

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF SPECIAL
STUDENTS: A CASE OF PESHAWAR DISTRICT**

**Sahib Kamal
M.Phil (Education)
City University of Science and Information Technology
Peshawar
Corresponding contact:
Cell Phone: 0344-9996930 &0302-5955140
Email: imtiazkhan_ids@yahoo.com**

**Professor Muhammad Asrar
City University of Science and Information Technology
Peshawar**

**Professor Muhammad Younes
City University of Science and Information Technology
Peshawar**

**Professor Dr. Anwar Fazil Chishti
City University of Science and Information Technology
Peshawar**

FACTORS AFFECTING ACADEMIC PERFORMANCE OF SPECIAL STUDENTS: A CASE OF PESHAWAR DISTRICT

Abstract

This study of the academic performance of special children found that majority (58.34%) of them has bad academic results. For the basic reasons determining academic performance, special-children depression (DC), teachers' contribution (TC), parents' contribution (PC), school facilitation contribution (SFC) and contribution of poverty (CP) were tried as explanatory variables. Results indicated that almost all explanatory variables were found statistically significant at $\alpha < 0.01$. As far as the signs of explanatory variables were concerned, variables TC, PC, and SFC had positive signs, suggesting that these variables were contributing positively towards academic performance (API) while the signs of variables (DC) and (CP) were negative, suggesting that these variables were adversely contributing.

Based on the findings of the study, it was recommended that special counselors be made available in each of the institutions of special students who are specially assigned the duty of lowering special students anxiety and depression. It was also recommended that special care be given to appoint administrative and teaching staff who give particular care to teaching and also provide due respect to the special students. Parents of the handicapped students should be aware to educate their children without discrimination of male and female and normal/abnormal. A good learning environment at school should be provided to special students, and teachers should be aware to teach according to the needs of special students' psychology.

Keywords: Special student, academic performance, depression contribution, parents' contribution, teaching contribution, school facilitation contribution, family-poverty contribution

I. Introduction

1.1 Special education

The need to educate its disabled population has gained increasing recognition in Pakistan in the last three decades. Interest in the field was aroused by the International Year for Disabled Person (1981), and by the United Nation Declaration of 1983-92 as the Decade of Disabled. In the 1980s, the Government of Pakistan undertook a crash program of expansion of special educational provision, thus improving both the quantity and quality 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 (Iqbal, 2003).

At present, the National Policy determines the philosophy of special education in Pakistan, and outlines goals in the areas of assessment and invention for special education needs, the curriculum in special schools, and teacher training programs in special education. Educational provision for children with special educational needs is the responsibility of the Ministry of Education in Punjab and Sindh, while in Baluchistan and in KPK, this portfolio is held by the Ministry of Women Development, Social Welfare and Special Education (Jani,2005).Thamson (2009), while reviewing 'Provision for Special Educational Needs in Pakistan', expressed the need that federal and provincial governments and NGOs establish links and ensure co-ordination and co-operation in activities aiming at educating special children.

1.2 Theme of research

This paper aims at studying the factors which affect academic performance of special school going children. This piece of research includes 60 randomly selected special students of Peshawar district (KP, Pakistan), who act as respondents, in revealing the facts on major factors affecting their own academic performance.

1.3 Objectives of research

In accordance with the basic theme of research, this study aims at pursuing the following specific objectives.

- * To find out level of academic performance of special students, in general.
- * To study major factors affecting academic performance of special students.
- * To measure statistical significance of the major factors affecting academic performance of special students.
- * To present policy prescription based on the findings of the study.

II. Review of Literature and theoretical framework

2.1 Relevant literature

It is commonly believed that the students' home background alongwith their socio-economic status affects a lot the activities and functioning of both the teachers and students. Researchers point out that home background influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students. The nature and quality of parents and home background of a student

play a vital role in his/her academic development. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child.

Lytton(2010), on his latest work entitled 'Problems and Issues in Education', while putting light on the issue, adds "good parenting supported by strong economic home background could enhance strong academic performance of the child". This argument further helps to predict the student's academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street, laboring to make ends meet (Lytton(2010)).

Lytton (2010) further points out that "poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts". He adds that poverty alone does not account for all the differences in the performance of the students. Poverty of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their education and good schools, good housing facilities and medical care and social welfare services. Poverty of the parents has made education and learning impossible for children, especially disabled children in the rural areas. Besides, poverty has further caused other problems, such as disease, frustration, poor performance, and psychological problems and so on (Lytton, 2010).

There are other factors that compliment environmental and socio-economic factors to produce high academic achievements and performance; these factors include good teaching, counseling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive (Davis (1994)).

2.2 Academic performance of special students: theoretical framework

2.2.1 The literature reviewed above as well as the works by imminent educational scholars, like Amla(2005) on 'Determinants of Educational Achievements of HSSC', Bachler (2009) on 'Socio-Economic Factors Affecting Students Achievements in the West', Bachlor (1998) on 'The Needs of Special Students', Backen(1990) on 'The Teacher's Guide to Solve Depression Problems of Special Students in the Educational Environment', U.S. Department of Education's (2008) 'Teacher-Education for Handicapped: Professional Handbook', Burnt& Crown (1998) on

‘Depression Problem in Special Students and its Effects on Student’s Academic Performances’, Chasarkar&Devilior(2010) on ‘Student Profiles and Factors Influencing Academic Achievements at HEC Level’, Hewett,et al. (2008) on ‘Learning Disabilities and Quality Education’, Strachey (2010) on ‘Education for Handicapped and Teaching Facilities’, Thamson (2009) on ‘Provision for Special Educational Needs in Pakistan’ and Walter (2011) on ‘Effective Teaching and School Discipline’ help conclude that a combination of a healthy family background living in good environment plus the child being educated ina conducive environment with a fortified learning or instructional aids or motivational incentives will promote while lack of these retard academic performance of special students.

Theoretical/conceptual modeling and hypothesis development

2.2.2 The aforementioned empirical studies and theoretical framework explained help develop the following conceptual model and hypotheses to statistically test the validity of some important and major factors affecting special students’ academic performance, in the geographical area proposed for this study.

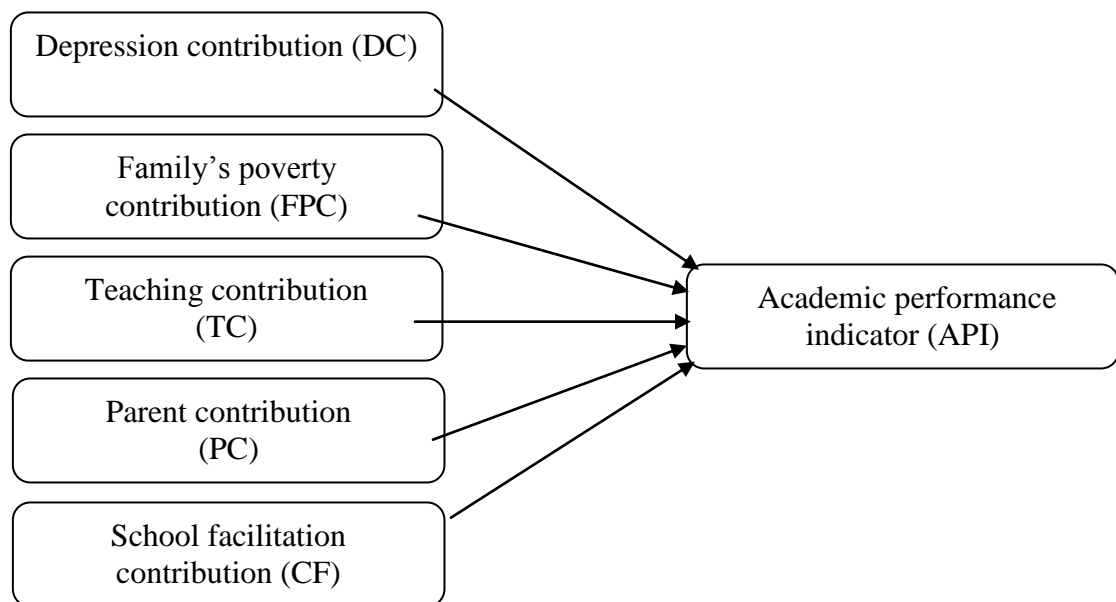


Figure 1
Conceptual model

2.2.3 Hypotheses

Hypothesis H₁:

Depression contribution (DC) and special students' academic performance (API) are negatively related.

Hypothesis H₂:

Family's poverty contribution (FPC) and special students' academic performance (API) are negatively related.

Hypothesis H₃:

Teaching contribution (TC) and special students' academic performance (API) are positively related.

Hypothesis H₄:

Parent contribution (PC) and special students' academic performance (API) are positively related.

Hypothesis H₅:

School facilitation contribution (SFC) and special students' academic performance (API) are positively related.

III. Material and Methods

3.1 Population and sample

The population for this study consists of special students living throughout Pakistan. However to manage research in time and considering meager resources at hand of this researcher, the researcher has selected the District of Peshawar as the research site where in the five schools of special students constitute the sampling frame for this study (Table 1).

S.No	Name of school	Male (M)/ Female (F)	Sample Size
1	School for Deaf (Boys) Gulbahar Peshawar	M	12
2	Govt.School for Deaf (Girls), Yakatoot, Peshawar	F	12
3	Govt. Institution for blind (Male) Peshawar	M	12
4	Govt. Institution for blind (Girls) Peshawar	F	12
5(a)	Center for mentally retarded and physically handicapped children Peshawar	M	6
5(b)	Center for mentally retarded and physically	F	6

	handicapped children Peshawar		
		Total:	60

Of the five selected schools, one each for deaf and blind belongs to the girls students and one each for deaf and blind belongs to the male students while the fifth one is for mentally retarded and physically handicapped students. To take a manageable sample size of 60 students, we selected students on random basis, using the male and female allocation provided in the table. For selecting respondents randomly, we prepared cards of the names of total class students and then drew the first 12 names for including in our sample through a Draw.

3.2 Statistical tools and methods

Since we were primarily interested to statistically analyze the impact of major factors affecting special students' academic performance (API), namely Depression contribution (DC), Teaching contribution (TC), Parents contribution (PC), School-Facilitation contribution (SFC) and Contribution of family's poverty (CP), we mainly carried out Pearson correlation and regression analyses, in addition to using descriptive statistics and frequency analysis.

3.2.1 Correlation Analysis

In order to check the degree of association between academic performance indicator (API) and its major candidate-determinants, we estimated Pearson correlation between API and each of the following factors.

- Depression Contribution (DC)
- Teaching contribution (TC)
- Parents' contribution (PC)
- School-Facilitation contribution (SFC)
- Contribution of Poverty (CP)

3.2.2 Regression analysis

In order to determine dependency of API on each of its proposed determinants, regression analysis of the following sort was carried out.

$$API = f(DC, TC, PC, SFC, CP, e) \quad (1)$$

IV. Results and Discussion

4.1 Distribution of special students by academic-performance

We categorized the academic performance of the students in to four broad grading categories, including:

- i. Students scoring 60% marks and above;
- ii. Students scoring 45% to 59% marks;
- iii. Students scoring 40% to 44% marks; and .
- iv. Students scoring below 40% marks.

The 1st four questions (Questions 1.1- 1.4; Appendix-I) help students to indicate their academic performance. These questions help respondent to indicate in which of the four above stated categories he or she falls in. The responses have been coded as 1,2,3 and 4 where weight 4 has been assigned to the highest scorer scoring 60% and above marks, weight 3 to the scorer who scored between 45-59%, weight 2 to scorer who scored between 40-44% and weight 1 to who scored lower than 40 percent marks.

The frequency distribution of the answers of the respondents is provided, as follows.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	13.3	13.3	13.3
	2.00	27	45.0	45.0	58.3
	3.00	20	33.3	33.3	91.7
	4.00	5	8.3	8.3	100.0
	Total	60	100.0	100.0	

The frequency distribution provided in the above table indicates that there are only 5 persons (8.3%) who scored highest marks, 20 persons (33.3%) who scored between 45-59% marks, 27 persons (45%) scored between 40-44% marks and 8 persons (13.3%) who scored below 40% marks. This means that the majority of the respondents (78%) are mediators, belonging to the two middle scores.

Table 2 represents descriptive statistics of academic performance indicator (API) of the respondents.

	N	Minimum	Maximum	Mean	Std. Deviation

Academic performance indicator	60	1.00	4.00	2.3667	.82270
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API is averaged at 2.3667 which reinforces the earlier results indicating that on average respondents' academic performance falls in between 2 and 3 over a Likert scale type range of 1-4.

4.2 Factors affecting academic performance of special children

4.2.1 Question 2.1 to 2.5 determines whether or not the respondents understand his/her physical disability or state of depression is a bar to his/her academic performance. The responses of the respondents to Depression Contribution (DC) are presented in the form of descriptive statistics in the following table.

Table 3 Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Contribution of depression final	60	.20	2.40	1.2767	.53246

The respondents' responses, measured with values between 1-4, averages at 1.2767 which indicates that respondents on average are showing their disagreement with the contribution of depression. Table 4 works out Pearson Correlation between respondents' Academic Performance Indicator (API) and their perception on depression's contribution (DC).

Table 4 Correlations			
		Academic performance indicator	Contribution of depression final
Academic performance indicator	Pearson Correlation	1	.059
	Sig. (2-tailed)		.657
	N	60	60
Contribution of depression final	Pearson Correlation	.059	1
	Sig. (2-tailed)	.657	
	N	60	60

The Pearson Correlation between API and DC estimates at $r = 0.059$ at Sig (2 tailed) = 0.657, indicating that the two variables are positively and statistically significantly associated with

each other, suggesting that the respondents consider that depression contribution is responsible for their mediocre type of academic performance.

4.2.2 Six questions (Questions 3.1 – Questions 3.6) measure teacher’s contribution towards the academic performance of the respondents. The variable, Teacher Contribution (TC) has been generated on the basis of the stated six questions, and the descriptive statistics of the so generated variable is provided in the following table.

Table 5					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teacher contribution final	60	.67	3.00	1.7167	.57104

The respondents’ responses, measured with values between 1-4, averages at 1.7167 which indicates that respondents on average are showing their disagreement with the contribution of teachers. Table6 works out Pearson Correlation between respondents API and their perception on teachers’ contribution (TC).

Table 6			
Correlations			
		Academic performance indicator	Teacher contribution final
Academic performance indicator	Pearson Correlation	1	.345**
	Sig. (2-tailed)		.007
	N	60	60
Teacher contribution final	Pearson Correlation	.345**	1
	Sig. (2-tailed)	.007	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation between API and TC estimates at $r = 0.345$ at $\text{Sig} (2 \text{ tailed}) = 0.007$, indicating that the two variables are positively and statistically significantly associated with each other, suggesting that the respondents consider that poor contribution of teachers is responsible for their mediocre type of academic performance.

4.2.3 Three questions (Questions 4.1 – Questions 4.3) measure the perception of respondents on the effect of parents’ education and their support towards respondents’ academic performance. The respondents’ responses have then been averaged to generate a variable PC to represent parent contribution. The descriptive statistics of so called generated PC variable are provided in table 7.

Table 7					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Parents education and support final	60	.00	2.67	1.5056	.60597

Table 7 indicates that parents contribution (PC) averages at 1.51 which falls between 1 (Strongly Don’t Agree) and 2 (Don’t Agree). Pearson Correlation between this variable parents contribution and respondents academic performance is estimated and results thereof provided, as follows.

Table 8			
Correlations			
		Academic performance indicator	Parents education and support final
Academic performance indicator	Pearson Correlation	1	.324*
	Sig. (2-tailed)		.011
	N	60	60
Parents education and support final	Pearson Correlation	.324*	1
	Sig. (2-tailed)	.011	
	N	60	60
*. Correlation is significant at the 0.05 level (2-tailed).			

The Pearson Correlation between API and PC estimates at $r = 0.324$ at $\text{Sig} (2 \text{ tailed}) = 0.011$, indicating that the two variables are positively and statistically significantly associated with each other, suggesting that the respondents consider that the negligible support of parents is responsible for their average type of academic performance.

4.2.4 Four questions (questions 5.1 to 5.4) determine the School Facilitation Contribution (SFC) towards academic performance of the students. The descriptive statistics of variable SFC has been provided in the following table.

Table 9					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
School facilitation contribution final	60	.00	3.00	1.0333	.68033

Table 9 indicates that School Facilitation Contribution (SFC) averages at 1.0333 which falls between 1 (Strongly Don't Agree) and 2 (Don't Agree). Pearson Correlation between this variable school facilitation contribution and respondents academic performance is estimated and results thereof provided, as follows.

Table 10			
Correlations			
		Academic performance indicator	School facilitation contribution final
Academic performance indicator	Pearson Correlation	1	.424**
	Sig. (2-tailed)		.001
	N	60	60
School facilitation contribution final	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.001	
	N	60	60

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation between API and SFC estimates at $r = 0.42$ at Sig (2 tailed) = 0.001, indicating that the two variables are positively and statistically significantly associated with each other, resulting that the respondents consider that poor contribution of schools' facilitation is responsible for their mediocre type of academic performance.

4.2.5 The Contribution of Poverty (CP) towards students' academic performance has been determined in the light of question 6.1 and 6.2. The descriptive statistics of variable CP has been given in the following table.

Table 11 Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Contribution of poverty final	60	.00	3.00	1.4833	.75334

Table 11 indicates that Contribution of Poverty (CP) averages at 1.48 which falls between 1 (Strongly don't Agree) and 2 (Don't Agree). Pearson Correlation between this variable contribution of poverty and respondents academic performance is estimated and results thereof provided, as follows.

Table 12 Correlations			
		Academic performance indicator	Contribution of poverty final
Academic performance indicator	Pearson Correlation	1	.078
	Sig. (2-tailed)		.552
	N	60	60
Contribution of poverty final	Pearson Correlation	.078	1
	Sig. (2-tailed)	.552	
	N	60	60

The Pearson Correlation between API and poverty estimates at $r = 0.078$ at Sig (2 tailed) = 0.552, resulting that the two variables are positively and statistically significantly associated with each other. Table 12 indicated that the respondents consider that poverty is responsible for their mediocre type of academic performance.

4.3 Analyzing factors affecting academic performance using regression Analysis

4.3.1 The preceding section presents an analysis of the factors affecting academic performance of special students using correlation analysis. The results reveal that perception of being physically handicapped (DC) and academic performance (API) are positively correlated; the teachers contribution (TC) and API are positively correlated, parents contribution (PC) and API are positively correlated, school facilitation contribution (SFC) and API are positively correlated and poverty contribution (PC) and API are positively correlated. However, it is worth noting that

majority of the respondents (78%) were mediocre, belonging to the two middle scores (average 45-59% and 40-44% marks).

To reinforce the above results obtained through correlation analysis, we now use econometric technique to arrive at the relationship between various factors (DC, TC, PC, SFC & CP) and academic performance (API). Using the following econometric model,

$$\text{API} = f(\text{DC, TC, PC, SFC, CP } e) \quad (2)$$

The empirical results of model 2 are provided, as follows

**Table 13 (a)
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.802 ^a	.643	.610	.51371

**Table 13 (b)
ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25.683	5	5.137	19.464	.000 ^b
Residual	14.251	54	.264		
Total	39.933	59			

**Table 13 (C)
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.005	.275		7.291	.000
Teacher contribution final (TC)	.400	.157	.278	2.543	.014
Parents education and support final (PC)	.817	.230	.602	3.561	.001
Contribution of depression final (DC)	-1.527	.347	-.989	-4.396	.000
School facilitation contribution final(SFC)	1.298	.212	1.073	6.112	.000
Contribution of poverty final (CP)	-.639	.244	-.585	-2.614	.012

Results provided in table 13 (a) reveal that the co efficient of determination $R^2 = .643$, which indicates that 64% variation in dependant variable (API) has been explained by variations in explanatory variables (DC, TC, PC, SFC, CP). F-Statistics = 19.464 (Table 13b) is significant at $\alpha < 0.01$ which suggests that model as a whole is statistically significant.

As far as individual explanatory variables (DC, TC, PC, SFC, CP) are concerned (Table 13c), almost all explanatory variables have been turned out to be statistically significant at $\alpha < 0.01$. As far as the signs of explanatory variables are concerned, variables TC, PC, and SFC have positive signs, suggesting that these variables are contributing positively towards academic performance API while the signs of variables DC and CP are negative, suggesting that these variables are adversely contributing.

V. Summary, Conclusion and Recommendations

This section consists of three sub-sections; the first section presents the summary of the findings; the second section draws conclusion and the third section makes recommendations based on the findings.

5.1 Summary of Findings

5.1.1 We categorized the academic performance of the students like students scoring 60% and above, students scoring between 45-59, students scoring between 40-44 and students scoring below 40% or failed one.

The responses of the respondents to the 1st four questions attached as per Appendix-F indicate their academic performance. The responses have been coded as 1, 2, 3 and 4 where weight, 4 has been assigned to the highest scorer (60% and above), weight 3 to the scorer who scored between 45-59%, weight 2 to scorer who scored between 40-44% and weight 1 to who scored lower than 40 percent.

The study indicates that there are only 5 persons (8.3%) who scored highest marks, 20 persons (33.3%) who scored between 45-59% marks, 27 persons (45%) scored between 40-44% marks and 8 persons (13.3%) who scored below 40% marks. This means that the majority of the respondents (78%) are mediators, belonging to the two middle scores (45-59% and 40-44%).

5.1.2 The responses of the respondents to five questions determines whether or not the respondents agreed with factor (Depression) affecting their academic performance. The Pearson Correlation between API and DC estimates at $r = 0.059$ at Sig (2 tailed) = 0.657, indicating that the two variables are positively and statistically significantly associated with each other, signifying that the respondents believe that depression is responsible for their mediocre type of academic performance.

- 5.1.3 Six questions of the questionnaire measure teacher contribution towards the academic performance of the respondents. The Pearson Correlation between API and TC estimates at $r = 0.345$ at Sig (2 tailed) = 0.007, indicating that the two variables are positively and statistically significantly associated with each other, resulting that poor contribution of teachers is responsible for their mediocre type of academic performance.
- 5.1.4 There are three questions that evaluate the insight of respondents on the effect of parents' education and their support towards respondents' academic performance. The Pearson Correlation between API and PC estimates at $r = 0.324$ at Sig (2 tailed) = 0.011, representing that the two variables are positively and statistically significantly associated with each other, suggesting that the respondents believe that the negligible support of parents, is a responsible factor for their average type of academic performance.
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- 5.1.5 Four questions of the questionnaire conclude the School Facilitation Contribution (SFC) towards academic performance of the students. The Pearson Correlation between API and SFC estimates at $r = 0.42$ at Sig (2 tailed) = 0.001, indicating that the two variables are positively and statistically significantly associated with each other, ensuring that the respondents deem that poor contribution of schools' facilitation is responsible for their mediocre type of academic performance.
- 5.1.6 The last two questions of the questionnaire determine whether or not poverty affects students' academic performance. The Pearson Correlation between API and poverty estimates at $r = 0.078$ at Sig (2 tailed) = 0.552, indicating that the two variables are positively and statistically significantly associated with each other. It means that the respondents consider that poverty affect their academic performance.
- 5.1.7 The previous section of chapter IV presents an analysis of the factors affecting academic performance of special students using correlation analysis. The results indicate that perception of being physically handicapped (DC) and academic performance (API), the teachers contribution (TC) and (AP), parents contribution (PC) and (API), school facilitation contribution (SFC) and (API) and poverty contribution (CP) and (API) are positively correlated. However, the study indicated that majority of the respondents (78%) were mediators, belonging to the two middle scores (average 45-59% and 40-44% marks).

For the reinforcement of the above results obtained through correlation analysis, the researcher used econometric technique to arrive at the relationship between various factors (DC, TC, PC, SFC & CP) and academic performance (API). Using the econometric model: $API = f(DC, TC, PC, SFC, CP, e)$, we got estimated model with $R^2 = .643$, which indicates that 64% variation in dependant variable (API) has been explained by variations in explanatory variables (DC, TC, PC, SFC, CP). F-Statistics = 19.464 is significant at $\alpha < 0.01$ suggesting that the model as a whole is statistically significant.

As far as individual explanatory variables (DC, TC, PC, SFC, and CP) are concerned, almost all explanatory variables have been turned out to be statistically significant at $\alpha < 0.01$. As far as the signs of explanatory variables are concerned, variables TC, PC, and SFC have positive signs, which suggest that these variables are contributing positively towards academic performance (API) while the signs of variables DC and CP are negative, which suggest that these variables are adversely contributing.

5.2 Conclusion

For determination of academic performance of special students, we tried depression (DC), teacher contribution (TC), parents' contribution (PC), school facilitation contribution (SFC) and contribution of poverty (CP) as explanatory variables and found that almost all explanatory variables have been turned out to be statistically significant at $\alpha < 0.01$. As far as the signs of explanatory variables are concerned, variables TC, PC, and SFC have positive signs, suggesting that these variables are contributing positively towards academic performance (API) while the signs of variables (DC) and (CP) are negative, suggesting that these variables are adversely contributing. The four point questionnaire was used in the study proved without any doubt that the factors of academic performance (API) of physically handicapped students were poverty, parents' contribution, teacher contribution, school facilitation contribution and depression or frustration in student.

The study indicated that the handicapped institutions' students showed weak educational results as revealed by the below average marks or pass marks and failed students that was 44% to 40% marks and below 40 % marks, respectively. It was also clear from the study that

majority(58.34%) of the physically handicapped students showed bad academic performance (27 students 45 % below average and 8 students 13.34% failed students).It proved that some measures should be taken to improve the educational achievements of the handicapped students. The collected data of the study revealed that depression in handicapped students (CD) was significant affecting the academic performance of handicapped students. Besides that the study indicated that education of parents, and providing study support (CP) to physically handicapped students at home improved the academic performance of the handicapped students.It was indicated by the study that school facilitation (SFC) were not provided to the special students in the fields of teaching facilities, school discipline and good learning environment. Poverty and nutrition level of special students (CP) also affect the academic performance as indicated by the study. All These factors required to be brought under consideration to improve the academic achievements of the handicapped students. It was also revealed by the study that there was difference between the performance of male and female physically handicapped students. Malehandicapped students performed better than female handicapped students. The gender wise ratio of total passed students was 27:25 (45%: 41.67%) male and female, respectively. It was also concluded from the study that mostly female students were failed. The ratio of failed students was 3:5 (5%:8.33%) male and female, respectively.

To find conclusion, results of the study can be helpful to handicapped students themselves for getting excellent future, the government and community as improving human resources to ensure economic development, interested parties who deal with social improvement for the attaining Millennium Development Goals, especially illiteracy. By utilizing the study findings policies can be formulated and hence implemented timely to improve academic performance of handicapped school children.

5.3 Recommendations / Suggestions

5.3.1 Since the teacher contribution (TC), parents' contribution (PC) and school facilitation contribution (SFC) have turned out to be positively contributing, so it is recommended that these contributions be extended as for as possible.

5.3.2 Since depression of the special students and poverty have turned out to be negatively contributing towards the academic performance of special students, it is therefore recommended that all needed efforts and actions be made so that the depression of special students and their poverty can minimize.

- 5.3.3 It is recommended that special counselors be made available in each of the institution of special students who are specially assigned the duty of lowering special students anxiety and depression.
- 5.3.4 It is recommended that special care be given to appoint administrative and teaching staff who give particular care to teaching and also provide due respect to the special students.
- 5.3.5 It is suggested that the government should increase the budget for special education to provide facilities in the special educational institutions.
- 5.3.6 Parents of the handicapped students should be aware to educate their children without discrimination of male and female and normal/abnormal.
- 5.3.7 Parents of handicapped students should be aware to provide balance diet to their children.
- 5.3.8 Depression problem of handicapped students should be solved. The services of school counselor, teachers, psychiatric and parents should be sought in this regard.
- 5.3.9 It is also recommended that the educated parents should be made aware to help in their children's study at home.
- 5.3.10 A good learning environment at school should be provided to handicapped students at school and teachers should be aware to teach according to the needs of special students' psychology.
- 5.3.11 The community people should show respect and sympathy towards the handicap and effort should be made to solve handicap's depression problem and to adjust them with the society.

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APPENDIX-I

QUESTIONNAIRE

Factors affecting academic performance of special students in District Peshawar (KP)

Name _____ Age _____

Sex _____ Class _____

Encircle the one which seems/looks to you the most appropriate one in your case:

SD = Strongly disagreed D = Disagreed A = Agreed SA = Strongly agreed

I. Academic performance	SD	D	A	SA
1.1: I scored between 60 -100 marks in the last annual exam.	1	2	3	4
1.2: I got average position (marks between 45-59) in my class in the previous annual exam.	1	2	3	4
1.3 I got only passing marks (marks between 40 -44) in the previous annual exam.	1	2	3	4
1.4: I did not pass the previous annual exam.	1	2	3	4

II. Depression contribution	SD	D	A	SA
2.1: My physical disability is a bar to my academic performance.	1	2	3	4
2.2: I feel happy in my class (R).	1	2	3	4
2.3: I am satisfied with my school (R).	1	2	3	4
2.4: I don't like myself because of my disability.	1	2	3	4
2.5: The society does not respect me because of my disability.	1	2	3	4

III. Teaching contribution	SD	D	A	SA
3.1: I like my teacher's method of teaching.	1	2	3	4

3.2: My teacher is regular in his/her duty.	1	2	3	4
3.3: My teacher completes the course in time.	1	2	3	4
3.4: My teacher gives us homework daily.	1	2	3	4
3.5: My teacher checks my homework daily.	1	2	3	4
3.6: I like my teacher because of his/her good attitude during his/her teaching.	1	2	3	4

IV. Parents' contribution

	SD	D	A	SA
4.1: My parents qualification is matric and above matric.	1	2	3	4
4.2: My parents help me in my study.	1	2	3	4
4.3: My parents don't pay me attention because I am handicap (R).	1	2	3	4

V. School facilitation contribution

	SD	D	A	SA
5.1: I like my school due to its pleasant environment (Plantation and greenery)	1	2	3	4
5.2: My class room has all the facilities for learning.	1	2	3	4
5.3: There is a good discipline in my school and every one follows the rules and regulations of the school.	1	2	3	4
5.4: I take part in co-curriculum activities.	1	2	3	4

VI. Family's poverty contribution

	SD	D	A	SA
6.1: My parents are poor.	1	2	3	4
6.2: My parents cannot bear my educational expenses	1	2	3	4