

Analyzing the Education Policies and Parents' Satisfaction In The Case Of Physically Disabled Children in Quetta District of Balochistan, Pakistan

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Abstract

This study analyzed the educational policies in line with the parents' satisfaction in the case of physically disabled children, in Quetta, Balochistan. The required data and information were gathered from 100 households where the physically disabled children lived. The primary data was collected through a household questionnaire survey, group discussions, semi structured personal interviews and observation. Secondary data included books, journal articles and websites. Data were analyzed using the Statistical Package for Social Science (SPSS). To analyze the data, descriptive statistics was applied such as, frequency distribution and percentages. The findings of this study revealed that the old-age centralized policies seemed to have significantly affected the enrollment and quality education in the case of physically disabled children in the study area. For instance, there are only a few schools functional in entire Balochistan. The other 31 districts lack this facility. Dropout after class eighth is almost 100%, as there are no high schools available for physically/disabled children, in Balochistan. The study

exposed that the overwhelming majority of parents were dissatisfied with the services provided to the physically disabled children in the schools. The study also identified the challenging factors that significantly influenced the PDC's education, included the centralized policy which overlooked the needs of children; chronic poverty, over-population, dependency and poor awareness. There is a great need to provide required facilities to the schools including sufficient budget; and, streamline the academic planning, effective monitoring and evaluation system.

Key words: Policy; Physically Disabled Children; Education; Satisfaction; Balochistan.