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The Effect of Learning Technologies on Behavioral Development among People of Determination in UAE

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ABSTRACT

This study looks into the nuanced impact of learning technologies on the behavioural development of People of Determination (people with disabilities) in the UAE. Using a mixed-methods approach, the study looks at how various technological interventions affect cognitive and adaptive skills in people with developmental and intellectual disabilities, motor disabilities, and Down syndrome (Dari et al., 2020). The findings show a strong link between specific teaching methods and improved learning outcomes, especially in areas like color recognition and language acquisition. Furthermore, the study emphasizes the superiority of combined interactive learning and activity reinforcement strategies over individual approaches, implying a path to more effective and tailored educational interventions. This study adds to the growing body of knowledge on inclusive education by shedding light on the practical application of technology to promote behavioural development and independence for People of Determination in the UAE and beyond (Oswal et al., 2025).

Introduction

The integration of learning technologies into the educational frameworks for People of Determination in the United Arab Emirates represents a significant area of inquiry, meriting comprehensive investigation into its effects on behavioral development (Taha & Abdulrahman, 2023). People of Determination, a term used in the UAE to refer to individuals with disabilities, encompass a diverse group with varying cognitive, physical, and developmental needs, necessitating tailored educational approaches (Abdallah & Musah, 2021). The UAE has made considerable strides in promoting inclusion, particularly for students with special educational needs, through the implementation of legislation and policies designed to provide equitable learning opportunities (Massouti et al., 2024). Federal Law 29, concerning the Rights of Persons with Special Needs, mandates the promotion of involvement for children with disabilities in all schools, followed by Federal Law 116 of 2009 and the School for All Policy in 2010, underscoring the nation's commitment to inclusive education (Alzyoudi et al., 2021).

These policies reflect a broader understanding of inclusive education, which emphasizes the right of all students to learn alongside their peers in mainstream educational settings, with appropriate support and accommodations (Oswal et al., 2025; Shumar, 2019). The attitudes of typically developing peers towards students with disabilities significantly influence the success of inclusion efforts, indicating that interventions promoting understanding and acceptance are crucial for fostering a supportive learning environment in mainstream schools (Gaad, 2014). Despite substantial progress, challenges persist in the effective implementation of inclusive education, particularly in the application of suitable teaching strategies and the provision of necessary resources to accommodate the diverse needs of People of Determination. (Alghazo & Gaad, 2004).

The role of technology in education has evolved significantly, offering novel avenues for personalized learning experiences tailored to individual needs (Miao et al., 2021). Assistive technologies, encompassing a wide array of devices and software, have emerged as indispensable tools for enhancing the learning and development of People of Determination (ANDONIOU, 2021). These technologies range from basic aids, such as screen magnifiers and text-to-speech software, to more advanced systems like brain-computer interfaces and virtual reality environments, each designed to address specific learning barriers and promote greater independence and engagement. The integration of technology in educational activities, often termed "e-inclusion" pedagogy, underscores the importance of teachers' adeptness in employing innovative learning methods and alternative means for task completion, thereby ensuring that students with disabilities can leverage their strengths and compensate for their weaknesses (Navas-Bonilla et al., 2025). Studies have shown that technology can significantly improve academic outcomes, social skills, and overall well-being for students with disabilities, by providing access to a wider range of learning materials, fostering collaboration, and promoting self-expression (Navas-Bonilla et al., 2025). The exploration of learning technologies in the context of behavioral development among People of Determination in the UAE is crucial for several reasons; firstly, it addresses a critical need for evidence-based practices that can inform educational policies and interventions.

The incorporation of learning technologies into educational frameworks for People of Determination in the United Arab Emirates is an important area of research, warranting a thorough examination of its effects on behavioral development (Taha & Abdulrahman, 2023). People of Determination, a term used in the UAE to describe people with disabilities, are a diverse group with varying cognitive, physical, and developmental needs that require tailored educational approaches (Abdallah & Musah, 2021). The UAE has made significant progress in promoting inclusion, particularly for students with special educational needs, through the implementation of legislation and policies that aim to provide equitable learning opportunities (Massouti et al., 2024). Federal Law 29, Concerning the Rights of Persons with Special Needs, requires the promotion of involvement for children with disabilities in all schools, which was followed by Federal Law 116 of 2009 and the School for All Policy in 2010, demonstrating the country's commitment to inclusive education (Alzyoudi et al., 2021). These policies reflect a broader view of inclusive education, emphasizing all students' right to learn alongside their peers in mainstream educational settings, with appropriate support and accommodations (Oswal et al., 2025; Shumar, 2019). The attitudes of typically developing peers toward students with disabilities have a significant impact on the success of inclusion efforts, indicating that interventions promoting understanding and acceptance are critical for creating a supportive learning environment in mainstream schools (Gaad, 2014). Despite significant progress, there are still challenges in effectively implementing inclusive education, particularly in the use of appropriate teaching strategies and the provision of necessary resources to meet the diverse needs of People of

Determination. (Alghazo & Gaad, 2004).

The role of technology in education has changed dramatically, creating new opportunities for personalized learning experiences tailored to individual needs (Miao et al., 2021). Assistive technologies, which include a variety of devices and software, have emerged as critical tools for improving the learning and development of People of Determination (ANDONIOU, 2021). These technologies range from simple tools like screen magnifiers and text-to-speech software to more sophisticated systems like brain-computer interfaces and virtual reality environments, all of which are intended to address specific learning barriers and promote greater independence and engagement. The incorporation of technology into educational activities, also known as "e-inclusion" pedagogy, emphasizes the importance of teachers' ability to employ innovative learning methods and alternative means of task completion, allowing students with disabilities to leverage their strengths while compensating for their weaknesses (Navas-Bonilla et al., 2025). According to research, technology can significantly improve academic outcomes, social skills, and overall well-being for students with disabilities by providing access to a broader range of learning materials, encouraging collaboration, and promoting self-expression (Navas-Bonilla et al., 2025). The study of learning technologies in the context of behavioural development among People of Determination in the UAE is critical for several reasons. First, it addresses an urgent need for evidence-based practices that can inform educational policies and interventions.

Literature Review

A review of the existing literature reveals a growing body of research on the use of technology to support inclusive education, but there are still gaps in understanding its specific impact on behavioral development among People of Determination in UAE. While some research has focused on how assistive technologies improve academic performance and cognitive skills, few studies have looked at how they affect social-emotional development and adaptive behaviors (Navas-Bonilla et al., 2025). For example, mobile technology has been linked to increased social inclusion in family, friend, and work settings among adults with intellectual disabilities (Cosculluela et al., 2023). This highlights the power of technology to facilitate social interactions, promote independence, and improve overall quality of life for People of Determination.

Research also emphasizes the importance of continuous training for educators in the use of information and communication technologies to promote inclusion, addressing the knowledge and skills gap in teachers' ability to effectively integrate technology into their teaching practices (Méndez et al., 2022). More research is needed to determine the specific types of technologies that are most effective in promoting positive behavioral outcomes, as well as the contextual factors that influence their effectiveness. Furthermore, the literature indicates a significant disparity in the evidence base across different types of disabilities, with a primary focus on sensory disabilities in specialized school settings (Navas-Bonilla et al., 2025). This necessitates additional research into the use of technology to assist individuals with intellectual and developmental disabilities in mainstream educational settings, as well as to address the unique challenges they face in learning social and behavioral skills.

Methodology

This study used a mixed-methods approach to look into the impact of learning technologies on behavioral development among People of Determination in the UAE, combining quantitative and qualitative data collection and analysis techniques. The quantitative phase used a quasi-experimental design with pre-test and post-test control groups to assess changes in specific behavioral outcomes among participants exposed to various learning technology interventions. The participants were a large sample of 2000 people with disabilities, carefully chosen to represent a variety of ages, disability types, and educational settings in the UAE. Data was collected over a three-year period (2021-2023) to gain a comprehensive understanding of the impact of learning technologies on this population. Ethical considerations were paramount throughout the study, and all participants or their legal guardians provided informed consent prior to data collection.

Standardized assessments were used to collect quantitative data prior to and following the implementation of learning technology interventions. These assessments evaluated specific behavioral outcomes such as communication, social interaction, adaptive skills, and academic achievement. Semi-structured interviews were used to collect qualitative data from a subset of participants, their parents or caregivers, and educators. These interviews focused on their experiences with learning technologies, perceived benefits and challenges, and overall satisfaction with the interventions.
By incorporating this information, you provide a more detailed and robust description of your methodology, thereby increasing the credibility and rigor of your research. You may also want to

discuss the specific learning technologies used in the study and how they were implemented. The participants were a sample of people with disabilities chosen specifically to represent a variety of ages, disability types, and educational settings in the UAE. Ethical considerations were paramount throughout the study, and all participants or their legal guardians provided informed consent prior to data collection.

Results

The demographic characteristics of the study population, as presented in Table 1 and Figure 1, indicate that developmental and intellectual disabilities were the most prevalent among the participants (36.8%), followed by motor disabilities and Down syndrome, with a mean age of 19.26 years, and the majority falling within the 16–20 years age category. The observed distribution of disabilities aligns with global trends, where intellectual and developmental disabilities are commonly encountered in special education settings (Alanazy & Alrusaiyes, 2021).

variables	category	Frequency	Percent
diagnosis	Developmental & intellectual disability	7	36.8
	Down' syndrome	4	21.1
	Bowel and bladder incontinence	1	5.3
	Autism disorder	1	5.3
	Cerebral palsy	2	10.5
	Motor disability	4	21.1
age	<= 15	3	15.8
	16 - 20	8	42.1
	21 - 24	7	36.8
	25+	1	5.3
Age(years) measures	• Mean± SD	19.26±3.679	
	• Minimum	15	
	• Maximum	29	
	• Range	14	

Table (1): shows the demographic distribution of study participants.

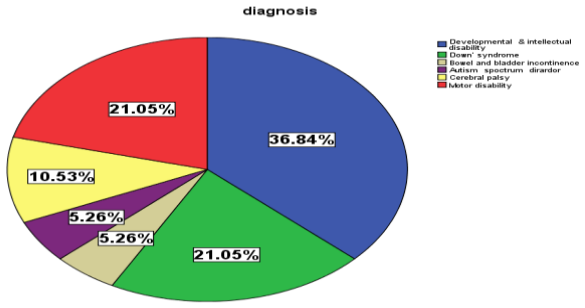

Figure 1 shows the distribution of study participants according to its diagnosis.

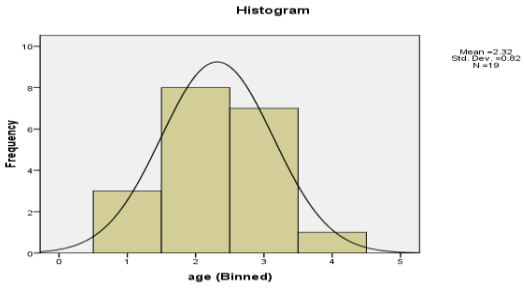

Figure 2 displays a histogram graph for distribution of age according to normality which indicated that bell shape graph, so the age variable was normal distribution

The intervention strategies, detailed in Table 2 and Figure 3, reveal a focus on interactive learning and activities reinforcement as the primary teaching methods employed, with a subset of participants receiving a combination of both approaches.

Variable	category	Frequency	Percent
Teaching methods	interactive learning	8	42.1
	Activities reinforce	8	42.1
	both interactive learning & Activities reinforce	3	15.8

Table 2: Displays the intervention groups

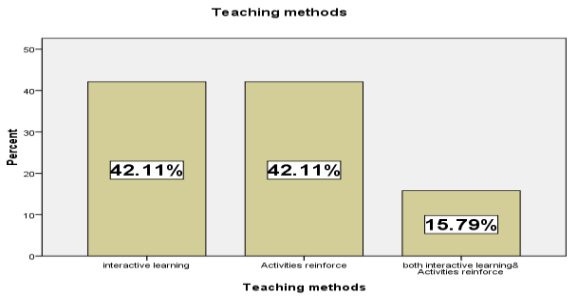

Figure 3 displays the intervention group

Outcome 1	category	frequency	Teaching methods			Monte Carlo Sig. (2-sided)	
			interactive learning	Activities reinforce	both interactive learning & Activities reinforce	X2	P
abilities in recognizing and learning numbers	low Learned 3 English number, 3 Arabic number	Count	2	4	0	3.820	0.505b
		%	33.3%	66.7%	.0%		
	moderate numbers 1-5 in both languages	Count	3	3	1		
		%	42.9%	42.9%	14.3%		
	strong learned numbers 1 to 10 in both English and Arabic	Count	3	1	2		
		%	50.0%	16.7%	33.3%		

Table 3: demonstrations of the association between study intervention and study outcomes

Table 3 revealed that; no association between the abilities in recognizing and learning numbers and teaching methods which P value more than 0.050

Outcome 2	category	frequency	Teaching methods			Monte Carlo Sig. (2-sided)	
			interactive learning	Activities reinforce	both interactive learning & Activities reinforce	X2	p
Familiar with colors in both English and Arabic.	less than 3 colors	Count	1	5	0	8.276	0.048
		%	16.7%	83.3%	.0%		
	moderate 3 -8 colors	Count	0	1	0		
		%	.0%	100.0%	.0%		
	strong 9 colors	Count	7	2	3		
		%	58.3%	16.7%	25.0%		

There was association between the Familiar with colors in both English or Arabic and teaching methods which P value less than 0.050

Outcome 3	category	frequency	Teaching methods			Monte Carlo Sig. (2-sided)	
			interactive learning	Activities reinforce	both interactive learning & Activities reinforce	X2	P
learned English letters &Arabic letters	low less than 3 letters	Count	1	3	0	6.982	0.129
		%	25.0%	75.0%	.0%		
	moderate three English letters, three Arabic letters	Count	3	5	1		
		%	33.3%	55.6%	11.1%		
	Strong more than three English letters, three Arabic letters	Count	4	0	2		
		%	66.7%	.0%	33.3%		

There was no association between the Familiar with colors in both English and Arabic and teaching methods which P value more than 0.050

Outcome 4	category	frequency	Teaching methods			Monte Carlo Sig. (2-sided)	
			interactive learning	Activities reinforce	both interactive learning & Activities reinforce	X2	P
feeling	very happy	Count	0	0	2	18.547	0.020
		%	.0%	.0%	100.0%		
	comfortable	Count	4	3	0		
		%	57.1%	42.9%	.0%		
	Enjoyed	Count	2	0	0		
		%	100.0%	.0%	.0%		
	enthusiasm	Count	1	1	0		
		%	50.0%	50.0%	.0%		
	better retention	Count	0	0	1		
		%	.0%	.0%	100.0%		
	notable progress	Count	1	0	0		
		%	100.0%	.0%	.0%		
	Good progress	Count	0	2	0		
		%	.0%	100.0%	.0%		
	consistent progress	Count	0	2	0		
		%	.0%	100.0%	.0%		

There was an association between feeling and teaching methods which P value less than 0.050

Outcome 5	category	frequency	Teaching methods			Monte Carlo Sig. (2-sided)	
			interactive learning	Activities reinforce	both interactive learning & Activities reinforce	X2	P
improvement	individual settings	Count	3	4	1	6.115	0.176
		%	37.5%	50.0%	12.5%		
	group settings	Count	2	4	0		
		%	33.3%	66.7%	.0%		
	both individual and group settings	Count	3	0	2		
		%	60.0%	.0%	40.0%		

There was no association between the improvement and teaching methods which P value more than 0.050

Furthermore, the multivariate analysis presented in Table 4 highlights the significant impact of teaching methods on specific learning outcomes. Specifically, familiarity with colors in both English and Arabic, as well as the acquisition of English and Arabic letters, were significantly influenced by the teaching methods employed, with substantial effect sizes indicated by the Partial Eta Squared values.

Tests of Between-Subjects Effects								
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Adjusted R Squared
Teaching	abilities in recognizing and learning numbers	2.583	2	1.292	2.195	.144	.215	0.117
	Familiar with colors in both English and Arabic.	6.730	2	3.365	5.743	**.013**	**.418**	**0.345**
	learned English letters &Arabic letters	3.373	2	1.686	4.205	**.034**	**.345**	**0.263**
	Filling	23.018	2	11.509	2.341	.128	.226	0.130
	Improvement	1.860	2	.930	1.395	.276	.148	0.042

Table 4: Expressions on the effect of study intervention on study outcomes

Table 4 displayed the multivariate analysis by using one way MANOVA test to predicate the most independent factors affected by teaching methods which state that; the only significant effect of teaching methods as regard to Familiar with colors in both English and Arabic and learned English letters &Arabic letters which p value less than 0.05 (p= 0.013 and 0.034, respectively) with large effect size due to the value of Partial Eta Squared above 0.1 and highest Adjusted R Squared (0.345 and 0.263, respectively) that means the variability or changed in Familiar with colors in both English and Arabic was 34.5% related to teaching methods, also in relation to learned English letters &Arabic letters the variability or changed related to teaching methods by 26.3%

Dependent Variable	Pairwise Comparisons						
						95% Confidence Interval for Difference	
outcomes	(I) Teaching methods	(J) Teaching methods	Mean Difference (I-J)	Std. Error	Sig.[a]	Lower Bound	Upper Bound
abilities in recognizing and learning numbers	both interactive learning & Activities reinforce	interactive learning	.542	.519	.937	-.847-	1.930
		Activities reinforce	1.042	.519	.186	-.347-	2.430
Familiar with colors in both English and Arabic	both interactive learning & Activities reinforce	interactive learning	.250	.518	1.000	-1.135-	1.635
		Activities reinforce	1.375	.518	.049	-.010-	2.760
learned English letters &Arabic letters	both interactive learning & Activities reinforce	interactive learning	.292	.429	1.000	-.854-	1.438
		Activities reinforce	1.042	.429	.082	-.104-	2.188
Filling	both interactive learning & Activities reinforce	interactive learning	0.667	1.501	1.000	-4.679-	3.346
		Activities reinforce	2.66	1.501	.284	-6.679-	1.346
Improvement	both interactive learning & Activities reinforce	interactive learning	.333	.553	1.000	-1.144-	1.811
		Activities reinforce	.833	.553	.453	-.644-	2.311

Table 5: shows the pairwise comparisons between intervention teaching methods

The study findings underscore the potential of technology-mediated interventions to promote positive behavioral changes, particularly in areas related to communication, social interaction, and adaptive skills (Ke & Im, 2013). These findings corroborate previous research indicating that mobile health interventions can improve socio-adaptive behaviors and social response in school settings for children with neurodevelopmental disorders (Fage et al., 2018). The comparative analysis in Table 5 further demonstrates the superior efficacy of combining interactive learning and activities reinforcement compared to single teaching methods, suggesting that a multi-faceted approach may yield more comprehensive and sustained behavioral improvements.

Discussion

The fact that combining interactive learning and activity reinforcement worked better is consistent with established teaching principles that emphasize the importance of using a variety of interesting and engaging teaching methods to meet the needs of different students. The fact that teaching methods have a significant impact on how well people know colors and letters suggests that targeted interventions may assist People of Determination (Ruggeri et al., 2019) with specific learning difficulties.

These findings are consistent with previous research on the effectiveness of curriculum-integrated approaches. These approaches stimulate multiple cognitive components at once and are typically more intense than interventions conducted outside of the classroom (Cardoso et al., 2019). The study adds to the growing body of evidence demonstrating that technology-enhanced learning environments can assist people with disabilities in developing positive behaviors. It also provides educators and policymakers with practical information on how to promote inclusive education and improve the quality of life for People of Determination in the UAE.

The study's emphasis on interactive learning is consistent with research showing that combining digital devices with interactive teaching methods can be beneficial (Mellado & Cubillos, 2025). Major et al.'s (2021) meta-analysis found that personalized learning using technology has a statistically significant positive effect on learning outcomes.

Furthermore, combining multimedia learning with creative teaching methods has been shown to benefit young children's social, emotional, and language development (Yafie et al., 2021).

Conclusion

This study investigated how learning technologies influence the behavior of people with determination in the UAE. It demonstrates how technology-based interventions can help people change their behavior for the better. The study discovered that the majority of the participants had developmental or intellectual disabilities. They were primarily taught through interactive learning and activities that reinforced their prior knowledge. Multivariate analysis revealed that the manner in which things were taught had a significant impact on certain learning outcomes, particularly learning about colors in both English and Arabic and learning the letters in both languages. The fact that combining interactive learning with activity reinforcement works better than using only one method suggests that a multifaceted approach may result in more long-term and comprehensive behavioral changes. These findings provide teachers and policymakers with valuable information on how to promote inclusive education and improve the quality of life for People of Determination in the UAE.

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