

PROVOCATIONS TO THE CHILDREN WITH DISABILITIES IN THE PURVIEW OF LEARNING

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ABSTRACT

Education is an integral component which opens new horizons and different dimensions in the life of persons with disabilities. It enables them to perform their role positively and helps to make them effective and valuable citizen of the society. Persons with disabilities were the targeted population of the study in the northern, southern and central area of Punjab. Data was gathered through a well-designed interview schedule, which was analyzed by employing univariate, bivariate and multivariate techniques. The study analyzed that majority of the parents discriminate among the normal and the special children while imparting education. Majority of the students has no easy access towards educational institutions. It is highly significant that educational level facilitates towards better social adjustment, moreover discrimination while imparting education among normal and special children leads towards less social adjustment. So, to create awareness is very necessary through print and electronic media, and the level of education of the persons with disabilities should improve to fit them in the social setting. The Government should also implement the international anti-discriminatory law in the country to protect the rights of persons with disabilities.

Key Words: Education, Persons with disabilities, Discrimination, Access, Social adjustment.

INTRODUCTION

The growing number of persons with disabilities in both developed and developing countries is an alarming condition for the humankind. There is a strong relationship of poverty and disability. The life spent in the conditions of deprivation, malnutrition, lack of clean water, self-medication, infectious diseases, weak immunization and natural disasters leads towards disability. Meanwhile, all these conditions are major indicators of poverty. Irrespective of biological and genetic causes, poverty is a major cause of disability (Salander, et al., 1999).

Different terms are used for the individuals with disabilities that have been modified with the passage of time, like disability, impairment, handicap and persons with disabilities. Most frequently used is impairment, a term used to define as “someone ineffective to muscle movement and ineffective to regulate unwanted movements”. Second term is ‘disability’ that is usually used to define “restrictions within the capacity to act upon traditional activities of everyday social life in distinction of the normal persons of same age”. Third term is handicap which is defined as a “person who is not able to do some valuable work in the result of impairment or disability”. Finally, the term “Persons with Disabilities” is in practice at present (Miller & Bachrach, 1998).

If we compare developed and developing countries, the rate of disability is higher in developing countries. PWDs (Persons with disabilities) in developing countries are marginalized in medical services, education, employment and many other fields of life due to their disabilities. Majority of the members of society prefer normal children to fulfil their basic needs, education, health, economic, psychological and emotional support instead of children with disabilities. These major barriers are prejudices and discriminations which prevents them for getting better quality of life in social, cultural, educational and economic spheres (Grut, 2007).

Many people in this social setting have knowledge and awareness of traumatic brain injury. So, the persons who have knowledge and understanding about the neural deformities of brain, should guide the other people about the symptoms, causes and treatment of these deformities, which can cause disability as creating awareness of a valuable knowledge may save some persons from disability (Yazbeck, 2007). Many practitioners and doctors can perform this task of creating awareness in the community, and especially to the families of the persons with disabilities that the only possible thing is to rehabilitate them. They should facilitate their strengths of other parts of the body instead of wasting all efforts and money on the disabled part of the body which is not possible to treat. (Ownsworth, et al., 2006). Persons with Disabilities face multiple challenges related to the education and learning in Pakistan. The rate of prevalence is same among both genders, children and young persons. A study on autism in special education school Lahore Punjab revealed that there should be separate schools for the autistic children, and there should be proper assessment procedure. Secondly, the facilities should be provided according to need assessment of the autistic children (Suhail & Zafar, 2008). Supportive educational programs, teaching methods according to the understanding of learners with intellectual disabilities, vocational trainings and workshops can contribute a lot in the learning and independent life style of the persons with disabilities (Eggleton, et al., 1999).

Human rights watch (2013) conducted a study on the barriers of education for persons with disabilities in China. The result of the study revealed that the special schools for the children with disabilities separate them from the normal children of the society. The special education schools are far away to access for people. Another problem is that these residential institutions take away the young ones from their families, and exclude the children with severe disabilities from the special schools.

In United States, the Department of Labor's new Rule for Federal contractor 2014, at least 7% of their force must be people with disabilities if a company make more than \$50,000/year (US Dept. of Labor, 2008). The US access board offer guidelines for the transport and accessibility to help persons with disabilities.

To Protect and facilitate the world's 650 million marginalized disabled people, the first human right treaty was passed on December 3rd, 2006 and the United Nation officially approved the meeting on the constitutional rights of people with Disabilities. Till April 2011, 99 of the 147 signatory had ratify the conference (UN, 2012). The countries who signed the convention are required to give special people the same rights to education, service, cultural life, right to have possession of assets and not be discriminating in matrimonial affairs. Adopt a national law and remove the old ones (Kayess, et al., 2008).

Education is most effective and powerful instrument which provide moral training to all categories of the persons with disabilities to enable them to perform their function in society properly as education make them effective citizen of the society. These efforts are necessary for the character building, and for the professional skills of the members of the society. The amount of special students is going to be increased in educational institutions. But there is need to understand how they can adjust in institutions and can communicate with other non-disable persons (Hussain et al., 2011).

The mothers and fathers of special kids are the biggest pillars for the support of special persons. The support provided by parents to the children with disabilities cannot be provided by any other person of the family and the community (Joseph, 2006). To get the acceptance of the members of the society and for the adjustment in the society, a person should meet the social standards and the values and needs of society. This can be described as psychological method of adaptation for the persons in the atmosphere of society. A person can adjust by changing the setup of society and by adopting the self to the atmosphere (Robert & Babinard, 2004).

The major objective of the study is to describe the socio-economic attributes of the subject; second objective is to investigate the problems faces by the persons with disabilities in getting access to educational institutions. The study aims to create awareness in the society for the support of persons with disabilities in the field of education.

REVIEW OF LITERATURE

Aziz and Madani, 2007 piloted a structured interview of the mentally retarded and deaf children. They concluded that there is a huge difference between deaf children parents and mentally retarded children parents' attitude towards the welfare activities for their children. The involvement of deaf children parents seems less as compared to mentally retarded children parents in parents' teacher meeting as former do not follow the instructions which the teachers gave for the betterment of the children. So, the school and teachers build a narrative that to involve them in different meetings and activities is not fruitful. Thus, the major suggestions are that there should be a positive and strong relationship among the parents, the teachers and the special children.

Candido (2008) conducted study on the persons who are visually impaired. He identified that less focus has been given on the facilitation and on the views of the persons who are visually impaired. They can perform better than the other categories of special persons. They have all other sharp senses except visual. They can learn effectively by listening, and can give their output with the help of righter. He put stress on the matter that the visually impaired students should use qualitative and online methods of learning.

Gill (2009) conducted a case study on the challenges and difficulties faced by the visually impaired students. The study concluded with the results that they face major issues of transportation in regular education, that's why they select distance learning programs for getting education. These distance learning programs have also many issues in their own nature like the material could not reach due to the mistakes in the address and not availability of postman or service. The other major issue is that the system of distance learning is very slow. The visually impaired students also face issues in understanding the contents of the syllabus.

Farooq (2012) stated efforts of government and NGOs coping with the needs of persons with disabilities, yet there is a great need to enhance the number of special schools over the large geographical area to provide education to the special person of remote areas. Persons with disabilities are scattered in the area of the country. They do not belong to a specific region. But, the facilities of education and other public facilities are just available in cities. These facilities are far from the access of persons living in villages. So, the persons belong to the villages are forced to get education form the general schools of the village. The government is working on the project of inclusive education. The analysis does not show a clear picture of the views of the parents and teachers about inclusive education. The great differences are also found in the analysis of the problems faced by the persons with disabilities in general schools.

Bano, et al., (2013) concluded that students with disabilities suffer from segregation, loneliness, and prejudice in society. Inclusion and mainstreaming is more productive rather than the separate institutes for the persons with different characteristics. Students with disabilities confront different issues for getting education. Educational institutes should pay keen attention on the strengths of the persons with disabilities. The teachers should motivate them and prepare them for the hard work and to face the hardships of the society bravely. So, the educational institutions have to make efforts for the welfare of students in the context of facilities and character capacity building rather than sympathetic feelings and statements.

Fatima et al., (2014) reviewed the achievements of the Millennium Development Goal in the field of education till 2015 in Pakistan. The major point was that the children aged five to sixteen should be provided free education that would be compulsory for all of them. The persons with special needs especially the visually impaired children have equal rights like normal persons of the society. The government would start distance programs to improve the education and facilitate the common and poor

persons who couldn't bear the expenses of regular enrollment in the institution. The knowledge of information technology is also very important. Innovations in the field of information technology can facilitate the persons with disabilities and can bring fruitful changes in their lives. They can make easy access in numerous matters of their life like writing a letter, face to face contact with other persons, shopping, learning skills, getting online lectures, banking and information in every matter of their life. Information technology makes life easy for the persons with disabilities because they can access in every part of the world with the help of it. They can live an autonomous life with the help of information technology and minimize or remove their loneliness.

Shazia & Banti (2015) examined that the students of special education institutions have to face the aggravation and have to deal their learning obstacles. These students also suffer physically that create hurdles in the integration with fellows and social relationships. Persons with disability need friendly environment for best social adjustment in the educational institutions and in the social setting. Government schools should modify their curriculum, co-curricular activities and should take some steps for structural changes to cater the needs of the persons with disabilities in Pakistan. These steps are dire need of the educational segment to keep the students integrated with the educational institutions of the society.

METHODOLOGY

Research Design

The descriptive type of research is used in the study which adopted quantitative methodology to numerically measure the variables. Interview schedule is used as a tool for the collection of data. The respondents were the persons with disabilities having categories (physically disabled, visually impaired and hearing impaired) related to all age groups starting from 5 years to 56 years. Respondents belonged to both rural and urban areas. Data was collected from Punjab by using multistage sampling technique. Statistical Package for social sciences was employed to enter data for analysis. Different data analysis techniques including descriptive analysis, bi-variate and multivariate tests were applied to analyze the data and find out the results.

Sample

A proportionate sample of 400 respondents was selected for the study. Pakistan has four provinces from which Punjab is selected randomly. Punjab have three major zones; Northern, Southern and central. Three representative districts were selected randomly from each zone. The respondents were selected from each district proportionately as (120, 180 and 100 from Rawalpindi, Faisalabad and Multan respectively) which was representative of each district.

Sampling Framework

A multistage sampling technique is used for sampling. The province of Punjab is selected with the simple random sampling from the four provinces of Pakistan. Secondly, three districts (Rawalpindi, Multan and Faisalabad) were randomly selected from three main zones (Northern, Southern, and Central) of Punjab. Thirdly, a sample of 120 respondents from Rawalpindi, 180 from Faisalabad and 100 from Multan was selected proportionately. Persons with Disabilities are registered in the DHQ hospitals with all their complete personal details. Finally, a list of registered persons with disabilities was taken and sample was selected systematically with the interval of five.

Instruments

A well designed interview schedule was used as a tool of data collection. The respondents were Hearing impaired, Physically Disabled and Visually Impaired so, the questions were explained in the easy and understandable words. Sign language is used where needed. Mostly questions were structured and coded. Validity measurement test was applied to test the validity of questions of interview schedule. Cornerback Alpha test was applied to check the reliability of indexed variables.

Data Analysis

Descriptive, bivariate and multivariate techniques were applied to analyze the data. For descriptive analysis, the tabulation of number of observations in each category and possible values of a variable is calculated in the form of percentage distribution. Dealing with bivariate analysis, different statistical tests like Chi square and gamma facts were used to check the relationship and association between dependent and independent variables. Chi square tests used to calculate the difference between observed values and expected values. Either the difference is due to chance or there is found any relationship between them. Gamma is a form of descriptive statistics which check association between two variables on ordinal scale. The value of Gamma lies between 0 - 1. If the value found closer to 0 then the association is weak, and if the value found closer to 1 then the association is strong between the variables.

RESULTS AND DISCUSSION**Table 1: Socio-economic characteristics of the respondents**

Description	Frequency (f)	Percentage (%age)
Sex composition		
Male	294	73.5
Female	106	26.5
Total	400	100.0
Age (years)		
5-15 years	18	4.5
16-25 years	87	21.75
26-35 years	108	27
36-45 years	107	26.75
46-55 years	68	17
Above 56 years	12	3
Total	400	100.0
Educational level		
Illiterate	43	10.75
Literate	19	4.75
Primary	44	11
Middle	39	9.75
Matriculation	91	22.75
Intermediate	68	17
Graduation	51	12.75
Masters	14	3.5
M Phil/ Ph.D	05	1.25
Any other	26	6.5
Total	400	100.0
Total monthly Income of Household (Rs.)		
5000-15000	126	31.5
15000-25000	163	40.75
25000-35000	57	14.25
35000-45000	43	10.75
Above 45000	11	2.75
Total	400	100.0
Earning Status		
Earning	137	34.25
Dependent	171	42.75
Any other source	92	23
Total	400	100.0

Table 1 evident that a large majority of respondents i.e. 73.5% is male. Majority of the respondents (22.75%) were matric pass. Majority of respondents' i.e. 40.75 % have 15000-25000 monthly household income. Majority of respondents (42.75%) were dependent.

Table 2: Discrimination of Parents for Imparting Education to Normal and Persons with Disabilities

Category of views	Frequency (f)	Percentage (%age)
To great extent agree	117	29.25
To some extent agree	151	37.75
Do not agree	132	33
Total	400	100.0

Table 2 depicts that 29.25% of the respondents were agree to great extent that their parents discriminate for imparting education to normal and persons with disabilities, majority i.e. 37.75 percent agreed to some extent, while 33 percent did not agree that their parents have discriminatory attitude towards them.

Table 3: Views of Respondents about Access of the respondents towards Special Education Institution

Category	Frequency (f)	Percentage (%age)
Agree	126	31.25
To some extent agree	117	29.25
Do not agree	157	39.25
Total	400	100.0

Table 3 indicates that 31.25 percent were agreed that they had easy access towards special education institution, 29.25 percent were agreed to some extent, while majority of the respondents i.e. 39.25 percent did not agree with the statement of access towards special education institution.

Table 4: Structural Design/building Problem for the Respondents in the Institutions

Category of views	Frequency (f)	Percentage (%age)
To great extent	244	61
To some extent	89	22.25
Not at all	67	16.75
Total	400	100.0

Table 4 describes that a large proportion of the respondents i.e. 61 percent face structural design problems to great extent, 22.25 percent face this problem to some extent, and 16.75 percent did not face any structural design problem in the institution during attending classes.

Russell C (1999) indicates that there are many physical barriers in the physical structure of the society which the persons with disabilities face in daily life as when going to school, going for job interviews, in the actual setting of the work place, and at the time of attending different social events with the other fellows of workforce.

Table 5: Satisfaction of the Respondents about Classroom Management

Category	Frequency (f)	Percentage (%age)
To great extent	123	30.75
To some extent	198	49.5
Not at all	79	19.75
Total	400	100.0

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Table 5 shows that 30.75 percent respondents were satisfied to great extent with the classroom management, almost half of the respondents i.e. 49.5 percent were satisfied to some extent, and 19.75 percent respondents did not agree with the class room management.

Table 6: Views about the Strength of Students in the classroom

Category of views	Frequency (<i>f</i>)	Percentage (%age)
To great extent	129	32.25
To some extent	184	46
Not at all	87	21.75
Total	400	100.0

Table 6 indicates that 32.25 percent respondents were in favor to great extent that their classroom was overcrowded with the strength of students, almost half of the respondents i.e. 46 percent gave view about the strength of students to some extent, while 21.75 percent respondents did not favor the statement that the classrooms are overcrowded with the strength of students.

Table 7: Problem faced by the respondents for Getting Education

Description of problem	Yes		No		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Jerking of hands	32	8	368	92	400	100.0
Holding of pen	97	24.25	303	75.75	400	100.0
Shaping of words	217	54.25	183	45.75	400	100.0
Mistakes in dictation	279	69.75	111	27.75	400	100.0
Sight related issue	87	21.75	313	78.25	400	100.0
Any other	281	70.25	119	29.75	400	100.0

Table 7 interpret the problems of the respondents for getting education with the concern of six different statements related to the education. For the concern of jerking hands, 8 percent respondents face that problem, but a huge majority i.e. 92 percent respondents did not face the problem of jerking hands. With the concern of holding of pen, a large majority i.e. 75.75 percent respondents did not face the problem. With the concern of shaping of words, more than half of the respondents' i.e. 54.25 percent of face the problem of shaping of words. With the concern of mistakes in dictation, a great majority of the respondents i.e. 69.75 percent report mistakes in dictation. With the concern of sight related issues, a huge majority i.e. 78.25 percent did not face any sight related issues. With the concern of any other issues, a great majority of the respondents i.e. 70.25 percent face other personal issues related to education like forgetting spellings, difficulty in recalling, feel burden of work in exams etc.

Table 8 reveals the problems faced by respondents for mobility in institution concerning the different dimensions of mobility in the institution, with the consideration of the views about movement of wheel-chair in the institution. A huge majority i.e. 71.25 percent of the respondents did not face problems in the movement of wheelchair in the institution. A large majority i.e. 65.5 percent did not face problem of movement towards teacher.

Table 8: Problem faced by the respondents for Mobility in the Institution

Categories of problems	Agree		To some extent agree		Not agree		Total	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>F</i>	%
Movement of wheel-chair	45	11.25	69	17.25	286	71.25	400	100.0
Movement towards teacher	32	8	106	26.5	262	65.5	400	100.0
Movement towards washroom	191	47.75	53	13.25	156	39	400	100.0
In and out from institution	253	63.25	81	20.25	66	16.5	400	100.0
Any other	167	41.75	149	37.25	84	21	400	100.0

A majority of the respondents i.e. 47.75 percent face the problem of movement towards washroom. A large majority i.e. 63.25 percent agreed that they face problem in and out from institution. And about 41.75 percent respondents agreed that they face other problems like problem in communication, access to canteen or any other office and upstairs rooms in the institution.

Table 9: Level of Satisfaction of Respondents with Educational Related Activities

Educational related activities	Satisfied		Neutral		Dissatisfied		Total	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
Teaching methods	267	66.75	78	19.5	55	13.75	400	100.0
Communication skills	93	23.25	256	64	51	12.75	400	100.0
Examination system	71	17.75	147	36.75	182	45.5	400	100.0
Relevance of Curriculum	209	52.25	117	29.25	74	18.5	400	100.0
Activities of the study	289	72.25	64	16	47	11.5	400	100.0

Table 9 explains the problems of different education related activities. Five Likert items shows the responses on the Likert scale. A huge majority of the respondents i.e. 66.75 percent are satisfied with great extent with the teaching method related activities. A huge majority of the respondents i.e. 64 percent are neutral about the communication skills of the teacher. Majority i.e. 45.5 percent of the respondents were not satisfied with the examination system of the institution. More than half of the respondents i.e. 52.25 percent were satisfied with the relevance of curriculum. A huge majority i.e. 72.25 percent respondents were satisfied with the activities of the studies.

Table 10: Availability of Game Facilities to Play in Institution

Description	Yes		No		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Indoor games	207	51.75	193	48.25	400	100.0
Outdoor games	151	37.75	249	62.25	400	100.0

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Table 10 shows the availability of game facilities in the institution, upon taking the views of indoor games, almost half of the respondents replied that they have the indoor games facility. while 48.25 percent did not have the indoor game facility in their institution. Upon taking the views about the availability of outdoor games, 37.75 percent respondents viewed that they have the facility of outdoor games in the institution, but a great majority i.e. 62.25 percent respondents did not have the facility of outdoor games in the institution.

Table 11 Satisfaction of Respondents in Educational Facilities provided by the Government

Satisfaction levels	Frequency (f)	Percentage (%age)
Satisfied	156	39
Neutral	66	16.5
Dissatisfied	178	44.5
Total	400	100.0

Table 11 describes that 39 percent respondents are satisfied with the educational facilities provided by the government, and 16.5 percent respondents are neutral about the educational facilities provided by the government, while a majority i.e. 44.5 percent respondents are dissatisfied with the facilities provided by the government.

Table 12: Relationship between education level of selected persons with disabilities and their social adjustment

Education level	Social adjustment			Total
	Low	Medium	High	
Illiterate	27	11	5	43
	62.8%	25.6%	11.6%	100.0%
Literate	26	12	7	45
	57.8%	26.7%	15.6%	100.0%
Primary	17	12	15	44
	38.6%	27.3%	34.1%	100.0%
Middle pass	13	16	10	39
	33.3%	41.0%	25.6%	100.0%
Matric pass	31	40	20	91
	34.1%	44.0%	22.0%	100.0%
Intermediate	10	17	41	68
	14.7%	25.0%	60.3%	100.0%
Graduation and above	8	15	47	70
	11.4%	21.4%	67.1%	100.0%
Total	132	123	145	400
	33.0%	30.8%	36.3%	100.0%

Chi-square = 95.32 d.f. = 12

P-value = .000**

Gamma = .467

P-value = .000**

** = Highly significant

Table 12 represents the relationship between education level of selected persons with disabilities and their social adjustment. Chi-square value ($\chi^2 = 95.32$) show a highly significant ($p = .000$) association between education level of selected persons with disabilities and their social adjustment. Gamma statistics demonstrating a strong positive and significant relationship between the variables. It

means education level of the persons with disabilities is positively associated with their social adjustment. So, the hypothesis “As more the educational level of persons with disabilities, there will be better social adjustment” is accepted.

Table 13: Relationship between discrimination of parents for imparting education to normal and social adjustment of selected persons with disabilities

Discrimination	Social adjustment			Total
	Low	Medium	High	
Not at all	31	47	54	132
	23.5%	35.6%	40.9%	100.0%
To some extent	52	38	61	151
	34.4%	25.2%	40.4%	100.0%
To a great extent	49	38	30	117
	41.9%	32.5%	25.6%	100.0%
Total	132	123	145	400
	33.0%	30.8%	36.3%	100.0%

Chi-square = 14.30 d.f. = 4 P-value = .006**

Gamma = -.206 P-value = .001**

Table 13 represents the relationship between discrimination of parents for imparting education to normal and social adjustment of selected persons with disabilities. Chi-square value ($\chi^2 = 14.30$) show a highly-significant ($p = .006$) association between discrimination of parents for imparting education to normal and social adjustment of selected persons with disabilities. Gamma statistics indicating a negative and significant relationship between above discussed variables. It means, if the persons with disabilities faced more discrimination of parents for imparting education to normal, then they felt less social adjustment. So, the hypothesis “Discrimination in education will be influencing on social adjustment of the persons with disabilities” is accepted.

DISCUSSION

Research explores the challenges faced by the persons with disabilities in the field of education. Persons with disabilities are marginalized in almost every field of life. Likely, in the field of education, they are not utilizing the same facilities as the normal members of the society are enjoying.

Results shows that a large majority of respondents i.e. 73.5% are male. The persons with different characteristics are not highly qualified due to the less facilitation from home along with hard access to special education institutions. Only 22.75 % respondents were matric pass, all the other grades Intermediate, Graduation, Masters, M Phil, Ph.D. have less percentage then matriculation. Majority of respondents’ i.e. 40.75 % had 15000-25000 monthly household income. This shows that most of the persons with disabilities belong to the lower middle families. Along with that majority of respondents (42.75) were dependent. They are not getting jobs in any public or private institutions or firms due to their disability, and also because they are untrained and unskilled. The other reason is that parents keep their children with disabilities apart from education and have discriminatory attitude while imparting education to normal and persons with disabilities. The respondents were agreed to some extent i.e. 37.75 % that their parents have discriminatory attitude in educating them.

Another hurdle which is faced by the persons with disabilities in the way to get education is that special education institutions are not easily accessible. 39.25 % respondents have not easy access to the special education institutions. Eide et al., (2003) said that young persons with disabilities face difficult to access formal education or to the opportunities to expand their skills mainly in information technology. A large proportion of the persons with disabilities i.e. 61 percent face structural design problems to great

extent. Policy making for the structural design and modifications according to the persons with disabilities are in process which may facilitate them in future but, still they are facing the hardships.

Role of Government is pretty valuable to overcome the issues confronted by the persons with disabilities regarding education. But the respondents are not fully satisfied by the educational facilities provided by the Governmental bodies as 44 % respondents are dissatisfied with the facilities provided by the government.

Social Adjustment is a fundamental point which is necessary for the mainstreaming of the persons with disabilities in the society. Uplifting of the level of education plays a vital role for the better social adjustment. Bivariate analysis represented the relationship between education level of selected persons with disabilities and their social adjustment. Chi-square value ($\chi^2 = 95.32$) showed a highly significant ($p = .000$) association between education level of selected persons with disabilities and their social adjustment. Gamma statistics demonstrated a strong positive and significant relationship between the variables. It means education level of the persons with disabilities positively associated with their social adjustment.

Finally, it is obvious that discrimination in education have strong influence on the social adjustment of persons with disabilities. Chi-square value of bi-veriate analysis ($\chi^2 = 14.30$) showed a highly-significant ($p = .006$) association between discrimination of parents for imparting education to normal and social adjustment of selected persons with disabilities. Gamma statistics indicating a negative and significant relationship between above discussed variables. It means, if the persons with disabilities faced more discrimination of parents for imparting education to normal, then they felt less social adjustment. Parents are the strong pillars to facilitate the persons with disabilities and there is dire need to change the concept that their normal children will be able to take care and support them in future, rather independent persons with disabilities can also support them and can play a valuable role in the society. In a nutshell, parents, teachers and members of society should avoid discrimination and have collaborative efforts to minimize the hurdles in the way of learning of persons with disabilities.

CONCLUSION

Results of the study concluded that Persons with disabilities are the marginalized persons in the sphere of education and learning. Discrimination starts from their own home when parents give preference to the normal children while imparting education. They do not have easy access towards educational institutions. They have mobility issues in and outside the institutions. They do not have proper indoor and outdoor game facilities within the institution. Mainly the persons with disabilities are dissatisfied with the educational facilities provided by the Government. Furthermore, at family level, parents should provide moral and financial support in the walk of education and vocational setting. Community members should not degrade and prejudice them culturally. Educational institutions should provide multiple future planes and counseling of their students to live an independent life. Government should implement the anti-discriminatory law, quota system, make the institutions easily accessible for the persons with disabilities and must settle all the eligible candidates in the workforce.

RECOMMENDATIONS

There are some recommendations for the Persons with disabilities in the purview of learning. The awareness level should be increased regarding the use of abilities instead of highlighting disabilities. Educational institutions should be easily accessible and should provide accommodations. This can attract the attention of persons with disabilities towards education. Intensification of the level of education can help to reduce aggravations regarding persons with disabilities. Vocational training centers should adjust the trained persons with disabilities in the market to make them independent members of society. Prevailing policies regarding the subject matter should be strengthened by the Government.

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