

IMPACTS OF SPECIAL EDUCATION ON PERSONALITY OF SPECIAL PEOPLE

M. Hussain¹, M. K. Khattak², N. Butt³, N. Hussain⁴, M. H. Afridi⁵, M. A. Naeem⁶

^{1-2,4,6}Department of Social Work and Sociology, Kohat University of Science & Technology, ²Institute of Education & Research, Kohat University of Science & Technology, Kohat, PAKISTAN.

¹secretmalik@yahoo.com, ²mamoonkk@gmail.com, ³nb840@yahoo.com, ⁴naqeebshah@yahoo.com
⁵hussain_humble@yahoo.com, ⁶arif.naeem258@gmail.com

ABSTRACT

Disabled people are also a part of our society. They have the same rights which are given to normal people. They also have the right to live with grace, honour and dignity. However, it is a fact that disabled people are useless until and unless their transformation happens through special education. It is the special education which recognizes immobilized as the special ones in the mainstream society. The study was an attempt to know the role of special education in the personality development of disabled people. The study was conducted through senses method and 35 respondents were taken in written observations through a specific questionnaire. The main hypothesis of the study was how special education becomes disabled as special and how special education develops the personality of the disabled member. After data analysis the fact was discovered that special education totally changed the personality and behavior of the disabled member. It helps the disabled people to polish not only their personality but also give them some specific skills and expertise in various fields by means of which they can enjoy a prosperous, useful and honorable life.

Keywords: Personality, Development, Special, Disabled, Prosperous

INTRODUCTION

It is a common belief that the absence of one is the presence of other, the presence of light is the absence of dark. Similarly we can apply the same concept for ability and disability. The presence of ability is the absence of disability but some time the situation is different when the presences of disability cause the absence of ability. When we observe all society we find many persons with disabilities. These disabilities cause some intractable problems and alarming challenges to the society in general and to the person in particular. They need special attention and special care in order to survive in a positive manner and as useful citizens of the mainstream society. There was a time when disabled were considered useless and even sometime as burden on society, but with the rapid enhancement of humanism and advanced other humanistic social philosophies changed the scene absolutely resulting giving new title to the people with some disabilities and were termed as 'special'. Strong voices were raised and were placed in the policy making regarding the special members in order to support them which finally enable them to come out from the depth of hopelessness and despair to the world of hope and optimism.

According to doctor 'Watson' ,All those members of the mainstream society who have single are more disabilities and their bodies which are effecting their normal life functions are called disabled, as they need special attention of other people for rehabilitation and social adjustment that is why they are said to be special(Special Education and Socialization-1993

pp 239-245)

According to 'Sheldon J Korchin', Member of human society who needs others support and extra attentions for functioning in performing life activities are known as special people (Abnormal psychology-1986 pp 48-79)

Special education play important role in the development of the personality of special people. By personality we mean the phenomena of growth. It falls into two patterns enlargement and change. The leaf expands as it grows but it does not alter its essential form. The butterfly on the other hand passes through dramatically different stages of change enroot to adult hood. Man illustrates both kinds of development. Bone, muscle and fat become larger and heavier but like the leaf they retain essentially the same structure throughout the whole life. Man's psychological and overt actions bear a closer can ship to the butterfly, for they undergo major changes during the first dozen years of life. The development of an individual's personality furnishes a classic example of how changes in organization characterize the growth process.

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Special Education Scenario in Pakistan

The education of the disabled children in Pakistan starts in 20th century when Pakistan was part of the Indian sub-continent under the control of British Governance. The earliest school was established in the first and second decade of the 20th century in the provinces of the Punjab and Sindh. The two earliest schools were established in 1906 and 1914 at Lahore and third in 1924 at Karachi by voluntary organizations.

After gaining independence from British government in 1947, a new state had many challenges to face including rehabilitations of the immigrants and building of socio economic system. The super structure required for the economic development was also inadequate including power, communication health and education. Due to these reasons, perhaps the efforts for the education and rehabilitation of special children and adults were neglected.

The subject of education is on concurrent list of the federal, provincial and local government control the system of special education. At the provincial level the ministries of social welfare also involved to some extent, but there is no link between the two ministries.

The effective role of federal government started in the 1980's when 1981 was declared international year of the disabled by the United Nations. The awareness about special education increased. The attention of the society was effectively diverted in this direction. Till 1981 the education, training and rehabilitation of special children were the responsibility of ministry of education and social welfare. In 1982, the subject of special education was transferred to ministry of health & welfare at federal level. The director general special education was created in 1985 as attached department of ministry of health and social welfare. Division of the 10% figure into age groups indicated the following estimated maximum level of need. Children under five who required some form of support as well their families. 1.2 million (12 lacks). Children aged 5-14 who required some form of special

education 3.1 million (31 lacks). Young people up to the age of 20 who will need further education, training and employment opportunities- 1.1 million (11 lacks). Disabled adults requiring support including training, technical and welfare support and possible assistance to gain employment- 4.6 million (46 lack).

Special Education in District Kohat

Like other cities of Pakistan, efforts form special education in district Kohat is under the consideration of those who are concerned with the issue. In this connection two institutions have been established to address the issues related with the disabled of various form in district Kohat

Nishter special education

The first institution is NISHTER SPECIAL EDUCATION; which was established by federal Government in 1987. This institute was established to educate and rehabilitate only visual impaired special people, but later it was also opened for physical handicapped. In the beginning it was limited to primary level but later it was upgraded up to middle. Various special peoples are getting basic education as well as vocational training. At present there are 38 students studying in various classes. Blinds students are taught through proper mechanism known as BRAIL.

Government institute for deaf and dumb

The institution has stepped up concert efforts for the rehabilitation of the disabled peoples who have hearing and speaking disabilities. This institution was formed in at 1987 by the provisional government of N.W.F.P. in the beginning this institution was installed up to only primary level but later it was upgraded up to middle and metric. At all level from the early beginning it captured a total of 132 peoples with different disabilities from the whole district.

STATEMENT OF THE PROBLEM

The main aim and purpose of the study in hand was to evaluate and assess the overall socio-economic and psychological impact of the special education on the personality of special people who have completed their special education and are serving in different departments.

OBJECTIVES

The objectives of the study were:

1. To know about the changing and growing personality traits of special people through special education.
2. To know about the adjustability of special people in mainstream society after getting special education.

DELIMITATION OF THE STUDY

Disabled and special people were in a great number in district Kohat but the scope of the study was limited only to those special people who have completed the special education and are serving in various departments in order to know the impacts of special education on their personality.

LITERATURE REVIEW

Generally over the ages, the disabled have been reject and exploited by the society, the early history of the handicap is particularly pathetic and tragic during ancient times. Greek and Romans did not believe the weak or disabled were the candidates for education e.g. The

Greeks did not allow disabled children to live. Greek infant were examined by council of elders, and if the child appeared to be weak or disabled, it was thrown for a cliff or abandoned in mountains to die. In early Roman society, children who were blind, deaf or mentally retarded were thrown by their parents into the Tibet River (Hypocrites (460 – 377 BC). The efforts of the religious groups and missionaries should also be given credit for early efforts to educate the disabled. The physicians also involved themselves in 8th century and in giving attention to special children were well ahead of the teachers.

Horn (1924) wrote a book, which is the first text book dealing with the Education of exception children. Horn classified the special children to assist in provision of educational services in the following manner: i) The most highly endowed group, ii) The most poorly endowed group, iii) Children who are exceptional for reasons primarily temperamental, iv) Incurribles and truants, v) Speech defectives, vi) Children who are exception for reasons primarily physical, vii) The deaf, viii) The blind, and ix) The crippled.

The similarities between Horn's first system for classifying exceptional children and the one currently adopted by Host professionals in special education are striking. The most highly endowed are today called gifted and talented. They are exception because of their superior performance on intelligence tests and their unusual skills in specific areas, such as art, music, and so on. The most poorly endowed are today called mentally retarded. They are exceptional because of their inferior performance on intelligence tests are and their lack of facility with the most fundamental tasks such as eating, dressing, reading, writing and so on. Then incurables and truants of yesterday are the emotionally disturbed students of today. Their behavior is the source of their problems. The parallels in the categories of speech defectives, deaf, blind and crippled should be obvious. In fact, the only difference in the list of categories recognized by the first classification system for exceptional students and the contemporary scheme is the absence of the learning disabilities from the former. Since the category of learning disabilities is a product of the sixties, the students in it today were probably those who were incorrigible, poorly, endowed, speech defective, or undetected in earlier times.

The invention of Braille type writer and stereotyping machine by Frank Hall in 1890 and the introduction in the USA in the 1920s which allowed Braille to be printed on both sides of a page, opened the way for a richer supply of embossed books. Standard English Braille was officially accepted in USA in 1916 and as the universal system for the English speaking world in 1932. In 1858 the American printing house for the blind was founded in Louisville, Kentucky. History of the working with mentally retarded children starts from 1798 when Jean Marc Gaspard Itard, the French physician started training of a boy, later named Victor who was living with animals. In 1840, residential rehabilitation program was started in Switzerland. This program was the first mental retardation program and was named as Abendberg. Later residential institutions were established throughout Europe and Great Britain by the mid 19th century. In USA Samuel Gridley Howe, the first director of Perkin school for the blind in Boston developed the first American mental retardation institutions in 1948. It was initially part of Perkin institute, and later became, a separate institutor known as the Walter E. Fernald State School. Soon it was realized that residential institutions for the people with mental retardation isolated them from the society and in many cases courts ordered closure of institutions because they were operated under inhuman conditions. In 1876 the American association on mental retardation was founded. In 1960s the philosophy of normalization began to influence the field of mental retardation. This resulted in de-institutionalization of people with mental retardation.

Compulsory education has been in effect in schools for the blind and the deaf since 1948, and in schools for the mentally retarded, physically impaired, and in health impaired since 1979.

Special education in Japan began with the foundation of the school for the Blind and Deaf in Kyoto in 1878. Two years later, in 1880, Rakuzenkai School for the blind was established in Tokyo. There are two institutions for training the teachers for special education, one is the department of special education, in the institute of education and research university of Dhaka which was established in 1993 to train teachers on visually impaired, mentally retarded, hearing impaired. Department of special education trains teachers for 3 years in B.ED (Hons) and one year M.ED Degree in special education. Another teacher training college for special education the National Centre for Special Education (NCSE) under the department of social services, ministry of social welfare, government of Bangladesh. NCSE has three residential schools for hearing impaired, mentally retarded and visually impaired students for practice teaching. NCSE has started bachelor of special education degree (BS Education) from 1995.

The early efforts for the education of special children have been mentioned above, which took place in various parts of the world including Europe, North America and Asia. The education of special children is closely related to the provision of trained staff and special educational needs. The special educational needs are dependent on the technological advancement. Therefore the scene of special education services in technologically advanced countries is quite different from the services in technologically less developed countries.

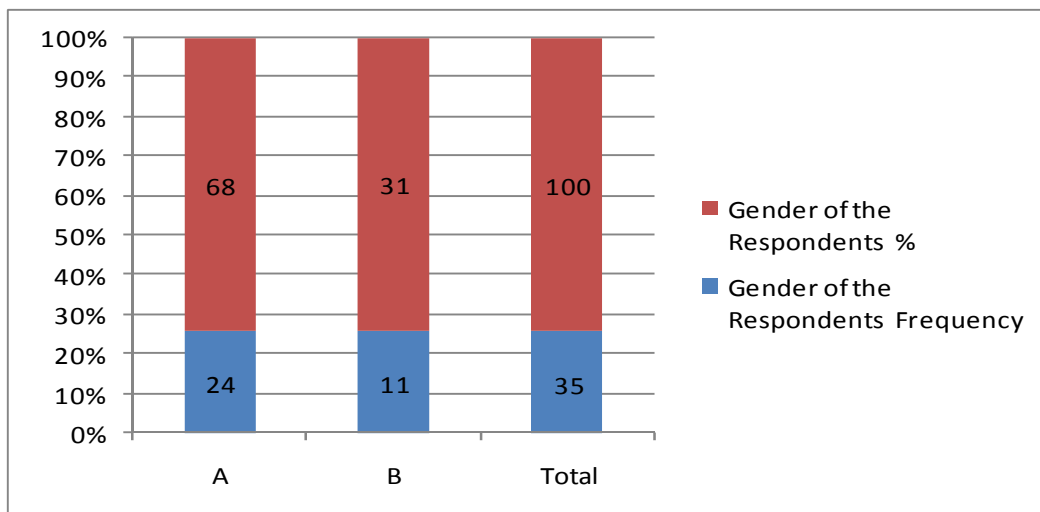
METHODOLOGY

The study was conducted by selecting purposive sampling and census method was applied as data was collected from all the trained special people. Questionnaire was used as data collection technique. All the information was gathered in written form from the nominated respondents. Questionnaire was pre-tested on three respondents for getting more reliable information. Though special education and its impacts on the personality was a vast topic but it had been limited to only district Kohat. District Kohat was the universe of the study. Duration for the completion of this research was six months.

RESULTS AND DISCUSSIONS

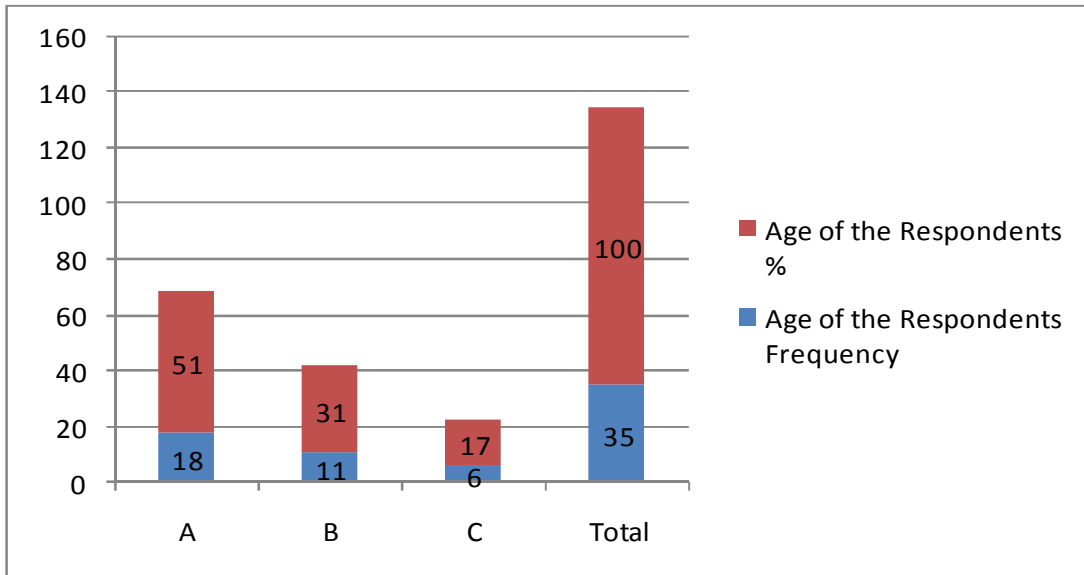
Data was analyzed by applying appropriate statistics which was as in the following:

Figure 1: Gender of the Respondents [Denotation: A= Male, B= Female]



Findings: Majority of the respondents 24(68%) were male.

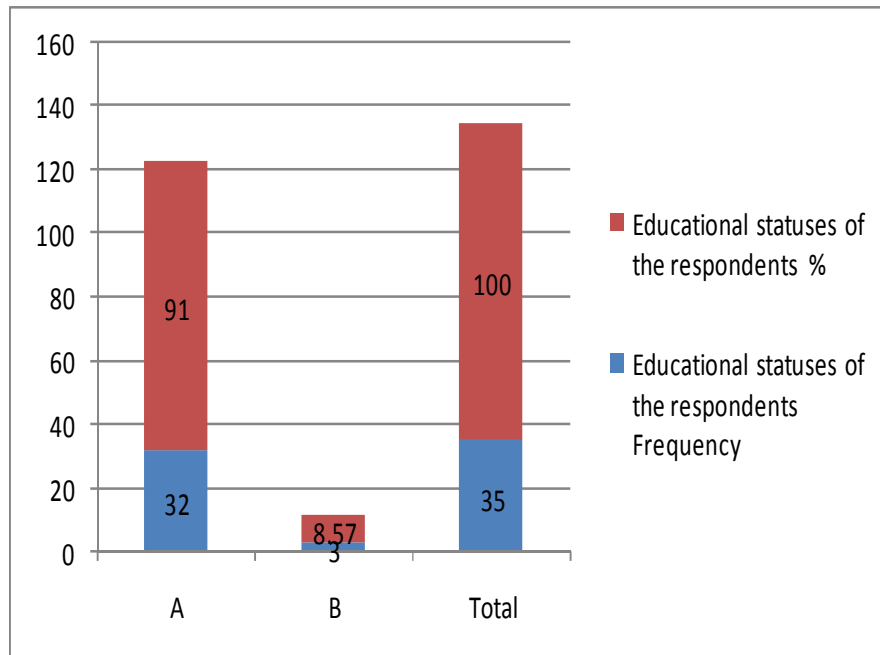
Figure 2: Age of the Respondents



Denotation: A= age b/w 20-30 B= age b/w 30-40 C= age b/w 40-50

Findings: Majority of the respondents' i.e.18 being 51% were in the age limit of 20-30 years.

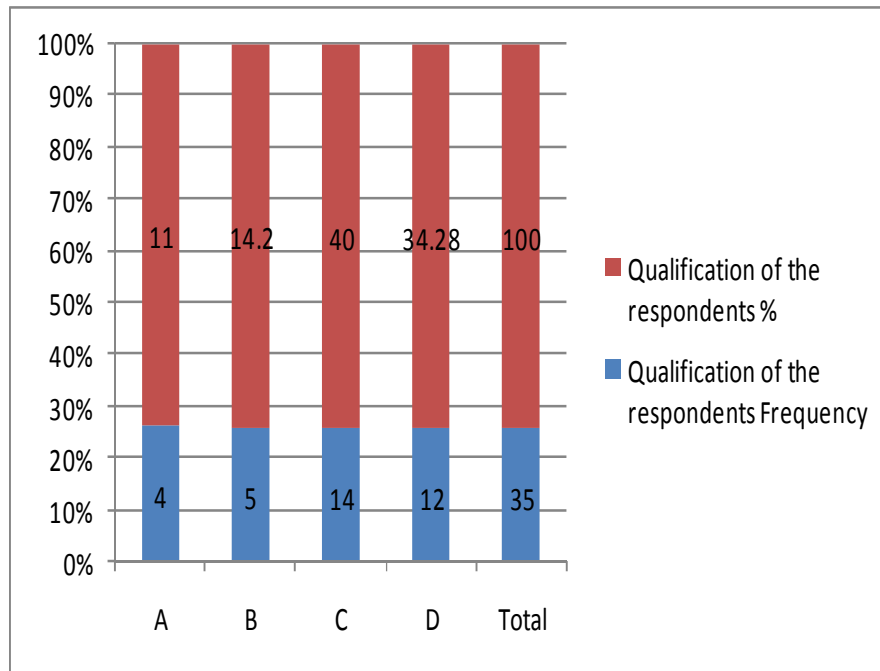
Figure 3: Educational statuses of the respondents



Denotation: A= Literate B= Illiterate

Findings: Majority of the respondents 32(91%) were literate.

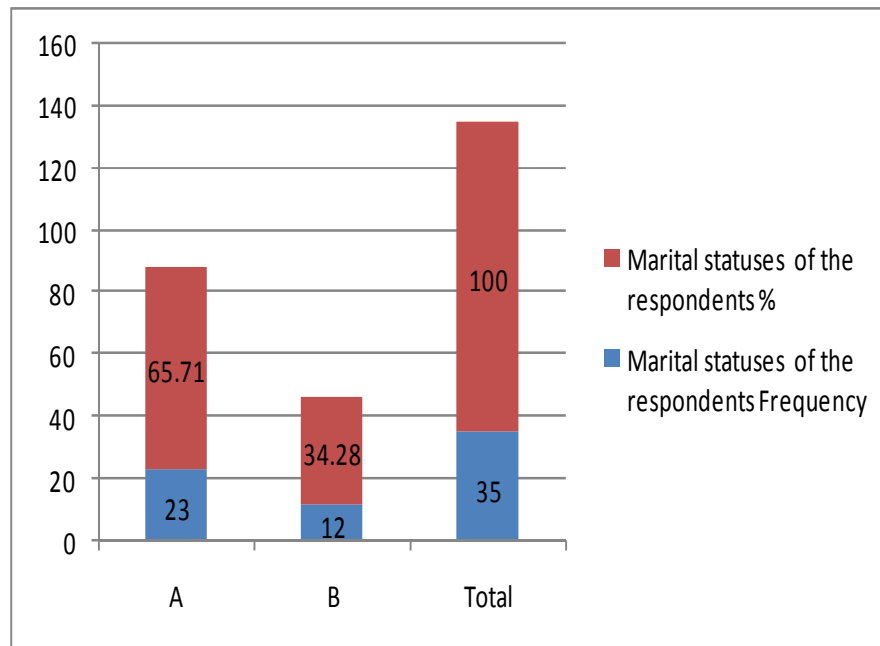
Figure 4: Qualification of the respondents



Denotation: A= Primary B= Middle C= High D= Above

Findings: Majority of the respondents i.e. 40% had high educational qualification.

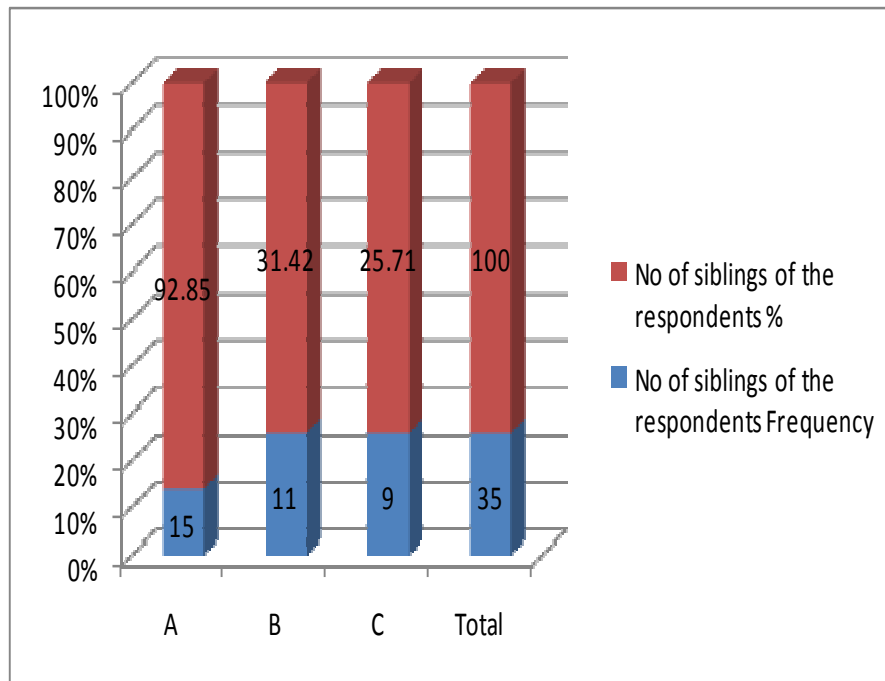
Figure 5: Marital statuses of the respondents



Denotation: A= Married B= Single

Findings: Majority of the respondents i.e. 23 being 65.71% were married.

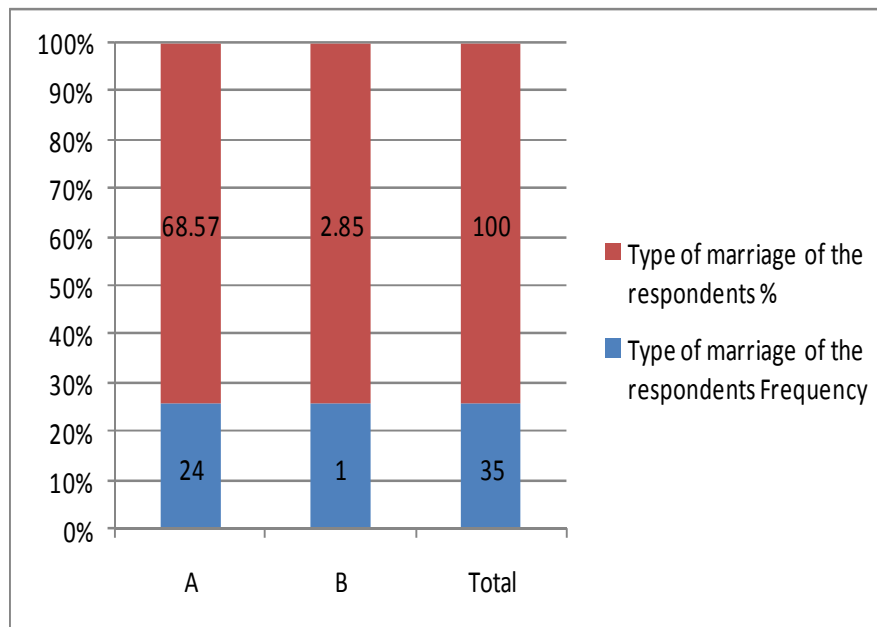
Figure 6: Number of siblings of the respondents



Denotation: A= 1 to 3 B= 3 to 5 C= Above 5

Findings: Majority of the respondents i.e. 15 being 92.85% have siblings from 1 to 3.

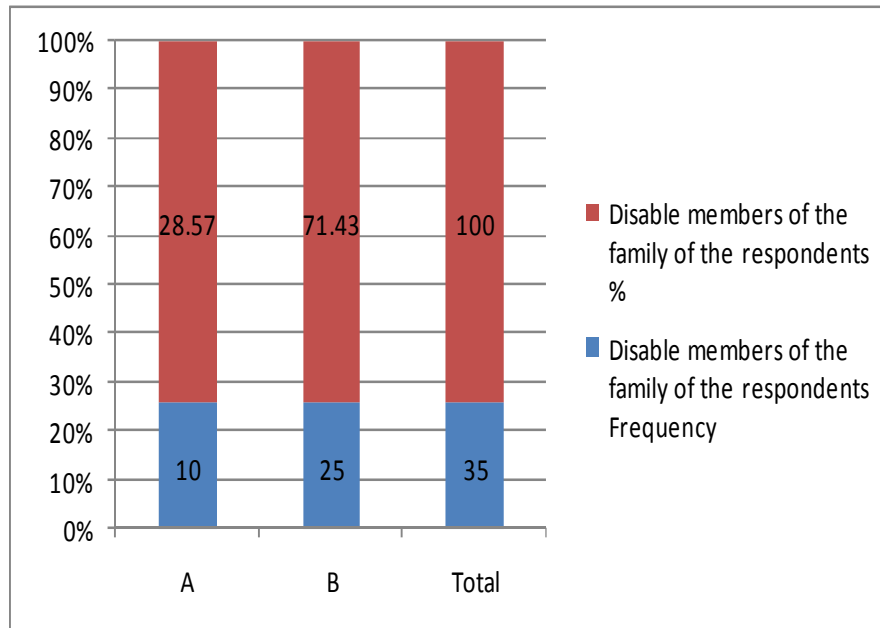
Figure 7: Type of marriage of the respondents



Denotation: A= Arrange B= Love

Findings: Majority of the respondents i.e. 24 being 68.57% have arranged marriage.

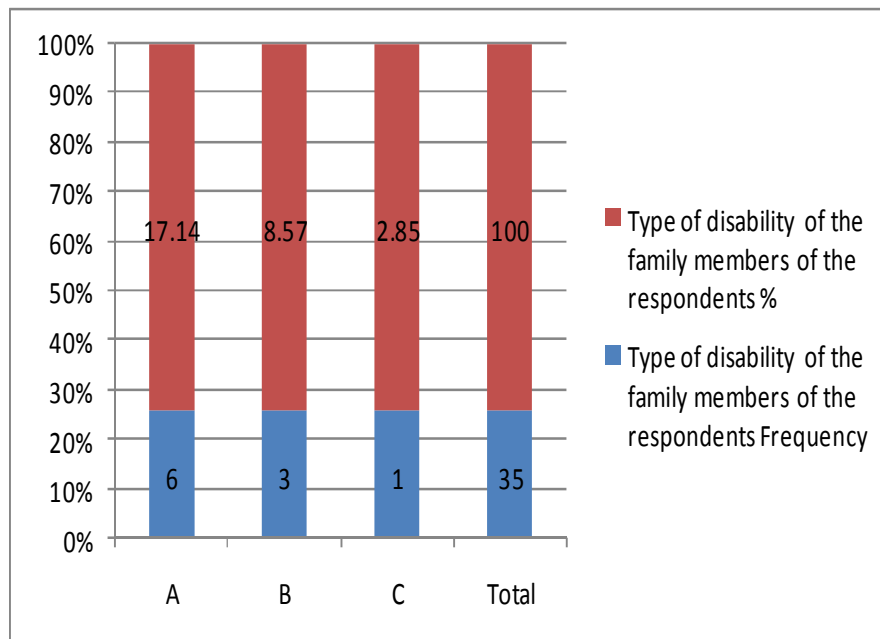
Figure 8: Disabled members of the family of the respondents



Denotation: A= Disabled B= No Disability

Findings: Majority of the respondents i.e. 25 being 71.43.% never claimed any disability of other family member.

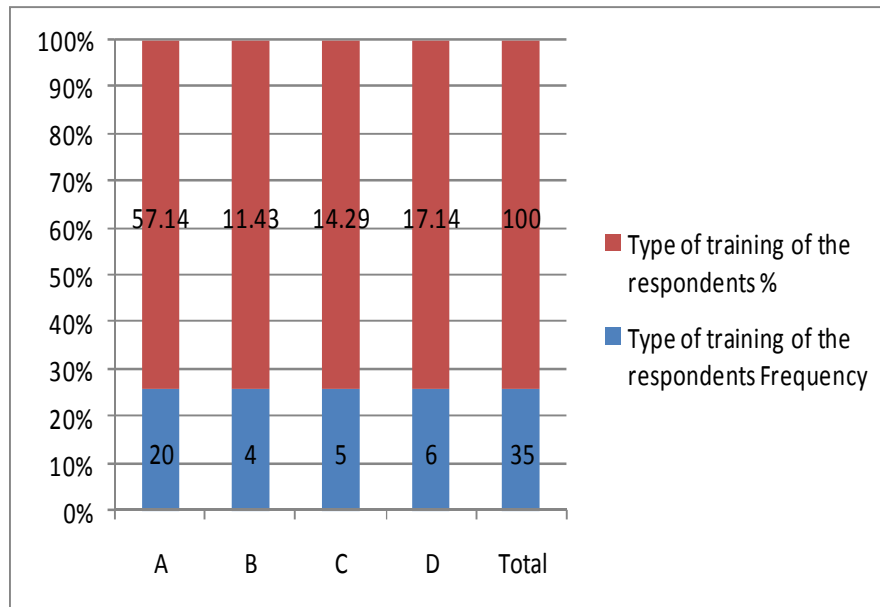
Figure 9: Type of disability of the family members of the respondents



Denotation: A= Physical Handicapped B= Visual Impaired
 C= Mentally Retarded

Findings: Majority of the respondents i.e. 6 being 17.14. % claimed physical disability of other family members.

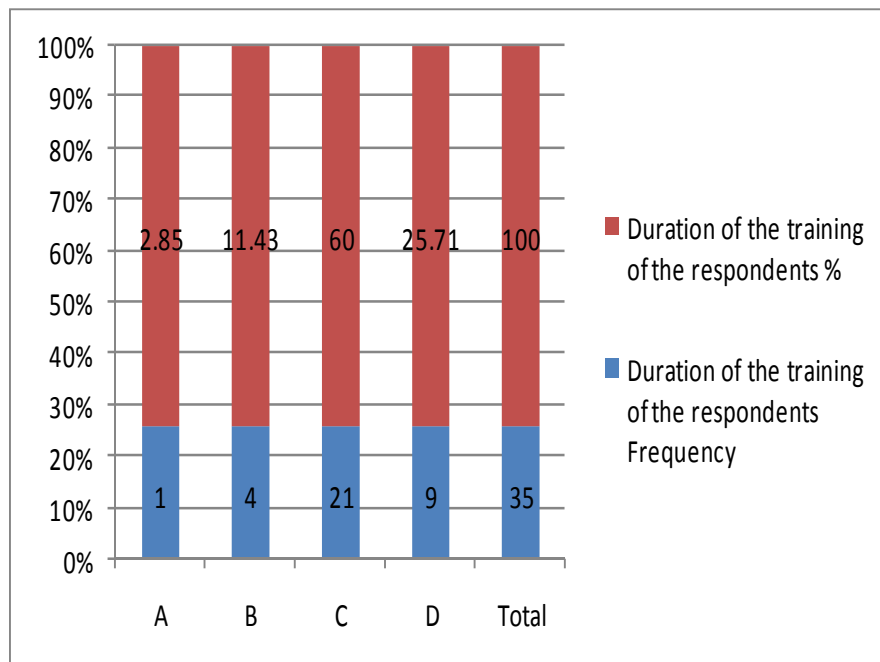
Figure 10: Type of training of the respondents



Denotation: A= Computer B= Mechanical C= Electrical D= Any other

Findings: Majority of the respondents i.e. 20 being 57.14. % has taken training in computer.

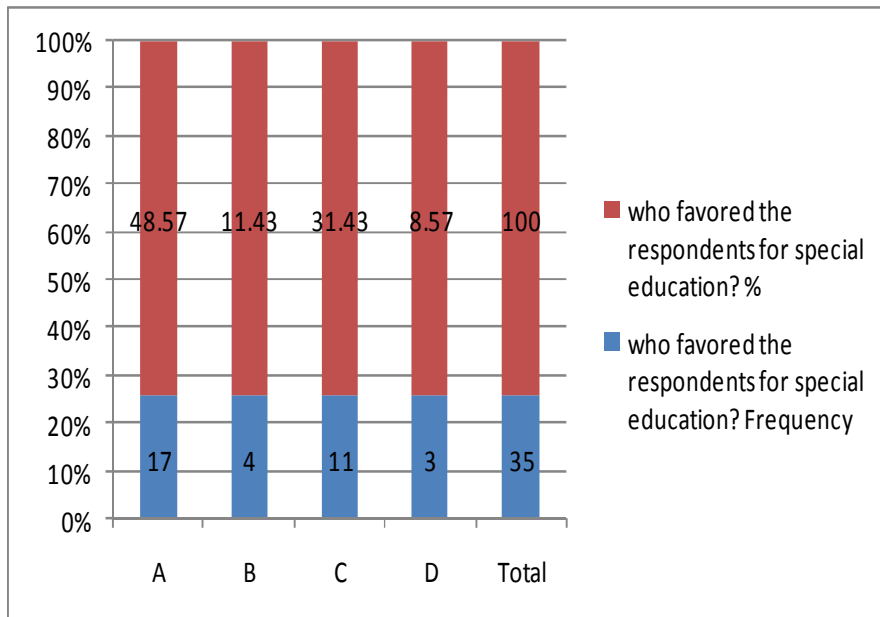
Figure 11: Duration of the training of the respondents



Denotation: A= 3 Months B= 6 Months C= 1 Year D= More then 1 year

Findings: Majority of the respondents i.e. 21 being 60 % have completed training in 1 year.

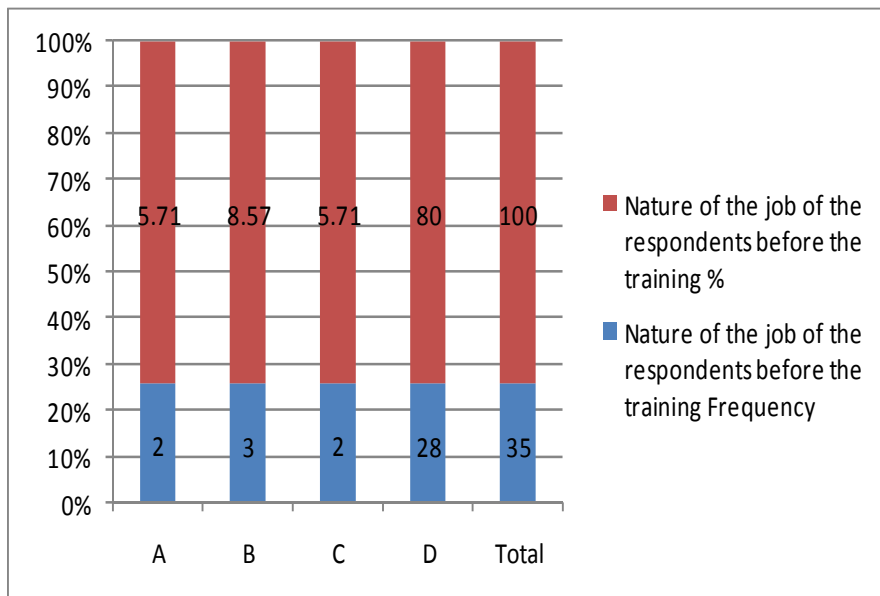
Figure 12: Respondents favored by fathers for special education?



Denotation: A= Father B= Mother C= Brother D= Any other

Findings: Majority of the respondent's i.e. 17 being 48.57% were favored by their fathers for their special education.

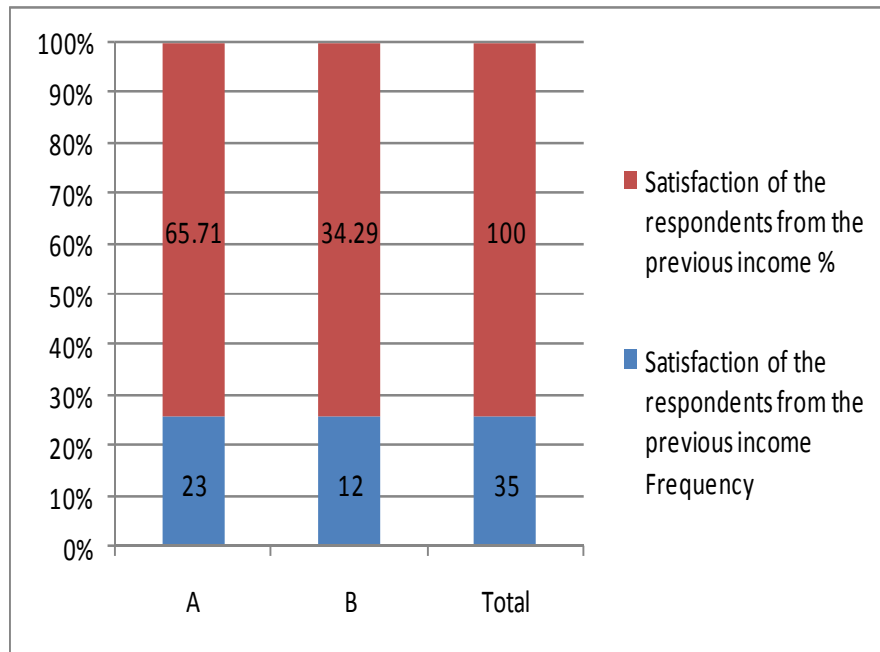
Figure 13: Nature of the job of the respondents before the training



Denotation: A= Agriculture B= Government job
 C= Beggary D= Any other

Findings: Majority of the respondent's i.e. 28 being 80% were favored by their fathers for their special education.

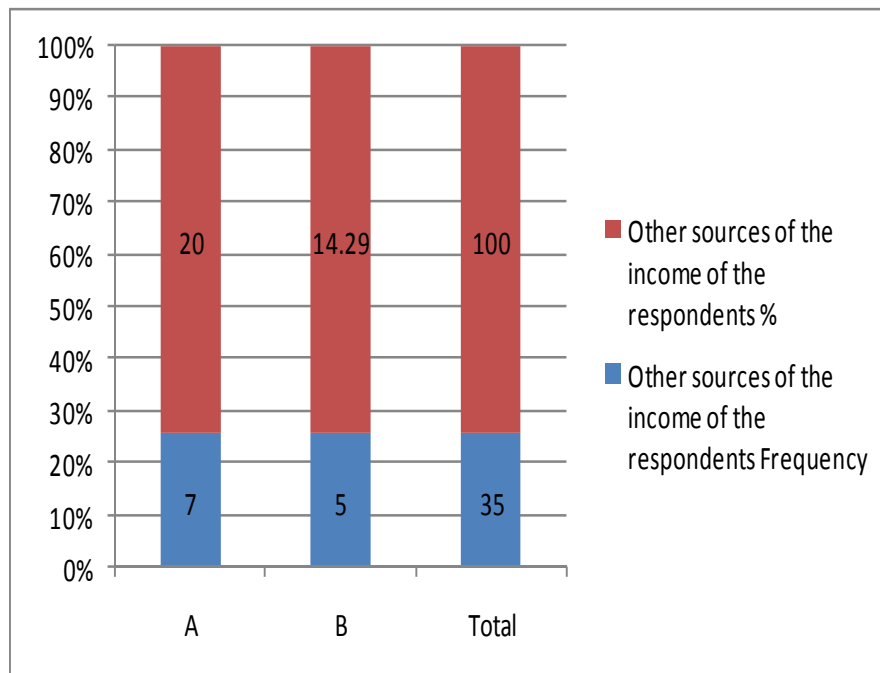
Figure 14: Satisfaction of the respondents from the previous income



Denotation: A= Satisfied B= Not satisfied

Findings: Majority of the respondent's i.e.23 being 65.71% were satisfied from their previous income.

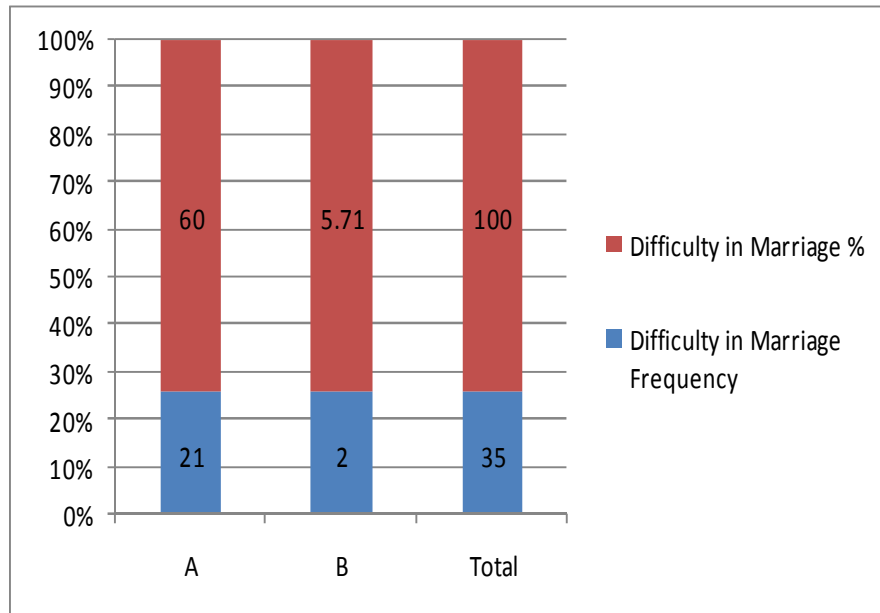
Figure 15: Other sources of the income of the respondents



Denotation: A= Borrowing loan B= Any other

Findings: Majority of the respondent's i.e.7 being 20% were taking loans.

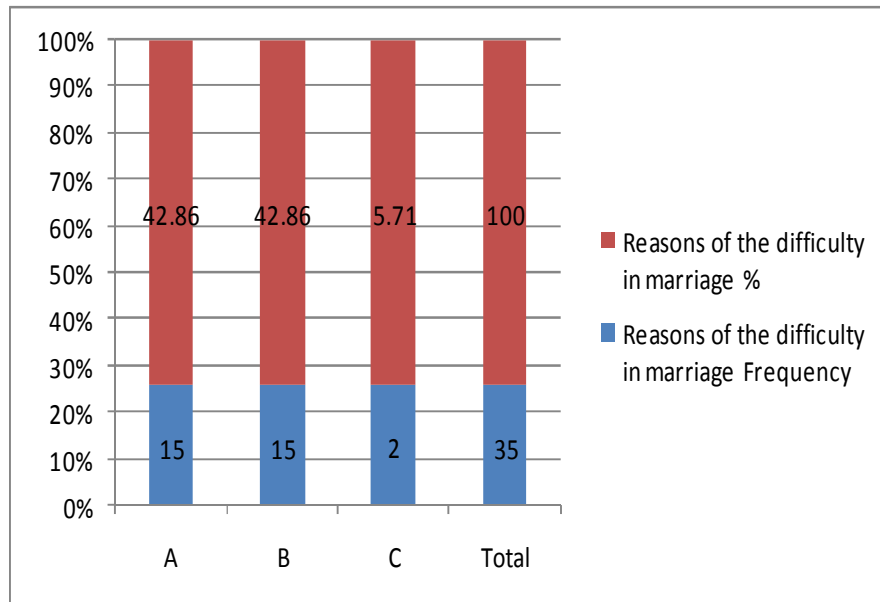
Figure 16: Difficulties in Marriage



Denotation: A= Difficulty B= No Difficulty

Findings: Majority of the respondents' i.e.21 being60% reported difficulties in marriage arrangement

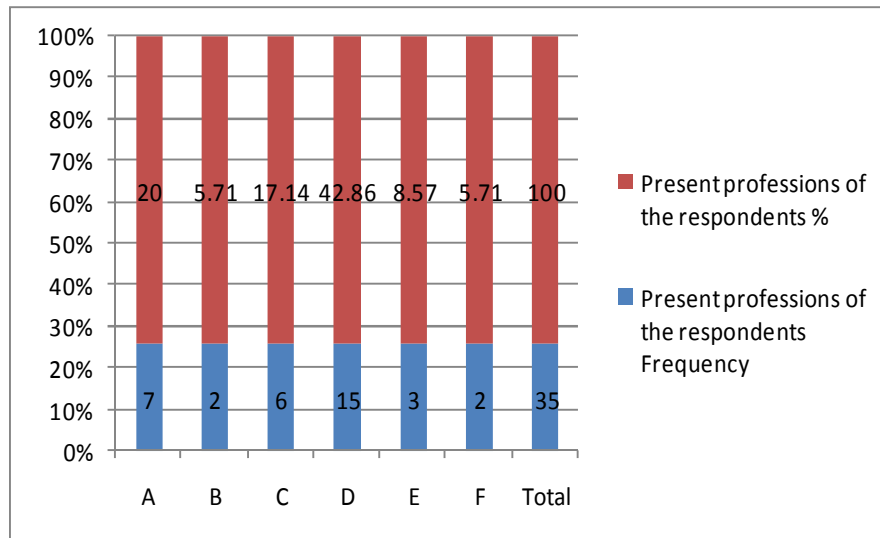
Figure 17: Reasons of the difficulty in marriage



Denotation: A= People dislike disabled people B= Dependency on other
 C= Lake of interaction

Findings: Majority of the respondents' i.e.15 being42% reported difficulties in marriage arrangement because of dependency on other.

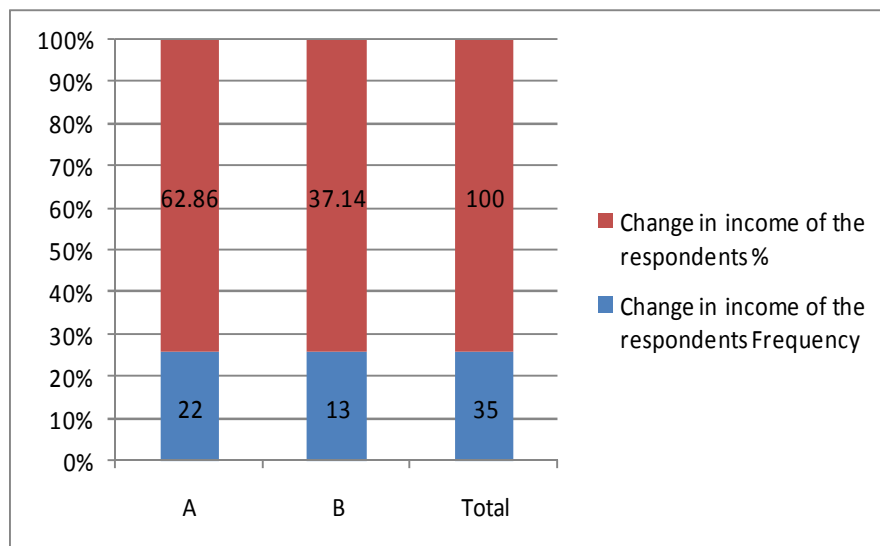
Figure 18: Present professions of the respondents



Denotation: A= Computer Operator B= Telephone Operator
 C= Receptionist D= Mechanical
 E= Electrical F= Any other

Findings: Majority of the respondents 15 being 42.86% were working with another profession.

Figure 19: Change in income of the respondents



Denotation: A= Change Observed B= No Change

Findings: Majority of the respondents i.e. 22 being 62.86% observed change in their income after special education.

CONCLUSIONS

In the light of all given data in the research we concluded that:

1. Special education played important role in the personality development of disabled people. It was the special education which made disabled as special. Like normal people special people also had great abilities they could do same thing which could be done through normal people. Special education provided strong base to the special people and made their adjustability in mainstream society. Through special education special people developed their skills, behavior and mental capacities.
2. Through that study we came to know that special people had the same desire of promotion which the normal people had. They also wanted to do something for themselves as well as for the whole society. Their desire could be true only at that time when other social members of the society supported them and provided them opportunities of a better life and better education. In past the disabled people were considered as useless and their rehabilitation was considered very hard or nearly impossible but with the passage of time disabled people were provided platform for development and prosperity. Like normal people they were also given opportunities to learn and to make other learnt. By and by they came out from the dark side of the life towards enlightenment and became source of inspiration for other special people as well as normal members of the society.

RECOMMENDATIONS

Above results lead to the below mentioned recommendations;

1. In order to polish the mental capabilities of the special people the first need is the establishment of proper institutions for special education so that special people can easily access to education.
2. In the research most of the respondent and institutions felt the insufficiency of funds for its proper running and provision of facilities to the disabled persons. Because most of the disabled people belong to the poor families and they cannot bear the expanses of education and transportation along with health facilities.
3. All the disabled people need a good response from the people living around them so that their inferiority complex is removed and they are able to justify and express their self as normal people. For this purpose they should not only be provided a better social and psychological environment at home but outside home also, they should not be treated as abnormal and should not be sensitized them against their abnormality.
4. It is common that most of the people do not know about the special education particularly in remote where disabled are pushed into a corner of the home and considered them as useless. So proper awareness should be given to all the people about special education so that each and every family with disability take easy access to that institution where special people are trained according their disabilities. Media can play vital role in this regard. They can focus special education in a different manner and can provide logical information to all the listeners, viewers and readers.
5. Adjustability of the special people in mainstream society can also play a good role in the promotion of the special education. Government should implement such policies in job giving that special people may take their justified share in the jobs and can easily adjust themselves in the society. When one special person will given job on their special quota the others will automatically motivated.

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