

## **Social Assessment: Needs and Barriers Of Special Persons With Reference To Family**

Yousaf Khan, Mussawar Shah, Nayab Ali, Shakeel Ahmad, Sajjad Ali,  
Muhammad Asad Jan and Ubaid Bakhsh  
The University of Agriculture Peshawar KPK, Pakistan.

### **ABSTRACT**

The present study was designed to explore the relationship of Social aspect as the independent variable and family type as the dependent variable. The sample size of 80 respondents (Household Heads) was randomly selected for drawing out information. Both uni-variate and Bi-variate analysis were carried out for reaching into inferences. At uni-variate level, it was explored that the respondent had a clear vision (66.2%) upon the special person's needs. Moreover, socio-cultural aspects were responsible as barriers to special person education as disability was considered uncontrollable by divine God (77.5 %) a social stigma (58.8%), society ignored special children 75%, 47% claimed that special persons are considered economic burden on their family. At bi-variate level, while cross-tabulating the independent variables with the dependent variable and putting  $t^2$  test to determine the association between independent variables and dependent variable. A non-significant relationship was found between the dependent variable and independent variables, family type provision of assistance regarding rehabilitation through the organization, disability is considered as social stigma, society intention of ignoring the special children, the special person is considered as the economic burden on the family. State proper role of giving quota in jobs, devising strategies for ensuring maximum participation of teachers, parents and community, inculcation of preferential treatments to disabled by in relative political organization and proper bill boarding square was print and electronic media for disabled as viable were extended as the recommendation in light the study.

**Key Words:** Education, Social Aspect, Special Children, Needs and Barriers

### **Introduction**

Disability is a deficiency in the organ or due to the change in the form of the organ, or can't do or perform any task due to some physical or psychological deficiency, or a permanent illness or injury (Jennifer, 2002). Shahzadi (1992) pointed out that disability is a condition of judgment to be significantly harmed with relation to the health condition and daily routine activity performance of affected people. The phrase is used to pass on to individual functioning, including physical injury, sensory injury, cognitive injury, intellectual injury, psychological illness, and various types of chronic sickness. Every human is a right to be respected, while those who are subject to disabilities to be given respect and dignity to the position and society shall take suitable procedures to ensure that they realize their full intellectual and physical potential. The universal declaration of human rights and in the international convenes on human rights proclaimed that all people have equal rights of living and freedom, basic liberty and full

enjoyment without any prejudice by disability, race, color and sex etc. However, unfortunately, there is discrimination against the disabled people throughout the world if we see the educational aspects there are limited institution workings for the education of persons with disability (PWDs). Moreover, people believe that PWDs are a social burden and a curse on the family. Deborah (2002) explored that disability is the main cause of social exclusion from primary and secondary education. Similarly, financial opportunities i.e. employment chances to be attained at societal structure are it the a general assumption that disabled could not contribute to the system. The decision-making process, employment and the market places due to which the disabled people considered themselves different from the normal people and they fall in inferiority multifaceted which leads to so many problems such as nervous tension, disturbance, and dissatisfaction and in most extreme are suicides. It was concluded that persons with the disability could perform like normal people in all activities if provide with education. It is because that person with the disability is also a part of the society and their significance cannot be ignored. They are the same human beings like normal people, but with special need and requirements like the needs of special educational, health and recreational facilities. However, throughout the past times response toward the disable is remained unhelpful. As usually the disabled are avoided, discriminated and isolated by the area people.

United rural developmental organization (2008) found that the difficulty of disability is increased in the whole world. The history of the disability is as old as the human culture. There are more than 500 million persons with disabilities worldwide or 10 percent of the general population of the whole world. In sure upward countries practically 20 percent of the global population are in found several kinds of disabilities. The number of disabilities is growing day by day due to the population explosion. The statement is supported by UNICEF (2002) estimated that among half a billion disabled people world-wide survive with a significant disability among them approximately 150 million are kids. According to the UN, 80% of all those with a disability live in developing countries, typically in poor rural areas. One kid in ten is born with or acquires a physical, cerebral, sensory, psychological disability due to avoidable illness, inborn causes, malnutrition, micronutrient deficiencies, accidents and injuries, carrying weapons and landmines.

In Pakistan other than 10 million disabilities, out of which 2-4% are with severe disabilities 43% of disabilities from the age group less than 14 year which counts to be nearly 5 million of individuals. That among disabled inhabitants a greater part i.e. 33% are suffering from physical disability, 22% from multiple disabilities, 21% of psychological disability, 15% of visual impairment and 9% from hearing impairment (WHO, 2003). These outcomes are in close similarity to Sheila (2004) that 1.1 million people are suffering from disabilities within the age of 20 years less all over the globe.

National policy for the education (2009) explored that the primary goal of the education and rehabilitation of the disabled is to increase the proportion of disabled children schools 10% and highlight the integration of disabled children in normal schools provision of early evaluation, analysis, education, preparation and rehabilitation for the disabled and guiding and counseling facilities for the disabled families. National policy for education explains the relevant points to promote the positive role of the disabled participation in education and sports. Purposes of the policy are to increase understanding about inclusive development and provide physical,

physiological compensation, vocational, technical training and employment opportunities for disabled.

### **Objectives of the study**

- To examine social aspect and educational needs and barriers of special persons concerning family
- To put forward possible recommendation and suggestion to eradicate the barriers by the finding of the study.

### **Materials and Methods**

The area selected for this study was limited to the "Institute of Special Persons" in Mingora city District Swat, Khyber Pakhtunkhwa. Simple random sampling technique was used in the study for collecting the number of respondents. A sample size of 80 respondents out of 100 respondents were randomly selected. A sample size 80 is needed for a population size stands at 100 respondents (Sekaran and Bougie, 2010). Data was collected through well structured/scale interview schedule. The collected data was analyzed by using uni-variate and bi-variate analysis respectively. At uni-variate level percentages and frequencies were used to know about the phenomena of corporal punishment in the study area. At bivariate level chi-square ( $\chi^2$ ) test was applied to the determined relationship between (Social Aspect) on the phenomena of needs and barriers of special persons concerning family. The Chi-square  $\chi^2$  was using while adopting the procedure outlined by Mac Call, (1975).

### **Results and Discussion:**

#### **Showing the relationship between social aspect and educational needs and barriers of special persons concerning family**

The relationship between provision of assistance regarding rehabilitation through other organization and family type was found non-significant. It is evident to this relationship that other organizations do extend services in the education of the locals for disabled but not at par to those educational institutions sponsored by the government. People had the inclination of getting benefits for their organization. This is in consonance to the findings of social planning for disabling welfare in Pakistan that special focus is needed in providing education to disabled for making them at par to the normal. Similarly, the information sought by agencies providing assistance to disabled was found non-significant with the family type. The data reveals for NGOs involvement in providing assistance to disabled as compare to government agencies and charitable organizations. It could be concluded that charitable and government organizations should render their services shoulder to shoulder to NGOs. Henry (2003) explored that NGOs, vital role at the local, national and international level for PWDs also these organization as the best think up to provide services which all the needs of the disabled people it also encourages the government's bodies.

Upon considering disability as social stigma, though the relationship was non-significant existence was found where people considered it as a social stigma. Bruce (1991) found that all over the world in every society disabled children are disgraced, from government and the local community even a violent reaction has been witnessed even they are facing difficulties and incompetence to support their families.

A positive with the non-significant association was found when inquired upon society intention of ignoring the disabled children. It could be due to prevailing thinking attached to their kids by considering them as social stigma with economic liability. Education for All (2010) provided the information that disabled could not support their families in all aspects of daily life because they were not supporting their families so that as the reasons that society ignored the disabled.

However, most of the respondent's families had a positive attitude towards disabled children with non-significant association with family type. The fatalism was prevalent almost in the study area as depicted by the relationship between disabilities as an uncontrollable act of God with the family system. It could be attributed towards the people faith in accepting it as God given with little knowledge, almost the medical interpretation where it could be controlled, once the very reasons are dictated while passing through some specific test their findings are similar the findings of Berry (1996) made in the Theory of Luck, where such abnormalities have been considering misfortune or will of God doing of performing like normal's. Trends of disabled as economic liability were also detected while ascertaining the relationship between disabled as economic burden and family type where the majority of the respondents disability as the economic burden non-significant association was detected with family type. Again these findings are in line with the findings of Berry (1996) that disabled are the economic burden for their relative formation. In response to at par treatment of disabled to normal, a non-significant relationship was explored between equal treatments to disabled with family type. A mixed response found it is due to the division of labor and services at family level where it is getting difficult to the treatment both normal and abnormal at par. Similar association has also be portrayed by Farooq and Ashraf (2010) that in the principal family is responsible for providing love, skill, hobbies, interpersonal dealing, but in practice seldom found. Provision of recreation through toys and traveling were found available with the non-significant association between family type and type of recreation. It is due to the limited economic strength of the relative facilities to providing these services on the consistent basis. Similarly recreation schedule for disabled was found non-significant with family type. These relationships further strengthen the earlier outcomes, where economic constraints at family level are the main hurdles in the provision of constraint services in recreation.

**Table: 1-Showing the relationship between social aspect and educational needs and barriers of special persons concerning family**

STATEMENT		FAMILY TYPE		TOTAL	STATISTICS
		Joint family	Nuclear family		
Provision of assistance regarding rehabilitation by any organization	Yes	41(51.25)	12(15)	53(66.2)	$t^2 = 4.124(.127)$
	No	13(16.25)	0(00)	13(16.2)	
	Don't know	10(12.5)	4(5)	14(17.5)	
Agencies involved in assistance of disabled children	Government	11(13.75)	3(3.75)	14(17.5)	$t^2 = 2.566(.277)$
	Charitable org	16(20)	7(8.75)	23(28.8)	
	NGOs	37(46.25)	6(7.5)	43(53.8)	
Disability is a social stigma	Yes	34(42.5)	13(16.25)	47(58.8)	$t^2 = 4.328(.115)$
	No	24(30)	2(2.5)	26(32.5)	
	Don't know	6(7.5)	1(1.25)	7(8.8)	
Society ignored disable children	Yes	48(60)	12(15)	60(75)	$t^2 = 2.552(.279)$
	No	11(13.75)	1(1.25)	12(15)	
	Don't know	5(6.25)	3(3.75)	8(10)	
Family attitude towards disabled children	Positive	48(60)	9(11.25)	57(71.2)	$t^2 = 2.286(.319)$
	Negative	3(3.75)	1(1.25)	4(5)	
	Don't know	13(16.25)	6(7.5)	19(23.8)	
Disability is an uncontrollable act from God	Yes	49(61.25)	13(16.25)	62(77.5)	$t^2 = 2.517(.284)$
	No	12(15)	1(1.25)	13(16.2)	
	Don't know	3(3.75)	2(2.5)	5(6.2)	
Disabled are economic burden on their family	Yes	36(45)	11(13.75)	47(58.8)	$t^2 = .83(.658)$
	No	23(28.75)	4(5)	27(33.8)	
	Don't know	5(6.25)	1 (1.25)	6(7.5)	
Equally treat the disable at par with the normal children	Yes	39(48.75)	12(15)	51(63.8)	$t^2 = 1.241(.538)$
	No	21(26.25)	3(3.75)	24(30)	
	Don't know	4(5)	1(1.25)	5(6.2)	
Kind/type of recreation	Traveling	23(28.75)	7(8.75)	30(37.5)	$t^2 = 1.667(.435)$
	Park time	18(22.5)	2(2.5)	20(25)	
	Purchase toys	23(28.75)	7(8.75)	30(37.5)	
Schedule of recreation for the disabled children	Daily	22(27.5)	7(8.75)	29(36.2)	$t^2 = .494(.781)$
	Weekly	24(30)	5(6.25)	29(36.2)	
	Monthly	18(22.5)	4(5)	22(27.5)	

The value in the table present frequency while values in the parenthesis indicate percentage and "P" value in the statistics columns.

## **Conclusions**

The core purpose of this research study was to explore the educational needs and barriers of special persons concerning family in District Swat. Needs and Barriers concerning family type were measured through incorporating social aspect as the independent variable. Before presenting the association between independent variables and dependent variable it is vital to give a glimpse to the uni-variate level findings. The study displayed that mostly the respondents had a clear vision of the special person needs. The socio-cultural aspects, working as barriers in imparting smooth education. The prevalence of feelings like disability is from God and social stigma with economic liability for the relative families. Although schooling system was intact but with little access to health care facilities as a part of the school curricula. At the bi-variate level the relationship between the independent variables Social Aspect of Special Persons, was found positive and nonsignificant with dependent variable (family type). Like, the Family attitude towards disabled children, treatment of special persons at par with the normal children, special persons is economic burden on their family etc.

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