Parents and Students’ Satisfaction on Existing Instructional Practices and Educational Provisions for Children with Vision Impairment in Government Special Education Institutions

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ABSTRACT

Purpose: This study is an effort to depict the level of satisfaction in children with vision impairment and their parents about instructional practices and educational provisions available at primary level in Government Special Education Institutions of Punjab, Pakistan.

Design/Methodology/Approach: It was a descriptive mixed method research. Multistage sampling technique was applied to collect the data from randomly selected 31 parents and 53 students with vision impairment studying in fifth grade. Three institutions were randomly selected from each zone to conduct the structured interviews from parents while four special education institutions were chosen randomly from each zone to fill the questionnaires by all available CWVI studying at primary level.

Findings: The study reported that the majority of parents are belonging to low socio economic status and they have minimum level of education and awareness and as do CWVI. Teachers usually have good attitude with parents. School management gave stipend, uniform and shoes in time. In addition CWVI praised the instructional practices of their teachers in reading, writing, mathematics, assigning & checking homework, regular class tests and provision of result cards to their parents.

Implications/Originality/Value: Study recommended that various programs and seminars should be arranged for parents to get better understanding of the standards of instructional practices and educational provisions. Braille books and Braille equipments should be provided to CWVI. Sufficient training about orientation and mobility, vocational subjects and use of assistive devices/IT should be provided to students in all special education institutions.

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Introduction
All stakeholders of educational process are important but student are the central point of any education system because total arrangements and activities are rotating around him as he will be the ultimate product of an educational institution. Instructional practices are the collection of all those activities which support a student to attain the desired learning outcomes. It includes effective teaching, lesson planning and best utilization of all available resources under supervision of managerial body in an academic institution (Dodge, 2018). Similarly educational provisions include all necessary arrangements, opportunities, facilities and services to make teaching learning process more supportive and conducive for a student. Learner’s satisfaction from existing instructional practices and educational provisions has significant importance because he or she will not get complete advantages from these practices and provisions if he or she will not satisfied and comfortable with these provisions (Lattimore, 2003).

Parents are another fundamental stakeholder of an educational system as nobody is more sincere and concerned with the welfare of children than parents. They utilize their whole energy, potentiality and assets for progress and prosperity of their children. Parental involvement and satisfaction both are equally important for an education system because without their consent and collaboration neither academic decisions could be made nor executed for their children (Kurth, Love, Pirtle, 2019). Parents are first critic and beneficiaries of any educational program due to their continuous contact with institution in this way they know very well the all pros and cons of that particular educational institution and program. But in the case of children with different disabilities the parental involvement is more critical due to the disability related limitations and unique learning needs of these children. According to the IDEA parents are an integral part of any IEP team for their children with disabilities and IEP could be approved only at that time when they become satisfied about it (IDEA, 2006).

Moreover parental involvement and collaboration is the supportive tool to analyze and improve the existing instructional practices and educational provisions. Their satisfaction about prevailing practices and provisions gives their children better level of trust in their school and teaching learning process. As Shute and his companions elaborated that many factors of parental involvement have significant association with children’s educational performance (Kurth, Love, & Pirtle, 2019).

According to Shute, Hansen,Underwood, and Razzouk(2011), parent’s marital satisfaction is another variable which has less direct relation with student’s achievement than parental satisfaction on existing instructional practices and educational facilities however studies reflected that Parent’s marital satisfaction had a prominent indirect influence on kid’s educational achievement. In this scenario it can be assessed that in which level parental satisfaction on existing instructional practices and students performance have in depth relationship with each other (Lui, Tam, Hiu-Man, Sandy, & Kuen-Fung,2019).

Review of Related Literature
Parents are the first and fundamental care takers of their children. A study demonstrated that students’ success in their life is influenced by their parents' attitudes. In the same way another study narrated that Parental participation in a child’s education has regularly been proven to be linked to improved educational excellence. In this way Parents of disabled children, without a doubt, know more about their children's improvement and advancement than anybody else. As a result, taking into account their viewpoints on services may result in improved care delivery to their impaired children (Isik, 2021).
In addition another study reflected more clear picture of parental satisfaction regarding school facilities in this way, a large number of respondents nearly (94%) were pleased with educational achievement of their kids and the services available at school campuses, such as qualified and competent staff, transportation (74%) and care takers, whereas more than half of the parents were dissatisfied with the provision of technical education at school. Most of the parents having children studying at primary level (David, et al, 2010). Moreover another study depicted that the practice of nursing the low vision and blind kids primarily affected by psychosocial aspects. Furthermore another study inquired how parents thought about teacher efficiency status, 64 percent of respondents stated that they were pleased or very impressed with performance of teachers. 12% were 'unhappy' or 'very dissatisfied. Surprisingly, research participants who were parents reported slightly greater satisfaction levels. While Psychologists and other medical professionals executed effectively parental self-efficacy training programs (Kelly, 2017).

According to Barirroh (2018), another study stated that Parental level of satisfaction with respect to various factors of their kids IEPs was observed. Data were collected from 142 parents of children with ASD between the ages 4 to 8 years about their level of satisfaction with four domains of IEP i.e. (a) Details of the IEP manuscript, (b) the services given, (c) an accepted level of agreement between the IEP document and the services delivered, and (d) the efficiency of the multi professional team (Naveed, 2017). Just over half of parents expressed medium to high satisfaction with each dimension, however 61% of families expressed disappointment with at least one of the four domains. Furthermore in early childhood settings, the parents favored conventional learning over online learning because they had unfavorable ideas about the values and advantages of online learning. They resisted, if not outright rejected, online learning for three reasons: the inadequacies of online learning, the lack of self-regulation in young children, and their lack of time and professional experience in assisting children's online learning( David, et al, 2010).

In this context Jacob (2010) found that there are a variety of obstacles that low vision and blind learners face, such as the school management viewing them as an extra load to the school and failing to satisfy their requirements, such as providing appropriate learning resources. Furthermore another study reflected the student’s dissatisfaction on existing instructional practices in this way 81% students desired that the teachers should utilize audiovisual devices to teach them (Benjamin, 2015).

In the same way Gudjonsdottir and Gudmundsdottir (2021) demonstrated that there was no noticeable variation in respondent’s satisfaction among mobility device types. In addition, there was no noticeable variation in participant satisfaction with the devices and services features. In contrast a study exhibited the higher level of student’s satisfaction regarding their educational setting in this way this study demonstrates the satisfaction of children with visual impairments who attend school in a variety of settings, including students who attend school in a specialized educational environment and students who attend school in a regular educational setting. Students in each setting showed high levels of satisfaction with their educational environment (Jordan, 2015).

Although the level of student’s satisfaction about academic opportunities varies situation to situation but a study presented a research based fact in this way satisfaction of students has a favorable effect on their level of achievement. However there are many other factors that influence the student’s achievement as a study highlighted the significance of collaboration between instructors and parents for kid’s growth and development; the association was also found between student’s educational abilities and teachers’ education and professional development. Beside it another study revealed that the tests had a considerable, high, and significant association. While, there was no link between student achievement and instructors job satisfaction (Gopal, Singh, & Aggarwal 2021).

Objectives of the Study
1. To know the level of satisfaction having students with vision impairment and their parents about over all instructional practices and educational provisions available at primary level in Government Special Education Institutions of Punjab Pakistan
2. To identify the instructional practices and educational provisions on which the students with vision impairment and their parents are quite satisfied.
3. To explore the instructional practices and educational provisions where students with vision impairment and their parents have reservations and felling of dissatisfaction.
4. To perceive the difference between the level of satisfaction having students with vision impairment and their parents about prevailing instructional practices and educational provisions in Government Special Education Institutions of Punjab Pakistan.

Research Questions
1. What is the level of parental and students satisfaction on existing instructional practices and educational provisions at primary level in Government Special Education Institutions of Punjab Pakistan?
2. Which are the instructional practices and educational provisions where students with vision impairment and their parents are quite satisfied?
3. Which are the instructional practices and educational provisions where students with vision impairment and their parents having reservations and felling of dissatisfaction?
4. What is the difference between the level of satisfaction having students with vision impairment and their parents on instructional practices and educational provisions available at primary level in Government Special Education Institutions of Punjab?

Research Methodology
The current study was conducted to know the level of parental and students satisfaction on existing instructional practices and educational provisions at primary level in Government Special Education Institutions of Punjab. It was descriptive mixed method research by nature. Researchers adopted mix method approach to conduct the study. As it is claimed that mixed method research enables a more comprehensive and complete perception of phenomena to be obtained than single methods approaches and reply complex research questions in more clear way.

To collect the data a structured interview schedule was executed as qualitative part of study at first step. At second step survey method was applied as Creswell elaborated that survey provides the most trust worthy data to evaluate programs and services in academic organizations (Creswell 2012). One Likert type questionnaire was carried out to conduct the survey. In fact this study was a part of an evaluation study which principal author conducted as his PhD dissertation.

Sample of the Study
To assure the comprehensive representation of population multi stage sampling technique was applied.

Selection of Districts and Special Education Institutions
At first stage, the province of Punjab was divided into four zones by drawing one vertical and one horizontal line at the central point of the map of Punjab (Fatima, 2015). In this way 36 districts of Punjab were randomly divided into 4 zones. The detail of four zones is as follows; zone one had 6 districts included 2 schools 28 centers, zone two had twelve districts included 11 schools and 57 centers,
zone three consisted of 9 districts included 3 schools and 37 centers similarly zone four consisted of 9 districts included 2 schools and 40 centers.

Selection of Parents of Children with Vision Impairment for Interviews
At second stage, three special education institutions were randomly selected from each zone to take interviews from parents of CWVI studying at primary level in Government Special Education Institutions of Punjab. To take interviews of parents, the management of the Government Special Education Schools and Centers was contacted before. Time and schedule was settled. The number of parents was depended on their availability and willingness. Zone wise detail of accessible sample from parents is as follows; zone one number of institutions 3 (one VI school two centers) total available parents for interviews 7 (4 males and 3 females). Zone two number of institutions 3 (two VI schools and one center) total number of parents for interviews 11(six males and five females). Zone three number of institutions 3 (two VI schools and one center) total number of available parents for interviews 7 (five males and 2 females).Zone four numbers of institutions 3 (zero VI school and three centers) number of available parents 6 (2 males 4 females).Total number of interviewed parents 31 (17 males and 14 females).

Selection of Students with Vision Impairment to Fill the Questionnaire Indicating their Level of Satisfaction on Existing Instructional Practices and Educational Provisions
At third stage, a questionnaire was formulated for children with vision impairment to depict their level of satisfaction on existing instructional practices and educational provisions at primary level in Government Special Education Institutions of Punjab. For this purpose presently studying students at primary level were more suitable. Therefore the SWVI studying in fifth grade at four randomly selected special education institutions were taken from each zone. In this sample schools for CWVI were integrated more than special education centres from each zone because schools have greater strength of CWVI than centres.

The zone wise description of selected SEIs is as follows; zone one (2 schools 2centres), zone two (3 schools one centre), zone three (3 schools 1 centre), and zone four (2 schools 2 centres). Total 10 special education schools working for CWVI and 6 special education centres were integrated in sample. The all available students of class fifth were selected to fill the brief questionnaire. The zone wise detail of accessible sample of CWVI is as follows; 7 students (4males and 3 female) were found from zone one, 25 students (14males and 11 females) were found from zone two, 9 students (5males and 4female) were found in zone three and 12 students (6 males and 6 females) were found in zone four. Total number of selected SWVI was 53(29 males and 24 females).

Instruments of the Study
Two instruments were carried out to conduct this study. The first instrument of the study was a validated structured interview schedule for parents of children with visual impairment to know their level of satisfaction on existing instructional practices and educational provisions for their children with vision impairment studying at primary level in Government Special Education Institutions. There were 8 queries in this interview schedule about various indicators of parental satisfaction.

After it a Likert type questionnaire was applied named Questionnaire for students with vision impairment to know the level of their satisfaction on existing instructional practices and educational provisions at primary level in Government Special Education Institutions. There were eight queries in this research instrument about demographic characteristics of students (respondents) where as twelve statements were included in it to determine their level of satisfaction on existing instructional practices and educational provisions. Three point Likert scale was applied in this self structured questionnaire as yes, no, from time to time. Both instruments were validated by the panel of five experts who had vast experience of teaching to students with vision impairment similarly in the field of research. The reliability of questionnaires was determined by Chronbech alpha. Its turnout was (.792).

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Data Collection
Principal author collected all data himself. He visited several special education institutions in all four zones of Punjab personally to fill the questionnaires from students with vision impairment. On the other hand he conducted all interviews from parents having students with vision impairment by telephonic conversation.

Data Analysis
Data collected by questionnaires were analyzed by using SPSS. Frequency distribution, percentages and mean scores were calculated to comprehend the data. In the same way t-test and ANOVA were applied to see the difference among the opinions of respondents on the behalf of various variables. On the other side data gathered by interviews were analyzed by thematic analysis. Data were coded categorized and interpreted. Four major and six sub themes were derived. Major themes and their related sub themes are as follows;

Theme 1
Role of institution in child’s learning and development;
It has four sub themes;
1.1. Visible changes in child after admission
1.2. Skills and concepts developed the child by school
1.3. Level of reading, writing and mathematical ability developed by school
1.4. Competence level in area of orientation and mobility

Theme 2
Effectiveness of Teacher’s input

Theme 3
Parental importance, their guidance and counseling in institution
This theme has two sub themes.
3.1 Response given by school management and teachers on parental suggestions and problem sharing.
3.2 Effectiveness of guidance and counseling provided by school.

Theme 4
Strengthen and weak areas of institutions

Findings of the study
Findings derived from the interviews of parents having children with vision impairment about their level of satisfaction on instructional practices and educational provisions available for their children are as follows;

Demographic characteristics of informants (Parents)

1. Total 31 parents were interviewed by telephonic conversation with the consent of school management. The majority of parents were male 17 (54.83%), on the other hand 14 interviewed parents were female (45.16%).
2. 6 interviewed parents were illiterate and they all were female (19.35%). 4 informants had metric level education (12.09%) three of them were male 9.67% while one parent who had done metric was female 3.22%. 8 interviewed parents had intermediate education (25.80%), 6 informants were male (19.35%), while 2 informants were female (6.45%). 3 informants had done graduation (9.67%) 2 were female (6.45%) while one was male (3.22%). Only 2 interviewed parents had
masters degree 6.45% one was male 3.22% and one was female 3.22%. In addition 3 informants had professional education (B.ed, M.ed and law) 9.67% one was male 3.22% and two were female 6.45%.

3. 4 interviewed parents had monthly income 10 thousand or below (12.90%) in which one informant were male 3.22% and three informants were female 9.67%. Total 15 informants had monthly income between 11000 to 20000 (48.38%) nine informants were male at this level (29.032%) and Six informants were female 19.35%. Total 8 parents had monthly income between 21-30 thousand (25.80%), five informants were male (16.12%) and three informants were female at this level (9.67%). Total 4 informants had monthly income between 31 to 50 thousand (12.90%) two informants were male (6.45%) and two informants were female at this level (6.45%).

Thematic Analysis of Parental Interviews

- Total 31 informants (100%) revealed that they observed some significant positive changes in their CWVI after taking admission in Government Special Education Institutions.
- A large number of informants (8/31) (25.80%) reported that the confidence level of their children became improve after taking admission in government special education institution.
- In the same way 8 informants (25.80%) expressed that they feel improvement in behavior and maturity level of their children after taking admission.
- The big number of informants (10/31) (32.25%) asserted that their children developed better social skills and social manners after taking admission. According to the parents children became more obedient and more sensitive about their cleanliness. They learnt table manners and how to talk with others.
- A considerable number of informants (7/31) (22.58%) narrated that their children acquired some academic skills. In this way it can be said that they made progress in their study.
- Moreover 6 informants (19.35%) told that their children were hesitant in physical activities and mobility before taking admission in special education institution but now they became more active and dynamic in physical activities.
- 6 informants (19.35%) emphasized that their children have poor reading skill than general education students of same class.
- In the same way 8 informants (25.80%) informed that their children have poor writing skill.
- At the same time 11 informants (35.48%) clearly stated that our children are weak in mathematics than their class level.
- Furthermore 9 other informants (29.032%) exposed that no specific time or study period is allocated for the subject of orientation and mobility. Just teachers told them something about mobility time to time similarly some physical activities like sports and games are conducted in school after long duration but none of these is the replacement of mobility.
- A large number of informants 14(45.16%) reported that teachers make us satisfied whenever we go to school for some problem. They listen to our problems carefully than give us some practical solutions or support.
- A heavy majority of informants (22/31) (70.96%) stated that there are many qualities in schools but at the same time there are several weaknesses are also present in these special education institutions.

The prominent strengths of special education institutions narrated by these informants are as follows;
- It is a good school for VI children as it makes capable to its students self sufficient and independent in their lives
- school management gives uniform, shoes and stipend in time
- Teachers have good behavior they guide and help the parents
• Teachers guide us time to time about our children’s improvement
• The prominent strength of this school that it has a wide playground for children

The prominent weaknesses/areas of improvement in special education institutions elaborated by these parents are as follows;
• Braille Reading and writing ability of students are less focused areas,
• The routes of school buses are short so many territories are deprived from these services. In some institutions school transport is unavailable. In many other institutions school transport is insufficient so buses are overcrowded.
• Various Braille equipment and need based devices provided by government or donors are not available for students. So school management is responsible for it. Furthermore there is a severe lack of well trained, well motivated, well equipped and competent teachers in all necessary skills in the area of visual impairment. So better and sufficient pre-service and in-service trainings should be provided to teachers.
• There is alarming lack of parental counseling and training in schools.

Results derived from questionnaire for students with vision impairment to demonstrate their level of satisfaction on existing instructional practices and educational provisions.

Table 1: Gender of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>54.7</td>
<td>54.7</td>
<td>54.7</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>45.3</td>
<td>45.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 1, displays the number of children with visual impairment that are enrolled in primary education in special education institutes in all four zones on the basis of gender. Its patent from the above table that the number of male children with visual impairment was greater than female children with visual impairment (male 29, 54.7% and female 24, 45.3%).

Table 2: Age of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15 years</td>
<td>38</td>
<td>71.7</td>
<td>71.7</td>
<td>71.7</td>
</tr>
<tr>
<td>Valid 16-20 years</td>
<td>15</td>
<td>28.3</td>
<td>28.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2, displays zone wise distribution of children with visual impairment enrolled in primary special education institutions of Punjab on the basis of their age. It is apparent from the table that most of the children with visual impairment that were included in this data, with the age range of 11-15 years 38 (71.7%).
Table 3: Results derived from the questionnaire for CWVI to depict the level of their satisfaction about existing instructional practices and educational provisions in their institutions.

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>From time to time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Practices of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do teachers provide reading opportunity to you in each class?</td>
<td>58.5</td>
<td>18.9</td>
<td>22.6</td>
</tr>
<tr>
<td>2</td>
<td>Do teachers involve you in writing activity regularly?</td>
<td>88.7</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>3</td>
<td>Do teachers give you mathematical concepts with sufficient explanation and practical demonstration?</td>
<td>92.5</td>
<td>5.7</td>
<td>1.9</td>
</tr>
<tr>
<td>4</td>
<td>Do teachers provide you training to use different assistive devices?</td>
<td>39.6</td>
<td>58.5</td>
<td>1.9</td>
</tr>
<tr>
<td>5</td>
<td>Is mobility training being provided in your institution regularly?</td>
<td>45.3</td>
<td>35.8</td>
<td>18.9</td>
</tr>
<tr>
<td>6</td>
<td>Are vocational subjects mentioned in syllabus like cane work, chick work, makrama making, dori work, knitting and music being taught to you?</td>
<td>47.2</td>
<td>35.8</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Do teachers check your Braille assignments personally?</td>
<td>96.2</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>8</td>
<td>Are Braille books being provided to you in time?</td>
<td>43.4</td>
<td>49.1</td>
<td>7.5</td>
</tr>
<tr>
<td>9</td>
<td>Are class tests of each subject being conducted regularly?</td>
<td>75.5</td>
<td>1.9</td>
<td>22.6</td>
</tr>
<tr>
<td>10</td>
<td>Do teachers give you written homework daily?</td>
<td>81.1</td>
<td>3.8</td>
<td>15.1</td>
</tr>
<tr>
<td>11</td>
<td>Do teachers check your written homework daily?</td>
<td>94.3</td>
<td>3.8</td>
<td>1.9</td>
</tr>
<tr>
<td>12</td>
<td>Are your result cards being sent to your parents?</td>
<td>73.6</td>
<td>15.1</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Table 3: shows that the majority of students 58% reported that their teachers provide them reading opportunity in most of the classes. The heavy majority 89% of students claimed that their teachers involve them in writing activity regularly however some students showed their dissatisfaction about it. Most of the students 93% revealed that their teachers give them mathematical concepts with sufficient explanation and practical demonstration but on the other hand data obtained from classroom observations and parents of CWVI not endorsed the opinion given by students in this regard.

Discussion
The study was conducted to determine the level of satisfaction among children with vision impairment and their parents on various existing instructional practices and educational facilities at primary level in Government Special Education Institutions of Punjab. Researchers believe that student’s satisfaction on prevailing instructional practices and facilities are important contributing factors in student’s performance as Gopal, Singh and Aggarwal (2021) depicted that Student’s satisfaction productively affect their level of achievement.

Moreover Parents are the eventual stakeholders of any education system as the care takers and decision
makers for their children’s schooling. Therefore it is a matter of interest for school authorities to perceive the level of satisfaction among parents having children with dyslexia. Similarly Parents have multi-dimensional relation with their children. In this way their concern about the growth and development of children has significant impact as Viana, Lourenço and Figueiredo narrated that Parenting is the progressive mechanism, based on the reciprocal action in different situations, like family, academics, fitness, and social life (Kelly, 2017).

Beside it present study shows that many parents have no accurate idea about the progress of their children in special schools due to their lack of concern, education and awareness. It creates bad impacts on the learning of children. However some other parents show their felling of dissatisfaction about some available educational provisions as ADDITUIDE narrated that according to 70 percent respondents several kids with different abilities were disturbed in their academics due to the lack of awareness of their parents about school facilities and provisions, whereas 65 percent said that some kids having EBD, were being overlooked in special education institutions.

In the same scenario Zablotsky, Boswell, and Smith (2018), reported that Parents having kids with autism spectrum disorder were found very dissatisfied from the nature and type of communication offered by the special education institutions. There was a clear-cut positive association between parental involvement and parental satisfaction regarding academic affairs of their children. In addition the current study depicts the feelings of dissatisfaction by children with visual impairment on prevailing instructional practices. In the same context Kapur revealed that these students were provided poor training in reading, writing, listening and speaking. Similarly they faced lack of knowledge, policies, procedures, and inappropriate teaching methods, lack of facilities and insufficient involvement of parents (Kapur, 2018).

But on the other hand present study reflects the good level of satisfaction among parents on the provisions of some special education institutions as they narrated that they feel some positive changes in their children after taking admission in special education institution. In this way another study expresses the parental satisfaction on available instructional practices among other stakeholders 64% respondents revealed that they were 'satisfied' or 'very satisfied with job performance of instructors but at the same time 12% were 'dissatisfied' or 'very dissatisfied. Amazingly, satisfaction rate was somewhat greater among parents (Kardona, 2018).

**Conclusion**
Following conclusions were derived on the behalf of above findings;
Most of the parents having CWVI are belonging from low socio economic status and they have minimum level of education. That is why neither the majority of parents nor children with visual impairment have proper and sufficient awareness and understanding about standardized instructional practices and educational provisions due to limited knowledge and experience so most of the times they are satisfied with available practices and provisions. All of the parents felt that their children possessed some significant positive changes after taking admission in Government Special Education Institutions like improvement in confidence level, behavior/ maturity level, social skills/social manners, linguistic abilities, physical activities and some vocational skills. School management gave stipend, uniform and shoes in time. But at the same time most of the parents are not satisfied by various instructional practices and educational provisions as they express that their children have poor academic skills than their class level, poor reading writing and mathematical skills, Braille Reading and writing ability of students are less focused areas, the routes of school buses are short so many territories are deprived from these services. In some institutions school transport is unavailable. In many other institutions school transport is insufficient so buses are overcrowded; Children are still deprived from modern education. They cannot able to use IT devices or assistive aids with sufficient level of competence, MSO school management is responsible for it. Orientation and mobility training similarly vocational training are neglected areas in most of the special education institutions.
Furthermore there is a severe lack of well trained, well-motivated, well equipped and competent teachers in all necessary skills in the area of visual impairment. In addition according to parents there is alarming lack of parental counseling and training in schools. But on the other hand majority of students with vision impairment were satisfied with several instructional practices and provisions like regular reading and writing opportunities in class, well teaching and explanation in the subject of mathematics, checking of written homework regularly by teachers, regular provision of their result cards to their parents, regular class tests and assigning written home work. But in-spite of all above areas of satisfaction a big number of CWVI depicted their felling of dissatisfaction about following lacks and gaps in existing instructional practices and provisions, lack of training about the use of assistive devices, lack of training in orientation and mobility, unavailability of any vocational training and lack of in time availability of Braille books.

**Recommendations**

Primary special education program for CWVI being run in Government Special Education Institutions of Punjab could be improved by consideration of following recommendations;

- The individualized family service plan should be formulated and administered for financial and educational rehabilitation of parents having children with vision impairment.
- Various programs and seminars should be arranged for parents to get better understanding about the standards of instructional practices and educational provisions.
- Sufficient number of expert special education teachers in the teaching of basic academic skills like reading, writing and mathematics by using Braille or other assistive devices should be provided in each special education institution.
- Braille books and Braille equipment should be provided to children with vision impairment in time.
- More busses maybe granted to special education institutions to accommodate the all children with special need in institutions.
- Improvement in competence level of students should be focused rather than only the completion of syllabus.
- Promotion in next class should be only associated with competence level of CWVI. Similarly the tradition about promotion of students into next class without acquiring enough level of competence should be discouraged.
- Purposely built well equipped buildings maybe provided to all special education institutions.
- Effective programs for parental guidance, counseling and training should be initiated.
- Sufficient training about orientation and mobility, vocational subjects and use of IT/assistive devices should be provided to students in all special education institutions.

**References**


