

Challenges that Face Children with Disabilities and Special Needs in Educational Process

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Abstract

This study investigates the problem of disability and impairment in Sudanese basic schools with the aim of finding solutions to the challenges that face impaired children in education. The paper uses the qualitative descriptive approach to analyze the data. The SPSS computer program was used in analyzing the results. The paper has selected some teachers from Khartoum and submitted them a questionnaire. The results of this paper show that most of the schools lack the funds and equipment to face the challenges encountered by the children with disabilities and impairment. The paper recommended the officials in the government should have effective steps in fulfilling the needs of the disabled children to help them in their lives are normal.

المستخلص:

تتقصى الدراسة مشكلة الإعاقة والعجز في المدارس الاساسية السودانية بهدف إيجاد حلول للتحديات التي تواجه الأطفال المعوقين في مسار تعليمهم. تستخدم الورقة المنهج الوصفي النوعي لتحليل البيانات, مستخدما برنامج التحليل الإحصائي لتحليل النتائج. تم اختيار بعض المعلمين من مدارس الخرطوم وقدم لهم الاستبيان. تُظهر النتائج أن معظم المدارس تفتقر إلى الأموال والأدوات اللازمة لمواجهة التحديات التي يواجهها الأطفال ذوي الإعاقة والعجز، وأوصت الورقة أنه يجب على المسؤولين في الحكومة باتخاذ خطوات فعالة في تلبية احتياجات الأطفال المعوقين لمساعدتهم على الشعور بأن حياتهم طبيعية.

Introduction: The question of disabilities and impairments among children is a widespread and overwhelming in the Sudanese National Education. The disabled children have their own needs and they should be cared for and priority should be given to such children. Most of the Sudanese Basic schools include a considerable number of disabled children. However, not all the schools give special care to such children. This study investigates this issue from within the teachers' point of view. In this respect a questionnaire is submitted to the teachers at some basic Schools in Khartoum to give factual representation of the way children are treated in these schools. The paper

hopes to find suitable solutions to the problems that face disable children and the role of the government in providing special schools for such children. Also, the paper seeks to find special psychological care for the impaired children. In addition to the role of social workers in the basic schools as well as the question of having separate curricula for those with special needs yours schools.

Statement of the Problem : It is observed that a considerable number of the disabled children face challenges in their course of learning and education in Sudanese basic level schools. This problem is noticed during my work as a teacher in these schools.

I have observed that these children do not have the right and good way of treatment by their tutors and supervisors. This arouses the question of the importance of providing special schools for such children.

Questions of the Study

- 1) What are the challenges that face disabled children at Sudanese Basic schools?
- 2) What roles that can be played by the government concerning the children with disabilities and impairment?
- 3) To what extent is it possible to provide special schools and curricula for disabled children?

Hypotheses of the Study

- 1) Children with impairment and disabilities in learning face challenge in the basic schools
- 2) Some roles are played by the government concerning the children with disabilities and impairment.
- 3) There should be special schools for disabled children and curricula that can fulfill their needs in education and in life in general

Literature Review

The definition of special needs education agreed is that “those with special educational needs are defined by the additional public and/or private resources provided to support their education”. The use of this definition in a consistent manner calls for agreement about the term additional and an appreciation of the various kinds of possible resources provided which should be considered. “Additional resources” are those made available over and above the resources generally available to students who are unlikely to have particular difficulties in accessing the regular curriculum

According to Dennis & Laveck (2004), children who have been identified as having a disability or other special needs include those who are developmentally disabled, developmentally delayed, or at risk for developmental delays. They also stated that children with cognitive delays or disabilities and those who are behaviorally or emotionally challenged can also be added to the disabled children. Another forms of disabilities are identified by these authors such as the following list:

1. Children with hearing loss or who are hearing impaired
2. Children with visual impairment or who are visually impaired
3. Children who are deaf/blind
4. Children with speech-language delays or disorders
5. Children who are speech-language impaired
6. Children with traumatic brain injury
7. Children with special health care needs

(p.37)

Children with Disabilities

With appropriate support and guidance, children with disabilities and special needs in inclusive settings maintain their rate of developmental growth. In fact, research shows an increase in their social skills as compared to children in segregated settings (Buysse & Bailey, 1993). The stimulation of an inclusive environment increases social interaction with peers, and promotes more complex play with toys and materials (Bailey & Winton, 1987). Children with disabilities become part of their community in inclusive settings, where they engage with peers who serve as role models and are supported by opportunities to learn motor skills and social skills, and to communicate in natural environments and situations.

Families of Children with Disabilities

The family may develop more positive attitudes toward their child with disabilities or special needs. An inclusive setting provides the family a “real world” perspective for interpreting their child’s growth and development. Being able to observe their child’s peers who are typically developing may increase the family’s knowledge of typical child development. Furthermore, opportunities to participate in activities with families of children without disabilities may decrease feelings of social isolation (Bailey & Winton, 1987). And when families with children with disabilities are included as part of the larger community, avenues of support and information become more readily available to them.

Method of Data Collection

The paper uses the qualitative approach by doing a questionnaire which was given to the teachers at the different basic schools in Khartoum, Sudan. The questionnaire consists of (12) statements for the teachers to respond to concerning the children with disabilities and special needs. The researcher uses the scientific package of social sciences (SPSS) to analyze the challenges that face the disable children in their course of education.

Population

Table (1): Giving Priority

SPECIAL priority is given to the impaired pupils in the course of teaching and learning

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid yes | 10 | 47.6 | 47.6 | 47.6 |
| Sometimes | 6 | 28.6 | 28.6 | 76.2 |
| NO | 5 | 23.8 | 23.8 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

The paper has chosen randomly a number of basic school teachers to give fact about how children with disabilities and impairment are dealt with in their schools. The statements cover all the aspects of the topic in relation to the disable children in the basic schools in Khartoum.

The Procedures

The research adopted to the following procedures:

- First, the researcher states the problem and the challenges that face the disable children in the basic schools
- Then, the researcher makes visits to some of the schools in Khartoum
- A special visit is made to the officials responsible for the children with impairments and disabilities
- After that, a questionnaire is distributed to the teachers at different random schools to collect the data
- The questionnaire is analyzed via using SPSS to verify the statement of the paper.
- Finally, the analysis is done and the paper comes out with a set of findings and recommendations are listed at the end of the paper.

Data Analysis

The following tables show the results and responses of the teachers towards the questionnaire submitted to them.

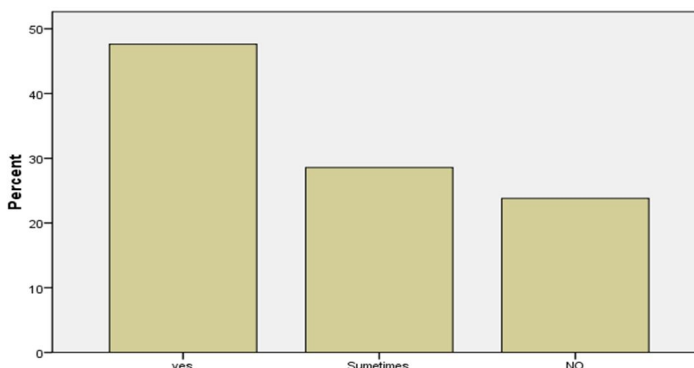


Figure (1) Giving Priority

.Source: Researcher's preparation based on data

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 10, at a rate of 47.6%, and the next percentage was those who answered sometimes , and their number was 6, at 28.6%, and the next percentage was those who answered No , and their number was 5, at 23.8%

Table (2): Disabled Pupils

The number of disabled pupils is considerable in you school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 10 | 47.6 | 47.6 | 47.6 |
| Sometimes | 5 | 23.8 | 23.8 | 71.4 |
| NO | 6 | 28.6 | 28.6 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

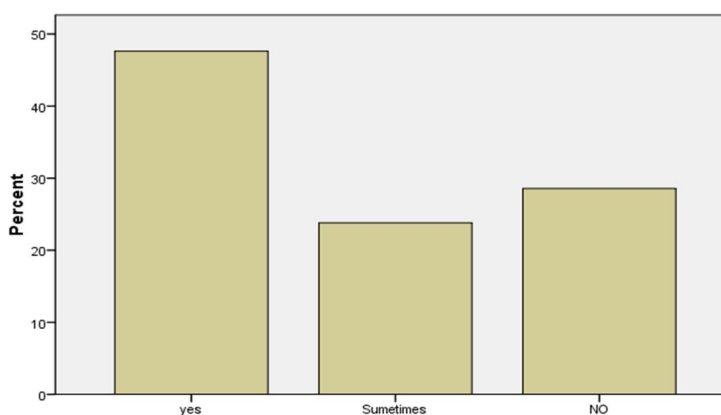


Figure (2): Disabled Pupils

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 10, at a rate of 47.6%, and the next percentage was those who answered sometimes , and their number was 5, at 23.8%, and the next percentage was those .who answered No , and their number was 6, at 28.6%

Table (3) Constant Period

Parents follow their disabled children at constant periods throughout the year

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 8 | 38.1 | 38.1 | 38.1 |
| Sometimes | 12 | 57.1 | 57.1 | 95.2 |
| NO | 1 | 4.8 | 4.8 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

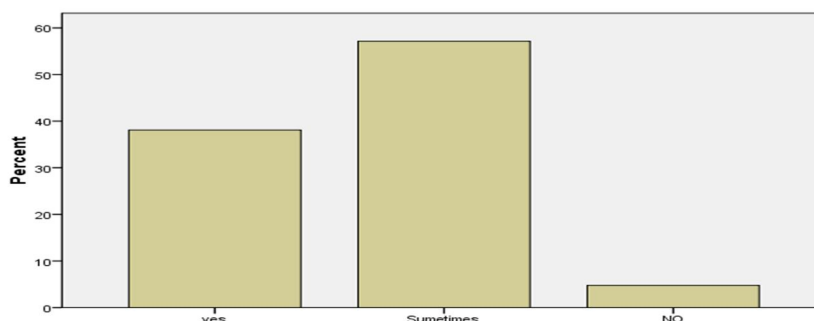


Figure (3) Constant Period

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 8, at a rate of 38.1%, and the next percentage was those who answered sometimes , and their number was 12, at 57.1%, and the next percentage was those who answered No , and their number was 1, at 4.8%

Table (4): Psychological Care

There is psychological care towards the disabled pupils at your school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 9 | 42.9 | 42.9 | 42.9 |
| Sometimes | 6 | 28.6 | 28.6 | 71.4 |
| NO | 6 | 28.6 | 28.6 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

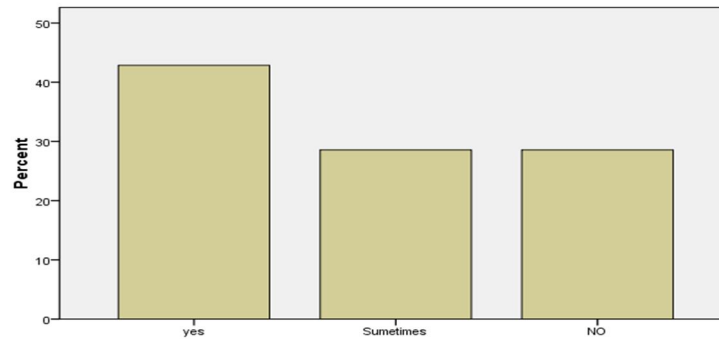


Figure (4): Psychological Care

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 9, at a rate of 42.9%, and the next percentage was those who answered sometimes , and their number was 6, at 28.6%, and the next percentage was those who answered No , and their number was 6, at 28.6%

Table (5): Having Special Supervisor

Impaired pupils have special supervisor and social workers send by the ministry of education

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 3 | 14.3 | 14.3 | 14.3 |
| Sometimes | 5 | 23.8 | 23.8 | 38.1 |
| NO | 13 | 61.9 | 61.9 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

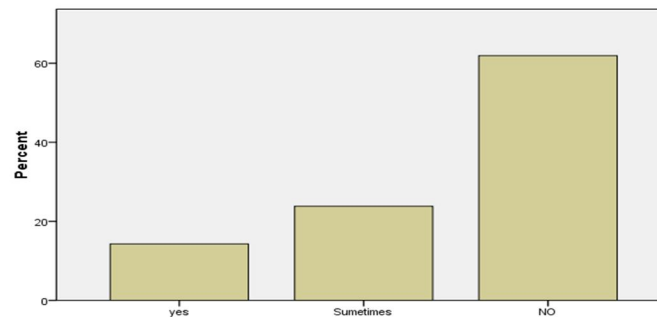


Figure (5): Having Special Supervisor

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 3, at a rate of 14.3%, and the next percentage was those who answered sometimes , and their number was 5, at 23.8%, and the next percentage was those who answered No , and their number was13, at 61.9%

Table (6): Separate Curricula

There is separate curricula for those with special needs yours schools

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 6 | 28.6 | 28.6 | 28.6 |
| Sometimes | 1 | 4.8 | 4.8 | 33.3 |
| NO | 14 | 66.7 | 66.7 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

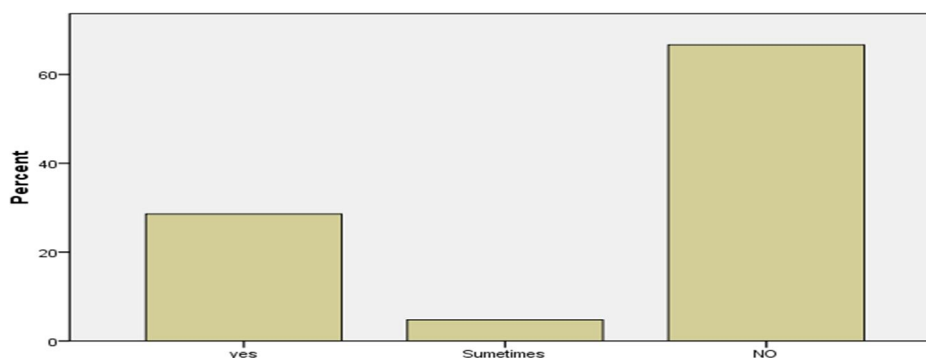


Figure (6): Separate Curricula

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 6, at a rate of 28.6%, and the next percentage was those who answered sometimes, and their number was 1, at 4.8%, and the next percentage was those who answered No, and their number was 14, at 66.7%

Table (7): Paying Attention

Teachers pay much attention to disable pupils at school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 14 | 66.7 | 66.7 | 66.7 |
| Sometimes | 4 | 19.0 | 19.0 | 85.7 |
| NO | 3 | 14.3 | 14.3 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

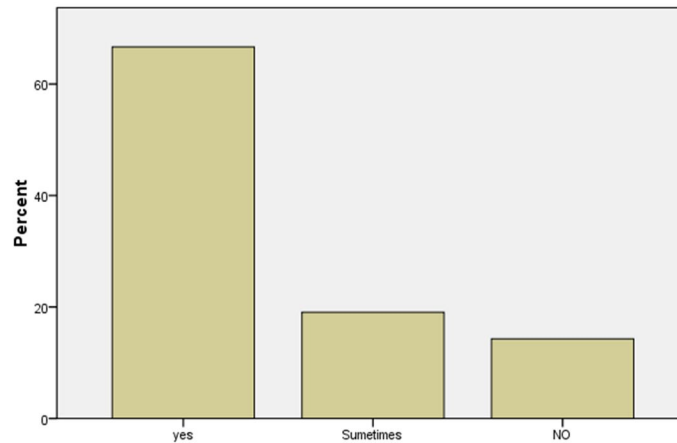


Figure (7): Paying Attention

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 14, at a rate of 66.7%, and the next percentage was those who answered sometimes, and their number was 4, at 19.0%, and the next percentage was those who answered No, and their number was 3, at 14.3%

Table (8): Special Care and Treatment

Disabled pupils are given special care and treatment

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | yes | 11 | 52.4 | 52.4 | 52.4 |
| | Sometimes | 5 | 23.8 | 23.8 | 76.2 |
| | NO | 5 | 23.8 | 23.8 | 100.0 |
| Total | | 21 | 100.0 | 100.0 | |

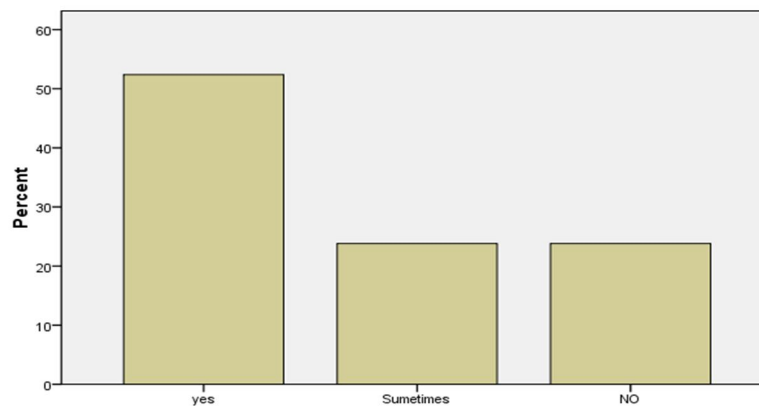


Figure (8): Special Care and Treatment

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 11, at a rate of 52.4%, and the next percentage was those who answered sometimes , and their number was 5, at 23.8%, and the next percentage was those who answered No , and their number was 5, at 23.8%

Table (9): Treating in the same way

The teachers treat the pupils of impairment in the Same way as normal ones

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 6 | 28.6 | 28.6 | 28.6 |
| Sometimes | 9 | 42.9 | 42.9 | 71.4 |
| NO | 6 | 28.6 | 28.6 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

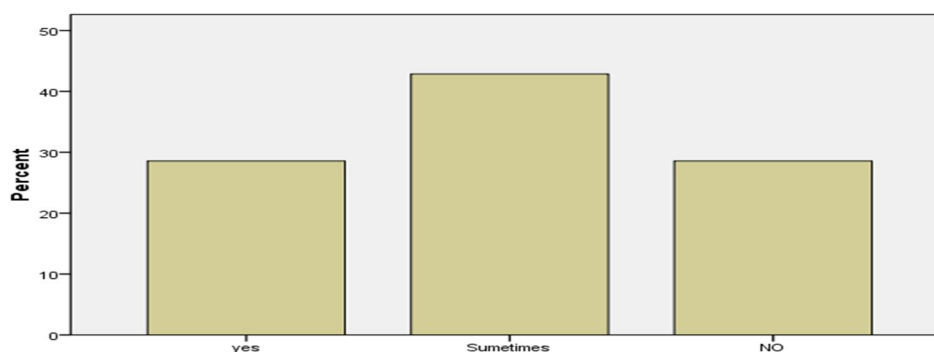


Figure (9): Treating in the same way

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 6, at a rate of 28.6%, and the next percentage was those who answered sometimes , and their number was 9, at 42.9%, and the next percentage was those who answered No , and their number was 6, at 28.6%

Table (10): Annual Registration

You make annual registration to disabled pupil at your schools

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 7 | 33.3 | 33.3 | 33.3 |
| Sometimes | 8 | 38.1 | 38.1 | 71.4 |
| NO | 6 | 28.6 | 28.6 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

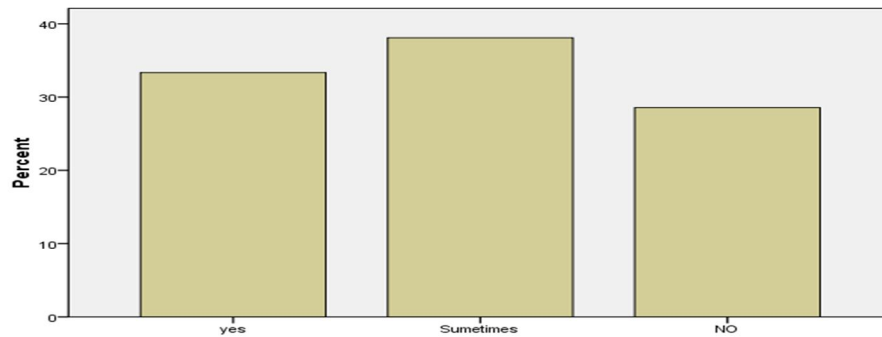


Figure (10): Annual Registration

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 7, at a rate of 33.3%, and the next percentage was those who answered sometimes, and their number was 8, at 38.1%, and the next percentage was those who answered No, and their number was 6, at 28.6%

Table (11): Having Special Schools

You have special schools for disabled and those who have special needs at your locality

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 6 | 28.6 | 28.6 | 28.6 |
| Sometimes | 1 | 4.8 | 4.8 | 33.3 |
| NO | 14 | 66.7 | 66.7 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

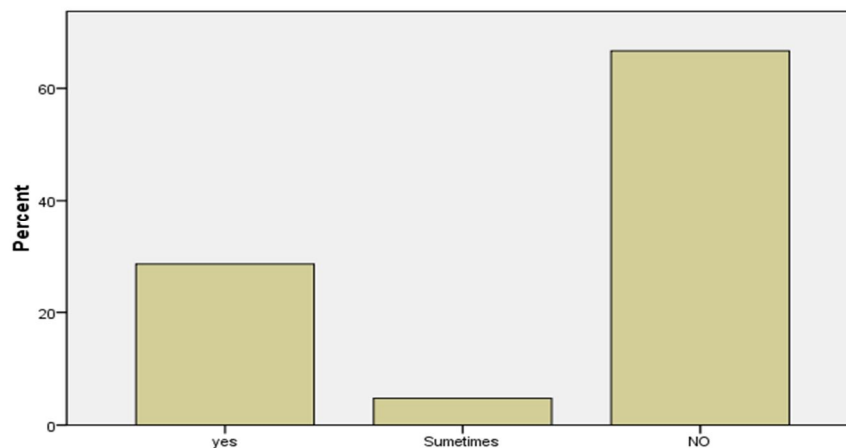


Figure (11): Having Special Schools

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 6, at a rate of 28.6%, and the next percentage was those who answered sometimes , and their number was 1, at 4.8%, and the next percentage was those who answered No , and their number was 14, at 66.7%

Table (12): Presenting Funds

The government participate in presenting funds of the disabled pupils at your school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid yes | 4 | 19.0 | 19.0 | 19.0 |
| Sometimes | 2 | 9.5 | 9.5 | 28.6 |
| NO | 15 | 71.4 | 71.4 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

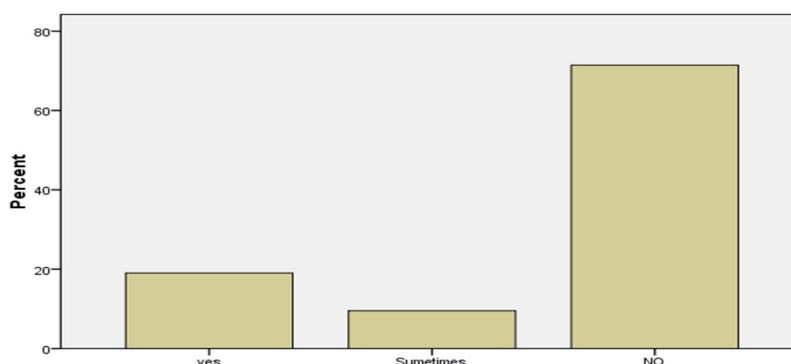


Figure (12): Presenting Funds

Source: Researcher's preparation based on data.

From the above percentages, it becomes clear that the largest percentage answered the question yes, their number was 4, at a rate of 19.0%, and the next percentage was those who answered sometimes , and their number was 2, at 9.5%, and the next percentage was those who answered No , and their number was 15, at 71.4%

Test the validity of the questions:

Source based on data before:

| No | Calculated chi-square | Degrees of freedom | Probability value (sig) |
|------------|-----------------------|--------------------|-------------------------|
| Question 1 | 1.48333 | 5 | .000 |
| Question 2 | 1.88333 | 5 | .000 |
| Question 3 | 1.21667 | 5 | .000 |
| Question 4 | 1.01667 | 5 | 000. |

| | | | |
|-------------|---------|---|------|
| Question 5 | 1.08333 | 5 | 000. |
| Question 6 | 1.01667 | 5 | 000. |
| Question 7 | 1.08333 | 5 | 000. |
| Question 8 | 1.01667 | 5 | 000. |
| Question 9 | 1.35000 | 5 | 000. |
| Question 10 | 1.01667 | 5 | 000. |
| Question 11 | 1.08333 | 5 | 000. |
| Question 12 | 1.21667 | 5 | 000. |

Analysis of Results

It is noticed that the value of the calculated chi-square used to test the above hypothesis is equal to (1.48333), and since the corresponding probability value for this test is equal to (.000) and it is greater than the permissible level of error (0.05), then it does not accept the hypothesis, and this indicates that the respondents are inclined towards disapproval. In the second question, the statement is equal to (1.88333), and since the probability value corresponding to this test is equal to (0.01) and it is less than the permissible level of error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis is fulfilled, and this indicates that the respondents tend to agree to I have to ask. In question three statement equals (1.21667), and since the probability value corresponding to this test is equal to (0.01) and it is less than the permissible level of error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis has been fulfilled, and this indicates that the respondents tend to agree to I have to ask. The fourth question statement is equal to (1.01667), and since the probability value corresponding to this test is equal to (406.) and it is greater than the permissible level of error (0.05), therefore, the result of this test is not significant, which indicates that the hypothesis is fulfilled, and this indicates

that the respondents tend to agree Ali to ask. The fifth question statement equals (1.08333), and since the probability value corresponding to this test is equal to (27.) and it is less than the permissible error level (0.05), therefore, the result of this test is significant, indicating that the hypothesis has been fulfilled, and this indicates that the respondents tend to agree Ali to ask. The sixth question statement equals (1.01667), and since the probability value corresponding to this test is equal to (.000) and it is less than the permissible error level (0.05), therefore, the result of this test is significant, indicating that the hypothesis is fulfilled, and this indicates that the respondents tend to agree to To the question. The seventh question statement is equal to (1.08333), and since the probability value corresponding to this test is equal to (.000) and it is less than the permissible level of error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis is fulfilled, and this indicates that the respondents tend to agree To the question. The eighth question statement equals (1.01667), and since the probability value corresponding to this test is equal to (.000) and it is less than the level of permissible error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis has been fulfilled, and this indicates that the respondents tend toward approval.

The ninth question statement equals (1.35000), and since the probability value corresponding to this test is equal to (.000) and it is less than the level of permissible error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis is fulfilled, and this indicates that the respondents tend to agree To the question. The tenth question statement equals (1.01667), and since the probability value corresponding to this test is equal to (.000) and it is less than the permissible error level (0.05), therefore, the result of this test is significant, indicating that the hypothesis is fulfilled, and this indicates that the respondents tend to agree To the question. The eleventh question statement is equal to (1.08333), and since the probability value corresponding to this test is equal to (.000) and it is less than the level of permissible error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis has been fulfilled, and this indicates that the respondents tend toward Agree to the question. The last question statement equals (1.21667), and since the probability value corresponding to this test is equal to (.000) and it is less than the level of permissible error (0.05), therefore, the result of this test is significant, which indicates that the hypothesis is fulfilled, and this indicates that the respondents tend toward Agree to the question.

Discussion

It is confirmed by considerable number of teachers in their responses to the questionnaire that priority is given to the impaired pupils in the course of teaching and learning as seen in the first statement. However, in some schools the case in not the same, because some of the disable

children have not been well cared for and many schools lack social workers especially in the outskirts of the town of Khartoum. The schools' environments are not well equipped by social workers. Meanwhile, all children, including children with special educational needs, have a right to join an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. It is important to remember that inclusive education is not just about the particular school or class a child attends. It is also about what goes on in that school or class. Inclusive education means encouraging each child to take part in the everyday activity in school, and helping every child to learn more from school. Inclusive education means ensuring that the system adjusts to meet children's needs, rather than expecting children to 'fit' into the system.

On the other hand, few positive respond to the fact that parents follow their disabled children at constant periods throughout the year. In most schools, there is no psychological care towards the disabled pupils at their school. This causes many families to feel disappointed and decide that their disabled children have to be sent to special centers in the town.

Some of the schools have special supervisor, however, few social workers are sent by the ministry of education. This makes some of the impaired children feel unwilling to go to school due to the teasing of their peers. The majority of the teachers confirm that there are no separate curricula for those with special needs their schools. This ability needs enough economic support for such curricula. On the other hand, some of the teachers confirm that the supervisors in their schools pay much attention to disable pupils at school.

Based on the above discussion, the paper found that:

- 1) Disabled pupils are not given special care and treatment in most of the Sudanese basic schools in Khartoum
- 2) The teachers treat the pupils of impairment in the same way as normal ones that is why many of the impaired children feel frustrated due to their mental inability to cope with the lessons as the normal children
- 3) Many schools lack the existence of the social workers and the teachers' treatment to the disabled is not the one to be admired
- 4) The government has not effective steps towards the education of the children with impairment and disabilities in the national schools

Conclusion

Impairment is something expected to be found everywhere in the world. It should be faced with strength and powerful esteem to brighten the future of those who have disability or impairment. Teachers should give top priority to the children with special needs at their schools. This is a humanistic issue. The government should participate in presenting funds of the disabled pupils at your school. This is alongside with the role of social workers and parents in this respect.

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