

ATTITUDE OF EDUCATED AND UNEDUCATED MOTHERS TOWARDS THE NEED OF THEIR SPECIAL NEEDS CHILDREN

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ABSTRACT

Special needs children are children who, due to significant medical, physical, cognitive, emotional, or learning issues, require different, usually more intensive accommodations from schools and learning environments than do typical children. The purpose of this study was to address the management issues of special needs children. This study was descriptive survey in nature. All principals and teachers of student with special needs studying in special educational institutes of Rawalpindi city. Data was collected from nine special educational schools of Rawalpindi city. Stratified random sampling technique was used to draw the sample from population and sample was selected using L.R.Gay's table of sampling . According to the L.R.Gay's table if there are small population ,sample will be large. . Interview were conducted for teachers and principals of the school. The data obtained was tabulated and analyzed by using SPSS software's. Main conclusion that educated and uneducated mothers confronting many challenges regarding their special needs child. Managing and educational issues of special need children could be resolve with the help of teachers. Major recommendations are: Regarding educational issues special counseling workshop should be organized for mothers of special need children and teachers. Different strategies should be developed for mothers and teachers to managing their special need children.

Keywords: Mother, attitude, Special needs children

INTRODUCTION

Society's attitude towards people with special needs have a huge impact on the quality of services that are provided. Negative attitude, in particular, can result in the failure of programs. such attitude originates from culture and societal customs, religion education and socio-economic factors and it is, therefore, often difficult to change them in such a way that people develop more positive attitudes. The purpose of this study is to address the management issues of special needs children. This study was descriptive survey in nature. The relationship between principal leadership and special education has not received much attention until recently. Papers and reports related to the roles and responsibilities of principals in effective schools generally do not make specific references to the needs of students with disabilities and special education teachers (e.g., Educational Research Service [ERS], 1998, 2000; NAESP, 2001b; Institute for Educational Leadership [IEL], 2000; National Commission on Excellence in Education [NCEE], 1983). During the past decade, however, emerging research has demonstrated a significant relationship between special education teacher attrition and school leadership.

STATEMENT OF THE PROBLEM

The present study attempted to examined the perceptions of teachers and principals in managing issues of special need children.

OBJECTIVES OF THE STUDY

1. To analyze the perceptions of teachers and school administration in managing issues of special need children.
2. To find out the challenges of special needs children.

SIGNIFICANCE OF THE STUDY

The study was of descriptive analysis (qualitative and quantitative). Its finding may significantly beneficial for teacher and school administration of special needs children

LITERATURE REVIEW

Understanding Special Educational Needs

Brodie (2014) defined the Children with special educational needs are children at first and have many commonalities with different children of the same age. There are many aspects of child development and the whole child, as well as mood, flexibility in speaking, flexibility, strength, and flexibility in understanding and vitality in life as well as the need to know it. Each child has strengths, moods and individual experiences, so obvious disabilities can affect children individually. A child's special education scheme should not specify the child as a whole. It is important to remember that inclusive education is not about the faculty or the actual class attended by a young child. It is about what is going on in college or class. Comprehensive education refers to encouraging each child to request half of the day-to-day activity of the message, and to serve each child to reach the first degree of the college.

Webb & Kagimoto (2009) argued Comprehensive education refers to ensuring that the system adapts to the needs of children, rather than anticipating the "appropriateness" of children in the system. The Law on the Education of Persons with Special Educational Needs has not been fully implemented due to economic conditions, and this call is less than the current review. The section of law was inherited by the force deal mainly with the right to education in a comprehensive manner, the duties of the colleges and also the institution of the National Council for Education. The sections of the law that have not yet been implemented reflect those that provide legal rights to children with special educational needs in respect of evaluation, individual education plans and also the right to create appeals.

Early Childhood Education

Watson & Rangel (1989) explained that early childhood education refers to education before the beginning of formal education or before the age of six, and this is the age that Irish law requires for children to start their education. Early childhood education is often understood in integrating children into primary schools. Since January 2, the first theme of childcare and education has provided a free year for child care and education for all children between the ages of three, two, four and seven months, despite family financial gain or capacity to pay. Children with special educational needs are eligible to take advantage of this subject over a period of two years, with the amount of hours and funding the child equivalent for one year.

Tincher (2006) told that children who have been assessed to have special educational desires return to high school with a significant difference in different needs. The selected inability may not have an impact on learning by a particular approach, which means that the child wants more educational support, or should therefore not have an impact on the ability to learn in any field. Learning together with different children in a very well-studied schoolroom can be just what the child wants. Many children with special educational needs will be included entirely in the thinking categories with no additional support for education or care. Others may have useful instructional and / or additional care or technical support to support them in

the thinking categories. Some children with higher needs may be happy to place them in a very special category of thought colleges where there are fewer students in the classroom. Different children with advanced needs may have corrective interventions in private colleges. During their careers in the faculty, children may move from place to place as they age, or show different wishes, strengths, or skills. It is important that educational placements are cut off from review by retirees, people and different professionals. Children with special learning needs should be moved from one place to another, where it is often acceptable to satisfy their ever-changing desires and talents.

The Thoughtful Education Press (2007) said that children with general learning disabilities note that it is difficult to know, understand and do things of similar age. They will continue to learn and make progress at some point in their lives, but at a slower pace than alternative children. General disorder is in the amount of gentle, moderate, severe or deep. The impact of disability is quite different for people, where each child presents a new image of strengths and desires. Children with learning disabilities generally grow at a slower rate than alternative children. Their words and language may take longer to develop they will have trouble forming ideas, such as color, and in transforming their ideas and ideas into words. Some children may show a lack of coordination in motor activities, for example, handwriting, football, jumping, or shoelaces. It is difficult for these children to listen to the school and recover what they need. They will have a greater problem transferring what they learn within the classroom to alternative settings. Children with mild learning disabilities face difficulties in most areas of the school curriculum, as well as reading, writing, understanding and numeracy. It may also take longer to develop the necessary talents for everyday life that embodies the ability to seek care and communicate with others. Some children with mild general disorder may notice that it is annoying to adapt to high school life and will show signs of inappropriate behavior or what can be considered immature behavior.

There are is necessity of discovering partially seeing children by having all children given through medical examination including an ophthalmologic examination. Before they enter school and at specified intervals throughout their school life where such procedure is not available visual screening may be done by the district Health officer of the state in order to discover children who are to be referred to ophthalmologic examination. It is also the responsibilities of the headmaster to follow throughout all referred cases in order that every necessary attention may be given. It is also the obligation of the parents to have their children medically examined but in case they fail to do so the headmaster should see that necessary attention is being provided.

Organization of special classes for the partially seeing children is the best method of providing educational facilities. As the proportion of the partially seeing children is one to five/hundreds of the school population, it is not difficult for the district Education Officer to judge at least approximately, the number of such pupils in their district and to decide whether the organization of special classes is necessary or if other precision can be made. The first thing is that of broadening which will be subsidized by the state. Secondly the provision of assistance by the way of a special teacher who can give the needed assistance to the teachers in the rural areas, who have partially blind children in their classes.

Thirdly, special facilities may be provided to the primary school going children because the sooner the partially seeing child is given the needed assistance, the greater will be the hope of success. Besides 66 books printed in large, clear, pencils with thick soft aids and unglazed paper should be provided to children whose eyesight is too weak seating arrangement should be done in such way that the child can see satisfactorily. Arrangement for sufficient light should be made. Chalk boards, bulletin boards, graphs, charts etc. should be provided.

Visually impaired children should obtain retain an enormous amount of information by hearing it. Much time in school therefore should be develop to speaking and listening to others. They can also use recorded materials particularly in the latter grades. A child may use a tape recorded to take notes and listen to a record, tape or person reading aloud a lengthy reading assignment.

Learning to listen activities can take an almost unlimited variety of forms. Young children for example may learn to discriminate between sounds that are near far loud and soft, high and low. A teacher may introduce a new word into a sentence and ask the child to identify it.

Some educators suggest that academic achievement has traditionally been over emphasized at the expense of important basis living skills. Helton in the year 1976 argued that the most urgent attention be given to such topics as cooking, grooming financial management, recreational activities, personal hygiene etc. Instruction in these skills can facilitate the students independence as an adult.

He further recommended that if necessary the visually impaired student should be taught how to deal with strangers how to interpreter and explain his visual impairment to others and how to make conversion with other.

MATERIALS AND MNETHODS

Population

Population is defined as the target group of interest to the researcher from which the result of the study is generated. Nine govt schools for special education of Rawalpindi city was the field of the study. There were six hundred and thirty-seven students enrolled in these schools.

Table 1.Detailed of Special Education Institute in Rawalpindi

S. No	Name of the Institute	No. of Students	No. of Teachers
1	Govt.Sec School Of Special Education For HI Girls,RWP, Sawan Camp	78	7
2	Govt. School For The Blind Girls, RWP. Shamsabad	70	6
3	Govt. Qandeel Sec School For Blind, RWP. Kohati Bazar	55	12
4	Govt. Institute For Slow Learner RWP. Stellite Town.	73	5
5	Govt. Special Education Centre For Mentally Retarded RWP. Gulraiz Colony.	85	6
6	Govt. Degree College Of Special Education , Misiyal Road RWP	68	5
7	Govt. Deaf And Defective Hearing School For Boys, RWP. Sawan Camp	83	10
8	Govt. Al. Ghazali Special Education Centre For PHC, RWP	64	8
9	Govt. Special Education Center. Misriyal Road RWP.	61	4

Delimitation

This study was delimited to the:

- i. Govt Institute of Special Education in Rawalpindi city.
- ii. Teachers and Principals of special educational institute.
- iii. The stratified random sampling design adopted

Sampling

There are 400 students and 33 teachers were selected using L.R.Gay's table of sample. According to the L.R.Gay's if there are 400 population then 196 would be sample from population and collect data from Govt Special education Institute located in Rawalpindi city. Five school selected as a sample of the study.

Research Tool

Research tools are the mean of collecting information for one's study. It is the first step towards a research. Structured interview was constructed for data collection.

Data Collection

The researcher personally conducted interview personally in the Special education schools of Rawalpindi. Preparatory work was done before administration of the instruments. Formal letter to the District Education Officer, Special Education Rawalpindi to seeking permission for collection of data. Primary meeting with principals and teachers of the schools were held to familiarize them with rationale of the study and confidence building.

Data Analysis

The data of questionnaire were analyzed in the form of tables and figures etc. Interviews were analyzed in a descriptive or narrative form as it is a tool for collecting qualitative data so it can't be analyzed statistically.

RESULT AND DISCUSSIONS

Interview Analysis of Teachers

The qualitative data involved in to analyze the perception of teachers and principal in managing issues of special needs children. Teacher and principal views were explored on particular aspect of attitude of educated and uneducated mothers towards their special needs children.

Q1. Do you think that more experience teacher is more dedicated as well?

Table 2. Comparison between teaching experience and dedication

S. No	Items	Frequency	Percentage
1	More teaching experience have more dedication	22	66
2	More teaching experience with less dedication	5	15
3	Newly appointed teachers have more dedication	6	18

The above mentioned table shows that majority of teachers 66% answered that teachers having more teaching experience are more dedicated. 15% respondents said that teachers who have more teaching experience loses their dedicational spirit and 18% said that newly appointed teachers which have less teaching experience are more dedicated to their profession.

Q2. It is easy to counsel educated mothers as compare to the uneducated mothers.

Table 3. Counseling of mothers

S. No	Items	Frequency	Percentage
1.	Easy to counsel educated mothers.	26	78
2.	Easy to counsel to both.	4	12
3.	Difficult to counsel to both.	3	9
	Total	33	100

The above mentioned table shows that most of respondents 78% said that it is easy to counsel educated mothers as compared to the uneducated mothers. 12% answered that both educated and uneducated mothers are easy to counsel and 9% respondents said that it is difficult to counsel and advised to both educated and uneducated mothers.

Q3. Are the mothers of special needs children support you in managing educational issues of their child?

Table 4. Attitude of mothers with teachers in managing educational issues

S.No	Items	Frequency	Percentage
1	Supportive attitude of EM and UEM	13	39
2	Supportive attitude of educated mothers	17	51
3	Unsupportive attitude of EM and UEM	3	9
Total		33	100

The above mentioned table shows that majority respondents 51% said that educated mothers are more supportive in managing educational issues of special needs children and 39% answered that educated and uneducated mothers of special needs children supportive attitude with teachers regarding educational issues of child. 9% said that educated and uneducated mothers both have unsupportive attitude towards child educational need.

Q4. Spouse of educated mothers are more supportive as compare to the uneducated?

Table 5. se attitude of educated and uneducated mother

S.No	Items	Frequency	Percentage
1	Spouse of educated mother are more supportive.	19	57
2	Spouse of uneducated and educated mothers are supportive.	14	42
Total		33	100

The above mentioned table indicates that majority of respondents 57% agreed that Spouse of educated mothers are more supportive and 42% said that husbands of uneducated and educated mothers both more supportive. Result shows that spouse of educated and uneducated mothers supportive regarding their special needs children.

Q5. Are you providing special counseling services to uneducated mothers?

All teachers answered that they are providing special counseling services to uneducated mothers and also to educated mothers regarding managing their special needs children.

Q6. Is there any special training program for the mothers of special needs children?

Analysis: According to respondents views some training workshop and guidance are given to the mothers of special needs children regarding childs' issues.

Q7. Does the syllabus having special curricular strategies to guide the uneducated parents of the child?

Analysis: Most of them agreed to this syllabus have no special curricular strategies for the parental guidance.

Q8. Educated mothers have co-operative attitude towards their child's educational need.

Analysis: Yes they are positive attitude towards their childs' educational needs.

Q9. The syllabus and intervention provided by you are easily understandable by the mothers?

Analysis: It was seen that it is difficult for uneducated mothers to understand the strategies to teach their child and syllabus. Educated mothers understand syllabus and intervention more easily because of their supportive attitude with teacher.

Q10. Curriculum and intervention that you are providing need to be revise?

Analysis: According to teachers' responses it was concluded that revision in curriculum and interventions and teaching strategies is needed due to changing in needs of special child.

Analysis of Responses of Principal in Interview Guide

To find out the perceptions of Principal in managing issues of special needs children interview was conducted. After analyzing the data, from total number of Principal of targeted special education schools, it was seen that all principals were qualified each of them possessing master and professional degree in special education. In relation to their teaching experiences, all the principals participants had enough experience. The data show that all principals' had rich teaching experience and explore their views regarding under discussion topic.

Mothers Attitude

All principal said that educated mothers have more positive attitude as compared to the uneducated mothers of special needs children. Though, uneducated mothers are also concern with their child's issues. Being a mother, both are worried about their childs need, issues and about their future. But educated mothers can manage these issues in better as compare to the uneducated mothers.

Factor Effecting Mothers' Attitude:

All respondents answered that parents facing many issues i.e social, educational, physical economical prejudices etc which effecting their attitude. With these factors parents specially mothers of special needs children show variation in their attitude and behavior.

Challenges

As a head of department or principal, they have the ability to face multiple challenges. Being a head of special educational institute, its their duty to understand the issues of teachers, parents as well students. It was also analyzed that in some cases they feel difficulties to teach uneducated mothers due to their negative attitude.

Illiteracy and Poverty as a Big Nuisance

Illiteracy affects all areas of life. Those with low literacy skills are far more likely to live in poverty, face health problems because they can't read prescription labels or instructions, and grow isolated in a world increasingly dependent on computers. Economically weakened individual so, they can't fulfill their family's' needs. Illiteracy and poverty more effected the parents of special needs children as compared to the parents of normal child. Because they facing health problems, educational and to meet their needs, they need strong economic back.

FINDINGS

The finding of the data analyzed below:

1. Through qualitative analysis, interview guide which was conducted for knowing teacher and principal perception regarding managing issues of special needs children, that they

received positive response from educated mothers. It was easy to them to counsel educated mothers as compared to uneducated other.

2. Administration facing many challenging issues regarding special needs child and with their parents.

DISCUSSION

After analyzing the interview, it was seen that teacher experiences some issues about special needs child related to their educational health and management issue. Some recommendation founded for managing issues of special need children.

RECOMMENDATION

The following recommendations need to be considered to improve the quality of education:

- i. Latest teaching strategies and intervention should be provided to the teachers.
- ii. Syllabus should be revised.
- iii. Syllabus must be having special curricular strategies to guide the uneducated parents of special need children.

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