ABSTRACT

This descriptive study was to identify the perception of the mentally disabled trainees towards learning problem faced by the trainees during the practice of vocational training in Taman Sinar Harapan, Cheras, Malaysia. There are five objectives in this study to be identified which aspect of self esteem, vocational skill training curriculum, learning facilities, and motivation support by the society. The sample consisted of 20 trainees at Taman Sinar Harapan, Cheras. Sets of questionnaires used in this study. The results were analyzed using Statistical Package for Social Science (SPSS) version 12.0 for frequencies and percentage. The findings show that the trainees did not have learning difficulties in the aspect of vocational skill training curriculum, learning facilities and motivation support from the society (parent and trainers). On the hands, the trainees have an average level of self esteem due the lack of self confidence level during the training program. The strategies towards inclusive education development should be strengthened and expanded to create conducive learning environment in order to sustain the special educational system in Malaysia.

Keywords

Mental Disabled, Learning Problem, Vocational Training
Introduction

Technical and vocational education is introduced in this country not only lead to the mainstream education but also similar given to the disabled. The statistics of registration recorded by the Department of Social Welfare for the year September 2001 until September 2010 clearly shows an increase every years. Until 2011, a total of 102,851 persons with disabilities registered under the Social Welfare Department. However, this not the actual figures, as if the estimates by the Organization World Health Organization, 1% to 3% of the population of a country people with disabilities, (Department of Social Welfare, 2011). In an effort to apply the skills to the disabled people, the government has established departments which responsible to safeguard the welfare and education. Department of Special Education is one of the departments under the Ministry of Education and Social Welfare Department under the Ministry of Women, Family and Society. These departments work together in providing learning, training facilities to individuals with disabilities to the appropriate level according to their abilities. The technical and vocational education offered to persons with disabilities are the craft, handicraft, agriculture, home affairs and cooking. With the same education to all who are normal or abnormal, technical and vocational education expected to provide training and necessary skills for this group of people. With the establishment of institutions of education and training is growing rapidly, it can assist in meeting increased demand for educated manpower skilled also contribute to the improvement and advancement towards achieving Vision 2020.

Background of Study

Persons with disabilities or also known as the special person is not a new phenomenon. The population in the world is in tandem between the increase in the disabled and normal persons. Thus, growth population is not currently exempt from the nature of birth defects. However, people with disabilities can contribute workers to bring Malaysia into a developed nation. In 9th Malaysia Plan (RMK-9, 2006-2010), it reflects the seriousness of the country in helping the disabled to work, independence and increase their standard of living. According to the AAMD, intellectual disability refers to the intellectual movements where the average is equal to the inability to form modified itself and a very low IQ score than total average (Brewer & Kakalik, 1979). WHO (1984), defines intellectual disability as impairment intellectuals, including memory and thinking impairment of intelligence and an IQ of 70 and over without indicating where IQ tests are used. According to Datuk Raymond Tan Shu Kiah, in his speech during the forum "Meeting the Needs of People with Disabilities Intellectual In The New Millennium" states that people with disabilities have two major obstacles in their lives. The first is the inadequacy of them self and the second is the attitudes. Low self-appreciation, the curriculum of vocational training offered, facilities, and support from society are the main problems faced by the less disabled. These problems will be a barrier to the disabled's learning to be more effectively.
According to Lecturer of Special Education at the Faculty of Education, Universiti Kebangsaan Malaysia, Dr Noraini Md Salleh said that the success disabled people are generally, not in favor of anyone, but also driven by the spirit and power of its own. Hence, the ensure the success of this group, it is not only focused on education program, but including the provision of special facilities for those concerned (Do not ignore special children, 2008). The involvement and support of all stakeholder including parents and educators is vital in helping the disabled increase motivation and thus to engage with full of special education provided. Although parents are aware they need to participate in the learning disabled, but there are still many parents who do not meet that responsibility. According to Coots (1998), parental involvement in the learning disabled is necessary because the parents are those who have a lot of advantage over trainers. However, teachers also play a role in educational development of disabled people. Besides that, tutors had knowledge of defects has a more positive nature of this group. According Lombana (1992), the negative attitude of staff instructors due to the attitude of people like to label the defect is less effort.

**Objective of Research**

The objective of this study are:

i. Identify the view of disabled trainees’s learning problems faced in term of self-esteem during the training.

ii. Identify the view of disabled trainees’s learning problem faced in term of vocational skill practice curriculum during the training.

iii. Identify the view of disabled trainees’s learning problem faced in term of learning facilities during the training.

iv. Identify the view of disabled trainees’s learning problem faced in term of and motivation support by the society during the training.

**Research Methodology**

This research was descriptive research. According to Graziano & Raulin (2004), descriptive research is research that seeks to explain a phenomenon that is happening. Besides that, an interview guide structures were used in this research which the respondent was asked through a questionnaire listing provided by the researcher. Questionnaire was conducted to obtain feedback related to aspects of the research questions determined. According to Mohd Najib Abdul Ghafar (1999), questionnaires often used to measure concepts related to the attitudes, perceptions and views. In addition, the literature review was also conducted to strengthen facts. Information obtained through this study helps researchers to develop the item. The sample consisted of all trainees with disabilities in mind at Taman Sinar Harapan, Cheras. The Population of this research is 20 persons. The number of samples is the population's number. The questionnaires consisted of Part A of the background information of respondents while Part B is a questionnaire of 29 items to answer the research questions. The data obtained were collected and analyzed using Statistical Packages for Social Science (SPSS) version 12.0. Items in Part A and Part B are analyzed based on a percentage. To
facilitate interpretation of the findings of the data collected, each item is made in the form of binary scale where it has only two scales, the "Yes" and "no. This method was intended to facilitate weight each category is measured.

Result

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Percentage</th>
<th>Summary</th>
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<tbody>
<tr>
<td>1 What are the view of disabled trainee's learning problems faced in term of self-esteem during the training at Taman Sinar Harapan, Cheras?</td>
<td>Yes (61%)</td>
<td>Training offered to the trainees is based on their on choice. Trainees also expected to explore areas of expertise are followed at a higher level after completion of training at Taman Sinar, Cheras.</td>
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<tr>
<td>2 What are the view of disabled trainee's learning problem faced in term of vocational skill practice curriculum during the training at Taman Sinar Harapan, Cheras?</td>
<td>Yes (75%)</td>
<td>Trainees are aware that training is offered to assist them in getting jobs as skilled and semi-skilled. The training provided is sufficient to provide opportunities for employment.</td>
</tr>
<tr>
<td>3 What are the view of disabled trainee's learning problem faced in term of learning facilities during the training at Taman Sinar Harapan, Cheras?</td>
<td>Yes (83%)</td>
<td>Trainees are confident that the skill learned fulfill the requirements of industry and skill levels are available to meet employment needs in the industry. Trainees are also confident that they can compete with the other trainees from other skills training center.</td>
</tr>
<tr>
<td>4 What are the view of disabled trainee's learning problem faced in term of motivation support by the society during the training at Taman Sinar Harapan, Cheras?</td>
<td>Yes (81%)</td>
<td>Conducive learning environment would influence the perceptions of trainees on training. Facilities are adequate equipment, exposure to new technologies, the workshops and lecture that satisfy the ever helped create a positive learning environment for trainees undergoing vocational training in schools.</td>
</tr>
</tbody>
</table>

Discussion

Disabled trainees have a sense positive self-esteem during vocational training conducted. With a good appreciation of self, disabled trainees able to undergo and learn the skills taught in comfortable and effective way. This is parallel by Cohen (1959) which said that if a person has self-respect, enthusiasm and ability in their field, so they has high self appreciation and otherwise. In addition, this statement is also supported by Coopersmith (1967) report that the tools perform the duties conferred and who have the expectation that they will succeed is the nature of individuals who have high self-esteem.
Based on Abdul Rahim Hamdan (2007), selection of curriculum syllabus should have the criteria of maximum yield, hardship, suitability, quality, and significance. With this, the vocational training curriculum should be built according to the ability of disabled trainees to make sure the trainees understand and able to follow simple vocational skills training effectively. This can be proved with reasonable opinion of the disabled trainees which indicated that they had no difficulty in terms of learning this training.

The findings revealed that although the majority of disabled trainees said that they do not have a problem learning in terms of learning facilities, but there was 17 percent of them have learning difficulties of this aspect. The research conducted by Zainida Ariffin (2006) states that the most significant issues that differentiate between Malaysia with other countries is in terms of training facilities for the disabled where there are much better developed than Malaysia. This is consistent with the fact that Dr Noraini Md Salleh believes, where the disabled are also entitled to facilities and equipment to suit their needs so that the learning session is run smoothly.

Rogers (1951) said, individual has needs to have a sense of warmth, respected, appreciated, love from 'significant people' in their lives. Thus, the support from the community such as parents, society and educators are vital in assist people with disabilities to learn for the sake of their future. Support from the community is not only a matter of form but also emotionally, physically, and so forth. Dr Abdul Monir (1996) says, in a society, good relationships with other people like the attitude of compassion should be practiced taste, tolerance, responsible and kind. Islam suggest, especially to the Muslim community itself to unite and mutual assistance among each other. Thus, the analysis conducted the majority of trainees with disabilities said that, they do not have difficulty in getting support from the community.

**Conclusion and Research Implication**

The findings showed that, the main objective of vocational skills training program conducted in giving opportunities to the trainees to gain knowledge and skills related to use after the completion of the training, was exceedingly timely in strengthening the educational system on the skills of the disabled. Besides that, the appropriate and effective delivery of teaching modules can support the trainees acquire the necessary skill levels. With this, it is indirect can produce a highly skilled trainer and able to face the challenges of competition in the job or when they are ready to enter the job world.

Based on findings that have been acquired, some implications are such as:

i) Establish guidance and counseling classes in each establishment persons with disabilities. The counseling that can be carried out for individuals, groups and families. It aims to identify potential individuals to help them further enhance self-appreciation. Through counseling well, hopefully it can help certain parties such as parents and educators to develop strategies and a guide to managing people with disabilities in mind.

ii) Provide self-recognition test to this group. The tests that can be use is Culture Free Self-inventory which have built by Battle (1982).
iii) The develop of the curriculum must be aligned with the needs of employers. With this, these people can practice the skills on the job.

iv) Perform a variety of learning activities that use a variety of teaching materials and resources to this group. With this, they can learn easily, comfortably and effectively as provide them with more educational visits, use varies teaching media in terms of color, appearance and forms and so on.

v) Inclusive education should be expanded and reinforced. In essence, touched this inclusive education is about communication between human where the educational institutions is a channel to build strong relationships among them (Mohd Sharani Ahmad, 2004). Besides that, Inclusive Education also provides opportunities for disabled people to get the opportunity in learning likes other normal people, enjoy the excitement and friendships and have accepted and respected from the society. Formation strategies towards inclusive education should involving all parties at every stage, such as the Ministry of Education, teachers, parents and the institution itself.

![Figure 1.0: Inclusive Education](image)

## References


