

IDENTIFY PROBLEMS OF SPECIAL NEEDS STUDENTS WITH DISABILITIES IN SPECIAL SCHOOLS

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ABSTRACT

Problem is an unsatisfactory situation that needs to be dealt with person's difficulties that is situation of affairs almost beyond ones capability to deal with and requiring great effort to overcome. The purpose of this empirical work was to identify problems faced by Students with special needs according their disabilities in special schools. Information was taken by the students with special needs, their teachers and parents in data collection for this study. The number of students with special needs according their disabilities, 89 students was fully participated in this study .Out of these 89 students, 50 physical impaired students, 29 hearing impaired students, 10 visually impaired students were source of information in this study. The instrument of this study was a questionnaire comprised 18 items. The first area of questionnaire explores the behavioral problems, second area of questionnaire identifies to explore the structural problems and the third area investigates the educational problems faced by students with special needs according to their disabilities in special schools. It is also effort to describe the concepts of parents and teachers of children with requiring special needs and about feeling of their children studying in special schools. All participants agreed to give the information about behavioral, structural and educational problems faced by special needs students .This study was to explore special education delivery services in special schools. Positive attitude of the special education teachers is important for resolving problems faced by special needs students with disabilities for inclusion in special schools.

Keywords: Students with Disabilities, Students with special needs, "Problems" of Special needs students, Special schools, Inclusive Education.

INTRODUCTION

All children, including children with disabilities according to their requiring special educational needs have a right to an education which is appropriate to their needs. The purposes of education for students with special educational needs on the base of their disabilities are the same as apply to all children. Special educational needs are relate for supporting children to develop in all aspects of their lives, spiritually, morally, emotionally, cognitively, socially, physically by addressing problems of the students with disabilities in special schools. The Education for persons with special Educational needs Act was passed into law in July 2004.Special educational needs are identified in this act as a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physically, sensory, mental health, or learning disability or any other condition which results in a person learning differently from a person without that condition (NCSE, 2014).

Persons with special needs are seen everywhere in the world with different socio-economic status because there are no limited stages for the prevalence of disability in terms of geographical different borders or societal, gender characteristics.1981 year of Disabled person is celebrated under the umbrella of United Nations for the awareness about the needs, problems and conceptions for the persons with special needs. The population of

disability is identified 2.54% approximately. 531 organizations, in which needs and facilities are provided of students with special needs according to their disabilities in special schools. Out of these 423 organizations are providing educational services (79.7%) to the person with disabilities (Hameed, 2006). The Government of Pakistan took serious steps for resolving problems or solutions and the improvement of persons with special needs by establishing different special educational institutes and make policies for the student with disabilities. Instantly, organizations and institutes was established to manage the problems for the improvement and beneficial for persons with special needs in country at government level by the Directorate General of Special Education, then this program was shifted to improved at provincial level by providing proper delivery of services for students with special educational needs according to their disabilities in special schools. Public and private organizations were established in the field for providing this noble duty. In 1980s major development was improved in Pakistan for providing legal cover and continuity in this field for the person with requiring special educational needs according to their disabilities. Policy development was introduced to start in 1985. Finally; first National policy for person with disabilities was conducted to improve in 2002. In 2006, National Plan of Action (NPA) was conducted to represent for implementing of this policy into action at national level. Policy is connected on a wide range of services like education, medical care, assessment, vocational training, rehabilitation and employment, advocacy and early intervention research, improvement of development, provision of funds, designing buildings and other public place to meet the needs of persons with demanding special needs (Pakistan 2002).

2002 policy was the breakthrough for person with disabilities in the history of special education in Pakistan. After then department of special education in Punjab Province with 60% population of total population of Pakistan. Special education centers were established in all areas of Punjab for providing need and resources of special needs children with disabilities (i.e.) hearing impaired, visually impaired children, physical impaired and mentally challenged children. Government took solid steps and gave the double salaries of special teachers than general teachers for motivation of special teachers in this field. Different studies were conducted under the supervision of Directorate General of Special Education at national level for assessing the needs and provision of services, resources, and facilities for person with special needs on the base of their disabilities. Firstly to NPA, only four institutions; Institute for Blind Sheranwala Gate; Lahore (1906), IDARIEU School for the Deaf and Blind; Karachi (1920), Mental Health Mission School; Peshawar (1940), and School for Blind; Bahawalpur (1943) were providing services for person with special educational needs according to their disabilities in special schools.

Only five organizations were more established as special school from 1947-1960, and more forty five new institutions were added from 1961-1980, and special needs were delivered to provide for the improving development for persons with disabilities, as a resulting in the form of 531 organizations were providing needs and facilities for the persons with special needs at different level (Hameed, 2006). Services were improved for the welfare of persons with special needs in special schools. In Pakistan, 1980 year was celebrated as international year of Disabled Persons. The main purpose of inclusive education services is to provide special educational needs and mainstreaming for person with disabilities to make them beneficial and independent citizen (Ainscow, 2005; Ali Mustapha & Jelas, 2006; Mason, 2005). Teachers have different opinions about educational means and modes rehabilitation, improvement and training for children with special needs in ordinary, special and inclusive schools. (Dupoux, Hammond & Ingalls, 2006; Sarwar & Asgher, 2005). There are many barriers for the inclusion of SWSN in ordinary and special schools such as: Negative attitude of community members

towards education of students with disabilities , physical barriers creating inaccessibility for physical disabilities; ability and attitudes of teachers and parents ;social and economic factors; lack of financial resources; teaching learning materials ,assistive aids and education policies of the country in action(Torreno,2011;UNESCO, 2011). School policy provides resources, teacher competency for resolving problems of students with special needs for supporting problematic matters a lot (Hodkinson, 2006; Miles, 2000).Needs , challenges and potentials of students with special educational needs are not well aware by the teachers in ordinary and special schools, this element is also missing from their own job training (Atique & Mushtaq, 2005; Bashir , 2005;Hammeed , 2002 ;Shakir,2003).Challenges and problems are being manifested by teachers , society , school authorities and parents (Clough & Garner, 2003;Foster , Long& Snell,1999;Pivik ,Mccomas & Laflamme, 2002; Stanviloff, 2002).

METHODOLOGY

Aim of the Study

1. The main purpose of this study is to assess the actual problems faced by special needs students with disabilities in special schools. Problems will be traced out of students with disabilities and guidance for teachers, parents and policy makers by addressing problems of students with special needs.
2. This study will be helpful for increasing knowledge at the level of teaching and training of students with disabilities by improving inclusion in special schools.

Question of the Study

1. What are the behavioral problems faced by students with special needs according to their disabilities their parents and teachers in special schools?
2. Is provided effective teaching method, educational needs for resolving problems of students with special needs by the teachers?

Sample of the Study

The participants of this study were 89 students, who face behavioral, educational and structural problems by the teachers and parents in special school. The descriptive study was delimited of special needs students with disabilities in special school.

Instrument of the Study

The purpose of the study for achieving comprised for 18 items questionnaire was used to collect data. The questionnaire is divided into 3 assessed areas .The first area of the questionnaire explore the behavioral problems of special needs students with disabilities by the students, their parents and teachers. The second area of the questionnaire assess the educational problems, effectiveness of teaching method, learning style, curriculum and classroom environment by giving the teachers of special needs students with disabilities in inclusive education. The third area of the questionnaire explore the structural problems included classroom adaptation ,assistive technologies, positive behavioral support by the teachers of special needs students with disabilities in special schools.

Research Procedure

Among these 89 participants, 50 physical impaired, 29 hearing impaired and 10 visual impaired students participate and the 120 teachers participate for the giving information in

this process. All participants were surveyed for taking information in their opinions, a questionnaire based on five point Likert scale developed by the researcher to collect information on problems faced by special needs students with disabilities in special schools. The questionnaire comprised of 18 statement followed by five option ranging from Agree to Never.

RESULTS

Data were treated and analyzed by using SPSS 16 which revealed the following results.

Table 2: Opinion of Teachers, Students and Parents regarding Problems faced by SWSN with Disabilities

Sr.	Problems	Students N=89 (M ₁)	Teachers N=135 (M ₂)	Parents N=72 (M ₃)
Attitudinal Problems				
1.	Students with special needs can become active members of society	3.9 (1.414)	4.1 (1.513)	4.4 (1.414)
2.	Ordinary school suits best to children with special needs better than special school	4.5 (1.146)	2.9 (1.214)	4.7 (1.320)
3.	Parents prefer their children without a disability over their child with special needs	4.4 (0.780)	4.1 (1.149)	1.4 (1.493)
4.	Teachers prefer students without a disability over SWSN	4.5 (1.085)	2.9 (1.297)	4.7 (1.025)
5.	Class/school mates have discriminatory attitude with SWSN	1.0 (0.828)	1.9 (1.289)	2.4 (1.482)
6.	Students with special needs feel inferiority complex in ordinary school	1.5 (0.858)	4.1 (1.042)	1.1 (1.378)
Structural Problems				
7.	School buildings are disabled friendly	1.0 (1.376)	1.6 (1.509)	1.4 (0.711)
8.	SWSN can move easily in the classrooms	1.9 (1.322)	4.6 (1.412)	3.0 (1.362)
9.	Class rooms are arranged to provide the ease for SWSN	1.7 (1.454)	4.5 (1.316)	2.9 (0.954)
10.	SWSN have problems in easy access to basic	4.3	2.7	3.1

	amenities in school	(1.451)	(1.201)	(1.455)
11.	Overcrowded classrooms are the cause of restricted mobility for the SWSN	4.9 (1.377)	1.9 (1.415)	3.9 (1.097)
Educational/ Organizational Problems				
12.	Teachers plan lessons to meet the needs of SWSN	1.7 (1.450)	4.8 (1.362)	3.1 (0.677)
13.	Curriculum is in accordance with the needs of SWSN	1.7 (1.113)	1.2 (1.438)	2.9 (0.934)
14.	Teachers are skillful for handling SWSN	1.0 (1.483)	1.7 (1.370)	2.0 (0.627)
15.	Teachers have different ways to communicate with SWSN	1.9 (1.414)	2.0 (1.493)	1.9 (0.775)
16.	Students with special needs face problems in note taking during the class	4.9 (1.316)	3.6 (1.385)	2.8 (1.170)
17.	SWSN are given preference in academic activities	1.0 (0.676)	4.4 (1.404)	2.0 (1.360)
18.	Examination system is encouraging for SWSN	1.0 (0.865)	1.9 (1.451)	2.5 (1.359)

(Almost always=5, Often=4, Sometimes=3, Seldom=2, Never=1; M₁=Mean of Students' perceptions, M₂=Mean of Teachers' perceptions, M₃=Mean of Parents' perceptions, SD is given in parenthesis in each cell below the mean respective mean value)

Table 2 shows the results of the administered questionnaire for all participants in this study. Students with special needs were of the opinion that parents (M₁=4.4) and teachers (M₁=4.5) prefer children without a disability over them but teachers (M₂=2.9) and parents (M₃=1.4) denied this fact. Teachers (M₂=4.1) said that parents ignore and parents (M₃=4.7) said that teachers prefer children without a disability over SWSN. This is the reflection of normal social attitude because in Pakistani society there are only a few job opportunities for special persons. In this context the normal children get more and more attention of their parents and teachers as compared to the SWSN.

All respondents (M₂=4.1, M₁= 3.9, M₃= 4.4) accepted that students with special needs can become active members of the society. Students (M₁=4.5) and their parents (M₃= 4.7) felt that the special school suits best to children with special needs better than special school. In response to this statement teachers (M₂=2.9) seemed mute. In the opinion of SWSN (M₁= 1.0) their teachers (M₂=1.9) and parents (M₃=2.4) witnessed that class fellows and school mates of the children with special needs have no discriminatory attitude with their special fellows. SWSN (M₁=1.5) and their parents (M₃=1.1) reported that students with special needs did not feel any inferiority complex in special school but the teachers (M₂=4.1) were in contrast to them. Generally the SWSN are not looked down upon by their peers in society.

More over people feel piety upon them. They care them and help them. So in special school the normal peers take care of their SWSN fellows. They help them in their work and in the leisure times. For structural problems SWSN ($M_1=1.0$), their teachers ($M_2=1.6$) and parents ($M_3=1.4$) have unanimous opinion that buildings of special schools were not disabled friendly. SWSN couldn't move easily ($M_1=1.9$) due to overcrowded classrooms ($M_1=4.9$) and ignorance towards their arrangements ($M_1=1.7$) to provide the ease for SWSN. Teachers have opposite opinion to students for the statements that 'SWSN can move easily in the classrooms' and 'overcrowded classrooms are the cause of restricted mobility for the SWSN'. Data analysis also revealed that parents ($M_3=3.9$) of SWSN felt that overcrowded classrooms was a problem for free mobility of SWSN (Table 2).

Students with special needs disagreed with the statements that teachers plan lessons to meet the needs of SWSN ($M_1=1.7$), curriculum is in accordance with the capabilities of all types of students ($M_1=1.7$), teachers are skillful for handling students with special needs ($M_1=1.0$), teachers are with variety of modes to communicate with SWSN ($M_1=1.9682$), SWSN are given preference in academic activities ($M_1=1.0$) and examination system is encouraging for SWSN ($M_1=1.0$). They also endorsed that students with special needs face problems in note taking during the class ($M_1=4.9$). Teachers have different opinion than students on the statements that 'teachers plan lessons to meet the needs of SWSN' ($M_2=4.8$) and did not ignore them during classroom activities ($M_2=4.4$). Parents gave the impression that they were not well aware of the educational or organizational functioning in schools (Table 2; Figure 1). All three parties have similar opinion about 'inability of curriculum to accommodate all students'; 'deficiency of training for teachers of special schools to handle SWSN' and 'inappropriateness of examination system'. Above analysis shows that almost all respondents seemed to be on the same page Problems Faced by Students with special needs in special schools regarding problems faced by SWSN in special schools. However a slight difference on some statements is also observed. The standard deviations (SD) in Table 2 show the consistencies and the dispersions in the perceptions of the respondents at different factors. Figure 1 indicated the pictorial description of overall responses of the respondents on three subscales. Figure 1 indicates the similarities and the differences in the opinion of SWSN, their parents and teachers. For example their opinions coincide on the statement 1 and differ on the statement 18. The other statements can also be seen clearly in the Figure 1 because it shows the coincidence of the opinion very clearly.

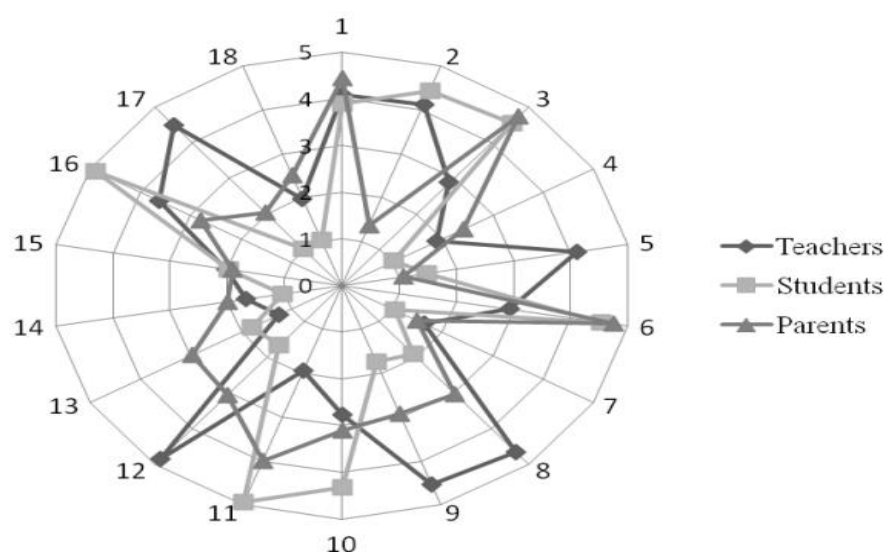


Figure 1: Pictorial description of responses of SWSN, their Parents and Teachers

The answer of the first question is that the problems faced by the special needs students in special schools are attitudinal, structural and the organizational in nature. The intensity of responses on some statements is more than the others. The analysis gave the answer to the second question that there are some similarities and some differences in opinion regarding problems faced by special needs students with disabilities in special schools

CONCLUSIONS

The main purpose of the study is to explore problems of special needs students with disabilities in special school as perceive by special needs students their parents and teachers. Students can be beneficial in the society when they are free from physical, psychological, behavioral barriers and socio-economic threats. Teachers play a vital role to ensure the equitable learning experiences to the children with disabilities in special, inclusive or ordinary schools. This study was an effort to extend the opinions of students with disabilities studying in special education schools. Lack of awareness and psychological impressions parents and teachers prefer the children without disabilities than special needs students because they feel that special needs students with disabilities could not participate in common activities as was found by Advani (2002). The problems faced by special needs students can be included lack of proper understanding of the concept of inclusion, attitude of society, poverty, insufficient government leadership, on availability of human and material resources, lack of adopted role models involved in process such as Disabled people organizations, lack of building structural facilities for special needs children with disabilities.

Teachers can bring the better change in the attitude of people towards the special needs students with disabilities. Media can play a vital role in rules and law for awareness of problems faced by special needs students with disabilities and their solutions in special schools. Teachers can handle educational problems with the help of themselves by providing them proper training and revision of schemes of studies and proper training program with accommodation and modification in inclusive education. This study will be helpful and guidance for teachers, parents and policy makers by addressing problems of special needs students with disabilities in special schools and inclusive education.

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