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ROLE OF SPECIAL EDUCATION CURRICULUM IN ADJUSTMENT OF PHYSICALLY HANDICAPPED CHILDREN IN SOCIETY

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Abstract

The purpose of this study was to identify the role of the special education curriculum in adjustment of physically handicapped children in society. The researcher used self-developed questionnaires to collect the data about the problem under investigation. All physically handicapped children of District Lahore were constituted as target population for the study. The physically handicapped children of Special Education School, Lahore were assessable population for the study. Fifty physically handicapped children from Special Education School Lahore were conveniently selected as a sample for the study. Simple descriptive statistical techniques such as mean and percentages were used to analyze the collected data. After careful data analysis the researcher concluded that the special education curriculum may play very vital role in the adjustment of physically handicapped children in society but unfortunately due to

lack of resources and infrastructure and lack of teacher's trainings that need to involve parents in education and rehabilitation program. Trained and qualified teachers should be appointed in these schools. There is also some lack in the awareness about the importance of social adjustment of physically handicapped children in the society. The researchers identified very important needs, problems, and adjustment problems of physically handicapped children through review of literature and research.

Keywords

Special Education, Curriculum, Physically Handicapped Children, Social Adjustment

1. Introduction

The importance of education for every person as well as every nation cannot be over emphasized. Its importance is increased to a greater extent in case of persons with physical disabilities, as education can help them to adjust in the society. In special education, there are specially designed instructions like curriculum to meet the unique needs of physically handicapped children (Ahmed, 2011).

Healthy environment in school can help in better adjustment and these children require more efforts on the parts of teachers and the peer groups to help them in better adjustment.(Panda, 1994) Special education of physically handicapped children with special needs is a way that addresses these students individual differences and specially designed curriculum needs. This process involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help physically handicapped children to achieve a higher level of personal self-sufficiency and success in school and society than would be available these students were only given access to a typical classroom education.(Kafiat ullah, 2013).

1.1 Research Objectives

- To identify social adjustment problems of physically handicapped children as they face in society.
- To explore the perception of physically handicapped children about the role of special education curriculum in the adjustment of physically handicapped children in society.
- To determine the curriculum of physically handicapped children can improve adjustment

problems of physically handicapped children in society.

1.2 Literature Review

The need and importance of special education was felt in different educational policies of Pakistan in different times. Government of Pakistan has launched a National Policy for persons with disabilities in 2002, which was implemented and working until now (Yourself, 2011) the present study highlights the role of special education curriculum in adjustment of physically handicapped children in society.

Special education students have to deal with the frustration they experience that accompany their learning difficulties (Grande, 1998; Keilitz & Dunivant, 1987). These children also suffer from physical health conditions that can disrupt their school learning and social relationships (Gallico et al., 1988).

Services for children with special needs in Pakistan are subdivided into four categories of handicap. These are, with estimated percentages: physical 40%, mental 30%, visual 20% and hearing impairment 10% (Pakistan Ministry of Health, Special Education and Social Welfare 1981).

Healthy environment in school and additional educational services such as different approaches of teaching, use of technology or a resource room can help physically handicapped children in better adjustment in the society. Some adjustments are required in the structure of curriculum, but may not be possible in the improved government's schools, which usually cater to the needs of physically handicapped children in Pakistan. So, it is the physically handicapped children in Pakistan who need to solve major adjustments (Lack of communication, adjustment problems in society, classroom and school) especially in the educational sector of Pakistan. Special education schools are not properly giving the attention of physically handicapped children through curricular activities which make physically handicapped children neglected part of society (Kafiat Ullah, 2013).

The government increased the focus on special education in 1980s influenced by some international events. These events include the International Year of the Child (1979), the International Year of Disabled Persons (1981), and the Decade of the Disabled (1983-1992). As a result, considerable number of special education institutions (still insufficient) was established and the full-fledged special education policies were formulated. It is need of the time to expand

the special education services so that the maximum number of special population may be benefited (Ahmad, Yousuf, 2011).

Moreover, the National Policy (1986 a) is primarily concerned with issues such as organizing services for the disabled and the implementation of programmes, and pays insufficient attention to the crucial matter of the curriculum. The 1988 Review of Policy also fails to specify curriculum objectives or the appropriate teaching methodology to be followed, although it does state that the aims of education for children with special needs must be seen as the same as those for mainstream children, and that the curriculum in special schools should therefore reflect the broad pattern of the curriculum in ordinary schools (Fontana & Lari, 2001). Hence, the parents of disabled children have committed themselves to care for their child as long as he needs it, parents, in reality, deal with the problems and difficulties. Parents feel they will fail in some way, if they use respite care services. But for achieving some degree of normality in their family life formal help is very important (Joseph, 2006). The purpose of this study was to determine the role of special education curriculum in adjustment of physically handicapped children in society.

1.3 Methodology

Due to time and financial constraints the study was delimited to Lahore district Pakistan. The number of respondents would be limited to 150 physically handicapped children of secondary level (five to eight grades) in special education among province Punjab. Lahore was selected for collecting data from physically handicapped children at the ages of 07-10 years from Lahore, Pakistan. Three Govt special education schools will be selected as target population. A self-developed questionnaire was developed by researcher with 10 items focusing more on three main variables considering content validity. The respondents would be physically disabled children and their disability can be mild, moderate and severe due to by birth, by accident and can be by any disease. If the respondents are unable to write due to missing of their limb (like and, arm and fingers) then researcher would get the help of teachers as a survey would be conducted by the researcher.

1.4 Data Analysis & Findings

1.4.1 Frequency Analysis

After the data was collected, it is analyzed by calculating the frequency scores.

Table 1: Frequencies showing the age of students

AGE			
	Frequency		Percent
Valid	7-8	8	13.3
	8-9	43	71.7
	9-10	9	15.0
	Total	60	100.0

This table shows those 8 students with age (in years) of 7-8, 43 among 8-9, and 9 among 9-10.

Table 2: Frequencies showing the gender of students

GENDER			
	Frequency		Percent
Valid	Male	36	60.0
	Female	24	40.0
	Total	60	100.0

This table shows that 36 male and 24 female students participated.

Table 3: Frequencies showing the education level of students

EDUCATION			
	Frequency		Percent
Valid	Grade5-6	13	43.0
	Grade 6-7	26	35.0
	Grade 7-8	21	21.0
	Total	60	100.0

This table shows students were 13 in the grade5-6, 26 among 16-7, and 21 among 7-8.

1.5 Analysis of Data

Item No	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The time for each specific curriculum class is enough.	2 3.3%	2 3.3%	10 16.7%	25 14.7%	21 35%	60
You like specially designed instructions.	1 1.7%	4 3.3%	14 23.3%	25 41.7%	25 41.7%	60
This assigned curriculum is too difficult for your level.	1 1.7%	0 0%	9 15%	27 48.3%	14 23.3%	60
Physical health conditions create problems in learning.	1 1.7%	3 5%	15 25%	17 28.3%	24 40%	60
Disability creates problems in social relationship.	3 5%	2 3.3%	11 18.3%	23 38.3%	21 33.3%	60

You like your teacher's method of teaching.	2 3.3%	4 6.7%	14 23.3%	23 38.3%	17 23.3%	60
You are satisfied with your curriculum.	2 3.3%	3 5%	10 16.7%	20 33.3%	25 41.7%	60
You have adjustment problems with peer groups.	2 3.3%	1 1.7%	4 6.7%	19 31.7%	34 61.7%	60
You face communication problems to move in society.	3 5%	3 15%	7 11.7%	28 46.7%	19 31.7%	60
You like the use of resource room in your school.	4 6.7%	4 6.7%	10 16.7%	18 30%	24 40%	60

1.6 Results

1.6.1 Curriculum Difficulties

Physically handicapped children, mostly 25% described they have curriculum difficulties in their schools as it does not fulfill their society needs to adjust in the society. 20% liked the use of A.V aids in the class and 20% liked different approaches used by the teacher. They also liked teacher as their model. Most of the students, 30% feel curriculum as burden and they don't like the evaluation at the end.

1.6.2 Disability Difficulties

Physically handicapped children, 25%, mostly faced disability problems relating to peer groups, siblings and also in society. Among them, 17% told, they face lack of confidence in communication with friends. Their disability is a big problem in creating different problems in adjustment in class, in school and in society, according to result 25% showed their agreement.

1.6.3 Learning Difficulties

Majority 25% PHC have learning difficulties as they are PHC, and some have without organs like hand, arm and leg and in this way they have to face a lot of learning problems in understanding curriculum and movement in society. They like the use of resource room for their better learning at least 14%. They also like individual educational plan and different styles of class room settings, 13%. Majority students have severe health problems which reduce their interest towards better learning, almost 20%.

1.7 Recommendations

The results of the study found that PHC have many problems in learning their curriculum

and they also face disability problems too. More researches should be conducted to solve curriculum problems of PHC accurate adjustment of this neglected part of society. Steps should be taken to maintain link between parents and teachers. Special trainings should be given to teachers to involve parents in education and rehabilitation program. Trained and qualified teachers should be appointed in these schools. Teachers should be aware of new scientific researches and their results. Medical facilities should be provided to these PHC. Media should use to increase awareness about education of PHC as well as parents. Finally, the society also plays an important role in better adjustment of PHC in society.

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