Identification of the Hurdles Faced by the Disabled Students at Secondary Level in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The main objective of the study was to find out the impact of disability on the performance of the students at secondary level in Khyber Pakhtunkhwa. All students (Male & Female) of Government secondary schools in Khyber Pakhtunkhwa constituted the population of the study. The study was limited to the Male students studying in secondary Schools of district Kohat. The study was significant in this regard that teachers and headmasters of the schools can improve the performance of the students by removing the hurdles confronted in the achievements of the disabled students (Male & Female). Government can also plan, implement and evaluate the present system of education for the disabled students in district Kohat.

One-hundred male students were selected randomly from the different secondary schools of district Kohat through simple random sampling technique. A questionnaire was prepared for the students to collect the data. The data was then tabulated and analyzed for interpretation of the results. It was concluded after applying appropriate statistical tools that Headmasters and teachers teaching different subjects were dedicated but they were unable to motivate the students

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for advance learning. It was suggested that curriculum should be reviewed and new techniques should be introduced for imparting better learning to the students.

Key Words: Deliberately, Employed, Disability, Confronted, Students, Secondary

INTRODUCTION

Aristotle has defined education as a "process necessary for the creation of a sound mind in a sound body", while John Dewey defined it as" Education is a process of living through a continuous reconstruction of experiences". These definitions imply that a child has some natural potentialities and capabilities. These ought to be developed in conformity with the demands of the society (Amin, 2000).

Education is one of the most important instruments which play their role in Human Development. Globalization has created many opportunities as well as challenges, only those nations can benefit from the opportunities, which have acquired the requisite knowledge and skills. Education is the most important factor, which plays a leading role in Human Development. It promotes productive and informed citizens and creates opportunities for the socially and economically underprivileged sections of society (Iqbal, 1983).

REVIEW OF RELATED LITERATURE

Education is the process, through which a nation develops its self-consciousness, and this is done by developing the self-consciousness of the individuals who composed it. School is not mere a public institution, but it is a social institution which provides mental, physical, ideological and moral training to the individuals of a nation, so as enable them to have full consciousness of their mission of the purpose in life and equip them to achieve that purpose (Iqbal, 1983).

Education is the sum total of the experiences which mould the attitude and determines the conduct of both the child and the adult (Dewey, 1963). There is no doubt that future of the state will and must greatly depend on the type of education, given to the children and the way in which to bring them up as future citizens of Pakistan (Jinnah, 1947). Education is one of the basic human needs. It can serve to mobilize one of the most important factors in the development of every country in the world, usually its human resources. Education can raise the individual's awareness and promotes their ability to improve their living conditions. Education increases the general ability and knowledge. In this way, Education can become an important tool of production. There is no single agreed definition of the term 'disability'. SC UK believes that it is not just an individual child's impairment which 'disables' him or her. The way in which society responds to child impairments is 'disabling', creating discrimination and barriers to participation (including participation in education).

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Special education evolved as a separate system of education for disabled children outside the 'mainstream', based on the assumption that disabled children had needs which could not be addressed within mainstream schools. Special education exists all over the world in the form of day, or boarding, schools, and small units attached to mainstream schools. Special schools are usually organised according to impairment categories, such as schools for blind or deaf children, for children with learning difficulties, behaviour problems, physical and multiple impairments. Separate education for disabled children has resulted in separate cultures and identities of disabled people, and isolation from their homes and communities. 'Specialist' teachers are also divided into categories. They have additional training, or experience, of Braille, Sign Language, etc. Further separation exists in universities, in government bodies, parents' associations and disabled people's organizations (Savolainen, H, Kokkala, H and Alasuutari, H (eds),2000).

Most poor countries are only able to provide education for a tiny minority of disabled children. This generally takes place in institutions located in cities, or other places where children may be far from home. This weakens family bonds, alienates them from family life and future employment in the community, and can lead to abandonment. Disabled children, especially girls, are more vulnerable to physical and sexual abuse. This vulnerability is increased if they are educated in residential institutions.

Teachers in special schools use specialized methods and skills to teach groups of disabled children. Unlike the role of these 'special teachers', the role of support teachers is to ensure that all children are included in mainstream classes, by supporting class teachers. Support teachers operate at many different levels: they can be volunteers based in the community, parents, hands-on trainers, or highly qualified advisers who support a number of schools in a district.

Without help in feeding, toileting and communication, many children would be unable to attend school. If this help is refused, or becomes abusive, there will be a direct impact on the child's education. Teachers need to be aware of the potential violations of child rights, which can take place when children are dependent on others within the school environment. Even where the relationship between the disabled child and his or her care is good, the bond of dependency which develops can limit them both from speaking out or acting freely (John, 2001).

The more dependent children are, the more vulnerable they are to neglect, mistreatment and abuse. Transparency in care relations is, therefore, important for enabling children to complain, ask for confidentiality, or assistance in preventing or dealing with mistreatment. This will be the case in any situation, whether the child is at home, in school, in an institution or a refugee camp.

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Each girl and boy is born free and equal in dignity and rights; therefore, all forms of discrimination affecting children must end.... We will take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, by children with disabilities and children with special needs, to ensure the recognition of their dignity, to promote their self-reliance, and to facilitate their active participation in the community (UNICEF).

Many different types of behavioral problems occur in disabled children, and almost as many explanations are advanced regarding their causes. The latter include: the direct effects of disability upon the child; the severity of disability; the type of disability, and in this connection there is still much to learn about the extent to which different types of disability produce different behaviors; the occurrence of depressive reactions in affected children, which are probably under-recognized; family and parental factors (Professor I Kolvin, Royal Free Hospital, London, England). `The forester, the carver and the carpenter all see a different piece of wood, but it is the same tree' (Professor D Taylor, Institute of Child Health, UK). In handicapped children, the shame associated with being different is felt both by the child and the family, and parents may convey subconscious feelings of rejection they feel towards the child by their facial expression. This innovative approach may prepare the way for treatment aimed at promoting healthier acceptance of the handicapped child, through detailed study of subtle changes in facial expression, and their regulation.

RESEARCH METHODOLOGY

POPULATION

All students of Government secondary schools in Khyber Pakhtunkhwa constituted the population of the study.

DELIMITATION

The study was delimited to the secondary schools of district Kohat.

SAMPLE

One hundred students were taken randomly through simple random sampling technique for the collection of the data.

RESEARCH INSTRUMENT

A questionnaire was prepared for the students to collect information.

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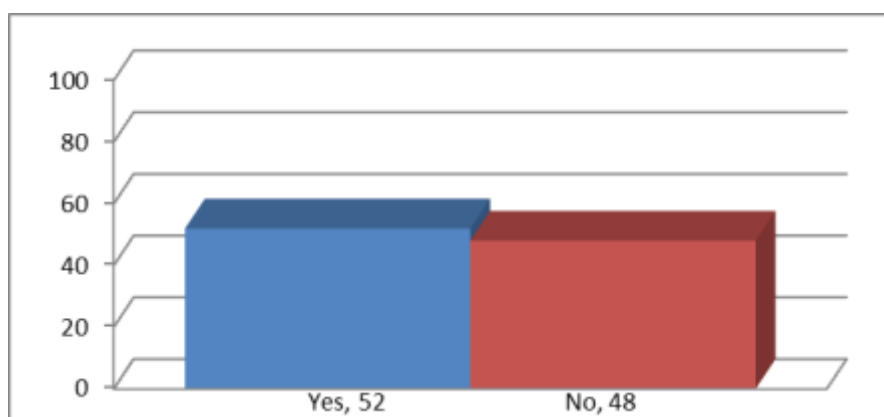Pakhtunkhwa, Pakistan   244

RESULTS AND DISCUSSION

Information was collected through questionnaire from the students to know the hurdles faced by the students of secondary level randomly and then interpreted as following;

TABLE NO 1:

Is the Headmaster of the school dedicated?

No of Students	Yes	No	Yes %	No %
100	52	48	52 %	48 %

The table indicates that 52% of the Students agreed and 48% of the Students disagreed with statement.

TABLE NO 2:

Is the Headmaster of the school strong?
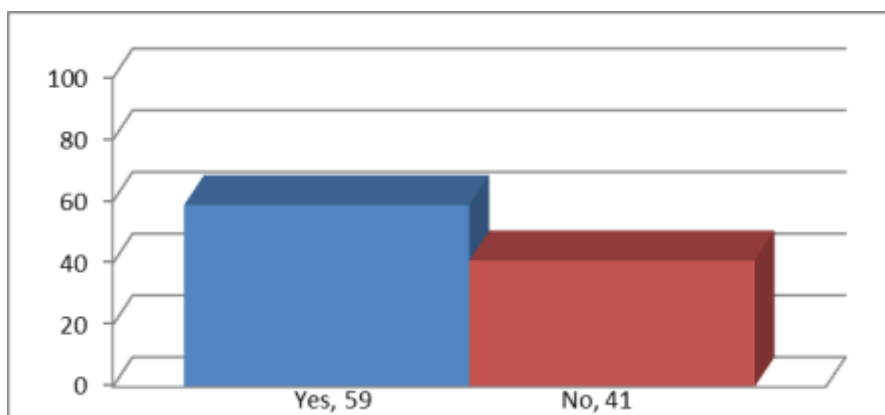
No of Students	Yes	No	Yes %	No %
100	59	41	59%	41%

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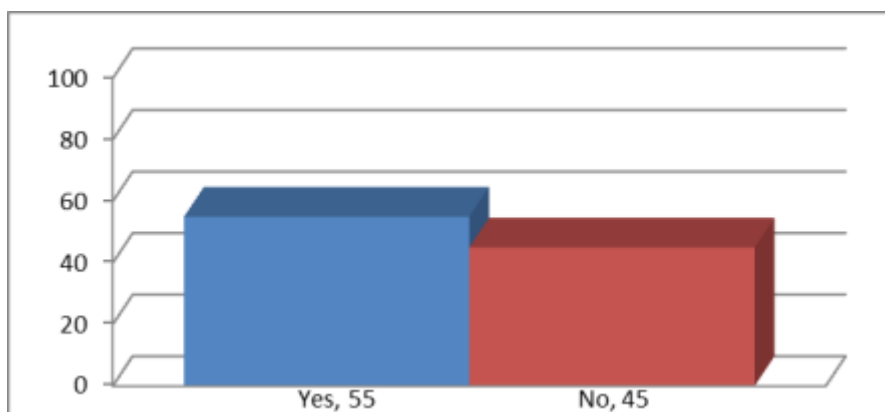Pakhtunkhwa, Pakistan   245

The above table illustrates that 59% of the Students thought that they their headmaster is strong and 41% of the Students denied this statement.

TABLE NO 3:

Is the Headmaster of the school vision-oriented?

No of Students	Yes	No	Yes %	No %
100	55	45	55%	45%

The above result indicates that 55% of the Students said thought that their headmaster is vision oriented while 45% of the Students do not think so.

TABLE NO 4:

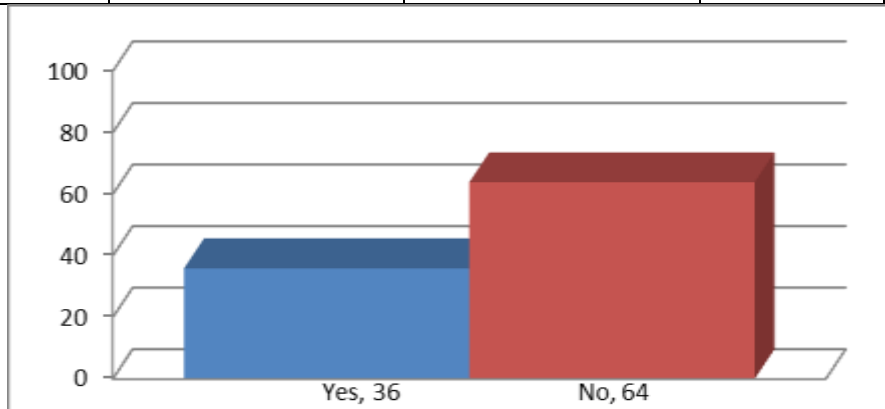Language in India www.languageinindia.com
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Is the Headmaster of the school empowering (making subordinates powerful)?

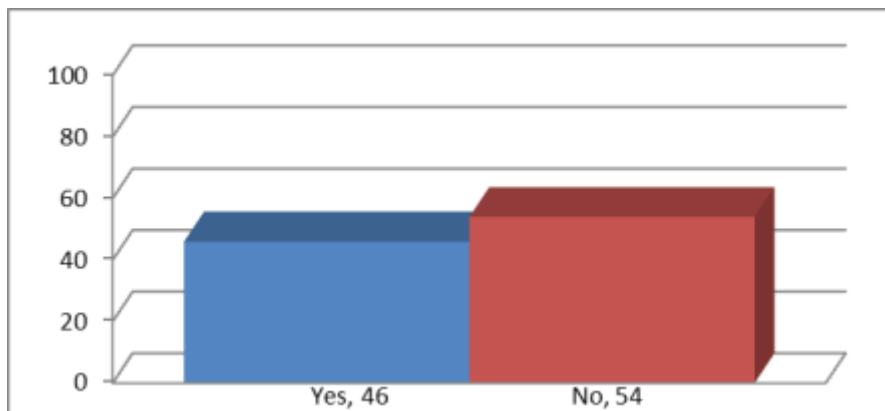| No of Students	Yes	No	Yes %	No %
100	36	64	36 %	64 %

This table shows that 36% of the Students answered yes and 64% of the Students answered no to the above question.

TABLE NO 5:

Is the Headmaster of the school collaborative?

No of Students	Yes	No	Yes %	No %
100	46	54	46 %	54 %

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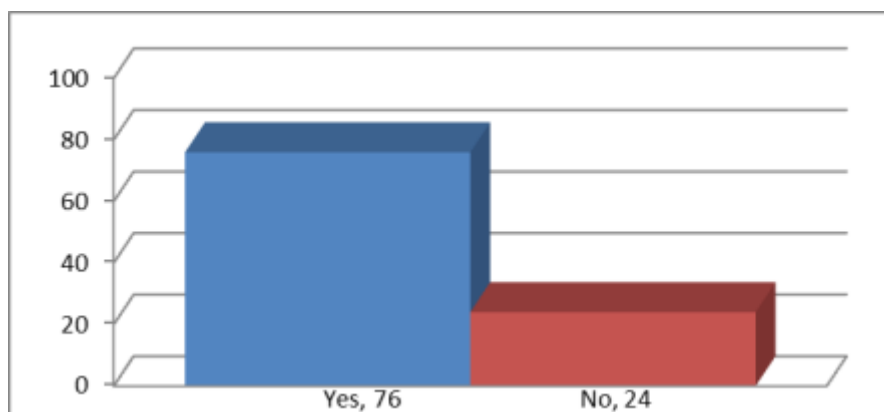Identification of the Hurdles Faced by the Disabled Students at Secondary Level in Khyber
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The above statistics shows that 46% of the Students agreed and 54% of the Students disagreed with the above statement.

TABLE NO 6:

Is the Headmaster of the school well-read?

No of Students	Yes	No	Yes %	No %
100	76	24	76 %	24 %

From the above table we conclude that 76% of the Students thought that their headmaster is well read while 24% of the Students did not think so.

TABLE NO 7:

Is the Headmaster of the school ethical?

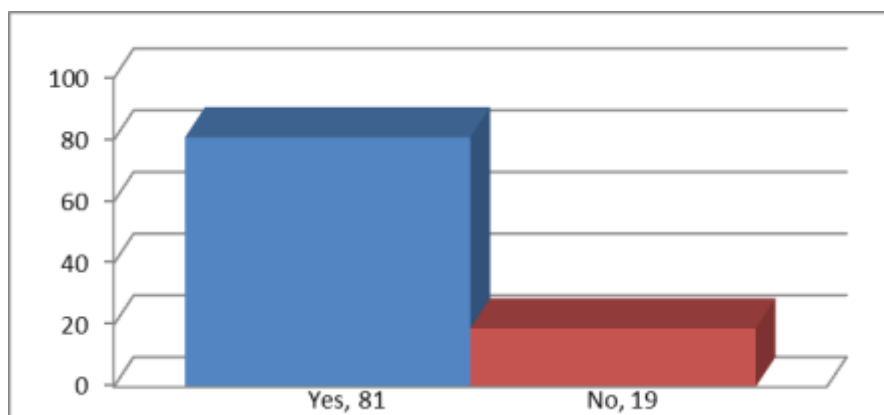| No of Students	Yes	No	Yes %	No %
100	81	19	81%	19%

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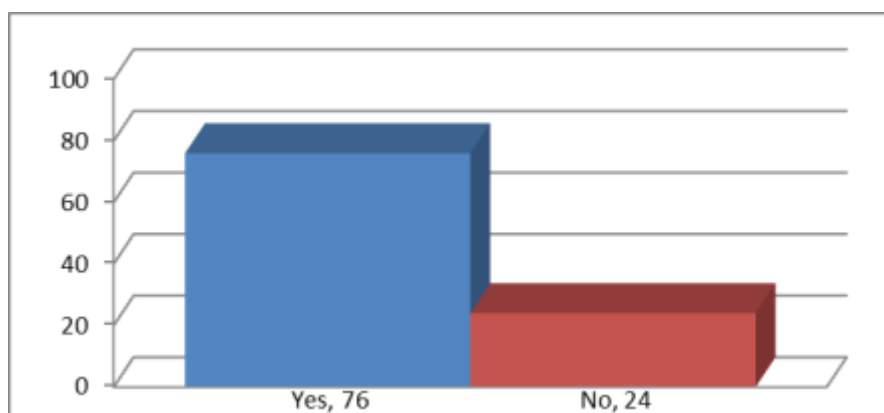Pakhtunkhwa, Pakistan							248

The above result illustrates that 81% of the Students were of the opinion that their headmaster is ethical whereas 19% do not think so.

TABLE NO 8:

Are the teachers committed?

No of Students	Yes	No	Yes %	No %
100	76	24	76 %	24 %

The above statistics shows that 76% of the Students felt that they are committed while 24% of the Students did not feel so.

TABLE NO 9:

Are the teachers friendly?

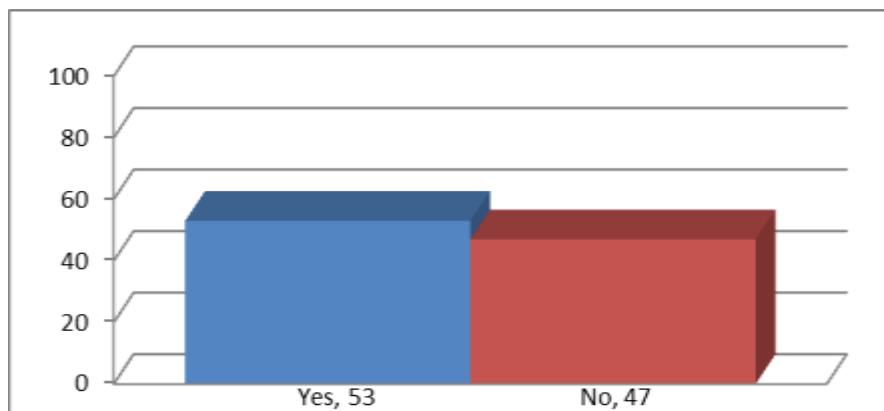Language in India www.languageinindia.com
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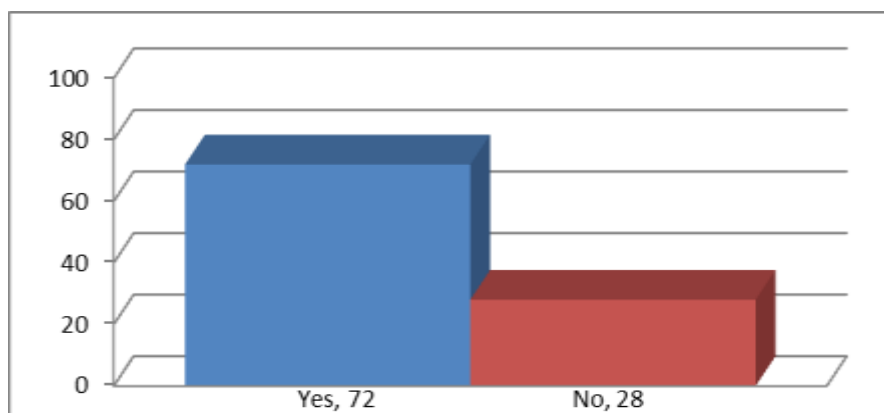| No of Students	Yes	No	Yes %	No %
100	53	47	53 %	47 %

The above table indicates that only 53% of the teachers were friendly while 47% of the students reported that they were not.

TABLE NO 10:

Are the teachers accountable?

No of Students	Yes	No	Yes %	No %
100	72	28	72 %	28 %

The above result shows that 72% of the Students felt that they are accountable but 28% of the Students do not have the same opinion.

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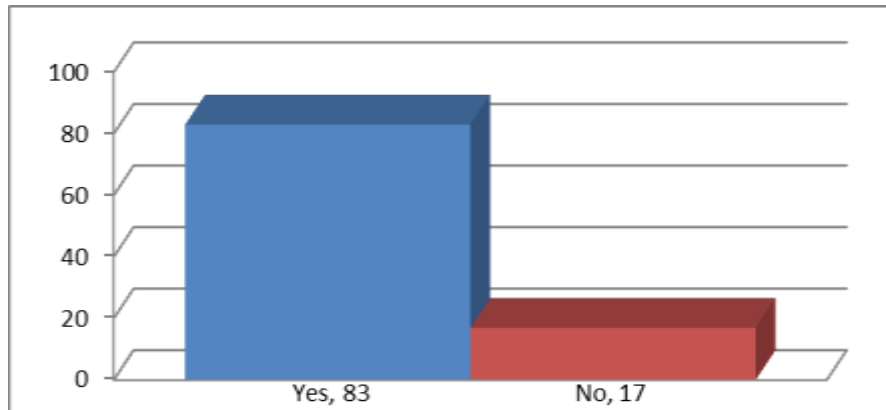Maqsood Ahmed, M.Phil. (Education) and Farzana Sardar, M.Phil. (Education)
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TABLE NO 11:

Are the teachers qualified?

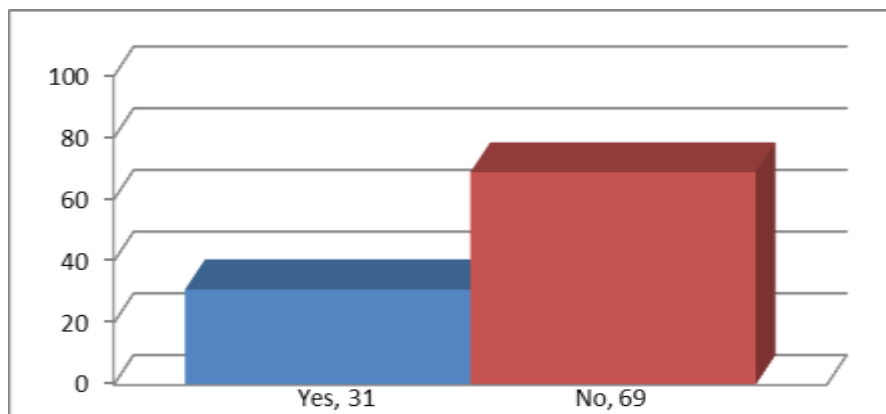| No of Students	Yes	No	Yes %	No %
100	83	17	83 %	17 %

From the above result we conclude that maximum of teachers are qualified.

TABLE NO 12:

Are the teachers forward looking?

No of Students	Yes	No	Yes %	No %
100	31	69	31%	69%

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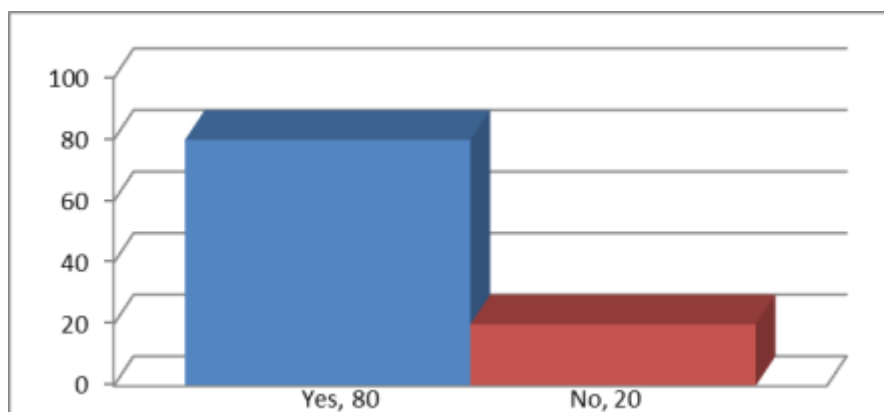Pakhtunkhwa, Pakistan   251

This illustrates that maximum of the Students think that they are not forward looking while some of the Students think that they are.

TABLE NO 13:

Are the teachers co-operative?

No of Students	Yes	No	Yes %	No %
100	80	20	80 %	20 %

This table shows that 80% of the teachers were cooperative and 20% were not.

TABLE NO 14:

Are the teachers exemplary (serving as a model)?

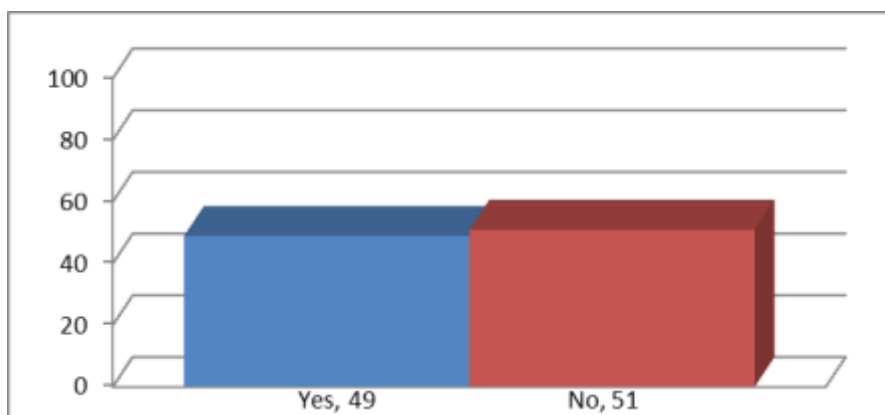| No of Students	Yes	No	Yes %	No %
100	49	51	49 %	51 %

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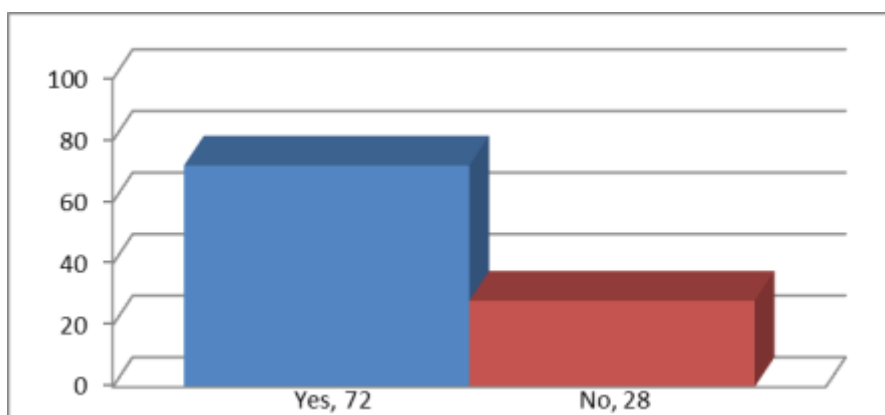
From the above statistics we conclude that only 49% Students have opinion that they are while on the other hand 51% Students have the opposite opinion.

TABLE NO 15:

Do the teachers provide an orderly atmosphere?

No of Students	Yes	No	Yes %	No %
100	72	28	72 %	28 %

The table shows that only 72% of the students agreed while 28% of the Students do not think so.

TABLE NO 16:

Do the teachers focus on time- on – task?

No of Students	Yes	No	Yes %	No %

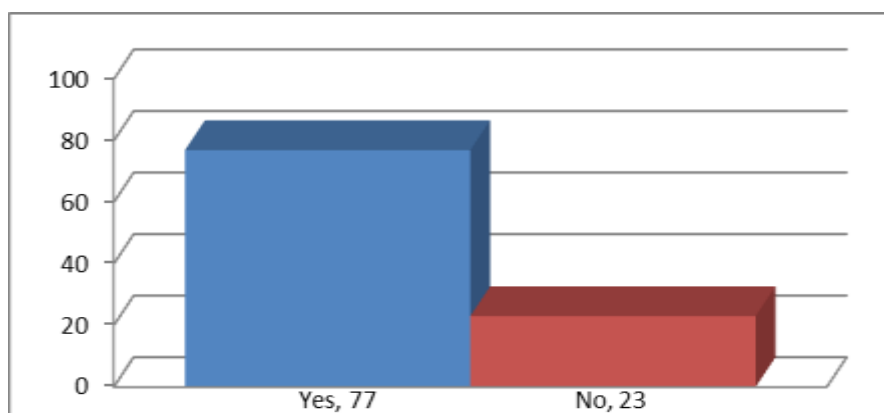Language in India www.languageinindia.com
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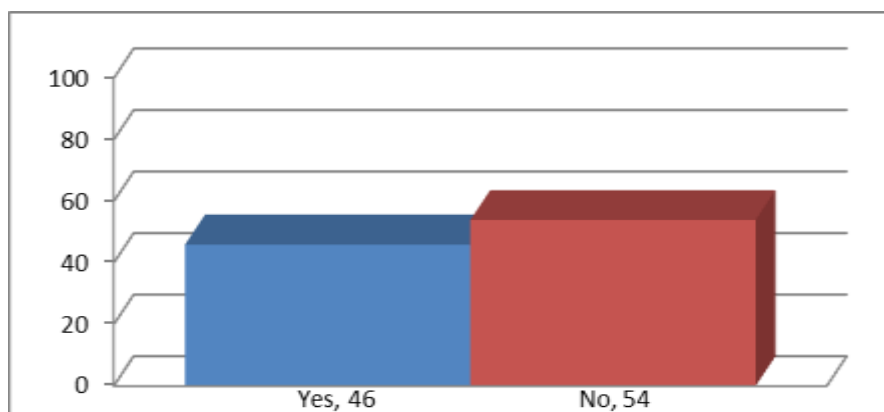| 100	77	23	77 %	23 %

The table shows that 77% of the Students answered yes and 23% of the Students answered no to the above question.

TABLE NO 17:

Do the teachers motivated children to learn?

No of Students	Yes	No	Yes %	No %
100	46	54	46 %	54 %

The above statistics shows that 46% of the teachers used to motivate the children to learn whereas 54% of the teachers were not interested in motivating children to learn.

TABLE NO 18:

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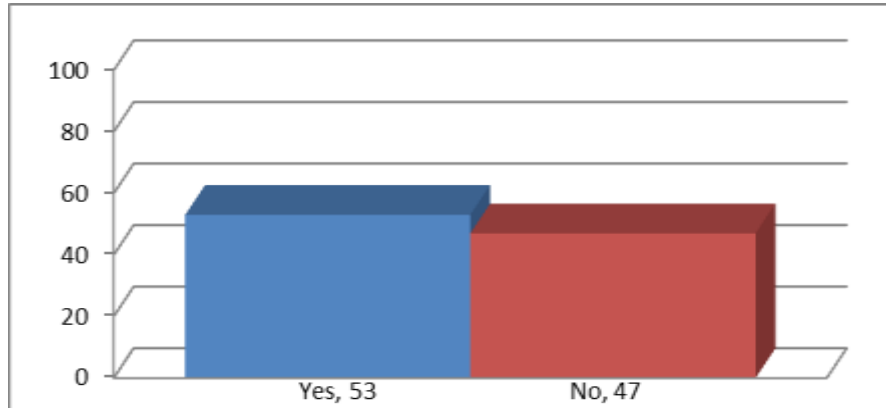12 : 4 April 2012
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Do the teachers organize lessons sequentially?

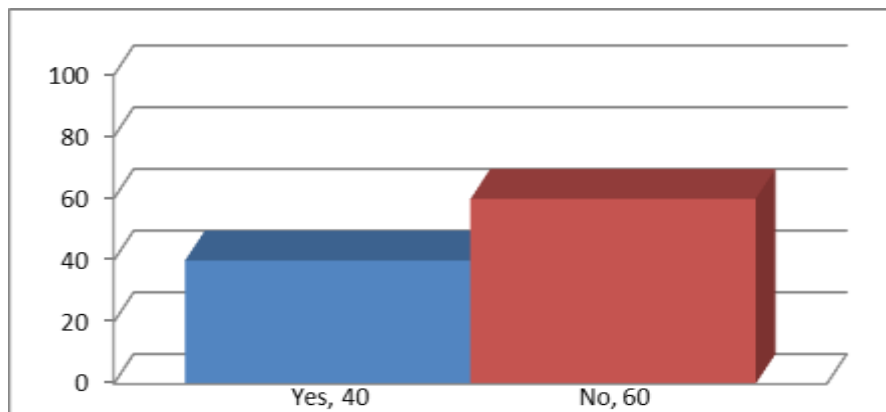| No of Students	Yes	No	Yes %	No %
100	53	47	53 %	47 %

The table shows that 53% of the Students think that they organize their lessons sequentially while 47% of the Students did not think so.

TABLE NO 19:

Do the teachers communicate meaningfully?

No of Students	Yes	No	Yes %	No %
100	40	60	40%	60 %

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This table shows that 60% of the teachers do not communicate meaningfully while 40% of the teachers do so.

TABLE NO 20:

Do the teachers reinforce learning?

No of Students	Yes	No	Yes %	No %
100	18	82	18 %	82 %
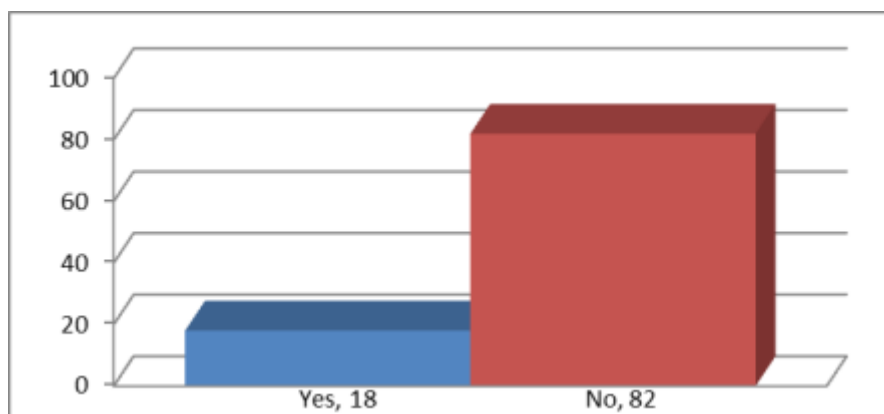
These statistics shows that 82% of the teachers do not do while 18% of the teachers do.

TABLE NO 21:

Does the school employ techniques of individualized instruction (instruction adapted to meet the specific learning needs of each student)?

No of Students	Yes	No	Yes %	No %
100	25	75	25 %	75 %

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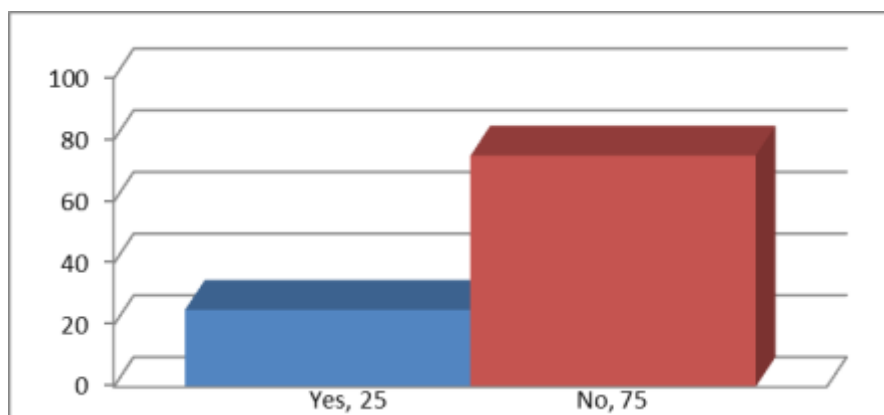Pakhtunkhwa, Pakistan   256

The above table illustrates that 25% of the Students agreed while 75% of the Students disagreed with the statement.

CONCLUSIONS

After analysis and findings of the study, the following conclusions were drawn;

1. Headmasters of the schools are dedicated, strong, and vision oriented.

2. Headmasters are neither collaborative nor empowering.

3. Headmasters are well read and ethical.

4. Teachers are committed, friendly and accountable.

5. Teachers are qualified, cooperative but not forward looking.

6. Teachers provide an orderly atmosphere and focus on time.

7. Teachers organize lesson well but do not motivate the children for learning.

8. Teachers neither reinforce nor communicate meaningfully.

9. School does not employ individual instruction for any individual.

RECOMMENDATIONS

In the light of conclusions, there were following few recommendations;

1. The physically handicapped students constitute almost 10% of the whole population so there is special need to address their issues to enable them a constructive citizen.

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2.   Psychologists should be visiting or appointed in the institutions, to periodically treat the physically handicapped students to make them understand their value and to help them overcome their inferiority complex.

3.   Special trainings should be provided to the teachers enabling them to understand general and specific problems of the handicapped students as well as to improve the atmosphere. They should also be trained to provide guidance and counseling to the handicapped students in daily routine.

4.   Teachers should educate normal students to behave normally with the handicapped students and they should take care of them being special children.

5.   It should be insured that the handicapped students are in direct communication with the head of institute so that they feel confident to convey their messages. The head of the institute should also make sure to interact with the handicapped students to know about their day to day problems and progress. Head of institutions should make sure the provision of funds allotted for the handicapped children and they should be accountable for its proper and justified distribution.

6.   Special co-curricular activities should be arranged for the handicapped students on regular basis. They should also be provided with special arrangements to take part in normal children's co-curricular activities.

7.   The last but not least is the recommendation of improving quality of educational material keeping in mind the caliber and capacity of handicapped students and improving educational environment generally / specifically for the handicapped students according to their needs and demands.

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