

Journal of Social Work and Sustainable Development (JSWSD)

ISSN: 2791-0520 (Print) eISSN: 2791-0539 (online)

Vol. 1, No. 1, (January-June 2021)

DOI: <https://doi.org/10.52587/jswsd.v1i1.4>

<https://jswsd.su.edu/article/17>

Investigating the Issues and Challenges faced By the Parents of Special Children in Their Education and Social Life

Abdul Waheed¹, Iqra Almas², Muhammad Imran Pasha³

Abstract

This study is about the issues and challenges faced by the parents of special children in their educational and social life. The goal of this study was to explore and describe the issues and challenges faced by parents of special children in learning and social life in Pakistan. The study has followed the quantitative research method. The researcher has conducted a research survey through a research tool. The research tool was a questionnaire. The data was collected from the sample of the population. The sample consisted of the parents of the special children. The study has found that parents of special children have to face a lot of problems and challenges and there is a need for some governmental steps to help them.

Keywords: Special Children, Social, Educational, Parents, Problems, Challenges.

1. Introduction

Tarlove (1991) said, “Disability refers to the impact of impairment upon the performances or activities commonly accepted as the basic elements of everyday living. Disability can be used when impairment, objectively defined, constitutes a hindrance to mobility, domestic routines or the occupational and might be communicational skills” Akbar, (2003) was of the view that, “Now the people are thinking that the disabled people can be responsible citizens if they have proper education and training. They can be proved productive people for their country.”

The number of persons with disabilities in Pakistan is unknown. People with disabilities face problems, rather than the general public. People with disabilities have many social businesses. People with disabilities don't even have a proper definition. A person with a disability is someone who has died as a result of an injury, illness, or relationship. Disruption is a disruption

¹ Associate Lecturer, Department Of Sociology, The Islamia University of Bahawalpur, Bahawalpur
abdulwaheed@iub.edu.pk

² Associate Lecturer, Department Of Sociology, The Islamia University of Bahawalpur, Bahawalpur
iqra.almas@iub.edu.pk

³ Lecturer Department of Political Science, Bahauddin Zakariya University, Multan
Muhhammadimranpasha1@gmail.com

to a paid career or work, including impairment of the audience, hearing impairment, and physical and physical disabilities.

Tahir (2015) stated that Issues and Challenges by Special children are commonly defined by “what a child *can't* do—milestones unmet, foods banned, activities avoided, or experiences denied. These hindrances can hit families hard and may make special needs seem like a tragic designation”.

Raheel (2014) was of the view that “Issues and challenges by the parents of special children are that some parents will always mourn their child's lost potential, and some conditions become more troubling with time. Other families may find that their child's challenges make triumphs sweeter and that weaknesses are often accompanied by amazing strengths” (Raheel, 2014)

2. The objective of the Study

The goal of this study is to explore and describe the issues and challenges faced by parents of special children in learning and social life in Pakistan.

Primary Reactions of Parent

Shock

Zenol (2016) claimed that parents often prove this when they learn that they have a child with a disability, as their families face unexpected and unprepared situations. This condition usually manifests as crying, lack of reaction, and helplessness. Parents found that children with disabilities were often shocked, helpless, depressed, and frustrated when they discovered that children with disabilities were traumatized.

Denial

(Seymour, M., 2017) concluded that some parents do not accept that their child has a disability. Rejection is a defensive mechanism that is caused by the fear of encountering unknown things. They feel anxiety, dissatisfaction with the child's future, and expectations that the family may need to acknowledge the child's responsibility for the disability

Suffering and depression

(Summitke & Schloman, 2012) claimed that having a child with a disability means destroying the dreams of the parents of the ideal child. The pain in this situation is similar to the loss of a loved one. Grief is a feeling to help families accept the disabled child. But frustration occurs at the end of the sad process. When many parents feel that they do not have the strength necessary to perform their duties, they are frustrated. With grief and grief, they can see returning home and avoiding social activities. On the other hand, when these behaviors are not too large, they will help the family to play its original role. It is unclear when grief and grief will be resolved. The time difference between families may vary.

Secondary Reactions

Feelings of guilt

(Ferrante, C., 2012) claimed that this response is most commonly observed in each family. Feelings are usually caused by parents thinking they have caused the child's disability or that God has punished them for some mistake. Parents with children with disabilities can help children control their anger.

(Brown, J. D, 2009) concluded that runaway anger is sometimes seen in parents who completely deny their parents. In studies with families of children with disabilities, it has been determined that parents are responsible for their child's disability and feelings within. In addition, mothers and fathers can only diagnose children with disabilities and face complex emotions.

Indecision

(Salceanu, C., 2020) claimed that although some parents can adapt relatively quickly even if their children are disabled, others do not. Anxiety about this situation may be a reason for family members to blame or ignore each other.

Anger

(Sen, E., & Yurtsever, S., 2007) concluded that anger may be a major obstacle to parents' acceptance of children with disabilities. Look at anger in two ways. In the first "inn", parents asked each other, "Why?" This anger is often considered a healthy response. But there is another type when someone who is not the source of the problem is angry. The community does not acknowledge the anger of dependent children with disabilities.

Shame

(Abidoglu & Gamasky, 2000) concluded that Parents grow their children into their children and therefore consider their disability as their fault. Therefore, they avoid being seen. Often, families are embarrassed when they care about the children of others.

Tertiary Reactions

Bargaining

(Abidoglu & GMC, 2000) concluded that for families, it is important for your child to become as healthy as a child with a disability. Families can deal with everyone who can. A bargaining health care professional, the media, or someone who thinks he is magical, even God. In most cases, parents will not readily admit their disability even if they receive information from professionals and receive help.

Acceptance and adaptation

(Holland, K., & Haegele, J. A. 2021) claimed that in this stage, families try to solve, understand and solve the problems of children with disabilities, but the negative feelings that other stages go through will never be lost. Compliance is the approval process. Adaptation is a final process. The organizing process is strongly influenced by the personal characteristics of the parents. The process begins when families realize they cannot change the fact that they have children with disabilities. Children's disability is vital because all family members make sacrifices for the sake of disability. The formation of family members with disabilities affects family relationships, family financial resources, family life, family plans, and future expectations. Such conflicts can put pressure on family members.

Special Education for Special Children

(Khan, Z., Khan, N. A., 2011) concluded that special education (a set of formal education designed for children with disabilities) is part of educational activities that focuses on the direct impact of teaching and learning and involves a special community. On the other hand, informal education is training that people can learn from their surroundings. In addition, any form of physical disability is always considered a barrier to effective education. In countries like Pakistan, the education of visually impaired children is a matter of serious concern where education, social advocacy, community behavior, and the socio-economic situation of the family cannot help such children.

(Hussain, S., Shahzadi, 2020) claimed that blind children are children who are partially or completely blind. In terms of courses, this is the responsibility of the institution. The purpose of this study was to investigate the curriculum for visually impaired children and their problems, especially for special education in the family system throughout Pakistan. Family adjustment is a process in which children adapt to their families through moral and administrative support from their elders and siblings. As we all know, Pakistan is one of the countries providing education infrastructure for visually impaired children. The education and practical training of blind students is an important feature of society. If these areas are ignored by the relevant authorities, it can be considered very unfair.

(Hussain, S., Shahzadi, 2020) were of the view that the Federal Government of Pakistan has made many efforts to protect blind children from suffering and enjoy their rightful place in society. These credits are a distraction for visually impaired children in Pakistan, as their disability affects their ability to obtain formal and informal information about their children and supervised learning through specialized education courses. This means that in regular classrooms, children who are completely blind or visually impaired need to learn professional skills centered on teachers. Such professional teachers are skilled and trained to teach such skills, such as qualified teachers and behavioral experts.

(Farooq, 2012) stated that in this regard, in addition to formal special education, non-formal education, community dialogue, and social participation also play an important role in instilling a sense of socialism in blind children. According to a report issued by UNICEF (2003), the history of special education for children with special problems and needs can be traced back to the

British era in the Indian and Pakistani subcontinent. To this end, Lahore established a school in 1906 to provide vocational and academic education for adults and children with disabilities in Lahore. In this report, the Historical Assessment of the History of Special Education provides a perspective for understanding the goals and functions of this part of education (UNICEF, 2003).

In addition, according to a 1985 World Health Organization survey on the importance of the special needs of Pakistani children, 10% of Pakistan's population is physically weak, such as blindness, emotional disorders, hearing impairments, physical disabilities, learning disabilities, mental disorders, And many disabilities. (UNICEF, 2003) The fact that blind children are seen in Pakistan with different socioeconomic statuses cannot be ruled out because, given the boundaries of the planet and socioeconomic status, there is no regulatory limit for the prevalence of this disability. Special education courses for special education; some researchers have emphasized this fact. In addition, in Pakistan's well-educated and educated areas, the need for special education has been regarded as one of the main goals of training, rehabilitation, and joint support programs for all children with special needs, especially those with special needs.

(Hussain, S., Shahzadi, 2020) were of the view that in this regard, current educational methods include some advantages and disadvantages. In 1982, the "Best Disabled Person of the Year" with the United States as a banner was an important indicator of the vulnerability of visually impaired children to their needs, problems, and perspectives. Specialized teaching methods are a type of training in academic research disciplines. It specifically outlines the visually impaired children in their own families and their learning and learning needs. The universal truth that cannot be ignored is that all children should be treated equally, and they have the same right to use learning opportunities and formal education to increase the psychological and intellectual potential of their individuality.

Khan, Hassan, and Arif (2013) emphasize the importance of special education for all children with various physical disorders. Special education is part of formal education and should be given equal attention (Malik, S., Manaf, 2013). On the other hand, even in the big cities of Pakistan, the special education status of visually impaired children is difficult to accept. The concept of "special education" shows that to educate these special children, many special exercises are required, including services for special children, normal children's behavior, and introductory skills.

(Malik, S., Manaf, 2013) stated that this can help such learners adapt to overall formal education, making it easier to accommodate their families. Often, the term "special" cannot be met with the support of special arrangements, such as special treatment and special facilities. In other words, special education is our moral responsibility. In addition, parents of visually impaired children must deal with various psychological and emotional problems. This is from the moment their child's problems, their anxiety, and anxiety begin to materialize. In Pakistan, the problem of special education courses designed for the visually impaired is very serious. For this reason, "counseling" is considered an important behavioral aspect in the neglected formal education of children. Many blind children are born with birth problems. All parents in Pakistan want to educate blind children as much as possible, and in this regard, they encourage these special children to participate in various social, educational, family, and behavioral activities.

Fatema (2015), emphasizes the importance of effective special education and an education system for visually impaired children. Therefore, it is necessary to provide a more professional infrastructure for visually impaired education in Pakistan. Visually impaired children are more vulnerable to social inappropriateness and hostility than neglected people and have a less social experience. Visually impaired children face feelings of loneliness and shame in their daily lives, while their peers have very low acceptance of their views. In addition, these blind children show a lack of faith and willingness to take responsibility. Many blind students experience problems managing their views in the classroom, and they face appropriate social skills in society.

3. Methodology

This research work is quantitative by nature and tried to explore the issues and challenges faced by the parents of special children in their education and social life. The universe of this research was parents of special children in Bahawalpur City. The respondents were selected by getting information from special children’s schools in Bahawalpur City. The researcher used a convenient sampling method and SPSS for data analysis

3.1. Research Design

The current research work is dependent on overview research. A Questionnaire is ready to direct an appropriate overview. The questionnaire is created on the Likert scale.

3.2. Target Population

The population under study was parents of special children in Bahawalpur City.

3.3. Sample size

A total of 100 respondents were selected by using a convenient sampling technique

3.4. Tool of Data Collection

The questionnaire was used as a tool of data collection in this study.

Table 1.

Response of the target respondents

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you face issues and problems because of your special children?	7.9%	15.7%	22.9%	25.0%	28.6%
Do you experience social pressure because of your special children and their illness?	15.7%	15.0%	15.7%	36.4%	17.1%

Do you have to face economic pressure because of your special children and their illness?	7.1%	15.0%	6.4%	40.0%	31.4%
Do you think you feel physical pressure because of your special children and their illness?	5.7%	11.4%	17.9%	27.9%	37.1%
Do you believe society has negatively played a role instead of supporting you?	5.7%	13.6%	11.4%	34.3%	35.0%
Do you think, the government does not help you in dealing with your problems?	15.7%	7.9%	0.0%	36.4%	40.0%
The government policies are satisfactory in this regard?	23.6%	0.0%	7.9%	7.9%	60.7%
Do you feel any problem in socializing with your children?	7.9%	7.9%	0.0%	55.7%	28.6%
Do you feel any problem with the education of your children?	15.7%	23.6%	0.0%	55.0%	5.7%
Does the attitude of the staff is good towards your children?	11.4%	5.7%	0.0%	29.3%	53.6%
Do you have any complaints with your relatives?	6.4%	8.6%	6.4%	60.0%	18.6%

This table shows the frequency distribution of " Do you face issues and problems because of your special children" on this statement 28.6 % of people were strongly agreed, 25.0% agreed, 22.9% neutral, 15.7% disagreed and 7.9% strongly disagreed. In response to "Do you experience social pressure because of your special children and their illness" on this statement 17.1% of people were strongly agreed, 36.4% agreed,15.7% neutral,15.0% disagreed and 15.7% strongly disagreed. In response to " Do you have to face economic pressure because of your special children and their illness" on this statement 31.4% people were strongly agreed, 40.0% agreed,6.4% neutral, 15.0% disagreed and 7.1% strongly disagreed. In response to "Do you think you feel physical pressure because of your special children and their illness" on this statement 37.1% of people were strongly agreed, 27.9% agreed, 17.9% neutral, 11.4% disagreed and 5.7% strongly disagreed. In response to "Do you believe society has negatively played a role instead of supporting you" on this statement 35.0% of people were strongly agreed, 34.3% agreed,11.4% neutral,13.6% disagreed and 5.7% strongly disagreed. In response to " Do you think, the government does not help you in dealing with your problems" on this statement 40.0% people were strongly agreed,36.4% agreed, 0.0% neutral, 7.9% disagreed, and 15.7% strongly

disagreed. In response to "The government policies are satisfactory in this regard" on this statement 60.7% people were strongly agreed, 7.9% agreed, 7.9% neutral, 0.0% disagreed and 23.6% strongly disagreed. In response to "Do you feel any problem in socializing your children" on this statement 28.6% of people were strongly agreed, 55.7% agreed, 0.0% neutral, 7.9% disagreed and 7.9% strongly disagreed. In response to "Do you feel any problem in the education of your children" on this statement 5.7% people were strongly agreed, 55.0% agreed, 0.0% neutral, 23.6% disagreed and 15.7% strongly disagreed. In response to "Does the attitude of the staff is good towards your children" on this statement 53.6% of people were strongly agreed, 29.3% agreed, 0.0% neutral, 5.7% disagreed and 11.4% strongly disagreed. In response to "Do you have any complaints with your relatives" on this statement 18.6% of people were strongly agreed, 60.0% agreed, 6.4% neutral, 8.6% disagreed and 6.4% strongly disagreed.

4. Discussion

A review of the results shows that parents of children with special needs who receive special children have mixed feelings about the challenges they face in connecting special children with normal children. Parents identified challenges that teachers and peers faced in school, such as emotional problems, academic activity and support, and areas of current need that are a source of interest for children with special needs. When talking about children's emotional problems, parents said that children's emotional dependence on the family, lack of friends at home, the need for independence and independence in daily chores and work, and the priority of play.

Identifying emotional problems automatically reveals the causes of the problem. For example, some parents report that their children do not have a peer group at home, so they do not understand their emotional activity at school. As it is, they show monopoly and do well. After their relationship, they have priority for the person who helped them. Previous studies have helped answer these questions. For example, children with special needs in regular schools face a relatively difficult time participating in socially informal education programs designed for them, as these children are cut short. And those who are not accepted by friends are few and their lineage small. Their classroom network is generally larger than that of their older peers, as they encounter behavioral issues, such as strong parenting issues, but why do these children have trouble building and maintaining relationships with friends and peers? Consent, like the parenting growth behavior of middle school, plays a major role in their social development (Sbaiti, N. J. 2008).

In addition, parents are concerned with the academic performance of children with special needs. If parents want special children to participate in inclusive education, their primary goal is academic activity. Parents report academic test scores, writing problems, poor memory, long curricula, selection problems, insufficient attention, learning difficulties, and learning and learning problems under learning disabilities. This is a general concern for parents, as the study diagnosed children with childhood mental illnesses such as voice quality disorders, dementia syndrome, brain damage, learning disabilities, and developmental delays. Most of them have clinical features that diagnose disease, for example, brain injury is a problem in learning physical and acting out.

5. Conclusion

Based on the above-mentioned results, it can be concluded that parents of children with special needs are facing the problems they face and are very ready to be a part of the education system that includes them. These children are finally accepted by their families and lead healthy, cooperative life. Although parents are worried about going to school and children face many problems, they are still struggling.

References

- Ahmed, D. A. A., Hundt, G. L., & Blackburn, C. (2011). Issues of gender, reflexivity and positionality in the field of disability: researching visual impairment in an Arab society. *Qualitative Social Work, 10*(4), 467-484.
- Ahmed, S., Newaz, S., Mahbub, S., Mahmud, M. I., Sultana, S., Malik, N. J., ... & Fatema, K. (2015). Accessibility audit for mainstreaming the rights of the persons with disabilities in Bangladesh. *IN: Shaw, RJ (ed). Water, sanitation and hygiene services beyond.*
- Azeem, M. W., Dogar, I. A., Shah, S., Cheema, M. A., Asmat, A., Akbar, M., ... & Haider, I. I. (2013). Anxiety and depression among parents of children with intellectual disability in Pakistan. *Journal of the Canadian Academy of Child and adolescent Psychiatry, 22*(4), 290.
- Brown, J. D., & Rodger, S. (2009). Children with disabilities: Problems faced by foster parents. *Children and Youth Services Review, 31*(1), 40-46.
- Farooq, M. S. (2012). Problems faced by students with special needs in ordinary Pakistani schools. *Journal of Quality and Technology Management, 8*(1), 13-27.
- Felfe, C., Rainer, H., & Saurer, J. (2020). Why birthright citizenship matters for immigrant children: Short-and long-run impacts on educational integration. *Journal of Labor Economics, 38*(1), 143-182.
- Ferrante, C. Body, sports and motor disability in the City of Buenos Aires. Tensions between the reproduction and the questioning of domination. *Revista Española de Discapacidad, 1*(1), 159-178.
- Holland, K., & Haegele, J. A. (2021). Perspectives of students with disabilities toward physical education: A review update 2014–2019. *Kinesiology Review, 10*(1), 78-87.
- Hussain, S., Shahzadi, U., & Khan, I. (2020). Challenges to learners with disabilities in the higher education institutions in Pakistan: A review. *Research Journal of Social Sciences and Economics Review, 1*(3), 12-19.
- Khan, Z., Khan, N. A., & Haider, Z. (2011). A Study on Social Intelligence of the students of physical education. *International Journal of Sports Sciences and Physical education.(IJSSPE) Vol-II, Issue-I.*
- Malik, S., Manaf, U. K. A., Ahmad, N. A., & Ismail, M. Investigating Special Education Curriculum for Visually Impaired Children in Solving Family Adjustment Issues in Pakistan.
- Pope, A. M., & Tarlov, A. R. (1991). *Disability in America: Toward a national agenda for prevention.* National Academy Press, 2201 Consitution Ave., NW, Washington, DC.

Raheel, H. (2014). Coping strategies for stress used by adolescent girls in Riyadh, Kingdom of Saudi Arabia. *Pakistan journal of medical sciences*, 30(5), 958.

Rashid, A., & Tahir, I. (2015). The prevalence and predictors of severe depression among the elderly in Malaysia. *Journal of cross-cultural gerontology*, 30(1), 69-85.

Salceanu, C., & Luminita, S. M. (2020). Anxiety and depression in parents of disabled children. *Technium Soc. Sci. J.*, 3, 141.

Sen, E., & Yurtsever, S. (2007). Difficulties experienced by families with disabled children. *Journal for Specialists in Pediatric Nursing*, 12(4), 238-252.

Seymour, M., Giallo, R., & Wood, C. E. (2017). The psychological and physical health of fathers of children with Autism Spectrum Disorder compared to fathers of children with long-term disabilities and fathers of children without disabilities. *Research in Developmental Disabilities*, 69, 8-17.

Sbaiti, N. J. (2008). *Lessons in history: Education and the formation of national society in Beirut, Lebanon, 1920-1960s*. Georgetown University.