

## **The Role of Volunteering in Special Olympics Sabah in Promoting Positive Attitude Among Malaysians Towards Inclusion of Students with Learning Disabilities**

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**Abstract:** Special Olympics World Games have become an avenue for people who are intellectually disabled to expose, interact and know each other so as to promote greater acceptance and friendship with people with learning disabilities through volunteering. Therefore, this study focuses on understanding the role of volunteering in Special Olympics Games movements to promote positive attitude among Malaysians towards inclusion of students with learning disabilities. This study undertakes a descriptive research method using survey with self-administered questionnaire to volunteers in Special Olympics Sabah. A total of 150 respondents among those who volunteered in Special Olympics Sabah were selected using convenience sampling method. Their attitude is measured using an adapted version of the Mental Retardation Attitude Inventory – Revised (MRAI-R) based on a repeated measure design. Findings showed that volunteering has a positive impact on the volunteers' attitude towards the inclusion of students with learning disabilities regardless of gender, academic qualification, having or nor having children with learning disabilities and types of volunteers. Thus, the role of volunteering in Special Olympics Sabah is critical to promote attitudinal change among the volunteers and support the policies for greater societal inclusion.

**Keywords:** Volunteering; Special Olympics; Attitude; Inclusion; Learning Disabilities

### **INTRODUCTION**

In many countries, the inclusion of persons with disabilities has been included as part of the development agenda (Muhamad Nadhir & Alfa Nur Aini, 2016). Recent development worldwide showed a more concerted effort to promote equity and provision of equal rights of people with disabilities to access to education, transportation and employment (Ouellette-Kuntz, Burge, Brown & Arsenault, 2010). "Education for All" was a consensus reached by some 155 governments who signed a World Declaration and a Framework for Action during the World Conference in Jomtien, Thailand in March 1990 (Torres, 1999). In 2015, the World Education Forum was held in Korea to reaffirm and renew the worldwide movement for Education for All. In this forum, the Sustainable Development Goal 4 (SDG 4) was agreed to "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" (UNESCO, 2015). Therefore, there has been a global advocacy for inclusive education such as integrating students with disabilities in mainstream schools as well as social inclusion of people with disability into the community but there are still negative public attitude bordering on discrimination towards people with disabilities (Li & Wu, 2012; Li & Wang, 2013).

Special Olympics was introduced in 1962 and over the years, have become an avenue for people with people with or without disabilities to expose, interact and know each other. Special Olympics began in 1968 in Sabah. The mission of Special Olympics is to ensure that the world is a better place by ensuring that all people are accepted and included through the power of the sport movement (Special Olympics, 2009). Volunteering provides the opportunity to promote greater acceptance and friendship with people with learning disabilities. Therefore, this study focuses on understanding the role of volunteering

in Special Olympics to promote positive attitude among Malaysians towards inclusion of students with learning disabilities (Siperstein, Parker, Bardon & Widaman, 2007).

### Research Question

The research questions posed in this study are:

- a. What are the level of attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah?
- b. Is there any significant difference of attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah?

### Objectives of the Research

The following are the statement of the research objectives:

- 1) To determine the level of attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah;
- 2) To determine whether there is difference of attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah; and
- 3) To determine whether there are any significant differences of attitude towards inclusion of students with learning disabilities after becoming volunteers based on gender, having kids with or without learning disabilities, academic qualification type of volunteers among Malaysians.

### Research Hypotheses

The following are the research hypotheses that were tested in this study.

- H1: There is a significant difference in attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah
- H2: There is a significant difference in attitude towards inclusion of students with learning disabilities based on gender
- H3: There is a significant difference in attitude towards inclusion of students with learning disabilities based on having kids or not with learning disabilities
- H4: There is a significant difference in attitude towards inclusion of students with learning disabilities based on academic qualification.
- H5: There is a significant difference in attitude towards inclusion of students with learning disabilities based on type of volunteers.

## LITERATURE REVIEW

Ever since the declaration of education for all in 1990 and the renewal and reinforcement of the declaration in 2000 and 2015, countries worldwide including Malaysia have increased effort to ensure equity and equality in providing education to all children regardless of their racial and cultural backgrounds, socio-economic status and learning abilities (UNESCO, 2015). With regards to that, there is support toward educating students with disabilities in inclusive settings (McLeskey, Rosenberg & Westling, 2010). Inclusive education is seen as a tool for educational equality, capability equality, justice and well-being of children with learning disabilities (Terzi, 2014). In Malaysia, the Education Rules (Special Education) which was introduced by the Ministry of Education in 1997 stated that there are three special education programmes: the special school, integrated programmes and inclusive programme (Lay & Hui, 2014: p.47). However, with the adoption of the Persons with Disabilities Act in 2008, persons with disabilities are not supposed to be excluded from the formal education system just because they have physical, sensory or cognitive impairment. A new education regulation for special education was introduced by the Ministry of Education to replace the Education Rules (Special Education) 1997 and the inclusion of special education in the Preliminary Report of the National Education Blueprint 2013-2025 (Muhamad Nadhir & Alfa Nur Aini, 2016). However, only 6% of students with special needs are in inclusive programs while 89% are in integrated programs and the remaining 5% are in special education schools (Ministry of Education, 2013).

The Ministry of Education stated in its Malaysia Education Blueprint 2013-2025 that the education system is committed to an inclusive education model with intention to ensure that by 2021 to 2025, there will be 75% students with special educational needs (SEN) in inclusive programs (Adams, Harris, & Jones, 2016). In the inclusive classroom, co-teaching is implemented to manage both normal and special needs of students (Jelas, 2012). However, the implementation of co-teaching in the inclusive classroom

poses many challenges to the administrators, teachers and parents (Muhamad Khairul Anuar & Abdul Rahim, 2016). Therefore, there is a need to promote positive attitude of administrators, teachers and parents towards the implementation of inclusive education in school.

The implementation of inclusive education requires the collaboration between teachers and parents. Collaboration is a process of two or more parties who work together to attain a common goal (Mislán, Kosnín & Yeo, 2009). All parties need to give their efforts to pursue the common goals in order to make the collaboration effective. By working alone in inclusive education, the teachers face huge challenges and may not be able to meet the needs of the students effectively (Narinasamy & Mamat, 2013). The combined efforts, knowledge and skills from both parents and teachers will lead to an effective inclusive school (Friend & Cook, 2007; Ainscow & Sandill, 2010). The recognition of the worth of teacher and parents collaboration is indicated by the Education for All Handicapped Children Act (EA-HCA, 1975), the Education of the Handicapped Act Amendments (EHAA, 1986) and the Individuals with Disabilities Education Act Amendments (IDEA, 1997). When there is collaboration between teacher and parent, this optimizes the students' monitoring and learning and in the eventual, they will attain their full potential and achievement (Reed, Osborne & Waddington, 2012).

Involvement in Special Olympics such as becoming volunteers offers an opportunity for attitudinal change toward inclusion of students with learning disabilities. Ouellette-Kuntz et al. (2010) stated that having a positive attitude towards individuals with intellectual disabilities is an important factor of getting rid of the stigmatization of individuals with intellectual disabilities and ensuring that inclusion implementation is successful. A report from Special Olympics (2009) stated that two-thirds of parents in the United States who were involved in Special Olympics Games increased their understanding about their children's abilities and raised expectations of what can be attained. In Romania, 70% of the parents of young athletes raised their expectations of their children; and 90% learned new ways to work with their children. Support for the inclusion of students with intellectual disabilities in regular classroom also increased from 2% to 55% as a result of people's involvement in Special Olympics Games (Widaman & Siperstein, 2005).

The capability of Special Olympics to provide greater awareness and acceptance among those who may not even have anyone with learning disabilities in their family can be explained by Allport's (1954) contact theory. According to this theory, the provision of contact opportunity can help to reduce the prejudice and discrimination towards a minority group, in this case, those with learning disabilities (Li & Wu, 2012). Another theory that spins off from the contact theory, called the "mere exposure effect" theory also explained that as the people without

learning disabilities are exposed to information about learning disabilities, their attitudes become more favourable towards these people (Rillota & Nettlebeck, 2007). Therefore, this study aims to know the role of volunteering in Special Olympics Sabah can enhance Malaysians' attitude towards inclusion of students with learning disabilities in schools.

## METHOD

The methodology is descriptive and quantitative. Respondents are sought through a survey. A total of 150 respondents of volunteers among administrators, teachers, parents and general public are selected using convenience sampling method. Administrators are those who are involved directly in any Special Olympics Sabah programs while teachers are those who accompany the students for the event. Parents comprises of those who send their kids for the event or accompanying other kids either as companions to the parents or supporting the event for other causes while the general public represents other volunteers who are still single. These group of respondents are all volunteers to the Special Olympics Sabah program.

The Mental Retardation Attitude Inventory – Revised (MRAI-R) consists of 29 items with a 5-point Likert scale ranging from "1" as "strongly disagree" to "5" as "strongly agree". The scale is divided into four dimensions: Integration-Segregation (INSE), Social Distance (SDIS), Private Rights (PRRT) and Subtle Derogatory Beliefs (SUDB). Table 1 presents the items in the scale (Sam, Li & Lo, 2016). The instrument (MRAI-R) was administered twice ( $T_0$  = before volunteering; and  $T_1$  = after volunteering). IBM SPSS 23.0 is used to analyse data descriptively and inferentially. The frequency and percentage values describes the distribution of the sampled population. Mean value measures the level of attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah. The paired sample t-test at 95% confidence level were used to differentiate the attitude towards inclusion of students with learning disabilities before and after becoming volunteers in Special Olympics Sabah and the independent sample t-test and ANOVA were used to differentiate the

respondents based on demographic characteristics (gender, having kids with or without learning disabilities, academic qualification and type of volunteers among Malaysians).

**Table 1. The MRA-R Scale**

Dimensions	Item
Integration-Segregation (INSE)	<ul style="list-style-type: none"> <li>• School officials should not place children with ID and those with ID in the same class.</li> <li>• We should integrate people who have ID and those who do not have into the same neighbourhoods.</li> <li>• It is a good idea to have separate after-school programmes for children with ID and those without ID.</li> <li>• Integrating children with ID and those who do not have ID into the same pre-school classes should not be attempted because of the turmoil it would cause.</li> <li>• Having people with ID and those without ID working at the same job sites will be beneficial to both.</li> <li>• Assigning high school students who have ID and those who do not have ID to the same classes is more trouble than it is worth.</li> <li>• The child with ID should be integrated into regular classes in school.</li> </ul>
Social Dist- tance (SDIS)	<ul style="list-style-type: none"> <li>• I would allow my child to accept an invitation to a birthday party given for a child with ID.</li> <li>• I am willing for my child to have children who have ID as close personal friends.</li> <li>• I have no objections to attending the movies or a play in the company of people with ID.</li> <li>• I would rather not have people with ID as dinner guests with my friends who are not ID.</li> <li>• I would rather not have a person who has ID swim in the same pool that I swim in.</li> <li>• I would be willing to introduce a person with ID to friends and neighbours in my home town.</li> <li>• I would be willing to go to a competent barber or hairdresser with ID.</li> <li>• I would rather not have people with ID live in the same apartment building I live in.</li> </ul>
Private rights (PRRT)	<ul style="list-style-type: none"> <li>• If I am a landlord, I would pick my tenants even if this meant only renting to people without ID.</li> <li>• Regardless of one's own views, a private nursery school should be required to admit children with ID.</li> <li>• Laws requiring employers not to discriminate against people with ID violate the rights of the individuals who does not want to associate with people who are ID.</li> <li>• Real estate agents should be required to show homes to families with children who have ID regardless of the desires of the home owners</li> <li>• Camp ground and amusement park owners have the rights to refuse to serve anyone they please, even if it means refusing people with ID.</li> <li>• If I am a barber or beauty shop owner, I would not resent being told that I had to serve people with ID.</li> <li>• A person should not be permitted to run a day care centre if he or she will not serve children with ID.</li> </ul>
Subtle Deroga- tory Be- liefs (SUDB)	<ul style="list-style-type: none"> <li>• People with ID are not yet ready to practice self-control that goes with social equality of people without ID.</li> <li>• Even though children with ID are in public school, it is doubtful whether they will gain much from it.</li> <li>• Although social mixing of people with ID and without ID may be right, it is impractical until people with ID learn to accept limits in their relations with the opposite sex.</li> <li>• Children who are ID waste time playing in class instead of trying to do better.</li> <li>• The problem of prejudice towards people with ID has been exaggerated.</li> <li>• Even with equality of social opportunity, people with ID could not show themselves equal in social situations to people without ID.</li> <li>• Even though people with ID have some cause for complaint, they would get what they want if they were more patient.</li> </ul>

Source: Sam et al. (2016)

## FINDINGS AND DISCUSSION

### Background of the Respondents

This study involves a total of 150 respondents with a demographic profile as shown in Table 2. Based on gender, there are 64 (42.7%) males and 86 (57.3%) female respondents. A total of 85 (56.7%) of the respondents do not have kids with learning disabilities and 65 (43.3%) have learning disabilities. In terms of highest academic qualifications, 37 (24.7%) of the respondents have SPM and below, 45 (30.0%) have STPM/Diploma, 53 (35.3%) have Bachelor degrees and 15 (10.0%) have Master/PhD/Doctorate degrees. The volunteers consist of 40 (26.7%) administrators, 50 (33.3%) teachers, 49 (32.7%) parents and 11 (7.3%) general public.

**Table 2. Demographic Profiles of the Respondents**

Characteristics	Frequency (N)	Percentage (%)
<b>Gender</b>		
Male	64	42.7
Female	86	57.3
<b>Having Kids</b>		
Without Learning Dis- abilities	85	56.7
With Learning Disabili- ties	65	43.3
<b>Academic Qualifica- tions</b>		
SPM and below	37	24.7
STPM/Diploma	45	30.0
Bachelor Degree	53	35.3
Master/PhD/Doctorate	15	10.0
<b>Type of Volunteers</b>		
Administrators	40	26.7
Teachers	50	33.3
Parents	49	32.7
General Public	11	7.3

### Attitude towards Inclusion Before and After Becoming Volunteers in Special Olympic Sabah

Table 3 presents the descriptive analysis of the sub-dimensions and overall in the MRA-R scale to determine the respondents' attitude towards inclusion before and after becoming volunteers in Special Olympics Sabah. The result showed that based on mean values, the respondents' attitude towards integration-segregation (INSE) was moderate (mean = 3.63) before volunteering but was high (mean = 4.28) after volunteering in Special Olympics Sabah. Their attitude towards social distance (SDIS) was both high before (mean = 3.69) and after volunteering (mean = 4.39) but there is an increase in mean values after volunteering. Their attitude towards private rights (PRRT) was high before (mean = 3.70) and after (mean = 4.41) volunteering, with an increase in the mean value after volunteering. However, their attitude towards subtle derogatory beliefs (SUDB) was moderate before (mean = 3.63) and became high after (mean = 4.29) volunteering. Overall, their attitude towards inclusion of students with learning disabilities was moderate before (mean = 3.66) but increased to high level (mean = 4.34) after volunteering in Special Olympics Sabah programs.

**Table 3. Mean and Standard Deviation Values of the Sub-Dimensions and Overall in the MRA-R Scale**

Dimen- sions	Before Vol- unteering (T <sub>0</sub> )		After Vol- unteering (T <sub>1</sub> )	
	Mea n	S. D. *	M ea n	S. D.
INSE	3.63	0.45	4.28	0.43
SDIS	3.69	0.37	4.39	0.34
PRRT	3.70	0.42	4.41	0.39
SUDB	3.63	0.42	4.29	0.39
Overall	3.66	0.34	4.34	0.30

\* S.D. = Standard deviation

\*\* Level based on mean: 1.000-2.66: low; 2.67-3.67: moderate; 3.68-5.000: high

Based on the mean values, it shows that the respondents' attitude towards inclusion of students with learning disabilities was increased due to the act of volunteering in the SOS program. Their attitude in INSE and SUDB was moderate but high for SDIS and PRRT before volunteering. However, by volunteering in the SOS program, the respondents become more open towards INSE, SDIS, PRRT and SUDB aspects of inclusion of students with learning disabilities among the students. Therefore, volunteering enables the person to accept inclusion of students with learning disabilities in a more positive manner.

#### **Differences in Attitude Before and After Becoming Volunteers in Special Olympic Sabah**

Table 4 presents the result of the paired t-test analysis to determine the difference in attitude before and after volunteering in SOS program. It is shown that there are significant differences in the attitude for INSE ( $t = -36.41$ ,  $p = 0.00$ ), SDIS ( $t = -42.22$ ,  $p = 0.00$ ), PRRT ( $t = -44.05$ ,  $p = 0.00$ ) and SUDB ( $t = -38.99$ ,  $p = 0.00$ ). Overall, there is a difference in attitude towards inclusion of students with learning disabilities before and after volunteering in Special Olympics Sabah ( $t = -64.86$ ,  $p = 0.00$ ). Therefore, the result showed that the first hypotheses, H1 is supported. Volunteering in Special Olympics Sabah improved the attitude of the respondents towards inclusion of students with learning disabilities. Therefore, this provides a strong support to use volunteering as a means of encouraging more acceptance towards the inclusion of students with learning disabilities. Sam et al. (2016) stated that societal inclusion assures that the quality of life and the well-being among those with learning disabilities can be enhanced.

**Table 4. Paired Sample T-Test Result**

	Mean	S.D.	95% Confidence Interval		t	Sig. p
			25%	75%		
INSE	-0.64	0.22	-0.68	-0.616	-36.41	0.00
SDIS	-0.70	0.20	-0.73	-0.67	-42.22	0.00
PRRT	-0.71	0.20	-0.74	-0.68	-44.05	0.00
SUDB	-0.66	0.21	-0.70	-0.63	-38.99	0.00
All	-0.68	0.13	-0.70	-0.66	-64.86	0.00

### Difference in Attitude Based on Demographic Characteristics

The respondents' attitude towards inclusion of students with learning disabilities was differentiated based on gender, having kids with or without disabilities, highest academic qualification and types of volunteers. Table 5 presents the result of the independent t-test to differentiate the respondents' attitude towards students inclusion with learning disabilities based on gender. The attitude towards inclusion of students with disability learning is the same between male and female respondents. In most studies, Li and Wang (2013) stated that females in general showed a more positive attitude towards inclusion of students with learning disabilities. In this study, the comparison of mean showed that female in general also has a higher mean value compared to male in most aspects (INSE and PRRT) but this study showed that these differences were not statistically supported. The result shows that the comparison of mean values for each dimensions before and after volunteering indicated no significant differences between male and female volunteers. Therefore, the second research hypothesis, H2 is not supported. Hampton and Xiao (2008) also found minimal difference the attitude based on gender. However, in Siperstein et al. (2007) and Li and Wu (2012), gender was also not found as a predictor for attitudes towards inclusion of students with learning disabilities. Therefore, this finding is similar to that in Siperstein et al. (2007) and Li and Wu (2012).

**Table 5. Independent Sample T-Test Result for Comparison of Gender**

Table 3. Independent Sample T-Test Result for Comparison of Gender					
	Mean (+/-)	95% Confidence Interval		t	Sig. p
		25%	75%		
BEFORE VOLUNTEERING (T <sub>0</sub> )					
Pre_INSE	-0.001	-0.148	0.147	-0.01	0.99
Pre_SDIS	-0.013	-0.133	0.106	-0.22	0.83
Pre_PRRT	-0.006	-0.145	0.132	-0.09	0.93
Pre_SUDB	0.019	-0.118	0.157	0.28	0.78
Pre_rall	-0.01	-0.111	0.110	-0.01	0.99
AFTER VOLUNTEERING (T <sub>1</sub> )					
Post_INSE	0.338	-0.105	0.173	0.48	0.63
Post_SDIS	0.347	-0.78	0.147	0.61	0.54
Post_PRRT	-0.003	-0.129	0.124	-0.04	0.97
Post_SUDB	-0.098	-0.226	0.030	-1.51	0.13
Post_All	-0.007	-0.105	0.922	-0.13	0.89

In Table 6, the comparison of attitude among respondents with or without children with learning disabilities showed a varied result. Before volunteering, there was a significant difference in attitude based on INSE ( $t = 2.64$ ,  $p = 0.01$ ), PRRT ( $t = 2.76$ ,  $p = 0.01$ ) and SUDB ( $t = 2.53$ ,  $p = 0.01$ ), as well as overall ( $t = 2.96$ ,  $p = 0.00$ ) but not in attitude based on SDIS ( $t = 1.67$ ,  $p = 0.10$ ) among respondents having or not having children with learning disabilities. However, after volunteering in SOS, there was no significant difference in their attitude for INSE ( $t = 1.01$ ,  $p = 0.31$ ), SDIS ( $t = -0.72$ ,  $p = 0.47$ ), PRRT ( $t = 0.94$ ,  $p = 0.35$ ), SUDB ( $t = 1.21$ ,  $p = 0.23$ ) and overall ( $t = 0.79$ ,  $p = 0.43$ ). Thus, prior to volunteering, there was a significant difference in how the respondents with or without children with learning disabilities perceived inclusion of students with learning disabilities but after volunteering, these differences were negated. Therefore, the third research hypothesis is not supported. There is no significant difference in attitude towards inclusion of students with learning disabilities based on having kids or not with learning disabilities after volunteering in Special Olympics Sabah. Therefore, this study shows that

even when the individual do not have children with learning disabilities, their act of volunteering enables them to become more positive and accepting this situation. Siperstein et al. (2007) had mentioned that Special Olympics Games provides the opportunity for people without disabilities to understand more about people with learning disabilities, and therefore, encourage more acceptance and friendship.

**Table 6. Independent Sample T-Test Result for Comparison of With/Without Children with Learning Disabilities**

	Mean (+/-)	95% Confidence Interval		t	Sig. p
		25%	75%		
<b>BEFORE VOLUNTEERING (T<sub>0</sub>)</b>					
Pre_INSE	0.192	0.049	0.336	2.64	0.01
Pre_SDIS	0.100	-0.018	0.218	1.67	0.10
Pre_PRRT	0.188	0.053	0.323	2.76	0.01
Pre_SUDB	0.172	0.038	0.307	2.53	0.01
Pre_All	0.161	0.054	0.269	2.96	0.00
<b>AFTER VOLUNTEERING (T<sub>1</sub>)</b>					
Post_INSE	0.071	-0.676	0.209	1.01	0.31
Post_SDIS	-0.041	-0.153	0.071	-0.72	0.47
Post_PRRT	0.059	-0.661	0.186	0.94	0.35
Post_SUDB	0.078	-0.499	0.206	1.21	0.23
Post_All	0.039	-0.059	0.137	0.79	0.43

Table 7 presents the result of ANOVA to compare the respondents' attitude based on their academic qualification. The result showed that there is no significant differences in their attitude for each dimension and overall before and after volunteering (all p values > 0.05). Therefore, the fourth research hypothesis is not supported. There is no significant difference in the respondents' attitude towards inclusion of students with learning disabilities based on their highest academic qualification. This implies that regardless of the academic background of the respondents, their attitude towards the inclusion of students with learning disabilities are the same.

**Table 7. ANOVA Result for Comparison Based on Highest Academic Qualification**

Comparison	F	Sig. p
<b>Before Volunteering (T<sub>0</sub>)</b>		
Pre_INSE	0.680	0.566
Pre_SDIS	0.336	0.800
Pre_PRRT	1.219	0.305
Pre_SUDB	1.245	0.296
Pre_All	1.015	0.388
<b>After Volunteering (T<sub>1</sub>)</b>		
Post_INSE	0.690	0.560
Post_SDIS	0.697	0.555
Post_PRRT	0.939	0.423
Post_SUDB	1.218	0.305
Post_All	0.950	0.418

The comparison based on type of volunteers in Table 8 shows that there is no significant difference in the attitude of the respondents based on type of volunteers before and after volunteering in Special Olympics Sabah (all p values > 0.05). Therefore, this shows that regardless whether they are administrators, teachers, parents and general public, there are no differences in their attitude for each dimension and overall for the inclusion of students with learning disabilities. Therefore, it also implies that the collaboration of these volunteers for the same cause enables them to perceive the issues of inclusion of students with learning disabilities at a similar line of thinking. Such collaboration in the Special Olympics Sabah program might be possibly incorporated in the inclusive school setting. There needs to be a combination of the teachers and parents' knowledge and skills to ensure effectiveness in these inclusive schools (Friends & Cook, 2007; Kampwirth, 2003; Adams et al., 2016).



**Table 8. ANOVA Result for Comparison Based on Type of Volunteers**

Comparison for	F	Sig. p
<b>Before Volunteering (T<sub>0</sub>)</b>		
Pre_INSE	0.795	0.498
Pre_SDIS	1.207	0.310
Pre_PRRT	1.097	0.352
Pre_SUDB	0.635	0.593
Pre_All	0.966	0.411
<b>After Volunteering (T<sub>1</sub>)</b>		
Post_INSE	0.098	0.961
Post_SDIS	0.864	0.461
Post_PRRT	0.836	0.476
Post_SUDB	0.883	0.452
Post_All	0.484	0.694

## CONCLUSION

The result in this study showed that the act of volunteering in Special Olympics Sabah does have a positive impact on the volunteers regardless of gender, highest academic qualifications, having or not having children with learning disabilities and type of volunteers. Prior to their volunteering, their attitude and particularly regarding integration and segregation, and subtle derogatory beliefs were moderate but after volunteering, their attitude was improved. Thus, this study showed that volunteering is a critical event that can change the attitude of the volunteers regarding the inclusion of students with learning disabilities. This study has provided an invaluable information to support the act of volunteering to improve and increase more acceptance for the inclusion of learning disabled students in various social setting. Therefore, there is more equality in education to include those underprivileged before. However, this study only compared their attitude before and right after their participation as volunteers in the SOS program. It might provide more insights to add another timeline, that is to investigate their Special Olympics Sabah and attitudes six months after the program. This may determine whether their enthusiasm after volunteering can be sustained over time. This study was able to provide critical supporting information to promote inclusion of students with learning disabilities. This may boost more efforts to encourage voluntarism not only among adults but also among smaller children and youths.

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