



Psychosocial Challenges Students with Disabilities Encounter in selected Primary Schools of South West Ethiopia

Página | 3625

Desafios psicossociais encontro de alunos com deficiência em escolas primárias selecionadas do sudoeste da Etiópia

Getachew Abeshu Disassa⁽¹⁾, Jaffer Lola Dano⁽²⁾

⁽¹⁾ORCID: <http://orcid.org/0000-0002-5929-6112>, Jimma University. Department of Psychology. Ethiopia, Email: gbona2003@yahoo.com

⁽²⁾ORCID: <http://orcid.org/0000-0003-1055-6574>, Jimma University, Department of Special needs/Inclusive education. Ethiopia. Email: jafferoflola@gmail.com

Todo o conteúdo expresso neste artigo é de inteira responsabilidade dos seus autores.

Recebido em: 06/02/2021; Aceito em: 01/08/2021; publicado em 01/08/2021. Copyright© Autor, 2021.

ABSTRACT: Qualitative study was undertaken to obtain relevant information from students with disabilities in selected schools, their respective teachers and family/caregivers employing purposive and availability sampling techniques. Interview, focus group discussion and outside observation were conducted as major tools of data collection from respondents. Accordingly, the result of this study showed that students with disabilities face a number of psychosocial problems that could vary from home to home depending on the family backgrounds, educational and economic statuses of the care givers. Emotional instability, discrimination, segregation, self-blaming, hiding attempts, depressions at different levels, bad feeling from home, suicidal attempts and parental rejections are common difficulties identified. In conclusion both the family and students with disabilities encountered different levels of psychological and social problems from home, neighboring community and the larger societal settings due to cultural, religious and belief related impacts. Hence, training at different levels for family, teachers and students with disabilities were recommended to minimize the psychosocial difficulties with continuous awareness raising and education on disability matters progressively.

KEYWORDS: discrimination; elementary school; psychosocial difficulties; students with disability.

RESUMO: O estudo qualitativo foi realizado para obter informações relevantes de alunos com deficiência em escolas selecionadas, seus respectivos professores e familiares / cuidadores empregando técnicas de amostragem proposital e de disponibilidade. Entrevista, discussão de grupo focal e observação externa foram conduzidas como ferramentas principais de coleta de dados dos entrevistados. Nesse sentido, o resultado deste estudo mostrou que os alunos com deficiência enfrentam uma série de problemas psicossociais que podem variar de casa para casa, dependendo da formação familiar, nível educacional e econômico dos cuidadores. Instabilidade emocional, discriminação, segregação, autculpa, tentativas de esconder, depressões em diferentes níveis, mal-estar de casa, tentativas de suicídio e rejeição dos pais são dificuldades comuns identificadas. Em conclusão, tanto a família quanto os alunos com deficiência encontraram diferentes níveis de problemas psicológicos e sociais em casa, na comunidade vizinha e em ambientes sociais mais amplos, devido a impactos relacionados à cultura, religião e crenças. Assim, recomendou-se a formação em diferentes níveis da família, professores e alunos com deficiência, de forma a minimizar as dificuldades psicossociais com a sensibilização contínua e a educação sobre as questões da deficiência de forma progressiva.

PALAVRAS-CHAVE: discriminação; escola primária; dificuldades psicossociais; alunos com deficiência.

INTRODUCTION

Psychosocial disorder is a mental illness caused or influenced by life experiences as well as maladjusted cognitive and behavioral processes. The term psychosocial, as of (EIAE, 2012) scholars, refers to the psychological and social factors that influence mental health (EIAE, 2012). So, it is important to note that the causes of mental illness are diverse and not completely understood. As of (Adelman & Tayler, 2012), the majority of psychological disorders are thought to be caused by a complex combination of biological, genetic (hereditary), familial and social factors or bio-psychosocial influences. (silver, 1998) discussed the disabilities arising from mental health problems are called psychosocial disabilities, which reflect the challenges that people face as they are often shunned from their communities and face discrimination and abuse as well as finding work and other responsibilities difficult to manage.

Things that affect psychosocial development of an individual vary from person to person, geographic location to other, economic development and educational emancipation of the country or community. As a result, (EIAE, 2012) identified four crucial areas of negative psychosocial developments during post-adolescent life: anonymity, pressure for achievement, examination pressure and financial problems as pressing ones.

Poverty and disability are often found together. As a group, students with disabilities are more likely to be poor than are students in the general school population. Wagner found that 68% of high school students with disabilities in 1986 came from households with incomes of less than \$25,000, compared with about 40% of the general school population (Wagner, 1995). (James, 2003) identified four things that affect psychosocial development of an individual. *Poverty* as a major component has a major negative psychosocial impact on psychosocial development of a child. *Persistent exposure* to poverty has a directly negative effect on a child's health, cognitive development and ultimately on their school achievement. Stressors such as unsafe or life-threatening *living conditions* and *violence* play a part as well. Among these, deprivation of other essential necessities that are needed, such as food, medicine and a safe home are critical ones. Correspondingly, a study of ethnic-racial socialization in early and middle childhood

found that cultural socialization was associated with fewer behavior problems in both genders. Discrimination of cultural values or ethnicity has a negative effect (depression and aggression) on psychosocial development and behavior. It also affects self-esteem, academic achievement, stigmatization and psychosocial functioning (Adelman & Tayler, Págin | 3627 2012).

(Varni, Setoguchi, Rappaport, & Talbot, 1992) identified some of the common characteristics of psychological and societal difficulties students may experience from childhood life to adulthood. These are: Instructional Characteristics, Eligibility and Entitlement Processes, Serious Emotional Disturbances and Physical or Sensory Disabilities. (Donald, Terman, Mary, Carol, & Richard, 1996) designated that students in special education require greater than normal consistency and intensity of *instruction*, greater individualization of both academic content and pacing, and greater emphasis on behavior management. Once *eligibility* of students was determined, the school develops an individualized education program (IEP) laying out goals for the student, proposed placement, and services to be provided by the school district (American College Counseling Association, 2010). Furthermore, students with serious *emotional problems* may have an inability to build or maintain relationships, inappropriate behaviors or feelings under normal circumstances, a pervasive mood of unhappiness or depression, or a tendency to develop physical symptoms or fears associated with personal or school problems (Sontag, 2013). These problems are severe, pervasive and chronic, not minor, situational, or transitory which needs progressive assessment. Alternatively, students with *physical* and *sensory impairments* are likely to require both special educational services and related services. Related services may include physical therapy, occupational therapy, speech therapy, psychological services, school health services, social work services, and parent counseling and training. Schools are also the provider of last resort for specialized equipment needed by students (American College Counseling Association, 2010).

(Rose, A; Espelage, L, 2012) argued that the presence or absence of a disability is not necessarily a risk factor, but rather risk factors are likely the hallmark characteristics associated with the disability. Accordingly, the intersection of psychosocial development and victimization may be especially germane to students with high incidence disabilities.

Research suggests that two common factors among students with disabilities who are victimized involve social skills and communicative deficits (Rose, Forber-Pratt, Espelage, & Aragon, 2013). These deficits may elicit social rejection, where students with disabilities have difficulty maintaining close friendships, which could lead to psychosocial problems, including depressive symptoms. Página | 3628

People who experience disability for the first time undergo stress; cope with life transitions, value changes, and experience disability issues across their life spans (Donald, Terman, Mary, Carol, & Richard, 1996). From a sociological perspective, people who experience disability for the first time also have to deal with the role of family, cross-cultural issues and adjustments, the consequences of negative demeanor's towards people with disabilities as a whole, and the roles of professionals who work to assist them with adjusting (Wagner, M, 1996). Their system of life and living has changed in many ways, meaning they must endure a process of adjustment and self-evaluation.

The majority of people who experience a new form of disability adjust in ways they never believed possible. With positive social support from family members, friends, and society at large the vast majority of people who experience a new form of disability do adjust (National Alliance on Mental Illness, 2012). Despite how well-adjusted, emotionally strong, or mature a person may be, the experience of a new form of disability is an event that shakes many of a person's basic beliefs about their life. A new form of disability also asks a person to draw upon their coping skills; ones they may have never needed before.

(Rose, A; Monda-Amaya, E; Espelage, L, 2011) underlined that every single way that matters, disability does not change a person. Instead, disability threatens concepts a person has held about who they are. People bring to their disability whatever mix of beliefs, attitudes, talents, charisma, fears, or social skills they have or have the capacity to develop. Who a person is impacts their ability to adjust to disability.

Anyways, outlooks of individuals with disabilities in Ethiopian context were not studied methodically. The intricate difficulties these students face in education were not studied well since concerned bodies miss the mark to identify, assess and determine the challenges at home and institutions. Consequently, enlightening the psychological and

social impacts exerted upon these students in a community where diversity was/is not well treated and understood initiated the researcher for study. To curb and at least minimize the difficulties students with disabilities faces in education and home settings, conducting relevant research in the psychosocial difficulty the students face in theirPágina | 3629 environs is an indispensable issue of the time.

The main objective of this study was assessing the psychosocial difficulties students with disabilities face in selected upper Elementary Schools of South Western Ethiopia. Based on the intricate difficulties students with disabilities faces in both family and school environment, it seems crucial to answer the following research questions.

- What are the major psychological and social difficulties students with disabilities face in elementary school settings related to their disability?
- What is major impeding psychosocial factors interfering education of students with disability in schools and family life?

This research undertaking is critically noteworthy for students with disabilities to identify their difficulties and search for intervention and counseling support available in their own settings. The outcome of the study is also useful for policymakers and education offices to identify, assess and find treatment possibilities for these students since disability right to services, education and intervention is due concern. The finding is best input to develop intervention as to support students with disabilities in the country. It serves as foundation for researchers to conduct detailed study to advanced level. Lastly, the study was geographically delimited to government identified elementary schools of South Western Ethiopia and conceptually restricted to psychological and social impacts of disability.

MATERIAL AND METHOD

The study was designed to examine psychosocial difficulties students with different forms of disabilities faced in schools giving specific preference to students at upper Elementary Schools of South West Ethiopia. It employed qualitative research

inquiry with relevant approach undertaken to secure pertinent information from the informants. The study sites were selected employing purposive sampling technique from three zonal towns. Totally, four schools were involved in the study. Both primary and secondary sources of data were used to extract reliable information. The primary sources were students with disabilities, parents, and special needs education teachers from each school. Student's medical and education records were secured from student record offices as secondary sources of information. Página | 3630

The study populations identified in this study were students with disabilities assigned in the selected schools. Participants are sixty four informants involved in the study. The age range of students included in the study was 16-21 since most of them join schools lately either by force or postponement. It was predetermined that FGD, observation and interviews were the major instruments in collecting relevant data from the sampled individuals.

Data was analyzed through thematization of information in to manageable categories, coding and narration. Data from interview was recorded and kept for analysis and transcribed accordingly after translation. Conclusions and the way forward for the coming intervention phases were drawn from the result of the study. Since this study was conducted with human being, following strict code of ethical conduct was mandatory. Specifically, getting permission either in oral or written form, confidentiality and security of information got due attention in this study.

RESULTS

Study participants of this research have direct connection with the psychosocial conditions of students with disabilities either in schools or family sceneries. Student respondents with moderate numbers of parents and professionals participated on the study to give real picture of the population from all the respective schools. The following table signposts the participants' distribution.

Table 1. *Characteristics of respondents*

No	Respondents Characteristics	Sex			Frequency in %	Remark
		M	F	T		
	<i>Parents</i>	5	16	21	32.81	
	<i>Students</i>	16	18	32	50	
	<i>SNE Teachers</i>	4	7	11	17.19	
	Total	25	39	64	100	

As indicated above, the number of students participated on the study parallels nearly set of scales to parents and special needs education teachers. Most of the parents advance issues of work related problems to participate on the study where the researchers recognized that most of the families are from poor economic condition who are searching for daily life earnings. This designates that students and teachers reasonably had more access to appear on the study.

The students under study came from different backgrounds and disability groups: physical impairments, partially hearing (Hard-of-Hearing) and the intellectually challenged children. Except from Nakamte center, students with disability clusters take part with their parents on the study. From these, some of them live alone renting a house and support themselves through personal effort irrespective of the impacts impairment imposed. Others rely on aids from local NGOs and/or charity organizations where the majority resides with family.

Students explain the psychosocial difficulties they encountered as they feel bad, anxious, disappointing, regret and emotionally asserting as grave challenge in their life. One of the physically impaired children feels bad about herself and presumes the difficulty as footing of her evil fate. Predisposed psychosocial difficulties she encountered at home compelled her to bear bizarre feeling about her father and community in the neighborhoods. Because of the parental misunderstanding, damaging rapport and discouragement due to the impairment, she developed desertion as common character on her family and runs away. Attributable to these factors, she aspires to go to towns and

beg, sitting on roads where nobody knows her since begging is a deprecating status quo for the family and relatives among Oromo community. Fortunately, one of her relatives took her to Nakamte town where she lives with for two years and started schooling. In addition to the disability challenge she encountered in Nekemte, she also passed through a miserable, severe challenge and learning institution which made her optimistic route of future existence. Página | 3632

When discussing with the researcher, the student with physical disability further elaborated that she was psychologically affected by adverse family interaction, perception, feelings and outlooks presented upon her owing to impairment she encountered. Social segregation, discouragement, anger and denial of parents affected her relationship and attitude towards her parents. Psychologically she feels tempered, suspicious, irritable and annoyed when hearing about her past life state of affairs. She has also no confidence about the organizations who helped her before since are now distant to her problem. She also rose about conditions in market place and school since some of them are not accepting students with disability and interested supporting them. Conversely, the student is easygoing, stable, free narrating, easy disclosing her problem and past feeling. Detailed psychological impact, level and magnitude of effect were left as research gap for further study.

Some of the students with hearing impairments (the deaf and hard of hearing) elaborated that they are discriminated by peers, parents and community due to communication gap that exist between them. Social integration is low among the hearing and non-hearing which make the physical mainstreaming loose and staggering. Hence, they prefer special schools by far to integration where most of them develop demonstrative relationship among themselves and their teachers equally treating them unconditionally. In the integrated elementary schools, only few hearing students are interested to establish positive relationship with the hearing impaired individuals. It may happen either from empathy, humanity, spirituality or humbleness which made the hearing impaired psychologically and socially stimulate in this partial attachments. This psychosocial initiation benefits the integrated hearing impaired students as indicated.

Alternatively, there was limited interaction with family, poor social attachment and solitude in the home. As indicated by most of the students, they prefer to be with their peers in the school to better communicate, interact, socialize, feel happy and enjoy together with the hearing impaired counterparts. Other groups share similar opinion, develop social collaboration, playing and intermingling together where few hearing students start approaching them incrementally. Página | 3633

Children with visual impairments have different opinion with that of the hearing impaired corresponding persons where they entertain, interact, work and freely live together with all groups of students in the school. The reason they raised was that language of communication involved in socialization among all the students in the integrated schools are the same that facilitated for their relationship and maintain positive interaction than the hearing impaired ones. But, they feel bad as if they missed many things due to loss of their vision like beauty, topographic and gestures differentiation, walk and crossing routes, finding possessions and materials, etc. They also indicated that physical handicappedness are the major ones that they mostly face in life than social challenges in their respective schools and community settings. Some of the physical challenges they face are unwholesome road locations, journeys on corrugated fields, uneven and cast off streets, unsafe school environments and muddled classroom arrangements from time to time.

Almost all of the physically and neurologically impaired, except the one from Burka Bekumsa of Nakamte town, have a locally made stick to support them walk to the schools on arduous and highly corrugated rural roads as a crutch. This made them to highly reject themselves, lost hope and socialize poorly with friends and teachers as well. But, family and relatives are the one who take more responsibility, transport exercise books, venture works and assignments to and from schools in support of these children. If the child with physical impairment has no relative or brothers or sisters, he/she is responsible holding all these burdens while going and coming back to/from school. Because of this fact, some of them are aggressive, unhappy and irritable towards themselves, others and creator as discussed.

Perception of school community towards the child when joined the school (peer, teachers, and admin) is of diverse type. Some students are sympathetic; others get feared or may like to laugh and mock them or isolate them when they first come across such a difficulty unless the child has siblings or relatives who support. Therefore, first day of schooling is difficult to most of the students with any form of disability as stated by the parents and teachers. Specifically, when students with squinted eye or spastic children come to school, the first day observation and experience among young students was/is teasing and mocking until they get friendly to these children. Because, students see the situation (disability) as outlandish if not accustomed to it in the past. Página | 3634

Children responded to the difficult or challenging circumstances differently depending on the capability of the student's evolving experience, internal confidence, personality and external support the student has from around. Some of them flee from home or cry unpretentiously, distancing from the family or relatives, instigate labeling and try to form their own society. As indicated by one of the hard of hearing student from Mattu, *I am happy being with my colleagues in special schools since most of my friends are hearing impaired students. I feel at ease, communicative, relaxing, enjoying and sociable with friends and our teachers; since they know and use my language (sign language) in classrooms, on the playing fields and social interactions. But, when going home, no one use sign language that highly affects our communication, social relation and emotional wellbeing in home and community. Hence, I feel angry, kick and beat younger siblings and wish to hide myself in work. My mother only understands me in home even if our interaction has challenge.* This implied that the responses the child and others have towards students with disabilities and families are more or less similar. Most of them are in crisis due to the challenges they face in the home either from siblings and/or parents.

A respondent student from Bonga mentioned that coping mechanisms are so difficult which takes longer passage to catch-up. In this long journey, some of the students with disabilities lost hope and freeze where the respondent is the one who was seeking support being on the street of Bonga town. Likewise, students calm down themselves being with individuals having similar problem to fortify one another to relieve from family distresses. Most of the informants need psychological and social support including

financial aid in schools, family and community setting since economic challenge is a restricted access to attend school besides family perceptions.

In view of Special Needs Education (SNE) teachers, perception and understanding of Regular Education Teachers' (RET) towards students with disabilities are considerably poor. Because of this, regular education teachers have no good feeling, humor, love, empathy towards these children and couldn't support their education. One of the SNE teachers detailed stating that *a student was accused for misbehavior and denied attending classroom of one teacher. He mentioned her repeated misbehavior records and collected petition against her to put for disciplinary measures. Fortunately, the newly assigned principal of Kidus Gabriel Elementary integrated School attended training on SNE and integrated classroom management where he managed all the issues properly. He advised the teachers on the approaches and support teachers have to render in the integrated classrooms and freshen this condition which gave great opportunity for the child proceeds her education.* This shows that regular education teachers have problem in understanding disability and children's right to education and life.

The SNE teachers of Jimma Elementary Schools expounded how they accept a child with disability in their school. *All children coming to our school are with identified cases such as MR, Partially sighted, HoH, with paralysis or other health related problems. These students learn in special classes and integrated classrooms in the same compound. We now are hoping to transfer the special class to resource room if Education Offices accepted our request.* Most of the students with disabilities in lower grades learn in special classes while few students joined integrated upper elementary classes in this school. Level of discrimination, isolation and bullying considerably lessened in this school. Because of this, psychological and social problem is at minimal level when compared to other schools. Teacher's perception towards students with disability showed progress with reduced social discrimination on playing grounds with peer groups as well.

As of perception of teachers from Burka Bekumsa of Nakamte, SNE teachers have virtuous assertiveness towards the child with disability and disability itself. The teachers enlightened that most of the students with disabilities are confident towards themselves except complaining of parents, environment, and economic insufficiency of family, lack of

attention from concerned government bodies like education office, social affairs and specifically municipality in Nakamte town. Government and nongovernment bodies are responsible for misbehaving, antisocial and misconducts of these students since no one takes care, attention and enforce rule of law to support these children in schools in opinion of these teachers. Taking responsibility and accountability was/is pushed towards special needs education teachers alone where all others refrain from commitment all the time and in schools. Página | 3636

Special needs education teachers were asked whether the family see (understanding, feeling, emotion, assistance) the child apart from disability. Some parents and caregivers perceive the child as negative and cruel due to the disability faced. Because of this, few children, specifically the mentally retarded (intellectually disabled) and physically impaired accuse their parents to SNE teachers. This is common among all the students from different schools where the study was carried out.

Any rapport the teachers observed that students with disabilities had with the non-disabled students (contact, support, advice) was last question raised. Students play, eat and drink together without any discrimination as of the discussants. The non-disabled assist the disabled in all affairs. But, there is unsuitable intrusion of subject teachers in making children not to help one another. As reported by the SNE teachers and a student with PI, only few teachers express annoying behavioral act in Burka Bekumsa Elementary School and others imposing their personal biases leading to traitorous violence on psychosocial wellbeing of these students.

One SNE teacher elaborated, *we made agreement with charity organization and bought eye glass for a lady now attending grade eight. Her father came to our school challenging us of the venture. His plan was to share the money for the family than supporting single child. This is an indication of shoddier attention the families provide for a child with disability.*

Many families express similar behavior on their child with disabilities. Others challenge their children, specifically the MR since what the family expect vis-à-vis what the children exhibit and act are by far different. Some blame themselves, creator and the child. Since most of the family are economically poor, couldn't help their children to join

schools. Only parents who are educated can support their children in home and collaborate with SNE teachers.

Any follow-up in the school made for the students was asked. As stated by most of the parents, there is moderate contact with the school sporadically. But, all the parents worry about fate of their children since no authority figures are caring for their children. *No one cares about these children except the special education teachers when they were in lower elementary schools. New teachers (regular education) didn't care and give attention to the students. They teach them in schools as they did for others in the school as the children responded on their relationship with the teachers. No tutorial class, no advising, no follow-up and social support for the children when they face difficulty from guards, peer groups or other children who are nondisabled.* This specified that regular education teachers are indifferent to the student's difficulty and challenges.

Several family members stated and agree that siblings are giving more care and support for the child in the home. If parents give attention and have time supporting their children with disabilities, children become of good and happy disposition. But, there is time constraint to give more attention to the child with disabilities. Because, almost majority of the parents are with low income and engaged on daily jobs and temporary works, guardian and janitors. Moreover the parents work condition and educational level didn't permit them give psychological support for their children with disabilities.

Any challenge from outside (from community or vice versa) was also conversed with parents. Parents indicated that nowadays the community is so cooperative, more socializing, and sympathetic. Feeling of love, care and support is noticeable in the community substantially. There are certain forms of inconsistency observed in schools than community settings where regular education teachers deny psychosocial support for students with disabilities in integrated schools. But this condition shows a discrepancy from school to school as many of them raise arguments with reliable evidences.

Coping mechanisms parents used when thinking about their children's fortune was discussed. What parents rely on is the act of spirituality and hope that their children may get cured one day or able to regain consciousness after schooling. Others also anticipate that these children may have a chance to secure support from NGOs and public sectors.

Therefore, hope is how parents cope-up with the challenging conditions they face in life due to presence of a child with disability in their home which transforms their belief to spirituality.

The general comment up stretched by most parents was complaints counter to Página | 3638 schools and administration about reluctance to support these children with different difficulties. It made them more upset. Owing to this reality, majority of the parents realize that only family, special needs education teachers and very few NGOs are responsible supporting these children. They intensely blame regular education teachers and education offices for their disinclination assisting and unwillingness supporting the students' disabilities in integrated classes which undoubtedly leads to psychosocial difficulties on top of their difficulty.

DISCUSSION

Lack of visual simulation, awkwardness of locomotion in homes and environs, feeling of inferiority and self-discouragement are the fertile grounds for the development of psychological and social problems of students with visual impairments. Analogous to this finding, National Alliance on Mental Illness (National Alliance on Mental Illness, 2012), identified that despite how well-adjusted, emotionally strong, or mature a person may be, the experience of a new form of disability is an event that shakes many of a person's basic beliefs about their life. In similar manner, as stated by the majority of visually impaired students, the psychological difficulties they encountered are mostly from internal and self-emanated dare than external situations.

The new and unwelcoming environment of integrative school is another challenge for students with disabilities. Fear of new environment, discrimination and stigmatizing situation facilitates for psychological distresses. They develop fear, suspicion, emotionality, irregular behavior and anguish. Supporting this finding James (2003) accentuated that discrimination of cultural values or ethnicity has a negative effect (depression and aggression) on psychosocial development and behavior of a child. It also

affects self-esteem, academic achievement, stigmatization and psychosocial functioning of children in general and children with special needs in particular. In support to this finding, (Satcher, D, 1999) indicated that ‘depression is the most common cause of psychosocial disability, and is characterized by persistent sadness, loss of interest in activity, isolation and decreased energy that affect one’s ability to enjoy a full life.’ If not treated earlier, this disorder may lead to more challenging conditions that may interfere with the future life of the child, family and community as well. Página | 3639

Some students have fear of requesting their friends to wait for them when going to or come back from schools since are unable walking fast as of their friends. In similar studies, (American College Counseling Association, 2010) stated that everyone who has experienced or witnessed crises is likely to be affected in one way or another. Very few students with physical and neurological related impairments share limited psychological and social difficulties almost similar to that of the hearing impaired. In support to this study result, (Adelman & Tayler, 2012) point out the issue indicating that large number of students are unhappy and emotionally upset; only a small percent are clinically depressed. Hence, parents are forced to take care of these children and share loads of the students to minimize psychosocial distress.

Perception of family is highly dependent upon visibility of the impairment, family background (education, religiosity, family size, economy, empathy, etc.) and cultural contexts of the community (values and norms). In relation to family perceptions, (Bandura, 1978)stated that discrimination of cultural values or ethnicity has a negative effect (depression and aggression) on psychosocial development and behavior. It also affects self-esteem, academic achievement, socialization and psychosocial functioning.

The relationship the students have with family, school community and neighbor vary from family context to the others. Some studies support similar finding where there is heterogeneous problems and thinking are evident. (Cooper & Speece, 1990)stated, students with disabilities are an extremely heterogeneous group, varying by type and severity of disability, as well as by the many variables found in the population at large, such as income, family characteristics, temperament, and intelligence. Positive communication among family members could be realized if parents are educated and have

economic capability. Nonetheless, the families were nervous, angry, disturbed, unhappy, dissatisfied and discouraged of their child's disability. This is common with all disability areas which leads to discontentment, poor discernment about family, low self-esteem, suspicion about family and others, withdrawal and unhealthy behaviors. Social marginalization and child abuse are common deeds of few family members, schools and community members. Similarly, (Wagner, 1995) specified that psychosocially speaking, maltreated children struggle with impaired language development, less pro-social behavior, lower levels of cognitive maturity, more aggressive behavior and more insecure attachment to their mothers. Página | 3640

CONCLUSSIONS

Conclusions were drawn from the findings organized from obtained information of parents, students and special needs education teachers. Thirty two students participated on this study. They possess chronic health related problems, fungal and bacterial proliferating on the hairs, skins and limb paraphernalia, visual, hearing and physical impairments. This impairment can highly encroach the mental and social relationship of the students in their respective schools and community settings.

Parents and teachers were unable understanding problems of these students and support them whenever they need it. A student found with polio and abandoned from home, faced a number of challenges from family, sibling (her older sister), school, kebele administration and some neighbors around home and market places. This has great interference with her school activity, home and community participation as well as involvement.

Certain parents believe that they are in isolation, segregated from the community and hide their emotions to the level possible where none could understand them. They suffer about the impairment their children faced and the discrimination they observe in schools on their children. Likewise, parents agree that their children with impairments have good social interaction and better socialized in special schools. But, the students

(children) faced discriminatory interaction heightened in the integrated schooling. With this condition, almost all of them (students with impairments) confronted social, emotional and behavioral contest in schools, neighborhoods and community settings.

Special Needs Education teachers share similar opinion with the parent counterparts. They agree on students academic, social, psychological and emotional difficulties encountered from reluctance of regular teachers in their respective classrooms. The resistance arises from teacher's poor awareness about students with impairments and apathetic feeling towards these children. This manifestation has critical social and psychological discernment on students and family which intern generate an indication of unremarkable social and psychological exclusions on students with disabilities.

Pertaining to parents feeling, emotion and perception, they undergo shock, anxious, denial, acceptance and finally decide sending the child to school when recognized their child's disability. But, some parents are still unwilling to send their children to public places and offer least attention. Equally, some children need more attention in home even if parents devoid vital backing. Parent's meager provision and courtesy emanates from poor economy, little education, large family size, excessive need for support and poor knowledge about disability issues. Owing to inability giving special care and follow-up, such children are almost unproductive in the home with subsequent failure in schools. This is common among many families even if the magnitude varies from family context to the other.

The family anticipates the child with disability as a challenge or difficulty encountered them due to sin they made in life and/or crime they did on others either by the family or ancestors. Because of this and related factors, the parents hide their children in home scenery and disinclined to disclose or send to schools. So, the misfortune these children faced slanting them to begging, daily laborer if able to do so, out-of-schooling and joining street life at extreme cases for survival. But, any child who joined school can get support at least from teachers at different levels of life whether it help the child for success in schooling or bread winning.

There were predisposed and apparent psychosocial difficulties students with disabilities faced in all elementary schools under study. Much of them ascended from poor

understanding of impairment and disability. Parents understanding about disability is so customary where people attach everything to fate, God, curse, bad or evil spirit that may arise from misconception, lack of knowledge, traditions. On the other hand, students feel bad about their disabilities, lose hope about their future, seek psychosocial support when shocked, isolated, resisted, ignored, when thinking of their impairment and deprived attention from responsible bodies like MoLSA, NGOs and education offices. Regular education teachers are also either with empathetically segregative positions or develop poor awareness about children with different disabilities in almost all of the schools where these research undertakings were operated. Página | 3642

When rights of students with disability to life related resources and education becomes compulsory across the globe, much is anticipated from both government and public bodies' concerning support of education and right to service for students with disabilities in the country. This is realized through development of significant guidelines and policy directives as a country which addresses concept of impairment, disability and handicapping situations with the purpose, objectives and line of service provision to the victims. Professionals in the areas of psychology and special needs education needs to cooperatively work in materializing applications of policy issues in the education sectors, community sceneries and public segments as timely demand of the day.

Subsequently, sensitization workshops and awareness raising trainings are of paramount importance:

- ✓ To enhance understanding and forbearance level of parents towards students in home and family settings.
- ✓ To assist students develop self-confidence, self-reliance and independent feeling of work in future life and on impairments and disability matters, education, psychological makeup and social relationship with peers, family, community and school to enhance their understanding, knowledge and thinking.
- ✓ To develop positive understanding between the teachers on children with impairments, and handicapping conditions.

Financial disclosure

Jimma University is government institution supporting its academic staff conduct community based research that will contribute to nation building, development and change life of the community in its application. Hence, the researchers appreciate the institution for their concern and strive to publish the output on reputable journals globally for better consumption. Página | 3643

Conflict of interest

Authors have declared that no competing interests exist.

Acknowledgement

The first and foremost appreciation goes to the elder counselors and Gadaa leaders involved in this study who keenly gave me rewarding information. My grateful appreciation also goes to Jimma University for their financial assistance.

Consent and ethical consideration

Research procedures were strictly followed by securing permission from institution and consent obtaining from respondents. Ethical considerations get due attention since the study was conducted on human beings and community wisdom from research and ethical review board of Education and Behavioral Science College.

REFERENCES

1. Adelman, H., & Tayler, L. (2012). Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment. In Center for Mental Health in Schools, Box 951563, , CA 90095-1563 (310) 825-3634. Los Angeles: <http://smhp.psych.ucla.edu>.
2. American College Counseling Association. (2010). National Survey of Counseling Directors. . Retrieved from http://www.collegecounseling.org/pdf/2010_survey.pdf.
3. Bandura, A. (1978). The self-system in reciprocal determination. *33*(1). *American Psychologist*, 344-358.
4. Cooper, D. H., & Speece, D. L. (1990). Maintaining at risk children in regular education settings: Initial effects of individual differences and classroom environments. *Exceptional Children*, *57*, 117-127.
5. Donald, L., Terman, B., Mary, B., Carol, S., & Richard, E. (1996). Special Education for Students with Disabilities: Analysis and Recommendations. . *Journal Issue: Special Education for Students with Disabilities*: 6(1).
6. EIAE. (2012). The Role of Psychological Counseling in Rethinking Education. In EIAE, Professional Section Psyche Opening Event (pp. 11-14). Dublin.
7. James, M. (2003). *Psychosocial Development in Adolescents: Teaching Adolescents Effectively*. McLoyd.
8. National Alliance on Mental Illness. (2012). College students speak: Survey report on mental health. Retrieved from www.nami.org/collegereport. Procedural safeguards under the IDEA are spelled out in the U.S. Code of Federal Regulations, Title 34, Subtitle B, Chapter III, Part 300.
9. Rose, A., Forber-Pratt, J., Espelage, L., & Aragon, R. (2013). *The Influence of Psychosocial Factors on Bullying Involvement of Students with Disabilities*. Routledge.
10. Rose, A; Espelage, L. (2012). Risk and protective factors associated with the bullying involvement of students with emotional and behavioral disorders. *Behavioral Disorders*, *37* (1), 133–148.
11. Rose, A; Monda-Amaya, E; Espelage, L. (2011). Bullying perpetration and victimization in special education. A review of the literature. *Remedial and Special Education*, pp. 32, 114–130.
12. Satcher, D. (1999). *Mental Health: A Report of the Surgeon General*. Washington, D C: Government Printing Office.
13. silver, L. B. (1998). *The misunderstood child: Understanding and coping with your child's learning disability*. New York: McGraw Hill Company, Inc.
14. Sontag, P. (2013). CalMHSA Student Mental Health Campus-Wide Survey; 2013 Retrieved from . www.rand.org/pubs/research_reports/RR685.html .

15. Varni, W., Setoguchi, Y., Rappaport, R., & Talbot, R. (1992). Psychological Adjustment and perceived social support in children with congenital /acquired/ limb deficiencies. *Journal of Behavioral Medicine* 15(1), 31-44.
16. Wagner, M. (1996). The contributions of poverty and ethnic background to the participation of secondary school students in special education. . Unpublished report to the Office of Special Education Programs, Department of Education, based on data from the National Longitudinal study.
17. Wagner, M. (1995). *The National Longitudinal Transition Study of Special Education Students. A summary of findings.* Menlo Park, CA: SRI International, 1995. CA: SRI International.