

# *Student's Perception Against Special Education Programme*

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**Abstract**—The purpose of this study is to examine the perspective and the level of their knowledge towards the Special Education Program among students of the Faculty of Education, Universiti Kebangsaan Malaysia. The environmental phenomenon that lacked the emphasis on Special Education issues was a driving force for this study. The methodology of the study uses quantitative methods where data is analyzed descriptively. The questionnaire was used as a research instrument using survey method. Data analysis was conducted on 30 respondents randomly selected among students of Faculty of Education, UKM by using SPSS version 23.0. The findings show that students have sufficient knowledge in the field of special education. The implication of this study is expected to trigger new phenomena in the education system so that special education programs are not outdated with the rapid flow of educational advancement and will be the same as normal education.

**Keywords**—Special Education; Perspective; Knowledge; Media and Phenomenon

## I. INTRODUCTION

The Malaysian Education Blueprint [1] outlines the nine key pillars in education that encompass students' aspirations and aspirations of teachers but also emphasize equality of access to education as well as closing the education gap between the city and the interior. Therefore; every Malaysian citizen has equal rights in obtaining educational opportunities. Hence; students with special needs are also given special attention in education. In Malaysia; special education has received the attention of all parties when the Education Act 1996 states; special education programs in government schools and government grants are eligible to be followed by students with special needs that can be educated.

Thus; Special Education for students with special Education needs been develop in three setting. First; Special School of Education; second in mainstream schools that implement the Integrated Special Education Program and third is Inclusive Education Program; at the pre-school education level; primary education; secondary education or secondary education.

Special Needs Students are pupils certified by medical practitioners; or opticians; audiologists or psychologists as the case may be; either in government or private services as students with visual impairments; hearing impairments; speech disability; physical inability; learning problems or any combination of disabilities. Therefore; this pilot study aims were to identify the level of perception and knowledge among students of faculty of education towards special education programme.

Disability term discover a variety of understanding. The study by [2] show that a a limited understanding of the concept of intellectual disability in USA. Malaysia also faces a problem with incorrect conceptualization between term of disability and lack of motivation. [3] whereby most of educator believe that pupils with low achievement in academic performance were SEN because of stigma and stereotyping. [3] . Therefore; early intervention is really needed to improve the development and student learning potential. [4]. However; the failure to early intervention was linked to teacher knowledge and skill in teaching SEN [5] .

Therefore early intervention was needed in order to make sure the human right will be applied and Malaysia achieve a greatly one; academic achievement as well as human development. However; a shortage of special education teachers in special education existed in 1983; [6] and persists today. There is pressing need not only to recruit and retain qualified special education teachers but also to diversity the special education force. [6] . Special Education becoming non popular courses in University; therefore the shortage cases of high qualified teacher in Special Education also effected in United States with range 20% - 30% greater than shortage in general education. [7] and its across geographic areas and across all disabilities category [8] .

## II. LITERATURE REVIEW

Around the globe policies and services for people with disabilities are being put in places to assert their rights and tackle the barriers to their inclusion. WHO ( 2007). However; the equity of children with disabilities in developing countries are still not enrolled in primary education. [9] But recently; a few factor had influent to a change this phenomena [9] ; [10].

Firstly; these changes due to more attention to disabilities children; secondly; increasing of awareness; thirdly; more recognition of the human right and fourthly changes of people attitudes towards people with disabilities [9] . However; the Education For All Fast Track Initiative (FTI) in 2007 showed many gaps between policy and provision and disabilities are remains significant. For examples; one – third children remaining children out of school; whereas fewer than 10% of children with disabilities in Africa attending school [9]. Therefore; children with needs in all countries requires a number of the complex issues surrounding; from definition and data; to policy and service delivery; finance and capacity development [9] ; [10] ; [11] .

**III. METHODOLOGY**

There were 30 respondents have been involved in this field study. The questionnaires were distributed randomly among students in Faculty of Education UKM; consists of five section in likert scale and the data have been analyzed descriptively by using SPSS version 23.0.

**IV. FINDINGS**

The research findings have been divided into three major factor whereas; general knowledge towards special education; ability to identify types of special education and their perception towards special education. The likert scale determine as follow SD = Strongly Disagree; D = Disagree; NS = Not Sure ; A = Agree ; and ST = Strongly Agree

*A) Knowledge About Special Education*

**TABLE I : LEVEL OF KNOWLEDGE TOWARDS SPECIAL EDUCATION PROGRAMME**

BIL	Items	SD	D	NS	A	SA
1	I know what is special education	0%	0%	0.0%	70.0%	30.0%
2	I have a broad knowledge regarding special education	0%	0%	33.3%	33.3%	13.3%
3	I think I know the important of special education in future	0%	0%	10.0	56.7%	33.3%
4	I think that special education program is a very important to understand special needs	0%	0%	3.3%	60.0%	36.7%
5	In my opinion the community should have the knowledge of special education.	0%	0%	6.7%	40.0%	53.3%

BIL	Items	SD	D	NS	A	SA
6	I'm sure many groups of people do not know about special education	0%	0%	10.0%	56.7%	33.3%
7	I have learned about special education at the University.	3.3%	3.3%	16.7%	53.3%	23.3%
8	I think special education is appropriate to learn at every age level.	0%	0%	3.3%	50.0%	46.7%
9	Special education groups are those who need more attention.	0%	0%	3.3%	36.7%	60.0%
10	I have learned about special education based on scientific literature.	0%	0%	16.7%	50.0%	33.3%

a.

Based on a study regarding level of knowledge on special education among students in the Faculty of Education; found that most are strongly agree and agree while only uncertain are disagree and this reveal clearly that almost all respondents have knowledge of special education.

*B) Identify types of Special Education*

**TABLE II : ABILITY TO IDENTIFY TYPES OF SPECIAL EDUCATION**

BIL	Items	SD	D	NS	A	SA
1	I know all types of Special Education.	0%	0%	0%	70.0%	30.0%
2	I think that there are 8 types of specialists	0%	3.3%	33.3%	56.7%	6.7%
3	I agree that the mental disability is one of the special needs	0%	0%	10.0%	56.7%	33.3%
4	I agree that the learning disability is one of the special needs	0%	3.3%	10.0%	40.0%	46.7%
5	I agree that autism has a problem speaking when they often repeating the question	0%	3.3%	6.7%	66.7%	23.3%
6	I agree that	0%	0%	23.3%	53.3%	20.0%

BIL	Items	SD	D	NS	A	SA
	communication disruption is one of disability.					
7	I agree that those who are having problem with hearing impaired and vision impaired are special needs.	3.3%	0%	0.0%	53.3%	46.7%
8	In my opinion; children with intellectual problem due to biological history.	10.0%	10.0%	30.0%	36.7%	13.3%
9	Those who have physical disability are special needs.	0%	6.7%	3.3%	53.3%	36.7%
10	Special education was for those who have are slow learner hearing impaired and vision impaired	0%	3.3%	20.0%	43.3%	33.3%

Based on study regarding student ability in identify diversity of special education shows that majority of respondents able to identify the specific types and special education and it shows that almost all respondents from special education students have successfully identified the types of special education. This shows that a positive data is achieved.

*C) Suggestion to help Special Education Program*

TABLE III : SUGGESTION TO HELP SPECIAL EDUCATION PROGRAMME

BIL	Items	SD	D	NS	A	SA
1	I am ready to help special needs community.	0%	0%	0%	70.0%	30.0%
2	I agree that road show will help community to gain better understanding regarding special needs.	0%	3.3%	33.3%	56.7%	6.7%
3	Talk regarding Special Education will helps community to get better understanding towards special needs.	0%	0%	10.0%	56.7%	33.3%
4	I think the mass	0%	3.3%	10.0%	40.0%	46.7%

BIL	Items	SD	D	NS	A	SA
	media do not have to give exposure on the Special Education.					
5	I had a program with the Special Education class.	0%	3.3%	6.7%	66.7%	23.3%
6	I think that only parents need to know about Special Education.	0%	0%	23.3%	53.3%	20.0%
7	I think that only teachers can educate special needs students	3.3%	0%	0.0%	53.3%	46.7%
8	I agree that students of the Special Education program should be exposed to this group at the University level.	10.0%	10.0%	30.0%	36.7%	13.3%
9	I think that special education students at the school level can not get along with normal students.	0%	6.7%	3.3%	53.3%	36.7%
10	The involvement of Special Education students at the school level can help these groups show their talents.	0%	3.3%	20.0%	43.3%	33.3%

Based on this study reveal respondent believed that community need to have a knowledge on special education. Therefore the data shows that majority respondent strongly agree and agree that all parties need to play a role in developing knowledge on special education. Hence; it will help people with disabilities get the attention of the normal people surrounded. With that; the distinctive class will get the same services as the normal class.

**V. DISCUSSION**

Each community has a different perspective on special education programs and it is maybe due to the current lack of exposure to special education programs. Most normal societies are less concerned about special education because they do not consider it a burden to bear. But in this study; majority respondent have a better understanding and knowledge regarding special education. It contra with study that conducted by [2] in United State s and [12] and [13] in Japan. This situation maybe reflect by background of the respondent because this researcher were conducted among

educated person which is university student. Therefore; the data shows that respondent majority have a better understanding and knowledge regarding special education.

Due to the problem with incorrect conceptualization among Malaysia between the term of disability and lack of motivation. [3]. Therefore; early intervention is really needed to improve the development and student learning potential. [4]. However; the failure to early intervention was linked to teacher knowledge and skill in teaching SEN [5] and these were in line with findings that strongly suggest the community need a knowledge about special education and some institutions such as the National University of Malaysia which offers special education programs strongly suggest to provide professional teachers such as teachers; lecturers; and administrators who are competent in the field of special education to carry out tasks in institute of study; education agencies; public sector and sector private. It is because in order to educate these special education students; various creative and critical approaches to their interest in teaching and learning.

#### VI. CONCLUSION

Educating special education students requires not only patience but a creative and critical approach in because every special education student in the classroom needs a separate teaching method. The current view of the society needs to be changed because the disability people also need to develop talents and potential students not only in academic but included vocational education to produce skilled people towards improving their quality of life. Therefore; all parties must have an initiative to upgrade the community's perspective on special education including the programs offered in University. There is an obstacle in upgrading the perspective of the community towards a special Education program which is the physical development aspect of a school that does not follow the needs of special Education students. These special needs students need a wide space to help them in terms of the development of their emotions and behaviors.

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