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Effects of Special Education and its Services on Children with Special Needs in Punjab-Pakistan

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ARTICLE INFO			ABSTRACT
Article History:			<i>The principle topic of the review was to investigate the effects of special education and its services on children with special needs in Punjab, Pakistan. This research investigated perceptions of special education teachers in identifying the effectiveness and experiences about effects of special education which facilitated children with special needs a successful life. It is likewise fundamental to appreciate special education and the services being proposed to children with unique requirements who have any sort of loss of vision, deaf and dumb, physically or intellectually impaired. The review was descriptive in nature and survey design was utilized to lead this review. A short certain underpinning of special education and also the educational setting, educational plan and informative methodologies utilized for hearing impaired, visually impaired, physically and intellectually impaired students are figured out. The population in this review was the special teachers of every class working in a special education schools and centers in Punjab, Pakistan. A representative sample of 100 special teachers and professionals was simple randomly selected from the special education schools and centers of Punjab, Pakistan. A questionnaire on Likert scale was to collected data. It was concluded that special education is useful and very effective for children with unique needs and this also played a vital role in enhancing the learning & quality education to make them constructive and productive citizen of Punjab, Pakistan. The majority of responded favorably that their overall experiences had been positive about services offered in special education for children with unique requirements and also had positive perceptions of the effects of the special education on the children with unique requirements. On the basis of conclusions it was recommended since special education plays an important part in educational life of children with special needs, so the government ought to have to make viable arranging in regards to use of assets and to accomplish the strategy objectives with assets in successful manner.</i>
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Introduction

Education is the spine for the progression of any country, so it is comprehensively recognized that for the thriving and outcome of any country, quality schooling of their residents is vital. Pakistan is among the immature country of the world and dealt with basic issues of instruction over the past various years. In the new seasons of science and advancement the significance of education can't be denied and for the better endurance each general public ought to refresh their schooling system as indicated by the necessities of the day (Dildar et al., 2016).

Specialized curriculum is a bunch of administrations gave to the children with special requirements. Represented by government regulation (Individuals with Disabilities Education Act), special education is described as: "Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Special education administration gave an assortment of instructive conditions to children who have an individualized education program (Lipkin & Okamoto, 2015).

Capability for special education, organization expects that children have a perceived powerlessness that impacts their capacity to learn and requires extra organizations and assets for truly take an interest in school as a matter of fact. Children who regularly meet all prerequisites for services of special education consolidate those with the going with failure:

1. Mentally handicap
2. Hearing disabilities
3. Discourse and language disabilities
4. Visual disabilities
5. Physical impairments

The IDEA guarantees that no matter what a children's incapacity, schools/centers ought to give appropriate education to ALL children with unique needs (ages from 3 to 21). The importance of education for each special child likewise as every nation can't be over-underlined. Its importance is extended decidedly assuming there ought to emerge an event of children with exceptional requirements, as schooling can assist them with changing in the society. In special education, extraordinarily planned guidelines meet the novel prerequisites of special children. Handicapped children have conditions that ominously impact their progression in regular educational programs. (Lipkin & Okamoto, 2015). Current research was done to explore effects of Special Education and its services on Children with special needs in Punjab, Pakistan.

Objective of the Study

Objective of the review was as following:

1. To investigate the effects of special education on children with special needs.
2. To assess the special teachers and professional's opinion about effects of special education on children with special needs.
3. To aware the effects of special education services on children with special needs.

The research questions to investigate the research objective were as:

1. What are the effects of Special Education on Children with special needs?
2. What is the special teachers and professional's opinion about effects of Special Education on Children with special needs?
3. What are the effects of special education services on children with special needs?

Review of the Literature

The meaning of schooling for every individual also as every nation can't be over highlighted. Its importance is extended without a doubt assuming there ought to emerge an event of individuals with physical impairment, as education can assist them with changing in the general public. In a special education, there are phenomenally arranged rules like educational program to meet the one of kind prerequisites of physically impaired children. (Ahmed,2011).

At the hour of Independence Pakistan had several schools for children with novel informative necessities. According to Makhdum (1961): There were 05 schools for the 'visually impaired' but none for the 'hearing impaired' and mentally impaired, there was just single training college for teachers of the deaf in Lahore.

The suggestion to give special education to crippled students was made in the Education Policies of 1970 and 1979. In the 6th 05 Year Plan (from 1983 to 1988) the most noteworthy need is given to giving special education and a significant spending plan distributed to giving special education to understudies with extraordinary educational requirements. This was the consequence of orders gave by the then President of Pakistan, General Zia-ul-Haq, who himself was the dad of a hard of hearing and unable to speak young girl. On account of the President's exceptional premium in the space of hearing impaired reserves were maybe lopsidedly made benefit ready to schools for the deaf and dumb. (Zahida.S.Lari,1992).

It was evaluated that 2.49% of the general population is impaired (National Policy for PWD, 2002). Of this crippled people,

- Hearing impaired are 7.40%.
- Physically disabled are 19%.
- Blinds are 8.6%.
- Intellectually disabled are 14%.

As per the World Health Organization (WHO) the general force of inability is 10% which causes Pakistan to seem like they have appropriately less individuals with handicap. Numerous guardians will by and large mask the way that they have a crippled child or hold the presence back from getting handicap in their adolescents. (Khatoun, 2003).

The requirement for a special education has been viewed as a foremost rationale in preparing, rehabilitation and related help plans of all the children with exceptional necessities. Change in the Curriculum for Visually Impaired Children The curriculum planned and made arrangements for normal understudies is normally not appropriate for visually impaired children. Notwithstanding, certain transformations and changes need to made to the learning materials and informative methods to all the more likely suit their advancing requirements and purposes. The educational plan should be offset with legitimate consideration given to the children's ' private, scholarly, social, and passionate development. (Barbara, 2004). The educator is supposed to embrace a practical, predictable, and graceful methodology in curriculum planning and its application. Visually impaired children are instructed to learn things by utilizing different faculties and senses (Sahin & Yorek, 2009).

These special children are given explicit books and related learning equipment, to animate their senses and foster their listening abilities (Salisbury, 2000). According to special education department Government of Punjab: There are 20 institutions for children with visually impaired, 14 institutions for intellectually disabled children, 49 institutions for hearing impaired and 5 institutions for physically disable children. These children provided with:

1. Free education,
2. Free Braille books.
3. Psychological services.
4. Vocational training.
5. Mobility & orientation.
6. Boarding & lodging facilities.
7. Hearing aids are being provided free of cost.
8. Speech therapy services.

Mostly children with loss of vision get directions in the typical scholarly subjects, yet in addition in extraordinary abilities that are required explicitly to help make up for the loss of vision. The children having loss of vision are likewise being instructed in the accompanying extraordinary regions can assist youngsters with making up for visual impairment and encourage their capacities and thoughts even more clearly: Tactile turn of events.

1. Prevocational skills.
2. Visual efficiency training.
3. Concept development.
4. Listening skills.
5. Braille perusing and composing.
6. Orientation & Mobility.
7. Activities of daily living.
8. Using technology.
9. Low vision devices.
10. Social skills training.
11. Counseling.

Curriculum for deaf and dumb Children depends on pre-perusing, pre-composing, pre-number-crunching abilities and comprises on fundamental strict information. A fundamental change in Curriculum for government school of Class one to five has been made for deaf and dumb children and it is being done in Special instruction. Showing strategy for It is through to Hear Impaired children:

1. Direct insight visual aids
2. Composed language
3. Communicated in language
4. Communication through sign language.

NISE (National Institute for Health and Care Excellence) fostered a model of Curriculum Intervention and carried out at in 1998 in the Centers for Mental Retardation run by DG Special Education to utilize it. A goal based educational program report giving itemized organized data Informative grouping of social abilities and fills the accompanying needs:

1. To, identify child capacity with regards to qualities and shortcomings.
2. An observing framework to ensure that changes are happening.
3. Empowers the educators to survey plan, program and keep records.

Instructive educational targets and the curriculum is equivalent to the curriculum for normal children in public schools. Showing the physically disabled, exceptional guidelines in mobility abilities, everyday living abilities and word related abilities are considered. Physically disable children are given exceptional evaluation of their educational needs and unique showing following

changed curriculum as per their prerequisites. Some an-other helpful resources are provided and utilized in special education schools and centres are:-

1. Physio therapy
2. Speech therapy
3. Occupational therapy
4. Counseling
5. Genuine Adaptation in Building

Research Methodology

This research was descriptive in nature while a Survey research design was used to conduct this study. The ongoing review was directed to get the Effects of Special Education and its services on Children with special needs in Punjab, Pakistan. The population was special education educators and professional staff working in special education schools/centers of the province of the Punjab, Pakistan. While the sample of this study was 100, which was selected by using simple random sampling technique from the special education schools and centers of Punjab.

A questionnaire on Likert scale was developed by the researcher for special education educators of all categories and professionals. There were two components to the survey questionnaire. The first half was about demographic questions, whereas the second section dealt with the Effects of Special Education and its Services on Children with Special Needs. Experts have evaluated the proposed survey questionnaire.

Data Collection and Analysis

Given the pandemic COVID-19, data have been collected online using Google forms. A Google form was developed for the survey questionnaire and a link was sent to special education educators and professionals working with all types of special children. Through the SPSS program, data obtained are tabulated and evaluated. The results were obtained via descriptive and inferential statistics. Data on analyze the characteristics and questions is presented using frequencies and percentages; the differences in opinions on the basis of various demographic variables are shown using independent sample t-tests and one-way ANOVA. Based on the findings, judgments and suggestions were drawn.

Table No 1: Sample Description Based on Demographics

Sr. #	Respondents	Frequency (f)	Percentage (%)
Gender			
1	Male	30	30%
2	Female	70	70%
	Total	100	100%
Academic Qualification			
1	Master	39	39%
2	M. Phil	57	57%
3	P.H.D	04	04%
	Total	100	100%
Designation			
1	SSET	20	20%
2	`JSET	34	34%

3	Speech Therapist	31	31%
4	Psychologist	15	15%
	Total	100	100%
Division			
1	Multan	18	18%
2	D.G. Khan	10	10%
3	Sargodha	07	07%
4	Faisalabad	08	08%
5	Sahiwal	10	10%
6	Bahawalpur	10	10%
7	Rawalpindi	07	07%
8	Gujranwala	11	11%
9	Lahore	19	19%
	Total	100	100%

Table No. 2: Descriptive Statistics

Sr. #	Statements of Questions	Agree	Undecided	Disagree	M	SD
	<i>Effects of special education on children with special needs.</i>					
1	Special education meets the unique needs of special children.	90(90%)	04(04%)	06(06%)	4.0300	.77140
2	Special education helps the children with unique needs to learn necessary skills for their self-help.	93(93%)	02(02%)	05(05%)	4.0500	.71598
3	Special education helps the children with special needs to learn necessary expertise for their leading future life as properly as possible.	81(81%)	14(14%)	05(05%)	3.9200	.82487
4	Special education assists them with obtaining essential social capacities, profound proficiency to reside and take part in school, home and local area life.	86(86%)	10(10%)	04(04%)	4.0100	.79766
5	Significant part of a special education is arrangements of helps for addressing the requirements of children with unique necessities.	89(89%)	09(09%)	02(02%)	4.0200	.66636
6	Special education services can help children with unique necessities make	85(85%)	10(10%)	05(05%)	3.9600	.80302

	progress in education programs.						
7	Special education helps the children with unique necessities to obtain necessary skills for their independent living.	80(80%)	15(15%)	05(05%)	3.9400	.77616	
8	Special education treats children with unique necessities with dignity and respect equally. <i>Special teachers and professional opinion about effects of special education on children with special needs.</i>	92(92%)	04(04%)	04(04%)	4.0500	.74366	
09	Special education is the best way of rehabilitation for children with special needs than parental care and nurture.	91(91%)	09(09%)	0(0%)	4.0900	.51434	
10	Special education is a goal directed and objective oriented phenomenon with a bigger responsibility.	88(88%)	10(10%)	02(02%)	4.0600	.61661	
11	Special education encourages children with unique necessities to be aware of their strengths and weaknesses so to become good advocates for themselves in all settings.	93(93%)	06(06%)	01(01%)	4.1800	.57525	
12	Special education provides quality education, vocational training and rehabilitative services to children with special needs in specialized settings.	81(81%)	15(15%)	04(04%)	3.9300	.72829	
13	Special education guarantees that all children with unique necessities boost their capacities to become helpful and useful citizens.	82(82%)	14(14%)	04(04%)	3.9000	.77198	
14	Special education ensures their social and economic empowerment to Improve educational opportunities for children with special	84(84%)	13(13%)	03(03%)	3.9500	.62563	

	needs.					
15	Special education creates a healthy environment to enable full and active participation of children with extraordinary requirements in varying backgrounds.	89(89%)	07(07%)	04(04%)	3.9700	.73106
16	Importance of special education is increased to a greater extent because it helps children with unique needs to adjust in the society. <i>Effects of special education services on children with special needs.</i>	93(93%)	06(06%)	03(03%)	4.0800	.61431
17	There are many kinds of therapeutic services being offered to the children with unique needs.	81(81%)	17(17%)	02(02%)	3.9600	.69515
18	Braille books are provided to the visually impaired students studying in special education.	61(61%)	20(20%)	19(19%)	3.5000	1.04929
19	Services of qualified professionals are available in special education to provide guidance & counseling to the children with special needs.	78(78%)	20(20%)	02(02%)	4.0400	.75103
20	Child who gets special education and services provided by special education must have an Individualized Education Plan (IEP).	78(78%)	18(18%)	04(04%)	3.9500	.78335
21	Speech-language therapists assess, diagnose, and treat speech, language & voice disorders in special children.	77(77%)	19(19%)	04(04%)	3.9400	.78907
22	Professionals identify the category of children with unique necessities to classroom placement.	81(81%)	18(18%)	01(01%)	3.9800	.63532
23	Specially designed and planned curriculum is used for children with unique necessities according to	76(76%)	16(16%)	08(08%)	3.7700	.94125

	their need.						
24	In special education Innovation is backed by research to provide an excellent instructive encounter for children with novel necessities.	71(71%)	24(24%)	05(05%)	3.7500	.80873	

The majority of respondents agreed with all of the questions' entitlements, according to the results. In educational settings; it has a detrimental influence on special children, according to most responders.

A statistical approach that was separately devised the findings of a T-test, which was used to compare the responses of male and female respondents to the Effects of Special Education and its Services on Children with Special Needs, are presented in the following tables.

Table No. 3: Comparison on the base of gender

Gender	N	Mean	SD	Df	t-cal	Sig.
Male	30	94.4667	6.35574	98	-.450	.144
Female	70	95.2714	8.86112			

**P > .05 Level of Significance*

The table indicates that the mean score of the male participants was 94.4667 (SD=6.35574), whereas the mean score of female participants was 95.2714 (SD=8.86112). Independent sample t-test proved that this 98 difference is significant difference ($t(100) = -.450$, $P > .05 = .144$), that there is no significant distinction of opinion among male and female respondents.

A statistical method that was developed independently of the others Presented in the following tables are the results of a t-test, which was used to compare the reactions of male and female respondents to the Effects of Special Education and its Services on Children with Special Needs and the results of a correlational study.

Table No. 4: Comparison on the base of academic qualification

Academic Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	140.519	2	70.259	1.055	.352
Within Groups	6462.391	97	66.623		
Total	6602.910	99			

**P > .05 Level of Significance*

Based on their designations, the one direction ANOVA test indicates that there is no significant gap ($0.352 > 0.05$) in teachers' opinions regarding the effects of modern trends on students' performance.

When it comes to the Effects of Special Education and its Services on Children with Special Needs, special education teachers and professionals have different perspectives (Independent Sample t-test).

Table No. 5: Comparison on the base of professional qualification

Professional Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	42.656	4	10.664	.154	.961
Within Groups	6560.254	95	69.055		
Total	6602.910	99			

**P > .05 Level of Significance*

Based on their designations, the one direction ANOVA test indicates that there is no significant gap ($0.961 > 0.05$) in teachers' opinions regarding the effects of modern trends on students' performance.

The difference in view among instructors concerning the Effects of Special Education and its Services on Children with Special Needs based on the type of designations they hold is reflected in the table below (one-way ANOVA test)

Table No. 6: Comparison on the base of designation

Designation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	277.993	3	92.664	1.406	.246
Within Groups	6324.917	96	65.885		
Total	6602.910	99			

**P > .05 Level of Significance*

Based on their designations, the one direction ANOVA test indicates that there is no significant gap ($0.246 > 0.05$) in teachers' opinions regarding the effects of modern trends on students' performance.

The disparity in special education teachers and professionals' Effects of Special Education and its Services on Children with Special Needs based on participation Division (one-way ANOVA test).

Table No. 7: Comparison on the base of location

Division	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	224.609	8	28.076	.401	.918
Within Groups	6378.301	91	70.091		
Total	6602.910	99			

**P > .05 Level of Significance*

A one-way ANOVA test demonstrates that instructors' perspectives on the impact of modern trends on educational achievements are not significantly different ($0.918 > 0.05$).

Discussion

The fundamental target of study was to explore effects of special education and its services on children with special needs in Punjab, Pakistan. Disclosures review of special education demonstrated and assumed an imperative part to establish a solid climate to empower full and dynamic cooperation of children with unique necessities in all walks of life. It assisted the

children with special needs to obtain important abilities for their self-improvement and driving future life as appropriately as could be expected. It is likewise observed that most of respondents' perspectives didn't contrast in light of gender, designation or experience (Ahmad & Yousuf, 2011).

Conclusion

Education is a way toward the turn of events, and a nation can reach to the pinnacle of its improvement through very much coordinated schooling system. Impacts of a special education and its services demonstrated its imperative significance for the upgrade in learning and quality education for the children with unique requirements, because the discernment about special education is changing due to its constructive outcomes on children with special needs (Malik et al., 2017). This change prompts the frantic prerequisite for arranged special education teachers, multi-disciplinary team and imaginative aides in the focal points of children with extraordinary necessities.

Recommendations

In view of the discoveries, following suggestions were drawn:

1. To work with instructive change, experts should reconsider the educational plan for children with unique necessities. Special teachers and professionals ought to be gifted in their field to guarantee custom curriculum more viable for special students, all things considered.
2. At the government level special educators and experts ought to be instructed about qualities and novel necessities of children with unique requirements.
3. The government ought to have to affect the thoroughly prepared individuals in the policy formulation.
4. More importantly, the government should give this commitment in the ownership of educationist and experts in a special education since they know the potential gains and drawbacks of every part of education.
5. The government ought to have to make powerful arranging in regards to usage of assets and to accomplish the approach objectives with assets in successful manner.

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