SEND, which is a significant difference between (24) children in grade five and (12) students in grade six (17). Twenty-nine per cent.

4- Students with SEND Place of Residence: The following summary of the research sample's demographics can be seen in Figure No. 5 about the Living Place category:

Figure No (5) STUDENTS WITH STUDENTS WITH SEND Living Place

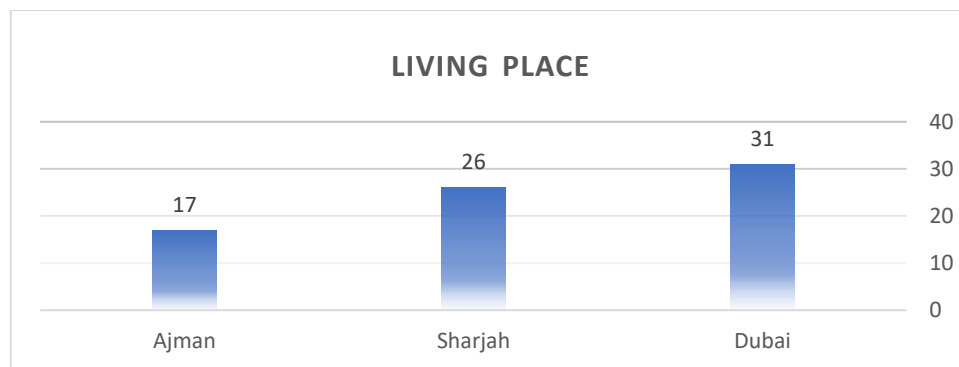


Figure No. demonstrates the distribution of the sample of the Residence of the study sample. The number of students living in Dubai was rated (41.9 per cent) to be 31, while the number of students living in Sharjah was rated (35.1 per cent) to be 26, and the number of students living in Ajman was rated (22.9 per cent) to be 17. (22.9 per cent).

3.7. Tool and Data Collection

Based on the literature review and previous studies on the subject of the study, the researcher prepared a questionnaire on the well-being of students with different abilities SEND. The examinee answers the main data such as gender, academic year, type of disability, place of residence, and grade. As for the questionnaire's statements, it may initially consist of (25) statements, which

eventually became (18) statements after its arbitration and calculation of its sincerity and stability. answers to its terms ranged from strongly agree - agree - neutral - reject - strongly reject.

3.8. Validity and Reliability

The questionnaire was applied in the current study after verifying its validity and reliability, this verification was done through two methods, the first one was through the validity of the arbitrators, where the researcher presented the questionnaire in its first form to a group of experts and arbitrators, and its phrases were initially 25 items, which became (18) items after deleting some of the expressions, some were modified, and the validity was calculated through the Cronbach's alpha coefficient, which was (0.87), which is a high coefficient that indicates the validity of the questionnaire and its validity for application in the current study.

3.9. Research Ethics

The ethics of scientific research aims to adhere to all the ideals and ethical principles used in scientific research while avoiding fraud, plagiarism or falsification of information. It prevents anything from harming the research, since building high-quality scientific research requires that there be confidence in the content and the results reached.

This requires full commitment to all the ethics of scientific research and the qualities that the researcher must possess. This leads us to important scientific studies playing a major role in disseminating reliable accurate data, information and results, which have a significant impact on the development of science and societies.

Therefore, following research ethics is essential with students with SEND for all researchers and students to abide by, because breaching these ethics will have very negative consequences for scientific research in general and the scientific researcher in particular. Attention has been given to ethical considerations throughout the research process and the guidelines and recommendations of the Norwegian Centre for Research Data (NSD) have been followed.

The scientific study has adhered to all the ethics of scientific research in terms of following the scientific method in writing, returning to scientific references, applying the study, analysing its results, and providing recommendations that benefit researchers in this field.

3.10. Research Procedures

In light of the literature review, the researcher developed a self-questionnaire that was approved by the study supervisor. Then the researcher visited some primary schools in Dubai to outline the situation and the influence of the lockdown on the well-being of students with SEND in those schools. After this, the researcher reached out to identify five schools in Dubai schools that met the characteristics of the required study sample.

The study sample was identified, all of the approvals required were obtained to start the investigation, the purpose of the questionnaire was also stated clearly and the questionnaire was distributed to the students electronically, after it was explained how to answer its terms to the intended sample. After the purpose of answering the questionnaire was explained, they were told the information would only be used for research purposes and to reassure them of confidentiality.

The questionnaires were filled out by the participants and after completing the data collection, the researcher analysed the data using SPSS version 22. For open answers, the

researcher used objective analysis, then the results were reached, analysed and recommendations were made.

3.11. Test Analysis

The current study relied on descriptive research by analysing the sample responses, through the statistical program SPSS. The study relied on many statistical methods presented with students with SEND in:

- percentage
- Mean
- T-test
- Pearson correlation coefficient & ANOVA

3.12. Summary

The table below refers to the research methodology used in this research as follows:

Table (1) Methodology

Research Approach	Qualitative Research Approach
Research Sample	74 students with SEND in Primary Stage in Dubai Schools

Research Tool	Well-being for students with SEND in Primary Stage regarding COVID-19
Data Analysis	Thematic Analysis

CHAPTER 4

RESULTS AND FINDINGS

4.1. Introduction

Chapter (4) discusses the findings of the current study by analysing the results of the questionnaire that were applied to the study sample. This chapter explains the results obtained in the current study, through the tables of statistical analysis.

4.2. Questionnaire Findings

After completing the application of the Well-being questionnaire for students with SEND in Dubai schools electronically, the researcher collected the questionnaires, then the results of each question were analysed separately, and the incomplete questionnaires were excluded, as (74) students filled out the questionnaires from Five primary schools in Dubai.

4.3. Finding of the First Question: What is the impact of COVID-19 on the well-being of students with SEND at the primary Dubai schools?

Table No (2) refers to the findings of the first question as follows:

No	Item	Mean	St.dv	T.Test	Level
1	I can always manage to maintain a social distance of two meters with others	2.31	1.11	2.43	Low

2	Distance learning meets all my needs during the pandemic	2.58	1.15	1.45	Low
3	I can develop strategies for coping with the study problems during Covid-19	1.31	1.27	1.35	V Low
4	Wearing a mask during a pandemic helped me avoid risks	3.25	1.23	2.01	Med
5	I am confident about my ability to learn better after the pandemic	2.65	1.11	3.24	Low
6	My relationships with my friends have NOT been affected by the COVID-19 pandemic	2.84	1.09	1.57	Low
7	You managed to have a good family time during the pandemic	2.31	1.32	2.36	Low
8	I like my new school lifestyle after the pandemic	3.00	1.10	1.35	Med
9	I am positive now about the future	3.17	1.22	3.68	Med
10	I feel happy when I am with others while adhering to the precautionary measures	3.08	1.01	3.25	Med

11	Remote learning during the time of the pandemic encouraged me to study my lessons	2.64	1.08	2.18	Low
12	My life has been affected negatively by social distancing during the pandemic	1.47	1.27	1.78	V Low
13	I had so much fun despite the lockdown conditions	3.41	1.30	3.25	Med
14	I feel good about my relationships with others despite the lockdown	2.31	1.11	2.98	Low
15	I feel happy because COVID-19 has made me stick to healthy behaviour	2.54	1.09	2.66	Low
16	My reading and writing skills improved as a result of distance learning	1.23	1.14	2.71	Low
17	I miss my PE activities before the pandemic	2.01	1.15	2.35	Low
18	Doing my homework during distance learning made me feel stress	2.33	1.24	384	Low
Total Mean		2.46			

The outcomes that can be seen in the table above, show that the mean of the study sample's thoughts about the well-being during the time of the Covid-19 pandemic, (where the means ranged between (1.27) and (41.3), where the item "I had so much fun despite the lockdown conditions") came in the first place. This demonstrates that the mean of the study sample's thoughts about the well-being during the time of the Covid-19 pandemic, where the means ranged between (1.27) and with arithmetic mean (41.3) which is less than the general mean of (2.46) and a standard deviation (1.30), and the item "My reading and writing skills improved as a result of distance learning". It ranked last with arithmetic mean (1.23), with a standard deviation (1.14), and this is evident from the previous table, the low dispersion between the responses of the sample members about their opinions about well-being at the time of the Covid-19 pandemic.

This reflects the convergence in the views of SEND about the extent to which their degree of well-being is affected by the Covid-19 pandemic, as well as the convergence between the values of the arithmetic averages of the expressions. Also noticed through the levels of significance that there are no statistically significant differences in the views on all statements, all levels of significance were less than (0.05) for all items of the welfare questionnaire for SEND. The following is a description of the negative effects that the COVID-19 has had on the well-being of the students with SEND, as shown in figure number 7:

Figure No (6) refers to the bad effects of Covid-19 on the Well-being of pupils of SEND.

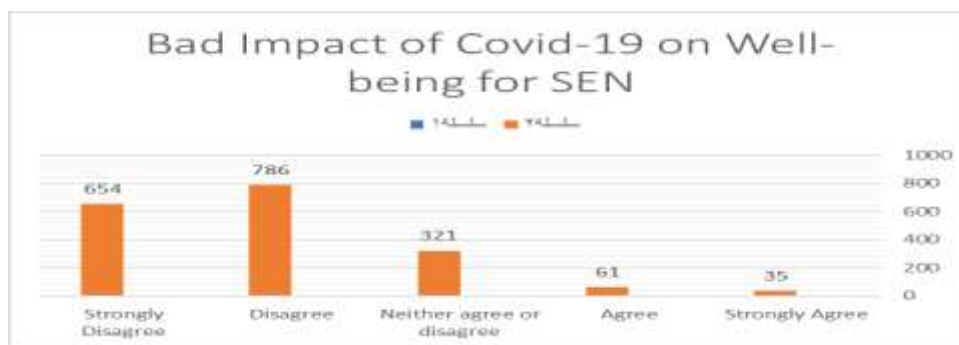


Figure (7) indicates that the number of negative responses that rejected the statements was large compared to the positive statements, which indicates lower levels of well-being among children of SEND.

4.4. Finding of the Second Question:

Are there statistically significant differences in the mean degree of well-being between students with SEND males and females in Dubai primary schools?

Findings of Table No. (3) refer to the results of the second question as follows:

Table (3) One-way (ANOVA) differences between males and females in degrees of the well-being

Source of Variance	sum of squares	d.f	Mean of squares	F	Sig
Between groups	62.40	62.0	0.12	21.90	0.03
within groups	120.20	202	0.50		

Total	182.60	264			
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Table (3) indicates the differences in the degree of the well-being for the study sample according to gender (males and females), where the ANOVA test indicates a considerable difference in the perception of both groups in the degree of well-being. The test statistics show that the p-value (0.03) is below the significance level ($p = .05$).

To identify the direction of differences in the degree of well-being for students with SEND, the researcher used the Tukey test shown in table number (4) as follows:

Table (4)

Tukey test for the direction of differences between males and females on the degree of well-being for students with SEND

Factor	Groups	Differences between Means	Std. error
---------------	---------------	--------------------------------------	-------------------

Well-being	Males	*1.04	0.36
	Females	*1.05	0.34

Referring to the Tukey test there is a significant difference in the perception of the two groups according to the gender (males and females) on well-being, these differences were significant for males.

4.5. Finding of the Third Question

Are there statistically significant differences in the mean degree of well-being among the categories of students with SEND in Dubai primary schools?

One-way ANOVA is being used to figure the variations of fifth-grade groups in terms of well-being, as shown in the table below:

Table (5)

One Way (ANOVA differences between students with SEND Categories on the well-being

Source of Variance	Sum of Squares	DF	Mean Square	F- tab	Sig
Between groups	110.50	212	0.42	2.50	0.40

Within groups	112.50	214	0.38		
Total	220.40	426			

Table (5) refers to the differences in the degree of the well-being of the study sample according to students with SEND Category (Learning Disabilities- ADHD- Hearing- Visual Difficulties- Speech Disorder), The ANOVA test shows that there isn't a big difference between how the three groups feel about the well-being concerning the Covid-19 pandemic. The test statistics show that the significance level ($p=.05$) is lower than the p-value, which is 0.40

4.6. Finding of the Fourth Question: Are there statistically significant differences in the mean degree of well-being due to the Living Place among students with SEND in Dubai primary schools?

One way (ANOVA) is being used below to analyze the differences that exist between the three groups in terms of well-being; the table that follows shows these differences in the following

Table (6)

One Way (ANOVA) differences between students with SEND living place on the well-being

Source of Variance	Sum of Squares	DF	Mean Square	F- tab	Sig
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Between groups	122.40	230	0.44	2.50	0.32
Within groups	120.40	232	0.42		
Total	242.80	462			

Table (6) refers to the differences in the degrees of well-being for the study sample according to students with SEND Living Place (Dubai- Sharjah- Ajman) , ANOVA test indicates that there is no significant difference in perception of the three groups on the Well-being regarding Covid-19 pandemic. The test statistics show that the p-value which is (0.32) is greater than the significance level ($p=.05$).

4.7. Finding of the Fifth Question: Are there statistically significant differences in the mean degree of well-being due to the Academic year among pupils with SEND in Dubai primary schools?

One-way ANOVA is used to identify the differences between the three groups (Fourth- Fifth- Sixth) according to Well-being, the table below shows these differences as follows:

Table (7)

One Way (ANOVA) differences between students with SEND Academic Year on the well-being

Source of Variance	Sum of Squares	DF	Mean Square	F- tab	Sig
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Between groups	122.40	230	0.44	2.50	0.30
Within groups	120.40	232	0.42		
Total	242.80	462			

Table (7) refers to the differences in the degree of the well-being of the study sample according to students with SEND Academic Year (Fourth- Fifth- Sixth) , ANOVA test indicate that there is no significant difference in perception of the three groups on the Wellbeing regarding Covid-19 pandemic. The test statistics show that the p-value which is (0.30) is greater than the significance level ($p=.05$).

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

Chapter Five discusses the findings of the current study and then clarifies the extent of their agreement or difference from the theoretical framework and previous studies with students with SEND, so that those results are discussed and can be benefitted from. The aim is to provide recommendations and future studies that benefit researchers in the field of work with people with special needs, or areas Psychological, educational and social development in the future, especially since the Covid-19 pandemic has brought about great transformations on all segments of society, internationally and locally.

There is no doubt that the first people to be affected by this pandemic are the people of determination, who require additional support, care and attention in the first place. This is because people with determination are the ones who need support the most to cope with their daily life. Unfortunately, the pandemic has added great pressure on them in various fields, especially academically. Moreover, the pandemic has a significant impact on their quality of life and their well-being, and this is what the results showed in previous studies as well as cultural heritage, which agreed with the results of the current study.

5.2. Discussion

The Covid-19 pandemic has had many effects on many community services, be it health, social, economic, or educational. Since the outbreak of the pandemic, at least one-third of children

around the world have been deprived of education; For their inability to do so by default after closing many schools, according to the report of the United Nations Children's Fund (UNICEF), which was published in August of 2020. Despite the direct impact on all age groups, the most prominent effect of the pandemic, which affects the education sector in general, is the education of pupils with SEND. (Kara, 2020).

Among the negative consequences of this pandemic for students with SEND, the most serious has been the suspension of studies and the use of the distance learning system or blended education. Students with SEND need direct teaching; due to their disability or condition. Face-to-face teaching develops certain skills for them, and modifies some behaviours. The impact of the pandemic has had a significant impact on the continuity of development and achievement of the intended goals for them in most cases. (Drabble. 2013).

Studies have shown the suffering of students with hearing impairment because they lost the advantage of lip-reading, as a result of everyone wearing masks. Students with visual disabilities lost the advantage of reading in Braille as distance learning systems were not always able to provide this. According to UNICEF, children with disabilities were three to four times more likely to experience violence before the pandemic than their peers, and this risk has now increased even more during the pandemic. (Rotarou, et.al. 2021).

The Covid-19 pandemic has been a challenge for children with special needs, as the disruption of the daily routine and the interruption of supportive services have had a significant impact, therefore, organizations, states, societies and individuals must come together. (Yazcayir& Gurgur. 2021).

To ensure that this category receives a degree of education and appropriate care to protect children while they are at home, or find alternatives to mental health and psychosocial support services and achieve their well-being and quality of life and support educational activities, such as working with children, caregivers, and stakeholders; To understand practices that enable the protection of children, provide opportunities for awareness-raising, and promote child care.

There were other consequences, including that some children experienced a year of school dropout with little education or were infected with the virus. Studies also expressed fears of increasing symptoms of depression and psychosomatic disorders among children of determination in light of the Corona crisis. The results of studies revealed that before the Corona crisis, only two out of ten children were at risk of developing mental illnesses, and because of Corona, the number reached three out of ten children.

The COVID-19 pandemic has also resulted in health and social/economic problems and disability-specific problems as well as common anxiety problems among students with SEND and their families during the pandemic. These common problems also differed according to the type of disability.

Parents' attitudes toward home education for their children with SEND were in the direction of rejection, and their attitudes toward the ability of these children to deal with social media and distance education were in the direction of inability. These groups and their families also faced many difficulties in distance education among groups of people with different disabilities, and these difficulties varied according to the nature of the disability and the accompanying shortcomings, which had the greatest impact on their well-being and quality of life. (Haokip& Anika. 2020).

Studies and literature reviews have shown that the well-being of students with SEND has been affected by the sudden change to distance education in late March 2021, along with measures such as self-isolation and social distancing, special challenges for children with disabilities and their families, as educating a child with disabilities at home is a different challenge for parents. (Hassan. Et.al. 2020).

Being suddenly asked to meet the needs of their children all day, every day, without the usual support or effective and flexible strategies to protect and support their children, was extremely stressful for parents. Not knowing who is most at risk so that intervention strategies could be developed, and the effectiveness of these strategies monitored, also posed problems. (Alliance for Child Protection in Humanitarian Action. 2020).

Also, most studies have confirmed that the Covid-19 pandemic has had a significant impact on how people lead their daily lives. Through sudden change and mandatory measures such as home isolation and social distancing, a special challenge for children with special educational needs and their families, given their dependence on many professional services and informal support. (Turk & McDermott, 2020).

In addition to that, this group is more vulnerable to mental disorders, which are often present with students with SEND along with disability, low psychological flexibility and lack of psychological resilience to face many pressures. So this change in their lives, and the lives of all human beings, confused them and lost them the higher levels of well-being they were accustomed to, and therefore this requires rapid support from all those in charge of them. (Dickinson & Yates, 2020, p. p.25).

According to what the current study indicated, the humanitarian efforts made by the UAE during the Covid-19 pandemic to support the well-being and life of all residents on its land, the UAE has paid the costs of treatment for critical cases infected with the Covid-19 virus through stem cells, and the Emirates Red Crescent Authority has also taken care of all the families of the deceased due to Covid-19, of all nationalities in the country. (UAE Government Portal. 2022).

The foundations of the "Emirates Fund - Homeland of Humanity" were established to unify national efforts to address the Covid-19 epidemic. The UAE has also provided humanitarian aid to other countries to alleviate the suffering of their people in the face of this pandemic. (UAE Government Portal. 2022).

The UAE has taken many measures aimed at protecting children and people of determination from the dangers of the spread of the virus, and ensuring that they enjoy all their basic rights, especially health and education, as it launched several awareness initiatives for children and their families about the seriousness of this disease and how to take preventive measures against it. It also implemented the distance education system that ensured the right of children to pursue their educational attainment in safe and healthy conditions. In addition to this, they launched home vaccination and telemedicine programs that targeted children in the first place. (Ministry of Foreign Affairs and International Cooperation. 2022).

The UAE has also made clear and tangible efforts to integrate students of determination into the educational system, and this has been embodied in strategies for adapting and equipping public schools, and providing the full opportunity to provide education for people of determination with the best solutions and practices. (UAE Government Portal. 2022).

One of the most important things that the Ministry of Education has developed for its children of determination is that it has established, since 2008, a department concerned with people of determination (formerly the Department of Special Education), which works to promote and secure their rights, and the possibility for them to have the same educational opportunities available to other students. In addition to this, they also provide highly specialized teachers with skills that give them the competence to teach and care for them, and provide all services and assistive technologies free of charge to students of determination in public schools. (UAE, Ministry of Education. 2022).

Dubai government also emphasized the inclusive education policy, which was set up before the pandemic to support the well-being of life and education for students with SEND. The government stressed its full support for these groups, and provided them with electronic platforms, education appropriate to their needs, and support services, and emphasized that they are an integral part of the educational system. (KHDA, 2017).

Rather, they are distinguished in many cases over the other peers, as inclusive education is based at its core on ensuring that education services are provided to all students, including students with SEND, in shared learning environments, where all students have equal access to high-quality teaching and high-quality support and interventions. quality also to enable them to succeed in their educational paths. (KHDA, 2017).

The framework of the inclusive education policy launched by the Government of Dubai was based on the fact that “disability is never in the person or his characteristics, but rather is a reflection of the society’s view and interaction with this person.” (UAE Government Portal. 2022).

His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, (may God protect him), named people with disabilities in appreciation of their tremendous efforts in achieving achievements and overcoming challenges, which contributed to supporting the well-being of students with SEND. Especially at the time of the spread of the Covid-19 pandemic, and this is consistent with what the current study mentioned, which is the need for students. People with special educational needs raise their levels of well-being and quality of life. (UAE Government Portal. 2022).

Finally, the Covid-19 pandemic has had a significant negative impact on the well-being of students with SEND, due to the repercussions that resulted from that pandemic of closure and social distancing, and distance learning. The United Arab Emirates was one of the first countries that supported these groups in the educational system through the efforts of the Ministry of Education, to raise their well-being rates, and this is what the current study confirmed.

5.3. Limitations

The findings of this research are limited in terms of research focus and research scope. For example, this study focused on analysing the impact of Covid-19 on the well-being of students with special needs in the primary stage in Dubai schools, which necessitated relying on the descriptive analytical approach by selecting a sample of students with special educational needs from several schools in Dubai, The sample was chosen so that it is expressive for both genders, males and females, and the fourth, fifth and sixth grades were also chosen because they usually can distinguish in terms of the well-being and benefits left by the Covid-19 pandemic.

The sample was chosen from more than one emirate in the country because Dubai schools usually contain students from Dubai, Sharjah and Ajman. Generally, the sample size was acceptable due to the selection of five schools and the expansion of the scope of the disability category (and not being limited to one disability). The statistical analysis and the quality of the tests were the Reliance database to rely on the means percentages and standard deviation, in addition to one-way ANOVA.

5.4. Future Studies

The researcher suggests some future studies, as follows:

- The impact of the COVID-19 pandemic on the quality of life of a disabled child.
- Comparative studies of the effects of the COVID-19 pandemic among different disabilities.
- A study of the dimensions of well-being for a disabled child and the impact of COVID-19 on it.
- Quality of school life for children with special needs in inclusive classes during the COVID-19 pandemic.
- Participation of students with special needs during distance learning during the COVID-19 pandemic.
- Psychological effects of the COVID-19 pandemic on children with special needs.
- Impacts of social distancing on the quality of life and well-being of students with special needs.
- Psychological and Educational support for families of students of determination during the COVID-19 pandemic.

5.5. Conclusion

The current study was concerned with discussing the impact of Covid-19 on the well-being of a sample of SEND at the primary level in Dubai schools. Students who were classified as having special needs were selected by teachers from the selected schools.

Where disabilities were selected such as learning difficulties, hyperactivity, hearing impairment, visual impairment, and simple speech disorder, and these disabilities usually spread among primary school students more than other students in other academic stages. After analysing the sample responses to the questionnaire (prepared specifically for the current study), depending on the descriptive-analytical approach, it became clear that the levels of well-being of the study sample decreased as a result of the pandemic and the closure that was imposed on them. This is expected for SEND because the closure that was imposed on everyone stopped most of the forms of support they needed, so their well-being was greatly affected. This also agreed with what was mentioned in the cultural heritage and the theoretical framework presented by the researcher in this study.

5.6. Recommendations

By the end of the current study, there must be recommendations resulting from it, so the researcher recommends the points as follows:

- In-class support for students of different abilities to ensure active integration in classrooms.
- Encouraging different categories of SEND to participate in all academic activities inside and outside the classroom.

- Investing in ICT and digital platforms to facilitate teaching and interactive learning for SEND in a manner that is appropriate for each category of disability.
- Supporting the culture of happiness to improve well-being by providing services provided to students of SEND in all educational fields and activities.
- Working to prepare pupils with SEND to adapt to the post-Covid-19 pandemic and return to normal life.
- Forming work teams that support the education of students of determination, especially during the implementation of the inclusive education policy
- Involving students with special educational needs in school decisions, which supports their well-being during the pandemic.

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Appendix

Questionnaire

The impact of the COVID-19 Pandemic on the Well-Being of students with SEND in Primary Stage in Dubai Schools

Prepared by Noor Abusneneh

Thank you for agreeing to participate in this study. The questions in this questionnaire related to the Impact of COVID-19 on the Well-Being of students with SEND in Primary Stages in Dubai Schools. The questionnaire contains two sections – A and B, A to be filled by the head of inclusion/ councilor. B to be filled by the students. questionnaire answer takes not more than 10 minutes to complete, all information will be treated with the strictest confidence. Thanking you for your cooperation.

Section A: General Information to be filled by the Head of inclusion/ counselor

Instructions: Please answer the questions by either filling in the blank spaces or ticking the checkboxes.

1. Gender ☐ Male ☐ Female

2. Academic Year

☐ 4 ☐ 5 ☐ 6

3. Type of Learning Difficulty

☐ Learning Disability ☐ ADHD ☐ Hearing Disorder ☐ Visually Disorder ☐
Speech Disorder

6. Living

Dubai Sharjah Ajman
☐ ☐ ☐

**SECTION B: The impact of COVID-19 on the Well-Being of students with SEND in
Primary Stage in Dubai Schools**

The following statements relate to your understanding of the impact of COVID-19 on the well-being of students with SEND in Primary Stages in Dubai Schools.

Use the rating scale below to express the degree to which you agree or disagree with the statement.

(1. Strongly disagree) (2. Disagree) (3 Neither agree nor disagree) (4. Agree) (5. Strongly Agree).

No	Item	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1	always I can manage to maintain a social distance of two meters with others	1	2	3	4	5
2	Distance learning meets all my needs during the pandemic	1	2	3	4	5
3	I can develop strategies for coping with the study problems during Covid-19	1	2	3	4	5
4	Wearing a mask during a pandemic helped me avoid risks	1	2	3	4	5
5	I am confident about my ability to learn better after the pandemic	1	2	3	4	5

6	My relationships with my friends have NOT been affected by the COVID-19 pandemic	1	2	3	4	5
7	You managed to have a good family time during the pandemic	1	2	3	4	5
8	I like my new school lifestyle after the pandemic	1	2	3	4	5
9	I am positive now about the future	1	2	3	4	5
10	I feel happy when I am with others while adhering to the precautionary measures	1	2	3	4	5
11	Remote learning during the time of the pandemic encouraged me to study my lessons	1	2	3	4	5
12	My life has been affected negatively by social distancing during the pandemic	1	2	3	4	5
13	I had so much fun despite the lockdown conditions	1	2	3	4	5
14	I feel good about my relationships with others despite the lockdown	1	2	3	4	5
15	I feel happy because COVID-19 has made me behave better (healthier)	1	2	3	4	5

16	My reading and writing skills improved as a result of distance learning	1	2	3	4	5
17	I miss my PE activities before the pandemic	1	2	3	4	5
18	Doing my homework during distance learning made me feel stress	1	2	3	4	5