

The Impact Of Facilities Management Among School Leaders On Special Need Students's Achievement: A Review

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ARTICLE INFO ABSTRACT

Facilities management is an all-encompassing strategy to manage, enhance, and adjust an organization's buildings and infrastructures to establish a conducive environment that effectively aligns with the organization's core objectives. The range of discipline encompasses various facets of property, space, environmental regulation, health and safety, and assistance services. In education, students' achievement depends on school leaders practice included facilities management. One of the education policies in Malaysia was Special Education Integration Programme (SEIP). SEIP guarantees equal access to mainstream schooling for students with mental and physical impairments, allowing them to learn alongside their peers. This study is literature study. The summary of the findings in this study shows that the enhancement of education quality among students with special needs is facilitated by school facilities and infrastructure. The improvement in student with special needs achievement are results of effective management of facilities.

Keywords: facilities management, special education integration programme, special needs, achievement

INTRODUCTION

Facilities management is an integrated approach to operating, maintaining, improving, and adapting the buildings and infrastructures of an organisation to create an environment that strongly support the primary objectives of the organisation (Atkin, B. & Brooks, A., 2000). Facilities and infrastructure are essential components within an educational institution and are considered integral educational resources that necessitate proficient handling, constituting a fundamental aspect of educational governance. The purpose of managing educational facilities is to establish a functional framework for educational institutions, enabling the efficient and effective execution of educational operations. Each educational unit, whether formal or non-formal, offers facilities and infrastructure tailored to fulfil the educational requirements aligned with students' physical capabilities, academic aptitude, social development, emotional intelligence, and obligations.

Then, management of facilities and infrastructure holds significant importance in education institutions, as their presence significantly enhances the efficacy of the educational process (Sinta, 2019). School facilities also should be friendly to students with special educational needs (MBPK). According to Education Regulation of Special Education, (KPM (2013), MBPK are individuals whose educational progress may be impeded or delayed in comparison to their peers because of disabilities. So that they need special educational support because they have learning difficulties in one way or other. A school environment that is friendly to MBK is a space or area designed with facilities and accessibility suitable for individuals with different capabilities, including those with physical or sensory disabilities. These include features such as ramps, elevators, accessible toilets, and easy-to-read directional signs, allowing people with disabilities to move and use the space more freely and safely.

The important of school facilities for MBPK also has been included in Malaysian Education Development Plan (PPPM) 2013-2025 and Sustainable Development Goals 2030. The Ministry of Education Malaysia in PPPM (2013-2025) aims to ensure the provision of a conducive environment for students with special needs.

The ministry plans to redouble efforts to upgrade existing schools according to the basic needs of special education. The Sustainable Development Goals also aim to build and upgrade educational facilities that are sensitive to the needs of children, people with disabilities and gender sensitive and provide a safe, violence-free, comprehensive, and effective learning environment for all.

Therefore, to manage the environment and maintain the classroom environment in order to be used optimally, the school leader as the school manager needs to play a role. Thus, the management of the environment and physical facilities of the school leader has been included in the Malaysian School Principal Competency Standard (SKKSM) as one of the areas that the school leaders need to master. However, past studies have found that the special education class environment is still less conducive and does not follow the specifications set which in turn affects the achievement of special education students (Amran, H. A., Majid, R. A., & Ali, M. M. (2019). Among the factors in terms of physical facilities for PPKI classes is in terms of lack of support of school leaders (Nor, S.M. & Rashed, Z.N, 2018). Therefore, this literature survey was conducted to identify leader management practices to ensure that school facilities are friendly for MBPK and the management impact to MBPK achievement.

OBJECTIVES OF STUDY

Based on the background and problem statement that has been conveyed above, this study aims to investigate:

1. What are the effective learning facilities management practices for schools with special need students?
2. What is the impact of learning facilities management among school leaders on the achievement of special need students?

LITERATURE REVIEW

Facilities management encompasses a spectrum of activities related to the planning, design, maintenance, and utilization of physical spaces within educational institutions. Within the context of SEIPs, effective facilities management is essential for creating inclusive and accessible learning environments that cater to the diverse needs of special education students. To date, the most contextual theory of studies related to facility management is the Organizational Quality Management Theory. Shewhart Organizational Quality Management Theory (1931) which states that, in order to meet the requirements of a good and continuous quality management system, the method used by international standards is a combination of PDCA (Plan-Do-Check-Act) cycles. This cycle shows that the management of the organization needs to follow the proposed measures for the organization to be effectively and quality managed especially in managing school facilities. Facilities management are important especially to support Special Education Integration Programmes (SEIPs).

Inclusive education is a fundamental pillar of modern schooling, aiming to provide equitable opportunities for all students, including those with special needs. Special Education Integration Programmes (SEIPs) are designed to facilitate the integration of students with disabilities into mainstream educational settings, fostering a supportive environment where every learner can thrive. Amidst the multifaceted efforts to enhance educational inclusivity, the role of facilities management overseen by school leaders emerges as a crucial determinant of the success of SEIPs.

Instead of Sheward Theory, Malaysian Principal Competency Standard (SKKSM) also created as a reference to school leaders to implement facilities management efficiently. SKKSM (2006), outlines the practices that school leaders need to implement to manage the school environment and facilities i.e. ensuring the management of the school environment based on principles and regulations, ensuring that stock storage is up to date, cultivating maintenance habits and evaluating and improving environmental performance and facilities on an ongoing basis. Shewhart theory and SKKSM underlying this study emphasize the process of managing the environment and school facilities starting from planning, implementing, evaluating, and maintaining in order to have an impact on the production of organisation goals.

DISCUSSION

Within the context of SEIPs, facilities management assumes heightened significance due to the unique needs of special education students. Accessible infrastructure, such as ramps, elevators, and wheelchair-friendly restrooms, is essential for ensuring equitable participation and mobility within the school environment (Buku Panduan Pendidikan Khas, 2015). Moreover, specialized learning spaces, such as sensory rooms and quiet zones, play a crucial role in accommodating the diverse sensory needs of students with disabilities, facilitating optimal learning experiences.

According to Shewhart Theory (1931), first step to manage facilities is planning. For school with SEIP, school leader should plan the facilities that meet the students' need by implementing principles of Universal Design for Learning (Rose, 2001). UDL involves designing instructional materials, activities, and environments that are accessible and customizable to meet the diverse learning needs of all students, including those with disabilities. This approach ensures that learning spaces are flexible and responsive to individual differences, allowing for multiple means of representation, expression, and engagement. After that, school leaders should

implement the plan by ensuring that school facilities are physically accessible to students with disabilities is essential for promoting their mobility and participation in educational activities. This includes providing ramps, elevators, wheelchair-accessible restrooms, and designated parking spaces to accommodate students with mobility impairments (Amelia et al., 2022). Additionally, pathways, doorways, and classrooms should be free of barriers and obstacles to facilitate ease of movement for students with physical disabilities. Next school leader should measure and analyse the process or outcomes. Among the aspects of assessment to be measured are monitoring for assessment through management meetings, conducting regular monitoring in the school environment and PPKI classes, collecting feedback from teachers and pupils on physical comfort in the learning environment such as room temperature, lighting, noise and hygiene. Next is maintenance. The school leader should clearly communicate the duties and responsibilities related to maintenance to the committee members, inculcates maintenance and maintenance habits among teachers and staff, plans regular maintenance schedules, prepares budgets for maintenance, ensures that inventory records and school assets are well maintained, as well as developing the capabilities of school staff in matters of asset maintenance and related technical skills through specialized training (Ahmad, 2021).

This literature survey also explores the impact of facilities management practices on the academic achievement of special education students within SEIPs, shedding light on the critical role played by school leaders in creating inclusive learning environments. Empirical studies have consistently demonstrated the positive impact of well-managed facilities on the academic performance of special needs students (Oluremi & Olubukola, 2013). By fostering a supportive and inclusive school climate, facilities management initiatives contribute to the overall success and integration of students with disabilities within mainstream educational settings. Moreover, specialized learning spaces equipped with assistive technologies and adaptive equipment are essential for addressing the unique learning needs of students with disabilities (Azzahra et al., 2022). From sensory rooms to communication devices, these resources enable personalized learning experiences that enhance student engagement and academic success.

Facilities management practices directly affect the accessibility of school environments for students with disabilities. Accessible infrastructure, including ramps, elevators, wheelchair-accessible restrooms, and designated parking spaces, ensures that students with mobility impairments can navigate the school campus independently and participate fully in educational activities (Afzan Munir et al., 2019). Barrier-free environments promote inclusivity and empower students with disabilities to access educational opportunities on an equal basis with their peers. Facilities management includes the procurement, maintenance, and support of assistive technologies and adaptive equipment that facilitate learning for students with disabilities. From communication devices and hearing aids to specialized computer software and ergonomic furniture, these resources enable students with special needs to overcome barriers and participate fully in educational activities (Fernández-Batanero et al., 2022). Access to assistive technologies and adaptive equipment enhances students' ability to communicate, interact, and engage with educational content, fostering their academic success and independence. Facilities management practices that address environmental factors such as lighting, acoustics, temperature, and air quality contribute to a comfortable and conducive learning environment for students with special needs (Mihat, 2019). By minimizing distractions and sensory overload, facilities management promotes a supportive atmosphere where students can focus, learn, and improve their achievement (Marinah Awang et al., 2018).

Theoretically, this research is significant as it contributes significant newly developed relationships in the body of knowledge. The practical implications of this research are important to improve the facilities management among school leader toward resolving conflict about facilities for students with special needs and their achievement.

CONCLUSION

Overall, facilities management plays a crucial role in creating inclusive, accessible, and supportive environments that promote the academic achievement of students with special needs. By investing in accessible infrastructure, specialized resources, and supportive services, schools can create environments where all students, including those with disabilities, have the opportunity to learn, grow, and succeed. Moreover, prioritizing ongoing maintenance, compliance with regulatory standards, and fostering a culture of inclusion and awareness are vital steps towards realizing the full potential of facilities management in promoting educational equity and social justice. As educators, policymakers, and stakeholders continue to advance inclusive education practices, it is imperative to remain vigilant in addressing the diverse and intersectional needs of special education students and ensuring that facilities management initiatives are grounded in principles of accessibility, inclusivity, and social responsibility.

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