

Role of Special Education Schools in the Adjustment of Special Children in Their Family

By

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Abstract

The purpose of the study was to explore and measure the perception and satisfaction level of parents of special children about the role of special education institutes in the adjustment of special children in their families. The researchers used two self developed questionnaires to collect the data about the problem under investigation, one questionnaire to explore the perception of parents of special children about the role of special education school in the adjustment of special children in their families and the other questionnaire to measure the satisfaction level of parents. All special children of District Bhakkar were constituted as target population for the study. The special children of Special Education School Bhakkar were assessable population for the study. Parents of sixty special children from Special Education School Bhakkar conveniently selected as a sample for the study. Simple descriptive statistical techniques such as mean and percentages were used to analyze the collected data. After careful data analysis the researchers concluded that the special education schools may play very vital role in the adjustment of special children in their family but unfortunately due to lack of resources and infrastructure they are not fulfilling the needs of special children and there is also some lack in the awareness about the importance of social adjustment of special children in their families. The researchers identified very important needs, problems, self concept, and adjustment problems of special children through review of literature and research.

Keywords: *Special Education , Special Children , Family Adjustment*

1. Introduction

Special Education is a field of studies with in the discipline of education, specially designed to meet the educational requirement of the special children/disabled children/handicapped children. According to the universal nation “all children are created equal and they are entitled to have an opportunity for education to develop their potential fully so as to enable them to spend their lives independent person” (Awan, 1988).

Special education is the part of general education. The word special education indicates that in education of these exceptional children same of special facilities, special treatment and introduction techniques are applied which the learners to fit in general education and as adult’s consequences integrate them in the society. In general, the word special does not emphasize the integration with help of some provision of special treatment and special facilities; special education is our moral and religious obligation (M. Sarwar, 1988).

There are four main categories of special educational need students.

1. Visually impaired
2. Hearing impaired
3. Mentally retarded
4. Physically handicapped

The need to educate its disabled population has gained increasing recognition in Pakistan in the last two decades. Interest in the field was aroused by the International Year for Disabled Persons (1981), and by the United Nations Declaration of 1983-92 as the Decade of the Disabled.

In 1980, the government of Pakistan undertook a crash program of expansion of special education provision, thus improving both quality and quantity of existing facilities. However, the continuing absence of any form of legislation for the education of children with special educational needs continues to deny the great majority of these children the right to education. Primary education is even now available to only 60 percent of children (Pakistan Planning Commission 1988). An experience of this kind is not unique to Pakistan.

The responsibility of the Government to educate its impaired pupils was recognized in the Commission on National Education (Pakistan Ministry of Education 1959). But the proposal to provide education for these children was not made until the Education Policy 1972-1980 (Dani 1986) and in the Fifth Five Year Plan (Pakistan Planning Commission 1978) a modest sum was allocated to special education.

During the Sixth Plan (1983-1988), the social welfare program concentrated on strengthening existing institutions of social welfare and of special education, both government and non-government. In order to overcome organizational set-backs, a Federal Directorate General of Special Education with provincial counterparts was set up in 1985, and the first National Policy for Rehabilitation of the Disabled was formulated in 1986. Some of the difficulties experienced in the Sixth National Plan in implementing the National Policy were insufficient budgetary provisions, lack of trained personnel, and shortage of services' (Pakistan Planning Commission 1988).

Special education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication challenges, emotional and behavioral disorder, Physical disability, and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, or are resource room.

Family adjustment of Special children

The parents of special children have to adjust to a wide variety of emotional and psychological problems when first confronted with the failure of their reproductive expectations. Counseling is a formal procedure or transaction in which both counselor and parents aim to find a mutually acceptable plan of adjustment. Family may need support to cope with their own personal inadequacies as well as with the needs of the child. Counseling should be a continuous process, in which the parents can learn to accept the special child as different rather than as a lesser person. (David, 1982). Majority of special children are by birth mostly with congenital origin. All parents want to educate their special children as much as they want, all parents allow their special children to participate in all types of junction, all the parents told that their special children do not frequently remain absent from school. Most of the parents say that their special children are friendly and cooperative with siblings. Majority of parents want all types of Rehabilitation. (Yasmin Javed, 1999)

The purpose of the study was to examine the role of Special education school in the adjustment of Special Children in their families.

Objective of study

Following objectives were established by the researchers.

1. To identify social needs and problems of special children in their adjustment in their family.
2. To explore the perception of special children's parents about the role of Special education school of Bhakkar in the adjustment of their children in their family.
3. To investigate the satisfaction level of special children's parents about the role of special education school of Bhakkar in the adjustment of their children in their family.

Significance of Study

- The Study will represent clear picture of success or failure of this step taken by Govt. Special education school in the Punjab for Special Children.
- The study will be helpful to launch more programs for improvement of enrolment of Special Children in the Govt. Special education school of Bhakkar.
- Study will tell about the successfulness of the establishment of Govt. Special education school of Bhakkar.
- The study will also tell about the parent's perception about the facilities of special education s and their role in the adjustment of their special having any disabilities.

2. Methodology and Procedure

The purpose of this study was to investigate the role of special education school in the adjustment of special children in their family. For this purpose the researchers investigated adjustment of special children by Descriptive research. All special children of District Bhakkar were constituted as target population for the study. The special children of Special Education School Bhakkar were assessable population for the study. Parents of sixty special children (15 of each category) from Special Education School Bhakkar conveniently selected as a sample for the study. The purpose of the study was to explore and measure the perception and satisfaction level of parents of special children about the role of special education institutes in the adjustment of special children in their families. The researchers used two self developed questionnaires to collect the data about the problem under investigation, one questionnaire to explore the perception of parents of special children in their families and the other questionnaire to measure the satisfaction level of parents about of parents of special children about the role of special education school in the adjustment of special children in their families. Both the questionnaires were constructed in English language but translation in Urdu was made by the researchers to help parents understanding the statements. Both the questionnaires were comprised of ten statements each. The responses of the subjects were captured on 5-point likert scales. The instruments used in the study showed the reliability index of 0.79 and 0.85 respectively for both instruments. Simple descriptive statistical techniques such as means, frequencies and percentages were used to analyze the collected data.

3. Data Analysis and Interpretation of Data

The data collected in terms of participants ranking responses were analyzed by calculating the frequencies and percentages of participant's scores.

Table 1 Frequencies showing the age of the special students.

Age	Frequency	Percentage
5-10 yrs	8	13.3
11-15 yrs	43	71.7
16-20 yrs	9	15.0
Total	60	100.0

Table 1 show that there were 8 special students in between the age span of 5-10 years, and 43 students in the age span of 11-15 years and 9 students in the age span of 16-20 years.

Table 2 Frequencies showing the gender of the special students.

Gender	Frequency	Percentage
Male	36	60.0
Female	24	40.0
Total	60	100.0

Table 2 show that there were 36 male students and 24 female students whose parents responded.

Table 3 Frequencies showing the categories of the special students.

Category	Frequency	Percentage
physically handicap	15	25.0
mentally retarded	15	25.0
visually impaired	15	25.0
hearing impaired	15	25.0
Total	60	100.0

Table 3 shows that there were 15 students from each category, such as 15 physically handicapped, 15 mentally retarded, 15 visually impaired and 15 hearing impaired.

Table 4 Frequencies showing the economic status of the special students.

Economic Status	Frequency	Percentage
Poor	26	43.3
middle class	21	35.0
upper class	13	21.7
Total	60	100.0

Table 4 show that there were 26 students who belonged to poor economic status, 21 to middle class and 13 belonged to upper class economic status.

Table 5 Perception of Parents about the role of special education institutes in the adjustment of special children in their families in terms of frequencies & percentages:

Item No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. Special education school may play their role in eradication of psychological problems of special children.	2 3.3%	2 3.3%	10 16.7%	25 41.7%	21 35%	60
2. Special education school may play their role in behavioral modification of special children.	1 1.7%	0 0%	9 15%	25 41.7%	25 41.7%	60
3. Special education school may play their role in the development of social attitude of special children to help them adjust in their society.	1 1.7%	4 6.7%	14 23.3%	27 45%	14 23.3%	60
4. Special education school may play their role in boosting up the confidence level of special children.	1 1.7%	3 5%	15 25%	17 28.3%	24 40%	60
5. Special education school may play a vital role in making special children skill full enough to become sporting hand to their families.	3 5%	2 3.3%	11 18.3%	23 38.3%	21 35%	60
6. Special education schools may play their role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc.	2 3.3%	4 6.7%	14 23.3%	23 38.3%	17 28.3%	60
7. Special education school may play role in making special children a respectful member of their family through their moral or ethical development.	2 3.3%	3 5%	10 16.7%	20 33.3%	25 41.7%	60
8. Special education school may play role in the mental or physical development of special children through co-curriculum activities.	2 3.3%	1 1.7%	4 6.7%	19 31.7%	34 56.7%	60
9. Special education school may play their role in developing the self –concept of special children.	3 5%	3 5%	7 11.7%	28 46.7%	19 31.7%	60
10. Special education school may play their role into the overall personality development of special students to make them completely adjust in their families.	4 6.7%	4 6.7%	10 16.7%	18 30%	24 40%	60

Table 5 shows that 6.6% (3.3% +3.3%) parents out of 60 disagreed and 49.7%(14.7%+35%) out of 60 parents agreed with the statements that Special education school may play their role in eradication of psychological problems of special children. 1.7% (1.7+0) parents out of 60 disagreed and 83.4% (41.7%+41.7%) parents out of 60 agreed with the statement that Special education school may play their role in behavioral modification of special children. 5%(1.7%+3.3%) parents out of 60 disagreed and 71.6%(48.3%+23.3%) parents out of 60 agreed that the statement special education school may play their role in the development of social attitude of special children to help them adjust in their society. 6.7%(1.7%+5%) parents out of 60 disagreed and 68.3%(28.3%+40%) parents out of 60 agreed that special education school may play their role in boosting up the confidence level of special children. 8.3%(5%+3.3%)parents out of 60 disagreed and 71.6%(38.3%+33.3%)parents out of 60 agreed that special education school may play a vital role in making special children skill full enough to become sporting hand to their families. 10%(3.3%+6.7%) parents out of 60 disagreed and 61.6%(38.3%+23.3%) parents out of 60 agreed that special education schools may play their role in educating special children

the basic life skills like eating, bathing, dressing, attending washroom etc. 8.3%(3.3%+5%) parent out of 60 disagreed and 75%(33.3%+41.7%) parents out of 60 agreed that special education school may play role in making special children a respectful member of their family through their moral or ethical development. 5%(3.3%+1.7%) parents out of 60 disagreed and 93.4%(31.7%+61.7%) parents out of 60 agreed that special education school may play role in the mental or physical development of special children through co-curriculum activities.10%(5%+5%) parents out of 60 disagreed and 78.4%(46.7%+31.7%) parents out of 60 agreed that special education school may play their role in developing the self –concept of special children. 13.4%(6.7%+6.7%) parents out of 60 disagreed and 70%(30%+40%) parents out of 60 agreed that special education school may play their role into the overall personality development of special students to make them completely adjust in their families.

Table 6: Satisfaction level of Parents about the role of special education institutes in the adjustment of special children in their families in terms of frequencies & percentages:

Item No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. Special education school is playing their role in eradication of psychological problems of special children.	23 38.3%	22 36.7%	10 16.7%	5 8.3%	0 0%	60
2. Special education school is playing their role in behavioral modification of special children.	19 31.7%	18 30%	16 20.6%	4 6.7%	3 5%	60
3. Special education school is playing their role in the development of social attitude of special children to help them adjust in their society.	28 46.7%	14 23.3%	10 16.7%	4 6.7%	4 6.7%	60
4. Special education school is playing their role in boosting up the confidence level of special children.	26 43.3%	19 31.7%	11 18.3%	3 5%	1 1.7%	60
5. Special education school is playing a vital role in making special children skill full enough to become sporting hand to their families.	25 41.7%	20 33.3%	10 16.7%	1 1.7%	4 6.7%	60
6. Special education schools is playing their role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc.	23 38.3%	21 35%	12 20%	2 3.3%	2 3.3%	60
7. Special education school is playing role in making special children a respectful member of their family through their moral or ethical development.	21 35%	19 31.7%	11 18.3%	5 8.3%	4 6.7%	60
8. Special education school is playing role in the mental or physical development of special children through co-curriculum activities.	16 26.7%	19 31.3%	19 31.3%	4 6.7%	2 3.3%	60
9. Special education school is playing their role in developing the self –concept of special children.	21 35%	16 26.7%	13 21.7%	3 5%	7 11.7%	60
10. Special education school is playing their role into the overall personality development of special students to make them completely adjust in their families.	24 40%	15 25%	11 18.3%	6 10%	4 6.7%	60

Table 6 shows that 75 % (38.3%+36.7%) parents out of 60 disagreed and 8.3 % (8.3%+0%) out of 60 parents agreed with the statements that Special education school may play their role in eradication of

psychological problems of special children. 61.7% (31.7+30) parents out of 60 disagreed and 11.7% (6.7%+5%) parents out of 60 agreed with the statement that Special education school may play their role in behavioral modification of special children. 70 % (46.7%+23.3%) parents out of 60 disagreed and 13.4 % (16.7%+16.7%) parents out of 60 agreed that the statement special education school may play their role in the development of social attitude of special children to help them adjust in their society. 75%(43.3%+31.7%) parents out of 60 disagreed and 6.7%(5%+1.7%) parents out of 60 agreed that special education school may play their role in boosting up the confidence level of special children.75%(41.7%+33.3%)parents out of 60 disagreed and 8.4%(1.7%+6.7%)parents out of 60 agreed that special education school may play a vital role in making special children skill full enough to become sporting hand to their families. 73.3%(38.3%+35%) parents out of 60 disagreed and 6.6%(3.3%+3.3%) parents out of 60 agreed that special education schools may play their role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc. 66.7%(35%+31.7%) parent out of 60 disagreed and 15%(8.3%+6.7%) parents out of 60 agreed that special education school may play role in making special children a respectful member of their family through their moral or ethical development. 58.4%(26.7%+31.7%) parents out of 60 disagreed and 8%(6.7%+3.7%) parents out of 60 agreed that special education school may play role in the mental or physical development of special children through co-curriculum activities.61.7%(35%+26.7%) parents out of 60 disagreed and 16.7%(5%+11.7%) parents out of 60 agreed that special education school may play their role in developing the self –concept of special children. 65%(40%+25%) parents out of 60 disagreed and 16.7%(10%+16.7%) parents out of 60 agreed that special education school may play their role into the overall personality development of special students to make them completely adjust in their families.

4. Findings

Perception Level of Parents

1. Majority 49.7% parents agreed with the statements that Special education school may play their role in eradication of psychological problems of special children while 6.6% disagreed with this statement.
2. 83.4% of parents agreed that Special education school may play their role in behavioral modification of special children while 1.7% disagreed with this statement.
3. 71.6% of overall parents agreed that special education school may play their role in the development of social attitude of special children to help them adjust in their society while 5% disagreed with this statement.
4. 68.3% parents agreed that special education school may play their role in boosting up the confidence level of special children while 6.7% disagreed with this statement.
5. 71.6% parents agreed that special education school may play a vital role in making special children skill full enough to become sporting hand to their families while 8.3% disagreed with this statement.
6. 61.6% parents agreed that special education schools may play their role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc. while 10% disagreed with this statement.
7. 75% parents agreed that special education school may play role in making special children a respectful member of their family through their moral or ethical development while 8.3% disagreed with this statement.
8. 93.4% of parents among all agreed that special education school may play role in the mental or physical development of special children through co-curriculum activities while 5% disagreed with this statement.
9. 78.4% from all parents agreed that special education school may play their role in developing the self –concept of special children while 10% disagreed with this statement.
10. 70% of parents agreed that special education school may play their role into the overall personality development of special students to make them completely adjust in their families while 13.4% agreed with this statement.

Satisfaction Level of Parents

- 75% parents from all disagreed with the statements that Special education school is playing their role in eradication of psychological problems of special children while 8.3% agreed with this statement.
- 61.7% of parents disagreed that Special education school is playing their role in behavioral modification of special children while 11.7% agreed with this statement.
- 70% parents disagreed that special education school is playing their role in the development of social attitude of special children to help them adjust in their society while 13.4% agreed with this statement.
- 75% of parents from overall sample disagreed that special education school is playing their role in boosting up the confidence level of special children while 6.7% agreed with this statement.
- 75% disagreed that special education school is playing a vital role in making special children skill full enough to become sporting hand to their families while 8.4% agreed with this statement.
- 73.3% parents disagreed that special education schools is playing their role in educating special children the bail life skills like eating, bathing, dressing, attending washroom etc while 6.6% agreed with this statement.
- 66.7% of parents disagreed that special education school is playing role in making special children a respectful member of their family through their moral or ethical development while 15% agreed with this statement.
- 58.5% of parent's sample disagreed that special education school is playing role in the mental or physical development of special children through co-curriculum activities while 8% agreed with this statement.
- 61.7% parents disagreed that special education school is playing their role in developing the self – concept of special children while 16.7% agreed with this statement.
- 65% disagreed that special education school is playing their role into the overall personality development of special students to make them completely adjusts in their families while 16.7% agreed with this statement.

5. Conclusion

The researchers concluded that the special education schools may play their role in the eradication of psychological problems of special children but schools are not playing their role well. The behavioral modification and social attitude development of special children are not groomed according to society needs.

Special education schools are not building certain level of confidence and necessary skills which make them a respectful and fruitful member of family and society and not properly educating the bail life skills (Bathing, Dressing, Eating and attending washroom).

Special education schools are not properly giving the attention of physically development of special children through co-curriculum activities and other sports through which children make them self healthy and strong.

6. Suggestions & Recommendations

The Results of the study alarm the higher authorities for the maladjustment of these special children so the higher authorities especially the head of departments should be aware of this issue and should use proper policy for this purpose. More researches should be conducted to investigate the effects of more problems and needs of these special education schools for accurate adjustment of this neglected part of the society. Steps should be taken to maintain link b/w parents and teachers. Parents should be informed about their children complete progress in the education. While performing the programs parents and teacher should be consulted. Special training should be given to teachers to involve the parents in

education and rehabilitation program. Trained and qualified teachers should be appointed in these Schools. Necessary material should be provided for these children. Teachers should aware of new scientific researches and their results. Medical facilities should be provided to these children. Media should used to increase awareness in public about education of special children as well as parents. There is an extreme of research work to investigate the causes of maladjustment deeply.

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Appendices
Questionnaire-1

Perception of parents about the role of Special education school in the adjustment of their children in the family.

Name: _____ Gender: _____

Category: _____ Father/Mother of: _____

Age

Economic Status

- 1-5years Poor Middle Class
- 6-10years Middle Class
- 11-15year Middle Class
- 16-20 years

- 1) Special education school may play their role in eradication of psychological problems of special children?
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
- 2) Special education school may play their role in behavioral modification of special children?
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
- 3) Special education school may play their role in the development of social attitude of special children to help them adjust in their societies?
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
- 4) Special education school may play their role in boosting up the confidence level of special children?
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
- 5) Special education school may play a vital role in making special children skill full enough to become sporting hand to their families?
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 6) Special education school may play role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc?
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 7) Special education school may play role in making special children a respectful member of their family through their moral or ethical development?
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 8) Special education school may play role in the mental or physical development of special children through co-curriculum activities?
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 9) Special education school may play their role in developing the self –concept of special children?
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 10) Special education school may play their role into the overall personality development of special students to make them completely adjust in their families?
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Questionnaire-2

Satisfaction level of parents about the role of Special education school in the adjustment of their children in the family.

Name: _____ Gender: _____

Category: _____ Father/Mother of: _____

Age

- 1-5years
- 6-10years
- 11-15year
- 16-20 years

Economic Status

- Poor Middle Class
- Middle Class
- Middle Class

1) Special education school is playing their role in eradication of psychological problems of special children?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

2) Special education school is playing their role in behavioral modification of special children?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

3) Special education school is playing their role in the development of social attitude of special children to help them adjust in their societies?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

4) Special education school is playing their role in boosting up the confidence level of special children?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

5) Special education school is playing a vital role in making special children skill full enough to become sporting hand to their families?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

6) Special education school is playing role in educating special children the basic life skills like eating, bathing, dressing, attending washroom etc?

- a. Strongly Disagree
- b. Disagree

- c. Neutral
- d. Agree
- e. Strongly Agree

7) Special education school is playing role in making special children a respectful member of their family through their moral or ethical development?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

8) Special education school is playing role in the mental or physical development of special children through co-curriculum activities?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

9) Special education school is playing their role in developing the self –concept of special children?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

10) Special education school is playing their role into the overall personality development of special students to make them completely adjust in their families?

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree