

A Study to analyze the existing available facilities in schools for Special Children in District Quetta

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Abstract

Special education is specified to special children, it is a practice of educating students with special needs. It can address their individual differences and needs. The main objective of this study was to point out the existing and missing resources in Schools for special children in district Quetta and other objective was to present a picture of special education services in Quetta. The related data was collected from social welfare department and schools specified for disabled children. Two questionnaires were formed. One for social welfare department and other was specified for schools heads and teachers. Different reports were also considered. Data was collected from three schools existing in Quetta city for disabled children. The collected data was analyzed and was presented in tubular and graphic form. According to results there were only small number of institutions for disabled children's. In Quetta two basic departments are working for the development of special children, education department and social welfare department. There was a weak communication system between these two departments. Some non-government organizations are also working for the education of special children. Very limited budget were allocated for the welfare and education of special education. There were only limited number of institutions for special children run by government of Balochistan. And a small number of institution were also run by private sector. Lack of basic facilities especially human resource like psychologist and physiotherapist were observed in every institution. There were also a shortage of some physical facilities like wheel chair, sticks and the provision of artificial hands and legs for disabled children. The results show that the special children were handled like normal children. The teachers were found untrained and there were no professional training programs for teachers. It is concluded that the parent teacher association is very important towards most favorable care related to disabled children. Through building emotional health of children and through providing more supportive mechanism for children would result in success towards positive association among parent and teacher. It is

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advocated that educators are required to make an example by avoiding families from annoyance. If the families are invited and welcomed in the classrooms and take their suggestions regarding the provision of physical facilities that would be more and more helpful for children as well as both educators and parents. According to the suggestions of the participants who contributed in this study that more and more trainings should be organized for the management of the schools, by government and for the benefits of students, trained teachers should be arranged those must be specialized in their subject and the teachers must use some extra techniques in their teaching to enhance the quality of their teaching.

Key Words. Behavioral Disorder, Communication Disorder, Child Right Convention, Developmental Disorder, Disabled Children, Emotional Disorder, Learning Disorder

Introduction

Special education is also known as special need education in many countries. In special education, special need is provided to the special children. Additionally, the institution addresses all students' and individuals' need. This mechanism requires proper planning, well developed monitoring system, well defined teaching methodologies and adopted materials and equipment. These aids help the students having special needs that the students may succeed in their social lives and show progress in communities. Following are the types of special needs:

- 1) Communication disorders
- 2) Behavioral and emotional disorders
- 3) Learning disorders
- 4) Developmental disorders

Special education is an education which is specified to special children it is a practice of educating students with special need. It can address their individual differences and needs. It needs special teaching methodology, and this involves systemically monitored arrangement in teaching and its procedures, and equipment and material used for teaching and learning. These instructions are designed for special students' alien with their needs for the achievement of personal self-sufficiency and success in schools. Special learners with special needs include physical disabilities, communications disorder, learning disabilities, emotional and behavioral discords. Children with special need requires unique teaching methodological and physical resources.

Several national development plans were introduced in country. First plan was introduced in 1955-60, it was two years plan but this plan was failed due to

lack of administration funds and support. Second plan were introduced between 1960 to 1985. The main achievement of fifth plan was establishment of four models special education institution. (Ieri, 2006)

According to WHO ten percent of the total population in developing countries are suffering from disabilities and 2.5 % are with severe disabilities. These special children or people need education services. In Pakistan there are 300 special education institutions. One of the main aim of curriculum for special children is an effective teaching skills in order to organize and provide services related to the special needs of children.

In Pakistan there is a large number of disabled children, and government introduced special program for education. These program are introduced for those learners who are emotionally and physically unfit. Due to these special requirements need for special children cannot met with in the traditional classroom environment and to fulfill this gap special children need special education program. In Pakistan special educational needs have legal definition help for special children is usually be provided in their ordinary school with the help train teacher, it needs extra help in school, in reading and writing processes.

Justification

The study justifies the following deliberations.

1. The finding pointed out the facilities available in Schools for disabled children.
2. A clear picture was presented regarding school conditions for special children and recommendations will be forwarded to government authorities.
3. The study may have the possible impact not only in existing running Schools for special children but also for further Schools.

Objective

- To point out existing and missing resources in Schools for special children in district Quetta.
- To present a picture of special education services in Balochistan
- To aware the society, political parties, government authorities and teachers about the education services for disabled persons

Hypothesis:

- i) It was assumed that a limited budget may be allocated for institutions specified for special children. The limited budget may affect the progress of institute

- ii) Incapable management or weak administration low importance given by government towards special education can affect the availability of physical and human resources to special children schools
- iii) The physical and emotional development of children may be effected by the availability of physical and human resources

Research Question

- 1) What is the quantity of available physical and human resources in special children's schools?
- 2) What is the effect of physical and human resources on learning outcomes of disabled children?

Limitations and delimitations

This research study as limited to three institutions specified for special children. Data was collected from both male and female teachers and head teachers. It was a tough job to collect data from children with disabilities, because, they were unable to respond. Their responses might affect the data or even results. Therefore, the researcher had to collect data during school time. The data collection was prohibited in private institutes for special education. This study has a great importance because low importance has been given to disabled children in our society. Special children need special care and resources for their behavioral and emotional growth. And school is an institution where these facilities can play its role for the better development of special children.

Population and Sample

All public and private institution for special children was population for this study. The data was collected from three schools.

Methodology

The related data was collected from social welfare department and schools specified for disabled children. Two questionnaires were formed. One for social welfare department and other was specified for school's head and teachers. Different reports were also be considered. Data was collected from three schools existing in Quetta city for disabled children. The collected data was analyzed and was presented in tubular and graphic form.

Literature Review

Initial five definitions as defined by California for the children who require special treatment are as such:

- Children that are being identified with having disabilities which may be physical, mental conditions that entail early intercession, special services of education or other specific services
- Children that are not identified by their conditions whereas they need specific support or needs monitoring.

As per the American Law related to the disabilities act applies principally but not completely for the individuals who are having disabilities issues such are defined as:

- Children who are having physical or psychological injury which considerably limits the activities in the life of children, like caring own self, walking, hearing, seeing, speaking, breathing, working, learning or any kind of manual performance.
- Children who had a past history of such injury
- Children observed for having such type of injury

There are many examples related to these injuries like it can be orthopedic, hearing injuries, Speaking, visualization, cerebral palsy, muscular dystrophy, diseases related to heart, it can be diabetic problem, mental retardation, particular disabilities related to learning, HIV or emotional illness. Those children who are having disabilities from birth to the age of three years or they are at risk are defined as:

- Child or newborn with having problem of delay development in any or five of the areas that are: acquiring of knowledge, physical, communal, emotional, and adaptive.

Children who are having the condition of disability or recognized disability like autism, deafness, problem related to hearing, mental retardation, traumatic injury of brain, visual injury etc. The identification concerning of these disabilities are categorized through specific criteria:

- The provider who already known of the condition
- Time period related to the condition

Utilization of certain tools like process of screening or assessing for the identification of such condition. (USA analysis, 2000)

To recognize the association and relationship among special education along with common education it would be better to know the meaning related to key terms accordingly, to get awareness about where the students related to special education presently spend their time in school and to know the situation that

what steps has been taken by different forums electorates/constituencies which include educators, Boards related to schools, parents as well as the supporting groups proposed for disabled. Here a question arise that how the placement is determined of disable students. In this regard both dominant trend and addition are the ideas. Dominant trend is the addition of disabled children by means of their peers into common education which is based on the assessment of individual. The dominant trend take place when parents think that their child must participate in common education. The idea of addition goes beyond dominant trend which involves that most disabled children must be educated in common education, despite of the severity of disability and separate placement of education exist no longer.

A lot of constituency's stands for the people with a widely contradictory disabilities along with specialized institutions related to educators, administrators of schools as well as experts who work among disabled students have concerned statements on addition such as:

- Unprofessional eagerness regarding complete addition as well as elimination related to the range of services for exceptional education.
- Eagerness related to the viewpoint of addition except support towards eagerness related to services and making decision.
- lessen system of special education in extent
- Support suitable addition having complete enthusiasm related to the selection of placement and services.
- Apprehension towards the addition do not provide suitable services for children with having disabilities related to learning like vision mutilation, hearing problems etc.

Apprehension towards tasks related to common education educators and consequences of addition on every student/learner along with distinguishing the multiplicity of placement choice and tackling of educating familiarity is like a power/potency of the existing system. (Hocutt, A.M, 1996)

Those children who are having disability problems are the most Insignificant as well as expelled faction of children who are experiencing extensive abuse related to their rights. Further it is combined with poverty, community segregation, lack of support and hostile atmosphere. Their expulsion make them more vulnerable. In fact there is a very little availability of data which is based on evidence related to disabled children. Mostly those children who belong to a poor family and received poor health facilities, like malnutrition, lacking of clean water, poor health and hygiene situation make their living in

a very dangerous condition. Children who born with disability problems is not the only issue but to deal with the disease is most prominent issue. There are many disabled children even being and having the right to equality are not treated as such, they spend most of their times in nursing homes or special institutions which cause them more vulnerable towards exploitation as well as abuse. Among all these factors the greatest hurdle is ignorance, dishonor, injustice and lacking of training for their capacity building. Keeping in view these issues it is recommended that disability must be recognized as worldwide issue of human rights and it should be mainstreamed by developing and taking serious actions that may lead to the betterment of health as well as educational programs. All those people who are working on disability must be informed that disability should be taken a major issue related to human rights and they must improve their efforts to develop lives of youth who are disabled. From the past two or three decades disability is addressed as an issue related to human rights and the disabled children are permitted towards all rights that are guaranteed in child rights convention. Article 2 of the convention prevents all types of discrimination on the basis of disability. Article 23 give emphasis to the freedom as well as rights related to the children who are having disability problems and promoting their life enjoyment and life experience at the great extent. It depend on the kind of injury that a child would require additional support along with other resources to execute their prospective such as rehabilitation, surgical involvement other devices to assist like wheel chair, transport etc. In developed countries the medical advancement have been improved significantly towards health issues of disabled children. This can be evidenced through seeing reduction in the rate of mortality as well as morbidity among disabled children in developed countries. If we compare it with low income countries there are no such improvements been made so far, whereas only wealthiest families provide sufficient facilities to their disabled children. Study shows that there is lack of facilities and services to handle the issues related to health facilities, basic medication for disabled children (UNICEF, 2013)

There are many advantages in the existing approach towards identification as well as assessment related to the special requirements of education along with make available of supplementary support. Schools along with parents predominantly worth the relation that exists currently among diagnosis related to disability and authorizing supplementary resources for lesser disability. Through this a level of certainty would be ensured all the resources required would be available for students individually along with special requirements related to education. Besides this there exist important difficulties in the current approach. Study time after time highlight the requirements related to

intervention as early and suitable. The council is having concerned about the lacking of health facilities and well as inadequate access psychosomatic evaluation, it means few children who require special education would not be capable to right of entry the specialized assessments. There is also a great concern that assessments only shows disability of child rather to guide the process of child growth, teaching as well as learning. The council concluded that the existed allocated support is not been able to provide all the children with reasonable and equal approach and support.(National Council for Education, 2013)

ANALYSIS AND RESULTS

Table 4.1 shows condition of school building.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F1	Male	13	1.9231	.27735	.07692
	Female	17	1.6471	.49259	.11947

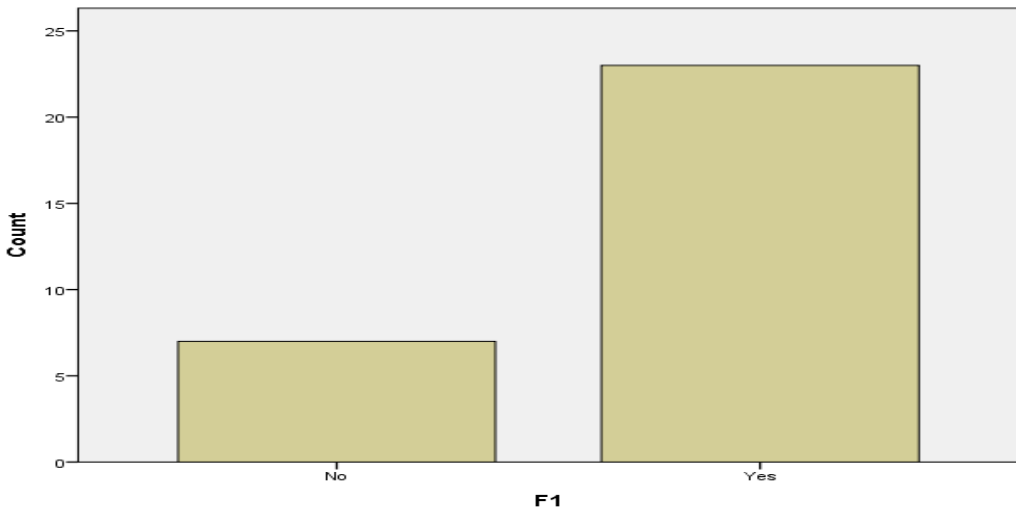


Figure 4.1 shows condition of school building.

Analysis 4.1

The mean analysis of the above table 4.1 shows that most of the male participants agreed with the point that yes condition of school building is good. Whereas female participants also agreed with this point but not as much as compare to the males.

Table 4.2 shows washroom in school for teachers

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F3	Male	13	1.6154	.50637	.14044
	Female	17	1.8235	.39295	.09531

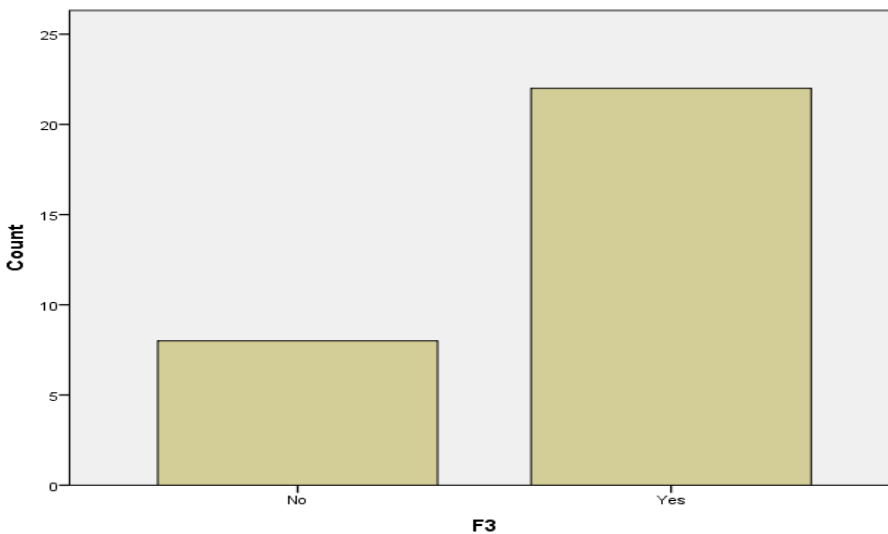


Figure 4.2 shows washroom in school for teachers

The above table 4.2 shows that female contributor they agreed with this question that there were washrooms in their school for teachers. While male contributors were also agreeing with this point but not as much as compare to the females.

Table 4.3 shows washroom in schools for students

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F4	Male	13	1.9231	.27735	.07692
	Female	17	1.8235	.39295	.09531

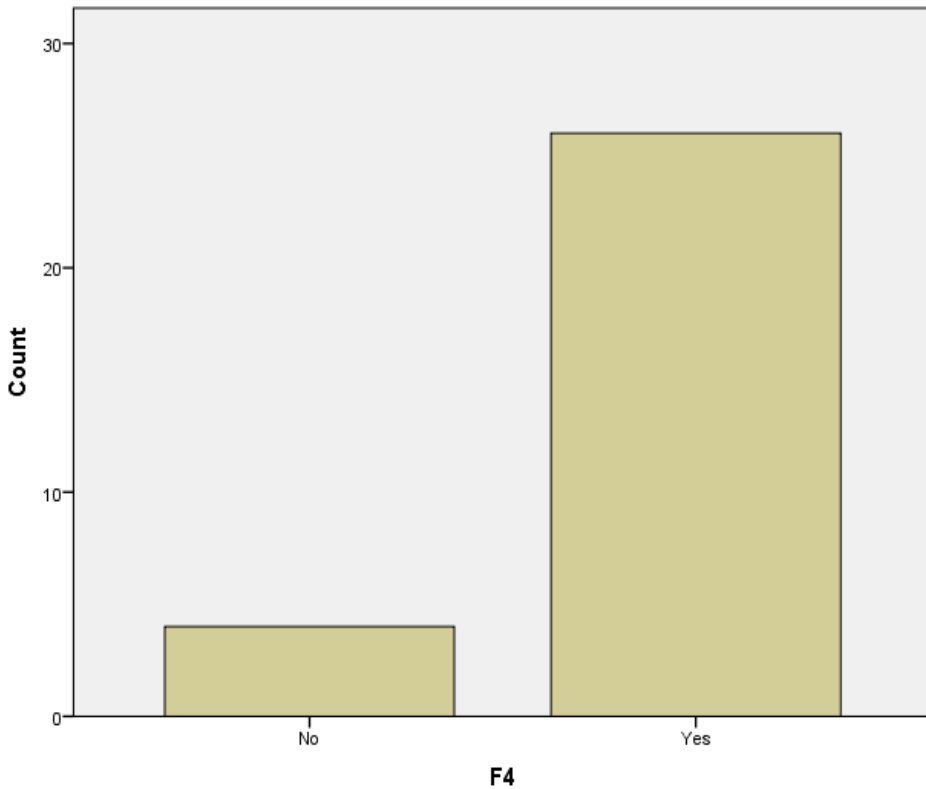


Figure 4.3 shows washroom in schools for students

The mean analysis of the above table 4.3 describes that mostly male participant's they agreed with this question that in school a washroom exist for students.

Table 4.4 shows availability of blind stick in schools for blind children

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
F8	Male	13	1.3846	.50637	.14044
	Female	17	1.4706	.51450	.12478

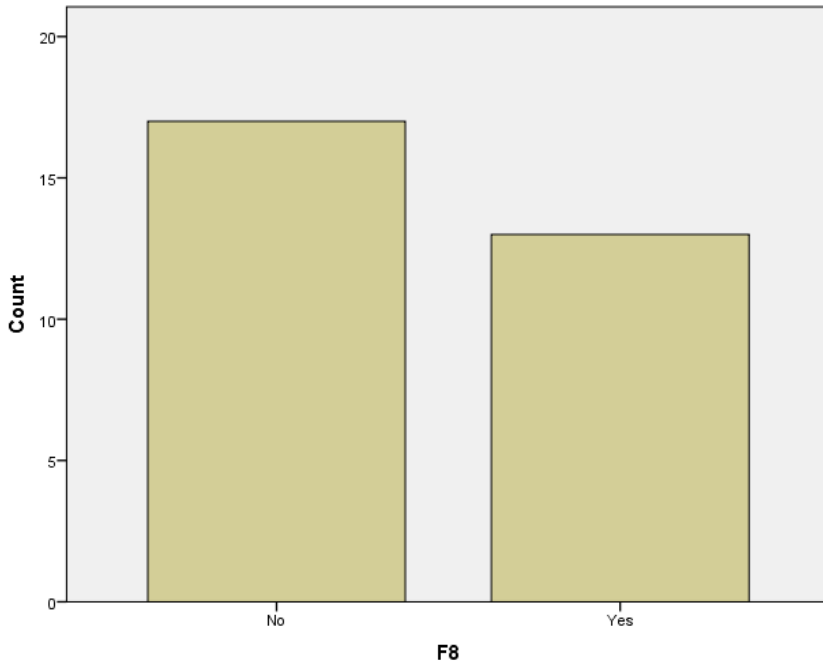


Figure 4.4 shows availability of blind stick in schools for blind children

The concluding part of this table 4.4 displays that female contributors they agreed and they said yes that blind stick is available in their schools for blind children.

Table 4.5 shows physical condition of classrooms

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F9	Male	13	1.5385	.51887	.14391
	Female	17	1.5294	.51450	.12478

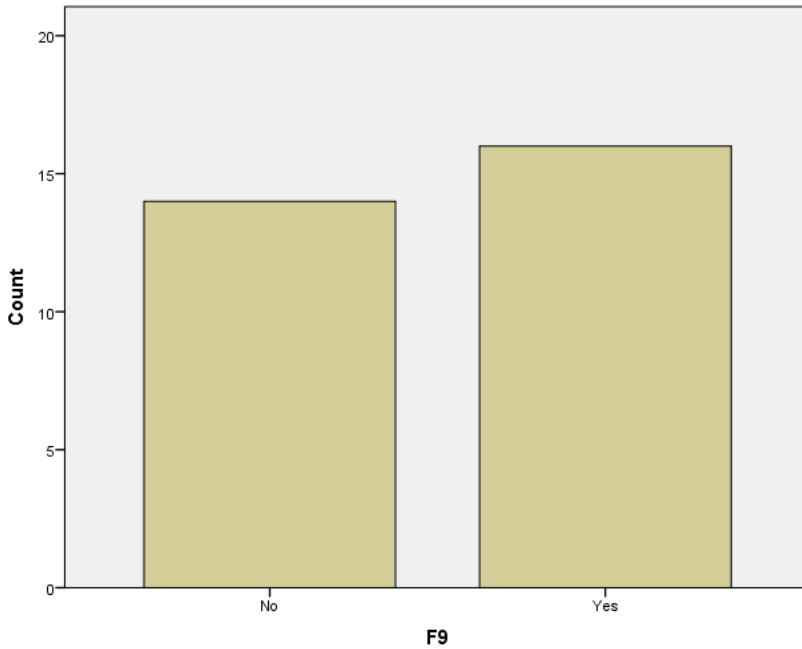


Figure 4.5 shows physical condition of classrooms

The mean analysis of the above table 4.5 shows that almost both of the participant's males and females they agreed with this question they said yes they are satisfied with the physical condition of classroom.

Table 4.6 shows facility of drinking water for schools

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F10	Male	13	1.4615	.51887	.14391
	Female	17	1.5294	.51450	.12478

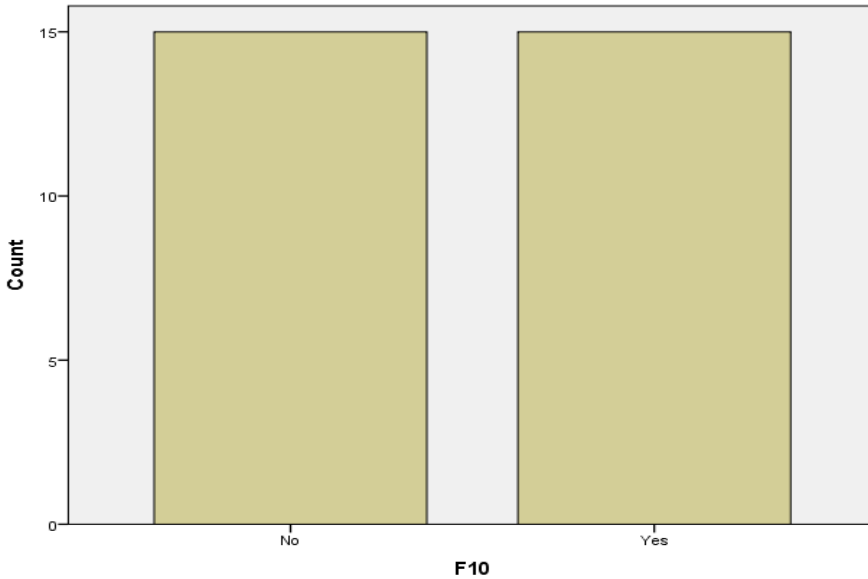


Figure 4.6 shows facility of drinking water for schools

The concluding part of this above table 4.6 explores that almost both of the participant's males and females they were agreeing with this question that yes there is any facility for drinking water.

Table 4.7 shows furniture availability

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
F12	Male	13	1.4615	.51887	.14391
	Female	17	1.4118	.50730	.12304

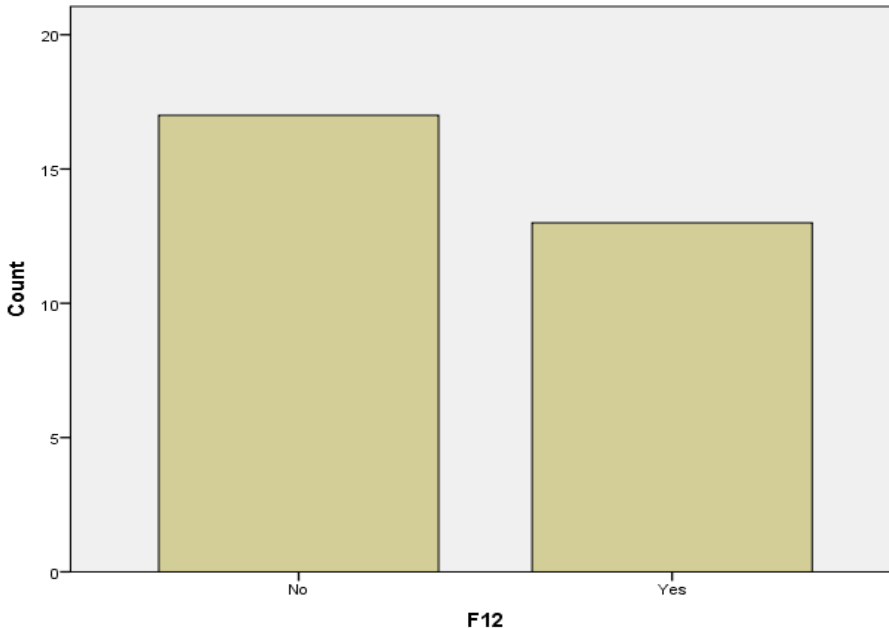


Figure 4.7 shows furniture availability

The mean analysis of this table 4.7 shows that there is a little difference in the responses of the both participant's regarding to this question that there is enough furniture available. Whereas male contributors answers were greater in number as compare to the females.

Discussion

Education system for special children in Quetta has suffered from several factors. These include lack of resources in special children's schools, traditional approaches to handle the disabled children, lack of learning competencies, lack of good governance and leadership at district and school level, poor quality of resources and teachers and their teaching pedagogies, absence of meaningful professional accountability, traditional approaches to teacher education, ineffective supervision and monitoring mechanism, lack of adequate financial resources, and inconsistency across the vision of education policies. To address these critical issues of quality, management and human and financial resources, several educational reforms have been launched by the federal and provincial governments for disabled children but they hardly have made any significant difference in improving the quality of education in Balochistan.

There were only small number of institutions for disabled children's. In Quetta to basic departments are working for the development of special children,

education department and social welfare department. There was a weak communication system between these two departments. Some non-government organization is also working for the education of special children. Very limited budget were allocated for the welfare and education of special education. There were only limited number of institution for special children run by government of Balochistan. And a small number of institution were also run by private sector.

Lack of basic facilities especially human resource like psychologist and physiotherapist were observed in every institution. There were also a shortage of some physical facilities like wheel chair, sticks and the provision of artificial hands and legs for disabled children. The results shows that the special children were handled like normal children. The teachers were found untrained and there were no professional training programs for teachers.

The lack of physical and human facilities has direct impact on students learning outcomes. The students were found unable to achieve the educational goals. Majority of the students did not achieve their students learning outcomes. Some of the teachers were unable to manage some physical resources. They were untrained regarding resource management.

Conclusion

The respect of disabled child is the keystone, particularly we are not respecting children instead we are trying to force them to pursue us and without looking upon on disabled children's needs. Naturally we are domineering them and being rude attitude with them and doing this we imagine for them that they will be obedient as well as well behaved. Therefore, it is our responsibility to deal them with kindness for which we are teaching them and to provide physical resources for them. It is noticed that when teachers expect children to help them in doing things and learn by themselves they show respect towards children. Once the children have options they will be having the ability to develop themselves which would result in acquiring necessities and effective independent learning.

It is concluded that the parent teacher association is very important towards most favorable care related to disabled children. Through building emotional health of children and through providing more supportive mechanism for children would result in successfulness towards a positive association among parent and teacher. It is advocated that educators are required to make an example by avoiding families from annoyance. If the families are invited and welcomed in the classrooms and take their suggestions regarding the provision of physical facilities that would be more and more helpful for children as well as both educators and parents.

It was also concluded that in special children schools the students and families as well as teachers belongs to different cultures, languages as well as social and economic statuses. Due to above mentioned reason both stake holder were not interested for the provision of resources in schools. There is stress among teachers, head teachers, management and children families. Like long duration of working hours, lack of adequate resources and small flexibility lessens the availability of time for teachers to tackle communications with parents this situation had great impact on education process. Parent and teacher both lacks common set of principles in school matters. Mostly teachers as well as head teachers be deficient in the capability of identification and communication of major ideas or problems regarding school facilities For the better management of special children's schools almost head teachers, parents as well as teachers all distinguish that their viewpoint and belief is not given proper valuation.

Recommendations

- According to the suggestions of the participants who contributed in this study that more trainings should be organized for the management of the schools, by Government.
- For the benefits of students, trained teachers should be arranged those must be specialized in their subject and the teachers must use some extra techniques in their teaching to enhance the quality of their teaching.
- The needs of the students should be fulfilled according to their desires.
- Transport facilities must be provided to the students.
- Some AV aids should be provided to the students, especially to those students those are having problems in their hearing.
- In stationary the government should provide them some general knowledge books.
- Fresh buildings should be provided to the students to overcome with the problem of classrooms and washrooms.
- It is also good that with education some extra programs should be also provided for the welfares of students
- It is also good that with education some extra programs should be also provided for the welfares of students

- Facilities should be provided to the special students those can't hear or they are handicapped

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