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ATTITUDES OF CHILDREN WITH DISABILITIES TOWARDS INFORMATION TECHNOLOGY

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ABSTRACT

Information technology tends to create a divide between those who use it and those who fail to use in various social functioning at home or in the office. This digital divide has long reaching effect on the overall human productivity. The consequences include unemployment, poverty, low social and economic status and reduced participation in the society. Children and adults with disabilities face social marginalization, which hinders their growth and development. Various rehabilitative interventions are carried out in order to minimize this effect. Any further digital divide based on limited accessibility to information technology can widen this gap. They can be then easily further marginalized making their survival even more difficult than before. It seemed desirable to survey the attitudes of children with and without disabilities in order to identify any possible digital divide. Students with and without disabilities enrolled in grades IV and V were surveyed to collect the data.. The data analysis revealed that there exist a digital divide based on disability and gender.

Keywords: Digital Divide, Disabilities, Marginalization, Mobile text message, Internet, Computers. Information communication technology

1. INTRODUCTION

The computer users in Pakistan exceeded 139 million in May 2014 and teledensity was over 76%. (PTA 2014). In other words, more than 76% people in Pakistan are using cell phones. Total computer/ Internet user in Pakistan are about 19 millions and we rank at 27 in the world. The Internet penetration is about 10% and it ranks us at 173 of 212 countries (Wikipedia). It shows that the use of Internet is disproportionately low.The most attractive technology for child is also Cell Phone. They learn how to use this latest technological product with great interest. The children with disabilities are no exemption.

Technology learning requires attention towards the unique needs of students of all abilities as each child has different learning styles including all disabilities. According to UNESCO (2011), the use of technology in education for children with disabilities plays vital role for adapting curriculum and instructional strategies that assists students with disabilities to participate in equal learning experiences. It may also helps to prepare them for future life learning outside the school.

It is estimated that globally 186 million children with disabilities could not complete their primary level education. Thus, in terms of education this segment of children are the world's largest and most disadvantaged minority.(UNESCO, 2009) . To cover this minority, both governments and educational authorities face the challenge to meet the target of Millennium Development Goals that requires full enrolment and completion of primary school for all children by 2015. The UN Convention on the Rights of Persons with Disabilities globally realizes the State Parties for the implementation of Inclusive Education to ensure that students with disabilities have full access, on an equal basis with other students, to regular schools and use of technology. To promote an understanding and encourage support for technology , UN has announced the theme for International Day for Person with Disabilities 2014 as "Sustainable development: the promise of technology"aims to promote an understanding of people with disability and encourage support for their dignity, rights and well-being..

The World Summit of the Information Society (WSIS)(2005), recommends that information and communication technologies (ICTs) must be used in all stages of education, training and human resource

development. The use of accessible ICTs continues to emerge as a key component in enabling students to learn according their individual abilities and learning styles. The reform in education through ICTs is also challenge for educational leaders to implement.

UNESCO (2011) defines the types of accessible ICTs in its report on Accessible ICTs and Personalized Learning for Students with Disabilities as a. Mainstream technologies, such as computers, web browsers, word processors, whiteboards and mobile phones that contain in-built accessibility features; b.Assistive Technologies, such as hearing aids, screen readers, adaptive keyboards, augmentative communication devices etc.; and c. Accessible media and formats, such as accessible HTML (Hypertext Markup Language), videos with captioning, DAISY (Digital Accessible Information System) books, etc.In this study, the attitudes of children with and without disabilities were measured regarding mainstream technologies. i.e. use of mobile and computer to find the digital divide.

Several research studies on the use and attitude towards the use of information technology indicates the challenges.The international level Ofcom (2012) reports, "At an overall level, children aged 5-15 continue to spend most time watching TV. Estimated weekly consumption of television has not changed since 2011."

The report further unfolds that:

> Children aged 8-11 are now more likely to use the internet weekly for making/receiving telephone or video calls using services like Skype or FaceTime(10% vs. 5%) and for going to photo-sharing websites such as Flickr, Instagram and Snapfish (5% vs. 2%). They are less likely to use the internet at least weekly for avatar websites (27% vs. 36%) as are 5-7s (21% vs. 33%). Games are the most commonly-mentioned online activity carried out at least weekly by the majority of 3-4s (58%). (p. 6)

> Madden, et al (2013) in their report on Teens and Technology about American children unfold that 78% had a cell phone, and almost half (47%) of those owned smart phones. They added that nine in ten (93%) teens had a computer or had access to one at

home. Seven in ten (71%) teens with home computer access said that the laptop or desktop they used most often was one they share with other family members. The report also concluded that no visible digital divide was found in survey of 802 teens.

In another study, Rose (2003) proposed that "We need to use the new technologies not only to overcome existing barriers to learning, but to design an environment for learning that have fewer barriers right from the start" (p. 65). In a study Arslan (2010) reported that limited school facilities for disabled students are accompanied by a severe lack of necessary faculty orientation or training in regard to teaching students with disabilities. Additional facilities, when available, were ill equipped to address student instructional needs. The study also indicated that the schools had failed to provide equal opportunities to those students with special needs while taking course exams. Students' beliefs and attitudes toward computer technology were high. Unfortunately, students scored low on knowledge of computer resources and support available to them. To find out whether any correlation existed among these variables, Pearson correlation coefficients were computed. The relationship between students knowledge /skills and attitudes ($r(20) = .533$, $p = .016$) and social norms and beliefs ($r(38) = .511$, $p = .021$) were found to be positive and statistically significant.

The present study was conducted on 85 Children with disabilities (CWDs) and Children with no disabilities (CWNDs) of grades IV and V to measure the attitudes towards the use of mobile and computer. The purpose was to identify the digital divide that becomes a barrier for equal learning experiences.

2. METHODOLOGY

2.1 Objectives of the Study

The study was conducted to:

1. Collect data on use of mobile by students of class IV and V?
2. Collect data on use of computers by students of class IV and V?
3. Identify the digital gap between children with disabilities and without disabilities?
4. Recommend measure to bridge the digital gap.

2.2 Questions of the Study

Efforts were made to answer the following questions.

1. In what way and to what extent students of class IV and V use mobile in their daily life?
2. In what way and to what extent students of class IV and V use computer in their daily life?
3. How do the use of mobile and computer differ because of disability?
4. How such digital gap can effectively be bridged?

2.3 Procedure

The sample of the study comprises 85 students of class IV and V studying in primary schools and special education centers. Conveniently available 53 students with disabilities (CWD) and 32 children with no disabilities (CWND) from various schools/centers of Northern Lahore were selected. Specially trained research assistants administered an interview schedule consisting 19 questions. Data were analyzed of SPSS. Data analysis report is presented as it follows.

3. FINDINGS

The sample is predominantly comprises on boys. Grade distribution is fair with a slight tilt toward grade V. The mode profession of fathers of children with no disabilities (CWND) is

Table-1
Basic demographics of the sample

Description	**Frequency (Percentage)**		
	Children with disabilities	Children without disabilities	Total
Students	53(62.4)	32 (37.6)	85 (100)
Gender			
Male	39(73.6)	19 (59.4)	58 (68.2)
Female	14(26.4)	13 (40.6)	27 (31.8)
Grade/class			
4th	30(56.6)	17(53.1)	47 (55.3)
5^{th}	23(43.4)	15(46.9)	38 (44.7)
Father's profession			
Labor	14(26.4)	7(21.9)	21 (24.7)
Private job	12(22.6)	4(12.5)	16 (18.8)
Driver	9(17)	2(6.3)	11(12.9)
Jobless	4(7.5)	3(9.4)	7 (8.2)
Small business	7(13.2)	11(34.4)	18 (21.2)
Others	3(5.7)	5(15.6)	8 (9.4)
Disability			
Physical impairment	5(9.4)		
Hearing impairment	43(81.1)		
Visual impairment	5(9.4)		

laborer whereas mode profession of fathers CWDs is driver. The majority of fathers belong to lower class. Children with hearing impairment constitute 81% of the total sample. (Table 1)

The difference also existed in sending text message where hearing impairment was not a barrier. Only 24.5 CWDs can send messages whereas 81% CWND were using text messages in their communication. However, CWDs are way ahead of their counterparts. Cross-tabulation results were significant (Chi-square =25.85, df =1, sig=.000) Almost all (97%) CWDs can play games on mobile as compared to 79% of CWNDs. Cross-tabulation results were significant (Chi-square =5.11, df =1, sig=.02) This healthy difference also visible in using mobile camera where 34% CWDs can capture an image whereas on 13% of CWNDs can operate camera on mobile. It is surprising that both group of children believe with almost same strength that only literate person can operate mobile though a reasonable proportion in both groups think otherwise.

Table-2
Use of Mobile

Questions	**CWDs**	**CWNDs**	**Significance**
1. Who taught you how to use mobile?			
Parents	10(18.9%)	7(21%)	
Siblings	24(45.3%)	23(71%)	^{2}=6.73
Friends	8(15.1%)	2(8%)	Sig.= 0.03
2. Can you make a call on mobile?			
Yes	36(68%)	30(94%)	^{2}= 7.66
No	17(32%)	2(6%)	Sig.= 0.004
3. Can you send text message on mobile?			
Yes	13(24.5%)	26(81%)	^{2}= 25.85
No	40(75.5%)	6(19%)	Sig.= 0.000
4. Can you play games on mobile?			
Yes	42(79%)	31(97%)	^{2}= 5.11
No	11(21%)	1(3%)	Sig.= 0.02
5. What do you like to do on mobile?			
Play Games	27(51%)	23(72%)	
Talk	4(7%)	1(3%)	
Chatting	1(2%)	1(3%)	
Music	1(5%)	3(9%)	^{2}= 5.79
Using Camera	18(34%)	4(13%)	Sig.= 0.21

6. Can only literate persons use mobile?			
Yes	39(74%)	25(78%)	^{2}= 0.004
No	14(27%)	7(20%)	Sig.= 0.58
7. What are the advantages of using mobile?	36(68%)	29(91%)	
Easy to contact	8(15%)	1(3%)	^{2}= 4.09
Easy availability	9(17%)	2(7%)	Sig.= 0.21
Having fun			
8. What are the disadvantages of using mobile?	24(45%)	19(59%)	
Wastage of time	10(19%)	12(38%)	
Waste of money	5(10%)	12(38%)	^{2}= 13.69
Visual Problems	13(24%)	1(3%)	Sig.= 0.008
No response			
9. How does mobile can bring changes in life?	10(19%)	2(6%)	
Easy access to knowledge	21(39%)	23(72%)	^{2}= 6.01
Easy in contact	15(29%)	7(22%)	Sig.= 0.04
Easy availability	7(13%)		
No response			

The survey shows that CWDs think smart about the advantages of mobile. They are leading in telling three main advantages i.e. easy contact, easy availability and having fun. It is quite surprising that CWNDs tend to see disadvantages of mobiles than advantage as compared to their counterparts CWDs. The results also show that children with disability are better in taking mobile as a source of knowledge than CWNDs who tend to see mobile as a means of communication. Cross-tabulation results were significant (Chi-square =13.69, df =4, sig=.008).

compared 51% CWDs who own computer. The pattern of learning computer is similar to the learning mobile. The role of sibling in teaching computer is dominant again. Cross tabulation

Table-3
Use of computers

Questions	CWDs	CWNDs	Significance
1. Do you have computer at home?			
Yes	27(51%)	26(81%)	^{2}= 0.49
No	26(49%)	6(19%)	Sig.= 0.32
2. Who taught you to use computer?			
Parents	10(15%)	3(9%)	
Siblings	26(44%)	16(50%)	
Friend	14(26%)	3(9%)	
School	4(12%)	10(32%)	^{2}= 10.24
Net Café	0(0%)	0(0%)	Sig.= 0.01
No Response	16(50%)		
3. What do you like to do on computer?			
Music	7(13%)	5(16%)	
Movies	6(10%)	1(3%)	^{2}= 23.65
Games	22(45%)	0(0%)	Sig.= 0.000
Cartoons	4(7%)	1(3%)	
To get information & knowledge	7(13%)	26(81%)	
Use Facebook	2(5%)	0(0%)	
4. Do you know how to get internet connection?			
Do not know	34(64%)	9(28%)	
PTCL	12(23%)	23(72%)	
EVO	6(7%)	0(0%)	^{2}= 13.22
Internet cable	1(2%)	0(0%)	Sig.= 0.004
5. For what purpose computer is mostly used at your home?			
No Use	24(43%)	4(12%)	
Movies	1(2%)	2(6%)	
Games	4(8%)	1(3%)	
Cartoons	1(2%)	20(63%)	^{2}= 1.78
To get information	19(36%)	5(15%)	Sig.= 0.77
Use Facebook	4(7%)		
6. What are the advantages of computer?			
Information	37(70%)	13(41%)	
Entertainment	6(11%)	10(31%)	
Contact	3(6%)	4(12%)	^{2}= 8.27
No Response	7(13%)	5(16%)	Sig.= 0.01
7. What are the disadvantages of using computer?			
Wastage of time	28(53%)	13(41%)	
Visual problems	6(11%)	10(31%)	
Unnecessary information	5(10%)	6(20%)	^{2}= 5.91
No response	14(26%)	3(5%)	Sig.= 0.05
8. Can only literate persons use computer?			
Yes	43(81%)	30(93%)	^{2}= 1.38
No	10(20%)	2(7%)	Sig.= 0.23

In Table 3, the survey results regarding use of computer are presented. A disparity in terms of having ownership of a computer is evident. Majority (81%) CWNDs owns computer as results were significant (Chi-square =10.24, df =3, sig=.017) However, for CWDs parents and friends are also proved to helpful for CWDs than CWNDs. The most popular use of computer for CWDs is playing games whereas for CWNDs getting

information and knowledge. Cross-tabulation results were significant (Chi-square =23.65, df =5, sig=.000) Majority of CWDs (64%) did not know from where to obtain Internet connection whereas only 28% CWNDs admitted that they did not know it. A vast majority 72% CWNDs knows that PTCL provides Internet connection whereas only 23% CWDs know this fact. Cross-tabulation results were significant (Chi-square =13.22, df =3, sig=.004).

There is also a divide on what would you prefer to do on computers. Most of CWNDs (63%) believe that computers can best be used for watching cartoons. On the contrary 43% CWDs think that computers are of no use, or at the most (34%), can be used for getting new information. On the advantages of computer CWNDs see it as a means of information and entertainment whereas CWDs consider computer as a source of information. Both types of children, however, believe that one of the major disadvantages of computers is that they waste time. However, Cross-tabulation results were significant (Chi-square =5.919, df =2, sig=.052).

4. CONCLUSION

Following conclusions drawn from the findings of the study clearly point out the digital divide:

1. The mobile and computer users without disabilities outnumber the users with disabilities. The CWDs lag behind in using the most popular and accessible ICT tool.
2. The children with disabilities learn how to use mobile from friends whereas children without disabilities learnt from their parents and siblings.
3. The mobile users without disabilities are better in making calls and text messaging than children with disabilities.
4. Surprisingly enough, CWDs are good at playing games and use of camera on mobile than CWNDs.
5. Advantages of mobile reported by CWDs are ‘easy contact’, ‘easy availability’ and ‘having fun’ whereas CWNDs considered ‘easy to contact’, as the only advantage of the mobile.
6. According to CWDs mobile can bring the change in life by acquiring knowledge from different sources whereas CWNDs thinks that it is an effective mean of technology.

7. The CWNDs are more likely to have computers at their homes than CWDs.
8. The pattern of learning computer in CWDs and CWNDs is same as learning mobile.
9. CWNDs use computer to get information and knowledge. On the other hand, CWDs mostly use computer for playing games.
10. The advantages of using computer reported by CWDs and CWNDs are same. As both consider that computer is a good source of getting information. Whereas, CWDs think that disadvantage of computer is wastage of time and CWNDs reported that visual problems are major disadvantages of using computer.

Following recommendations are made to bridge the digital divide between CWDs and CWNDs:

1. The ICT industry should be stirred up for offering special low cost packages and accommodations in ICTs for children with disabilities.
2. Software and mobile companies should design applications to perform different tasks i.e. call, text, browsing etc in ICTs by making them user friendly for CWDs.
3. Most accessible and mainstream ICTs such as mobiles, computers, tablet PCS, etc. should be introduced and preferred in schools that can support every student in doing homework, and accessing the curriculum with pre designed instructions.
4. Technology trends should be prevailed while planning policies and programs for the education of CWDs to ensure equal learning experiences.
5. It would be desirable to reduce the attitudinal barriers and fear of technology among teachers, parents and administrators in schools and at home.

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NEED FOR EDUCATIONAL GUIDANCE AND CAREER PLANNING FOR STUDENTS WITH VISUAL IMPAIRMENT IN JOB PLACEMENT

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ABSTRACT

This was an exploratory research designed to find out the need and importance of educational guidance and career planning for students with visual impairment in job placement. The sample of the study included 60 students with visual impairment selected through convenience sampling between the ages of 17 to 24 years from special education colleges and public sector universities of three cities of Pakistan including Karachi, Lahore and Bahawalpur. The data obtained through interviews and questionnaire was analyzed using descriptive statistics through Statistical Package for Social Sciences (SPSS). This study concluded that the students with visual impairment have awareness about the importance of educational guidance and career planning in their job placement but educational institutes should play their effective role to have an organized system of educational guidance and career planning for students with disabilities.

Key words: Educational Guidance, Career Planning, Students with Visual Impairment, Job Placement

1. INTRODUCTION

Entering the world of employment is a very important period of life of an adult for which there is a need of educational guidance and career planning starting from school level till higher education level because there are many challenges in this journey. For youths with a disability, the transition into adulthood is compounded by complications related to their disability (Draaisma, Meijers & Kuijpers, 2018).

The education of students with visual impairment is important to provide them literacy skills, make themself-sufficient and a useful member of the society. For being a useful member of the society, it is necessary for students with visual impairment to select a course or subject according to their interest, aptitude and capability.Selection of a course or subject is not an easy task for students with visual impairment but educational guidance can make this task easier for them.

Educational guidance refers to students in all aspects of education. The emphasis on providing guidance to students to perform their academic work satisfactorily, choose the course and subject according to their aptitude etc. Since students are facing a lot of educational problems at all the levels, education is an important area of guidance. Educational guidance can be provided by the counselling officer, liaison officer, tutor, teacher, advisor, physical education teacher, and parent.

The Education guidance and Career Planning is aplannedand systemic approach to help students develop the competencies to accomplish their education and career goals. This process needs creating awareness, developing confidence, and providing different support services necessary to help students to have better employment opportunities.

Career planning need to start in the early academic years for students with visual impairment and should include self-awareness and career exploration activities, job seeking skills, personality development, self-grooming, communication and interviewing skills, resume writing and letter writing, not only to seek a suitable job but also to retain a job through work experience.

The students' needs to gain an understanding of different jobs that are available for them like; banker, social worker, singer or musician, school teacher/college or university lecturer, tele sales representatives, research officer, and many more. Like their sighted peers, students who have limited or severe visual impairment cannot be able to observe jobs for themselves, in this regard they should have well-planned manner and systematic opportunity to explore a wide range of careers.

In Pakistan, every year many graduates with visual impairment pass out from different colleges and universities but unfortunately, they have some or almost no idea about their career interest and how to enter that career. This study is focused to find out the need and importance of educational guidance and career planning for students with visual impairment in job placement. The study will enable the educational institutes to have a proper career guidance and counseling set up enabling the students with disabilities including students with visual impairment to select courses of studies not only according to their aptitude and capabilities but also according to market demand so that when they will enter into the world of job, they can get a decent and good wages employment.

2. OBJECTIVES

This study was based on the following objectives:

1. To find out the awareness of students with visual impairment about the importance of educational guidance and career planning in their job placement.
2. To ascertain the facilities provided to students with visual impairment about educational guidance and career planning from their teachers and administrators
3. To investigate the strategies used by students with visual impairment in selection of subjects for their course of studies
4. To explore the possible barriers and limitations that could be faced by students with visual impairment in job hunting.

3. RESEARCH QUESTIONS

Research Question 1: Do the students with visual impairment have awareness about the importance of educational guidance and career planning in their job placement?

Research Question 2: What facilities should be provided to students with visual impairment about educational guidance and career planning from their teachers and administrators?

Research Question 3: What strategies were used by students with visual impairment in selectionof subjects for their course of studies?

Research Question 4: What are the possible barriers and limitations that could be faced by students with visual impairment in job hunting?

4. RESEARCH METHODOLOGY

4.1 Sample

The present study was an exploratory research both qualitative and quantitative in nature aimed to investigate the need of educational guidance and career planning of students with visual impairment in Pakistan. The sample of the study included 60 students with visual impairment selected through convenience sampling between the ages of 17 to 24 years from three special education colleges and three public sector universities of three cities of Pakistan including Karachi, Lahore and Bahawalpur.

The Geographical distribution of sample and the demographic characteristics of sample are given in table 1 and 2 respectively.

Table-1
Geographical distribution of sample

S. No	Cities		Colleges & Universities			Students (N= 60)
			N	%	N	%
1	Karachi	Colleges	1	16.66	15	25
		Universities	1	16.66	10	16.66
2	Lahore	Colleges	1	16.66	15	25
		Universities	1	16.66	10	16.66
3	Bahawalpur	Colleges	1	16.66	5	8.33
		Universities	1	16.66	5	8.33

Table-2
Demographic Characteristics of students (N=60)

S. No.			Male		Female	
1	*Gender*		*N*	%	N	%
		Karachi	15	41.66	10	41.66
		Lahore	15	41.66	10	41.66
		Bahawalpur	6	16.66	4	16.66
2	*Age in years*					
		17 to 20	22	61.11	13	54.166
		21 to 24	14	38.88	11	45.83

4.2 Instruments

The study was carried out with the help of a structured closed ended questionnaire to interview students with visual impairment to obtain general information about them, to collect information regarding their awareness about the importance of educational guidance and career planning in their job placement,to find out the facilities provided to them about educational guidance and career planning from their teachers and administrators , to collect information about strategies used by them in selection of subject for their course of studies and to explore the possible barriers and limitations that could be faced by them in job hunting. The questionnaire was developed through literature review and opinion of experts in the field and was pre-tested to improve its validity.

4.3 Procedure and Analysis

The data was collected through a structured questionnaire by interviewing students with visual impairment and their responses were recorded in the questionnaire on the spot from Karachi city. The data was collected from Lahore and Bahawalpur cities through email and by post. As the participants were visually impaired therefor the helpers were arranged for reading and writing of the questionnaire for them.The data obtained through interviews and questionnaire was analyzed using descriptive statistics through Statistical Package for Social Sciences (SPSS).

5. FINDINGS

Research Question 1: Do the students with visual impairment have awareness about the importance of educational guidance and career planning in their job placement?

Table 3 shows the response of students about the perception of students with visual impairment about the importance ofeducational guidance and career planning in their job placement. Majority of them (85 %) gave their opinion as “yes” it is important while some students (15 %) respond that it is important “to some extent” only. None of them denied about the importance ofeducational guidance and career planning in their job placement.

Table-3
Students’ awareness about the importance ofeducational guidanceand career planning in their job placement(N = 60)

S. No	Responses	N (60)	%
1	Yes	51	85
2	No	00	00
3	To some extent	09	15

Research Question 2: What facilities should be provided to students with visual impairment about educational guidance and career planning from their teachers and administrators?

When the students were asked about their opinion about the facilities to be provided to them for educational guidance and career planning from their teachers and administrators they gave various opinions as shown inTable 4. Majority of them (88.33%) said that workshop should be arranged by the school/institute regarding educational guidance and career planning. Considerable number of students mentioned about organizing awareness programs regarding job skills (85 %) and provision of counseling services at all levels (70 %) whereas some of the students also pointed out that educational guidance should be provided at all academic level / period (63.33 %)

Table-4
Facilities to be provided to students with visual impairment for educational guidance and career planning from their teachers and administrators

S. No	Responses	N (60)	%
1	Workshop should be arranged by the school / institute regarding educational guidance and career planning	53	88.33
2	Organizing awareness program regarding job skills	51	85
3	Counseling services should be provided at all academic levels	42	70
4	Educational guidance should be provided at all academic level / period	38	63.33

Research Question 3: What strategies were used by students with visual impairment in selectionof subjects for their course of studies?

While asking for the strategies used by students with visual impairment in subject selection, they were asked as if they were familiar with the subjects of their studies or not; the consultation they received from various resources for the selection of subjects of their studies; and their satisfaction with their selected subjects.

Table 5 illustrate that when students were asked regarding their familiarity with their selected subjects, majority of the students (33.33 %) stated that they were not familiar with their selected subject, at the same time some students (26.66 %) said that they were familiar with their subjects “to some extent” and very few students (23.33) said “yes” they were familiar with their selected subjects.

Table-5
Familiarity with the selected subject

S. No	Responses	N(60)	%
1	Yes	14	23.33
2	No	20	33.33
3	To some extent	16	26.66

Table 6 demonstrate the consultation the students with visual impairment received from various resources for the selection of subjects of their course of studies. Majority of the students (28.7%) consulted with senior fellows, while considerable numbers (27.39%) consulted with their family. Some of them also consulted with their friends and teachers (21.91 % each). None of them avail the consultancy by the Career Counselor.

Table-6
Consultation with others in subject selection

S. No	Responses	N (60)	%
1	Family	40	27.39
2	Seniors fellows	42	28.76
3	Friends	32	21.91
4	Teachers	32	21.91
5	Career Counselor	00	00

The students with visual impairment were also asked as if they were satisfied with the subject of studies they have selected. As indicated in table 7 majority of them(40 %)were not satisfied with their selected subjects whereas equal number of them were either fully satisfied or satisfied “to some extent” with their selected subjects (30 % each).

Table-7
Satisfaction with their selected subjects

S. No	Responses	N (60)	%
1	Yes	18	30.00
2	No	24	40.00
3	To some extent	18	30.00

Research Question 4: What are the possible barriers and limitations that could be faced by -students with visual impairment in job hunting?

Table 8 reflected the perception of by students with visual impairment about the various barriers and limitation that could be faced by them in job pursuing including;difficulty in locating resources to find out jobs (by 96.7%), knowledge about available jobs for them (by 90%), difficulty in interviewing skills (by 85%), relevancy of their selected subjects with current market demands(by 83.3%), lack of confidence (by 80%)Negative attitude of society (by 75%), Lack of presentation skills (by 71.7%), lack of communication skills (by 70%), difficulty in CV / resume writing (by 65%),and lack of personality development/self-grooming (by 63.3%).

Table-8
Barriers and limitations faced by students with visual impairment in job pursuing

S. No	Responses	N	%
1	Difficulty in locating resources to find out jobs	58	96.7
2	Knowledge about available jobs	54	90
3	Difficulty in interviewing skills	51	85
4	Relevancy of their selected subjects with current market demands	50	83.3
5	Lack of Confidence	48	80
6	Negative attitude of society	45	75
7	Lack of presentation skills	43	71.7
8	Lack of communication skills	42	70
9	Difficulty in CV / Resume writing	39	65
10	Lack of Personality development / self-grooming	38	63.3

6. DISCUSSION

Importance of educational guidance and career planning in their job placement

This study found that the students with visual impairment have awareness about the importance of educational guidance and career planning in their job placement and this result is in line with many other studies which argued about the development of career competencies (Kuijpers, Meijers, & Gundy, 2011),career identity(Meijers & Lengelle, 2012) for students and highlight the importance of career counselling by making it mandatory for every adolescent and young person who intends to succeed at school as well as at work place (Lazarus & Chinwe, 2011).

Facilities provided to students with visual impairment about educational guidance and career planning from their teachers and administrators

Since the students with visual impairments do not learn through vision therefore they need to learn self-help skills, socializationand career education through specialized instructions. Jing Sun & Yuen (2012) in a study conducted in China concluded to develop strong and effective career guidance services in universities, and at schools to prepare youngsters for selecting a career. Researches show the role of schools for developing different skills that are needed for meeting the demands of the labour market, e.g. ability for commitment to work and commitment to the employer (Hillage, Regan, Dickson, & McLoughlin,2002; Lafer 2004; Schulz 2008). Our study also opined that educational institutes should play their effective role in organizing workshop about educational guidance and career planning and different awareness programs regarding job skills for students with visual impairment.

Strategies used by students with visual impairment in subject selection

Our study showed that the students with visual impairment were not familiar with their selected subject of course of studies and for selection of these subjects most of them consulted with senior fellows, while considerable numbers consulted with their family members. Their friends and teachers also helped them in subject selection. Osakinle and Adegoroye (2008) also identified school influence (peer and curriculum

content) that influence adolescents' choice of career.Several studies highlight the important role of counselor in career guidance (Ormrod, 2003; Heward, 2003; Odeleye, 2010; & Wadsworth, Milson & Cocco, 2004) but unlike other studies the current study showed that there was no role of career counselor in consultation process of subject selection for course of studies. The study revealed that despite of having consultationform seniors and other resources, majority of the studentswere not satisfied with their selected subjects.

The barriers and limitations faced by students with visual impairment in job hunting

Researches show that children and youth with visual impairments who attain grooming skills and self-care are more capable in socialization, are better integrated into their communities, have larger support systems, and may have better opportunities for employment (Bina, 1991; DeLaGarza & Erin, 1993; DeMario, 1990; Lewis & Iselin, 2002; Rettig, 1994).Darensbourg (2013) found various barriers to employment of persons with visual impairments including transportation and employer attitudes. Another study by Munemo & Tom (2013) revealed that lack of information by employers about visual impairment was a major cause of the problems faced in the labour market by visually impaired people. Another study by La Grow & Paula Daye (2005)found employers' attitude as barrier and suggested education to employers about the abilities and capabilities of people with visual impairments. Slade & Simkiss (2008) in a survey of persons with visual impairment found attitude and behaviour of potential employer as a barrier to employment.

7. CONCLUSION

This study concluded that the students with visual impairment have awareness about the importance of educational guidance and career planning in their job placement. It is a positive sign and educational institutes should play their effective role to have an organized system of educational guidance and career planning for students with disabilities. The administrators and teachers of students with visual impairment at universities, colleges, and schools should help in their career planning and selection of course of studies according to their aptitude which is one of the most important dynamic factors of the determinant of students'

performance. There is a need to create awareness among employers about changing their attitude towards persons with disabilities which is one of the most important barrier in their employment seeking.

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EXPLORING LEARNING DIFFICULTIES OF PHYSICAL HANDICAPPED STUDENTS AT QUETTA DISTRICT: A CASE STUDY OF THE KIRAN COMPLEX

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ABSTRACT

This study was conducted to explore the different types of learning difficulties that a physical handicapped students are facing in special education and mainstream institutions. For the collection of data classroom observation, survey questionnaire and interviews were used as research tools. Results of the studies showed that students that there were no difference in classroom physical environment in regular and special classes for physical handicapped students, there was no special chairs for them, because of uneasy sitting arrangments they were getting tired in short time, which affects their learning process. Teaching practices in classroom also do not specifically emphasize those students. Moreover they have little confidence levels, which cause difficulty in expressing thir views. Teachers were not specially tried to motivate them, etc.

Keywords: Physically Handicapped, Primary level, Special education, learning difficulties.

1. INTRODUCTION

There are so many types of impairment which create great hurdles in the smooth teaching- learning process of those students. Dunn (1989)? defined the impairment as the disorders which can create hurdles in executing of the different tasks, depending on the type of disorder.

Physical impairments is very common among all impairments physical handicapped children are also got admission in educational institutions for normal students.

Physical impairment limits the motor functions of limbs or any other part of the body. Physical disability is the disability which can hampers the daily routine life activities of the disabled people (http://en.wikipedia.org/wiki/Physical_disability).

Physical disability is an umbrella term which includes a wide range of disabilities, which may be acquired or congenital e.g., it hinders the child development according to the standard milestone of growth and development (Fekade, 2012).

Physical education is not provided to the majority of these schools. Physical education helps the students to modify their psychomotor skills and become an active partner of the society (Auxter, et al.1993). There are a billion of disabled persons who have spending a very poor life because of many hurdles they face in their day to day life (WHO & World Bank, 2011).

The children with any kind of impairments are called special children. There are some institutions in Pakistan for providing education to special children. These institutions are divided in sections according to the impairments. Physical handicapped children are engaged in the teaching of the curriculum which is the same as the curriculum for the children without any physical disability. This study was going to conduct to highlight the learning difficulties that hinders the effective learning process of the physical handicapped students.

This study may be beneficial for all stake holders to remove the highlighted difficulties in the light of the results. The results of this study may assist the physical handicapped students in getting a good education, which support them in becoming an active partner of the society.

2. RESEARCH QUESTIONS

- What learning difficulties are faced by the physically handicapped students?
- What factors are responsible for producing learning difficulties in physically handicapped students?
- How these learning difficulties can be removed?

3. LITERATURE REVIEW

What is Disability?

The UNSR (United Nations Standard Rules) on the equalization of the opportunities for Persons with disabilities explains disability as:

Disability is a number of limitations, which hinder the normal funtions. People may exhibit transitory or permanent impairments regarding intellectual, physical, sensory or medical issues (http://hcdg.org/definition.htm).

Disability implies a perfect of ordinary ability to play out some specific and to assume ones part in social life. It is refers to limitations resulting from dysfunction in individual bodies and minds (Ingstad & Whyte, 1995).

Incapacity is a relative term (limitation of the capacity to play out a typical human movement), what's more, its estimation is assailed with issues, including the absence of unwavering quality and legitimacy of the instrments, a large portion of which are inadequately institutionalized and create non-similar assessments (Elwan,1999). Physically incapacitated means and rely upon how schools and other administrations deal with troubles (Fox, 2013).

Physical Handicapped

Handicap can happen at three levels:

- A weakness in body capacity or structure, for example, a waterfall which keeps the section of light and detecting of frame, shape, and size of visual jolts;
- A confinement in action, for example, the powerlessness to peruse or move around;
- A confinement in interest, for example, rejection from school.

WHO and the World Bank evaluate that more than a billion people live with some type of inability, which equates to approximately 15% of the world's population Among these, between 110 million (2.2%) and 190 million (3.8%) grown-ups have extremely noteworthy troubles in working.(Unicef, 2012)

Organize Asset Portion to Tyke and Family Welfare Administrations:

Factor into program focuses on the extra time requests on specialists with youngsters with an inability.

• Provide extra assets for proficient advancement in handicap for staff in tyke and family administrations and option training settings.

• Review, upgrade and create ways to deal with help kids in out-of-home care and family benefits to accomplish at school through organization between the administration and non-government segments.

• Explore the full scope of existing models and inventive recommendations in standard, elective and extraordinary schools in association amongst government and non-government segments. In the case of utilizing existing or extra financing, build up a bank of successful mediations when youngsters are most certainly not accomplishing at school. A scope of models are accessible, including, however not restricted to, extra associates in the classroom, instructive specialists for kids in out-of-home care, and in-home coaching and bolster.

• Apply current compelling methodologies and new activities emerging from advancement to youngsters with a inability.

• Build benefit frameworks around youngsters and families which react to the entire tyke or grown-up, and which take a family center.

• Improve access of fathers to administrations.

• Promote advancement to create differing, directed experimental runs projects to investigate a scope of powerful mediations to associate kids with a handicap in youngster and family welfare administrations to their groups.

• Ensure accessibility of rest administrations for care of kids with high care needs.

• Ensure kids with inabilities in connection care and lasting consideration can get to the same supplementary subsidizing and assets as kids with an incapacity in child care; for instance, position foundation, flexi-pack and business financing in all areas, far reaching, with obviously verbalized rules accessible similarly to all cultivate and family relationship mind offices.

• Provide care support to lasting care and increment existing levels of care support to family relationship care when either are in rectified money related conditions and face extra monetary requests because of a tyke's incapacity.

• Develop administrations for birth families with abnormal amounts of many-sided quality who have had their youngsters expelled from their care and who have clashed associations with Child Protection and out-of home mind suppliers, to expand helpful connections between the kids and their introduction to the world guardians, paying little respect to situation sort. Improvement of such administrations will require extra subsidizing. These progressions, adequately created and assessed. (Mitchell, 2014)

Education and Disability

Kids with inabilities have the privilege to training without segregation and on the premise of fairness of opportunity. The worldwide objective of general access to essential instruction can't be accomplished without incorporating youngsters with incapacities. By and by, many remain prohibited from square with access to training, and its related advantages: better employments, social and financial security, and open doors for full interest in society. The actualities demonstrate:

Access to Education

Only 10% of all kids with handicaps are in school49 and of this number just half who start, really entire their essential instruction, with many leaving after just a couple months or years, since they are increasing little from the encounter. This would imply that lone 5% of all kids with handicaps worldwide have finished essential school.For instance, in India, a 2007 World Bank think about found that handicap has a more grounded connection to non-enrolment than sex or financial status. In Malawi and Tanzania, having a handicap copies the likelihood of youngsters not going to school.

• Millions of kids with incapacities are let alone for training segment designs because of poor information gathering and an absence of information on the most proficient method to incorporate them in training arranging also, implementation.

• Children with handicaps in provincial territories and poor urban neighborhoods are especially in danger of not getting an education. Some gatherings of youngsters with incapacities confront a twofold peril. Those from traveling, ethnic and etymological minorities are at expanded danger of not accepting an training, even in contrast with youngsters with handicaps in the more extensive community.Hindrances to instruction Numerous hindrances block access of kids with handicaps to training.

Boundaries to Education

Different boundaries block access of kids with handicaps to training. have in future. The issue is aggravated by instructive frameworks that rely upon institutionalized exams which regularly posture unfavorable boundaries to youngsters with handicaps, because of out of reach organization and evaluating forms.

Where tertiary instruction is accessible, understudies with handicaps are frequently limited in what they are permitted to think about. For instance, secondary school understudies with incapacities in Ireland are not permitted to enlist in the full scope of scholastic courses. In China, college understudies with incapacities are not permitted to major in many sciences, as it is felt that the degree would be 'squandered' on a person who might never have the capacity to discover a position in the field (Groce et al. 2013). This historical examination concentrates on 12 major

international policy documents pertaining to education of disabled children and youth, over a time of roughly 40 years (Peters, 2007).

Significance of Handling the issue of Disability in the Society

In a time when physical movement has developed higher than ever as far as its significance in advancing wellbeing and averting sickness, many inquiries relating to how it influences the lives of the people with physical handicaps stay unanswered (Rimmer et al. 1996)

Mental appraisal has turned into an essential component of mental, instructive, and rehabilitative methodologies with the formatively what's more, physically handicapped. However it is clear that mental appraisal with these populaces is at the early stage as of now (Ammerman et al.1986). Physically incapacitated cannot change but in our society changes must be there regarding behavioral change. It covers behavioral, enthusiastic and social troubles; learning troubles (direct, serious, and significant and various learning troubles (Farrell, 2006). Incorporation implies diverse things to various instructors. it is utilized to indicate a tyke with physical inabilities being incorporated into his neighborhood standard or typical school. Incorporation intends to give the tyke as typical a training as could be expected under the circumstances. Be that as it may, this isn't to prevent the uniqueness from claiming the tyke. Youngsters with physical challenges may expect alterations to their school, their classroom or their educating (Fox, 2013).

Early adolescence is the period from pre-birth advancement to eight years old. It is a vital period of development and improvement since encounters amid early youth can impact results over the whole course of a person's life. For all youngsters, early adolescence gives a vital window of chance to set up the establishment forever long learning and support, while averting potential postponements being developed what's more, incapacities. For youngsters who encounter inability, it is an essential time to guarantee access to intercessions which can enable them to achieve their maximum capacity (World Health Organization, & Unicef. 2012)

Late speculations of stress and adapting in guardians of youngsters with scholarly incapacities underline the significance of intellectual evaluations in impacting guardians' levels of stress and their adjustments to challenges introduced by the kids. This examination researched the connections

between parental insights, tyke attributes, family bolster and child rearing anxiety. The parts of perceptions examined were: child rearing confidence (counting adequacy and fulfillment) and parental locus of control (Hassall et al. 2005).

Impaired individuals regularly encounter various types of work advertise disadvantage.

• More than 40% of debilitated individuals are low-gifted.

• Around 25% of debilitated individuals of working age are more than 50yrs.

• Around 10% are from dark and ethnic minority ethnic gatherings (Unit, 2005).

4. METHODOLOGY

This sreserch was conducted by using mix method approach, qualitative and quantitative data was collected for the deep understanding of the research problem. Tools for data collection were:

- Survey questionnaire administered to the students, to find out the learning difficulties of Physically handicapped students at elementary level.
- Observation check list, to find out the factors initiating learning difficulties.
- Interview with teachers, To explore the strategies for removing the factors, initiating the learning difficulties.

Sample of 100 students were selected from the Kiran Complex through purposive sampling technique. There were 100 phyical handicapped students in Kiran Complex. The sample was drawn from all of the educational level in Kiran Complex. 10 teachers who were engaged in the teaching of these classes were also selected through purposive sampling procedure. Kiran Complex comprises elementary section for physical handicapped children.

5. FINDINGS

A descriptive analysis of the quantitative data was done in the form of %ages, the result is presented in the form of graph as uder:

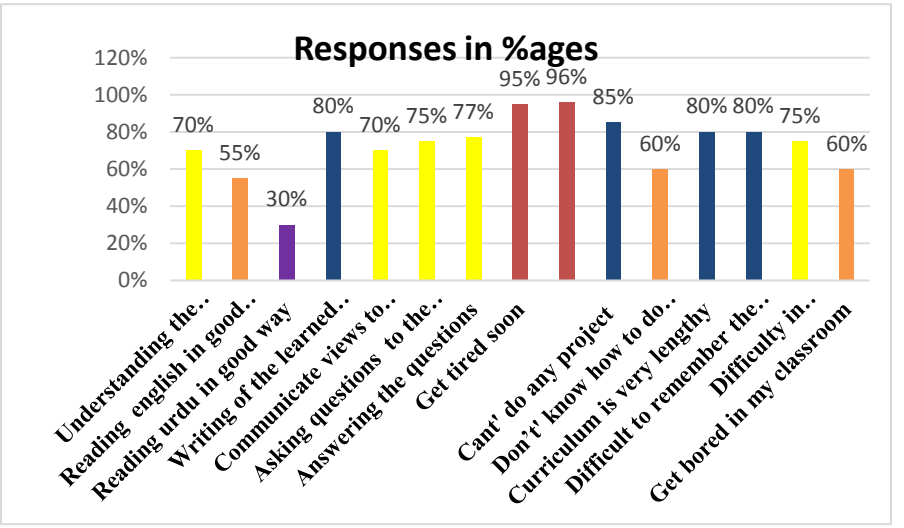

Fig. 1. Highlights that majority (95% to 96 %) of the respondents were facing difficulty in sitting arrangments & they were getting tired soon. About 80% to 85% of the respondents were feeling difficulty in the writing of learning concepts & doing projects, they alos responded that curriculum is very lengthy and difficult to remember the whole curriculum. 70% to 75% students responded that they learning content is difficult to understand, they can't communicate their views to the students and the teachers even they can't ask the questions from the teachers and they were feeling difficulties in memorizating, many of the concepts. 55% to 60% students were feeling difficulty in englisg reading and they were feeling difficulties in homeassignments, they feel bored only in classroom. Only 30% of the students were feeling difficulties in urdu reading.

To find out the strategies for removing learning difficulties. And semi-structured interview was conducted. Data was analyzed and frequency of the themes were found. Following themes were identified:

Table-1
Results of Observation Checkilist

S. No.	Observation	Yes	To some extent	Not at all
01	Do calssess are equipped with proper furniture according to the needs of physical disabilities?		X	
02	Do physical disabled students are taught through special teaching pedagogies?			x
03	Do teachers are trained to deal learning difficulties of physically handicapped students?		X	
04	Do there is special curriculum for physically handicapped students?			x
05	Do building of the institution support the easy movement of the physically handicapped students?			x
06	Do teachers are well aware about the learning issues of the physically handicapped students?			x
07	Do students are engaged in interactive learning?			x
08	Do students takepart in presentations of the lessosns?			x
09	Do students can write and read properly?		x	
10	Do teachers engaged them in any discussion about a topic?			x
11	Do student are asked about their learning difficulties?			x
12	Do students enjoy the learning?		x	
13	Do they are engaged in any community work			x
14	Do they are engaged in doing any physical activity			x
15	Do there is physiotherapy facilities in the institution for them		x	

Parents Involvement

Majority of the teachers responded that the parents do not take interest in the education of their children. That's why most of the children do not do home work. Moreover teachers do not force them to complete their home work. When parent teacher meetings are arranged, just 10% of the parents come to visit the school.

Special Training

All of the teachers responded that they were not given any special training to teach the physical handicapped. There is greater need to provide them special training, which assist them in handling different learning issues of the physical handicapped students.

Curriculum

Teachers respond that the physical handicapped children are teach through the same curriculum as in general educational institutions. They viewed that the curriculum for the special education should be reduced, so that the students can easily memorize and understand the concepts.

Informational and Learning Resources

There were not well developed library in special education institution, as the number of students were less in special education complex, no special attention is given to this institution.

Frustration

Most of the respondents tell that, the physical handicapped children feel frustration in learning the concepts. They responded that most of the students left the institution soon after taking admission, the number of enrollment become reduced as they upgrade in the next class.

Concentration Span

Teacher responded that the physical handicapped children have short concentration span, so they get bored because of long duration of time. So time duration of such institution should be reduced.

Enrolment and Dropout Rate

The enrolment of disabled students were very little, the total number of physical handicapped students were just 100 at all class levels, pre classes to 8^{th} grade. And the number of students were high at lower level of

education, as the level of education high, the number of students become less. The number of students in 8th grade were just 4-5.

Subject Specialist Teacher

Only one teacher teach the all subjects in one class. teacher responded that there should be subject specialist teachers for good teaching-leraning process of these students.

6. DISCUSSION

The results of this study highlights that students were facing a lot of learning difficulties. Teacher in special institutions are trying their best to teach these children. But the interest of their parents matters a lot for the education of their children. Moreover teacher become very lenient to these children, even if they don't take interest in their home work. Teachers feel relent towards these disabled children, if they make mistakes in acquiring knowledge. The number of students were very little in special education institution, there were just 8-10 students/level of education system. Moreover the data of survey indicates that the students were facing great problem in sitting for a long time, they get tired and then they become bored in classroom. They feel that their curriculum is very lengthy. They were also facing difficulty in understanding of the many concepts. The results of observation indicates that the students were not engaged in interactive teaching projects, and the structure of building do not facilitate their easy movement, because majority of them were need wheel chair and sticks for their movement.

7. RECOMMENDATIONS

Appoint a Counselor

Physical handicapped children feel difficulties in daily routine life activities, this may cause frustration, Counselling of such students should be done in the institutions. So it is recommended that special education institutions shoul be provided with a full time regular counsellor, who provide counseling services to the children and their paprents too.

Appoint a Sociologist

These children feel hesitation in developing the social relation with their peers, teachers, siblings, etc., so it is the responsibility of the government

to appoint a sociologist as a teacher, he/she must take 1 class for trained the students in developing social interactions.

Career Decisions

These children must be guided for their career decisions, and these children must be provided special job opportunities by considering their status of physical problem, where they can work in an easy and motivated way.

Trained Teachers

Teaching – learning process is a very difficult task. To teach the students with any impairement is a hard task, so there is a greater need to provide special training to the teachers who are teaching in special education institutions. These training sessions should be focused on teaching pedagogies, handling frustration issues, skills of identifying learning difficulties, techniques of motivating the students on learning, etc.

Special Curriculum

Physical handicapped children are possess any type of hand or feet disorders, they face many difficulties in handling and managing their daily routine work. They get tired because of their physical condition. So their curriculum should be reduced. Teachers share that these student shas short attention span, so it is recommended that there should be special curriculum, which just emphasized the major concepts, explanation of the concept should be as esasy as possible.

Special Infrastructure

Physical handicapped children feel difficulty in movement, so the structutre of building and classroom should support the movement of the children with the help of wheel chair, supporting sticks or another support material.

Special Furniture

Classroom must be equipped with easy, soft furniture, which provide them an easy sitting position. Furniture should be provided after the need analysis of enrolled students.

Special Teaching Methods

These children should be teach through interactive and interesting teaching pedagogies, which motivate the on learning and dropout rate in these institutions should be stopped.

Psychologist Appointment

Because of disabilities, these student may suffere in many psychological issues, as spcial educational institutions carry the responsibility of education the child. Education involves to make the child a disciplined personality, so there is greatet need to handle the psychological issues of these students, for this purpose a sitting should be made by a psychologist once in a week.

Transport Facility

Transport facilities are provided to the children but few vans are providing for this purpose, students face long route issues to reach the instituition. It is recommended that transport should be provided in this way that the children take as less time as possible to reach to the institution.

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LEVEL OF COMPETENCY AMONG PRIMARY SCHOOL TEACHERS: COMPETENCIES REQUIRED FOR TEACHING CHILDREN WITH LEARNING DIFFICULTIES

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ABSTRACT

The teacher is playing a vital role in any educational system. At primary level the teacher may play a vital role in dealing children with learning difficulties. Under special education, learning difficulties in children is the major aspect. In any classroom, one can find children with specific learning difficulties like - difficulties in reading, writing, spelling, arithmetic, reasoning and organization. And such children are generally the dropouts from the educational system. Even if they continue, their achievement level is mostly below that of a normal student. It is important that the teachers require specific abilities to identify the different types of learning difficulties and development of instructional strategies, apart from giving guidance and counseling. An intensive study is required to list out the various competencies needed for primary school teachers to deal children with learning difficulties. Such an attempt facilitate for assessing the possessed competencies and identifying the required competencies by the primary school teachers to handle learning difficulties in children. The present study is an attempt in this direction.

Keywords: Competencies, Primary School Teachers, Learning difficulties, Dyslexia, Dysgraphia, Dyscalculia, Aphasia

1. INTRODUCTION

Any educational system is successful if it meets the diversified needs of heterogeneous group of children (Johanssen & Grabowski, 1993). All individuals are unique and 'special' with their strengths and weaknesses. The field of special education encompasses heterogeneous groups who demand varied services: visually impaired, hearing impaired, intellectual disability disorder, physically handicapped, children with behavior disorders and finally the children with learning disabilities (Westwood, 2008). Special education is meant to provide specially designed instructional program to compensate / overcome the disabilities in students (Shaddock, 2009).

Learning disability is the most recent classification to be included as a category of disability but still educators remain unsure about the nature of its category. Kirk (1963) coined the term 'learning disability' who used it to describe a group of children with specific learning deficits. He stated that a learning disability refers to a disorder development in one or more processes of speech, language, reading, spelling, writing or arithmetic. Rose (2009) explains 'general learning disability' as inadequacy or limited ability in learning a wide variety of tasks involving different levels of intellectual functioning. The term specific learning disability is for disabilities observed only in certain areas of learning - reading, writing, spelling and arithmetic disability etc.

Dorothy Smith (1996) states that children with specific difficulties are those who, in the absence of sensory defect or overt organic damage, have an intractable learning problem in one or more of reading, writing, spelling and mathematics and who don't respond to normal teaching (Tansley and Panckhurst, 1981). The term learning disabilities is called learning difficulties in European countries. In the United States of America, the term learning disability is widely used in the place of learning difficulties. In Pakistan, usage of the term learning disability is more frequent for learning difficulties due to the exposure to American literature. In this study, learning disabilities are referred to as learning difficulties.

'Learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical

abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, intellectual disability, social and emotional disturbance) or environmental influences (e.g. cultural differences, insufficient / inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences (Hammill et al., 1990)'.

The right type of teacher with right type of knowledge and skills or competencies can do better justice to the children with learning difficulties than teachers with general pedagogy backgrounds (Buharkova & Gorshkova, 2007). Teachers who are most successful with special needs students are those who realize that all students are special, that they have both strengths and weaknesses and that their individuality is to be valued (Hastings, Hewes, Lock & Witting, 1996).

A teacher has to play the activities related to planning, teaching, guidance & counseling roles. To perform these activities, the teacher requires specific competencies in the major competency areas such as - knowledge about the nature of learning difficulties, causes and characteristics of learning difficulties, identification and assessment of learning difficulties, development and use of instructional strategies, utilization of instructional materials and guidance & counseling to the children with learning difficulties and their parents (Hudson, Morsink, Branscum & Boone, 1987). Only such competent teachers facilitate the way for better inclusive education in ordinary schools. As a first step, one should list out the specific competencies required by the teachers-to tackle learning difficulties in children. The listing out of these competencies paves the way for identifying the existing or possessed competencies and required competencies of primary school teachers. Such an activity has an immense use for organizing specific need based training programs for both pre-service and in-service.

Lari (2006) reported that in Pakistan, the field of special education is still in its infancy stage. Here, and there, there are schools for integrated education and separate schools for special children. The existing schools are not fully equipped in terms of human as well as material resources to meet the diversified needs of special children (Hameed, 2003). This is truer with regard to the children with special needs (specific learning

difficulties) in normal schools (Waqar & Vazir, 2010). Identification and assessment procedures of children with specific learning difficulties are of paramount importance in educational system particularly at primary stage. Teaching and training strategies, guidance & counseling activities should be planned based on the assessed needs of these children.

To consider this situation in mind, the study was designed to measure "Competencies required for primary school teachers to handle learning difficulties in children". Further, studies which explore the effect of independent variables on the teachers' existing and required competencies help to understand which category of teachers require special orientation training or awareness so as to make them competent to handle learning difficulties in children.

The following two objectives have been framed for the study:

1. To assess the possessed competencies of primary school teachers in public sector school to handle specific learning difficulties in children.
2. To identify the required competencies for the primary school teachers in public sector schools to handle learning difficulties in children.

2. METHODOLOGY

Survey method was used in this study. The methodology followed in the study is construction of tools, sample design, collection of data, scoring procedure and statistical techniques employed in the analysis of data.

2.1 Sample of the Study

The area of the study is District Central of Karachi city. In most of the UC Councils of this district, different types of schools such as schools run by provincial government, schools run by Karachi Municipal Corporattion (KMC) and private schools are functioning. It is notable that in all these UC Councils public sector schools are also functioning in a very limited number.

For the purpose of the study, the investigator selected three unions of district central randomly. The unions selected are North Karachi, New Karachi and Buffer Zone. In all these three council areas, both provincial government’s schools and schools run by local government (KMC) are

functioning. There are 29 primary schools in these three union councils and there are 346 teachers working in these schools. The characteristics of the selected sample are as follows:

Table -1
Characteristics of the Participant Teachers

S. #	Variable	Frequency with Percentage
1.	Gender: Male Female	 103 [29.76%] 243 [70.24%]
2.	Age (in Years): 21 – 30 31 – 40 41 – 50 > 51	 61 [17.63%] 135 [39.01%] 58 [16.76%] 92 [26.60%]
3.	Educational Qualifications: Graduation Graduation with CT/PT Graduate with B. Ed. Post Graduate with B. Ed. Post Graduate with M. Ed.	 68 [19.65%] 99 [28.61%] 101 [29.19%] 46 [13.29%] 32 [09.26%]
4.	Year of Experience (in Years): 1 – 5 6 – 10 11 – 15 16 – 20 > 20	 104 [30.05%] 81 [23.41%] 43 [12.42%] 49 [14.16%] 69 [19.96%]
5.	Type of School: Provincial Govt. School Local Govt. School	 21 [72.41%] 08 [27.59%]

2.2 Instrument

To study the possessed and required competencies of primary school teachers in public sector schools, the investigator developed a three (3) point rating scale and a questionnaire with 'yes' or 'no' type respectively. There were 20 competency statements / aspects in the rating scale and in the questionnaire. In rating scale, against each competency statement three

(3) ratings were given namely - 'competency to a greater extent', 'competency to certain extent' and 'no competency' having scores 3, 2 and 1 are given respectively.

2.3 Procedure

After selecting sample for the study, the investigator personally visited the schools and a good rapport has been established before administering the tools Competency Assessment Rating Scale and a Questionnaire to Assess the Required Competencies with 'Yes' or 'No' type along with personal data sheet were given to the primary school teachers. They were explained about the purpose of the study. It was emphasized that the data will be confidential and the teachers were directed not to leave any item without rating. No time limit to respond to the rating scale and questionnaire was fixed. The investigator collected the filled up rating scale and questionnaire personally.

2.4 Statistical Analysis

The obtained data have been analyzed by using appropriate statistical techniques. To find out the possessed competencies of primary school teachers, mean and standard deviations have been computed. By using mean ± 1/2 SD, the possessed competencies of primary school teachers to handle specific learning difficulties have been divided into three groups - low, moderate and high competency. To find out the required competencies of primary school teachers, the number of teachers requiring and not requiring each competency and the corresponding percentage were computed for each competency statement.

3. FINDINGS

The major objectives of the study are to assess the possessed competencies and the required competencies of primary school teachers to tackle learning difficulties in children. To assess the competency of primary school teachers on each competency aspect (statement), mean and standard deviation (SD) has been calculated. By using mean ± ½ SD, the possessed competency level of primary school teachers has been divided into three groups - Low, Moderate and High competency. Based on this criterion, the competency statements having mean scores 2.40 and above falls under high competency level and competency statements with mean scores from 2.39 to 2.20 comes under moderate competency. Similarly, the competency statements with mean scores, from 2.19 and below falls

under low competency level. The number as well as percentage of primary school teachers requiring and not requiring each aspect of competency has been calculated. Thus, the obtained results are presented in the form of tables and discussed in detail.

Table-2
Mean Competency Score, Level of Competency, Number and Percentage of Primary School Teachers Requiring and Not Requiring Competencies about the Nature of Learning Difficulties in Children

S.#	Competency Statement	Mean Competency Score	Level of Competency	Number and Percentage of Teachers	
				Requiring Competency	Not Requiring Competency
1	Knowledge about different stages of child development	2.42	HC	225 [65%]	121 [35%]
2	Knowledge about developmental delays in children	2.23	MC	242 [70%]	104 [30%]
3	Understand the relationship between developmental delays and learning difficulties in children	2.22	MC	256 [74%]	90 [26%]
4	To differentiate the terms impairment, disability and handicap	2.46	HC	204 [59%]	142 [41%]
5	Understand the terms specific learning difficulty and general learning difficulty	2.37	MC	228 [66%]	128 [34%]
6	Knowledge in understanding the term reading difficulties (dyslexia)	2.69	HC	162 [66%]	184 [54%]
7	Knowledge about	2.67	HC	176 [51%]	170 [49%]

	writing difficulties (dysgraphia) in children				
8	Knowledge about the concept of spelling difficulties (dysorthographia) in children	2.53	HC	193 [56%]	153 [44%]
9	Understand the concept arithmetic difficulties (dyscalculia) in children	2.35	MC	239 [69%]	107 [31%]
10	Knowledge about organizational difficulties in children	2.32	MC	235 [68%]	111 [32%]
11	Knowledge about language difficulties (dysphasia) in children	2.32	MC	235 [68%]	111 [32%]

Growth and development of children follow a pattern. Every child passes through certain stages at particular time in his / her life. These stages are called milestones of development. Normally, most of the children pass through these milestones of development on par with the chronological age whereas, some children have delayed development. This developmental delay may have a negative impact on learning. Hence, it is the professional responsibility of a teacher to have knowledge about the different stages of child development so that he can cater to the individual needs of the children. In the present study, the primary school teachers have evinced high level of competency in the stages of child development (S. No. 1) since the mean competency score is 2.42. Even then, 65% of them have expressed their need to enrich their knowledge about the stages of child development. At the same time, 35% of them have come out with their view that they do not want to enrich their competency as they already possess it.

Teachers have only moderate level of competency about the developmental delay (S. No. 2) as well as relationship between developmental delay and learning difficulties (S. No. 3), since the mean

competency scores of these aspects are only 2.23 and 2.22 respectively. 67% of the primary school teachers have found themselves to be Inadequate in their knowledge about developmental delay and hence they have felt the need for it whereas 33% of them did not require any enrichment. Similarly, 74% of the teachers could have been unable to understand the relationship between developmental delays and learning difficulties whereas 26% of them are of the opinion that they do not require that competency.

Difficulty in learning may also arise due to various factors like impairment, disability, handicap and so on. In general, it is assumed that all these terms are one and the same. But they have subtle differences among themselves. For instance, impairment refers to diseased or defective tissue. On the other hand, disability refers to the reduction of function, or the absence of a particular body part or organ. Similarly, handicap refers to the problems that impaired or disabled people encounter when they interact with the environment. Hence, a teacher must be able to differentiate these terms. In S. No. 4, the mean score of the teachers is 2.46 which reveal the fact that they possess high level of competency. Even though they have exhibited high level of competency, 59% of teachers want to have enrichment whereas the remaining 41% do not.

Further, teachers should possess knowledge about history of learning difficulties and its phases namely foundation, transition, integration, and contemporary phases. The knowledge of these phases enables a teacher to have a clear picture about brain dysfunction, assessment, treatment methods, teaching techniques and integral service programs in schools. The teachers have exhibited low level of competency on this aspect (mean score: 2.18). Further, 70% of teachers are interested in equipping themselves with this competency. But 30% of teachers have showed disinterest in getting the enrichment. A teacher should be able to differentiate the terms 'general learning difficulty' and 'specific learning difficulty'. The general learning difficulty is synonymous to mental retardation. Specific learning difficulty refers to the difficulties in specific areas - spelling, reading, writing and arithmetic. In this study (S. No. 6), it has been found that teachers are moderately competent to differentiate these terms (mean score: 2.37). Moreover, 66% of the teachers have realized the need for enrichment. On the other hand, 34% of them do not opt to have any enrichment.

As far as the knowledge about the specific learning difficulties is concerned, teachers are highly competent in their understanding about reading difficulties, (dyslexia), writing difficulties (dysgraphia), and spelling difficulties (dysorthographia) since the mean competency scores are 2.69, 2.67 and 2.53 respectively. At the same time, 47% of the teachers have opted for enrichment in their knowledge about reading difficulties and 53% have not. Similarly, 51% of the teachers want to acquire knowledge about writing difficulties and 49% of them have no inclination for enrichment. In addition, 56% of the teachers have wished to enrich their knowledge in spelling difficulties whereas, 44% of them have not exhibited any need for enrichment.

With regard to knowledge about specific learning difficulties such as arithmetic (dyscalculia), organizational difficulties and language difficulties (dysphasia), the teachers are moderately competent (mean score: 2.35, 2.32 and 2.32 respectively) whereas increased number of teachers have opted for enrichment of these competencies (69%, 68% and 69% respectively) and less number of teachers (31%, 32% and 31% respectively) have not felt the need for these competencies.

Table-3
Mean Competency Score, Level of Competency, Number and Percentage of Primary School Teachers Requiring and Not Requiring Competencies about the Development and Use of Instructional Strategies for Children with Learning Difficulties

S.No.	Competency Statement	Mean Competency Score	Level of Competency	Number and Percentage of Teachers	
				Requiring Competency	Not Requiring Competency
12	Structure individualized education program based on child's current performance and ability of the child.	2.13	LC	252 [73%]	94 [27%]
13	Setting short term and long term objectives and goals for each child.	2.28	MC	228 [66%]	118 [34%]
14	Sequencing	2.52	HC	197 [57%]	149 [43%]

	instruction by task analysis method.				
15	Work with professional colleagues, parents and support services in planning programs of work and in development of curriculum.	2.28	MC	239 [69%]	107 [31%]
16	Develop and use multisensory approach to overcome learning difficulties in children	2.51	HC	207 [60%]	139 [40%]
17	Alter the type and amount of instruction.	2.36	MC	215 [62%]	131 [38%]
18	Provide step-by-step demonstrations involved in learning new information or applying strategies.	2.61	HC	190 [55%]	156 [45%]
19	Providing error – correction procedures (prompting, modeling or cueing) rather than telling the answer.	2.53	HC	193 [56%]	153 [44%]
20	Involve students as active respondents in learning tasks rather than as passive recipients of instruction.	2.50	HC	197 [57%]	149 [43%]

Structuring individualized education program based on child's current performance and ability of the child is an important task that will be effectively carried out by a competent teacher. But, the mean competency

score 2.13 reveals that primary school teachers possess low level of competency on this aspect. Seventy three percent (73%) of the teachers who have exhibited low competency are interested in gaining competency in the competency statement S. No. 12. The remaining 27% of teachers are not interested in enriching this competency.

A skillful teacher should be able to set long term and short term objectives and goals for each child. The teachers competency is found to be moderate with mean competency score 2.28. Realizing the importance of this competency, 66% of teachers are interested in enriching their proficiency in this competency statement and only 34% of teachers do not require enrichment.
Task analysis is used for determining or ordering the sequence of skills to be taught. It is useful in helping teachers to adopt, adapt or make teaching materials. Task analysis uses precise instructional objectives because they allow the teacher to sequence instruction. Here in the present study primary school teachers have exhibited high level of competency (mean score; 2.52) in 'Sequencing instruction by task analysis method' (S. No. 14). Even though, they possess high competency, 57% of them are interested in upgrading their competency. The remaining 43% of teachers are not for it.

One way of enhancing teachers' abilities to design and adapt educational interventions for mainstreamed students is through peer collaboration (Pugach & Johnson, 1988). Teachers' working with professional colleagues, parents and support services in planning programs for the children with learning difficulties helps to have a structured intervention programs. In this competency statement, primary school teachers possess moderate level of competency (mean score: 2.28). As the competency level is moderate, 69% of the teachers have responded that they need enrichment in this competency, whereas 31% of teachers do not want enrichment.

Multi-sensory approach in teaching facilitates learning. This multi-sensory method includes Visual, Auditory, Kinesthetic and Tactile (VAKT). A competent and effective teacher makes use of multi-sensory approach. The study reveals that the teachers have high level of competency (mean score: 2.51) in 'development and use of multi-sensory approach to overcome learning difficulties in children'. 60% of teachers have expressed the need

to have enrichment in this aspect whereas 40% of teachers have not felt the need for enrichment.

In the competency statement S. No. 17 'alter the type and amount of instruction for the children with learning difficulties' the primary school teachers have exhibited moderate level of competency (mean score: 2.36). Here too, 62% of them have felt the need to enrich their competency and 38% of the teachers have not felt the need for enrichment.

'Providing step-by-step demonstrations involved in learning new information or applying strategies (S. No. 18) is one of the important competency aspects that every teacher should possess. In this, the primary school teachers have exhibited high level of competency (mean score: 2.61). Even then, 55% of teachers want to enrich their knowledge in this aspect. At the same time, 45% of teachers have refused to get enrichment.

In the competency statement 'providing error-correction procedures (prompting, modeling or cueing) rather than telling the answer' (S. No. 19), the primary school teachers possess high level of competency (mean score: 2.53). Even then, 56% of teachers are interested in improving their competency further on this aspect and 44% of teachers are not.

An effective teacher involves students as active respondents in learning tasks rather than passive recipients of instruction. This is evident with the mean competency score 2.50 which shows that the teachers are highly effective. Even then, 57% of teachers are interested in enhancing their efficiency and the remaining (43%) are not so.

4. DISCUSSION

The trend of the study results shows that teachers with less experience possess better competency than their counterparts on various competency areas of learning difficulties. As such it implies that these teachers have received teacher training in more recent years than their counterparts. In fact, in recent training programs, the concept of learning difficulties in some form or other, if not directly, has been incorporated at surface level. Likewise, in electronic and print media, one can see here and there, some literature on learning difficulties. Perhaps, this may be the reason why, the less experienced teachers are better in their possessed competencies than the more experienced teachers. If it is so, there is a greater need to

organize special orientation courses to the teachers with more experience on these aspects. It doesn't mean that the other teachers do not require training. Priority should be given to the teachers with more experience in the participation of training programs than younger teachers.

The study reveals that only on a limited number of competency aspects, the primary school teachers possess high level of competency and the remaining competencies are at low and moderate level. Even the teachers, who have exhibited high level of competency, want to enrich their competencies. In the case of teachers with low and moderate level, more than 70% and 60% respectively want enrichment in their competencies. This shows the enormous need for training programs. For a country like India, without proper organizational set up, it is very difficult to organize such large number of programs. This warrants a need for setting up of a provincial body like National Institute of Special Education (NISE) established and working in Islamabad. Such institute will facilitate the development of resource materials, training programs, research activities monitoring and evaluation of academic and field programs. Similarly, publication of a journal at national, state and regional levels considering the local language will be an immense use to generate awareness, positive attitudes and dissemination of innovative teaching and training practices in the field of learning difficulties.

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ROLE OF VOCATIONAL TRAINING PROGRAMS FOR ENTREPRENEURSHIP OF FEMALES WITH DISABILITIES

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ABSTRACT

The study was conducted to find out the role of vocational training programs for entrepreneurship of females with disabilities. The study also aimed to explore the available vocational training facilities and matching of vocational training with market demand. The sample of the study included fifty six schools of special education selected through purposive sampling from Karachi, Lahore, and Islamabad/Rawalpindi. The data was collected with the help of a structured questionnaire and was analyzed through SPSS. The results of the study indicate that most of the special schools did not have the same curricula and the vocational training provided was not according to the market demand enabling females with disabilities for a successful entrepreneurship therefore, the courses need to be revised on immediate' basis.

Keywords: Entrepreneurship, Females with disabilities, Vocational training,

1. INTRODUCTION

A lot of research has been done over the years on individuals with disabilities on a global scale. As the population of the world is soaring, simultaneously the number of people with disability is on the rise too. It is worth noting that of the discussed portion of disabled people, a major portion of that population is of females. Though this may not affect many communities with the same magnitude as it does to a female living in a deprived society, such as in any developing country. In such societies, generally women rights are not addressed on equal grounds as that for men and it becomes a lot more challenging when that female is also disabled. To empower females with disabilities it is important that they could be vocationally trained and harness them with skills that be beneficial and could enable them to become independent through technical or entrepreneurial skill set. A study by Welsby & Horsefall (2011) mention the importance of work for female with disabilities by saying that work also had an impact on their identity and their self –esteem.

Education and training not only provides employment, but also play an important role in economic growth and social development. Majority of vocational schools educate a person who got a specific skill which is based on practical work, mostly non-academic, and is completely in use of particular type of job or trade. Occasionally specific techniques developed in technical education leads towards vocational training.

Habib, (1997) argued that education and vocational training is not seen as a priority for girls and females and their life chances are restricted by a vicious circle of negative perceptions which restrict or prelude educational opportunities. Vocational training increases an opportunity for females with disabilities for finding jobs in labor market. The study will help vocational training institutions and other organizations in designing the useful vocational training programs for successful placement of females with disabilities.

2. OBJECTIVES OF THE STUDY

The study was based on the following objectives:

- To find out the role of vocational training programs for entrepreneurship of females with disabilities.

- To find out the vocational training courses offered by special education schools for female with disabilities for their career development.
- To explore the reasons for offering vocational courses by special education institutions for female with disabilities.
- To find out the relationship between job placement and vocational training courses offered by special education institutions for female with disabilities.
- To suggest a model of vocational training program at special schools.

3. METHODOLOGY

The study was qualitative and quantitative in nature and designed to explore the vocational training facilities provided to female students with disabilities in special education schools / institutes in the major cities of Pakistan i.e. Karachi, Lahore and Islamabad/ Rawalpindi. The sample of this part included, total fifty six schools of special education selected through purposive sampling. Out of these, twenty schools of special education from Karachi, sixteen schools of special education from Lahore and twenty school of special education from Islamabad/Rawalpindi were selected for the purpose of study. The data was collected with the help of a questionnaire consisted of eight closed ended questions to find out the category of schools according to females with disabilities studying therein, type of vocational training courses offered by these schools, reasons for offering these courses, duration of courses, if the courses offered by special schools were certified, the authority to certify the courses and if the special schools had any follow up about female students who get job after completing their vocational training programs offered by their schools. The results were analyzed through SPSS method.

4. FINDINGS

1. Majority of schools in all cities were given computer training for vocational training purpose.
2. When inquired about the reasons for offering these courses in the program of vocational training, it was found that majority of the schools in Karachi (60 %) were offering these courses because teachers were easily available for these courses. It was found that majority of the schools in Lahore (43.75%) & in Islamabad/

Rawalpindi (60 %) was offering these courses because fewer resources are required to conduct these courses.

3. Majority of the schools in Karachi, Lahore Islamabad/Rawalpindi were not certified (60%, 62.5%, and 50% respectively).
4. In Karachi, Lahore and Islamabad/Rawalpindi majority of the schools were offering courses not certified by Federal Board of Technical Education (60%, 62.5% and 55% respectively.
5. In Karachi, Lahore and Islamabad/Rawalpindi majority of the schools were offering vocational training courses of one year duration (30%, 62.5% & 30% respectively).
6. Majority of the schools in Karachi, Lahore & Islamabad/Rawalpindi have no follow up that whether their female students get jobs after passing out or not (65%, 70%, & 70% each).

5. DISCUSSION

The results of the study indicate that most of the special schools did not have the same curricula; also the vocational training provided was not according to the market demand. The findings were in line with a Pakistani study (Sajjad, 2006). In our study, it was found that most of the vocational training courses were offered due to the reasons that either the vocational teachers and equipment's were easily available for conducting these courses, or/and fewer resources were needed to conduct these courses. These courses were not designed on the basis of market demand. It had been observed that only limited training institutes were offering those vocational courses which were in accordance with the market requirements. The present situation of vocational training in Pakistan has also been highlighted in the National policy for persons with disabilities (2002) mentioning that vocational training facilities at present are very limited to meet the requirement of persons with disabilities in both private and public sector (Pakistan Ministry of Females Development, Social Welfare and Special Education, 2002)..

Murray and Heron (2003) also highlighted the same situation in ILO's report on placement of job seekers with disabilities by saying that the lack of recognized skills or the acquisition of skills unrelated to labour market opportunities may result in no jobs or jobs that are routine, monotonous, low level, insecure and with no prospects.

A report on thematic review on sickness, disability and work by OECD countries, also mentioned that there is insufficient investment in rehabilitation and employment measures, and take-up is low (OECD, 2008). Researches show that in developing countries, vocational services tend to consist of small rehabilitation and training programs (World Bank, 2009 & Metts, 2000) but because of their high costs, such programs fail to reach a significant proportion of their target group (Guzman, 2002). Furthermore, traditional training programs focused on a limited range of specialized technical skills and provided in segregated centers have not put many people with disabilities into jobs (OECD, 2003, Alade, 2004).

A Pakistani researcher Saad (2005) highlighted that vocational training is necessary so that persons with disabilities learn a trade to work productively and to make their economic contribution for the country.

A number of Pakistani researchers also highlighted in their studies that in Pakistan there is lack of proper vocational training for females with disabilities and mostly special schools were not properly equipped to provide vocational training (Begum, 2010, Khatoon, 2006, and Sulman, 2006).

In conclusion, we can say that most of the special schools were not providing vocational trainings according to market demand enabling successful entrepreneurship of females with disabilities therefore a model is suggested for the improvement of vocational training programs.

6. RECOMMENDED MODEL OF VOCATIONAL TRAINING

On the basis of the literature review and the results of the study, the researcher proposes a model of vocational training program for women with disabilities in Pakistan. This model can also be used for other persons with disabilities. The model explains the process and steps involved in vocational training for women with disabilities. The model comprises of four steps. The first step is the training need analysis based on assessment of women with disabilities regarding their capabilities, aptitude, strengths, stamina, limitations, and severity of impairment etc. as well as the market survey to find out, what jobs are available for them.

The second step involves designing the curriculum based on the results of training need analysis and also the resources available. The resources

include; professional trainer for vocational skill training, training equipment's/tools/technology designed according to special needs, and a conductive learning environment. The curriculum is then implemented and also evaluated from time to time to incorporate the changes coming up. The curriculum designing is not a tail end process rather a cyclic process continuously improving with the global changes.

The third step involves the implementation of vocational training which later on again evaluated to determine its success criteria based on achievement of goals of vocational training including the desired competencies learnt by women with disabilities.

The fourth step is the job survey. It should be remembered that the ultimate goal of any vocational training is the successful job placement of women with disabilities and it needs a through follow up to see the job satisfaction of women with disabilities. In case some weak areas are identified, these may reflect that a revision/improvement/modification of vocational training program is needed which in turn needs revision/ modification of curriculum designed and that in turn will need training need analysis based on individual needs and market survey to match the vocational skills with the jobs that have market demand.

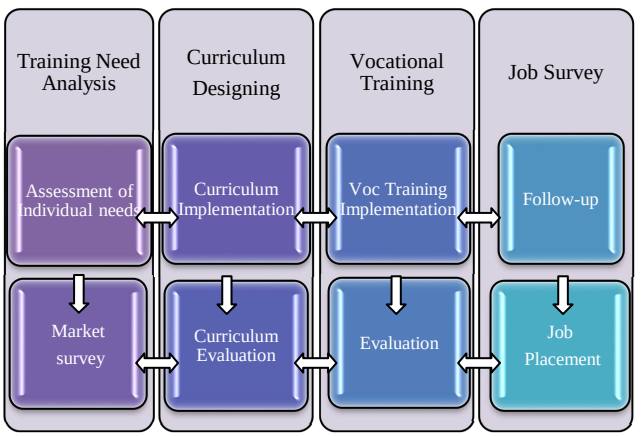

Figure1 Model of Vocational Training

Table 1
Type of Disabilities

Category of students	Karachi		Islamabad/ Rawalpindi		Lahore	
	No	**%**	**No.**	**%**	**No**	**%**
Hearing Impaired	05	25	05	25	04	25
Visually Impaired	05	25	05	25	04	25
Physically Impaired	05	25	05	25	04	25
Intellectual disabilities	05	25	05	25	04	25

Table 2
Total number of female students in each class

Number of female students	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	%	No.	%	No.	%
1 – 05	10	50	05	25	05	31.25
06 – 10	05	25	10	50	08	50
More 10	05	25	05	25	03	18.75
Total	20	100	20	100	16	100

Table 3
Vocational Training Courses offered by Schools for Female Students

Vocational Training courses	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	%	No.	%	No.	%
Tailoring	10	50	10	50	06	37.5
Pottery	07	35	03	15	03	18.75
Typing	07	35	05	25	07	43.75
Computer	12	60	14	70	11	68.75
Book binding	01	05	02	10	03	18.75
Handicraft work	10	50	12	60	02	12.5
Leather work	01	05	01	05	Zero	Zero
Accounts	03	15	07	35	Zero	Zero
Music	05	25	07	35	11	68.75

Table 4
Reasons for offering these courses

Reason	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	**%**	**No.**	**%**	**No**	**%**
Demand of market	05	25	04	20	04	25
Fewer resources are required to conduct these courses	02	10	12	60	07	43.75
Vocational teachers are easily available for these courses	12	60	Zero	Zero	02	12.5
Vocational training necessary	01	05	04	20	03	18.75

Table 5
Courses certification

Whether the Courses are Certified	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	%	No.	%	No.	%
Yes	8	40	10	50	06	37.5
No	12	60	10	50	10	62.5
Total	20	100	20	100	16	100

Table 6
Reasons for offering these courses

The Authorized Body	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	%	No.	%	No.	%
Board of Technical Education Karachi	08	100	10	100	06	37.5
Any other Body	Zero	Zero	Zero	Zero	Zero	Zero
Total	08	100	10	100	06	100

Table 7
Duration of vocational training courses

Duration	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	**%**	**No.**	**%**	**No.**	**%**
One year	06	30	07	35	10	62.5
Six months	03	20	05	20	Zero	Zero
Three months	01	05	02	15	Zero	Zero
One months	02	15	03	10	04	25
One week	03	10	Zero	Zero	Zero	Zero
Not responded	05	20	05	20	02	12.5
Total	20	100%	20	100	16	100

Table 8
Follow up about female students who get job after passing out

Use Follow up	Karachi		Islamabad/ Rawalpindi		Lahore	
	No.	**%**	**No.**	**%**	**No.**	**%**
Yes	07	35	06	30	04	25
No	13	65	14	70	12	75
Total	20	100%	20	100	16	100

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A CASE STUDY OF UTILIZING ART AS THERAPY WITH A CHILD WITH ATTENTION DEFICIT/HYPERACTIVITY DISORDER - COMORBID INTELLECTUAL DISABILITY

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ABSTRACT

This single-case study investigate the effectiveness of art as therapy with eight years old girl having Attention Deficit Hyper Activity Disorder predominantly hyperactive-Impulsive type and mild Intellectual disability. she was regular student of special school, Karachi Pakistan. The subject was given 25 sessions of art as therapy, using behavioral approach. ADHD-T was administered for measuring the intensity of symptoms, afterwards free drawing was done for measuring the developmental and artistic level of the child before and after the therapy sessions. Results showed significant decrease in the intensity of the symptoms of Attention Deficit Hyper Activity Disorder and improvement in the artistic level of the child.

Keywords: Art as therapy, Attention Deficit/Hyper Activity Disorder, Intellectual disability.

1. INTRODUCTION

Attention Deficit/Hyperactivity Disorder is a neurodevelopment disorder which is characterized by an impulsivity, inattention and hyperactivity that affect school-aged children and adults. ADHD is heterogeneous, and the presentation of symptoms can vary considerably. At this time biological markers for diagnosis do not exist, hence the diagnosis is based purely on observation of hallmark behaviors commonly associated with this disorder. Diagnosis in children often requires not only direct observation in clinical settings, but also observations made by parents and teachers in natural settings such as home or school (DSM-V, American Psychiatric Association, 2013). There are many documented treatment approaches and numerous researches to investigate the efficacy of different treatments used to treat the children with ADHD. According to the findings of a study conducted on approximately 600 children with ADHD to investigate the Multimodal treatment approach, behavior modification, medication and the combination of two were found to be most effective ((MTA Cooperative Group, 1999)). For more than three decades behavioral techniques and treatments have been used to treat children with disruptive behaviors (O'Leary& Becker, 1967).

Art therapy is a relatively new profession in comparison to the traditional methods of treatment. It looks to work as a treatment modality through the use of art as medium for healing. Art therapy has two camps of thought; "art psychotherapy" and "art as therapy". These two approaches to therapy are deep-rooted in different theoretical ideologies dealing with how the art is used and the outcomes it produces (Ulman, 1987). For the purpose of this study, the focus is on "art as therapy" as the approach to art therapy.

2. CASE STUDY

XYZ (the name has been changed) was an eight years and two months old girl, who was diagnosed with Attention- Deficit Hyper activity disorder predominantly, Hyperactive-Impulsive type and Mild Intellectual Disability at the age of seven years 3 months. She was diagnosed with ADHD (mild) and Intellectual disability, Mild by the trained and qualified clinical psychologist on the basis of clinical Interview, detailed Assessment and criteria given in Diagnostic and statistical Manual of Mental Disorders (DSM-IV) (American Psychiatric Association, 2000). She was middle born and has 2 elder brothers and one younger sister. Her

father's qualification was post-graduate and he was Government employee. Her mother's qualification was also post-graduation and she was a housewife. She belongs to a nuclear family with middle socio-economic status. She was a regular student of special school at Karachi, Pakistan.

3. MEASURES

3.1 Demographic Data Sheet

A demographic sheet was prepared; it consisted of name, age, sex, birth order, year of schooling, family structure, socio-economic status, parental qualification and profession.

3.2 Observation Recording Sheet

A recording sheet was prepared to record the baseline data and later was used to record the session notes i.e. any significant behaviors, verbalization and procedure within sessions.

3.3 Attention- Deficit / Hyperactivity Disorder Test (ADHDT)

The ADHDT is a standardized, individually administered test of Attention Deficit/ Hyper Activity Disorder (ADHD). Based on the DSM-IV (APA, 1994) criteria of ADHD. The ADHDT is comprised of three subtests: Hyperactivity, Impulsivity and Inattention respectively, totaling 36 items.

4. THERAPEUTIC INTERVENTION

4.1 Pre Intervention

The study was started in September. Two sessions per week were conducted with the child. The duration of each session was 50 minutes. Twenty five sessions with were supposed to be done within a time period of 10 weeks (2.5 month).

First of all the child was observed 8 hours (4 hours a day; 2 days) to assess and confirm the display and frequency of the behavioral symptoms of ADHD prior to the therapy sessions. It was observed that she was a child who has difficulty in remain seated in class. She was usually twisting or moving while seating. During group activities in the class it was very difficult for her to wait for her turn, she usually demands immediate attention, or move the face of the teacher or the person towards herself. During regular classroom activities or games she continuously use to talk. It was difficult to understand her speech due to the speed. It was too

difficult for her to be on one activity till the end, she usually shift from one activity to the other activity without completing it and if insisted she started throwing the things. She never put back the things at their places after the activity even in the class she never put her belongings back in her bag. She was unable to do many other tasks that her age equivalent children can do like coping alphabets, pasting or applying color. But she has good fine motors skills with proper pencil holding grip, she was able to copy vertical and horizontal lines and trying to copy circles on dotted lines which is visible in her art creations.

To understand the artistic developmental level (Malchiodi, 2003), the researcher let the child draw freely in the first session.

4.2. Intervention phase

After understanding the child's developmental and artistic level, appropriate and obtainable goals were set for the child. At the beginning of the therapy session when she was ask to draw freely, she took the lead pencil and asked the therapist to draw things for her or a work sheet, which she used to do in her class. Later the researcher introduced her to the art materials, that were big wax crayons, pastels chart papers and modeling and earth clay. That was the time when therapeutic boundaries were established and repeatedly explain to the child. Initially it was very difficult for her to follow the limits and boundaries later she started to handle the material with care instead of throwing it. Afterwards in the sessions the techniques of behavior therapy to art therapy were used, more specifically behavioral approach to art therapy was used. Roth's behavioral techniques created for art therapy were also incorporated. Throughout the process the use of positive reinforcement was a fundamental component, in the form of verbal appreciation, clapping, tap, nonverbal gestures and cues which encourages the child to continue the process and assists in developing therapeutic alliance. The researcher used interventions that had an impact by providing modeling and prompting; introduced different art materials and mediums that can create interest and involvement in the process. Till the end of the sessions she was able to take the material she wanted to use within the session, created things, put the things back at the appropriate places, and on being reminded she used to clear her table.

4.3 Post intervention

After the completion of the treatment sessions, the child was assessed again with ADHDT test to evaluate the any reduction in impulsive behaviors or inattention as well as for developmental indicators level.

Table
Difference in the row scores on the symptoms of inattention, impulsivity and Inattention before and after treatment

N=1	Pre Treatment	Post Treatment	Pre-post Difference
Hyperactivity	16	15	1
Impulsivity	17	15	2
Inattention	13	12	1
Total	46	42	4

Note: Pre-post difference showed that after the application of art therapy there is a reduction in the scores raw scores of Hyperactivity and Impulsivity.

5. DISCUSSION

Art therapy is used as a treatment modality with children with emotional and behavioral problems. This case study showed its efficacy. The researcher evaluated the differences of the raw scores of the subtests measuring the hyperactivity, impulsivity and inattention. It indicates that there was reduction in hyperactivity and impulsive behaviors. (table 1). Later, child's drawings and important images are also placed at the end of the discussion section to visually address the areas of growth and improvement throughout the therapy.

Findings of this study are consistent with the limited previous findings in other countries that mention art therapy to be an effective intervention for those who are suffering with symptoms of Attention Deficit Hyper Activity Disorder. For Attention Deficit Hyper Activity Disorder as according to Association of Natural Psychology (2006), art therapy might be one of the most single effective therapies to help children and adults to concentrate, slow down and stabilize.

Present study demonstrates the effectiveness of a therapeutic intervention in Pakistani (Asian) culture where medication is the first line of choice in treating the disorder. In view of the findings it is strongly recommended that professional dealing with children with Attention- Deficit / Hyperactivity Disorder should consider the importance of art therapy in their treatment and educational plans.

ETHICAL CONSIDERATION

Before starting any work with the child informed consent was obtained from the authorities of the school/institute (director and the concern teacher) as Ethics and considerations became the most important area in conducting a research with human subjects. To ensure confidentially the name has been changed to pseudonym and to keep the anonymity, all the identifying graphic imagery and the name of the child was removed from all the images.

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THE RELATIONSHIP BETWEEN HEARING LOSS AND COGNITIVE ABILITIES OF SCHOOL GOING CHILDREN

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ABSTRACT

The primary aim of the current study was to establish the relationship of hearing loss with cognitive abilities in the school going hearing impaired children. The secondary aim of the study was to assess the influence of factors like age and gender on cognitive abilities and on the relationship of hearing loss with cognitive abilities. The cognitive abilities of the hearing impaired children were measured through Non-Verbal Test of Intelligence (NVTI; Syed, 1993). The sample comprised of a total of 75 children with hearing loss including boys (N= 38) and girls (N= 36). The age range of the children was from 6-12 years. The results of the study were analyzed through the multiple hierarchical regression. Findings of the research indicated that varying degrees of hearing loss is significantly associated with cognitive abilities of the children and this relationship becomes stronger with the increasing age.

Keywords: hearing loss, cognitive abilities, age, gender, non-verbal test of intelligence

1. INTRODUCTION

Performance of school going children can be influenced by their cognitive abilities. Several psychological and physiological factors can have impact on these cognitive abilities (Sylva, 1994). One of these factors is presence of a clinical condition of hearing impairment/loss. Speech and language development is a useful substance of a child's overall development and cognitive abilities; which in turn is related to success at school. Hearing loss may cause depression, social isolation, poor self-esteem, and functional disability particularly in those subjects who are suffering from hearing impairment and not yet been evaluated or treated for hearing loss (Oyler, 2012). These problems can further influence the cognitive skills.

1.1 Cognitive Skills

The word 'cognition' is quite commonly used in researches, it refers to how we understand and process the world. Machelon (2006) stated that cognitive skills are based on particular brain structures that help us learn, concentrate, remember and solve problems. For example, answering the telephone involves perception (hearing the ring tone), decision taking (answering or not), motor skill (lifting the receiver), language skills (talking and understanding language), social skills (interpreting tone of voice and interacting properly with another human being).

Many processes make up cognitive skills which include: memory, problem solving, language, executive functioning, and attention etc. Among these skills memory refers to the ability to remember and can be described as of following types: Sensory Memory, Short-Term Memory, Long-Term Memory, Procedural Memory, and Prospective Memory. While, problem solving refers to the ability to think; it may involve decision making and identification of the problem and its solutions. Furthermore, language comprised of many other sub-skills like executive functioning which refers to the ability to plan, initiate, complete, and oversees goal-directed behavior; it also involves coordinated attention, memory, and problem solving abilities to function creatively, competently, and independently. Attention refers to the ability to concentrate; which includes focused attention, sustained attention, and divided attention (Neil-Pirozzi, 2010).

Cognitive skills of children having hearing loss can be affected by two factors: First, the hearing loss is often associated with other neurological deficiencies that may affect the cognitive functioning of the brain.

Secondly, the language and communication skills of the hearing impaired are often delayed due to their disability. Many other factors can affect the cognitive abilities of hearing impaired children, like age, gender, parenting style, poor socio- economic status, genetic disposition, mental retardation, and presence of any psychological disturbance.

1.2 Hearing Loss

The term hearing loss is used in broad spectrum; it can be partial or total inability to hear. Shemesh, (n.d.) has described hearing impairment in following three attributes: Nature of hearing loss (affected part of the hearing mechanism); Degree of hearing loss (due to inability of hearing volume of sounds and its range which are not listened); Configuration (hearing loss has occurred at which range of pitches or frequencies).

Hearing loss may be affected by several factors, including: genetics, ageing, exposure to noise, some infections, birth complications, trauma to the ear, and certain medications or toxins. Hearing loss is described as having several degrees, which is extending from hard-of-hearing to total deafness (Shemesh, n.d.).There is significant distinction in the levels and kinds of hearing loss. Children who are impaired may suffer from a permanent, mild, moderate, severe/profound hearing loss; or they may have unilateral and/or bilateral or an impermanent deafness such as glue ear. The distinct deafness categories are measured in decibels (dB) and labeled as mild (26–40 dB), moderate (41–55 dB), moderate to severe (56–70 dB), severe (71-90 dB) or profound (95+ dB).

Researches in past have reported the effect of hearing loss on abilities related to cognitive skills. Hearing loss of any degree may effect psycho educational development adversely; even minimal hearing loss places children at risk for language, educational and learning problems. Davis, Elfenbein, Schum, and Bentler (1986) had explored “the effects of mild and moderate hearing impairment on language, educational, and psychosocial behavior of children”. The result showed that children varied greatly in performance on these factors. In another study Hogan, Siphley, Strazdins, Purcell, and Baker (2011) studied “communication and behavioral disorders among children with hearing loss may increase risk of mental health disorders”. Results indicated that children with hearing loss showed elevated prevalence across most dimensions of emotional and behavioral difficulties, communication disorders, language and cognitive

under development, and motor skills. Reduced receptive language skills and increased difficulties in understanding others were found to be predictive of increased psychosocial difficulties in children with hearing problems.

Development of appropriate cognitive skills is very important for the adjustment of children having varying degrees of hearing loss. So the primary purpose of the study is to establish the relationship between hearing loss with cognitive abilities. Though few researches have established the relationship of skills related to cognitive abilities (like language and communication) with hearing loss(see for example Hogan, Siphley, Strazdins, Purcell, & Baker, 2011) but the direct effect of varying degrees of hearing loss in the area of cognitive skills still remains unexplored. As cognitive ability can be influenced by several other factors like age, gender so the secondary aim of the study was to explore the influence of age and gender on relationship between hearing loss and cognitive abilities.

2. METHODOLOGY

The current study was primarily aimed to establish the relationship between hearing loss and cognitive abilities in hearing impaired children. The secondary aim was to assess the influence of factors like age and gender on cognitive abilities and the relationship of hearing loss with cognitive abilities.

2.1 Objectives of The Study

The objectives of this study were as following:

1. To find out the relationship of varying degrees of hearing loss with cognitive abilities of the children.
2. To explore the influence of age of the children on their cognitive abilities.
3. To assess the influence of gender of the children on their cognitive abilities.
4. To assess the influence of age and gender on the relationship of hearing loss with cognitive abilities.

   These objectives were achieved following the ‘Correlational Research Design’.

2.2 Variables

Cognitive Abilities. Cognitive abilities refer to the capacity which provides the solution of any problem, decision making, attention, memory patterns, language skills, and social skills (Michelon, 2006). Children scores on Non-Verbal Test of Intelligence (NVTI; Syed, 1993) were taken as the level of cognitive abilities.

Hearing Loss. Hearing loss is the inability to perceive the sound at any degree/level. The decibels (dB) measured through audiometry at different pitches/frequencies was used to specify the severity of hearing loss.

Gender. Being in the state of masculinity (boy) or femininity (girl), particularly used with reference to social and cultural differences rather than biological ones.

Age. One age group was used in this study.

2.3 Sample

Sample comprised of a total of 75 school going children with hearing loss including both boys (*n*=38) and girls (*n*=37). Children having mild, moderate, and moderate to severe level of hearing loss were selected for the study. The age range of participating children was from 6-12 years. Sample was collected following the purposive sampling technique.

2.4 Instruments

Following instruments were used in the study:

Audiometer. An audiometer was used for the hearing assessment, which shows the degree of hearing loss of the children in decibels (dB).

Non-Verbal Test of Intelligence (NVTI; Syed, 1993). NVTI was used to measure cognitive abilities of hearing loss children. Before using the test it was pre-tested on hearing loss children (*n*= 10) and reviewed through committee approach for its appropriateness to be used with hearing loss children. In this approach a five membered committee reviewed the items of the test for assessing its appropriateness. The members of the committee include: both the researchers; two Psychologists having Ph.D. in Psychology and significant experience in testing and assessment; and a

speech-language therapist (Director, Balochistan Complex for Special Education). NVTI has two sub-tests; sub-test of block design has 12 items while the sub test of picture completion has 30 items. The items of the test can be scored as 0 or 1for correct and incorrect response respectively. The reliability coefficient of the test was found to be .264.

Informed Consent and Demographic Form was also used for taking information.

2.5 Procedure

First of all the appropriateness of non-verbal test of intelligence for hearing loss children was established through pre-testing and committee approach. On the basis of hearing test children were identified as having hearing loss of varying degrees. Then informed consent was taken from the parents of the identified children. To assess the cognitive abilities of the school going children "NVTI" was individually administered. A small incentive was given to all children following the test administration session. All the collected information was properly recorded for further analysis.

3. FINDINGS

This study was aimed to establish the relationship of hearing loss with cognitive abilities of hearing impaired children. The study also explored the influence of age and gender on cognitive abilities and relationship of cognitive abilities with hearing impairment. For assessing the cognitive abilities of hearing impaired children a non-verbal intellectual assessment tool (Non-Verbal Test of Intelligence- NVTI; Syed, 1993) was used. This test has only two subtests and was used to avoid any unnecessary pressure on the hearing impaired children. Researcher have stated that nonverbal intellectual assessment is the process of assessing the construct of intelligence without placing receptive or expressive language demands on either the examinee or the examiner (McCallum, Bracken & Wasserman, 2001). Results of the study were based on analysis carried out on collected data through the IBM Statistical Package for Social Sciences (SPSS, Version 23).

Relationship of Hearing Loss and Cognitive Abilities

This relationship was established through calculation of correlation coefficient between children level of hearing loss (measured in decibels) and scores on NVTI.

Table-1

Correlation Coefficient between Varying Degrees of Hearing Loss and Children Scores on Non-Verbal Test of Intelligence (N=75).

Variables	NVTI	*p*
	α	
Hearing Loss	-.267	.010

Note. NVTI= Non-Verbal Test of Intelligence.

Table 1 shows the correlation coefficient between varying level of hearing loss and children scores on non-verbal test of intelligence. Results indicate significant negative correlation ($p < .05$) between the study variables. Results further indicate that increase in level of hearing loss significantly goes with decreased level of cognitive abilities.

As establishing the relationship of age and gender with cognitive abilities is a secondary objective of the current study so the correlation coefficient among age, gender, and scores of NVTI were also calculated. Results indicate that age significantly correlates with cognitive abilities as assessed through NVTI ($\alpha = .264$, $p < .05$), whereas gender and NVTI scores are not having significant correlation.

Influence of Age and Gender on Relationship of Hearing Loss with Cognitive Abilities

The influence of age and gender on relationship of hearing loss with cognitive abilities was explored through regression analysis. For that purpose hierarchical multiple regression was run for hearing loss, age, gender, and scores on NVTI for measuring cognitive abilities.

Table-2
Multiple Hierarchical Regression of Hearing Loss, Age, and Gender on Non-Verbal Test of Intelligence (N=75).

Models	R^2	ΔR	*B*	*SE*	β	*t*	*p*
Model 1							
Hearing Loss	.071	.071	-.104	.044	-.267	-2.369	.020
Model 2							
Hearing Loss	.071	.071	-.108	.042	-.278	-2.552	.013
Age	.147	.076	.746	.295	.275	2.528	.014
Model 3							
Hearing Loss	.071	.071	-.112	.043	-.289	-2.617	.011
Age	.147	.076	.708	.302	.261	2.347	.022
Gender	.153	.006	.766	1.104	.078	.694	.490

Table 2 indicates the influence of hearing loss on cognitive abilities (as measured by NVTI) of the children. Results indicate that in the model 1 hearing loss predicts cognitive abilities significantly by explaining about 7% of variance in NVTI scores, ΔR= .071, F (1,73) = 5.612, p = .020. Considering model 2 with an addition of age, it seems to have even higher significant predictive influence on cognitive abilities by explaining almost 8% of variance in NVTI scores, ΔR= .076, F (2, 72) = 6.208, p = .003. In the model 2, increase in β value of hearing loss indicates that addition of gender has strengthened the relationship between hearing loss and cognitive abilities of children. Analysis further revealed that modal 3 with an addition of gender seem to have non-significant predictive influence on cognitive abilities.

The findings of present research presents significant relationship of hearing loss with cognitive abilities explaining that increase in hearing loss may result in decreased cognitive abilities. This finding is consistent with many other research findings showing that the cognitive skills and several other related abilities like development of language and communication can be hurdled by the presence of hearing loss (Hogan,

Siphley, Strazdins, Purcell, & Baker, 2011). Research further indicates that age seems to have positive correlation with cognitive abilities but gender do not relate with cognitive abilities significantly. This is again consistent with previous research findings (see for example Ambreen, 2014; Ahmad & Aziz, 1993).

An important objective of the current study was to explore the influence of age and gender on the relationship of hearing loss and cognitive abilities. Regression analysis indicated that both hearing loss and age predicts cognitive abilities in children significantly. Most importantly analysis revealed that age seems to strengthen the relationship between hearing loss and cognitive abilities. This suggests that with increasing age the negative effect of hearing loss might get stronger on the cognitive abilities of hearing impaired children. These findings have important clinical and psycho-educational implications for managing children with hearing loss.

4. RESEARCH CONCLUSION AND RECOMMENDATIONS

The current study concludes that hearing loss and cognitive abilities of hearing impaired children are having significant reverse correlation and their relationship might get enhanced with increasing age.

Like all other research studies, this study has many limitations. First the small and non-representative research sample due to difficulty in accessing hearing impaired children could bound the generalizability of the research findings. So in future a study conducted on a larger and representative sample may yield more valid and generalizable results. Secondly, many other important factors like education and parenting that can influence cognitive abilities were not studied. So exploring the influence of such factors on cognitive abilities and on relationship of hearing loss and cognitive abilities is strongly recommended in future studies.

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IMPACT OF EMOTIONAL INTELLIGENCE ON LEARNING STYLE DIVERSITY AMONG STUDENTS WITH SPECIAL NEEDS AT HIGHER LEVEL

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ABSTRACT

The study was designed to investigate the impact of emotional intelligence on the student learning style diversity. The population of the study was based on all the students of National University of Modern Languages, Islamabad enrolled in the session Feb-June 2016. The research was focused only on the students with special needs. For the purpose of convince the four dimension of special need were considered in this study (Slow Learners, Aggressive, Attention Seeker and Socially Isolated). With the help of teachers 205 students were identified as students with special needs. Among which 185 students contributed in the data collection process. To measure the EI trait emotional intelligence questionnaire developed by Petrides & Furnham (2006) was selected. To address the dependant variable the Learning Style Diversity Assessment Scale was use that was based on six sections and 60 items in total. The data revealed that the level of Emotional Intelligence of the majority of the students was low and there was no significant impact of EI on learning style diversity. While no statistically significant difference was found in EI and learning style diversity on the basis of gender, age and level of education.

Key Words: Emotional Intelligence, Learning Style Diversity Students with special needs, Self awareness, Assessment.

1. INTRODUCTION

The concept of Emotional Intelligence was introduced first time by Beldoch in 1964. However this was a totally new concept at that time and it took time to be accepted by the people. This concept was supported by the theory of multiple intelligence (Gardner, 1983). When in 1983 Gardner presented the concept of multiple intelligence the people start realizing that there are different and unique types of intelligence that are present in human minds. That makes everybody unique and different from other. This uniqueness brings color to our life. In his theory he pointed out the interpersonal skills a one of the types of intelligences. This was the base line for the emotional intelligence concept. Although latter on the emotional intelligence has been considered as a separate form of intelligence. Emotional Intelligence (EI) is a field that deals with enabling an individual for maintaining and mastering skills about awareness of self management of self management of social relations, for individual and professional purposes. Emotional stability is one of the key to survive within the society and to build healthy relationships. Once emotional stability is the key to sustain in the society and it reflects in the performance as well. A person in any role needs emotional stability to deal with the people, coworkers, friends and family members. This stability makes the environment comfortable to work and allows the innovation in the field. Keeping in view the benefits of it, it is the responsibility of the education system to train and develop this ability among the students from the early age of their lives. As the students are the future of any nation and when they enter in the education system they expect to be trained as the responsible members of the society. The responsibility to train them comes on the shoulders of the teachers. When a teacher has to handle a class as a whole, the teacher has to face multiple issues. Among them is the Emotional stability that leads towards learning style diversity.

It is difficult to define the term “learning style” precisely. Generally we can say that it is the method of one’s understanding or knowing the world around him. It is a personal pattern of acquiring information, developing concepts and skills (Smith, 2002). According to Vygotsky (1986) humans are not genetically coded to follow a uniform learning style rather they need to learn the ways of learning through the process of socialization. There are different types of learners. Such as some are Visual learners, who consider watching thing while some are auditory learners. One other

type of learners is called tactile-Kinesthetic, who learns best by using their psychomotor skills. Some learn by observation. Some are interested in social and group tasks. While some like to be alone. Helberg and Tharp (2002) also have presented some types of learners. These are field-sensitive learners. These learners enjoy and learn more in team work to for a common goal. These learners only require guide line from teachers. They like independent work, competition and authority. The other type is of impulsive learners, these are quickly responsive but in making quick responses usually they make more mistakes on other hand reflective learners' response on a slow pace but more accurate responses are produced. Cooperative learners are more interested in group and collaborative activities, while individualistic learners is the term for students who are more teacher dependent learners and work best in competitive situations. So the classroom environment is a unique and challenging plate form for the teachers. Thus the study has been planned to assess the effect of EI on the Diverse learning styles. In addition the researcher is interested to find out the impact of age, gender and level of education on the EI and learning style diversity of the students

According to Hunt and Fitzgerald (2013) Emotional intelligence is the ability to understand and deal within a given environment. It is reflected in once behavior and dealing with the people around. It can be observed by certain indicators. The researches have shown that emotional intelligence results in better job performance, mental health and leadership skills. There are three major models of emotional intelligence. These models are Ability model, Mixed model and Trait model (Kluemper, 2008).

The ability model refers to the emotional intelligence as the set of abilities. These abilities are perceiving emotions, Using emotions, Understanding emotions and Managing emotions (Martins, Ramalho & Morin, 2010).

The mixed model introduced by Goleman (1998) explains the emotional intelligence as a set of skills. These skills include Self-awareness, Self-regulation, Social skill, Empathy and Motivation. In this regard the mixed model refers four major indicators. The first component of EI is self awareness (Goleman, 1998). It means acquiring knowledge about once feelings. One should be aware of what is the state of feelings when comes across some specific situation specifically and a general feeling about self. The second component deals with the management of self emotions. This

component deals with the characteristic of an individual about managing situations of anxiety or anger. There are many techniques that can be used to manage emotions. The third component of EI is about social awareness. It enable an individual to manage his feelings of empathy, competency and control some functions' of brains about analyzing non-verbal and emotions. The fourth and final component is management of social skills. This component is about molding self emotions according to environment or influencing the environment to mold according to one emotional state. It requires the control over environment to get changed according to one's feelings but if the person is unable to control environment factors, he/she can motivate him/herself to adopt environment demands. But for achieving better social relations and social management one need to control situations as emotional outbursts, impulsiveness and lack of empathy and try to create a more social adopted and social adapted behavior (Goleman, 1998).

According to Petrides, Pita, and Kokkinaki (2007) Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality. In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities".

The emotional stability and understanding results in many positive ways such as it develops better social relations, effective social skills, better academic achievements, high work performance and better psychological well being (Coleman, 2008). The emotions play a vital role in developing the personality, behavior and the styles of the individual. The individual's learning styles are also affected by the emotions (Harms & Credé, 2010).

While there is no standard meaning of the term, a learning style is for the majority considered as the technique by which one comes to know or comprehend the world. It is the acclimated design used to gain data, ideas, and aptitudes (Smith, 2002). As a rule, learners are not hereditarily inclined to a learning style; rather they realize "how to learn" through socialization (Vygotsky, 1986). Learners are regularly considered as visual, who recall best by seeing or perusing; sound-related, who recollect best by hearing; or material kinesthetic, who recollect best by composing or utilizing their hands as a part of a manipulative path, or in a blend of these systems (Payne, 1986).

Hilberg and Tharp (2002) discovered different issues in indentifying the exact learning style. Field-delicate learners appreciate working with others to accomplish a shared objective, and regularly look to the instructor for direction and exhibition. Field-autonomous learners appreciate working freely, as to contend, and request instructor help just in connection to the present undertaking. Indiscreet learners react all the more rapidly and as a rule with a higher rate of mistake. Intelligent learners react all the more gradually and have a lower rate of mistake. Helpful learners exceed expectations in group ventures and in gathering exercises intended to energize coordinated effort among understudies. Individualistic learners do best in more focused and instructor focused settings (Hilberg and Tharp, 2002).

There are learning diversity in people in all over the world. Some people are having competitive style or some are collaborative learning style, some are dependent or some are independent learner. Some are participative or some are having avoidant learning style (Salovey & Mayer 1989).

These learning style diversity is the product of once own emotional set of mind. A teacher's responsibility is to ensure learning in the best possible way. For this purpose the teacher has to first understand learning styles of their students and design the whole teaching learning process according to it.

The special consideration in teaching is for those students who have special needs whether those are sharp learner or a slow learner. Usually sharp learner grasps all the attentions and slow learners are neglected. So being an effective teacher its teacher responsibility to always be attentive towards that learner who are shy and slow and always remain passive in class because without effective would not be possible. And without effective teaching educational objective would not be achieved.

2. RESEARCH HYPOTHESES

1. There is no impact of emotional intelligence on the Learning Style Diversity among Students with special needs.
2. There is no difference in Emotional Intelligence of students with special needs on the basis of gender.
3. There is no difference in learning styles of students with special needs on the basis of gender.

4. There is no difference in Emotional Intelligence of students with special needs on the basis of age.
5. There is no difference in learning styles of students with special needs on the basis of age.
6. There is no difference in Emotional Intelligence of student with special needs on the basis of the level of education.
7. There is no difference in learning styles of students with special needs on the basis of the level of education.

2. METHODOLOGY

2.1 Research Design

The researcher selected the survey based research design. The study was focused on the exploration of a common present day issue of every class room. That issue was emotional intelligence and learning style diversity of the students at higher level. Under the descriptive style the research also involved co-relational and comparative style of analysis. In total the research was based on quantitative approach. The data collected was analyzed with statistical analysis to draw the conclusions.

2.2 Population

The population of the research was based on all the students enrolled at NUML, Islamabad Campus in the session Feb-June 2016. The academic record revealed that in session Feb-June 2016, 8400 students were enrolled at NUML.

2.3 Sample

The research was focused on the students with special needs (Slow Learners, Aggressive, Attention Seeker and Socially Isolated) and with the help of coordinators of the different departments the teacher were contacted. The teachers indentified the students in their classes and departments with special needs in the above mentioned areas. There were 205 students indentified as students with special needs.

The researcher targeted all the identified students with special needs. Thus the 205 students were involved in the data collection process. 185 students returned the response sheet while 20 respondents were excluded because of unwillingness to respond.

2.4 Data Collection Tool

In order to collect data conveniently and quickly questionnaires were selected as a data collection tool. Two sets of questionnaires were used to address the independent and dependant variables. The Independent variable was Emotional intelligence. To measure the EI trait emotional intelligence questionnaire developed by Petrides & Furnham (2006) was selected. This scale was based on four major areas (Emotionality, self awareness, well being and sociability) and 30 items in total. To address the dependant variable the Learning Style Diversity Assessment Scale was use that was based on six sections and 60 items in total.

2.5 Data Collection

The data was collected by contacting the respective teachers and students in their classes personally.

3. FINDINGS

Data was analyzed by using SPSS 21st edition for the purpose of analysis reliability, correlation, t test , ANOVA and regression were used.

Table No. 1
Cronbach's Alpha Reliability

Scale	Items	Cronbach's Alpha Reliability
Emotional Intelligence	30	0.75
Learning Style Diversity	60	0.80

The table No. 1 shows that the both scales used in the research were found reliable. The reliability of the Emotional Intelligence scale was found 0.75. While the reliability of the Learning Style Diversity Scale was 0.80. Thus in future these both scales can be used with fair amount of confidence.

Table No. 2 (a)
Inter Section Correlation (Emotional Intelligence Assessment Scale)

	Emotionality	Self Control	Well Being	Sociability	EI
Emotionality	1	.483**	.599**	.236**	.825**
Self-Control	.483**	1	.401**	.327**	.730**
Well-Being	.599**	.401**	1	.450**	.795**
Sociability	.236**	.327**	.450**	1	.637**
EI	.825**	.730**	.795**	.637**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table No.2a shows that the correlation between tall the sub scales of EI Scale was found correlated at 0.01 level of significance. The highest correlation was found between sociability and Emotional Intelligence.

Table No. 2 (b)
Inter Section Correlation (Learning Style Diversity Assessment Scale)

	Competitive	Collaborative	Avoidant	Dependant	Independent	Participative	Learning Style Diversity
Competitive	1	.440**	.121	.615**	.375**	.527**	.730**
Collaborative	.440**	1	-.061	.531**	.737**	.506**	.812**

Avoidant	.121	-.061	1	-.181**	.068	-.094	.212**
Dependant	.615**	.531**	-.181**	1	.425**	.592**	.726**
Independent	.375**	.737**	.068	.425**	1	.405**	.777**
Participative	.527**	.506**	-.094	.592**	.405**	1	.737**
Learning Style Diversity	.730**	.812**	.212**	.726**	.777**	.737**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table No.2b shows the correlation between the sub scales of Learning Style Diversity Scale was also found correlated significantly. The highest correlation was found between participative style and learning style diversity.

Table No. 3
Emotional Intelligence Score

Emotional Intelligence Score	**1-50**	**51-100**	**101-150**
Frequency	156	29	-
Percentage	84	16	-

The Table No. 3 shows that the majority of the respondents scored between 1- 50. That shows that the majority of the students were not emotionally stable.

Table No. 4
Impact of EI on Learning Style Diversity

Independent Variable	**Dependant Variable**	**B (Coefficients)**	**t**	**Sig.**	**R Square**
Emotional Intelligence	Learning Style Diversity	0.112	0.57	0.56	0.002
	Competitive	0.008	0.212	0.83	0.000

	Collaborative	-0.009	0.012	0.86	0.000
	Avoidant	0.06	1.22	0.22	0.008
	Dependant	0.009	0.19	0.84	0.000
	Independent	0.042	0.80	0.42	0.004
	Participative	0.019	0.36	0.71	0.001

*p <0.05, **p <0.01

Table No.4 shows indicates that the R^2 value is 0.002. It explains that the independent variable (EI) describes 0.2 percent variation in Learning Style Diversity and the rest is due to some other factors. While the coefficient (B= 0.112) is not statistically significant at 0.05 level. It indicates that EI and Learning Style Diversity are not significantly related with each other.
While going in detail the table also explains the impact of EI on the sub styles of learning diversity. The table shows that the

1. EI had 0% impact on Competitive learning style ($R^2 = 0.00$).
2. EI had 0% impact on collaborative learning style ($R^2 = 0.00$).
3. EI had 0.8% impact on Avoidant learning style ($R^2 = 0.008$).
4. EI had 0% impact on dependant learning style ($R^2 = 0.000$).
5. EI had 0.4% impact on independent learning style ($R^2 = 0.004$).
6. EI had 0.1% impact on participative learning style ($R^2 = 0.001$).

Thus the hypothesis "There is no impact of emotional intelligence on the Learning Style Diversity among Students with special needs" is approved.

Table No. 5
Gender based Comparison of EI (t Test)

Variable		**N**	**Mean**	**t value**	**df**	**Sig.**
Emotional Intelligence	Male	71	107.87	-.133	183	.895
	Feale	114	108.07			

*p <0.05, **p <0.01

The table No. 5 shows that the t value (-0.133) was not statistically significant. That explains there was no significant difference between male and female students with reference to the emotional intelligence.
Thus the hypothesis "There is no difference in Emotional Intelligence of students with special needs on the basis of gender" is approved.

Table No. 6
Gender based Comparison of Learning Style Diversity (t Test)

Variable		N	Mean	t value	Df	Sig
Learning Style Diversity	Male	71	204.56	-.548	183	.585
	Female	114	206.69			
Collaborative	Male	71	35.90	-.717	183	.474
	Female	114	36.69			
Avoidant	Male	71	28.08	-.580	183	.563
	Female	114	28.66			
Dependant	Male	71	35.75	.286	183	.775
	Female	114	35.49			
Independent	Male	71	34.39	-.645	183	.520
	Female	114	35.08			
Participative	Male	71	35.03	-.256	183	.798
	Female	114	35.30			
Competitive	Male	71	35.41	-.089	183	.929
	Female	114	35.47			

*p <0.05, **p <0.01

The Table No. 6 shows that the t value (-0.548) was not statistically significant. That explains there was no significant difference between male and female students with reference to the learning style diversity. Further the table shows that there was statistically no significant difference between male and female respondents in any learning style (competitive, collaborative, avoidant, dependant, independent and participative).

The hypothesis "There is no difference in learning styles of students with special needs on the basis of gender" is approved as well.

Table No. 7
Age based Comparison of EI (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Emotional Intelligence	20-30	179	108.12	1.48	182	0.22
	31-40	4	100.25			
	41-50	2	112.50			
	Total	185	107.99			

*p <0.05, **p <0.01

The Table No. 7 shows that the F value (1.48) was not statistically significant. That explains there was no significant difference on the basis

of age difference among students with reference to the emotional intelligence. So the Hypothesis "There is no difference in Emotional Intelligence of students with special needs on the basis of age" is also approved.

Table No. 8
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Learning Style Diversity	20-30	179	206.25	.582	182	.560
	31-40	4	193.75			
	41-50	2	197.00			
	Total	185	205.88			

*p <0.05, **p <0.01

Table No. 8 shows that the F value (0.582) was not statistically significant. That explains there was no significant difference on the basis of age difference among students with reference to the learning style diversity.
So in this case the hypothesis "There is no difference in learning styles of students with special needs on the basis of age" also approved.

Table No. 8(a)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Competitive	20-30	179	35.44	.048	182	.953
	31-40	4	35.50			
	41-50	2	36.50			
	Total	185	35.45			

*p <0.05, **p <0.01

The Table No. 8a shows that the F value (0.048) was not statistically significant. That explains there was no significant difference on the basis

of age difference among students with reference to the Competitive learning style.

Table No. 8 (b)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Collaborative	20-30	179	36.42	.074	182	.929
	31-40	4	36.00			
	41-50	2	34.50			
	Total	185	36.39			

*p <0.05, **p <0.01

The Table No. 8b shows that the F value (0.074) was not statistically significant. That explains there was no significant difference on the basis of age difference among students with reference to the collaborative learning style.

Table No. 8 (c)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable		N	Mean	F	Df	Sig
Avoidant	20-30	179	28.55	.777	182	.461
	31-40	4	25.25			
	41-50	2	25.00			
	Total	185	28.44			

*p <0.05, **p <0.01

The Table No. 8c shows that the F value (0.777) was not statistically significant. That explains there was no significant difference on the basis

of age difference among students with reference to the avoidant learning style.

Table No. 8 (d)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	Df	Sig
Dependant	20-30	179	35.66	.659	182	.519
	31-40	4	32.25			
	41-50	2	36.00			
	Total	185	35.59			

*p <0.05, **p <0.01

The Table No. 8d shows that the F value (0.659) was not statistically significant. That explains there was no significant difference on the basis of age difference among students with reference to the dependant learning style.

Table No. 8 (e)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Independent	20-30	179	34.94	.926	182	.398
	31-40	4	31.25			
	41-50	2	30.50			
	Total	185	34.82			

*p <0.05, **p <0.01

The Table No. 8e shows that the F value (0.926) was not statistically significant. That explains there was no significant difference on the basis of age difference among students with reference to the independent learning style.

Table No. 8 (f)
Age Wise Comparison of Learning Style Diversity (ANOVA)

Variable	Age	N	Mean	F	df	Sig
Participative	20-30	179	35.24	.131	182	.877
	31-40	4	33.50			
	41-50	2	34.50			
	Total	185	35.19			

*p <0.05, **p <0.01

The Table No. 8f shows that the F value (0.131) was not statistically significant. That explains there was no significant difference on the basis of age among students with reference to the participative learning style.

Table No. 9
Level wise Comparison of EI (ANOVA)

Variable	Level of Education	N	Mean	F	df	Sig
Emotional Intelligence	cert/diploma	11	107.64	.216	181	0.88
	BA	67	107.87			
	MA	99	108.32			
	MPHIL	8	105.50			
	Total	185	107.99			

*p <0.05, **p <0.01

The Table No. 9 shows that the F value (0.216) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the EI.

In this case the hypothesis "There is no difference in Emotional Intelligence of student with special needs on the basis of the level of education" is approved as well.

Table No. 10
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	Df	Sig
Learning Style Diversity	cert/diploma	11	209.73	.112	181	.953
	BA	67	205.28			
	MA	99	206.02			
	MPHIL	8	203.75			
	Total	185	205.88			

*p <0.05, **p <0.01

The Table No. 10 shows that the F value (0.112) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the learning style diversity.
Hypothesis "There is no difference in learning styles of students with special needs on the basis of the level of education" is approved as well.

Table No. 10 (a)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	df	Sig
Competitive	cert/diploma	11	36.18	.499	181	.683
	BA	67	35.91			
	MA	99	35.06			
	MPHIL	8	35.38			
	Total	185	35.45			

*p <0.05, **p <0.01

The Table No. 10a shows that the F value (0.499) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the competitive learning style.

Table No. 10(b)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	df	Sig
Collaborative	cert/diploma	11	37.36	1.051	181	.371
	BA	67	35.42			
	MA	99	37.12			
	MPHIL	8	34.13			
	Total	185	36.39			

*p <0.05, **p <0.01

The Table No. 10b shows that the F value (1.051) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the collaborative learning style.

Table No. 10(c)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	df	Sig
Avoidant	cert/diploma	11	28.09	1.123	181	.341
	BA	67	29.57			
	MA	99	27.69			
	MPHIL	8	28.75			
	Total	185	28.44			

*p <0.05, **p <0.01

The Table No. 10c shows that the F value (1.12) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the avoidant learning style.

Table No. 10(d)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	Df	Sig
DEPENDANT	cert/diploma	11	34.82	.224	181	.880
	BA	67	35.76			
	MA	99	35.45			
	MPHIL	8	36.88			
	Total	185	35.59			

*p <0.05, **p <0.01

The Table No. 10d shows that the F value (0.224) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the dependant learning style.

Table No. 10(e)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	Df	Sig
Independent	cert/diploma	11	37.45	1.052	181	.371
	BA	67	33.84			
	MA	99	35.19			
	MPHIL	8	34.75			
	Total	185	34.82			

*p <0.05, **p <0.01

The Table No. 10e shows that the F value (1.052) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the independent learning style.

Table No. 10(f)
Level wise Comparison of Learning Style Diversity (ANOVA)

Variable	Level of Education	N	Mean	F	Df	Sig
Participative	cert/diploma	11	35.82	.263	181	.852
	BA	67	34.79			
	MA	99	35.51			
	MPHIL	8	33.88			
	Total	185	35.19			

*p <0.05, **p <0.01

The Table No. 10f shows that the F value (0.263) was not statistically significant. That explains there was no significant difference on the basis of the level of education among students with reference to the participative learning style.

4. DISCUSSION

Emotions bring color to the life. Human beings are blessed with the emotions to live, deal and interact with other human beings (Kluemper, 2008). The beauty of life lies in understanding once own emotions and to respect the emotion of the people around us (Mayer, 2008). The theory of multiple intelligence by Gardner (1983), gave birth to a new dimension of education, learning and teaching. The Emotional intelligence is considered as one of the type of intelligence that is related to the use of emotions according to the situation. The research in hand was focused on emotional intelligence as independent variable on one hand and the learning style diversity was treated as dependant variable. The sample was consisted of the students with special needs. In this regard the study was delimited to four types of students (Slow learners, Aggressive students, Attention Seekers and socially isolated students). The research finding revealed that the EI level of the majority (84%) of the respondents was below 50. Thus it was explored that the students were in need of emotional stability activities and training. The research was focused on the seven hypotheses. The data revealed that the all these seven hypothesis were approved. The

first hypothesis was “there is no impact of emotional intelligence on the Learning Style Diversity among Students with special needs”. The statistical analysis shows that EI had only 0.2 % impact on the learning style diversity. However this impact was not statistically significant. So the hypothesis was approved.

Further the hypotheses 2 to 7 were related to the comparison on the basis of gender, age and level of education. The data shows that there was no significant difference found in emotional intelligence and learning style diversity on the basis of gender, age and level of education. In the light of the data the hypothesis were approved.

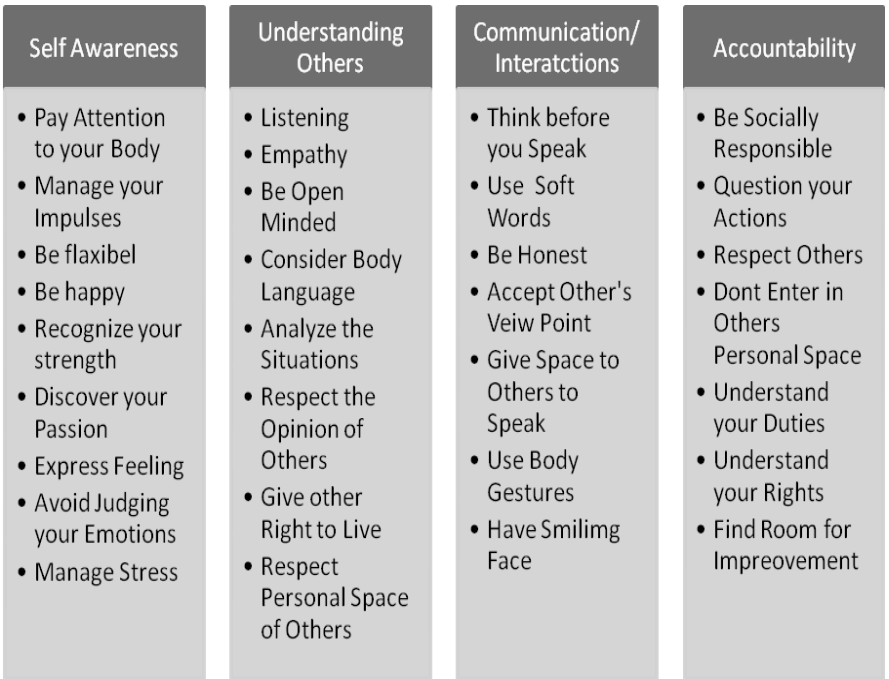
5. RECOMMENDATIONS

1. It is recommended on the basis of the findings that there may be some training workshops for the exercises related to emotional expressions.
2. Similar trainings may be conducted for the students at departmental level.
3. It is also recommended for the teachers to conduct group activities. In this way the students will interact with each other. This interaction will lead to understand the emotions, behavior, actions and reaction of others.
4. Community service projects may be given to students. This may bring emotional stability and the students.
5. It is also suggested that during the course development it needs to be ensured that multiple intelligence has to be accommodated. As we all learn on the basis of our likeness, and preferences that lead to learning style diversity. So there would be diverse activities in the class. In this way all students with different styles of learning will be accommodated.
6. It is recommended for the teachers to manage one session in a month in which the students can get the opportunity to interact and express their emotions, feeling and thoughts in an informal way. This may lead to develop positive interactions.
7. Teachers are recommended to identify the passion and aptitude of the students so that the same passion can be utilized in their learning styles and selection of teaching strategies.

8. Students need to be encouraged to understand their strengths and weaknesses. The positive features may be highlighted so that the students may build positive self concepts.
9. Further an Emotional Intelligence Development Model has been presented by the researcher to be implemented in the educational institutions for teachers and students both.

Fig No.1 Emotional Intelligence Development Model

Fig No.2 Elements of Emotional Intelligence Development Model



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EFFECT SELF ESTEEM ON THE SOCIAL SKILLS OF THE PHYSICALLY DISABLE STUDENTS AT SECONDARY LEVEL IN ISLAMABAD

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ABSTRACT

Keeping in view the importance of self esteem in the development of a healthy personality, the current research has been designed to assess the effect of self esteem on the social skills development of the students at secondary level.. Population of the research was based on the student enrolled at special schools working in the Islamabad city in 2017 (08 schools and 193 special children). Through simple random sampling technique a sample of 114 students with physical disabilities were selected. The self esteem assessment scale developed by Rosenberg (1965) revised by Baumeister, Campbell, Krueger and Vohs (2003) was adopted for the purpose of data collection. The data related to the social skills was collected with the help of the self developed questionnaire. It was found that respondents were having low level of self esteem while remaning of the respondents were having average level of self esteem. However no one was having high range of self esteem.

Key Words: Self Esteem, Physical Disability, Physical Education, Social skills, Proactive behavior.

1. INTRODUCTION

Studies have shown that children with disabilities may experience social difficulties, low levels of social interaction, limited friendship, loneliness, low social acceptance, low levels of social skills, negative responses to social interaction in mainstream schools (Curtin & Clarke, 2005). Social skills are complex, including communication, problem solving, assertion and peer interaction skills, all of which require the development and maintenance of good social relationships. Children's social skills to predict important outcomes, such as peer acceptance, friendship, positive view of important people.

Self-esteem has become a household name. Teachers, parents, therapists and others concentrate on raising self-esteem, assuming that a high degree of self-esteem leads to many positive outcomes and benefits. Self-esteem is considered to be an integral part of the self-concept and can be defined according to the positive feeling of the self (Baumeister, 2003). An integral part of the individual's own sense of value, the main component of mental health is an important indicator of healthy lifestyles and an important indicator of healthy living (Nemček, 2016).

Promoting the health and quality of life of people with disabilities is one of the goals of the World Health Organization. According to the World Health Organization, disability is a physical or mental barrier that deprives individuals of individual and social life. Almost everyone will encounter temporary or permanent disability in lives. In the Comprehensive Guide to the Law on the Rights of Persons with Disabilities, disability is divided into six major and common groups, including physical function, mental, visual and auditory, speech and psychiatry (WHO 2012).

Social skills are closely related to language and communication skills. Effective communication involves accurate use and interpretation of verbal and nonverbal communication. It includes the ability to understand non-literal, metaphorical speech. Social skills are known to help people understand the process and predict the behavior of others in order to control his behavior and set up his social interaction in accordance with environmental conditions in order to communicate effectively with others (Slomowski & Dann, 1996). Young people with physical disability are likely to undermine social independence and become experienced difficulties in social isolation and maintaining social relations. Educators

are strongly committed to providing academic support for students with disabilities. It is often argued, however, that participation in impartial companions will fully support the social participation of these students, especially if their main disability is not social or behavioral. Keeping in view the importance of self esteem in the development of a healthy personality, the current research has been designed to effect of self esteem on the social skills development of the students at secondary level.

Self-esteem refers to the general evaluation or evaluation of the self, including the sense of self-worth. In addition to self-evaluation, self-esteem also shows how to cherish them. This basic appreciation of the self has an impact on many dimensions of our lives, such as our friendship, our success and our academic career. In addition, individuals with higher levels of self-esteem can better cope with tense life events (Rosenberg, 1965). While lower levels of self-esteem are associated with more loneliness, peer rejection, aggression, crime and psychopathology. Therefore, having a high level of self-esteem is essential (Baumeister, Campbell, Krueger & Vohs, 2003).

Disability and interventions are complex, and they are very diverse in terms of social and cultural issues. The World Health Organization (WHO) defines disability as a physical or mental disorder that prevents people from engaging in social and personal life independently (WHO, 2014). The concept of self is defined as a system of dynamic and organized beliefs, attitudes and opinions, and everyone provides a true pattern of his / her identity. Studies have shown that self-concept is the basis of all motivational behavior. The self-concept contains the different "self" of the individual and identifies it. Potential "self", on the other hand, for their own behavior to provide the necessary motivation. Therefore, self-concept and self-esteem and a person with high self-esteem usually also has a unique self-concept(Antonucci, Peggs & Marquez, 1989).

Self-esteem is often conceptualized in multidimensional, including a number of specific areas related to all aspects of life (perceived parental attention, peer acceptance and physical appearance), and more general self-view, often referred to as "global self-esteem". The level of self-esteem may vary widely in these different areas, especially during adolescence, as this is a transitional stage characterized by key emotional and behavioral changes (Harter, 2006). The influence of parents is getting

smaller and smaller, and the judgment of friends and family is more and more important (Coleman,1981). Concern and perception of physical appearance also increased. A child may face a low risk of self-esteem in a particular area, but not in another area. While it is assumed that self-esteem interventions cannot directly improve the outcome, when helping or counseling children, realize that these differences can help the caregiver (VanGurp, 2001).

Self-esteem as one of the most important aspects of developmental personality and determinants, including a set of attitudes and beliefs expressed by people's relations with the outside world. Self-esteem means that the individual thinks that he / she is capable, valuable and important. Self-esteem is a personal experience expressed in speech and behavior. Low self-esteem leads towards physical and mental disorders which includes depression, anxiety, behavior and communication problems, and sometimes bias behavior. A study by Allison revealed that people with low self-esteem showed symptoms of physical discomfort, loneliness, apathy, depression and despair. Such consequences will undoubtedly increase human vulnerability and lead to social and interpersonal damage. (Mojarrad & Ghanavi, 2012).

Students with disabilities often show delays in social development and their academic performance as well (Odom, McConnell & Chandler, 1994). Some students lack the skills to initiate and maintain active social relations and properly interpreting social clues. They often show more negative speech and nonverbal aggressive behavior, which may be disruptive or withdrawn. These behaviors often result in fewer friends of disabled students than companions who have no disability, and they are actively rejected by peers. Many of the students with learning disabilities have shown such a wide range of this behavior which have been widely recognized by special education communities (Farmer & Rodkin, 1996).

2. RESEARCH HYPOTHESIS

1. There is no effect of self esteem on the social skills development of the students.
    a. There is no effect of self esteem on the social skills development related to respectfulness to differences
    b. There is no effect of self esteem on the social skills development related to willingness to contribute.

c. There is no effect of self esteem on the social skills development related to preparation for future.
d. There is no effect of self esteem on the social skills development related to Readiness for change
e. There is no effect of self esteem on the social skills development related to being Highly Self-expectant.
f. There is no effect of self esteem on the social skills development related to being Highly flexible
g. There is no effect of self esteem on the social skills development related to Appreciativeness
h. There is no effect of self esteem on the social skills development related to being Proactive

3. METHODOLOGY

The research was based on survey style descriptive method. The researcher tried to collect the data from the selected respondents via field visits.

Population of the research was based on the student enrolled at special schools working in the Islamabad city. There were 08 schools working for special children in Islamabad (2017). In these 08 schools 193 special children were studying.

Through simple random sampling technique a sample of 114 students with physical disabilities were selected.

The self esteem assessment scale developed by Rosenberg (1965) was used as data collection instrument. The scale was revised in 2003 by Baumeister, Campbell, Krueger and Vohs. The revised version was based on 10 items and this version was adopted for the purpose of data collection.

The data related to the social skills was collected with the help of the questionnaire designed by the researcher. The questionnaire was divided into 8 sub sections related to the eight sub variables of the social skills.

These variables were as follows.

i. Respectful to differences
ii. Willingness to contribute
iii. Prepared for future

iv. Ready for change
v. Highly self expectant
vi. Flexible
vii. Appreciative
viii. Pro active

The questionnaire was based on 42 items related to 8 major areas of social skills to be assessed in the students.

Data was collected with the personal visits to the respondents personally by the researcher. The collected data was analyzed with statistical package for social sciences 21 edition.

4. FINDINGS

Table No. 1
Reliability of the Scales

Scale	Items	Reliability
Self Esteem Assessment Scale	10	.61
Social Skills Assessment Scale	42	.84

Table No. 1 shows the reliability of the scales used in the research. The table indicates that Self Esteem Assessment Scale and social skills Assessment Scale were found reliable .61 and .84 respectively.

Table No. 2
Intersection Correlation of Social Skills Assessment Scale

	Respectful to Differences	Willing to Contribute	Prepared for Future	Ready for Change	Highly Self Expectant	Highly Flexible	Appreciative	Pro active Behavior	Social Skills
Respectful to Differences	1								
Willing to Contribute	.200*	1							
Prepared for Future	.201*	.288**	1						

Ready for Change	.100	.257**	.479**	1					
Highly Self Expectant	.170	.366**	.507**	.591**	1				
Highly Flexible	.229*	.236*	.407**	.336**	.259**	1			
Appreciative	.276**	.367**	.422**	.429**	.415**	.310**	1		
Pro active Behavior	.152	.419**	.432**	.315**	.531**	.380**	.417**	1	
Social Skills	.436**	.601**	.718**	.668**	.745**	.606**	.703**	.716**	1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table No. 2 shows that the social skills assessment scale was developed well. All of its sub variables were statistically significantly correlated with each other. The highest correlation was found between section related to Proactive Behavior and Social Skills Assessment Scale (.716**). While the lowest correlation (.200*) was between 'Respectful of Differences' and 'Willing to contribute'.

Table No. 3
Level of Self Esteem

Level of Self Esteem	**Score**	**N**	**%**
Low	1 – 18	37	32
Average	19 – 36	77	68
High	36 +		

Table No. 3 shows the level of the Self Esteem calculated with the help of Self Esteem Assessment Scale developed by Rosenberg (1965) and revised by Baumeister, Campbell, Kruger and Vohs (2003). The table shows that 32% of the respondents were having low level of Self Esteem while 68% of the respondents were having Average level of Self Esteem. However no one was having high range of Self Esteem.

Table No. 4
Effect of self esteem on social skills

IV	DV	R^2	β	t	Sig.
Self Esteem	Social Skills	.004	.18	.69	.48

Table No. 4 shows that Self Esteem had only 0.4% effect on Social Skills development of students. While this effect was statistically not significant (β = .18, t = .69 and Sig. = .48). Thus hypothesis No. 1 was accepted.

Table No. 5
Effect of self esteem on sub factors of social skills

IV	DV	R^2	β	t	Sig.
Self Esteem	Respectful to Differences	.005	.03	.75	.45
	Willing to Contribute	.006	.04	.81	.41
	Prepared for Future	.011	.05	1.12	.26
	Ready for Change	.000	.00	.14	.88
	Highly Self Expectant	.002	.02	.44	.66
	Highly Flexible	.002	-.02	-.44	65
	Appreciative	.034	.10	1.97	.05
	Pro active Behavior	.009	-.05	-1.02	.30

i. Table No. 5 shows that Self Esteem had only 0.5% effect on the students 'Respectfulness to the differences' while this effect was statistically not significant (β = .03, t = .75).

ii. It further shows that Self Esteem had 0.6% effect on student's 'Willingness to contribute'. While this effect was also statistically not significant (β = .04, t = .81).
iii. The table also explains that Self Esteem had 1.1% effect on student's ability to be 'Prepared for future'. However this effect was also statistically not significant (β = .05, t = .14).
iv. It also revealed that Self Esteem had zero % effect on 'Readiness for change' that was not statistically significant (β = .00, t = .14).
v. It also explains that Self Esteem had 0.2% effect on 'Being highly Self Expectant', while this effect was statistically not significant (β = .02, t = .44).
vi. It also shows that the Self Esteem had 0.2 % effect on being 'Flexible' and this effect was also not statistically significant (β = .-0.02, t = .44).
vii. The table further shows that Self Esteem had 3.4% effect on being "Appreciative' while this effect was statistically significant at 0.05 level of significance (β = .10, t = 1.97).
viii. The table also reveals that the Self Esteem had 0.9% effect on Proactive Behavior. While this effect was not statistically significant (β = -0.05, t = 1.02).

5. DISCUSSION

The Self Esteem is once own concept about his/her abilities. It is the concept that helps in building confidence and facing the difficult situations (VanGurp, 2001). The students with physical disabilities suffer from many psychological issues. Development of positive attitude, confidence and self esteem are generally effected because of the physical disabilities. The students/children with any kind of disability feel that they are not compatible with the normal children (WHO, 2012). Sometime they feel shy and hesitant in participating in activities as well.

While studying with the normal children such students cannot be mixed up with the peer members. Their level of confidence affects their social skills directly (Curtin & Clarke, 2005). Thus the research was developed with the objective to find out the effect of self esteem of the student on their social skills. The study showed that majority of the students (68%) was having average level of Self Esteem. Thus the lack of Self Esteem further resulted into ineffective for the social skills development. Thus the study shows that the students with physical disabilities need to be given special

attention. So that they may feel confident and get mixed up with peer groups.

6. RECOMMENDATIONS

1. It is recommended that the special students may be given special guidance and counseling services in the schools to build their self concept.
2. The students with special needs need social and group activities more then the normal students. Thus the games and sports activities may be regularly organized for such students.
3. Students need to be given the opportunity to discuss their Emotional and Social issues with the teachers at regular basis. So their problems may be resolved.
4. Students need to be given opportunity to participate in creative activities so that they may learn to work in groups and share their ideas.

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AVAILABILITY AND USE OF MICROFINANCE SERVICES FOR THE PERSONS WITH DISABILITIES IN PAKISTAN

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ABSTRACT

The study was aimed to investigate the views of persons with disabilities about micro financing and the extent to which persons with disabilities are availing the microfinance facilities. It was hypothesized that there are certain barriers, language, social skills and infrastructure that hinder the access of persons with disabilities to get microloans. In order to check the hypotheses, the sample of 50 persons with disabilities who have availed loan from some microfinance institutions and 120 field workers of five different micro finance institutions of Pakistan were interviewed through semi structured questionnaire. Collected data was analyzed and results indicated that persons with disabilities rarely apply for microloans and there were some factors regarding rules/policies, infrastructure for persons with disabilities in microfinance institutions.

Keywords: Microfinance services, Person with disabilities, Social skills, Barriers, Language.

1. INTRODUCTION

Approximately 10% of the total population of the world is suffering from different types of disabilities and approximately 80% of this population belongs to developing countries. According to world report on Disability (2011), the prevalence of disability in Pakistan is 13.4%. It includes different categories of persons with disabilities (PwDs) , people with physical disabilities, people with sensory disabilities and learning disabilities. There are multiple impacts of disability on the lives of persons with disabilities. According to some of previous researches disabled people have lower education and income levels than the rest of the population (Elwan,1999).They are more likely to have incomes below poverty level, and less likely to have savings and other assets than the non-disabled population (Mitra, Posarac,&Vick,2011). According to United Nations Statistics, eighty two percent of people with disabilities in developing countries live below the poverty line. This situation is present in both developing and developed countries.

A close relationship does exist between disability and poverty. Poverty brings economic issues to the persons with disabilities. PWD's are considered as poorest of the poor, all the world round especially in developing countries (Coleridge, 2006 as cited in Cramm & Finkenflugel,2008; Dyers, 2003; ILO, 2002; Elwan, 1999; Thomas, 1999). Employers show reluctance to hire PWD's in their workplaces. As a result 80-90 % of persons with disabilities have to focus on self-employment (United Nations, 2007; Handicap International, 2006, p.20).

The root cause of this financial deprivation of persons with disabilities is associated with unemployment and underemployment of the persons with disabilities. In order to establish any business, the main barrier is access to capital. To overcome this problem and for the uplift of persons with disabilities from the poverty in most of the countries including Pakistan persons with disabilities are being provided with the facility of microfinance.

Microfinance is provision of small loans to the needy and the poor people to support them to be self-employed (Loth .2002). Microfinance sector provide financial facilities (Microloan, micro savings and insurance products) to the poor persons of the society. The idea of microfinance was introduced in 1970's by Dr. Younus for the first time in Bangladesh. It is

evident by the most of the researches that the person with disabilities are deprived of not only to main formal banking services but also from Microfinance services which leads to restricted business activities (Handicap International, 2006; Mersland, 2005).

Although very few of the researches are available on microfinance however, it is evident from these researches that this financial opportunity is more likely available to financially stable borrowers. It is not readily available to the financially weak or needy persons of the society i.e. microfinance institutions show reluctance to support the persons with disabilities (Nasim, Shirazi & Obaidullah, 2014; Cramm & Finkenflugel, 2008; Mersland, 2007; Lewis, 2004; Thomas, 2000). With all these aspects about microfinance services, it can be viewed as a financial opportunity to the poor to change their economic condition (Ahmed &Usman,2011) .

The microfinance network is working in Pakistan from more than twenty years, a lot has done to eradicate poverty and empowerment of women but question arises what has done for the persons with disabilities by the micro finance institutions? The current study is aimed to explore the role of microfinance institutions for the financial uplift of the persons with disabilities and to determine the factors which are influencing the access to microcredits of persons with disabilities. This is first type of study to reveal the existing facts and figures on availability of micro-financing facilities for the persons with disabilities in Punjab and in term of developing better policies and strategies in the field of microfinance.

The research was conducted to achieve the following objectives:

1. Find out the views of persons with disabilities about micro-credits.
2. Find out both the facilitating and inhibiting factors influence the access of persons with disabilities to microcredit.
3. Find out the role of micro lending on the employment of persons with disabilities.
4. To explore the role of microfinance companies in providing microloans to person with disabilities

2. METHODOLOGY

It was a descriptive type of study conducted with the help of survey method. The population of the study comprised of two types, one consisted of persons with disabilities (visually impaired, hearing impaired and physical impairment), either employed or unemployed who have had availed the facility of microloans once or more in their lives and second type consisted of field representatives of microfinance companies. A total number of 50 persons with disabilities was selected by using snow ball sampling technique. After getting the consent, 120 representatives of microfinance companies/institutions (MFI) were selected by using purposing sampling technique. Sample was collected from different branches including area branches and head offices of various microfinance institutions (i.e., Akhuwat, DAMAN, Kashf, Community Support Concern and ASA) working in following divisions of Punjab: Lahore, Multan, Sahiwal, Sargodha, Gujranwala and Bahawalpur.

2.1 Instrument of the Study

To conduct the study, two different questionnaires were developed, one for persons with disabilities, containing 25 items and other for representatives of micro finance institutions, containing 27 items. Some of the items were dichotomous while rest were five point Likert scale. Each of the questionnaire consisted of two parts, first part was about the demographical information of the respondents and second part consisted of items related to three domain of microfinance i.e., infrastructure and policy facilities of the microfinance banks, facilitating factor and inhibiting factors. Both of the questionnaire got validated by taking experts' opinion and reliability of the questionnaires are estimated by applying Cronbach alpha that was 0.82 and 0.84 respectively.

2.2 Limitations of the Study

The sample of the study was small because our population comprised of only those persons with disabilities who have availed the facility of micro loan once or more in their life. The sample represents persons with disabilities and microfinance institutions of few districts of the Punjab due to time and financial constraints. The information provided by the persons with disabilities and microfinance institutions on questionnaire may be biased because they want to present their image good rather than reality. Self-structured questionnaire have been used which was semi standardized as no standardized questionnaire was available to conduct the research.

2.3 Delimitations of the Study

The study is delimited to the persons with disabilities including visually impaired, physically impaired and hearing impaired who have availed the micro lending facility once or more till now and to the field workers of those microfinance companies who were willing to share their information/data regarding the research. The study is also delimited to urban areas of those districts of Punjab where these microfinance companies functioning actively providing loans to disabled persons.

3. FINDINGS

The demographics of the persons with disabilities are given in the following tables:

Table No.1
Area Wise Distribution of Sample

The data was gathered from fourteen districts of six divisions of Punjab including Lahore, Multan, Sahiwal, Sargodha, Gujranwala and Bahawalpur.

Sr. No.	Div. Name	District	Frequency	Percentage
1	Lahore	Lahore	9	18%
		Kasur	3	6%
		Sheikhupura	3	6%
2	Multan	Multan	7	14%
		Khanewal	3	6%
3	Sahiwal	Okara	4	8%
		Sahiwal	2	4%
4	Sargodha	Sargodha	3	6%
		Bhaker	2	4%
5	Gujranwala	Gujranwala	3	6%
		Gujrat	1	2%
		Hafiz Abad	2	4%
6	Bahawalpur	Bahawalpur	6	12%
		Bahawalnagr	2	4%

Majority of the respondents belonged to Lahore (30%), followed by

Multan (20%), Bahawalpur (16%), Sahiwal (14%) and Gujranwala (12%). Least number of respondents were from Sargodha (10%).

According to collected data the demographics of the participants are as under:

Table No. 2
Percentage distribution of demographical information of Persons with Disabilities

Gender	**Marital status**	**Level of disability**
Male (56%)	Married (68%)	Mild (84%)
Female (44%)	Unmarried (32%)	Moderate (16%)
Education of respondents	**Age range of PWD,s**	**Name of MFI**
Primary (40%)	26-35 (30%)	Akhuwat (34%)
Middle (24%)	36-45 (42%)	DAMAN (24%)
Matric (16%)	46-55 (28%)	ASA (16%)
Inter (14%)	**Profession of PWD,s**	Kashaf (14%)
Graduation (6%)	Employed (60%)	CSC (12%)
	Self-employed (40%)	
Range of income	**Type of disability**	**Loan sanctions**
11000-15000 (5%)	PWPI (70%)	15000-24000 (52%)
16000-20000 (36%)	PWHI (22%)	25000-34000 (30%)
21000-25000 (14%)	PWVI (4%)	35000-44000 (18%)

Table No. 3
Percentage distribution of demographical information of Microfinance Institutions (MFI).

Gender	**Age range**	**Amount of loan**
Male (63.33%)	21-30 (18.36%)	15000-25000 (18.36%)
Female (36.67%)	31-40 (51.67%)	26000-35000 (51.67%)
	41-50 (30.00%)	36000-45000 (30.00%)

Level of education		**Years of experience**	
Matric (33.33%)	Graduation (21.66%)	1-5(33.33%)	11-15(24.16%)
Intermediate (33.33%)	Masters (11.66%)	6-10 (29.16%)	16-20(11.66%)

Table No. 4
Findings regarding existing facilities (infrastructural, physical, policy) of MIFs for PWDs. N=120

Statement for PWD's	Statement for MFI's	Yes	No
The building of Microfinance company was adapted according to the needs of persons with disabilities.	The building of your company is according to the need of persons with disabilities.		100%
Has trained staff been provided to deal persons with disabilities	Your company have any trained staff to deal with persons with disabilities.		100%
During the procedure you were provided with helping staff like interpreter, sighted guide sign language etc.	There is helping staff for persons with disabilities available in your company like interpreter, sign language guide etc.		100%
There was relaxation in markup ratio for persons with disabilities.	Your company provide relaxation in markup for persons with disabilities.		100%
You requested for relaxation in mark-up.	Persons with disabilities request for relaxation in markup.		100%
You have to keep something as a mortgage (property, jewelry) to apply for loan.	Your company demands jewelry property or degree as mortgage to sanction a loan.		100%

The above table shows that all the respondents (100%)of both types of population of the study responded that the buildings of Microfinance Institutions are not adapted according to the needs of persons with disabilities. Neither there was any trained and helping staff to help them nor any flexibility in mark-up rates. Table also shows that PWD's have not kept anything as mortgage.

Table No. 5
The mean of items related to facilitating factors in view of PwDs
N=50

Sr.No	Statements	Mean
1	You were fully aware of the procedure to get a microloan.	3.36
2	Microfinance company was accessible for you.	3.76
3	You are able to run small business independently.	4.54
4	Your social skills helps you to access microcredit.	4.92
5	Before taking the loan you had a business plan.	2.70
6	Your qualification created hurdles while you were getting microcredit.	2.60
8	The staff of Microfinance company was cooperative.	3.58
9	The staff of Microfinance company was polite.	3.44

Table 5 shows the factors that facilitated the persons with disabilities to access the microcredit facility that includes awareness of microloan facility, accessibility to the microfinance institution, their ability to run business, having a business plan, politeness and cooperation of the staff were facilitating factors. The persons with disabilities were required to respond on Likert scale (strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1). The mean table shows that the most facilitating factors for PWDs were their ability to run small business independently X=4.56, and their social skills X=4.92).

Table No. 6
Mean of the items related to inhibiting factors in view of persons with disabilities. N=50

Sr.No	Statements	Mean
1	During the procedure you were provided with helping staff like interpreter, sign language guide	1.00
2	The staff was trained to deal with persons with disabilities	1.00

4	There was relaxation in markup ratio for persons with disabilities	1.00
6	The building of Microfinance company was adapted for persons with disabilities	1.00
8	The process of getting the loan was complex	2.80
9	The granted amount was sufficient to open/start any business	2.40
11	You have to face difficulty in providing guarantor for the loan	1.94

Table 6 shows the factors that hinders persons with disabilities to access the microcredit facility which includes absence of helping and trained staff, lack in mark-up relaxation rate, lack in adapted building for persons with disabilities, insufficient amount of loan, and providing guarantor. The respondents were provided two point scale to respond Yes=2, and No=1. The above table shows that almost all are the inhabiting factors to get microcredit and to run business after getting loans.

Most of the PWD's applied for a loan to establish a business as most of the MFI's also sanction loan only on the basis of prior business setup or to those clients who are financially stable. MFI's also consider the social skills, prior work experience and business plan of their clients before sanction a loan as the person who is availing the loan facility will be able to repay the loan instalments timely or not?. Most of the persons with disabilities fulfil the requirement criteria to apply for a loan but some of them PWD's have found it difficult that may be due to their poverty, disability or lack in permanent source of income.

4. DISCUSSION

Microfinance institutions are working globally with the slogan of poverty reduction and to serve the bank-less persons of the society. This study was an attempt to review the microfinance facilities in local settings. Persons with disabilities rarely apply for microcredits, as persons with disabilities and even persons without special needs rarely know the availability of micro loans facility. Even though branches of micro finance institutions are in their access, people do not have any idea about such facility. It is

evident from the opinion of microcredit institutions' representatives and also from the number of persons with disabilities who availed the opportunity of microloans. This finding is in line with previous researches (Cramm &Finkenflugel, 2008; Mersland, 2007; Lewis, 2004). Even when the experienced workers were interviewed, they said that during whole of their working experience they saw very rare cases when persons with disability apply for the loan. Persons with disabilities mostly apply for a loan to establish a business, it is just because of the fact that micro finance institutions provides loans only to those who have already establish business, moreover the amount of loan is not sufficient to start any large scale level business. Maximum limit of loan was 50000 for microfinance institutions in Pakistan. Mostly micro finance institutions are working in populated areas, so people from remote and rural areas are out of the reach of microfinance, although they are missing an important business opportunity (Rauf & Mahmood, 2009; United Nations, 2006; Helms, 2006;). Some of the person with disabilities found it difficult to avail the chance of micro lending due to lack of education, self- confidence and social skills as previous research studies have shown that majority of persons with disabilities are deficient in these skills (ILO, 2002). Here institution "Akhuwat" (whose foundations are laid on the basis of Islamic Akhuwat) must be appreciated who is providing interest free loans to the poor and persons with disabilities and they are facilitating the persons with disabilities by giving them special personal individual loans in Masjid. They provide loans to the poor in a group of three to four members. Rest of the institutions provides group loans and take three additional installments. Main focus of the most companies is empowerment of women (as they are providing loans to the female only) rather than eradication of poverty which ultimately results in decreased rate of disability. This coincides with the work of Sulaiman (2010).

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ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS ACTIVITY BASED LEARNING AT THE PUBLIC UNIVERSITIES

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ABSTRACT

This study was carried out for prospective teachers at three public universities of Lahore to explain their difference in attitude towards activity based teaching by gender and university. The survey conducted encompasses the participants from M. A. Education, M. Ed., B. Ed., B. Ed. (Hons.) and BS Education programs offered in these universities. Simple random sampling technique was used to collect data due to limited time and resources. The data collected from 652 prospective teachers studying in three public sector universities led to the conclusion after rigorous analysis that prospective teachers hold positive attitude towards activity based teaching and further reflect that there exist a significant difference of prospective teachers' attitude towards activity based teaching among the universities. Moreover, the findings reflect that there exists no statistical significant difference by gender.

Key Words: ABL Teaching Method, Activity Based Learning, Activity Based Teaching, Teacher Education

1. INTRODUCTION

Traditional lecture based teaching is commonly used in Pakistani institutions offering teacher education programs; students sit passively in such lecture format. The methods of traditional teaching persuade prospective teachers to memorize course contents just to pass the examination; undermining their active learning potential. Johnson et al. (1998) (cited in Ahlfeldt et al., 2005, p.52) stated that "having the instructor provide all the materials to the passive student is the old paradigm. The new paradigm is to actively engage students with the material and one another." Universities offering teacher education programs need to provide such environment that promotes prospective teachers' active learning potential, their professional skills including effective teaching. It is speculated that teachers' equipped with up-to-date knowledge of effective teaching methods may produce better results in educational settings as effective teaching helps to promote quality education and interesting learning experiences. It may also result in providing better guidance to students for their better learning and understanding which is an ultimate goal of quality education.

Prince (2004) has defined Activity Based Learning (ABL) as a teaching method in which students are taught through various activities that encourage students' participation. Students actively participate in their learning experiences rather sitting as passive listeners (Harfield, et. al., 2007). The ABL method not only engages the students (i. e. Prospective Teachers in this research) in "learning by doing", but also helps them to act as active problem solvers. In literature, the ABL method has been advocated as an effective method for quality teaching. Chickering and Gamson (1999) have identified some basic characteristics of effective teaching:

- Promotes students- faculty interaction.
- Promotes student-student cooperation.
- Promotes students active participation.
- Offers truthful, non-threatening, and prompt feedback.
- Put emphasizes on-time task completion.
- Keep high expectations from students.
- Consider diverse ways of learning and students talent.

This study is aimed to investigate the attitude of prospective teachers, studying in public universities, towards the ABL method. The study is carried out in three public sector universities located within the city of Lahore, Pakistan. The terms "Activity Based Learning" and "Activity Based Teaching" are used interchangeably.

Traditional teaching is a common aspect of education system in countries like Pakistan. Teachers use lecturing method to convey the content knowledge of the course syllabus. Students are hardly encouraged to ask questions to clarify the implied and potential implications and meanings of the delivered contents. Traditional teaching is convenient for teachers, particularly in rural and remote areas as they don't feel necessary to update their knowledge to perform their professional duties (Schwerdt and Wuppermann, 2011). Much has been written about the passive nature of traditional methods. Many researchers have argued that these methods promote rote learning. Students rarely experience practical application of the delivered contents (Kuh, 2009), as a result, they fail to create association between new and previously learnt contents(Teo & Wong, 2000); hence, could not develop deep understanding of the delivered contents.

Since 1938, when John Dewey's claims that educational planning directly affects students' exposures to life (Dewey, 1938), teachers around the globe have developed numerous non-traditional teaching methods, including Collaborative Learning which promotes students' critical thinking (Gokhale, 1995), Student-centered Project Based Learning which allows students to acquire deeper knowledge through performing activities related to real-world problems (Knoll, 1997; Knoll, 2014), Inquiry Based Learning which offers inquiry based constructive learning to promote lifelong learning (Well, et. al., 2009; Trimmer and Hawes, 2015),Case-Based Learning (Barnes, 1994; Kantar & Massouh, 2015), Individual and Collaborative Game-based Learning (Ching-Huei Chen, V. L., 2016), Activity Based Learning (Prince, 2004 and Lijanporn & Khlaisang, 2015), etc.

The ABL method is a student-center teaching style which follows the constructivist learning theory (Hein, 1991). It advocates for instructions suitable and relevant to activities of specific subjects (Suydam and Higgin, 1977) targeting to achieve students' active participation in their learning

process (Prince, 2004). Being autonomous learners, students learn through practical experiences, mistakes and truthful, non-threatening, quick feedback (Solomon, 2003). Brophy (1995) and Hull (1999) have argued that students' active, collaborative, and self-directed participation in learning activities may help them to construct their mental models for contextualizing learning (Norman, 1983 & Mayer, 1989). As a result, students may learn concepts in more depth. At the same time, their active participation keeps them motivated (Hake, 1998) which makes their learning more pragmatic; enabling them to solve complex and ill-structured problems (Mayer, 1989; McKeachie, 1998).

Superfine (2002) has identified some distinctive features of the ABL method:

- The center of learning is a student rather than a teacher.
- Learning is full of fun and enjoyment when learners are busy in doing activities.
- Hands on activities task based learning and based on.
- It is the combination of the use of songs, games and rhymes.
- Students acquire knowledge and skill both from activities.
- It uses realistic tasks and authentic situations.
- It is the reflection of the world around the students.
- It promotes students' habit of self learning through establishing students' friendly environment using educational audio and visual aids.
- It gives direction to the students to learn according to their aptitude and previous knowledge.
- The course contents are split into small units to reduce cognitive load.

The ABL method mainly focuses on students' deep learning rather than content memorization (Johnson & Johnson, 1991). The scope of active participation helps students to learning new knowledge according to their aptitude, promote their self-directed learning (Schmidt et al., 2006), higher order thinking (Polanco et al., 2004), information management and retention (Norman & Schmidt, 1992; Kaufman & Mann, 1996), recording and keeping reflection (Karuna & Vinita, 2014), handling complex situations (Martin et al., 1999) and solving ill-structured

problems(Gallagher et al.,1992). It also improves their confidence (Dean,1999), interpersonal skills (Schmidt et al., 2006), and lifelong learning skill (Boud & Feletti, 1999).

These claims have supported through many studies carried out in different domains, including Suydam & Higgins (1977) study about teaching of elementary mathematics, Barrows and Tamblyn (1980) study about teaching of medical education, Hake (1998) teaching of physics, Shelton and Smith (1998) study about teaching of biomedical, Thornton (2001) study about teaching of scientific concepts, Dochy et. al. (2003) study about teaching of basic and clinical sciences, Brock and Lopus (2004) study about teaching of economic, Hung, Jonassen and Liu (2008) study about teaching of basic science knowledge application in real-life situations, Singh, et. al., (2012) teaching of commerce, Hussain, et al. (2011) study about teaching of physics at Secondary level, Fallon, et. al. (2013) study about teaching of research methods, and Borode B. R. (2014) study carried out in Ekiti State regarding essay writing, etc.

The ABL method uses a variety of tasks, experiments, projects, and other educational activities for students' active participation in retaining their attentions and motivation towards learning. These activities may be used to promote students' reading, writing, listening, speaking and collaborative learning skills. Through these activities, the ABL method opens-up new dimensions in the teaching-learning environment (Arends, 2004). As the ABL method is a student-centered teaching method so the procedures adopted for the attraction and motivation of students are of utmost importance. Therefore, teachers must be equipped with necessary skills that is required to design variety of activities that could cater the educational needs of students (Festus, 2013).

Kilpatrick (1987) and Confrey (1995) have argued that learning is an active process of acquisition of knowledge and ideas. For this, students are required to engage actively in the construction of their own knowledge for better understanding. Silberman (1996) asserted that in the activity based environment learners come up with examples, figure out things by themselves, do assignment and sharpen their skills. Brooks and Brooks (1999) have identified four activities of the ABL method to be carried out in sequence: (i) Trigger, (ii) Learning Activities, (iii) Discussion, and (iv) Summary.

Though, many past studies carried out in different contexts regarding the ABL method reflect remarkable improvement in the learning of students, there are some studies which are in favor of traditional teaching. For example, Zumbach et. al. (2004) reported no significant difference between the achievements of students that were taught through Activity based learning method and others that have taught through traditional method. Similarly, Colliver (2000) findings did not report any significant achievement of the ABL method of traditional methods. Gallagher and Stepien, (1996) found no significant advantages of Activity based Learning over traditional methods. However, the remarkable improvement reported on / to various researchers (Gallagher et al, 1992 ; Boud and Feletti, 1999; Ahlfeldt, Mehta and Sellnow, 2005; Hung et. al., 2008) has provided a strong impetus for this research . This research aims to investigate the attitude to prospective teachers towards activity based learning method. These prospective teachers are studying in different institutes offering teacher education. This study focuses on three key research questions discussed in the next section. Also, the term "activity based teaching" and "activity based learning" are used inter-changeably.

2. METHODOLOGY

2.1 Research Questions

1. What is the attitude of prospective teachers towards activity based teaching?
2. What is the disparity of the attitude of prospective teachers towards activity based teaching by gender?
3. What is the disparity of the attitude of prospective teachers towards activity based teaching based on different public universities?

The research questions mentioned above may lead to the following hypothesis to be tested in this research.

H1. Prospective teachers show negative attitude towards activity based teaching.

H2. There is difference of attitude between male and female prospective teachers towards activity based teaching.

H3. The attitude of perspective teachers is the same irrespective of the university in which they are registered.

H4. The attitude possessed by prospective teachers towards activity based teaching is not same between prospective teachers of Punjab University and University of Education.

H5. There exists no difference between Punjab University and LCWU prospective teachers' attitude towards activity based teaching.

H6. There exists no difference between University of Education and LCWU prospective teachers' attitude towards activity based teaching.

2.2 Research Design

The study was descriptive in nature and survey method was used to collect the data. The survey conducted encompasses the participants from M. A. Education, M. Ed., B. Ed., B. Ed. (Hons.) and BS Education programs offered in these universities. Simple random sampling technique was used to collect data due to limited time and resources.

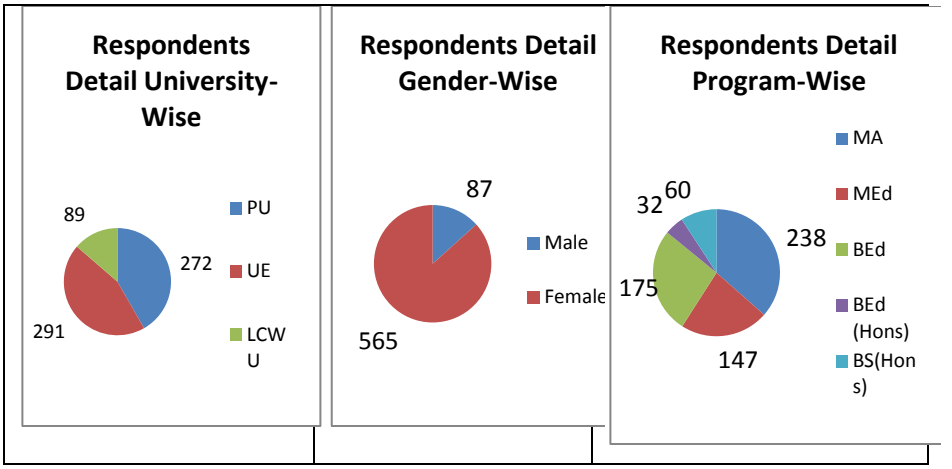
2.3 Instrument

The data collected from 652 prospective teachers studying in three public sector universities. A closed ended questionnaire (5-point Likert type scale) was developed and used as a research instrument for data collection. In order to measure the attitude towards activity based teaching, the instrument developed was sent to the experts of the field of "education and training" for the validation of the instrument. Ambiguous and irrelevant items were extracted and the final selection of the items was made. A pilot study was conducted and the data was collected from 155 prospective teachers. Prospective teachers were asked to rate the different aspects of their attitude towards activity based teaching at five point rating scale: strong agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). There were 28 items in total and the overall Reliability Cronbch's Alpha was .870 which shows reliability of instrument to a large extent.

The questionnaire was then distributed to 920 respondents in the universities. Of the 920 respondents 652 usable questionnaires (Male= 87, Female= 565) were received with a response rate 71%. The data collected was analyzed by using SPSS (Statistical Package for Social Scientists) and then interpreted. The statistical techniques such as Mean, Independent Samples T-Test and One Way ANOVA were used for doing analysis.

3. FINDINGS

The descriptive analysis of sample collected and used to proceed with research study is as under:



The mean calculated regarding each item to be part of questionnaire used for survey process is shown in Table-1. The mean value reflects the central tendency of respondents' attitude towards activity based teaching.

Table 1
Attitude of Prospective Teachers towards Activity Based Teaching

No	Items	Mean
1	ABT in formal system of education	3.62
2	ABT is only for kids' learning	2.68
3	ABT is a well known process	4.14
4	ABT is for all disciplines	3.81
5	ABT is learning by doing	4.25
6	Teachers are the main source of ABT	3.85
7	ABT presents vivid picture of abstract words	3.73
8	Instructions can be effective for activities in ABT if these are according to the students' mental level	4.28
9	In ABT teachers are aware of students' spoken or unspoken words	3.79

10	Students boosts in ABT	3.93
11	ABT depends on teachers' better communication skills	4.10
12	Lesson planning is required for ABT	3.96
13	ABT consumes more time	3.76
14	Teacher should give full attention to the students in ABT	4.12
15	Students take more interest in AB learning	4.37
16	ABT makes permanent image on learning	4.13
17	Students' creative skills get sharpen by ABT	4.17
18	ABT improves confidence among students	4.27
19	Teacher should use ABT to teach the syllabus	3.97
20	I (teacher) use ABT in class	3.85
21	Responds properly when students are off track during activities	3.77
22	ABT reduces conflicts and difference among students	3.74
23	Activity areas in classrooms	3.37
24	ABT involves oral discussion in class	3.66
25	ABT involves writing competitions in classrooms	3.73
26	Storytelling and word stories to enhance creative skills in ABT	3.98
27	Available classroom resources are used in ABT	3.85
28	Teachers need to attend workshops to update their ABT skill	4.21

The item wise analysis of the opinions of prospective teachers demonstrates that majority of the prospective teachers have positive attitude towards activity based teaching. Majority of the respondents

agreed or strongly agreed with most of the items (statements). Thus $H_0$1 is rejected.

The findings reflect that 67% of the prospective teachers agreed that activity based teaching **(**ABT) is found in formal system of education (3.62); they were of the opinion that ABT is not only for kids' learning (2.68); 83% of them were agreed or strongly agreed that ABT is a well-known process (4.14); 70% agreed or strongly agreed that ABT is for all disciplines (3.81); 87% of the prospective teachers' thought that ABT is learning by doing (4.25); they agreed that teachers are themselves main source of ABT (3.85); 68% believed that ABT presents vivid picture of abstract words to the students (3.73); 87% of the respondents were of the opinion that instruction for activities can be effective if these are according to the students' mental level (4.28); 70% of respondents agreed that in ABT teachers are aware what students' say or what they don't say (3.79); they were also of the opinion that students' creative skills boosts in ABT (3.93); they thought that ABT depends on teachers' better communication skills (4.10); they had the opinion that ABT requires lesson planning (3.96); 70% of them were agreed that ABT consumes more time (3.76); 83% respondents agreed or strongly agreed that teacher should give full attention to the students when they are busy in activities (4.12); a great no of respondents were strongly agreed that students take more interest in activity based teaching (4.37); they were of the opinion that ABT makes permanent image on students' mind (4.13); students creative skills' get sharpen by ABT (4.17); 85% respondents had the opinion that ABT improves confidence among students (4.27); and teacher should use ABT to teach the syllabus (3.97); 75% of the respondents were agreed that they use to ABT in their class (3.85); 70% were agreed that they responds properly when students are off track during activities (3.77); ABT reduces conflicts and differences among students (3.74); 54% of them were agreed that there are activity areas in classrooms (3.37); ABT involves oral discussion in classrooms (3.66); 67% of them were of the opinion that ABT involves writing competitions in class (3.73); and storytelling and word stories are to enhance the students' creative skills in ABT (3.98); they are agreed that available classroom resources are used in ABT (3.85); 84% of the respondents were agreed to attend workshops to update their ABT skill (4.21).

The attitude of the prospective teachers (Gender wise) is mentioned in Table-2.

Table 2
Gender Wise Prospective Teachers' Attitude Towards Activity Based Teaching (By Independent Samples T-Test)

Gender	N	Mean	Std Deviation	Mean difference	T	Sig.
Male	87	107.5632	13.33094	-1.76068	-1.228	.220
Female	565	109.3239	12.30707			

The value of "T" is not significant at 0.05 level of significance. It means that male and female almost have same opinion towards activity based teaching. Attitude of prospective teachers regarding activity based teaching were independent of their gender. So hypothesis H2 is rejected.

Table 3
University Wise Prospective Teachers' Attitude towards Activity Based Teaching (By One Way ANOVA)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6515.590	2	3257.795	22.423	.000
Within Groups	94436.777	650	145.287		

The above table shows that the "F" value (22.423) was significant at 0.05 level of significance. It means that the prospective teachers' attitude regarding activity based teaching was significantly different by university. Hypothesis H3 is rejected.

Multiple comparisons among these universities were made to find this difference by using Post Hoc which is presented in the table-4

Table 4
Multiple Comparisons among Universities

University (I)	University (J)	Mean Difference (I-J)	Sig.
PU	UE	-2.20420	.077
	LCWU	7.58002	.000
UE	PU	2.20420	.085
	LCWU	9.78422	.000
LCWU	PU	-7.58002	.000
	UE	-9.78422	.000

The summary of the above table shows that the prospective teachers 'attitude towards activity based teaching, enrolled at PU and UE was not significantly different at .05 level of significance. So hypothesis H4 is rejected.

On the other hand the findings reflect that there exists difference in attitude of prospective teachers towards activity based teaching is significantly different in comparison with LCWU respectively. The negative values (-7.58002 and –9.78422) show that the prospective teachers' attitude towards activity based teaching, enrolled at LCWU, was less than PU and UE.The significant values show that the prospective teachers' attitude towards activity based teaching, enrolled at LCWU and PU, LCWU and UE is not same but varies. So Hypothesis H5 and H6 are rejected.

4. DISCUSSION

Teachers use different methods to draw students' attention into learning through making them a partner of their own education using activity based teaching. Teacher become facilitator in this learning environment engaging the students and make sure that the students become active in the learning process. The intent of study was to explain the attitude of prospective teachers towards activity based teaching at different universities of Lahore.

The attitude of prospective teachers towards activity based teaching was measured on 5 point rating scale then the difference among their attitude by gender, age, programs and universities. This study reveals a positive attitude of prospective teachers (i.e. All respondents) as a whole towards activity based teaching. Further analysis based on "programs offered" (i.e. M. A. Education, M. Ed., B. Ed., B. Ed. (Hons.) and BS Education) shows a significant difference of prospective teachers attitude towards activity based teaching. Similarly, the analysis based on "universities as independent entities" led to results that there exists a significant difference of prospective teachers' attitude towards activity based teaching. Moreover, analysis concerning gender, age did not reflect any significant difference. Previous researches (Suydam and Higgin, 1977; Bonwell and Eison, 1991) also support the finding of this study.

Students do not just listen they do more; they must discuss, read, write and be engaged in problem solving. Bonwell and Eison (1991) defined that activity based teaching is instructional activities for the students to do things and thinking about what they are doing for learning. Proper gain of knowledge depends on that the student understands or engages with the information to be learnt. It is also important that when the student processes this information through comprehension, analysis, synthesis, application and meta-cognition, the student is able to apply information to any life situation by connecting it to the past learning and build her or his own knowledge (Garner, 1990).

There are many limitations in traditional classroom practices such as teacher is the information giver rather than a facilitator, large student-teacher ratio, fear of stick, students and teachers absentees problem, main role of textbooks as the source of information and heavy school bags. In Pakistan, further more that in rural areas especially schools are functional with one teacher only results in all the students having different class grads are combined into a multi grade classroom. And it is the teachers' challenge to decide which class of students she or he would take first and where & how. Activity based teaching has been able to overcome many of these barriers. Physical, social and emotional environment of the schools have improved their quality of education compared to prior to ABT introduction. It is also expected to transfer the role of the teacher from that of a just giver of information to the facilitator of learning (Festus, 2013).Activity Based Teaching is accomplished through the creation of

various types of projects and activities for students' learning. It requires a great effort on the side of the teacher. By using this method teachers need to plan lessons which take the child into the world of experiments in their education. Students work together in groups to better understand different subjects during activity based teaching. It reduces conflicts and individual differences among students.

The results show that majority of the prospective teachers have positive attitude towards activity based teaching. Difference in attitude in various public sector universities disclosed the role of university in mending the way towards activity based teaching for prospective teaching. In short, if we consider that to what extent the result of this study could be applied to other geographical settings; for that purpose might be needed some more research about teachers' educational programs, socio cultural norms, education structure and economic situation differ in other geographical regions. But throughout Pakistan, school curricula and national ideology are the same that's why it can be expected that similar findings may be revealed from other regions of country. The findings of this study are in line with previous researches, so it may help the education departments and other relevant organizations in making the students' learning deeper by recruiting those teachers who have a sound knowledge, attitude to adopt this method and practice.

Keeping in view, the research findings of this study following suggestion/ recommendations are proposed.

1. Prospective teachers may be trained how to adopt the activity based teaching.
2. Future researchers may work on rural and urban prospective teachers' perception towards activity based teaching.

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IMPACT OF MUSIC TEACHING ON COGNITIVE ABILITIES OF SPECIAL NEEDS CHILDREN

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ABSTRACT

The present study examines the impact of music teaching on the cognitive abilities of special needs children of age 9-16. It further explores the impact of music as a subject with specific and defined curriculum for various age groups. Moreover, the possibilities of cognitive abilities of special needs children in various areas of their learning, thinking and creativity through the implication of music can be explored with new dimensions. The findings of the study showed that music as a subject had strong as well as significant impacts on cognitive abilities of special needs children i.e. MRC, VHC and PHC. The study and its results reflect a crystal clear picture that the realm of music is not confined only to the leisure time activities but as the Western World has successfully explored the possibilities of its vital role in cognitive abilities, it has an encouraging role in our society as well.

Keywords: Music teaching, Cognitive abilities, Special need children, Thinking and creativity, Leisure time activities

1. INTRODUCTION

Music is a gift of nature for the whole mankind to influence the inner world and moral characteristics. It is an integral part of social and cultural life of human beings for being the strongest form of human expressions and feelings. According to (Sharma, 1996), it is a powerful source of making all round development in personality and intelligence of individuals. She takes music as an art and science because it deals with the one's expressions, feelings & emotions via sounds in melody and harmony.

When we listen to music or speech we process a vast amount of information rapidly without our conscious awareness (Blakemore & Frith, 2000). Music is one of the healthy activities to utilize the cognitive abilities of special needs children. It is being taught in our special education institutions as a recreation and entertainment for the special children. It is not a compulsory subject for the children. However all the special children are very keen and curious to attend the music classes in the special education institutions. They meet new goals through music education taking it as a fun .Most of the music educators and parents of special children agree to the view that music enriches special children's lives.

Although there is no particular music syllabus for the children yet music teachers teach them Hamd, Naat, Rhymes, Milli Naghmas and use different instrument i.e Keyboard, Harmonium, Tabla, Kango Drum and Vocal singing as well. A few of the students of music could be able to play the instruments as well. It is being taught in all special education centres running under the federal and provincial government except Hearing Impaired Children (HIC), yet they take interest to participate in different activities such as: Drama, Tableau and Dance. These classes are taken up to primary level. Grading of students is being made by the music teachers according to the students' ability. Music teachers design the syllabus according to children's ability and utilize them for different types of programs. Musical training sharpens the brain's early encoding of sound leading to enhanced performance (Tallal & Gaab, 2006).

Cognition is the mental process of knowing, including such as awareness, perception, reasoning and judgment. It is the mental act or process by which knowledge is acquired including perception and intuition reasoning.

Music is also the mental faculty of knowing which includes perceiving, recognizing, judging, reasoning and imagining.

Up till now a small number of people have selected this field for study therefore the researcher has designed the present topic to open new avenues in the field of special education by exploring the role of music teaching on the cognitive abilities of special needs children.

According to (Sharma, 1996), "It is the powerful source of making all round development of personality and intelligence of individuals." The common elements of music are, pitch, rhythm and dynamics. Albert Einstein, one of the most prominent scientists of the human history, expresses his views about the significance of music in these words, "If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music".

In our everyday life, we listen music as well as enjoy the various styles and shades of music. The choice regarding the selection of music may be vary from one person to other but the basic objective behind listening music is to feel pleasure and sense of joy so that worries and tensions of everyday life may be reduced or erased for the time being. When we talk about the effective role of music in the lives of special needs children, it is crystal clear that music plays a vital role in their cognitive abilities for independent personality for improving their learning and betterment in overall behavior as well as education.

In special education institutes, music is taught up to primary level (except the Hearing Impaired Children) but genius students continue to learn music up to the secondary level. There was no proper syllabus of music as a subject for the special needs children till 2007. In Oct, 2007, a workshop was conducted by NISE (National Institute of Special Education) from 29^{th} to 31^{st} regarding the syllabus designing. Music teachers from all over the country participated in this workshop and designed the curriculum of music for the Visually Impaired children up to primary level. Later on the designed textbook was distributed in all the special education institutions of Pakistan.

Purposes and objectives behind the composition of Music are to develop one's skills in creative thinking, logical reasoning, problem solving, dealing with abstract concepts and practical application of knowledge. Music is composed for aesthetic pleasure; it has religious as well as ceremonial objectives. Moreover, it is composed as a product for the commercial and business benefits. Part time musicians who don't perform music as a profession of source of earning are called amateur musicians. They compose music and then perform it purely for their own pleasure and joy as they have no financial or earning targets behind this pursuit. Professional musicians, who perform music as a profession, are hired by a wide range of institutions and organizations like armed forces, churches and / companies as well as schools and colleges of music. Besides the above mentioned fields, professional musicians also render their services as freelancers, on contract basis jobs and engagements in a variety of requirement in music related fields.

Aim of Music is more a subject of character development than that of education. Music education is for fundamental personality development and not simply the transmission of certain techniques, therefore, the aim of this education is to promote the development of creative abilities, emotionality of perception and social consciousness through aesthetic experience.

There are a number of authors who carried out literature reviews, came to the point of conclusion which supports the above-discussed studies of three different scholars. The conclusion that is achieved is obvious. Those learners who attend music classes or take part in music achieve higher performance in their academic carrier in comparison with those students who don't participate in music (Hodges & O'connell, 2005).

2. METHODOLOGY

2.1 Hypothesis of the Study

H_o: There is no significant impact of music teaching on the cognitive abilities of special needs children.

H_1: There is a significant impact of music teaching on the cognitive abilities of special needs children.

2.2 Research & Sampling

The research study was descriptive in nature and survey method was used to get the information about the impact of music teaching on cognitive abilities of children with special needs of public and private sector in Islamabad & Rawalpindi. The participants of the study were divided into two groups. The children who attended the music classes and were placed in one group and children who did not attend the music classes were placed in another group. The data was collected with the help of two questionnaires; one for the mentally retarded children and one for visually handicapped children and physically handicapped children. The total items were formulated to assess the level of cognitive abilities of the participants.

The purposive sampling technique was used for the study. The sample size of the current study was 180 special needs children comprising visually handicapped, physically handicapped and mentally retarded children of ages 9 to 16 years studying at public and private special education centres in Islamabad and Rawalpindi. Out of which ninety students were those who attended the music classes and ninety were those who did not attend the music classes. The researcher purposively selected the thirty students from each of six institutes comprising fifteen were those who had attended the music classes and fifteen were those who did not attend the music classes. Therefore half of the sample 90 students were those who attended the music classes and half 90 were those who did not attend the music classes. Both groups comprised of male and female participants.

2.3 Instrumentation

Questionnaire 1 was developed to assess the cognitive abilities of mentally retarded children. The test items of this questionnaire were based on the core area; cognitive skills as mentioned in Curriculum for Mentally Retarded children (1997), developed by National Institute of Special Education (NISE), Islamabad by Aqeela Begum (Senior Teacher).

The questionnaire 2 was developed to assess the cognitive abilities of visually handicapped and physically handicapped children. the test items of this questionnaire were 23 and these were based on the "Assessment of cognitive skills" of special needs children which was introduced by Slosson Intelligence Test (1998) comprising the six cognitive domains; General Information, comprehension, quantitative, similarities and

differences, vocabulary and auditory memory. The Slosson Intelligence Test was translated in urdu language by Mr. Muhammad Shakoor (1999) in his research project of master level was opted for this study.

The pilot study was done on a group of twenty four students including visually handicapped, physically handicapped and mentally retarded children in order to validate the validate the questionnaires. There were eight students of each disability. Moreover out of those eight students, four students were those who have taken the music classes and four were those who did not take the music class. As a result of pilot testing the tools found reliable as coefficient of alpha reliability was 0.768 and 0.725. The numbers of students in the pilot testing were not included in the sample.

3. FINDINGS

The institutes and participants were visited personally by the researcher in the special education schools of public and private sectors of Islamabad and Rawalpindi. The respondents were asked to come one by one for their responses. They were then explained about the study objectives and about the scale used for the tool. In this way they were able to respond appropriately to each of the item. In some places researcher informed earlier for his arrival and got the responses about questionnaire. In the presence of researcher the administration of the questionnaire for the mentally retarded children was given to their teachers and they showed the students different visuals to assess the responses of MRC about big/small, color concept, open/close, over/under, full/empty, long/short, means of transport, classification of (fruits, vegetables, music instruments) and similar things. No treatment was given to the mentally retarded children as study was not experimental. The data was collected with the help of questionnaires, which was personally administered; data was collected from the special needs children of public and private special education institutes in Islamabad and Rawalpindi. The collected data was analyzed and presented in tabular form. The computer software Statistical Program for Social Sciences (SPSS) Version 20 was used in this research.

Table-1
Frequencies and Percentages for the General Demographic Characteristic of the MRC, Respondents of Tool I (N=60)

Sr. #	Categories	f	%
1	**Gender**		
	Male	39	65.0
	Female	21	35.0
2	**Age**		
	9-10	7	11.7
	11-12	15	25.0
	13-14	20	33.3
	15-16	18	30.0
4	**Music group**		
	Male	21	35.0
	Female	9	15.0
5	**Non music group**		
	Male	18	30.0
	Female	12	20.0

Table-1 shows that 39 respondents (65%) were male and 21 (35%) were female.

The age ranges of special needs children were between 9-16 years. The age ranges of respondents between 9-10 years were 7 (11.7%). Table shows that 15 (25%) respondents were between the age group 11-12 years. 20 (33.3%) special needs children were between 13-14 years and there were 18 (30.0) from 15-16 years. There were two groups of special needs children. Group one of those students who attended the music classes. This group was further had sub categories of male 21 (35%) male and female 9 (15%). Group second was of those students who did not attend

the music classes. Those were also categorized in subcategories of male 18 (30%) and female 12 (20%).

Table- 2
Frequencies and Percentages for the General Demographic Characteristic of the VHC/PHC, respondents of tool II (N=120).

Sr. #	Categories	f	%
1	**Gender**		
	Male	83	69.2
	Female	37	30.8
2	**Classes**		
	I-V	55	45.8
	VI-VIII	29	24.2
	IX-X	36	30
3	**Age**		
	9-11	36	30.0
	12-14	39	32.5
	15-16	45	37.5
4	**Type of disability**		
	Visually Handicapped	34	28.3
	low vision	26	21.7
	Physically Handicapped	60	50.0
5	**Music group**	60	50.0
	Male	40	33.3
	Female	20	16.7
6	**Non music group**	60	50.0
	Male	43	35.8
	Female	17	14.2

Table-2 shows that classes were distributed in three categories. There were two groups of special needs children. Group one of those students who attended the music classes. This group was further had sub categories of male 40 (33.3%) and female 20 (16.7%). Group second was of those students who did not attend the music classes. Those were also categorized in subcategories of male 43 (35.8%) and female 17 (14.2%).

Table-3
Frequencies and Percentages for the Gender and music groups.

Questionnaire (N)	Gender				Groups			
	Male		Female		Music		Non Music	
	F	%	F	%	F	%	F	%
Tool-I (60)	39	65.0	21	35.0	30	50.0	30	50.0
Tool –II (120)	83	69.2	37	30.8	60	50.0	60	50.0

Table-3 shows the frequency and percentages of the gender and music groups of tool I and tool II. The frequency and percentage of male for tool I is 39 and 65.0%. The frequency for female is 21 and 35.0 %. The frequency for students of music and non-music is 30 and 50.0% each. The frequency and percentage of male for tool II is 83 and 69.2%. The frequency for female is 37 and 30.8 %. The frequency for students of music and non-music is 60 and 50.0% each.

Table-4
Descriptive statistics of tool I and tool II.

Tools	**Participants**	**Mean**	**SD**	**Variance**
Tool-I	60	21.95	2.85	8.15
Tool-II	120	43.78	7.64	58.47

Table-4 shows the Mean, SD and variances of tool I and tool II. Which shows that the mean value of tool II is more than tool I and the music is more effective for tool II as compare to tool I.

Table-5
Descriptive statistics of tool I and tool II regarding gender and music teaching.

Tool-I	**Mean**	**SD**	**Variance**
Male (39)	21.92	2.93	8.59
Female (21)	22.00	2.77	7.70
Music group			
Male (21)	24.50	2.09	4.38
Female (9)	24.00	1.65	2.72
Non- music group			
Male (18)	19.71	1.23	1.51
Female(12)	19.33	1.22	1.50
Tool-II	**Mean**	**SD**	**Variance**
Male (83)	44.24	8.25	68.13
Female (37)	42.75	6.04	36.52
Music group			
Male (40)	49.04	7.71	59.47
Female (20)	44.00	3.44	11.87
Non-music group			
Male (43)	39.07	5.13	26.37
Female (17)	41.70	7.52	56.64

Table-5 shows the Mean, SD and variances of gender, music and non-music groups of tool I and tool II. The mean value of male is more than the female for both the groups of tool I. The mean value of male who attended the music classes and who did not attend the music class is more than the female. It expresses that music has the strong impact on the group of music students and male as compare to female.

The mean value of male is less for the non-music group of tool II. It expresses that music has the more impact on male of music group as

compare to female. The mean value of non-music group students is less than the other group of students.

ANALYSIS OF COGNITIVE ABILITIES; SUBCATEGORIES

The following tables show the analysis of cognitive abilities among the MRC, VHC and PHC. Tables also describe the Mean, SD and Variance of each sub category, i.e shapes, conceptual abilities, sorting, classifying, visual aids, comprehension, general information, quantitative, vocabulary and auditory memory.

Table-6
Descriptive statistics of sub categories of tool I.

Tool-I	**Mean**	**SD**	**Variance**
Shapes	2.03	.258	0.06
Conceptual abilities	7.35	1.60	2.57
Sorting	2.61	0.61	0.37
Classifying	4.08	0.27	0.07
Visual aids	3.48	0.59	0.35
Auditory memory	2.38	0.78	0.61
Mean of Means	3.65	1.96	3.84

Table-6 expresses Mean, SD and Variance of all the subcategories of tool I. The table reveals that mean value of conceptual abilities is higher in all which is 7.35. It shows that music has most impact on this sub category for MRC.

Table-7
Descriptive statistics of sub categories of tool II.

Tool-II	Mean	SD	Variance
Comprehension	7.86	1.81	3.27
General Information	11.19	2.25	5.06
Quantitative	13.53	2.77	7.71
Vocabulary	8.35	2.84	8.07

Auditory memory	2.84	1.42	2.03
Mean of Means	8.75	4.02	16.17

Table-7 expresses Mean, SD and Variance of all the subcategories of tool II. The table reveals that mean value of Quantitative domain is higher in all which is 13.53. It shows that music has most impact on this sub category for VHC/PHC.

SIGNIFICANCE DIFFERENCES

Significance difference tells how sure researcher is that a difference or relationship exists. The following significance test involves comparing a test value that calculated to some critical value for the statistic.

Table-8
Gender Difference on data of tool I (N=60) and tool II (N=120).

Variables	Male (n=39)		Female (n=21)			
	M	SD	M	SD	T	P
Tool-I	21.92	2.93	22.00	2.77	.099	.025
Variables	Male (n=83)		Female (n=37)			
	M	SD	M	SD	T	P
Tool-II	44.24	8.25	42.75	6.04	0.98	.0328

df=58, significance level= 0.05 for tool I

df=118, significance level= 0.05 for tool II

Table-8 indicates the level of significance of gender at 0.05 for tool I and tool II. Which shows significant gender difference on the data of tool I. It can be concluded that cognitive abilities of MRC male and female are different in nature. Therefore MRC have the gender differences in their cognition and also expresses significant gender difference on the data of tool II. Therefore there is gender difference in VHC and PHC.

Table-9
Impact of music teaching on cognitive abilities of MRC, VHC & PHC for tool I and tool II.

Variables	Music (n=30)		Non music (n=30)			
	M	SD	M	SD	T	P
Tool-I	24.35	3.88	19.55	1.50	8.85	.000
Variables	Music (n=60)		Non music (n=60)			
	M	SD	M	SD	T	P
Tool II	47.36	6.60	39.81	5.91	6.87	.000

df=37, significance level= 0.05

df=81, significance level= 0.05

Table-9 indicates the level of significance of music at 0.05%. Which shows that the significant music difference on the data of tool I. It can be concluded that cognitive abilities of MRC music and non music students have strong significant differences on their cognitive abilities. Therefore music has strong positive significance on the cognitive abilities of MRC. The table also expresses the significant music difference on the data of tool II. It can be concluded that cognitive abilities of VHC/PHC music and non-music students have strong significant differences on their cognitive abilities. Therefore music has strong positive significance on the cognitive abilities of VHC and PHC.

Table-10
Difference of Music Teaching on cognitive abilities among all respondents (disability type wise)

Respondents	Mean	SD	T	P
MRC (60)	2.20	1.13	8.85	.000
VHC & PHC (120)	1.13	1.03	6.87	.000

Table-10 indicates the difference of music teaching on cognitive abilities among all the respondents of the study. The Mean value and SD for mentally retarded children is 2.20 and 1.13, t=8.85 and p= .000. The Mean value and SD for visually handicapped and physically handicapped

children is 1.13 and 1.03, t=6.87 and p=.000. Table expresses that music has more strong significant impact for the mentally retarded children as compare to the cognitive abilities of visually handicapped and physically handicapped children.

4. DISCUSSION

The key issues of the study were to find out whether music has the significance impact on different cognitive domains for the MRC, VHC and PHC. Johnson and Darrow (1997, 2003) did a wonderful job as they tried to explore the link that exists between music and the special needs children. This topic was examined in different ways and aspects. In a substantial number of studies, researchers have observed the attitudes towards and acceptance of those with special needs children using music. According to McCord, (2002) there is an effectiveness of various musical instructional methods especially modified for students with special needs. Moreover, Strickl (2001-2002) believes that music has the ability to positively affect brain development in young learners.

While previous studies showed positive significance between music and cognitive skills. The results of the present study found the outcomes that music has the positive impact on all the cognitive domains of mentally retarded children, visually handicapped children and physically handicapped children as well. This finding is similar to the other study related to Jackson and Tluaka (2004), Delgado and Dickerson (2012), (Bowman & Powell, 2007), Wilson (2006) and Hallam (2007) that music has positively significant effects on the learning process of the students. Therefore music has an effective role on the learning process of the students with special needs. The results of present study also showed that there was significant difference among MRC, VHC and PHC on different cognitive domains. Whereas it has positively significant impact on the learning process of the children with special needs. The previous studies as well as the present study are a reflection that music has immensely significant impact on the special needs children. According to the research of Eady and Wilson (2004) it was found that the group of students who were introduced to a socio-music curriculum scored higher on social studies and science items than those who were not a part of the performance group.

The learning, cognitive abilities and capacity building are generally found as enhancing if music is endorsed with the other fields of study. Robb (2003) observed the behaviors of six visually impaired children between the ages of four and six years. They participated in four instructional sessions of 30 minutes. Two instructional sessions were music-based while the two were dedicated to games. All the four sessions were equally distributed across a two-week time. Each session was recorded to facilitate collection of behavioral data. During music sessions, it was found that the subjects had higher attentive behavior.

Julie Nicolich (2008) selected the topic of music impact on special needs children because of its impact on her own childhood. She grew up with music in her home and in various classroom settings. She felt that music helped her to remember things when they were put to music. In first grade her teacher would play her guitar and we would sing songs. She still remembers those songs and rhymes that she used to listen and enjoy while she was a young child. She feels that this had an influence on her achievement because it always kept her thinking and learning new things keeps her brain exercised.

During the present study, special needs children with various family backgrounds and social status were picked. Similarly the students were male as well female suffering from MRC, VHC and PHC. All the data for the study was collected by the researcher from different public and private institutes and the accuracy of the data was given high priority as the field study was based on the actual happening and results of the whole study were analyzed through SPSS by the field experts and statisticians. All the final findings were matched with the previous researches and the outcome of the whole study process was encouraging as it revealed that music was found highly significant on the cognitive abilities of the special needs children.

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REVIEW OF EARLY CHILDHOOD SPECIAL EDUCATION CURRICULUM FOR YOUNG CHILDREN WITH DEAFNESS

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ABSTRACT

This study is a part of the evaluation of Early Childhood Special Education (ECSE) program for young children with deafness. It was imperative to review the curriculum being taught to 4-8 year old children enrolled in Government Deaf & Defective Hearing Schools in Punjab. For this purpose, National Curriculum Early Childhood Education (2002), Checklist for Early Childhood Curriculum (2001), The Oxford Handbook of Deaf Studies, Language, and Education (2011) were studied. Curricula being implemented in some eminent deaf schools working in private sector were also studied. Additionally, discussions on curriculum were conducted with the experienced teachers working in deaf education. It was found that the written document of curriculum for young children with deafness did not include the components of National Curriculum Early Childhood Education (2002). It did not contain systematic and detailed guidelines regarding assessment procedures and record keeping. The component of auditory training, details of activities, allied material in the form of text books and work books for the guidance of teachers and parents was also missing.

Key words: Review, ECSE curriculum, young children with deafness

1. INTRODUCTION

The importance of early education for children with disabilities was acknowledged right after the establishment of Pakistan on August 14, 1947. Time and again, different governments put efforts in formulating policies and plans of action regarding early childhood education, and the education for children with disabilities. As far as special education in Pakistan is concerned, the Provincial Government of the Punjab, Pakistan is running 222 special education institutions. After the 18th Amendment in the Constitution of Pakistan, devolution took place on 30th April, 2011 and 29 federally administered special education centers also came under the control of the provincial government. The enrolment rate of children with disabilities in these institutions up to November, 2013 was 27,679. The annual budget estimation for the year 2013-2014 (provincial portion) was Rs: 47, 24, 80,000/-. District wise budget allocation for the year 2013-2014 was Rs:2,886,236,139/- (Directorate of Special Education, 2013).

The provincial government of the Punjab is running 34 Government Deaf & Defective Hearing Schools (enrolment=6164), 119 Government Special Education Centres (enrolment=8,028), two Government Degree Colleges (enrolment=448), six devolved special education centres (enrolment=695) and training colleges (enrolment=52). In this way, number of children with deafness enrolled in special education institutions is 16082 which constitute 58%of the enrolment of all children with other disabilities. Two hundred and eighteen (218) Senior Special Education Teachers (BPS: 17) and one hundred and seventy (170) Junior Special Education Teachers (BPS: 16) are appointed in 34 Government Deaf & Defective Hearing Schools (Directorate of Special Education, 2013).

It is evident from the above data that the Provincial Government of the Punjab is spending major portion of Special Education budget on the education of children with deafness. But the students with deafness are lagging far behind hearing students and other students with disabilities (visually impaired and physically handicapped) in academics (Galaudet Research Institute, 2005; Stinson & Walter, 1997), social integration (WHO, 2013) and job placement (Blanchfield, Feldman, Dunbar, &Gardner, 2001; MacLeod-Gallinger, 1992; Schreodel & Geyer, 2000). Despite spending a long period of time in schools, the speech and language (both oral and written) of students with deafness are not developed to the extent they have residual hearing (Hart & Risley, 1995;

Latif & Watto, 2005; Parveen, 2007). It leads to creating communication barriers and results in poor academics (Bano, 2007; Bowe, 1991;Marschark, 2006; Meadow-Orleans, 2001; Moores, 2003), social exclusion and poor rate of job placement (Bashir, 2009). All these details create distressing situation in connection with the future prospects for these individuals. Punjab Special Education Department is not successful in educating and rehabilitating the students with deafness despite spending much financial, human and economic resources.

This study was conducted as a part of an in depth doctoral study to evaluate Early Childhood Special Education program for young children with deafness being run in Government Deaf and Defective Hearing Schools in Punjab. Curriculum development is an integral component of initiating and planning excellent learning experiences for young children with or without any disability. The curriculum developers, program organizers, teachers, and all other stakeholders have to be quite competent, innovative, and expert in the relevant field. As far as the curriculum development for young children with deafness is concerned, it gets more sensitive and attention seeking task. To evaluate Early Childhood Special Education (ECSE) program for young children with deafness, it was imperative to review the curriculum being taught to 4-8 year old children enrolled in Government Deaf & Defective Hearing Schools in Punjab.

2. METHODOLOGY

The study was conducted to achieve the following objectives:

1. To review Early Childhood Special Education Curriculum being taught to young children with deafness enrolled in Government Deaf and Defective Hearing Schools.
2. To find out contents included in and skipped from the ECSE curriculum for young children with deafness.
3. To find out gaps in the ECSE curriculum on the basis of National Curriculum Early Childhood Education (2002), Checklist for Early Childhood Curriculum (2001), The Oxford Handbook of Deaf Studies, Language, and Education (2011).
4. To give recommendations to Punjab Special Education Department to improve and revise the ECSE curriculum for young children with deafness.

National Curriculum Early Childhood Education (2002), Checklist for Early Childhood Curriculum (2001), The Oxford Handbook of Deaf Studies, Language, and Education (2011) were studied. Curricula being implemented in some eminent deaf schools working in private sector were also studied. Additionally, discussions on curriculum were conducted with the experienced teachers working in deaf education.

3. FINDINGS

The following gaps were identified in the curriculum of young children with deafness:

- The document of National Curriculum Early Childhood Education (2002) contains the following components:
  1. Table of Contents
  2. The significance of Early Childhood Education (ECE)
     2.1 The importance of ECE as part of Basic Education Strategy
     2.2 Benefits of ECE programmes for children
  3. The National ECE Curriculum Framework: A Statement of Philosophy/ Values/Beliefs
     3.1 A Statement of Objectives
     3.2 Specific Learning Outcomes for the 3-5 year old
     3.3 The learning environment
        3.3.1 Classroom organization
        3.3.2 The daily routine (A sample daily routine plan)

Comment: The written document of curriculum for young children with deafness did not include the above mentioned components of National Curriculum Early Childhood Education (2002).

4. The learning content including language and literacy, numeracy, life skills, and creativity has been presented in a systematic form with concepts/skills, specific learning outcomes, and methodology. The specimen is as follows:

Table 4.4
Learning content of national curriculum early childhood education (Numeracy)

S.#	Concepts/skills	Specific learning outcomes	Methodology
	Classification colours Shapes Size	• Children should be able to: - Recognize and differentiate between colours - Group objects together according to their colours - Recognize and differentiate between shapes - Group objects together according to their shapes - Recognize and differentiate between size - Group objects together according to their size	• Through simple games, identifying and naming the colours of various objects in the environment. • Individually and in groups. • Pairing and matching objects. • Sorting and grouping objects. • Same as above. Replace colours with shapes.

Comment: The document of curriculum for young children with deafness did not present the learning content in this way.

1. Guidelines on assessment procedures and record keeping were given in the curriculum document of ECE. The following methods of assessment were recommended.
   1.1 Portfolio of children's work
   1.2 Progress reports for parents
   1.3 Checklist of children's progress

Comment: The document of curriculum for young children with deafness did not contain systematic and detailed guidelines regarding assessment procedures and record keeping. Only a few points were written under the heading "Note" which did not seem to serve the purpose.

- Deaf schools working in private sector were paying much attention on ECSE curriculum for young children with deafness. In addition to the teaching of languages (Urdu and English), speech, speech reading, auditory training, and numeracy, their curriculum included a subject of themes with emphasis on learning of language according to the situation and context such as greetings. This subject was missing in the curriculum of young children with deafness being implemented in government sector.
- The whole curriculum of private sector was activity based. Activities were mentioned against all concepts. Contrary to this, curriculum of government sector did not exhibit any activity.
- Auditory training is pivotal for the utilization of residual hearing through hearing aid in young children with deafness. The component of auditory training was totally missing in the curriculum of government sector whereas private sector school curriculum had placed auditory training in the central position.
- Private sector schools had developed allied material in the form of text books and work books for the guidance of teachers, parents, and young children with deafness. These books contained exercises at the end of each topic. For the development of reading recognition and reading comprehension, a series of readers (1-4) were included in the curriculum of young children with deafness. Contrary to this, no teaching material in the form of text books and work books were developed and provided to teachers, and parents (Fatima, Hussain, Misbah, & Mahwish, 2014). The data taken from special education teachers and parents of young children with deafness in this study also supports this reality.
- In the National curriculum for mathematics introduction, importance of mathematics, a comprehensive introduction encompassing objectives of teaching mathematics, teachers role, specific strategies of assessment and evaluation which lead to the improvement of student learning and an effective learning outcomes oriented quality assurance system, that was based on constant monitoring and effective feedback loops, were given. Moreover textbook, teaching and learning resources including teacher's manual, workbook and electronic resources and guidelines to develop these resources were elaborated. All these

things seemed to be lacking in curriculum for young children with deafness.

4. DISCUSSION

The review of curriculum of K.G.I and K.G.II reflected that curriculum developers had not followed any standardized pattern of curriculum development. The National Curriculum Early Childhood Education (2002) consists of table of contents, the significance of Early Childhood Education (ECE), the National ECE curriculum framework: A statement of philosophy/values/beliefs etc. All these important components of a curriculum are missing in curriculum of K.G.1 and K.G.II. The learning content including speech, speech reading, reading, writing, mathematics has not been given in a systematic form containing concepts/skills, specific learning outcomes, and methodology (Khalid & Hanif, 2005). The curriculum document for young children with deafness does not contain systematic and detailed guidelines regarding assessment procedures and record keeping. The ECSE curriculum being implemented in privately managed deaf schools included all ECSE related subjects with a description of activities needed for the implementation of this curriculum (Iqbal & Batool, 2012). Contrary to this, curriculum of government sector did not exhibit any activity.

Auditory training is pivotal for the utilization of residual hearing through hearing aid in young children with deafness. The component of auditory training was totally missing in the curriculum of government sector whereas private sector school curriculum had placed auditory training in the central position. Allied material in the form of text books and work books for the guidance of teachers, parents, and young children with deafness had been prepared by the private sector schools which were missing in the government sector curriculum (Nicholas & Geers, 2006).

Sandall, et al., (2005) have stressed the development of a globally up to the standard structure of curriculum for young children with deafness. Fatima and Malik (2015) presented a comparative analysis of mathematics curricula of grade VI- X for students with and without hearing impairment and reported gaps regarding the structure, objectives, benchmarks, standards, description of activities, teaching methodologies, guidelines for teachers regarding evaluation process etc. Anjum and Sadia (2011)

reviewed speech and language curriculum for children with hearing impairment and identified similar gaps.

The following recommendations can be made on the basis of results:

1. Curriculum of K.G.I and K.G.II classes should be revised according to a standardized pattern of curriculum. The content including speech, speech reading, reading, writing, mathematics should be given in a systematic form consisting of concepts/skills, specific learning outcomes, and methodology.
2. Curriculum should contain detailed guidelines regarding assessment procedures, record keeping, and planned activities.
3. The most important component, auditory training is totally missing which needs to be included in the curriculum.

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PROBLEMS FACED BY SPECIAL EDUCATION TEACHERS OF REGULAR AND INCLUSIVE SCHOOLS IN DEALING WITH CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

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ABSTRACT

The present study is conducted to find out the difficulties faced by special education teachers in dealing with students with Attention Deficit Hyperactivity Disorder (ADHD) in regular and special schools. The nature of the study was descriptive, and the population of the study was the teachers of the students with Attention deficit hyperactivity disorder (ADHD) studying in different special and regular schools. Researchers have purposively selected a sample of 205 teachers dealing with students with ADHD (Male=59, Female=146) from 21 normal and 7 special schools of Lahore city. Researchers have usedself-made questionnaire for the collection of data. The reliability of the questionnaire was .932.Frequency distribution, independent samples t-test and Cross tabulation procedures were used to analyze the data. The results have shown that no association in the teacher's problems on the basis of qualification and experience were found. Teacher's professional knowledge and training program to improve the teacher'sproblem dealing with students with ADHD is recommended by the research.

Key words: ADHD, Teachers problem, Inattention, Hyperactivity, Impulsivity, Special education

1. INTRODUCTION

Teaching is a profession which requires of responsibilities and authority but in the case of exceptional children this responsibility is increased. The classrooms are perceived one of the most difficult places for students with ADHD, asthe environment of the classrooms are highly structured and bound students to show discipline which totally against the entire characteristics of the disorder (Kos, Richdale & Hay).Since last few years ADHD has gained the attention of the researchers due to its unique symptoms and characteristics (Gimpel & Kuhn, 2000). Barkley (2006) found that parents and educatorscommonly complaint about the educational performance and academic difficulties of students with ADHD.

Attention Deficit/Hyperactivity Disorder is not a new condition, in the past this condition was known as minimal brain damage, minimal brain dysfunction, hyperactive child syndrome and ADD with or without hyperactivity.Heinrich Hoffman in 1865, in his poem first time introduced the termwhen he wrote about "fidgety Philip as one who won't sit still, wriggles, giggles, swing backward and forwards, tilts up his chair growing rude and wild" (Myttas, 2001). Still (1902) described the condition asinability for constant attention, restlessness and fidgetiness. He also mentioned the destructive and disruptive behaviors of children with this particular condition.

Children with ADHD are characterized as permanent nature of inattention,hyperactive and impulsive behaviors as compare to normal children of their same age and it affects approximately 3- 7% of school age children (APA, 2000 & Barkley1990; DSM-IV-TR-2005).The most recent description about ADHD has divided the behavioral symptoms into 2 sets inattention and Hyperactivity-impulsivity behaviors (American Association 2013).

Children with inattention have poor concentration and easily distracted. Although their IQ is average but even then they are fail to achieve their set targets and their teachers usually complaints about their non-seriousand mal behaviors. During school time these children express their over activity as fidgeting, jumpiness, nervousness, or excessive movement. They have difficulties in gross motor activities like jumping and running.Their ongoing impulsive behavior makes them more restless

(DSM-5 and ICD-10 classifications). These above mentioned behaviors are great challenges for teachers.

In the past focus of research was to know the etiology of the disorder but now a days management of ADHD is more in focus. However, only a small number of studies have been conducted to examine teachers' concern about ADHD. These studies suggest that teachers lack knowledge about ADHD and they incline to have considerablemisunderstandings about the nature, course, causes and outcomes of ADHD, therefore they face many problems in dealing with the ADHD students (Barbaresi & Olsen, 1998; Jerome, 1994; Sciutto, 2000; Snider, 2003; Vereb & DiPerna, 2004; West,2005;Weyandt, 2009).ADHD is one of themajor disorders that badly affect the educational performance of the school going children. As the result teacher and student both face stress and failure (Barkley, 2006).

According to the American Academy of Pediatrics (2004) there has been increase in the prevalence of disorderfrom 3% -7% to 6% - 9% of school age population with ADHD. It has been estimated that in every mainstream classroom there is at least one child with ADHD (Barkley, 2006; DuPaul & Stoner, 2003; DuPaul & Weyandt, 2006; Goldstein, 2011).

As many of the research studies conducted on etiology of ADHD are co-relational. Neurobiological factors and hereditary influences, have commonly captured the attention of the researchers (Barkley, 2006). The management of ADHD is multidimensional. We need to incorporate medication interventions to control the rapid discharge of motor neurons, behavioral and educational interventions to control the environmental and personal factors. (Barkley, 2006; Nigg, 2006)

A child with ADHD put many challenges in front of teachers, one of the most common is disruptive behavior (Abikoff&Gittelman,1985; APA, 2000). The other onesare social interaction problem with their peers.Their impaired social skills and emotionalproblems result in failure in developing and maintaining relationship (Erhardt & Hinshaw, 1994). Lastly,this conditioncan co-exist with major difficulties in the school context as approximately 8% to 20% of children with ADHD also have a learning disorder,33% also have an anxiety disorder, 25% also have

depression, and 55% also haveoppositional-defiant disorder or conduct disorder American Psychiatric Association,2004;Multimodal Treatment study of ADHD Cooperative Group, 1999).

Commonly people misinterpret the condition and take it as normal that it is no more a disorder,childhood inattention and hyperactivity are normal behaviors for all children. The manifestation of ADHD become serious when parents and teachers fail to obtain age appropriate discipline, required educational performance, and finally the lifelong goals these children.With these background researchers are interested to conduct a study to see what kind of problem our teachers face in dealing with students with ADHD in special and inclusive schools of the Lahore city.

2. RESEARCH METHODOLOGY

The type of the research was descriptive conducted through survey with the help of a structured questionnaire.

2.1 Objectives

The study was conducted to achieve the following objectives:

1. To know the problems faced by special education teachers of children with Attention Deficit Hyperactivity Disorder (ADHD) in the classroom.
2. To know the problems faced by teachers regarding inattentive behavior of students with ADHD in the classroom.
3. To know the problems faced by teachers in dealing with hyperactivity behavior of students with ADHD in the classroom.
4. To know the problems faced by teachers regarding impulsive behavior of students with ADHD in the classroom.
5. To know difference in problems faced by special education teachers in dealing with ADHD students on the basis of their gender.
6. To know difference in problems faced by special education teachers in dealing with ADHD students on the basis of type of school.

2.2 Research Questions

The study was conducted to find out the answer of following questions:

1. What are the problems faced by teachers in dealing with students with Attention Deficit Hyperactivity Disorder (ADHD) in the classroom?

2. To what extent teachers faced problems of inattentive behavior dealing with Attention ADHD students in the classroom?
3. To what extent teachers faced problems of hyperactive behavior dealing with ADHD students in the classroom?
4. To what extent teachers faced problems of impulsive behavior dealing with ADHD students in the classroom?
5. Is there any significant difference in difficulties faced by special education teachers in dealing with ADHD students on the basis of their gender?
6. Is there any significant difference in difficulties faced by special education teachers in dealing with ADHD students on the basis of type of school?

2.3 Sample

Researchers have selected a sample of 205 teachers dealing with students with ADHD from the different regular and special schools of the Lahore by using purposive sampling technique. The age of the respondents was ranged from 20 to 60 years. The qualification level of the teachers was from F.A/FSc to M.Phil (F.A/FSC=10, B.A/BSc=32, M.A/MSc=145, M.Phil=18).Researchers have selected the sample from 21 special and regular institutions of Lahore (special institute=7, regular institute=14). Among the sample 88 teachers dealing with students with ADHD belonged to special institutions and 117 belonged to regular institutions.

2.4 Instrument

To achieve the objectives of the study, researchers have used a self-made questionnaire for knowing of teacher's problems dealing with students with ADHD. Researchers have made structured questionnaire on the basis of literature review and hypothetical framework. Researchers have divided the questionnaire in two sections. First section is based on demographic information about teachers and students (name, gender, age, qualification, experience, class, name of institute) and second two was consisted of 4 sub components i.e., Inattention problems, Hyperactivity, Impulsivity, Disruptive behavior.

Researchers have made of 32 questions related to above mention 4 sub components. In front of each questions researchers have given 4 options for respondents to record their answer i.e., Not at all, Few, More, Very much.

2.5 Data Analysis and Results

For the purpose data analysis researchers have used descriptive and inferential statistics..

3. FINDINGS

Table 1
Shows frequencies distribution of Inattention

No.	Questions	More		Very Much		Few		Not At All	
		F	%	f	%	F	%	f	%
	Inattention								
1	Do you face problem in using visual and hearing signs to keep the ADHD student attentive towards work?	84	41.0%	51	24.9%	60	29.3%	10	4.9%
2	Do you face problem in gaining the attention of ADHD student in class?	68	33.2%	67	32.7%	56	27.3%	14	6.8%
3	Do you face problem in dealing ADHD student individually while they feel distraction during class decoration and cacophony?	74	36.1%	59	28.8%	53	25.9%	19	9.3%
4	Do you feel problem in attaining the attention of ADHD students in curricular activities during class?	78	38.0%	65	31.7%	52	25.4%	10	4.9%
5	Do you feel problem in maintaining the continuity of ADHD student in class during curricular activities?	63	30.7%	81	39.5%	50	24.4%	11	5.4%

6	Do you face problem in learning activities of ADHD student due to their less attention span during class?	82	40.0%	67	32.7%	47	22.9%	9	4.4%
7	Do you face problem in organizing the different activities and homework of ADHD student?	75	36.6%	63	30.7%	53	25.9%	14	6.8%
8	Do you face problem in maintaining the decorum of the class due to ADHD student?	83	40.5%	57	27.8%	49	23.9%	16	7.8%
9	Do you face hurdle in curricular activities in gaining the attention of ADHD student individually in class?	82	40.0%	52	25.4%	62	30.0%	9	4.4%

3.1 Findings Related to Attitude Towards Inattention Problems:

Majority of the respondents (41.0%) reported that they faced more problems in using of visual and hearing signs to keep up the students with ADHD attentive towards work. Some of the respondents (33.2%) reported that they faced more problems in gaining the attention of students with ADHD during class. About half of the respondents (36.1%) reported that they faced more problems in dealing students with ADHD individually while they feel distraction during class decoration and cacophony. According to (38.0%) of the respondents faced more problems in attain the attention of students with ADHD in curricular activities during class. Some of the respondents (39.5%) reported that they felt many problems in maintaining the continuity of students with ADHD in class during curricular activities. A vast number of the respondents (40.0%) reported that they faced more problems in learning activities of students with ADHD due to their less attention span. Majority of the respondents (36.6%) reported that they face more problems in organizing the different

activities of students with ADHD. (40.5%) respondents reported that they face more problems in maintaining the decorum of the class due to students with ADHD. Majority of respondents (40.5%) reported that they face more hurdles in curricular activities in gaining the attention of students with ADHD individually in class.

Table 2
Shows frequency distribution of Hyperactivity

	Hyperactivity								
No.	Questions	More		Very Much		Few		Not At All	
		f	%	f	%	f	%	f	%
10	Do you face problem in managing other class when ADHD student have intruded in others people's space?	64	31.2%	50	24.4%	76	37.1%	15	7.3%
11	Do you face difficulty in reducing the hyperactivity of ADHD students?	76	37.1%	52	25.4%	61	29.8%	16	7.8%
12	Do you face problem in control the behavior of ADHD student if they smashing in the class during hyperactivity?	64	31.2%	64	31.2%	65	31.7%	12	5.9%
13	Do you face hurdle in the curricular activities due to excessive talk of ADHD student during class?	84	41.0%	55	26.8%	46	22.4%	20	9.8%
14	Do you face problem in class management due to the restlessness of ADHD student?	99	48.3%	57	27.8%	41	20.0%	8	3.9%
15	Do you face problem in the continuity of curricular activities in class due to quick feed up of ADHD student?	75	36.6%	64	31.2%	50	24.4%	16	7.8%
16	Do you face problem due to the disruptive	86	42.0%	57	27.8%	54	26.3%	8	3.9%

	behavior of student with ADHD?								
17	Do you feel problem in completion of any curricular activity when ADHD student do not engage quietly in class?	87	42.4%	53	25.9%	53	25.9%	12	5.9%
18	Do you feel problem in managing ADHD children if they disrupt/bother other class fellows in class?	68	33.2%	60	29.3%	64	31.2%	13	6.3%

3.2 Findings Related Attitude Towards Hyperactivity Problems

A lesser number of respondents (37.1%) reported that they face few problems in managing the class when students with ADHD have intrudes in other people space. Some of the respondents (37.1%) reported that: they faced more difficulty in reducing the hyperactivity and over activity of students with ADHD. Majority of respondents (31.2%) reported that they faced more problems in controlling the behavior of students with ADHD if they smashing in the class during hyperactivity but some teachers (31.7%) faced few problems to control this activity. (41.0%) respondents reported that they faced more hurdles in curricular activities due to excessive talk of students with ADHD during class. About half of the respondents 48.3% reported that they faced more problems in class management due to the restlessness of students with ADHD. Majority of respondents (36.6%) reported that they faced more problems in the continuity of curricular activities in class due to quick fed up of students with ADHD. (42.0%) respondents reported that they faced more difficulty due to the disruptive behavior of students with ADHD. Less than half of the respondents (42.4%) reported that they felt more problems in completion of curricular activities when students with ADHD do not engaged quietly in class. Few of the respondents (33.2%) reported that they felt more problems in managing students with ADHD if they disrupt other class fellows in class.

Table 3
Depicts frequency distribution of Impulsivity

	Impulsivity								
No.	*Questions*	*More*		*Very Much*		*Few*		*Not At All*	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
19	Do you face problem due to the unconsciously speaking of ADHD student?	73	35.6%	48	23.4%	73	35.6%	11	5.4%
20	Do you face problem when ADHD student do not wait for their turn?	69	33.7%	65	31.7%	63	30.7%	8	3.9%
21	DO you face problem in continuity of curricular activities when ADHD student interrupts on others matter?	78	38.0%	60	29.3%	58	28.3%	9	4.4%
22	Do you face problem if ADHD student blurt out answers before questions have been completed in class?	64	31.2%	46	22.4%	75	36.6%	20	9.8%
23	Do you face problem in continuity of curricular activities when ADHD student get easily bored in class?	69	33.7%	59	28.8	62	30.2%	15	7.3%
24	Do you face problem in class when ADHD student disrupts the other students of the class?	87	42.4%	67	32.7%	45	22.0%	6	2.9%
25	Do you face problem in continuity of curricular activities due to stubbornness of ADHD student?	80	39.0%	67	32.7%	41	20.0%	17	8.3%

3.3 Findings Related Attitude Towards Impulsivity Problems

According to (35.6%) of the respondents face more problems due to the unconsciously speaking of students with ADHD but some respondents easily manage this problem. Majority of the respondents (33.7%) reported that they face more problems when students with ADHD do not wait their turn. (38.0%) respondents respond that they face more problems in continuity of curricular

activities when students with ADHD interrupt on others matter. (36.6%) respondents respond that they face few problems if students with ADHD blurt out answer before questions have been completed in class. According to (33.7%) of the respondents face more problems in continuity of curricular activities when students with ADHD get easily bored in class. Less than half of the respondents (42.4%) reported that they face more problems when students with ADHD disrupt the other students of the class. According to (39.9%) of the respondents face more problems in continuity of curricular activities due to stubbornness of students with ADHD.

Table 4

Describes frequency distributions of other problems

	Other Problems								
No.	*Questions*	*More*		*Very Much*		*Few*		*Not At All*	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
26	Do you face problem in managing the other students of the class due to the disruptive behavior of the ADHD student?	91	44.4%	51	24.9%	55	26.8%	8	3.9%
27	Do you face problem in the management of class due to the disruptive behavior of the ADHD student?	69	33.7%	61	29.8%	64	31.2%	11	5.4%
28	Do you face problem in learning activities with other students of the class due to the disruptive behavior of the ADHD student?	64	31.2%	64	31.2%	70	34.1%	7	3.4%
29	Do you face problem in keeping the individual	63	30.7%	58	28.3%	65	31.7%	19	9.3%

	differences with the ADHD student during learning?								
30	Do you face problem in involving the ADHD student in the extra-curricular activities in school?	56	27.3%	57	27.8%	71	34.6%	21	10.2 %
31	Do you face problems in managing disruptive behavior of the ADHD student in the classroom?	67	32.7%	58	28.3%	68	33.2%	12	5.9%
32	Do you face problem due to the non cooperation of parents of ADHD student for the solution of educational problems?	57	27.8%	97	47.3%	41	20.0%	10	4.9%

3.4 Findings Related Attitude Towards Disruptive Behavior (Other Problems)

Less than half of the respondents (44.4%) reported that they face more problems in managing the other students of the class due to the disruptive behavior of students with ADHD. Majority of the respondents (33.7%) reported that they face more problems in the management of the class due to the disruptive behavior of students with ADHD. Majority of the respondents (31.2%) reported that they face more problems to continue the learning activities with other students of the class due to the disruptive behavior of students with ADHD however some respondents easily manage this problem. (31.7%) respondents respond that they face few

problems in keeping the individual differences with students with ADHD during class but some respondents have difficulty in this question. According to (34.6%) of the respondents face few problems in involving the students with ADHD in extracurricular activities in school. (33.2%) respondents respond that they face few problems in managing if students with ADHD in managing disruptive behavior of students with ADHD in class. Approximately half of the respondents (47.3%) reported that they face more problems due to the non-cooperation of the parents of students with ADHD for the solution of educational problems.

Table 4
Significance difference in the problems faced by teachers on the basis of their genders

Independent samples test

Levene's Test for Equality of Variances			**t-test for Equality of Means**		
Teacher problems	**F**	**Sig.**	**t**	**Df**	**Sig. 2 tailed**
Equal variances assumed	.721	.397	1.745	203	.082
Equal variances not assumed			1.691	100.584	.094

Since Levene's Test for Equality of Variances shows that F = .721 Significance =.397 shows that there is no significant difference in the variances. Therefore, equal variances are assumed. Since t-test for equality of Means shows that t=1.745 df =203 sig.=.082 there is no significant difference in problems faced by teachers in dealing with ADHD students on the basis of gender, both male and female teachers faced equal problems in teaching the students with ADHD.

Table 5
Significance difference in the problems faced by teachers on the basis of the type of schools.

Levene's Test for Equality of Variances			**t-test for Equality of Means**		
Teacher problems	**F**	**Sig.**	**T**	**Df**	**Sig. 2 tailed**

Equal variances assumed	.194	.660	-.378	203	.706
Equal variances not assumed			-.375	182.046	.708

Since Levene's Test for Equality of Variances shows that F=.194, Sig=.660 shows that there is no significant difference in the variances. Therefore, equal variances are assumed that there is no difference in the problems faced by teachers in dealing with ADHD students on the basis of the type of school.Since T Test for Equality of Means shows that t=-378, df=203 Sig. (2-tailed)=.706 shows that there is no significant difference in the problems faced by teachers in dealing with ADHD students on the basis of the type of school. Teachers of both special and normal schools faced similar problems in dealing with Attention Deficit Hyperactivity Disorder (ADHD) students.

Table 6
Is there any significant association between the problems and qualifications of the teachers

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	208.648[a]	186	.122

Since Pearson Chi-SquareValue =208.648[a] , df =186 and sig. (2-sided) =.122 shows that there is no association in the problems faced by teachers in dealing with ADHD students on the basis of qualification.

Table 7
Is there any significant association between the problems and experience of the teachers

Chi-Square Tests	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	160.952[a]	124	.014
N of Valid Cases	205		

Since Pearson Chi-SquareValue =160.95, df =124 and sig. (2-sided) =.014 depicts that there is no association in the problems faced by teachers in dealing with ADHD students on the basis of experience.

4. CONCLUSION

The basic purpose of the research was to identify the problems of teachers dealing with students with ADHD. The results reveal that mostly teachers

faced more problems in managing inattentive, hyperactivity and impulsivity and it was surprisingly observed that disruptive behavior, class management due to the restlessness of ADHD students and noncooperation of parents with teacher added more difficulties and challenges for teachers. The study concluded that both male and female teachers of special and normal schools having different qualification and experiences face same kind of problems while dealing with ADHD students.

On the basis of conclusions researchers have given following recommendations.

1. School administrator should provide professional training to the teachers for teaching and managing the students with ADHD properly.
2. Teachers should try to build a friendly environment in the classrooms; they should also identify their problems and improved them.
3. Teachers should have use behavioral and educational interventions to manage impulsive and inattentive behaviors of students with ADHD.
4. Further studies should be conducted to identify and eliminate the problems of teachers in dealing with students with ADHD in the future.

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PARENTAL AND PROFESSIONAL ATTITUDES TOWARDS AUDITORY TRAINING IN THE DEVELOPMENT OF AUDITORY PERCEPTION

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ABSTRACT

The objective of the study was to find the attitudes of professionals and parents of hearing impaired children towards auditory training in development of auditory perception. This study was a descriptive cross-sectional survey, conducted at Pearls school, Sheikh Zaid hospital and Mayo hospital. A sample of twenty parents of hearing impaired children and speech therapists each were selected using convenience sampling technique. Structured questionnaires with binary response (Yes/ No) were used for data collection. The finding regarding speech therapists include realisation of the importance of auditory training and auditory training utility in developing language skills in detecting and discriminating speech and environmental sounds. Importantly, the study indicated that the parents were of the view that auditory training was not helpful in detecting and discriminating speech sounds. This valuable information signifies a probable gap in terms of information processing and practice on the part of parents. In order to ensure better results parents should be involved to learn the skills involved in auditory training.

Key words: Auditory perception, Deafness, Hearing aids, language development, parental professional attitude.

1. INTRODUCTION

Reduced auditory sensitivity can have profound effects on the language skill development, oral communication, cognition and education if manifested in early life. Provision of timely intervention can minimize the deleterious effects of hearing loss.[1] Communication outcomes after the interventions are affected by a number of factors including age at onset of hearing loss, age at and adequacy of intervention, degree of hearing loss, audiometric configuration, intervention program, and family and environmental influences.[2-3]

The landscape of hearing impairment is varying continuously with truly exciting and limitless potential for newborn infants, toddlers, and children, who are hearing impaired. Due to universal newborn hearing screening programs, hearing impairment can be identified at much younger ages.[2] The prompt fitting of personal hearing aids and frequency modulation (FM) systems and implementation of intervention programs have demonstrated excellent results for many children and emphasize the parent's role as a child's first and foremost important teacher.[4] Listeners are taught to make perceptual distinction about sounds, which are presented systematically through auditory training. Programs can be formal or informal but are based on the type of hearing stimuli, the targeted skills and the level of difficulty.[3] Involvement of parents in early intervention for children with hearing loss has been highlighted by the current evidence.[5-9]

Speech-language pathologists (SLPs) who have to work in early childhood intervention should have adequate and up-to-date knowledge and skills across a number of areas and to engage in implementing evidence based practice.[10] Though, hearing aids can improve the speech recognition adequately but the significant problem that remains unresolved for these patients is communication.[11-12] Considering, *audibility* is a critical part of communication but it does not guarantee communication. There are other important factors in between hearing and communication i.e. listening and comprehension. Studies have supported the positive outcomes in the development of speech perception with auditory training.[13] Audiologists and speech therapists need to understand the importance of auditory training in order to make the patients and their caregivers better understand it as auditory training has been found to be a significant factor in the development of speech perception.[1]

Hearing loss can have serious implications on communication skills. It is very important to align the expectations and beliefs of the parents with the type of intervention provided to the hearing impaired children. However, despite its imminent importance, less emphasis is placed on the expectations of the parents with the treatment provided. Therefore, it is very important for both the speech therapists and the parents to understand the importance of auditory training along with the use of hearing aids. Considering the paucity of evidence and the significant issue not being explored in Pakistan the study is planned. Thus, the present study is conducted to identify the attitudes of speech therapists and parents of hearing impaired children towards auditory training and auditory perception. The findings of the study will be useful in highlighting the attitude and acceptance of utility of auditory training for hearing impaired children. This would eventually be helpful in improving the quality of life for the hearing impaired children.

2. METHODOLOGY

This descriptive cross sectional survey was conducted to identify the attitude of speech therapist and parents of hearing impaired children towards auditory training and development of auditory perception. The study was conducted at the Rehabilitation department of the Sheikh Zaid hospital and Mayo hospital for six months from March 2016 till August 2016. The present study recruited twenty parents of either gender with hearing impaired children having sensorineural hearing loss with age of 5 to 8 years. Parents of children having sensorineural hearing loss due to neoplasm, fluctuating sensorineural hearing loss or Meniere's disease were excluded from the study. Moreover, the study also recruited twenty speech therapists having at least 3 years of work experience. The sample size of twenty participants being recruited was calculated using the Slovin's formula with 5% margin of error. Both parents and speech therapists eligible to be recruited in this study were invited to participate through non probability convenience sampling technique.

Structured questionnaire was developed to assess the attitude of Speech therapists and parents of the hearing impaired children. Due to language barriers, the questionnaires for the parents were translated in Urdu for their ease of understanding. To ensure validity of questionnaire for parents *back translation* was performed. Parental questionnaire consisted of demographic information (i.e. age, gender), number of siblings and twelve

items related to attitude of parents of the hearing impaired children towards auditory training and development of auditory perception. Moreover, the data collection tool also contained ten items related to attitude of Speech therapists towards auditory training and development of auditory perception. Questionnaire for both parents and speech therapist has binary responses as 'yes' or 'no'. The study was conducted after the approval from the ethical review committee of Sheikh Zaid hospital and Mayo hospital. The study was conducted according to the ethical guidelines of Helenski declaration and Pakistan Medical research Council (PMRC). Written informed consent was taken from both speech therapist as well as parents of hearing impaired children prior to inclusion in the study. Instructions about the statements of the questionnaires were read to respondents and they were encouraged to ask any question regarding the ambiguity of the items. Having briefed about the purpose of the research, questionnaires were presented to them and asked to rate their responses against each item. Anonymity and confidentiality of the study participants were maintained throughout the research.

Data was entered and analyzed using SPSS version 21 (IBM). Once the data was entered in the analytical software it was weighted twice for incorrect entries. Qualitative or categorical data was presented as frequency and percentage while quantitative data was presented as mean ± standard deviation.

3. FINDINGS

The present study enrolled twenty speech therapist and parents of hearing impaired children in this study. The response percentage of hundred percent as all speech therapist and parents invited to participate consented to enrol in the study.

Among twenty speech therapist enrolled, majority (90%) realises the importance of auditory training, auditory training utility in developing language skills (85%), helpful in detecting environmental sounds (95%) and discriminate two or more environmental sounds (80%). Moreover, speech therapists signifies the auditory training and were of the view that it help hearing impaired children easily identify environmental sounds around them (95%), detect speech sounds (80%) and discriminate speech sounds (90%). Importantly, eighty five percent of the speech therapists

were of the view that auditory training help children responding to simple command and greetings. The findings are summarised in *Table 1.*

Table 1
Attitude of speech therapists towards auditory training

Questions	**Response Percentages**		**Total**
	Yes	**No**	
Do you think/consider auditory training an important part of speech therapy session of hearing impaired children	18 (90)	2 (10)	20 (100)
Is auditory training helpful in developing language skills of hearing impaired children	17 (85)	3 (15)	20 (100)
Can hearing impaired children detect the environmental sounds after auditory training	19 (95)	1 (5)	20 (100)
Do hearing impaired children discriminate two or more environmental sounds after having auditory training	16 (80)	4 (20)	20 (100)
Does hearing impaired child identify the environmental sounds around him easily	19 (95)	1(5)	20 (100)
Does hearing impaired child detect speech sounds easily around him	16 (80)	4 (20)	20 (100)
Can hearing impaired children discriminate speech sounds	18 (90)	2 (10)	20 (100)
Does hearing impaired child identify speech sounds	15 (75)	5(25)	20 (100)
Does hearing impaired child respond to simple commands	17 (85)	3 (15)	20 (100)
Does the child respond to greetings	17 (85)	3(15)	20 (100)

Among twenty parents enrolled, majority (65%) were females with mean (SD) age in years was 31.34 (4.76). The results of the present study showed a positive attitude of parents towards auditory training of hearing impaired children. Importantly, the study indicated that the parents were of the view that auditory training was not helpful in detecting speech sounds (25%) and discrimination of speech sounds (10%) at home. For the remaining of the questionnaires the parents responded affirmatively, highlighting the usefulness of auditory training for hearing impaired children *(Table 2).*

Table 2
Parents attitude towards auditory training of Hearing Impaired Children

	Response Percentages (%)		Total (%)
	Yes	No	
Has your child's speech therapist guided you about auditory verbal therapy?	20 (100)	0 (0)	20 (100)
Do you know about auditory training?	20 (100)	0 (0)	20 (100)
Do you think that auditory training has a positive impact on your child's listening ability?	20 (100)	0 (0)	20 (100)
Do you apply auditory training techniques on your child at home?	20 (100)	0 (0)	20 (100)
Do you feel that after the application of auditory training your child has started detecting environmental sounds?	20 (100)	0 (0)	20 (100)
Can your child discriminate between door bell and telephone bell?	20 (100)	0 (0)	20 (100)
Does your child detect speech sounds at home?	15 (75)	5 (25)	20 (100)
Can your child discriminate between speech sounds at home?	18 (90)	2 (10)	20 (100)
Can your child respond when his /her name called?	20 (100)	0 (0)	20 (100)
Does your child respond to your commands?	20 (100)	0 (0)	20 (100)
Does your child understand different sounds after receiving auditory training?	20 (100)	0 (0)	20 (100)
The hearing aids somehow functioning better after auditory training?	20 (100)	0 (0)	20 (100)

4. DISCUSSION

The results of the present study highlighted that speech therapists have positive attitude towards auditory training. Moreover, such positive attitude was also demonstrated by the parents of hearing impaired children. Both speech therapists and parents perceived the importance of

auditory training, auditory training utility in developing language skills, detecting environmental/ speech sounds. However, a substantial proportion of parents have reservation about auditory training in relation to its significance and utility in detecting speech sounds and discrimination of speech sounds.

The findings are consistent with the literature. The study conducted in Singapore reported that auditory training emphasises listening to access auditory information, so that these children have the opportunity to develop intelligible speech and spoken language. Moreover, it supports ongoing individualised diagnostic therapy with parent participation, guidance, education and support by a speech therapist.[14] There has been greater emphasis on listening-based therapies for children with hearing loss, such as auditory-verbal therapy (AVT) and a study reported significant improvements were seen in speech perception and production, and in one measure of receptive language.[15]

The results of the present study highlighted that parents were guided by the speech therapist about auditory training and were aware of the auditory training. Most of the parents had a positive opinion regarding the impact of auditory training on their child's listening ability. Most of the speech therapists consider auditory training as an important part of speech therapy session of hearing impaired children and that auditory training was helpful in developing language skills of hearing impaired children.

The results are supported by previous researches that have shown that parents have high hopes and expectations with the interventions provided to develop speech perception in their child. The concerned professionals must keep this in mind and should continue to keep themselves and the parents up-to-date with the research based knowledge regarding the subject.[16] It is of vital importance to align the expectations and beliefs of the parents with the type of intervention provided to the hearing impaired children. However, despite its imminent importance, less emphasis is placed on the expectations of the parents with the treatment provided. A study conducted in Ontario regarding the support and interventions required by the hearing impaired children as perceived by their parents, has shown that parents want to be an active part of the care system designed for their children.[17-18] This shows a need for making them a part of the decision making process.

The study has few limitations. Firstly, being a cross-sectional survey conducted at two Hospitals of Lahore, the findings could not be generalizable. Moreover, the study has limited sample size. Furthermore, the participants were recruited through convenience sampling, thus induces the chances of sampling bias. Thus, in future a multicentre study with larger sample size will be beneficial in more realistic and precise estimate identify the attitudes of speech therapists and parents of hearing impaired children towards auditory training and auditory perception.

Evaluation and treatment of hearing impairment requires the collaborative effort all clinicians working with the child, perception and support of the speech therapist, parents and the child him/herself. The study concluded that most parents and speech therapists are aware of the importance of auditory training and its contribute role in development of auditory perception. However, the subtle difference in the opinion of professionals and parents can be attributed to the skills and information that the two groups possess. It is thus imminent that parents may be included in some trainings thus rendering them some useful tips while practicing at home.

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BARRIERS TO ENTER IN LABOR MARKET AS EXPERIENCED BY PERSONS WITH DISABILITIES: A QUALITATIVE ANALYSIS IN PAKISTAN

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ABSTRACT

Persons with disabilities have to face frequently discrimination and unfairness, when they are seeking appropriate job and advancement in labor market. In this study the attempt has been made to identify the challenges faced by persons with disabilities in Pakistan when they are searching for jobs. The research investigates thier entrance and experiences to search jobs in Lahore using qualitative approach. In this study, one-to-one interviews with six disabled individuals and two interviews with representatives of NGO's of disabled persons were included. A number of significant barriers were identified in concern to inaccessible buildings and transport, discriminating attitudes, poor quality education, trainings and career advices. The respondents suggested lot of possible solutions such as increasing disability awareness, implementation ofemployment quota system and provision of legal framework.

Keywords: Disability and employment, Qualitative analysis, Inaccessible environment, First type discrimination, Legal framework.

1. INTRODUCTION

Disability can be aroused at three levels, firstly it appears in the deficiency in body performance or shapes, secondly disability is a constraint on daily activities, such as the incapability of reading, listening or moving independently and thirdly it limits the participation of a person at schooling and working etc (Organization, 2012).

Generally persons with disabilities include physically challenged, visual impaired, hearing impaired and intellectual impaired persons and the person who faces difficulties in working due to persistent diseases, severe mental disorders etc (Organization, 2012).

In order to evaluate the theoretical and practical tensions between disabled people and employment, it is essential to discuss medical and social models of disability in detail because these models are tools for shaping the strategies of governments that form social policies for persons with disabilities. According to medical model, when a person starts to experience a disease or disorder, she/he loses the normality of a physical structure. Due to her/his disability, a person's ability to perform expected human activity becomes limited or totally absent. Then she/he is categorized as a handicapped person that prevents him/her to fully perform expected social roles due to impairment or disability (Hutchison, 1995). Thus the medical model has two main features. The first one is that problems are seen as a result of disabled people. The second is the assumption that disability causes psychological disorders (Tezcan, 2013). The medical model has been criticized by many experts such as sociologists, anthropologists, human rights activists, and also by disabled persons. Disabled people want identification in a society and therefore reject being defined as abnormal persons.

The social model defines disability arises from the dealings of a person's functioning with the physical, social, and policy environments. If the whole environment is designed in such a way which integrating suitable accommodations and supports for handicapped persons then they will not be 'disabled' in the sense that they will be able to fully involve themselves in a society (Subedi, 2012). The major distinction between medical and social model lies in the fundamental reasoning of disability. Medical model refers individual while social model refers social structure as a cause of disability (Bampi et al., 2010). Now theoretical analysis has been

shifted from body to disabling environments and negative attitudes of society (Barnes, 1996).

Employment offers a method for social enclosure and provides the basis for attaining the necessary financial resources needed for welfare of human beings (Mansour, 2009). When a person is employed, it will raise his status and give him identification in a society. But, these concepts which show the importance of employment are mainly associated with normal bodied persons. Since persons with disabilities are often discriminated in searching jobs and they have to face the situations of unemployment or underemployment in labor market (Khoo et al., 2013). In spite of their qualification and caliber to work, they have to face discrimination at their workplace. There may exist direct discrimination for example totally refusing them due to their disability & indirect discrimination such as offering less salary, criticism on their work, don't trust them in teamwork; don't provide ramps or accessible equipments etc (Organization, 2011).

According to world report on disability (2011) both in developed and developing countries, working age of persons with disabilities practice significantly lower employment rates and much higher unemployment rates than persons without disabilities. Analysis of the World Health Survey results for 51 countries demonstrate that employment rates is 52.8% for disabled men and 19.6% for disabled women, as compared to with 64.9% for non-disabled men, and 29.9% for non-disabled women. Results from the Organization for Economic Co-operation and Development (OECD) revealed that in 27 countries working-age persons with disabilities experienced significant labor market disadvantage and worse labor market outcomes than working-age persons without disabilities. On average, for persons with disabilities the employment rate was 44%,while for persons without disabilities it was determined 75% (Organization, 2011).

The problem under the study is of considerable importance, as it is a worldwide problem and is related to wide ranging aspects. Our country is no exemption. Unfortunately in Pakistan still there exists no anti discrimination law. Anti-discrimination laws make it illegal for making any judgment about a person's employment on the basis of his disability. These laws exist in developed countries like Australia (1992), Canada (1986, 1995), New Zealand (1993), and the United States (1990).

Unfortunately in Pakistan, the policies and laws for the welfare of disabled persons are not being exactly pursued due to weak enforcement mechanisms and lack of awareness present in society. For example, the 3% quota for persons with disabilities is reserved in all public and private sectors, but there is no mechanism to ensure its implementation. There is lack of advocacy and lobbying with the government and corporate sectors. It is very regrettable that despite repeated discussions and debates on this issue, society has not been able to eliminate humiliation regarding social and professional rejection towards disabled persons.

In Pakistan Ali et.al, (2012) explored the problems of special working women at offices in Islamabad. Ayub et.al, (2015) investigated the personal, environmental, attitudinal and policies barriers faced by disabled persons in seeking and searching jobs in Pakistan by employing quantitative method. Within this background, this study aims to understand the experiences of employment by people with disabilities adopting qualitative method. In this study, one-to-one interviews with six disabled individuals and two interviews with representatives of NGO's of disabled persons will be conducted.

Due to time and budget constraints, we will collect data only from Lahore city (Pakistan). We will focused on the point of views of disabled persons who are seeking jobs and administration of NGOs of disabled persons and ignored the opinion of employers and government officials.

2. RESEARCH METHODOLOGY

Purposes of this study are to prepare research based knowledge about job searching conditions among people with disabilities, to determine workplace barriers that hinder disabled workers from progressing, and to propose the future plans for policy makers to remove all barriers towards equitable employment opportunities for people with disabilities in Pakistan.

To add depth and insight into this study, it is decided that a qualitative approach would be adopted. Through stratified random sampling respondents are selected. Data will be collected through one-to-one interview of participants with disabilities who are searching jobs in labor market and stake holders of NGO's of disabled persons in Lahore. A structured interview is designed to elicit information on employment

opportunities and barriers from six unemployed persons with disabilities and two representatives of NGO's of disabled persons. Sample of interview was identified from three organizations of disabled person's i-e Milestone , Voice Society for Special Persons Lahore and Pakistan Blind Association.

The interviewer firstly introduced objectives of the research then explained her role in the research, then insured them that all information and discussion will be treated confidentially. The recording arrangements were made properly. The interview consisted of two parts. Part one required the respondent to answer questions on their name, type of disability, educations, any skilled training, and number of years unemployed.

Part two of the interview included the following questions:

1. What type of barriers encountered by a disabled person while searching and maintaining a job? Please share your any experience?

2. Are you satisfied with formal and informal education provided in special institutions to disabled students which help them to enter in labor market for job?

3. What will you suggested active measures for encouraging employment among persons with disabilities?

Each interview was transcribed and coded* for relevant data to answer the research questions by using Nvivo11 to identify major themes.

3. FINDINGS

Results from the research are given below in detail.

1. Experiences of Barriers while searching and maintaining a job

ENVIRONMENTAL BARRIERS

Environmental factors include the physical, social and attitudinal environment in which people spend their life. These external factors have a positive or negative influence on the personal's performance as a member of society. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) indicates the involvement of different spheres of the environment including buildings, roads, transport, information, and communication to improve accessibility of disabled persons.

Since these domains are interrelated then persons with disabilities will not be benefited fully from the progress in one domain if the others domains will remain inaccessible. (Organization, 2011).

R3: Due to inaccessible transport and buildings (.) I can't move independently.

R7: My enormous barrier is mobility. I have to rely on taxis and rikshawas for traveling which becomes so expensive for me.

To participate in civil life, access to public places i-e buildings and roads is essential specially for education completion, health care, and labor market participation (Organization, 2011). Persons with disabilities have to faces many problems due to unapproachable public transportation and buildings. The public transport is totally inaccessible for them. As wheel chair user respondents told us

Communication is the basic problem for deaf and dumb persons. Sign language is only one medium for hearing impaired persons to connect with others. If non disabled persons will not be aware of the sign language, how they can comprehend hearing impaired persons. As our deaf and dumb respondent reported…

R4: I speak and listen through sign language but non disabled persons do not learn and understand our language (heave a sigh).

In PPSC examinations mostly blind persons can't succeed due to non cooperation of writers who are less qualified and can't understand questions and note down answers properly in answer sheet. A visually impaired has to listen a question then telling answer to his writer, after that the writer will write the answer on paper, just imagine all this process require time. As visually impaired respondent told us….

R2: In PPSC examination a written paper of 100 questions is provided which must be completed in 90 minutes. Just imagine (.) how a blind person can complete such a long paper in this short time ((laughs)) because he has to use a writer for reading and then writing.

So for the persons who are hard of hearing there are no sign language interpreters, including tactile or hands-on interpreters as well as no assistive listening devices and for visually impaired persons there are no equipments to produce braille materials. Thus inaccessible built environment slows down their independent mobility.

FIRST TYPE OF DISCRIMINATION

The key problem faced by impaired persons in Pakistan is the social attitudes and the unwelcoming corporate culture for them. The research conducted by Ayub et.al, (2015) exposed that disabled have to face the employer's biased and negative behavior during interview, because the employers judged them on their disability not on their education attainments and mostly employers have negative perception that disabled persons can't perform essential functions of the job. As wheel chair user respondent pointed out…

R3: When employer looked at me, he started to query about my disability (.). They only noticed my wheelchair , they don't want to perceive my abilities. It is bitter fact, that sometimes we as disabled… can be seen as embarrassment.

Khoo et al. (2013) also verified the opinion of disabled persons that it was the disability which hampered their employment opportunities. Generally employers believed that disabled persons were unable to perform efficiently because of their disability. Unfortunately, when disabled persons are job applicants or new-comers in any institution, there exists often doubt about their abilities and performance in a job (Stone & Colella, 1996;Ta & leng, 2013).

Disable persons have to facing employment discriminations just due their disability. As wheel chair respondent told…

R6 : One experience I want to share with you (.) I applied in a private college for an art teacher. When I called for interview, I went there with my paintings. When I met principal she said "I am not suitable for the job, because the class room is on 1st floor and we can't arrange class room just for you on ground floor. Sorry you are not a suitable candidate for the job … *watching my wheel chair*". I was shocked () she neglected all my

abilities. I was hurt and very sad ((take a sigh)) actually I was not sad for this job (.) but I am disturbed with her behavior.

Kaye et al. (2011) stated that 55.8% employers thought that disabled couldn't do the basic functions of job and 70% employers cited difficulty in assessing a disabled applicant's ability to do the job. Basically employers do not consider their abilities which are accounted first type of discrimination.

WORKPLACE BARRIERS

The major hindrance for disabled persons is mobility problem, because if they do not have accessible transport how they can go outside to get education and then go to workplaces for job? Unfriendly and inaccessible transportation system in the country is basic reason for disabled not to work (Ta & Leng, 2013; Tudorache et al., 2013).
As wheel chair respondent told us

R3 : My first GM was very KIND PERSON. He knew the genuine problems of persons with disabilities, so he provided me accessible transport. I did work in the organization for four years in a relaxed environment. But when he went abroad (take a sigh) next GM started to tease me. He noticed why company was providing me accessible transport. He raised the issue of budget. He refused me to provide accessible transport, and then ultimately he forced me to resign. Now from six years I am searching new job.

Thus lack of accessible transportation is the most common obstacle for persons with disabilities which discouraged them from seeking work (Tudorache et al., 2013).

In Pakistan, public buildings are not designed in the style that disabled person can move there independently. For wheelchair user there are no ramps, no elevator in private as well as public buildings. The office buildings are not constructed according to requirements of disabled workers, thus they have to face mobility problems in their working areas (Ali et al., 2012; Ta & leng, 2013). As 7th respondent confirmed…

R7: Workplaces where I worked were not friendly disabled at all. No ramps, no accessible wash rooms and no lifts were available in the workplaces.

Olufemi & christianah (2012) exposed that employer attitudes and environmental factors were jointly contributed to job discrimination against disabled persons.

Negative perceptions about the cost of accommodation at work place and social mixing of disabled also become major hindrance to employ persons with disabilities by employers. Since management does not have any information, how to modify workplace according to the needs of disabled worker. They can't take any practical steps to modify buildings according to needs of disabled.

R6: I think employers think if workplace will be modify according to our needs, who will endure the cost?

In the study of Ayub et.al, (2015), 70.0% respondents stated that the employers were feared about the cost of reasonable changes in building according to disability, additional training and over health and safety expenses of disabled persons. Tudorache et al.(2013) found that disabled workers needed special arrangements and the more frequent medical care which related to the high expenditures are major obstacle that prevent employers to hire them.

2. Experiences of Disabled Persons for Formal and Informal Education

EDUCATION QUALITY IN SPECIAL INSTITUTION

Since one of the basic indicator to enter in the labour market is educational level. However, discrimination exists in the education system minimize the expectations of disabled people to fully participate in the labour market. In other words, they are prepared to expect less for mainstream activities through practicing education system(Roggero et al. 2006 cited by Tezcan 2013).

Respondent 2 and 6 told about the teacher's deficiencies for science subjects and awareness about disability issues. They also complain about

the behavior of teachers which is impartial for the students having different disabilities.

R2: Our teachers learn our disabilities by doing M.A in Special Education but they are not specialized in MATH'S, COMPUTER, and SCIENCE subject (.)"

R6: In special education school where I studied for eight years, teachers and other non teaching staff did not know how to handle exceptional disabled children according to their disabilities. Evenly the attended for these children did not understand how to shift and handle these children. In our class there were 10 students, some of them were having minor disabilities and some of them were having major disabilities. Even children with major disabilities were forced by the teachers to write with the same speed as that of children with minor disabilities.

Bruyere's (2000) verified that lack of relevant experience and lack of required skills and training were the two highest rated concerns of employers Deaf and dumb can't study in normal schools because normal bodied persons do not know sign language and they get low education level. As respondent 4 told us…..

R4: In deaf school teachers teach us limited syllabus. They give us the basic concept of lesson but don't teach every subject in detail. Thus our knowledge is limited and imperfect.

Tudorache et al. (2013) confirmed that if education and trainings do not satisfy the job market requirements then most of disabled have to find jobs either in different fields than those they have been trained for or they have to accept jobs as untrained workers.

TRAINING PROGRAMS

Usually trainers do not have knowledge about disability matters. At present, disabled people are wrapped up with many training schemes that rarely seem to lead to long-term, secure and paid employment. These schemes ignore the problems created by specific impairments, and trainers can be under the impression that they know what is best for disabled people. Making the jump from training schemes to paid employment is hindered by a number of factors such as inflexible attitudes of employers,

unwilling or unable to accommodate disabled people into their workforce. Unfortunetaly there is little legislation to resolve this situation (Kitchin et al.,1998).
Our hearing impaired and visual impaired respondents told….

R1: Vocational trainings which are provided in the blind schools are limited to cane making and music courses. Both skills are outdated and worthless because these courses are not career oriented.

R4: Training courses in deaf schools are limited to tailoring, fine arts, and basic computer skills (.) So unemployment ratio is high among deaf persons.

Kaye et al. (2011) also agreed with these findings when 41.8% respondents answered that lack of qualification is a barrier to the employment for them. It means lack of quality education, basic skills & trainings for the job and lack of experience in the required field becomes stumbling block for disabled persons to enter in labor market.

CAREER ADVICE

Career planning for disabled persons during education and trainings are very indispensable because they have to adopt such professions which suits their specific impairments. For example physically handicapped can't join the professins like army, police etc. So they must have awareness about their personal aptitudes and special impairments during career planning. Tudorache et al. (2013) confirmed majorty disabled (74%) confirmed not having knowledge about their personal capabilities.
Our physcially challenged respondent told us…

R7: Jobs for us in labor markets are limited because there is no career counseling for us in special institutions.

Fraser et al. (2010) exposed that employers pointed out that disabled workers referred from vocational rehabilitation centers were less qualified and less trained or had not a better employment history than other applicants.

Since trainers have no knowledge about disability matters. Thus these training schemes rarely seemed to lead to long-term safe, sound and paid employment for disabled.Our visually impaired respondent conveyed……

R1: Trainers are not sensitized about disabilities issues.

Lack of knowledge about their personal aptitude and abilites block the way to progress for disabled persons. Kitchin et al.(1998), Shier et al. (2009) and Mansour (2009) also discovered that disabled respondents had poor careers advice during studying and training.

3. Active Measures for Encouraging Employment

DISABILITY AWARENESS

According to the study conducted by Ayub et.al, (2015), 49.0% respondents disabled stated that employers didn't have any awareness about disabilities issues because they had little knowledge about the rights of disabled persons.
As our visually impaired respondent stated

R8: They can't understand our real issues… but () they must have knowledge about these issues. We don't want to separate from the society because we want to live together".

Our physically challenged respondent suggested that…

R1: Print and electronic media should play their positive role to enhance awareness about disability issues.

Kaye et.al, (2011) concluded that more than 80 % of employers found the cost of adjustments at workplace and a lack of awareness regarding the needs of a disabled worker could be basic rationale for not hiring or retaining a disabled worker.

IMPLEMENTATION OF QUOTA SYSTEM

Unluckily in Pakistan, laws are not inclined towards the integration of disabled persons within the labor market and not preventing their discrimination by increasing the taxes taken from the employers who refuse to recruit and retain disabled employees. Disabled Persons

(Employment and Rehabilitation) Ordinance, 1981 was the first ordinance in Pakistan to start institutional care of disabled persons. According to this law 2% quota was reserved for disabled persons in all government and private sectors. Now it has been increased to 3% in Punjab and 5% in Sindh provinces.

Our visually impaired respondent suggested that…..

R3: In private sectors the quota is not properly applied. One point I want to share that which private institutions do not employed disabled persons (.) must be FINED and this penalty could be used to establish a training center where blind will get vocational training.

Kitchin et al. (1998) also argued that there was little legislation to help resolve this situation and what be exist bylaw was very weak and ineffective.

PROVISION OF LEGAL FRAMEWORK

Ta & leng (2013) demonstrated that 56.7% respondents felt that the state measures were not adequate to provide guideline and 8.0 % had doubts about the state's level of sincerity to take steps for supporting disabled persons regarding employment.

Our physically challenged and visually impaired respondents told us…

R7: The legislation for persons with disabilities is very weak. There exist no anti discrimination laws for disabled who are working in different organizations.

R8: I think basic problem is that there exists no policy regarding employment of disabled. If we have no policy then we have no law for this sensitive issue.

Stone & Colella (1996) indicated that legislation was one of the most important factor for the adjustment of disabled persons in any institution. If employers know legal rights of disabled persons then they may be more liable to provide accessible facilities and they may be less responsible to discriminate unfairly during the selection process, and more liable to redesign jobs, change work schedules, or purchase devices to help out them to increase performance of disabled workers.

4. CONCLUSION AND RECOMMENDATIONS

By investigating the study we know that in Pakistan persons with disabilities have to face difficulties to be employed despite the fact that they have gained high levels of education. Among the possible reasons for the low employment rates of people with disabilities, the research has identified skill gaps, low experience for the applying job and unfriendly disabled environment. Labor market imperfections related to persons with disabilities can be reduced by vocational rehabilitation and employment services i-e job trainings, carrier counseling and job search assistance. On analyzing the physical environment for disabled persons in Pakistan, it is essential to take into account environmental accessibility projects.

The present study exposed that employers attitudes and unwelcoming community cultures revealing discrimination and prejudice towards disability may restrain their employment opportunities. To solve these perceptions it is crucial that there must be interaction between disabled employees and their employers to gain better understanding of disability issues.

On evaluating the Pakistan legislation regarding the recruitment, accommodation and protection of persons with disabilities at their workplace, we conclude that laws are not oriented to motivate the integration of persons with disabilities within the labor market. In Pakistan still there exist no accommodation law and antidiscrimination law for disabled employees**.** There is an urgent need to create some legal requisites to motivate the employers for designing suitable jobs for disabled persons and creating awareness about the accommodation of disabled persons.

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IDENTIFICATION OF TEACHER'S STRATEGIES IN MANAGING CHALLENGES OF NON-COMPLIANCE BEHAVIOR OF CHILDREN WITHINTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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ABSTRACT

The present study was conducted to highlight the teacher's strategies for managing challenges of non-compliance while teaching children with Intellectual and Developmental Disabilities (IDD). It was a descriptive research. The population of the study was the teachers of the students with IDD having non-compliance behavior studying in special schools of Lahore city. Researchers have purposively selected a sample of 65 teachers from 6 special schools of Lahore. Researchers have used self-developed questionnaire as an instrument for the collection of data. It was consisted of 3 parts, the first part deals with demographic information, second part consisted of 25 items related to strategies for managing non-compliance behavior of IDD whereas the third part was consisted of a table enlisted with teaching techniques as 1st preference, 2nd preference and 3rd preference. The respondents were given 3 options to respond. The reliability of the questionnaire was .635. Frequency distribution and Cross tabulation procedures were used to analyze the data. The results revealed that no association was found in the teacher's strategies and qualification. It is recommended that teachers should examine the context for managing non-compliance behavior while teaching children IDD.

Key words: Intellectual and Developmental Disabilities, Non-compliance, Behavior management, Special education teachers, challenges.

1. INTRODUCTION

Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding the student's needs and their abilities. A teacher's duty is to keep the environment of the classroom calm and supporting. The art of teaching becomes scientific when a teacher takes experiment to find out best ways of teaching on the bases of the needs of the individual child. But it is difficult to create learning environment for each type of children. It becomes more challenging when a teacher teaches the children with behavior disorders.

Walker (1993) noted that Non-compliant is a common and troublesome problem by people with mental retardation. Non-compliant children can be described as "oppositional" (Wahler, 1969) or "deviant" (Forehand, 1986). Wehman and McLaughlin (1979) noted that the non-compliance was observed very frequently in people with some types of disabilities. Breiner and Forehand (1982) reported that children with Intellectual and developmental Disabilities had more frequency of this behavior than those who are not developmentally delayed.

Schoen (1983) has suggested that if a person is instructed to do something then noncompliance could take any of the following three forms:

1. No response is forthcoming
2. No response is initiated within a pre-specified period of time
3. Non-requested behavior is performed (p. 483).

According to the literature there are many teaching techniques such as behavior management techniques and other teaching techniques that can be used by teachers to manage noncompliance behavior while teaching children with Intellectual and developmental Disabilities such as chaining, Modeling /imitation, Prompting, Shaping, Token economy, Reward, Reinforcement, Positive reinforcement, Negative reinforcement, Fading, Fidget kits, Visual image, Calming strategies, Punishment, Yelling/ shouting, Giving instruction, Task analysis, Giving break, Examine the context, Reducing task timing, Increasing task timing, Changing seating arrangement, Reducing task difficulty level, Changing teaching technique and Guiding/leading.

A teacher should use these techniques to manage child's noncompliance behavior while teaching children with Intellectual and developmental

Disabilities. Firstly, the teachers should examine he context and then try to reduce or eliminate the problem behavior. There are very few researches conducted to identify the teaching strategies for managing non-compliance behavior of children with Intellectual and developmental Disabilities, so we tried to find out the teaching strategies for managing non-compliance behavior by this research. It was a survey type of research with a self-developed questionnaire with close-ended questions for the collection of data. We have selected 65 teachers of special schools by using purposive sampling technique. We have distributed and collected the questionnaires personally after fully explaining the purpose of the research.

In the literature reported that if a child doesn't obey their elder's order or instruction that he could be called as non-compliant. According to many authors this problem behavior can be frequently found in the children withIntellectual and developmental Disabilities. According to Gordon and his colleagues if a teacher wants to manage a child's problematic behavior then he should identify the problem behavior, then he should take measurement and functional analysis. After the measurement of the frequency and duration of the problem behavior he should design a treatment plan for the client and after implementing that plan he should conduct the assessment of the therapy during the timeline. At the end he should evaluate the therapy (Gordon & Davidson, 1981; Keefe, Kopel, & Gordon, 1978).Behavior therapists had used a variety of approaches to teach behavior management skills. Patterson and Gullion (1968), Patterson (1971), Krumboltz and Krumboltz (1972), Morris (1976), Christophersen (1977), or Baker, Brightman, Heifetz, and Murphy (1976a) had written too much about it.

Teachers often select behavior management strategies that are sometimes aversive reprimands, classroom exclusion when required to manage students misbehavior (Ducharme and DiAdamo, 2005; Olmi,1997). These strategies may decrease noncompliant behaviors in the short term, but not the surety to always lead to lasting change (Belfiore, 2007).

There are many teaching techniques that can be used to manage child's non-compliance behavior while teaching children with mental retardation such as Chaining, Modeling/imitation, Prompting, Shaping, okeneconomy, Reward, Reinforcement, Positive reinforcement, Negativereinforcement, Fading, Fidgetkits,Visual image, Calmingstrategies, Punishment, Yelling/

shouting, Giving instruction, Task analysis, Giving break, Examine the context, Reducing task timing, Increasing task timing, Changing seating arrangement, Reducing task difficulty level, Changing teaching technique and Guiding/leading. Chaining technique is to teach children a specific objective by dividing the activity into small steps with sequence (Venkatesan, 2004).

Forward and backward chaining are the types of chaining technique (Kazdin, 2009). Modeling technique is to model the behavior in front of the child what the student is required to learn because children learn by imitation (Venkatesan, 2004).

Prompting is a technique of providing guidance, assistance and clues that directly facilitate the performance of the specific behavior. There are 5 stages of the prompting technique such as totally dependent, then providing physical prompts, then verbal prompts, after that cueing and lastly the student will be independent in performing that task by himself (Venkatesan, 2004).

Alberto & Troutman, 2003 suggested some rules for prompting.Shaping means to shape the behavior by rewarding the child after performing target behavior (Venkatesan, 2004). Sundel and Sundel (2005) suggested some steps that should be taken by the teacher in shaping the behavior of the children. Establishing token economy can also increase child's participation in learning. It can be stars, steakers, happy face and god marks. This is often used by the special education teacher. This is more difficult to do in regular classrooms, but sometimes can be arranged with those few students who need extra incentive support (McDaniel, 1987). Reward technique is also very powerful technique to reduce or eliminate negative behavior (Venkatesan, 2004).

It is also a type of positive reinforcement. Positive reinforcement techniques are used to increase desirable behavior (Wood, Wood, & Boyd, 2005). Negative reinforcement techniques are also being used in removing negative behavior (Kazdin, 2009). Fading also related to prompting such as decreasing the cues gradually (Venkatesan, 2004).

Many type of fading techniques have been used with the severely retarded children (Spradlin & Spradlin, 1976). Fidget kit is an object that can be

used by students to get this input in a less distracting way.it should be small, quiet, safe and less expensive. Visual image technique means to teach students by viewing visual imagery (http://www.readingrockets.org/strategies/visual_imagery).

Long, Morse, & Newman, 1980 recommended the teachers to allow cool-down breaks to the students, When the student feel angry select a corner of the room where the target student can take a short 'respitebreak(http://www.interventioncentral.org/behavioralinterventions/challengingstudents/school-wide-strategies-managing-defiance-non-compliance. Different aspects of situational context, such as time, place, interactions, the content of activities or conversations, the reasons why the interactions are occurring in the first place, and the possibility of any future interactions between the same interactions are some factors and they produce the unique situational contexts (Matsumoto). Positive behavioral support in educational setting aimed to provide comprehensive interventions in natural environment by recognizing variables that have been identified as affecting behavior, resulting in change for the problematic child and their teachers (Safran and Oswald 2003, Fox et al. 2002).
(http://www.specialconnections.ku.edu/?q=behavior_plans/positive_behavior_support_interventions/teacher_tools/antecedent_interventions).

Sometimes teacher can make the students obedient by reducing the task timing such as for children with ADHD (www.interventioncentral.org/...students/school-wide-strategies-managing-task-inattention). Teacher can also increase task timing and provide extra time to students with special needs to complete the task or activity. There are some variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times (Behavioral Intervention Guide - 9). (https://www.polk-fl.net/staff/teachers/ese/documents/sldwaystohelpstudents.pdf). Teacher can utilize classroom and behavior management strategies that reduce transition times between activities and disruptions during instructional timing (Prater, 1992) (Center on Instruction/National High School Center). Seating arrangement and classroom soze are also important. It is considered that classroom seating arrangement reflects the teacher's teaching style (Weinstein &david, 1987). It is important to ensure that furniture arrangements in the classroom should be according to the range

of instructional method used (Good &Brophy,and 2000). A teacher can arrange the classroom seating in different kinds such as row arrangement, circle arrangement Semi circular arrangement,round table arrangement and arranged seating vs. free seating (http://www.sciencedirect.com/science/article/pii/S1469029211001208).

Antecedent interventions address that task difficulty involved modifying instruction to ensure the student experiences of academic success. Teacher should reduce the task difficulty and increase it according to the students IQ. A teacher can diversify his/her teaching strategies by implementing service-learning projects and by using technology in the classroom. It is also important to use assistive device and technology for students with special needs (https://www.teachervision.com/teaching-methods/resource/5810.html). There is no doubt that any person who have any type of IQ needs guidance and support for growing. The most appropriate ways to guide behavior are different at different ages, depending on their developmental abilities, needs and age of the person. (http://www.responseability.org/__data/assets/pdf_file/0008/4868/Guiding-Childrens-Behaviour.pdf)

2. METHODOLOGY

The present study was descriptive in its nature.

2.1 Objectives of the Study

This research was conducted to achieve the following objectives:

1. To identify teaching strategies for managing challenges of non-compliance of children with Intellectual and developmental Disabilities.
2. To find out the best three teaching strategies for managing non-compliance behavior of children with Intellectual and developmental Disabilities.
3. To know association in the strategies used by teachers for managing challenges of non- compliance while teaching children with Intellectual and developmental Disabilities on the basis of qualification.

2.2 Questions of the Study

The Questions of the study were as following:

1. What are the teaching strategies that a teacher can use for managing challenges of non-compliance of children with Intellectual and developmental Disabilities?
2. What are the best three teaching strategies for managing non-compliance behavior of children with Intellectual and developmental Disabilities?
3. is there any association in the strategies used by teachers for managing challenges of non- compliance while teaching children with Intellectual and developmental Disabilities on the basis of qualification?

2.3 Population and Sampling

The population of the study was the teachers dealing children with Intellectual and developmental Disabilities from special schools of Lahore city.

For the study 65 teachers dealing with children with Intellectual and developmental Disabilities of the Special schools of the Lahore City were selected as a sample by using purposive sampling technique. The age of the respondents ranged from 20-60 years. From the total 65 respondents, the majority of the respondents 59 were female and 06 were male. The qualification level of the respondents were between F.A. to M. Phil (F. A, FS.c = 3, B. A, BS.c, B.Ed = 6, M.A, MS.C, M.Ed = 50 and M.Phil = 6). The teachers were having experience from 1 year to 25 years and majority of them were between 1-5 years.

2.4 Instrumentation

Researchers have used self-made questionnaire to collect data.The respondents of the questionnaire were the teachers working in Special Institutions of Lahore city. The questionnaire was consisted on three parts. The first part of the questionnaire was consisted on demographic information of teachers e.g. name, gender, age, qualification, experience, name of school, the second part was consisted of 25 questions and Part 3 was consisted of a table enlisted with all the teaching techniques for selecting 3 teaching techniques as 1st preference, 2nd preference and 3rd preference. The questionnaire was made on the basis of following components.

The questionnaire consisted of 25 questions. The format of the questionnaire was Close-ended. There were 3 options in front of each question e.g. Yes, No, To some extent. The respondents were requested to respond on each question according to their own choice given on above options. The respondents were also requested to enlist 3 teaching techniques as 1st preference, 2nd preference and 3rd preference from all the teaching strategies enlisted on the table at the end of the questionnaire. Reliability test was also used to check the standardized items. Reliability of the items was (.635).

2.5 Data Collection

The researchers personally distributed the questionnaire in 06 Special Schools of Lahore city to collect the data from 65 teachers in dealing with children with Intellectual and developmental Disabilities. The purpose of the research was fully explained to the respondents by the researchers.

2.6 Data Analysis

After data collection, responses of the respondents on the questionnaire were coded through coding scheme in SPSS. Responses of each statement of questionnaire were tabulated, analyzed and interpreted. The researchers used SPSS and results were presented in the form of tables and frequencies. For data analysis, Chi Square was used to see the significant association among various variables.

3. FINDINGS

The results and findings are as:

Table1

Sr. No.	*Questions*	*No*		*Yes*		*To Some Extent*	
		f	*%*	*f*	*%*	*f*	*%*
1	Do you use Chaining Technique to manage child's such behavior?	11	16.9	40	61.5	14	21.5
2	Do you use Modeling/imitation Technique to manage child's such behavior?	54	83.1			11	16.9

3	Do you use Prompting Technique to manage child's such behavior?	1	1.5	57	87.7	7	10.8
4	Do you use Shaping Technique to manage child's such behavior?	9	13.8	39	60.0	17	26.2
5	Do you use Token Economy Technique to manage child's such behavior?	15	23.1	29	44.6	21	32.3
6	Do you use Reward Technique to manage child's such behavior?			60	92.3	5	7.7
7	Do you use Reinforcement Technique to manage child's such behavior?			62	95.4	3	4.6
8	Do you use Positive Reinforcement Technique to manage child's such behavior?			56	86.2	9	13.8
9	Do you use Negative Reinforcement Technique to manage child's such behavior**?**	20	30.8	20	30.8	25	38.5
10	Do you use Fading (hints) Technique to manage child's such behavior?	21	32.3	25	38.5	19	29.2
11	Do you use Fidget Kits Technique to manage child's such behavior?	26	40.0	17	26.2	22	33.8
12	Do you use Visual Image Technique to manage child's such behavior?	7	10.8	49	75.4	9	13.8
13	Do you use Calming Strategies to manage child's such behavior**?**	8	12.3	39	60.0	18	27.7
14	Do you Punish the child to manage his/ her behavior?	40	61.5	5	7.7	20	38.8
15	Do you Shout/yell on child to manage his/her such behavior?	49	75.4	3	4.6	13	20.0

16	Do you use Giving Instruction Technique to manage child's such behavior?	4	6.2	47	72.3	14	21.5
17	Do you use Task Analysis Technique to manage child's such behavior?	7	10.8	47	72.3	11	16.9
18	Do you give Break to the child who shows such type of behavior?	55	84.6			10	15.4
19	Do you try to Examine the Context to manage child's such behavior?	57	87.7			8	12.3
20	Do you try to manage the child's such behavior by Reducing Task Timing?	1	1.5	52	80.0	12	18.5
21	Do you try to manage the child's such behavior by Increasing Task Timing?	7	10.8	41	63.1	17	26.2
22	Do you try to manage the child's such behavior by changing seating arrangement of the class room?			55	84.6	10	15.4
23	Do you Reduce the Task Difficulty Level to manage child's such behavior?	2	3.1	49	75.4	14	21.5
24	Do you change your Teaching Techniques to manage child's such behavior?	1	1.5	61	93.8	3	4.6
25	Do you Guide/lead the child during the activity/task to manage child's non-compliance behavior?			49	75.4	16	24.6

Majority of the teachers (61.5%) used chaining technique, 83.1% used modeling / imitation technique, 87.7% used prompting technique, 60.0% used shaping technique, 44.6% used token economy technique, 92.3% used reward technique, 95.4% used reinforcement technique, 86.2% used positive reinforcement technique, 30.8% used negative reinforcement technique to some extent, 33.8% used fidget kits technique to some extent,

38.5% used fading/hints technique, 75.4% used visual image technique and 60.0% used calming strategies to manage the child's non-compliance behavior while teaching children with mental retardation. A vast number of the respondents 61.5% did not used punishment technique and 75.4% did not used yelling/shouting technique to manage the child's non-compliance behavior while teaching children with mental retardation. According to the results majority of the teachers 72.3% used giving instruction strategies, 72.3% used task analysis technique, 84.6% used giving break technique, 87.7% examined the context, 80.0% used reducing task timing technique, 63.1% used increasing task timing technique, 84.6% changed seating arrangement of the classroom, 75.4% reduced difficulty level of the lesson, 93.8% changed their teaching techniques, 75.4% used guiding/leading techniques to manage the children's non-compliance behavior while teaching children with Intellectual and developmental Disabilities. Result shows that majority of the teachers 16.92% selected modeling technique as first preference, 10.76% selected giving instruction technique as second preference and 20.00% selected giving break technique as third preference to manage the child's non-compliance behavior while teaching children with Intellectual and developmental Disabilities.

After that the teachers were ask to select 3 teaching techniques as 1st, 2nd and 3rd preferences and the results were:

Table 2

1st Preferences	**Modeling**	
	Freq	**Per**
	11	16.92%
2nd Preferences	**Giving Instruction**	
	Freq	Per
	07	10.76%
3rd Preferences	**Giving Break**	
	Freq	Per
	13	20.00%

This table shows that giving break (20%)is the most preferred strategy of teachers in managing noncompliance behavior of children with IDD.

Table 3
Is there any association in the strategies used by teachers for managing challenges of non- compliance while teaching children with Intellectual and developmental Disabilities on the basis of qualification.

Chi-Square Tests	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	74.649[a]	54	.033

Since Pearson Chi-Square Value =74.649[a,] , df =54, Sig=.033 shows that there is no association in the strategies used by teachers for managing challenges of non- compliance while teaching children with Intellectual and developmental Disabilities on the basis of qualification.

4. CONCLUSION

Conclusions were revealed by the results of the research that most of the teachers use behavior management techniques to manage the child's non-compliance behavior while teaching children withIntellectual and developmental Disabilities. Behavior modification and other teaching techniques along with reinforcement techniques to manage children's such behavior. There no association in the strategies used by teachers for managing challenges of non- compliance while teaching children with Intellectual and developmental Disabilities on the basis of qualification.On the other hand, teachers selected giving break as their 1st, modeling as 2nd and giving instruction as3rd preferences.

On the basis of findings and conclusions following recommendations for the teachers for managing challenges off non-compliance while teaching children with Intellectual and developmental Disabilities have been given:

- Teachers should give them break during the activities so that the students may forget their deviant or negative behavior. When the children will take a small break and rest during the large activity they will refresh and start the activity with a fresh mind and will also show compliance behavior.
- Teachers should also use reinforcement and reward technique to make them compliance.

- Teachers should change their own negative attitude toward the disability and behavior problems because teachers own attitude and behavior can make the students noncompliant.
- Teachers should provide friendly environment to all the children in the classroom.
- Teachers should be trained to use these teaching techniques in the classroom while teaching children with mental retardation.
- Teachers should have proper knowledge about the behavior problems and the strategies to eliminate or decrease those behavior problems.

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LEVEL OF JOB STRESS, JOB SATISFACTION AND ADJUSTMENT AMONG TEACHERS WORKING IN SPECIAL EDUCATION SCHOOLS OF KARACHI

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ABSTRACT

The purpose of this study was to assess the level of job satisfaction of special education teachers from selected special schools in Karachi in order to report and analyze the overall level of job satisfaction. The distributed instrument included the Job in General Scale (JIGS) developed by Balzer, Kim, Smith, Bachiochi, Robie, Sinar & Parra (1997) and the Stress in General Scale (SIGS) developed by Stanton, Balzer, Smith, Parra & Ironson (2001). A demographic data questionnaire developed by the researcher was also included in the packet. The instruments were self-administered by the individual participants. The study found that although special education teachers were dissatisfied with the aspects of salary and opportunities for promotion and were experiencing high level of stress, majority were satisfied with their job in general. It was concluded that the role of the school principal greatly impacted the level of satisfaction among teachers primarily through the school climate that the principal created.

Key Words: Special Education Teacher, Job Satisfaction, Adjustment, Job Stress, Level

1. INTRODUCTION

Education is the backbone of every profession yet teachers do not make the salaries, receive the acknowledgement, or work in the conditions of their counterparts in other fields such as business, law, engineering and medicine to name a few. We hear numerous reports about how poorly our schools in general; special schools in particular are doing, various reports about teachers that are not performing, scrutiny surroundings the workday of a teacher, and other parental and public criticisms. An emphasis on how well our schools and teachers are performing needs to be highlighted more often.

People in the workforce, other than education, do not always realize the severe conditions of a classroom in special schools prior to a teacher decorating it to the point of comfort for the students with special needs. Many special education teachers spend hours in their classrooms prior to the beginning of school. They generally give their own time, spend money out of their own pocket, and work in a room that is usually not controlled via temperature wise (air conditioned/heaters).

Those who enter the field of special education are a unique group of individuals who come to the profession to help and support those with special needs. Wasburn-Moses, (2009) wrote that "We believe that these educators are a talented group of individuals with much strength. We believe that these individuals should be highly valued in today's society not only for their talents in working with children with disabilities but also for the talents they bring to the world around them. Those talents serve them well in their everyday life (p. 1)."

Perhaps that perception of patience is exhibited by special educators as an understanding of the strengths and weaknesses of children with special needs. That ability to recognize and understand those strengths and weaknesses allows special educators to build on each individual child's strengths and work with the child where he or she is and build on his or her skills. That perception may be as a result of the special educator's respect for the individual needs of each child. That perception may also be the result of the special educator's recognition of the dignity of each individual regardless of the significance of his or her disability. Good special educators recognize the individual beauty of each student and know the importance of treating each student with special needs with

respect and dignity. If these are indications of patience, the special educator does indeed possess these qualities (Billingsley, 2004).

Job satisfaction is critical to an employee's perception of his or her worth in relation to a particular job or career. Commitment by an individual is heightened if he or she finds a job or career satisfying. In his classic work, Lawler (1973) defined job satisfaction as an individual's reaction to his or her overall role at work and the quality of life he or she is feeling in connection to the job.

> "What happens to people during the work day has profound effects both on the individual employee's life and on society as a whole, and thus these events cannot be ignored if the quality of life in a society is to be high (Lawler, 1973, p. 63)."

The conditions of work impact on booth special education teacher satisfaction and their commitment to special education as a career. These teachers in special education tend to remain in school settings despite the fact that their counterparts are making money and working with better fringe benefits such as the potential to ascertain a monetary bonus for a quality job performance.

Bogler (2000) found special education teachers that were more satisfied tended to refer to their vocation as a "profession" rather than a job. Bogler (1999) also shared that the opportunities for professional development, teacher autonomy, workplace conditions and gender have been related to teacher job satisfaction in special education. Macmillan (1999) also discussed the influences of workplace conditions on a special education teacher's job satisfaction to be a negative or positive factor.

Throughout the country it has been heard that teachers are well underpaid. Generally, special education teachers spend much of their own time, resources, and money on teaching supplies and materials for their special needs students. The salary is lower as compared to the other counterparts.

Generally, special education teachers that are older are also the ones with more experience unless an individual has chosen teaching as a second career. The public generally perceives age with stereotypes; i.e. the younger teachers are more enthusiastic and the older special educators are

suffering from teacher born out. The younger teachers are not experienced, therefore cannot handle all of the responsibilities of teaching while the older special education teachers are the seasoned experienced teachers that can handle tough situations. There has been research completed connecting age and satisfaction.

> "Job satisfaction seems to increase with age and years of service. T-tests comparing responses of teachers below the age of 45 with those above the age of 45 showed that the responses to the statements 'I have good relations with most of the faculty' and 'I perform a vital function in society,' yielded significantly lower means for those teachers over the age of 45, indicating greater levels of agreement by the older teachers" (Bishay, 1996, p. 150).

Special education requires much work in order to motivate teacher achieve the results that are desired. Teachers suffer from an enormous amount of stress on a daily basis. Jarvis (2002) has attributed special education teacher stress to the following areas: classroom discipline, lack of parental support, long hours, administration interference, role overload, and stringent evaluations procedures.

Research findings were reported regarding the interaction between gender and years as a special educator. Macmillan (1999) reported that this interaction was not significant. Macmillan also exemplified that for the main effects, gender differences were statistically significant in favor of female teachers. That is female teachers were significantly more satisfied that their male counterparts. Years as teachers, according to Macmillan showed a statistically significant but negative effect on teacher satisfaction. "Special education teachers who stayed in the special education profession longer were less satisfied with their professional role. Moreover, the effect of gender was the same in absolute size as that of years as a special education teacher" (Macmillan, 1999, p. 42).

Macmillan (1999) reported that special education teachers who are satisfied with their jobs state that they feel positive about what they know and that how they teach does matter in the special education of their students. Special education teachers also recognize the importance of ongoing professional development. Without a sense of professional competence, let alone growth, some degree of professional unease may

reel in feelings of dissatisfaction with teachers' instructional success over the short term, and if such sentiments persist, with their jobs.

Studies have shown the impact on the level of teacher job satisfaction based on the relationship between the administration and the teaching staff. Special education teachers that perceived themselves as valued members of the staff felt more satisfied. Teachers also expressed more satisfaction when they were involved in the decision-making process regarding the special school. The satisfaction of teachers has been closely linked to the culture of the school. Special education teachers that were always doing paperwork felt that their time was very limited in terms of focusing on their classroom and their students' progress. This increase in administrative tasks had been reported to impact on the level of job satisfaction for special education teachers.

The purpose of this study was to assess the level of job satisfaction of special school teachers from selected public and private sectors in Karachi city in order to report and analyze the aspects of the job that determine and support special educators' reported level of overall job satisfaction.

2. RESEARCH QUESTION

The study was guided by the following single question regarding job satisfaction and special education teachers in selected both public and private special school in Karachi:

RQ: What is the level of overall job satisfaction of special education teacher as measured by the Job in General (JIG) Scale?

3. RESEARCH HYPOTHESIS

The following research hypothesis was developed and researched for this study:

H1: There would be a negative correlation of job stress with job satisfaction and job stress with adjustment among special education teachers working in special schools of Karachi.

4. METHOD AND PROCEDURE

4.1 Design of the Study

A survey type study was designed to find out significant differences among male and female special education teachers working in both private

and public special schools and working in urban area of Karachi city as related to their job stress, job satisfaction and adjustment variables. An attempt was also made to study job stress in relation to the job satisfaction as well as adjustment of the special education teachers.

4.2 Sample

For the purpose of the study, 30 special education teachers (18 male and 12 female) working in 05 private and 03 public special schools were selected randomly. All these teachers had at least three years of teaching experience in the field of special education. The participants that were chosen were any teachers that voluntarily filled-out survey in the both public and private special schools. The participants were asked to complete the instruments along with a demographic questionnaire.

4.3 Apparatuses

Participants were given a packet of materials that included the following sequenced in this order:

i) An informed consent form
ii) A demographic data questionnaire
iii) Job in General Scale (JIGS) along with the Stress in General Scales (SIGS)

4.4 Procedure

After communicating the nature of the study with the principal through a letter of solicitation, the researcher personally visited each special school in order to disseminate the surveys along with an informed consent form for each participant teacher. The participants that received the survey packets were special educators that were currently employed with a participating school.

The informed consent form stated that the teachers' participation in the completion of the survey instruments was strictly on a voluntary basis. In order to foster a high return rate of the surveys the participants were assured in writing through the informed consent form that all surveys would be completed anonymously and the data from the individual participant would not be revealed. Therefore, the teacher participants were not asked to indicate their name on any of the survey instruments, as this information is not necessary or requested.

Participants were given a packet of materials that included the following sequenced in this order:

i) An informed consent form
ii) A demographic data questionnaire
iii) The Job in General Scale (JIGS) developed by Balzer, Kim, Smith, Bachiochi, Robie, Sinar & Parra (1997)
iv) The Stress in General Scale (SIGS) developed by Stanton, Balzer, Smith, Parra & Ironson (2001)

4.5 Data Analysis

The information was migrated into SPSS program. Group statistics and an independent t test were computed as a means for comparing the relationship between the independent variable and the JIGS and SIGS. Final relationship between job satisfaction and job stress/adjustment was calculated through coefficient of correlation.

5. FINDINGS

The study aimed at finding out the relationship among job stress, job satisfaction and adjustment of special education teachers working in special schools of Karachi. So, in order to arrive at the relationship among job stress, job satisfaction and adjustment along-with its sub variables, the co-efficient of correlation by multiple correlation method between the different variables were worked out. The relationship of job stress with job satisfaction and adjustment variables has been presented in Table 1.

Table 1
Relationship of Job Stress with Job Satisfaction and Adjustment Variables of Special Education Teachers

Sr. #	Variable	r	Signi.
1	Job satisfaction	-0.256	**
2	Academic and general environment of the institution	-0.215	**
3	Socio-psycho physical adjustment	-0.224	**
4	Professional relationship adjustment	-0.234	**

5	Personal life adjustment	-0.166	**
6	Financial adjustment	-0.025	NS
7	Total adjustment	-0.291	**

**Significant at .01 level NS - Non Significant

The results presented in table 1 indicate a negative significant relationship between job stress and job satisfaction as the obtained 'r' value (- 0.256) was found to be higher than the tabulated value at .01 level of significance. Similarly four of the adjustment variables namely academic and general environment, socio psycho-physical adjustment, professional relationship adjustment and personal life adjustment did show a negative significant relationship with job stress at.01 level of significance. Only financial adjustment variable was not found to be related with the job stress. The table also reveals a negative significant relationship of job stress with total adjustment at .01 level as the obtained 'r' value (-0.291) was found to be higher than the tabulated value.

The results of the table 1 confirm that as the job stress increased, the special education teachers felt lesser satisfied with their jobs. Secondly, as the adjustment increased job stress tended to decrease or more job stress resulted into lesser adjustment. The results reveal that job stress influenced the job satisfaction as well as the adjustment of special education teachers.

Table 2
Relationship of Job Satisfaction and Adjustment Variables of Special Education Teachers

Sr. No.	Variable	r	Signi.
1	Academic and General Environment of the Institution	0.035	NS
2	Socio-psycho physical Adjustment	0.163	**
3	Professional Relationship	-0.049	NS

	Adjustment		
4	Personal Life Adjustment	0.095	NS
5	Financial Adjustment	0.009	NS
6	Total Adjustment	0.123	*

* Significant at 0.05 level. ** Significant at 0.01 level. NS - Non Significant

The results of relationship between job satisfaction and adjustment variables presented in table-2 reveal a positive significant relationship between job satisfaction and socio-psycho-physical adjustment as the obtained r value 0.163 was found to be higher than the tabulated value at .01 level. The results, however, did not indicate any significant relationship of job satisfaction with other adjustment variables because the obtained r-values in all these cases were found less than the tabulated value to be significant even at .05 level. It is important to note a positive significant relationship between job satisfaction and total adjustment as the obtained 'r' value 0.123 was found to be higher than the tabulated value at.05 level of significance. The results revealed that the job satisfaction did influence the adjustment of special education teachers. This further pointed out that more adjusted special education teachers were better satisfied.

The combined negative significant relationship of job stress with job satisfaction as well as total adjustment could be attributed to the significant positive relationship between job satisfaction and adjustment of special education teachers. In other words, it could be inferred that better satisfied special education teachers could have found more ways and means to adjust themselves in a better manner and thus have been suffering from lesser job stress. From the results of Table 1 and 2 it could also be concluded that job satisfaction as well as adjustment moved in the opposite direction of the job stress whereas job satisfaction and adjustment travel a long way in the same direction.

The hypothesis of the present study was that there would be a negative correlation of job stress with job satisfaction and job stress with adjustment among special education teachers working in special schools of Karachi. The results of the negative significant relationship among

these three variables thus, validate the hypothesis of the study and therefore it stands accepted.

6. DISCUSSION

The non-significant difference between special education teachers on the variable of job stress could be attributed to a number of factors. Prominent among these might be, similar pay package, working conditions, working hours, work load and equal social status of both the sexes. So discrimination between them, on the basis of gender is not there at all. Male as well as female teachers might be enjoying equal status of autonomy and independence irrespective of their gender difference. Moreover, both the sexes are enjoying equal promotional opportunities and cordial and warm relationship with their students. At the system level too, both the groups have to face similar kind of difficulties or problems, if any. Moreover, the females have a natural liking for teaching profession which might bring them on an equal footing with male teachers irrespective of some difficulties.

The results of this study corroborated the findings of Alay and Kocak (1999) who also did not find any difference in job stress among special education teachers. The results lend support to the study conducted by Demirel et.al (2005) who also reported that special education teachers did not differ significantly regarding their job stress. But Murphy (1986) and Timms et.al. (2006) in their studies found female teachers experiencing more job stress than their male counterparts.

The higher job stress among the private school teachers could also be attributed to the fact that the managements of this type of schools often make too much interference in the working of these schools and let down the teachers in the eyes of parents and public. These teachers often try to integrate themselves with the members of management even at the cost of their self-respect and integrity just to ensure the steadiness of their employment. On the other hand, the teachers of government schools do not have to face such problems. All this leads to the experience of lesser job stress among govt. school teachers than their counterparts in the other school category.

The results of this study are in line with the findings of Verma (1997) and Robertson, Chamberlain & Kasari (2003) who also found significant

differences in the job stress among the special education teachers working in different types of schools. Memeon (2008) also found significant difference in the job stress between government and private school teachers.

Job satisfaction is one of the most important issues in behavior management in any organization. Job satisfaction does have a number of factors making an attitude of employee to work in a cordial atmosphere and can create group relationship among the employees. There are many factors which can affect job satisfaction such as salary, leave, working hours, facilities, steadiness of employment, career advancement opportunities, recognition and appreciations, evaluation of work on the proper line, level of aspiration, age, health, temperament and desire. These factors play an important role to make an individual more satisfied. All these factors also create healthy family relationship, social recognition and recreational work for making an employee to be satisfied with their jobs.

The results of this study were in line with the results of Reddy and Reddy (1978) who found the job satisfaction of teachers working in private and public school lesser than those working in govt. schools. Sneh (1982) also found that teachers working in govt. schools are more satisfied with their jobs than their counterparts working in private schools. The results got support from the findings of Bernard and Kulandaivel (1976) and Mehrotra (2002) who found govt. school teachers to have more job satisfaction. But the results of the studies conducted by Tabatabai (1981), Chopra (1986) and Vijay Lakshmi (2005) went in contradiction with the results of the present investigation as all of them found private school teachers to have better job satisfaction than their govt. school counterparts. However, Rao and Sridhar (2003) and Jalaja Kumari and Rao (2007) found no significant difference in the job satisfaction levels of govt. and private school teachers.

The results of the study highlighted non-significant difference between special education teachers on the variable total adjustment which might be due to the non-significant differences already obtained between these two categories on most of the sub-variables of adjustment i.e. academic and general environment, socio-psycho physical adjustment, personal life adjustment and also the financial adjustment.

The findings of the present study where no significant difference was found between special education teachers on the variable total adjustment did not fall in line with the findings of Anjaneyulu (1971) who observed that woman teachers were more sensitive to social relationship and academic conditions and were less adjusted with work than male teachers.

It is a matter of common knowledge that private and public school teachers often try to integrate themselves with the members of the management even at the loss of their self-respect and integrity. The cumulative effect of this is that the teachers of government schools have much higher adjustment as compared to the teachers employed in private schools. As the situation exists elsewhere in Pakistan, so in Karachi, government servants feel more secure with the service conditions. The private managements, it is seen, do not provide adequate facilities but expect higher results from special education teachers under great stress. The gap between what is expected and what is achieved leads to tensions, reflecting unsatisfactory adjustment. Private and public schools are often run on less staff strength and the student strength of almost all these schools has increased manifolds resulting into overcrowded classes. But the teachers are often paid less salary as managements have to recruit teachers out of their own funds. Their services are terminated before the summer vacation and they are recruited afresh when school reopens after the holidays. All these things do not happen in government schools where all benefits are awarded to teachers automatically and are time bound also.

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THE INFLUENCE OF PRINCIPALS' LEADERSHIP PRACTICES FOR ACCELERATING THE ACADEMIC ACHIEVEMENT OF STUDENTS: AN EVALUATIVE STUDY OF SELECTED SCHOOLS IN KARACHI

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ABSTRACT

In this study an attempt was made to find out the most appropriate behavior which leaders in Pakistan public secondary schools should adopt which benefits students' achievement. Impact of mentioned variable directly or indirectly influenced has been measured through teacher class pass percentage and whole class average score of marks obtained in examination conducted by Board of Secondary Education Karachi. Differences in leadership practices have been compared with respect to their impact on culture, professional development of teachers and implementing accelerate learning practice in classroom. All these factors are related to students' achievements. Also it was measured that which leadership style is directly related to students' achievements. As a conclusion, a teacher who has the potential to lead can prove to be a good and successful leader and likely to plays vital role to enhance school structure, focus on professional development, curriculum design and implementation, teaching techniques and methods, improve teacher principal relation, to take important decisions or adopting the new strategies and their implementations.

Key Words: Education, Leadership Style, Achievements, Public Secondary School, Head Teacher/Principal, Accelerated learning.

1. Background of the Study

The capacity of the advanced and developing countries to compete in knowledge market depends on how efficiently they meet the growing demand of for high level skills. This can only be possible on significant improvements in the quality of schooling outcomes and a more equitable distribution of learning opportunities for all segments of society.

A school is complex place where satisfying students, parents, stakeholders and community are the major concern of a leader. All stakeholder looks towards the school principal for improvement without looking at the resources provided both financial and manpower. In Pakistan managing school is challenging, principals are always under pressure they are answer able to all the factors connected to children.

The likelihood of being successful and meeting the quality increases if the school principals are pragmatic and competent. The essential factors been recognized like principal vision and mission, empowerment, values, engagements with learning community and training. (Hopkins, Harris, Leithwood & Day, 2009). Leadership has been found an important factor in redesigning and supervising the teachers and learner, by creating and encouraging culture (Dinham, 2005). Several researches boiled out that leadership is the only source which influence teachers' occupational satisfaction and it is considered as a major factor contributed in teachers' professional growth. In same sequence teachers professional growth is linked directly to the students achievements therefore school principal leadership practices is a critical factor in school success and ultimately it is indirectly influences the students' achievements (Fullan, 2002). Most of the success stories of school improvement found that the key player in attaining success is the school leadership. Research literature on school success has evaluated the pivotal role the principal, for improving students' performance (Griffith, 2004).

Educational leadership has been in limelight since early 21st century. Because it has been the common belief that school principal is the only person who can bring positive change in school success. Principal is only source for student's achievements. Gurr and Drysdale (2006) have incorporated perspective of different stakeholders and analyzed leadership of early 1900s where there is clear differentiation between leaders and

follower, after 1970s leadership effective was focused in controlling and managing and 1980s focused on the leadership practices which influence the of their organizations. According to Halverson, Grigg and others (2007), school effectiveness is in line with leadership effectiveness, principals never acts alone, it is a team work, therefore for long lasting success its principals job to develop people from inside school and set direction and facilitate the follower to achieve common goals. School teachers and staff have been encouraged to go an extra mile and provide encouragement and support for improvement (Hallinger, 2005). In this context the common belief is that the quality of leadership is the only source of quality of teaching and quality of learning in schools.

The behavior of the principal is linked to the culture of school. Fowler (2006) has related principal's belief system to school culture. Principals' action and behavior shaped the school culture. Researchers found that interactions between teachers and principals created the direction of school culture. Principal behavior influences the culture which effects teaching. Therefore it can be said that culture and teaching both have influence on students' achievement directly or indirectly.

Giancola & Hutchison (2005) have used various definitions of culture one of them is "the set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members". Common school values and school activities are the ingredient of school culture. In different school culture studies it was found that culture is a significant factor in student achievement. School leaders need to develop skills to adopt culture which benefit of students. To enhance teachers' performance and morale leader should promote positive school culture which leads towards student achievement. For a successful instructional program school culture has the most important ingredient. School smooth functioning and harmonious among staff are the vital factors for attaining outstanding academic achievement (Gruenert, 2005). Positive school culture is not only significant for students' performance it is also vital for sustaining school reforms. School improvement is always a long term commitment and it requires open and healthy culture. Academic achievements are related to strong commitments and the strong school culture provide the foundation for school success academically and no academically (Herrnam, 2007).

In the age communication and technology education system needs to provide knowledge and skills to the children (Wilson & Peterson, 2006). Therefore a successful education system caters the requirement of the children and develops teachers accordingly to prepare students for the useful member of the society. Professional development, more specifically teacher development achieves as result of having experience of teaching and reflecting on own teaching systematically (Louis, 2006). The function of education is to develop children in such a way that they will be capable of tackle real life with open mind (Louis, 2006).

To handle dynamic and complex educational setting it is mandatory for the principals to equip and align themselves for latest reforms and lead for accelerating students' achievements. Under this scenario principals must have the ability and knowledge of different skills to tackle their teachers and deal with the challenging situations within multifaceted school scenarios (Wiley, 2001). Principals needs balanced approach to be on the right track, over or poorly managed schools both detracted and run down eventually. It is the balance between leadership and management. The schools leaded by strong principals with sense of direction produces outstanding educational outcomes. (Millar & Rowan, 2006). Grogan (2004) suggested that the strong educational leader, school culture and teaching staff attitude direct influence on students' achievement. McNulty and others in 2004 established for higher level of students achievements there is a need for strong leadership.

The present study investigate the relationship between principals' leadership practice, school culture, teachers' training professional development, teachers' effectiveness related to accelerated learning and impact of leadership on students' achievement. Also, the study examines which type leadership style strongly or weakly connected with teachers' learning and teachers' development in the schools. How play their role in teachers' professional development and students learning for outstanding achievements.

Education research suggested that principal leadership practices are contextual and actions are taken by the principals in accordance to their background knowledge, state policies and personal value (Day, 2008). Different context and cultures have different meaning of leadership (Yukl 2006). Every society has own traditions and values on which leadership

practices are built and implemented according to the context. Understanding different societal context are necessary before measuring educational leadership style. Since school leaders usually respond traditionally, knowledge about the political and social background will help in implementing reforms and providing opportunities to professional development interventions to school heads (Conrad & Brown, 2007).

The main purpose is to examine current status of school principals' leadership and their impact towards school outcomes and find out suitable school leadership style that has strong contribution to students' achievements. Leadership practices are essential in contributing to the overall school culture and student achievement as mentioned earlier. The study will find significance of relationship between school leadership style and other school related factor that contribute to students'' achievements. There are many factors which contribute towards high standards. These factors are inter linked and pave the path to obtain excellent results in school setting. The factors under study are School culture, Teachers professional development and Accelerated learning practice inside classroom. These factors may have significant role in achieving high grades of the students. The resultant focus is on student grades and determines the direct path and indirect path of achieving high standards.

2. METHODOLOGY

2.1 Research Questions

The study was based on following research question "What is the relationship among school culture, leadership styles and students' achievements?"

2.2 Description of the study site

The researcher purposefully targeted this research at secondary schools in Karachi. The area was chosen because in the metropolitan city Karachi, there is huge number of private emerges due exponentially growth in population of Karachi and government schools unable to maintain the required standard and more and more parent population moves towards private schools. To close the gap between educational standards of public school and private schools this research was conducted in public schools of Karachi. The sample was comprised of thirty three schools. The responses were obtained from principals and 330 teachers.

2.3 Instruments

The following instruments were used:

1. Principal's Leadership Practices
2. Professional Development Practices in School
3. Accelerated Learning Practices in School

2.4 Procedure

This research relied on primary sources of data gathered from teachers and principals and secondary source is the results on the students announced by Board of Secondary Education Karachi. Firstly, instruments were selected form review of current researches and books related to school principals' leadership practices and teacher professional development (PD), Accelerate learning (AL), school culture (SC) and their relations with students' achievements (SA).

Secondly, focus interviews were conducted from school principals to get insight of prevailing issues and focus of school leadership. The procedure adopted by the principals for achieving good environment, raising students' standards, equipped teachers through professional development, provide mentorship to teachers for accelerated learning. The open and close ended questions provide the basis of analyzing actual situation and practices of the principals and helps in generalization for the research results.

3. FINDINGS

Leadership style has been divided into four Transformational, Transactional, Laissez faire and Instructional. Each teacher has rated their principal leadership style the dominating factor has been taken as the particular leadership style of that school. The summary of the results are out of 33 schools six having dominating factor of instructional leadership style, four schools are experiencing transformational leadership style, ten transactional leadership style and thirteen laissez faire leadership style.

The dominating Leadership style in each of the thirty three schools has been calculated and shown in the table below.

Table-1
Report Mean of Leadership style and Dominant LS

School Code	Transformational (TF)	Transactional (TR)	Laissez faire (LF)	Instructional (IN)	Dominating Leadership Style
School 1	1.40	0.97	3.23	1.27	Laissez faire
School 2	1.55	2.72	1.15	1.44	Transactional
School 3	1.75	2.74	1.23	1.47	Transactional
School 4	2.77	1.37	1.35	1.25	Transformational
School 5	1.49	1.35	3.18	1.23	Laissez faire
School 6	2.93	1.33	1.35	1.26	Transformational
School 7	3.13	1.30	1.40	1.25	Transformational
School 8	1.67	2.90	1.30	1.23	Transactional
School 9	1.49	1.34	2.95	1.23	Laissez faire
School 10	1.51	1.38	1.30	2.81	Instructional
School 11	1.60	2.39	1.38	1.24	Transactional
School 12	1.48	1.23	3.15	1.25	Laissez faire
School 13	1.58	2.61	1.48	1.24	Transactional
School 14	1.48	1.27	2.63	1.26	Laissez faire
School 15	1.47	1.23	1.63	2.91	Instructional
School 16	1.70	2.16	1.63	1.25	Transactional
School 17	1.56	1.32	2.95	1.26	Laissez faire
School 18	1.57	1.28	3.18	1.25	Laissez faire
School 19	1.64	2.76	1.63	1.27	Transactional
School 20	1.60	2.57	1.58	1.27	Transactional
School 21	1.48	1.25	3.08	1.24	Laissez faire
School 22	3.06	1.35	1.63	1.26	Transformational
School 23	1.45	1.32	3.05	1.26	Laissez faire
School 24	1.98	2.93	1.63	1.26	Transactional
School 25	1.49	1.25	3.18	1.25	Laissez faire
School 26	1.49	1.29	2.95	1.26	Laissez faire
School 27	1.49	1.29	2.88	1.27	Laissez faire
School 28	1.47	1.30	1.28	2.78	Instructional
School 29	1.44	1.25	1.18	2.58	Instructional

School 30	1.47	1.25	1.48	2.75	Instructional
School 31	1.55	1.25	1.75	3.06	Instructional
School 32	1.50	1.25	2.75	1.3	Laissez faire
School 33	1.80	3.08	1.5	1.24	Transactional

ANOVA is used to compare means of student's achievement measured through average marks of the whole class in a particular subject. Using one way analysis of variance (ANOVA), this study examined the relationship between students' achievement and leadership style. A random sample of 330 teachers from 33 public secondary schools 10from each school is taken. A one way ANOVA was conducted to try to answer the research question (RQ): Does a statistical significant relationship exist between student's achievement and leadership style. The results indicated that there is a statistically significant relationship with strong effect size between Student's Achievement and leadership style. In order for schools in district south leadership style must be taken into consideration to address the issue of students' achievement.

In Table 2 below students' achievement in four leadership styles was compared. It is found that students Achievement in four leadership styles namely transformational, transactional, laissez faire and instructional is not same by using the analysis of variance technique. Every leadership style in not connected with students achievement.

Table 2
ANOVA Students Achievement and Leadership Style

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3785.465	3	1261.822	12.969	.000
Within Groups	31717.19	326	97.292		
Total	35502.66	329			

To find which style is different from other can be obtained through multiple comparisons after finding least significance difference. LSD result shown in table-3.

Table 3
Multiple Comparison
Dependent Variable: Students Achievement

Leadership Style(I)	Leadership Style(J)	Mean Difference (I-J)	Sig.
Laissez faire	Transactional	-4.017(*)	.004
	Transformational	-5.492(*)	.002
	Instructional	-10.037(*)	.000
Transactional	Transformational	-1.475	.432
	Instructional	-6.020(*)	.001
Transformational	Instructional	-4.545(*)	.031

*The mean difference in significant at 5%

Students' achievement in four leadership styles is not same. LSD has shown that students' achievement is larger when dominating leadership style is Instructional leadership style as compare to Transformational and Transactional leadership style. In case of Transformational and Transactional leadership style students achievements is not significantly different. In Laissez faire style the students' achievement is least.

From the study it is found that students achievements can be accelerated through directly and indirect influence from school leadership. Transformational leadership encourages teachers to emerge as leaders, create conditions in which teachers can develop their own capabilities. They are concerned to help teachers to accomplish successful and experience a greater sense of efficiency as a result, teachers are exposed to responsibilities that release their potential. Principals exhibit unequivocal interest in fostering collegiality which helps in creating learning communities.

Transformational leadership is properly practiced in one of the secondary school and improves the culture in other secondary schools in Pakistan. in this case principal create incentives for teachers to improve their work practices by providing them opportunities of professional development

and accelerated learning techniques which improve their pedagogical skills which are in line to effective teaching and learning. This is the indirect approach of accelerating students; achievement.

Principals embrace roles of instructional to intervene directly to classroom and improve the achievements of the students. Know after 18th amendment public schools work under Provincial government and the principal is held responsible success or failure of the school. If the school performed well academically it may be claimed that the principal has involved in instructional process as instructional leader. Instructional leadership follow the same path of improvement as transformational leadership by improving the culture and with motivates teachers involve in Professional Development activities and results in increasing knowledge of the subject and about accelerate learning practice which helps students to gain and retain knowledge effectively. But instructional leadership also directly related to accelerated learning practices which is the direct approach to improve teaching strategies and students' achievements. Instructional leader in daily routine intervene in classroom activities by guiding the teachers.

4. CONCLUSION

The expertise of the principals can be seen in school development. During the collection of data, it has been observed that principals who are cooperative and enthusiastic there their staff also seen energetic and enthusiastic. The school environment is positive majority of them are present in school and school functioning properly. They also talk about school improvement and students achievements.

The schools where principals are working as ceremonial leader, absenteeism was common and students not managed well, teachers not on duties, even in classroom teachers sitting on the desk and chatting with students. Some teachers are complained about principal doesn't not involve in decision making, dates are not met, syllabus incomplete on prescribed time. When principal do not consider their ideas in taking decision just impose decisions on staff. Principal Job is to have consultation with staff before taking any decision takes them in confidence so that positive results obtained. Give orders with self-respect so that of the staff should also not get affected. The main hurdle in reforms seems to be lack of quality of leader. The hurdle in enhancing school standards are

those teachers who shows lethargic behavior toward work and to any reform activity. Due to weak leadership resource not available for teaching aid which results lousiness and friction among staff. If principal able to take responsibility to solve problems it will automatically positive school climate.

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IDENTIFYING THE RELATIONSHIP BETWEEN LITERACY INSTRUCTIONS AND LITERACY SKILLS RELATED TO THE PERFORMANCE OF CHILDREN WITH DEAFNESS IN THE SPECIAL SCHOOLS OF KARACHI

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ABSTRACT

Since the very beginning of formal approaches to deaf education, the development of literacy has been a priority issue. The history of educational initiatives in this area is entwined with the history of prevailing attitudes and practices toward the impact of deafness on the development of deaf children more generally. In particular, arguments about whether a visual input (reading) can take the place of diminished auditory input and whether educators should accommodate or seek to ameliorate the effects of the special linguistic characteristics of deaf learner-readers have resulted in a wide variety of practices and perspectives. These varied practices and perspectives continue to have impacts on current educational debate and practice. This article provides a brief historical overview of these educational endeavors, noting the enduring questions and issues that remain for the field to address.

Keywords: Hearing, Hearing impairment, Non-hearing impaired, Literacy, Low achievement, Individualized Education Program

1. INTRODUCTION

1.1 Hearing Impairment

Hearing impairment is a significant source of morbidity worldwide. The WHO estimated in 2005 that 278 million people experience moderate to profound bilateral hearing loss. Eighty percent (80%) of those individuals live in low and middle income countries. It is estimated that half of all cases of hearing impairment could be prevented, but few resources exist to develop and sustain educational, screening, and treatment programs in developing countries.

Most children with hearing impairment in developing countries do not complete primary education and never gain independence from their parents economically; therefore they become trapped in poverty. In most cases, parents are unable to provide support and these individuals live in poverty. Alternatively impoverished conditions, lack of health infrastructure, and lack of resources, such as immunizations against childhood illnesses, may lead to hearing impairment and its associated economic repercussions (Olusanya, Wirz & Luxon, 2008). In developed countries, the incidence of sensori-neural hearing loss is 2-4 per 1,000 live births (Smith, 2007), and it is estimated that in developing countries that incidence could be greater than 6 per 1,000 live births (Armstrong, David & Goldberg, 2013).

This increases heterogeneity of the group and thus makes it difficult for the teachers to communicate with the class as a group. Comparison between children with hearing impairment and normal children should evolve a common strategy for teaching both the groups in an economical way. Since, "a handicap in language is a severe handicap in education", (Pascolini, & Smith, 2009), there is a greater need to locate children with hearing impairment promptly & providing special instruction that will help them to overcome their disability.

1.2 Literacy Skills in Children with Deafness

Literacy is essential to effective learning both in schools and in the society at large. Achieving high literacy levels in school is a task requiring the involvement of all educators across the curriculum (Taylor, Pearson, Clark & Walpole, 1999). All children in schools are expected to acquire literacy skills normally in accordance with their level of development. However, children with hearing impairment arrive at beginning reading and writing

with a very limited knowledge base and inadequately developed cognitive and linguistic skills. This is in line with the observations made by Keilmann, Limberger & Mann (2007) that children who cannot hear do not easily acquire literacy skills unless they have special help. This implies that, without literacy skills, children have difficulties in education as their survival in school is dependent on reading and writing.

It has been said that reading and writing require two related capabilities, firstly you must be familiar with a language and secondly, you must understand the mapping between that language and the printed word (Cambra, 1997). Deaf children are disadvantaged on both counts. Learning to read requires the child to learn the mapping between the spoken language and the printed words, for the deaf child this is not easy. The deaf child does not have access to phonological code and many do not know any language well.

Despite decades of concerted efforts, most deaf children progress only at a relatively low level in learning to read and write in comparison with their hearing counterparts. Current data indicate that on average, fourteen (14) year old deaf students leaving the final primary grade have reached only the third to fourth grade level in reading skills, more than 30% deaf students leave school functionally illiterate (Kristin & Solveig, 2015). Different researchers' have conducted studies to assess the reading abilities and achievements of the hearing impaired children. Among the studies include the one conducted by Pintner and Patterson (2007) who used the Woodworth and Wells test to assess the reading ability of hearing impaired students. The findings reported that deaf children of 14 -16 years of age had median (the middle measurement in a set of measurements that are arranged in order) reading scores equal to those of 7 year old hearing children. This study is testimony that the hearing impaired children do not acquire literacy skills at the same level as the hearing children. Therefore, it is necessary that a study is conducted to establish the factors that contribute to low literacy achievement levels among the hearing impaired children.

The other study was conducted by Rachel (2008) to assess the reading performance of Grade 7 pupils with the following impairments; vision, hearing and mental. The assessment indicates that the hearing impaired learners performed poorly in reading as compared to the other disability

groups. The performances in percentages according to disabilities were as follows; “mentally impaired, 55%, visually impaired, 41.8% and hearing impaired, 33.5%” (p. 20).

These statistics are not equitable because the hearing impaired learners have continued to lag behind in literacy achievements. If the causes of these statistics are not established, the problem of low literacy achievement among school going children with hearing impairments will persist. Therefore, it is imperative that a study to establish the factors that contribute to low literacy achievement among school going children with hearing impairments be conducted.

There is a long standing problem of low achievement of reading and writing among the hearing impaired pupils in Pakistan (Viqar, 2006). The factors that lead to this problem need to be established in order to prevent its recurrence. Also, she acknowledges that children who do not hear cannot learn language (reading and writing) unless they have special help. However, little is known on the factors that impede literacy development in learners with hearing impairment.

The purpose of the study was to establish the factors that contribute to low achievement in reading and writing among pupils with hearing impairments in selected schools providing education to the hearing impaired children in Karachi city.

2. RESEARCH QUESTION

The study was guided by the following question:

- Are the techniques used by teachers teaching reading and writing to hearing impaired children related to the communication mode of deaf children which is usually visual rather than auditory?

3. THEORETICAL FRAMEWORK

The theoretical framework for this study comes from two theoretical perspectives namely the constructivist and the social constructivist theories. Literacy researchers have adopted constructivist and social constructivist theoretical frameworks to explain literacy acquisition, growth, and development. These perspectives are informed by the work of

theorists that believe that learning is an active, interpersonal, and social process.

These two theoretical perspectives will help inform the study in that since learning is a social process, children are expected to interact freely with other members of the school community. It is through social interactions that deaf children can practice and sharpen their literacy skills by communicating with people around them. Therefore, it is important to find out whether hearing impairment limits the development of interaction. It is also important to find out the level of sign language use between the hearing impaired children on one hand and the hearing peers, adults and teachers on the other hand during interaction.

Additionally, the constructivist perspective will be of great help to the understanding of factors that contribute to low literacy achievement among grade seven pupils in that the perspective (constructivist) will help the researcher establish the amount of assistance (scaffolding) learners who are the apprentice, receive from their teachers (master craftsperson) in literacy learning. This will be achievable through determining the amount of individualized education plans (IEP) teachers are offering to the hearing impaired children. It is hoped that these two models will help establish the factors that contribute to low literacy achievement levels among the hearing impaired children.

4. LIMITATIONS OF THE STUDY

This study was confined to schools that offer education to the hearing impaired pupils in the city of Karachi. This means that the findings may not be generalized to other disability groups.

5. METHODOLOGY

5.1 Research Design

This study combined the techniques of both the qualitative and quantitative methods. Qualitative method was selected for this study because the research places emphasis on theoretical assumptions; that meaning and process are crucial in understanding human behavior that descriptive data are what is important to collect, and that analysis is best done inductively. Patton (1990) described qualitative method as being flexible, and that as a result of its flexibility, qualitative researches go off

to study carrying the mental tools of their trade, with plans formulated as hunches, only to be modified or remolded as they proceed.

On the other hand, quantitative method was used in this study because researchers believe that truth can only be established using science. Quantitative researchers believe that scientific method is the only way to build a more complete understanding of reality. Quantitative method is one that applies scientific investigation to establish relationships and regularities between selected factors in the world (Cohen & Manion, 1994).

Quantitative method was used to compare the reading abilities of the hearing impaired and non-hearing impaired learners. The designs applied under quantitative method were co-relation and descriptive results. The co-relation was achievable through establishing the correlations between different variables; age, impairment, letter knowledge, letter identification, reading, reading comprehension, narrative, social economic status and home literacy environment.

5.2 Population and sample

The target population of this study comprises all grade seven (7) hearing impaired pupils in Dewa Special School and Cliff Inclusive School with Special Education Units offering education to hearing impaired learners in Karachi.

5.3 Sample Size

The sample is distributed as follows; sixty (60) grade seven (7) pupils out of which thirty (30) were hearing impaired children from special education units, and the other thirty (30) were hearing children offering education to them in special school of children with hearing impairment. Additionally, ten (10) teachers and ten (10) parents of the hearing impaired children comprised the sample. Overall, eighty (80) respondents participated in this study.

5.4 Sampling Procedure

Three sampling techniques were utilized in this study. These are simple random sampling, systematic sampling and purposive techniques (Cohen & Manion, 1994). The simple random sampling was chosen in order to accord each member of the population an equal chance of being selected,

while the systematic sampling was used to select respondents in hearing impaired and hearing classes. This was done in order to have a systematic way of selecting participants. Purposeful sampling was used to select teachers of the hearing impaired children. This was done because the participants needed to have specific skills to inform the study on the factors that contribute to low literacy achievement among the grade seven (7) children with hearing impairment.

5.5 Instruments and Data Collection Procedure

The following data collection instruments and procedures were used:

i. Peabody Picture Vocabulary Test (PPVT) to test receptive language levels of children with hearing impairment

The Peabody Picture Vocabulary Test Revised version (PPVT-R, Dunn and Dunn, 1981) was administered to test how well children can identify the pictures whose words were read to them by the teacher. Thirty (30) words were read to pupils using Pakistan Sign Language. At a given time, a child was shown groups of four (4) pictures and was asked to point to the picture corresponding to a particular word. The response was marked as correct or incorrect. The purpose of this exercise was to test whether hearing impaired pupils could read if the reading material was presented in pictorial form.

ii. Focus group discussions among special education teachers with researcher.

Focus group discussions are group interviews that are structured a particular way and have specific, well-defined goals (Bogdan and Bikilen, 1982). The focus group discussions were conducted in two hearing impaired schools among the teachers of the hearing impaired pupils. During the discussions, participants discussed their experiences of teaching reading and writing to the hearing impaired children. Teachers highlighted factors that could be responsible for low achievement in reading and writing among deaf students. The discussions were moderated by the researcher because he had the skills to draw valuable information as the proceedings of the discussions progressed.

3.6 Data Analysis

A variety of methods were used to analyze data. Qualitative data was analyzed during the process of data collection as the emerging factors

were unfolding. Data that was recorded in a note book was analyzed at the end of the data collection exercise through manual calculation. This was achieved through coding data based on specific questions it was answering. Excel accounting package was also used to analyze data presented in percentile. This made it easy to present data in frequency table form. In addition, quantitative data was analyzed using Statistical Package for Social Sciences (SPSS). This was achievable through inferential statistical analysis and percentile through finding the correlation between variables and to compare the performance between the hearing impaired and non-hearing impaired learners.

4.1 Descriptive Results: This section presents frequencies and percentages on literacy outcomes and other associated variables on the factors that contribute to low reading and writing achievement among learners with hearing impairment.

Table-1

Descriptive results of literacy outcomes between hearing impaired and non-hearing impaired learners

READING MEASURES	Hearing Impaired		Non-Hearing Impaired	
	Mean (SD)	Highest score (%)	Mean (SD)	Highest score (%)
Alphabetic Knowledge				
letter name knowledge	.17 (.37)	1 (17%)	.57 (.50)	1 (57%)
letter identification	.63 (.49)	1 (63%)	1.00 (.00)	1 (100%)
Peabody Picture				
Vocabulary Test	28.57(1.69)	30 (95%)	27.10 (2.72)	30 (90%)
Peabody Vocabulary Test	1.93(1.33)	5 (19%)	9.10 (1.66)	10 (91%)
Reading	1.66 (.95)	4 (33%)	3.33 (1.15)	5 (67%)
Comprehension	2.80(1.88)	7 (40%)	5.96 (.85)	7 (85%)
Writing	4.53(1.77)	6 (38%)	9.00 (3.00)	12 (75%)
Narrative	4.63(2.38)	7 (66%)	4.17 (1.82)	7 (59%)
Home possession	2.10(1.34)	5 (42%)	2.73 (1.36)	5 (55%)
Socio-economic status	2.90(1.84)	6 (48%)	3.80 (1.39)	5 (63%)
Home Literacy Environment				

Table 1 presents descriptive results of performance in literacy skills between hearing impaired and non-hearing impaired learners. The table shows that the mean score in alphabetical knowledge (letter knowledge) among the hearing impaired respondents was 0.17 (Standard Deviation= 0.13) and a percentage of 17%. On the other hand, the non-hearing

impaired learners had a mean score of 0.57 (SD = 0.50). The percentile performance was 57%.

The table shows that hearing impaired learners performed better on the PPVT as compared with the non-hearing impaired learners. The mean, standard deviation and percentile for the hearing impaired were 28.57, 1.69 and 95% respectively. For the non-hearing impaired learners, the mean score was 27.10, (SD =was 2.72) and a percentage was 90. The total score for PPVT items was 30.

The ability to read words had a maximum of ten (10) items. The mean score in reading among children with hearing impairment was 1.93, (SD= 1.33) and percentage of 19. The highest score in reading was 5. For the non-hearing impaired learners, the mean score was 9.10, (SD=1.66) and 91% performance. The highest score among the non-hearing impaired learners was 10.

Furthermore, the table shows the performance in reading comprehension between the hearing impaired and the non-hearing impaired learners. Among the hearing impaired learners, the mean was 1.66 (SD=0.95); (33%). On the other hand, the non-hearing impaired learners scored a mean of 3.33, (SD=1.15) (67%). The total items for reading comprehension were five (5).

The table also shows the performance in writing between the hearing impaired and the non-hearing impaired learners. The average score among the hearing impaired was 2.80 (SD= 1.88); (40%). Among the non-hearing impaired learners, the mean performance was 5.96 (85%), (SD=0.85). The total reading items were seven (7). The findings are in agreement with the hypothesis that writing achievement among children with hearing impairment is low.

The other variable measured was narrative. The table shows that the hearing impaired learners performed poorly at narrative as compared with the non-hearing impaired learners. The mean performance in narrative among the hearing impaired learners was 4.53 (SD=1.77); (38%) mean score among non-hearing impaired learners was 9 (SD=3.00) (75%). Twelve items were available.

Table-2
Presents bivariate correlations between all variables included in the analyses

		1	2	3	4	5	6	7	8	9	10	11
1	Age	1										
2	School	-20	1									
3	IMPT	-43**	.55***	1								
4	PPVT	.13	-10	-31*	1							
5	COMP.	-21	.22*	.62***	.04	1						
6	L.K.	-28*	.19	.41**	.13	.38**	1					
7	L.ID.	-28	.19	.47***	.02	.46***	27	1				
8	Reading	-29	.48***	.92***	-22*	.64***	.42**	.47***	1			
9	Writing	-26	.29*	.74***	-16	.51***	.54***	.64***	.75***	1		
10	Narrative	-30		.67***	-01	.54***	.51***	.34**	.71***	.62***	**1**	
11	HLE	.02	.15	.27	.06	.30	.17	.38**	.28	.25	.30	1

Note: correlation is significant at .05

Key: IMPT.= Impairment
COMP. =Comprehension
L.K. = Letter Knowledge
L.ID. =Letter identification
HLE. =Home Literacy Environment

Table 2 presents bivariate correlations between all variables included in the analyses. These are impairment, Peabody Picture Vocabulary Test (PPVT), letter knowledge, letter identification, reading, reading comprehension, writing, narrative, and home literacy environment (HLE). All these variables are moderately to strongly correlated with one another ($r > .64$). The correlation between impairment and reading was rather high ($r =. 92$) thus, supporting the hypothesis that reading skills in children

with hearing impairment are relatively low. Additionally, the correlation between impairment and writing was also high (r=.74) supporting the hypothesis that writing skills in children with hearing impairment are low. Impairment correlated with age and grade but not with gender. Gender was therefore not included as background variable in further analyses. The correlation between impairment and age was rather negative implying that children with hearing impairment were relatively older than the non-hearing impaired children. The correlation between impairment and PPVT was negatively significant but remarkably low given the fact that children are assumed to have poor language skills (*r* =.-31*). This however, suggests that children with hearing impairment did better on the PPVT (a non-verbal language test) compared to the non-hearing impaired learners.

4.2 Focus group discussions

In the focus group discussions conducted among teachers of hearing impaired learners, and chaired by the researcher, on the factors that contribute to low reading achievement among hearing impaired learners, most teachers cited understaffing in special education units as the biggest contributor to poor reading. One teacher observed that:

> *"A good number of teachers trained in special education opted to remain in the mainstream there by making the problem of shortage of teachers in special schools to persist. Shortage of teachers in our school has made most us to teach more than one grade in the same classroom at the same time making it difficult for us to concentrate on teaching. As a result, the quality of teaching is compromised".*

Additionally, teachers complained that most head teachers do not support Special Education schools as they consider special children as taking the much needed space for children without disabilities. The implication is that materials needed in the special schools are not provided. In fact, even the problem of trained special education teachers being marooned in the mainstream has been perpetuated by head teachers who refuse to allocate special education classes to trained teachers. Another problem that contributes to poor reading is lack of classroom space to conduct literacy lessons. One teacher complained that:

> *"We only have one classroom where all the grades (grade 1 to 9) are heaped. This creates a challenge because there is distraction as pupils do not concentrate on learning due to interruptions from other classes within the classroom. There are unnecessary movements because of having too many pupils in one classroom".*

The other issue raised by teachers during focus group discussions was the poor foundation of hearing impaired learners in reading and writing due to inadequate early childhood education facilities for deaf learners. Most teachers complained that a good number of deaf children entering school have poor literacy background. As they move up the education ladder, they fail to catch up with the challenges of education and hence they have continued to score poorly in reading. One teacher observed that:

> *"Pakistan has no Early Childhood Education Centres where deaf learners can acquire pre-school education before they enter grade one (1). The government has not invested in this area, so the deaf have continued to lag behind in reading and writing due to poor educational background".*

5. DISCUSSION

The study has established that learners with hearing impaired do not achieve high scores in reading and writing due a combination of factors. Learning to read and write is daunted task for learners with hearing impairment. The study has established several factors that impede children with hearing impairment from acquiring literacy skills.

Lack of visual learning and teaching materials in schools offering education to deaf learners has contributed to low achievement of reading and writing among learners with hearing impairment. Most of materials used to teach deaf learners are not related to the natural world of the deaf which is visual. The study established that materials used in schools for the deaf are designed to meet the needs of learners without impairment.

The other factor that contributed to low literacy achievement among children with hearing impairment was inadequate teaching time on the timetable. The timetable does not provide for extra teaching time to meet the challenges that come with hearing impairment. Other factors include

stigma and isolation suffered by hearing impaired learners at the hands of non-hearing impaired learners, understaffing in schools for the deaf and inadequate classroom space.

The study has also established that teachers of hearing impaired learners are not competent enough in sign language. Additionally, the sign language used in Pakistan's
Special schools do not suit the particular situation because there is still no consent build on uniform signs. Worse off, parents of hearing impaired learners do not have sign language skills. This makes it very difficult for hearing impaired learners to practice sign language at home, thereby making them (hearing impaired learners) not read and write at the same level as their hearing counterparts.

The study also established that the techniques used by teachers of hearing impaired learners to teach reading and writing are not suitable for hearing impaired learners. There are no teachers guides with suggested teaching methods; there is no curriculum and syllabus designed for learners with hearing impairment. The end result is that there is no uniformity in the way learners with hearing impairment are taught. This has impacted negatively on the literacy achievement of children with hearing impairment.

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