



## **IDENTIFY THE FACILITIES FOR STUDENTS WITH SPECIAL NEEDS IN PUBLIC SCHOOLS AT PRIMARY LEVEL IN PAKISTAN**

*Memona Ishaq*  
*Research Scholar*  
*Department of Special Education*  
*FUUAST*  
*Karachi – Pakistan*  
[memonaishaq@gmail.com](mailto:memonaishaq@gmail.com)

*Dr. Asma Masood*  
*Research Supervisor*  
*Department of Special Education*  
*FUUAST*  
*Karachi – Pakistan*  
[asmaidad@hotmail.com](mailto:asmaidad@hotmail.com)

### **Abstract**

*Students participate in the education program in a common learning environment with support to diminish, remove barriers and obstacles that may lead to exclusion. The aim of this study to find out the significant facilities that are providing in Government schools at primary level. Significant facilities and assistive technology are providing in Government schools at primary level for children with special needs. Teachers should also have knowledge about inclusive education. Simple random technique was used in this study. Data was collected by self- designed multistage close ended questionnaire through the survey method. Data was analyzed by SPSS. This study concluded that there are no significant facilities are provided in regular/Government schools .It is recommended that it's necessary to provide learning facilities so that students increase their*



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**Keywords:** Facilities, Primary Level, Students with Special Need.

### **Introduction**

Education plays a vital role in developing of a nation. Main purpose of education is to prepare a child as a good citizen. Schools are where normal and children with special need get education in the same academic environment and classroom.

According to (Hussain, et al., 2011) every child has different characteristics and individual differences. Its school duty to provide education according to their needs. School should guarantee same participation of all children. when school facilities are not providing enough facilities it effects the teaching and learning process. It influences the school results and performance. (Osuji, 2016) cited that Excellent school facilities are the powerful item to deliver the education programs in better way and create safe, secure, comfortable and healthy physical environment there are different types of school facilities like physical, teaching and learning facilities. According to (Afework & Asfaw, 2014) School building infrastructure like wide classroom, proper ventilation systems, proper ventilation systems, ramp and railing, proper toilets are included in physical facilities but in teaching facilities are white board, projector, audio visual aids learning facilities are large printed text books, charts ,flashcards ,maps, electronic materials., shuttle buses, clinics, sports facilities and counseling centers are also included in school facilities. (Limon, 2016) cited that Its administration duty to determine that educational facilities are providing in better way to enhance teaching and learning. According to (Awan, 2018) Effective learning cannot take place without suitable facilities. School facilities provide students an environment where students can learn and work better.



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Unfortunately, in Pakistan mostly in Government education system have lack of facilities that influence the school result and performance Mostly in

school there is no proper toilet facility (commode system for physical handicapped students, furniture according to children needs, not proper transport facility, hygienic water, electricity issue, large printed books, audio visual aids, ramp and railing, space for wheel chair in classroom, lack of first aid facility. The purpose of this research is to investigate the no of students with special needs and types of facilities are providing for these students in government schools at primary level.

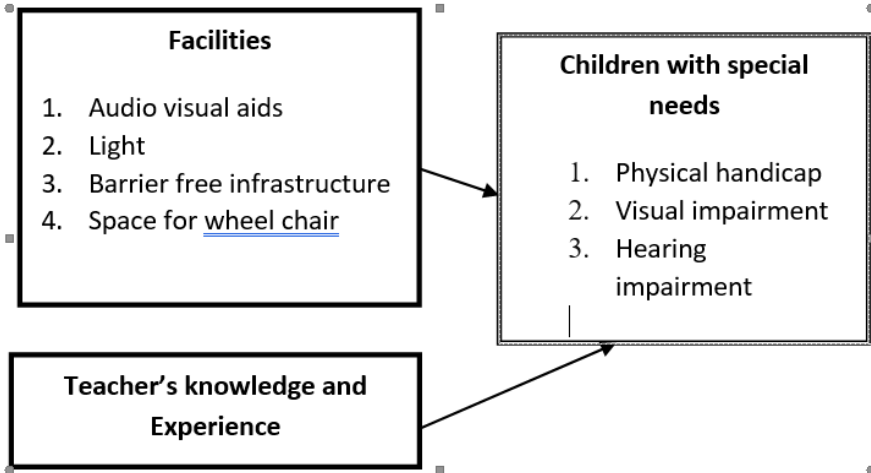
### **Objectives**

1. Find out physical facilities for children with special needs in Government primary schools.
2. To explore the problems faced by children with special needs at Government primary level.
3. To investigate that teachers have knowledge and experience dealing with children with special needs.

### **Hypotheses**

1. Significant facilities/assistive technology are provided in Government schools at primary level for children with special needs.
2. Teachers have relevant knowledge and experience about children with special needs

**Conceptual frame work** Independent variables Depended variables



### Methodology

It is descriptive research in which survey method has been adopted. The scope of this study was limited to district south. The sample size of this study was 130 primary school teachers that was 30% of the target population selected through Systematic Random Sampling. A self-made questionnaire having 25 items have been used to collect data. Researcher personally visited the selected schools as per data and time. Data was analyzed through SPSS version 21.

### Result and discussion

#### Hypothesis 1

Significant facilities/assistive technology are providing in Government schools at primary level for children with special needs.



### One-Sample Statistics

|                   | N   | Mean   | Std. Deviation | Std. Error Mean |
|-------------------|-----|--------|----------------|-----------------|
| School facilities | 130 | 2.6554 | .47838         | .04196          |

### One-Sample Test

|                   | Test Value = 0 |     |                 |                 |                                           |        |
|-------------------|----------------|-----|-----------------|-----------------|-------------------------------------------|--------|
|                   | t              | Df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |        |
|                   |                |     |                 |                 | Lower                                     | Upper  |
| School facilities | 63.289         | 129 | .000            | 2.65542         | 2.5724                                    | 2.7384 |

According to above table the tabulated value of t-test is 63.289 and degree of freedom is 129 the value of (2-tailed) significance is .000 is smaller than level of significance it means null hypothesis (there is significant facilities/assistive technology are providing in Government schools at primary level for children with special needs.)is rejected and alternate hypothesis is accepted it means that in public schools there is no significant facilities are providing in regular schools.

### Hypothesis 2

Teachers have relevant knowledge and experience about needs of students with special needs in Government schools.



### One-Sample Statistics

|                        | N   | Mean   | Std. Deviation | Std. Error Mean |
|------------------------|-----|--------|----------------|-----------------|
| Teachers qualification | 130 | 2.4092 | .51088         | .04481          |

### One-Sample Test

|                        | Test Value = 0 |     |                 |                 |                                           |        |
|------------------------|----------------|-----|-----------------|-----------------|-------------------------------------------|--------|
|                        | T              | df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |        |
|                        |                |     |                 |                 | Lower                                     | Upper  |
| Teachers qualification | 53.769         | 129 | .000            | 2.40923         | 2.3206                                    | 2.4979 |

Table 4 shows that t(tabulated value) is 53.769 and degree of freedom is 129. here value of sig(2-tailed) is .000, which is less than level of significance 0.5. it means null hypothesis is rejected (Teachers have relevant knowledge and experience about needs of students with special needs in Government schools). and alternate hypothesis is accepted teachers have no relevant knowledge and experience about needs of special students in public schools.

### Conclusion

In this study it is clear that facilities are not properly provided in Government schools. Teachers do not have enough knowledge regarding the needs of students with special needs in public schools. Therefore, proper facilities should be provided to



increase students' performance. Its administration and government duty to train teachers time to time of pre service and in-service teachers about students' needs assessment process and how to handle students with special needs.

### **Recommendations**

1. Confronting the objective and results following necessities (space for wheel chair in classroom proper toilets (commodes), proper ventilation) must provide for students to gain better performance.
2. School administration and Government urgently need to upgrade physical facilities sand its Government duty to arrange sessions for pre service and post service educators or teachers to handle students with special needs. It is government's duty to arrange training sessions for pre service and post service educators or teachers.



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