

SPECIAL EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES: PARENTAL VIEWS

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ABSTRACT

Background and Purpose: The Malaysian Education Act 1996 (1998) introduced inclusive education to ensure equal opportunities for all students, including those with special educational needs (SENs). While emphasising a child's right to education and a school's responsibility to provide support, parents of children with learning disabilities often face significant stress from unaddressed worries. This study, therefore, aims to investigate Malaysian parents' perspectives on their children's special needs education, acknowledging their critical role.

Methodology: This quantitative study surveyed 60 parents of children diagnosed with learning disabilities via a virtual snowball sampling method. An adapted questionnaire was electronically distributed using WhatsApp and Facebook. Data were analysed using descriptive statistics, with open-ended responses examined thematically.

Findings: The survey revealed notably high levels of parental agreement across various aspects, demonstrating progress in Malaysian special education. Parents expressed satisfaction with aspects like their role as partners, parent-friendly resources, school support networks, and their child's participation and acceptance. However, areas identified for improvement include teacher training, Inclusive Education Program (IEP) implementation, infrastructure, equitable public vs. private programme quality, and access to experts. Despite overall positive feedback, these specific concerns warrant attention.

Contributions: These findings offer relevant parties, particularly the Ministry of Education, a crucial opportunity to re-evaluate and enhance the national special education programme. Policy and process changes, informed by collected data and stakeholder advice (parents, teachers, administrators, specialists), are essential. For instance, improving service quality requires providing teachers, especially in public schools, with proper training to manage diverse classroom needs. (249 words)

Keywords: Parent perceptions, children, learning disability, inclusive education, special education.

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1.0 INTRODUCTION

During the past two decades, special education programmes have been monitored, regulated, evaluated, and critiqued by public officials, parents, and researchers interested in educational policy (U.S. Department of Education, 2024; Low et al., 2019; Tiegerman-Farber & Radziewicz, 1998). Malaysia's active planning in special education began with its signing of the Salamanca Statement (UNESCO, 1994) which advocated inclusive education for all students. The Malaysian Education Act 1996 (1998) saw the introduction of inclusive education in response to The Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) in which the need to address equal educational opportunity and access for all students including those with special educational needs (SENs) was highlighted. This inclusive model is focused on the child's right to equal education without discrimination and the school's responsibility to accept them, to provide appropriate facilities and support to meet the needs of SEN students (Lee, 2010; Hosshan, 2020). On that note, the journey for parents of children with learning disabilities is certainly not an easy or a painless one. While the focus is primarily put upon the child, one way or another, parents' worries and concerns are often aggravated and intensified which then leads to stress (Bakri et al., 2019; Fong & Ali, 2023; Staunton et al., 2023; Aboo Bakar et al., 2024). The current study is set to investigate the Malaysian parents' perspectives regarding the special needs education of their children.

2.0 LITERATURE REVIEW

The perception of Malaysian parents towards children with special needs has significantly evolved. Historically, the monumental stigma associated with children with disabilities often led to the issue being regarded as taboo. However, this stigma has largely diminished, with parents now prioritising the specific needs of their children. Datuk Dr. Yasmin Hussain, Deputy Director of the Special Education Division, Education Ministry, noted this shift, stating, "Some do not want their kids to be classified as OKU (person with disabilities), although, of late, more parents have been accepting reality" (Menon, 2019). Reinforcing this, Professor Datuk Dr. Norazah Mohd Nordin, Dean of the Faculty of Education at Universiti Kebangsaan Malaysia, observed in 2018 that "Parents now are more open, and they want places and opportunities where they can bring their children to learn and be a part of society" (Sani, 2018).

Although the proliferation of special education institutions is cheered, several concerns are raised among parents (Anuar et al., 2021). One of the biggest concerns is the specific need required for their children of which the parents believe it as the right education. According to Abdullah et al. (2018), one of the factors influencing the decisions of parents in selecting school is the school's facility, as parents believe that good, suitable, and adequate infrastructures have significant effects on students' performance, which refers to their children's focus and learning capacity. Performance is also related to their children ability for self-care and management. According to Kamaralzaman et al. (2018), some parents are willing to spend RM1,000 to RM4,500 per month of private special education fees just to ensure that their children do not experience inconducive learning with poor infrastructure and low level of readiness among special and general educators. Besides disregarding financial issues, some parents do not mind sending their children to a school that is far, provided that the children's education is not compromised.

Special integrated education programme is also viewed by parents as beneficial when their children can mix with students from the mainstream. Hence, as opposed to the previous view that parents spend thousands for private special education, most parents prefer that special education to be an inclusive programme. For example, Adams et al. (2016) who explored teachers' and parents' perceptions on social inclusion practices in Malaysia state that parents

are happy when their children are socially accepted by their classmates. Their study indicates some evidence reported by the parents of the special need children in relation to acceptance, namely threefold; 1) that their children look forward to schooling every morning, 2) that their children received assistance from peers, and 3) that their children received invitations to birthday parties. On the whole, parents do view special integrated education as a conduit for learning, as well as preparing their children to be accepted by society, alongside to be able to live normally in a community.

Although ample studies have acknowledged the importance of parental role, involvement, and supports in their children's special education programme (Omar & Sulaiman, 2018), parents do believe that they cannot be one hundred percent involved in its implementation. For instance, Bandu and Mohd Jelas (2012) state that parents are not playing active roles in the implementation of Inclusive Education programme (IE). The parents in their study claimed that there are several reasons why they do not give full cooperation. First, since they lack the skills and knowledge regarding IEP, they feel that they are not eligible to make any educational decision. They find no point in attending meetings, while asking questions and disagreeing may bring adverse effects on the children in terms of how they are being treated in school. Feelings of not needed is another reason for them not giving full cooperation. In meetings, which discussions revolve around curriculum, parents do not see their role in the implementation of IEP. They feel left out for not understanding the discussions that can be lengthy and they feel that teachers do not involve much of their views and opinions. This may bring problems because inclusive education programmes require parental support for their success.

2.1 Inclusive Education

Many countries all over the world have subscribed to inclusive education and included the concept in their educational agenda or blueprints (Azorín & Ainscow, 2018). In Germany, a nationwide survey to investigate the attitudes of parents towards inclusion, perceptions of inclusive teaching practices, as well as perceived resources in regular classes and inclusive classes was conducted (Paseka & Schwab, 2020). Descriptive results suggest that the experience with inclusive education correlates with more acceptance of inclusion. Regardless of the type of disability, parents with children attending inclusive classes more often accept inclusive education for children with special educational needs. Families in Australia too are now enrolling their children in inclusive schools. Stevens and Wurf (2020) conducted a study to explore the perceptions of 44 Australian parents, eight parents had children with disabilities and 36 had children who are typically developing. In the focus group four themes were identified related to discrimination, frustration, restrictive practices, and programme quality. The findings also suggest that parents value a well-coordinated and individualised educational programme, consistently delivered. They also perceived that resource allocation is not well targeted or transparent.

In Thailand, Sharma and Trory (2019) found that overall parental attitudes toward inclusion are positive. However, they expressed concern about the need for teacher training whereby the mainstream teachers should have appropriate training to successfully integrate students with disabilities, while placing special education staff in the regular classroom.

Inclusive education in Malaysia was first introduced by the Education Act 1996 which mentioned a provision for children with special needs (Mohd Jelas & Mohd Ali, 2014) who are to be educated alongside mainstream pupils. Malaysian Ministry of Education (MOE) defines inclusive education as 'mainstream schools that integrate one to five pupils with special needs into mainstream classes' (Ministry of Education Malaysia, 2013). This is to be achieved via 'full inclusion' whereby children with disabilities learn full time with mainstream pupils in all subjects or 'partial inclusion' where these children learn certain academic subjects or

participate in co-academic or co-curricular activities together with mainstream pupils. Participation in co-academic and co-curricular activities is based on the pupils' potential, talent, and ability. There are criteria for pupils' selection, their placement and eligibility to sit a national examination. More recently The National Education Blueprint emphasises that inclusion is de rigueur for special education needs (SEN) pupils targeting 30% by 2015 and 75% inclusion by 2023 (Amar-Singh et al., 2018).

The inclusive education programme in Malaysia has been subjected to criticism (Chin, 2020; Jani et al., 2020). Mohd Jelas and Mohd Ali (2014) claim that the inclusion of pupils with SEN is consistent with the 1980s integration model. They argue that this practice is based on an exclusionary process grounded in the legitimised paradigm of an 'ideal' concept of inclusive education and not a total inclusion without conditions as stated in the national report of Malaysia (Ministry of Education Malaysia, 2004).

According to Mohd Jelas and Mohd Ali (2014), inclusive education in Malaysia is seen as problematic; educators and policy makers have serious reservations about the widespread placement of SEN students in mainstream schools because of competing priorities within the school system. The inclusion practice in Malaysia is complex with foundational assumptions that support exclusionary processes and practices. It is apparent that Malaysia needs to improve its effectiveness at both the policy formulation and the implementation levels.

From the review of past studies in Malaysia and other countries regarding special and inclusive education programmes, the current study wishes to examine the perceptions of Malaysian parents in which it seeks to answer the following research question: *What are the views of parents regarding the special education programme for their child?*

3.0 RESEARCH DESIGN

This is a quantitative study that employed the virtual snowball sampling method which is suitable for hard-to-reach or hidden populations (Baltar & Brunet, 2012; Dusek et al., 2015), such as parents of children with learning disabilities since they normally do not speak openly about their children. The questionnaire survey was distributed electronically in two stages within the duration of six months (January – June 2020). Stage one involved the messages and links (in English and Bahasa Malaysia) of the survey being forwarded through the WhatsApp application to relevant individuals and groups of parents with learning disabilities known to the researchers. The second stage included the distribution of the questionnaire through the Facebook social media platform whereby the links of the survey were posted to groups of interests (Facebook groups) namely the Autisme Malaysia and ADHD/ADD Malaysia groups. The administration of questionnaire via online could help to ensure the quality of the information to be monitored and avoid replication of cases (Baltar & Brunet, 2012).

The questionnaire was adapted from the Connecticut Special Education Parent Survey Summary Report 2014-2015 (<https://www.eastfordct.org/site/handlers/>). While the original survey is very extensive, the survey for the current study only adopts relevant items which are related to parents' experience with their child's special education programme according to the Malaysian context. To ensure cultural appropriateness and accessibility, the questionnaire was translated into Bahasa Malaysia, the national language of Malaysia. A panel of special education and language experts conducted a thorough review of the translated instrument, evaluating its effectiveness in capturing the research topic and identifying any potential issues such as double-barrelled, confusing, or leading questions. To enhance the reliability and validity of the questionnaire, pilot testing was also conducted. These measures ensured that the instrument accurately measured the intended constructs and provided reliable data for the study. Respondents were invited to answer based on their experiences following a 6-point Likert scale varying between 'strongly agree' to 'strongly disagree'. The questionnaire is divided into two parts: Part A consists of demographic information, while Part B comprises fifteen

questions in relation to parents' perceptions as mentioned earlier. It also includes three open-ended items regarding parents' views on the Inclusive Education Programme (IEP) and one question related to parents' overall experiences (or other comments) with regard to their child's special education programme.

Data for Parts A and B were analysed descriptively by providing the percentages for the items in the survey. For Part B, the researchers have also grouped the analysis into 2 categories:

- 1) High Agreement - Strongly Agree and Moderately Agree
- 2) Total Agreement - Strongly Agree, Moderately Agree and Slightly Agree

Concerning the open-ended items, analyses were made using thematic analysis by coding and grouping them into significant themes.

4.0 ANALYSIS AND DISCUSSION

4.1 Demographic Findings

Through the electronic distribution of the survey, 60 respondents who are parents of children with learning disabilities answered the questions which consisted of 42 respondents through the Bahasa Malaysia link and 18 respondents through the English link. Below is the information about the respondents (refer to Figure 1):

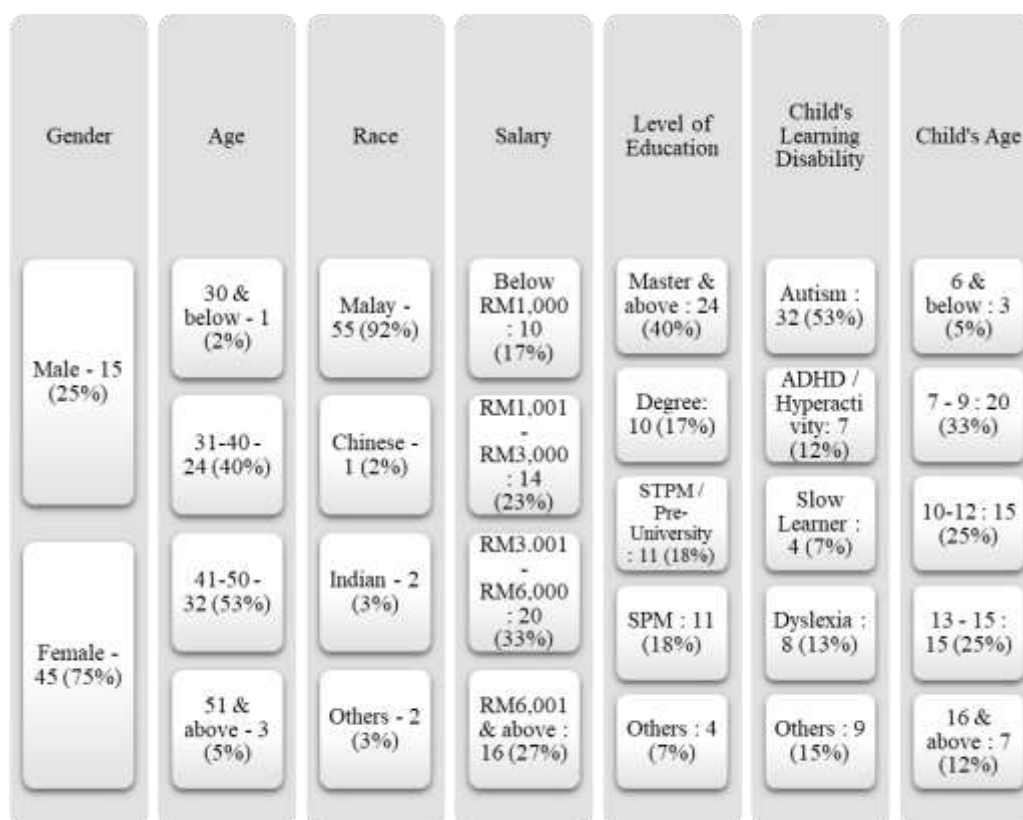


Figure 1: Demographic information of respondents

4.2 Parent Perceptions

This section will answer the research question posed earlier: What are the views of parents regarding the special education programme for their child?

Generally, it was found that there were high agreement levels throughout the survey as can be seen in Table I. As a whole, the agreement levels across the survey were considered fairly high since more than 60% of parents (strongly and moderately) agreed with 13 out of the 15 (86.7%) items.

Table 1: Parents' perceptions

No.	Items	Strongly Agree	Agree	Slightly Agree	Disagree	Slightly Disagree	Strongly Disagree	High Agreement	Total Agreement
B1	I am satisfied with my child's overall special education programme	10 16.67%	24 40%	5 8.33%	8 13.32%	13 21.68%		34 56.67%	39 65%
B2	I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	16 26.67%	24 40%	9 15%	7 11.67%	1 1.66%	3 5%	40 66.67%	49 81.67%
B3	My child is accepted within the school community.	13 21.68%	29 48.32%	13 21.68%	2 3.33%	1 1.66%	2 3.33%	42 70%	55 91.68%
B4	Teachers are appropriately trained & able to provide my child's specific programme and services.	11 18.33%	25 41.67%	8 13.33%	7 11.67%	3 5%	6 10%	36 60%	44 73.33%
B5	In my child's school, administrators & teachers encourage parent involvement in order to improve services & results for children with disabilities.	14 23.34%	27 45%	9 15%	6 10%	1 1.66%	3 5%	41 68.34	50 83.34
B6	My child's evaluation report is	10 16.67%	29 48.32%	13 21.68%	7 11.67%	1 1.66%		39 65%	52 86.67%

	written in terms I understand.								
B7	My child has the opportunity to participate in school activities such as field trips, assemblies & social events.	23 38.33%	28 46.68%	5 8.33%	3 5%		1 1.66%	51 85.01%	56 93.34%
B8	My child has the opportunity to participate in extra-curricular school activities such as sports & clubs with normal children.	17 28.34%	24 40%	9 15%	5 8.33%	2 3.33%	3 5%	41 68.34	50 83.34%
B9	My child's school provides supports such as extra staff that are necessary for my child to participate in extra-curricular school activities.	12 20%	24 40%	11 18.33%	7 11.67%	1 1.66%	5 8.34%	36 60%	47 78.33%
B10	In the past year, I have attended parent training or information sessions that addressed the needs of parents & of children with disabilities.	15 25%	24 40%	10 16.67%	7 11.67%	2 3.33%	2 3.33%	39 65%	49 81.67%
B11	I am involved in a support network for parents of students with disabilities available through my	12 20%	26 43.33%	8 13.33%	10 16.68%	1 1.66%	3 5%	38 63.33	46 76.66%

	child's school.									
B 12	There are opportunities for parent training or information sessions regarding special education provided by my child's school.	11	16	15	12	3	3	27	42	
		18.33%	26.67%	25%	20%	5%	5%	45%	70%	
B 13	A support network for parents of students with disabilities is available to me through my child's school or other sources.	9	29	14	5	1	2	38	52	
		15%	48.30	23.30%	8.41%	1.66%	3.33%	63.30%	86.60%	
B 14	My child is learning skills that will enable him/her to be as independent as possible.	17	26	9	5	1	2	43	52	
		28.30%	43.30%	15%	8.41%	1.66%	3.33%	71.60%	86.60%	
B 15	My child is learning skills that will lead to further education or a job.	14	26	9	4	4	3	40	49	
		23.33%	43.33%	15%	6.67%	6.67%	5%	66.66%	81.66%	

Our findings reveal a strong positive outlook on special education programs. A significant majority of parents demonstrated high satisfaction, with 57% reporting high satisfaction overall and 65% expressing total agreement with their child's special education program [B1]. This level of satisfaction provides a strong indicator of improvement within Malaysian special education, contrasting sharply with concerns raised in earlier research.

From the perspective of parents as partners, items B2, B5, and B10 illustrate significant engagement. For item B2, which assesses regular meetings with teachers to discuss concerns, 66.7% of respondents reported high agreement, and 81.7% were in total agreement. Regarding parental involvement at school (B5), over 83% of parents agreed they are encouraged by staff to contribute to program improvement, with 68.3% strongly or moderately agreeing. Additionally, approximately 82% (total agreement) of respondents affirmed their participation in parent training or information sessions (B10) focused on the needs of children with disabilities. The 65% strong/moderate agreement for this item further underscores a commendable level of parental involvement.

High levels of agreement were observed concerning parent-friendly materials and processes. Approximately 87% of parents agreed that their child's evaluation reports are

understandable [B6]. Moreover, 86.6% of respondents (total agreement), including 63.3% strong or moderate agreement, confirmed the availability of a support network for parents via their child's school [B13].

In relation to their child's participation and acceptance, 85% of parents highly agreed and 93% are in total agreement that their child has the opportunity to participate in school activities such as field trips, assemblies, and social events [B7]. This was the highest agreement level compared with any item on the survey. In addition, 68.3% of the respondents strongly and moderately agreed that their child has the opportunity to participate in extra-curricular school activities such as sports and clubs with normal children [B8]. Regarding the acceptance of their child into the school community [B3], 70% parents strongly and moderately agreed, 21.7% slightly agreed.

Parental perceptions of teacher training for specific programmes and services [B4] indicated moderate agreement, with 60% strongly or moderately agreeing and 73% in total agreement. This aligns with broader research suggesting a persistent deficit of specially trained educators in Malaysian special needs education. Conversely, support for additional staff in children's extracurricular activities [B9] garnered 60% strong/moderate agreement and 78.3% total agreement. Although these figures exceed 50%, they represent a relatively lower consensus compared to other areas assessed in the survey.

With respect to transition to adulthood, 71.6% (Strongly and moderately agreed) and 86.6% (total agreement level) of parents think that their child is learning skills that enable him or her to be independent [B14]. This was the second highest rated item on the survey. More than half (66.7%) of the respondents strongly and moderately, and 81.7% (total agreement level) agreed that from the school, their child acquires skills which can lead to further education or work [B15].

One area of improvement as indicated by relatively lower levels of agreement includes the opportunities for parent training or information sessions related to special education provided by their child's school [B12]. This is the item with the lowest percentage whereby only 45% of the respondents (strongly and moderately) agreed. This is a much smaller majority with a sizeable percentage (30%) of parents did not agree that such support is widely available.

4.3 Parents' Comments

As mentioned earlier, there is an open-ended comment section included at the end of the survey asking about: (a) What do you understand about the Inclusive Education programme (IE)? (b) Do you agree with the IEP? Please state your reason(s), (c) How far does IEP being implemented in your child's school? (Give example) and (d) Other comments (if any).

For item (a), of the surveys received, only 16 (26.7%) included written feedback on IEP. From the comments, eleven of them were found to fit the concept of IEP, while another 4 were not, as illustrated in Figure 2.

Correct Ideas on IEP	Incorrect Ideas on IEP
<ul style="list-style-type: none"> • Children with disability learning and participating in the same class with other neurotypical children • Children learning together in a class. No separation, just equity. • students with disability are allowed to learn together with mainstream students in the mainstream classroom, depend on the subjects that students with disability can participate. • Selected kids will be given a chance to get the knowledge with the other kids of their age • The child with learning disability is included in the same learning cluster with typical learners • Include a SN child into the main stream • Special needs children learn together w typical children in the same setting with some leniency eg homework and extension of exam time • Typical and non typical children learning together in the same class • <i>Pendidikan yang di dalamnya anak inklusif diberikan kesempatan untuk belajar dengan anak biasa</i> • Cater to my child's need while let him mix with normal surroundings • Is about getting the kids to be part of community 	<ul style="list-style-type: none"> • Stay calm and face the challenges. • 1 teacher 1 student • A lot • Haven't heard it before • Education programme for all

Figure 2: Parents' Ideas on IEP

Table 2: Parents' agreement on the IEP

Agree	Partially Agree	Disagree
<ul style="list-style-type: none"> • It's a window for special ones to mix with people. • Enables the disabled children to mingle and socialise with other children. • My son is happy. That's all that matters. • Can equip both types (typical and atypical) of children to complement and accept each other. • These children will grow up without any special treatment when they are older. Just assimilate them to the society. • It is good for both sides to be more tolerant and not just success driven. 	<ul style="list-style-type: none"> • Yes, <u>but</u> both mainstream and PPKI teachers must work together. • A good programme <u>but</u> with very poor implementation • Yes, <u>but</u> how can you get the assurance that the teachers are trained or have not been biased? 	<ul style="list-style-type: none"> • If the kids have certain disabilities that will prevent them to interact with others, it will be better to exclude them.

- It can benefit certain number of students with special needs to feel more confident in learning and be given equal rights to participate as typical students. Furthermore, PPKI teachers may not put much effort to teach them using mainstream academic modules.

For item (b), Do you agree with the Inclusive Education programme?, there are 13 responses (21.7%), in which one respondent did not agree with the implementation of IE, 3 parents partially agreed, while the others agreed with the reasons stated in Table 2 above. Most parents who agreed with IEP were in favour of the programme because it is a platform where their child can socialise with normal children since they cannot be segregated forever from society. Those who partially agreed have reservations regarding the implementation of IEP, and one who disagreed believe that it is better for the children to be educated separately since they have limited learning abilities.

For item (C) How far is the Inclusive Education Programme being implemented in your child's school? 15 responses (25%) were recorded which are distributed into 3 continuums: pessimistic, neutral and optimistic views, as presented in Figure 3. The pessimistic views expressed include the quality of teachers and implementation. The neutral viewpoint, which fell in the middle, stated the uninformed views of parents as their child was not involved in IEP. The optimistic views, on the other hand, involve the parents' satisfactions about IEP in terms of the involvement of their child with the bigger school community.

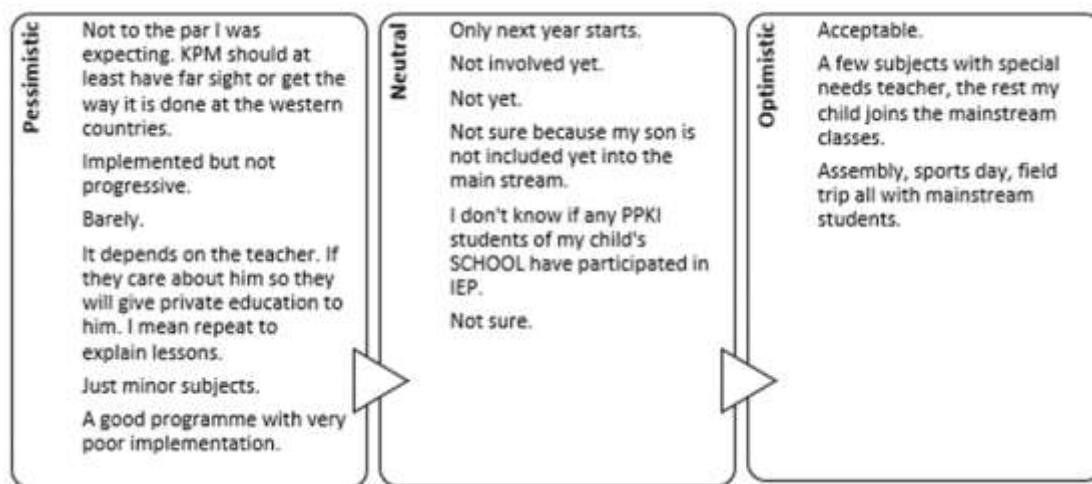


Figure 3: IE implementation in child's school

For the final open-ended question, respondents can state any other comments they think are important or relevant. 7 responses (11.7%) were obtained, but only 5 (8.3%) were considered acceptable because the other 2 only stated 'not sure' and they were excluded from this analysis. The comments comprise the aspects of teachers, IE, infrastructure, public vs. private special education programmes, and experts as shown in Figure 4.

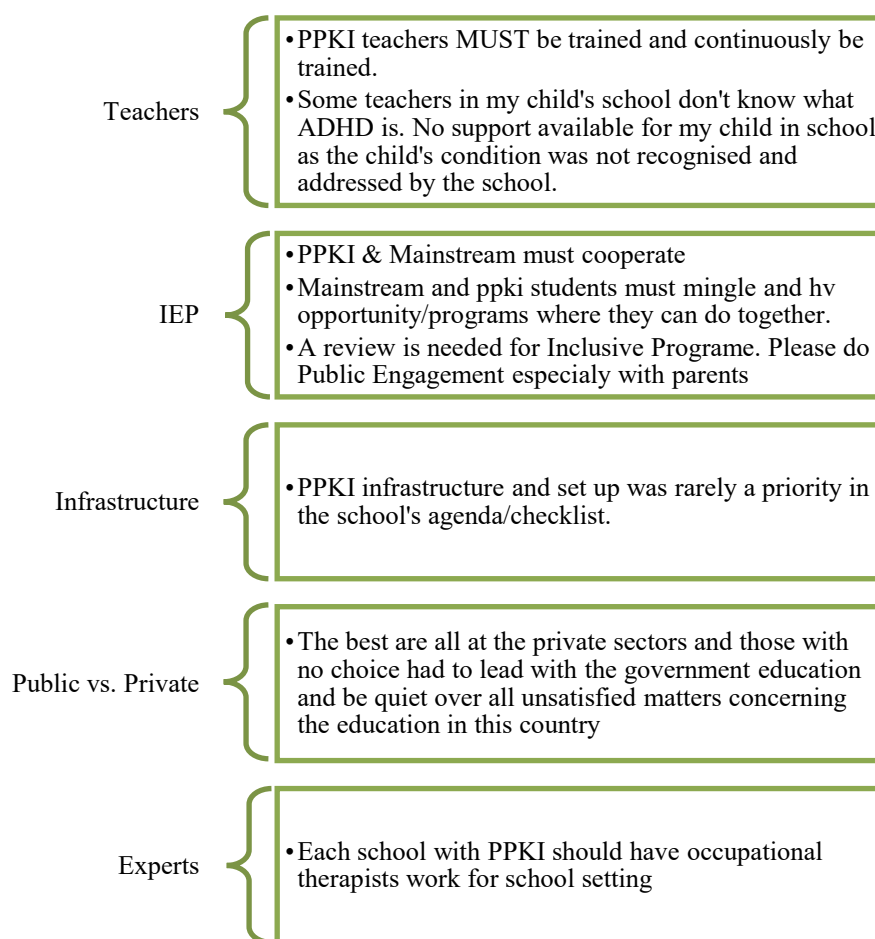


Figure 4: Other remarks highlighted by Parents

5.0 CONCLUSION

This study provides data reflecting the comprehensive views of parents of children with learning disabilities regarding their child's educational program. The findings affirm a predominant parental satisfaction with current special education provisions, particularly concerning parents as active partners, the availability of parent-friendly materials and processes, robust support networks within schools, and the crucial aspects of child participation and acceptance.

Despite these positive indicators, parents also identified critical areas for improvement. These include enhancing teacher training, refining the Inclusive Education (IE) program, upgrading infrastructure, ensuring equitable service quality across both public and private programs, and integrating expert consultation. These concerns are not merely suggestions but highlight tangible gaps requiring immediate attention.

Consequently, these findings present a pivotal opportunity for relevant stakeholders, particularly the Ministry of Education, to fundamentally re-evaluate and strengthen the nation's special education landscape. Strategic revisions in policies and processes are imperative, informed not only by the data collected in this study but also by the invaluable insights from diverse stakeholders, including parents, teachers, administrators, school district representatives, associations, and specialist groups. For instance, the quality of service can be significantly enhanced by mandating comprehensive training for teachers, especially in public schools, to effectively supervise classrooms with diverse needs and abilities. Such concrete policy adjustments are essential to ensure an inclusive and high-quality special education system nationwide.

The findings of this study also strongly suggest that parents of students with disabilities continue to face unaddressed concerns, despite current efforts. The significant and continuous efforts parents expend to secure a deserving education for their children demand profound appreciation, as their direct experience provides invaluable insights into their child's specific needs. Consequently, the active inclusion of parents in providing views and feedback is not merely beneficial but essential for genuinely realising inclusive education.

For parents, a key implication of this study is the imperative to proactively advocate for their children's right to equal opportunities for quality education, particularly for those who lack the financial means for private programs. It is only through the realization that open communication and collaborative efforts among parents, teachers, and school administrations that a pathway to success in enhancing student learning within special needs education can be forged. This collective engagement is indispensable for systemic improvement.

With the potential implication above, some explanation to the limitations of this study and potential areas for further study follow. Even though this study presents important findings around the views and perception of parents on their child's education, the experiences may change developmentally. The pool of respondents, i.e., the parents, may be a mixture of those in primary as well as secondary schools in which the data did not differentiate these levels. Future study on concerns or issues specific to certain educational level would further clarify the challenges. Additionally, on the topic of respondents, only parents of children with learning disabilities were studied in this research. A wider group of respondents combining perspectives from parents of children with other disabilities, teachers, and administrators might be invaluable in getting a bigger picture of the situation and the future of inclusion education. Finally, future study that utilises qualitative methods could be useful in getting a deeper understanding of parents' and teachers' struggles and experiences.

In summary, the Ministry of Education taking on responsibility for educating and catering the need of these students is a positive one in terms of educational reform, especially in their effort to move towards the inclusion of special needs students into mainstream classroom as opposed to special ones. Even though majority of the parents in this study reported favourable feedback regarding the special education of their child, it is also worthy for relevant parties to consider other remarks which emerge in this study. Improvement and enhancement interventions on special education should take these considerations into account and address the specific type of learning disability in the future.

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