

Parent Involvement and Achievement of Full Inclusion Special Needs Students in Design and Technology

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Abstract— The implementation of inclusion in Malaysia demands the involvement of parents in the education of special needs students because empirical studies have proven that the involvement of parents can improve their academic achievement. This study aims to find out parent involvement and achievement of full inclusion special needs students in Design and Technology. Questionnaires were administered to 171 respondents in Klang Valley. This study has found that the involvement of parents in their children's learning and achievement of full inclusion special needs students in Design and Technology were low. The relationship between parent involvement and achievement of full inclusion special needs students in Design and Technology were tested using correlational method. A positive correlation was found between parent involvement and achievement of full inclusion special needs students in Design and Technology. This study recommends that parents be actively and effectively involved with their children's learning either at home or at school so then the quality of inclusion and achievement of their children can be improved.

Keywords - parent involvement, academic achievement, inclusion, special needs students, Design and Technology

I. INTRODUCTION

Resolution on Education for All (EFA) was declared by UNESCO in Jomtien, Thailand on March 1990 aimed at strengthening the policy of inclusive education or inclusion. World widely, inclusion of students with learning difficulties in typical classroom settings has been identified as essential to provide effective education for all and the creation of more accessible environment (Umar, Rashid & Asimiran, 2019) [1]. Thus in 2013, MOE is committed to improve the national education system by reintroducing inclusion under the Malaysian Education Development Plan (PPPM) 2013-2025. MOE targets 75% of high-functioning special needs students to follow full mainstream inclusion by 2025.

The National Education Policy in 2017 has outlined special needs students with the potential to be included be given the opportunity to study with normal students in mainstream classes. Apart from that, the policy also emphasizes on programs that are appropriate and relevant to the ability of special needs students so that they can live independently in the future.

According to Miles and Singal (2010) [2], special needs students need to have access to schools that offer inclusion for the purpose of overcoming discrimination and creating open thinking as well as inclusive communities. Previous studies have stated that special needs students do not require a different curriculum from the mainstream curriculum. That is because the aspirations of the National Education Philosophy were fulfilled by the quality and comprehensive education, and balanced development of human capital provided to the special needs students.

The rights and opportunities of special needs students to pursue education in an unrestricted learning environment is fulfill through full inclusion. Full inclusion is holistic because it does not only focus on academic excellence but also covers the development and exploration of the potential of special needs students.

Inclusion in Malaysia has two types of approaches namely full inclusion and partial inclusion. Full inclusion is where special needs students study full-time with normal students in mainstream classes, follows all academic subjects based on the national curriculum including Design and Technology and engages in co-curricular activities with normal students.

Whereas, partially inclusion is where special needs students study with normal students in mainstream classes either in semi academic or non-academic. The semi academic inclusion is an approach where special needs students study with normal students in mainstream classes for at least one academic subject. While semi non-academic inclusion is an approach where special needs students are only involved with normal students in co-curricular or socialization activities only (Ministry of Education Malaysia, 2018) [3].

According to Ministry of Education Malaysia (2018) [3], Malaysia faces various dilemmas in the implementation of full inclusion such as awareness and acceptance of parents and the community as well as the readiness of teachers and principals to accept special needs students in schools. The presence of special needs students in the mainstream class is fear to complicate administrative matters. There was a perception that all special needs students have low cognitive impairment due to sensory, physical, and mental disabilities. They concerned that their low cognitive will affect the academic achievement of special needs students, and the academic performance of the school.

The implementation of full inclusion in Malaysia is also highly dependent on the involvement and cooperation of various parties, especially parents, teachers, and school administrators. Cooperation between parents and schools helps in improving the implementation of inclusion and quality of learning of students with special needs (Muhammad & Mahmud, 2010) [4] so that when they reach adulthood, they will become independent and competitive individuals and able to meet the expectations and needs of society and country.

According to Mansor and Rashid (2013) [5], career indecision has been a concern over the years. Therefore, parents' involvement in career development process of full inclusion special needs students are important and need to be done as early as possible to ensure every student has opportunity to involve in career development intervention such as self-exploration and career exploration (Rashid, Bakar, Asimiran & Lok, 2009) [6]. So, unemployment or inability to make decision for future career among special needs students can be avoided.

Thus, this study is an excellent platform to identify the level of parent involvement and achievement of full inclusion special needs students in Design and Technology as well as the relationship of parent involvement with the achievement of full inclusion special needs students in Design and Technology that received less attention from other researchers. It is hope that this study can answer all the questions raised as well as be able to accommodate the gaps of previous studies on the involvement of parents and the achievement of full inclusion special needs students in Design and Technology. The researcher also hopes that the status of parent involvement and achievement of full inclusion special needs students in Design and Technology obtained from this study will contribute to the body of knowledge and will be further by other researchers in broader contexts and new fields.

Students' academic achievement was classified into several levels such as excellent, good, average or fail. Achievement is usually assess based on the results of tests or examinations taken by students (Gosman, Nazarudin, Noordin, Saharin & Saili, 2020) [7]. According to Johari (2017) [8], Wan Ngah et al. (2014) [9] and Tan, Zainal Abidin, Hamzah & Mohd Fakhruddin (2013) [10], there are several agents that can help the student learning environment. The agents are lecturers, teachers, students themselves, parents, community, and peers. Apart from parental factors, according to Liong and Mohd Yasin (2019) [11], the factors that influence the mathematical achievement of students with special needs are the characteristics of students themselves.

According to Maalip, Yahya, Koay, Rathakrishnan, Maakip, Ahmad, Ali, and Ahmad (2020) [12], the academic achievement of adolescents is very important to the country because they are also valuable human capital in the future. However, based on previous studies, the academic achievement status of MBK is low (Maalip, Yahya, Koay,

Rathakrishnan, Maakip, Ahmad, Ali & Ahmad, 2020) [12]; Roslan & Wahab, 2017 [13]; Liong & Mohd Yasin, 2019 [11]; Mohamed, 2005 [14]; Gargiulo, 2003; Easterbrooks & Baker, 2002 [15]; Moores, 2001; Baharom & Abd Majid, 2017 [16]).

Ramalingam, Maniam and Karuppanan (2019) [17] have conducted a study aimed at examining the need for parent involvement in the academic achievement of students in Tamil National Type Schools. The results of this study showed that parent involvement and students' academic achievement have a significant positive relationship from the aspects of home learning, decision making and cooperation with the community. The results of this study also found that parent involvement in terms of communication has a low significant relationship and the least encouraging. These findings indicate that parents were not involved in school activities. Thus, this study concludes that schools need to play a role as educators to parents by engaging parents with Parent Teacher Associations, Non-Governmental Organizations, and the local community.

Abd. Hamid, Othman, Ahmad, and Ismail (2011) [18] have conducted a study to examine parent involvement as well as the relationship of parent involvement with the academic achievement of poor students in the State of Selangor. The results of the descriptive analysis found that the mean value for the aspects of discussion and care was at a low level while communication at home was at a moderate level. The results of Pearson correlation analysis showed that students' academic achievement had a significant relationship with aspects of discussion, care, and communication at home. The results of multiple regression analysis showed that parent involvement contributed 74.5% to students' academic achievement. This study concludes that parents are significant individuals in the academic achievement of students because parent involvement contributes to the improvement of the level of academic knowledge of students.

II. METHODOLOGY

Objectives of the study is to:

1. Identify the status of achievement of full inclusion special needs students in Design and Technology.
2. Identify the status of parent involvement in Design and Technology.
3. Examine the relationship between parent involvement and achievement of full inclusion special needs students in Design and Technology.

Design

This study used survey design to identify the perception of teachers on the involvement of parent of the full inclusion special needs students in Design dan Technology. Creswell and Creswell (2017) defined survey design as a procedure used in a questionnaire to describe attitudes, practices, opinions, perceptions, behaviors, or characteristics of the population.

Participants and Sampling

Simple random sampling method was used to select the sample, who teach Design and Technology to full inclusion special needs students in secondary schools around Klang Valley. The researcher obtained 171 respondents in total.

Tools

Questionnaires were personally distributed by the researcher to respondents who teach Design and Technology to full inclusion special needs students in secondary schools around Klang Valley. The research instrument was adapted from Family Involvement Questionnaire - High School Version. It consists of three aspects of parent involvement namely communication, parent involvement at home, and parent involvement at school. The scale used in the questionnaire is 5-point Likert scale in which responders specify their level of agreement to a statement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The reliability value of the pilot study was 0.93.

In this study, achievement of full inclusion special needs students refers to the year-end examination scores obtained by the full inclusion special needs students in Design and Technology.

Data Analysis

Descriptive analysis has been used in this study to identify the status of parent involvement and achievement of full inclusion special needs students in Design and Technology as well as the demographics of the respondents. Whereas inferential statistics involving Pearson correlation was used to examine the relationship between parent involvement and achievement of full inclusion special needs students in Design and Technology.

III. RESULTS

Status of Achievement of Full Inclusion Special Needs Students in Design and Technology

The results of this study showed that level of achievement of full inclusion special needs students in Design and Technology was at minimum level with an overall mean of ($M = 42.76$, $SP = 16.74$). This result indicates that the achievement status of full inclusion special needs students in Design and Technology is low.

Status of Parent Involvement in Design and Technology

The results of this study showed that the perceptions of the respondents towards the level of parent involvement in Design and Technology were disagreed with an overall mean of ($M = 3.37$, $SP = 0.66$). This result indicates that the parent involvement status in Design and Technology is low.

Relationship between Parent Involvement and Achievement of Full Inclusion Special Needs Students in Design and Technology

The results of this study showed that there is a positive

correlation between parent involvement and achievement of full inclusion special needs students in Design and Technology with $r(171) = 0.469$, $p < 0.01$. The results indicate that there is a significant relationship between parent involvements with the achievement of full inclusion special needs students in Design and Technology.

IV. DISCUSSION

In general, one of the criteria of academic achievement is intellectual effort that reflects one's intellectual abilities. The level of academic achievement in Malaysia is commonly measure through the achievement in Sijil Pelajaran Malaysia (SPM) or Malaysia Education Certificate. The SPM results will determine whether the full inclusion special needs students will have the opportunity to further their studies in higher learning institutions in the future.

The results of this study showed that level of achievement of full inclusion special needs students is low because their achievement scores in Design and Technology was at minimum level. The results of this study also showed that the parent involvement is low because respondents were disagreed with the level of parent involvement in Design and Technology. This study determined that there is a positive correlation between parent involvement and the achievement of full inclusion special needs students in Design and Technology.

This study indicates that commitment and cooperation of parents and schools should be enhanced so that the stigma against special needs students can be eradicated, and the academic achievement of special needs students as well as parent confidence towards full inclusion can also be increased. If this situation is not improved, it is fear that it will affect the opportunities of special needs students to further their studies or determine a vocational career in the future.

V. CONCLUSION

The study shows that parent involvement in children's learning is correlate with the achievement of full inclusion special needs students. The study supports previous studies that shows the students with special needs successfully achieve unexpected progress after going through an effective teaching and learning process in inclusive education. Some were able to respond using multiple senses or using a structured phonetic approach no matter how serious their disability is.

The researcher found that this study has successfully answered all objectives of the study as stated earlier. Therefore, the researcher concluded that the commitment and cooperation of parents and schools should be enhanced so than the stigma against students with special needs can be eradicated, and student achievement as well as parent confidence in inclusion can be increased.

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