

Readiness Of Special Education Teachers In The Implementation Of The Career Transition Program

Norizan Mohd Tajuddin¹; Kama Shaffeei²; Muhammad Juni Beddu^{3*}

¹Sekolah Menengah Kebangsaan Batu Sepuluh, Perak, Malaysia

²Faculty of Human Development, Sultan Idris University of Education, Malaysia

³Sekolah Tinggi Agama Islam Ibnu Sina Batam, Indonesia

Article Info

Keywords:

Readiness;
Special Education
Teacher;
Career Transition
Program;
Special Educational
Needs

ABSTRACT

The Career Transition Program (CTP) is a skills development and support program for Students with Special Educational Needs (SEN) to support the transition process to the world of work. The Special Education Teacher (SET) is the main pillar for implementing CTP. A survey study was conducted using a questionnaire with a cluster sampling technique from 185 SET in the Special Integration Education Program (SEIP) secondary schools in the State of Perak. The study aims to identify the level of readiness of SET in the implementation of CTP based on the demographic factor of teachers namely age. The ANOVA test found that there was a significant difference ($p < .05$) for knowledge ($F(3,181)=6.058$), skills ($F(3,181)=5.779$) and attitude ($F(3,181)=5.549$) in the implementation of CTP based on age. This shows that knowledge, skills and attitudes increase with age. It is suggested that collaboration related to CTP should be held between older teachers and younger teachers to reduce the gap in knowledge, skills and attitudes according to the age of the teacher. The implication is that all SETs need to continue to work hard and constantly improve their readiness to further increase the potential and abilities of SEN in facing the current challenges.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Muhammad Juni Beddu
Sekolah Tinggi Agama Islam Ibnu Sina Batam, Indonesia
Email: juni.beddu@ibnusina.ac.id

INTRODUCTION

The aspirations of the Malaysian Ministry of Education through the 10th Shift, the Malaysian Education Development Plan 2013-2025 [1] states that student success needs to be maximized based on the impact of the programs implemented. Government policy wants to ensure that every program can be linked to student success, especially in the field of skills. The Career Transition Program (CTP) was implemented starting in 2019 and is a skills development and support program for Students with Special Educational Needs (SEN). This program emphasizes Life Skills, Self-Advocacy Skills, Cultivating Adult Life Skills, Career Skills, Career Readiness and Workplace Support Development. CTP is implemented for SEN from Form 1 until the end of schooling. This program is a continuation of the implementation of the Special Secondary Education Standard Curriculum [2]. Data reports that only 0.04% of SEN for Learning Disabilities (LD) work in various sectors for the year 2021 [3]. This figure is seen as very low and does not meet the wishes and goals of the Education Development Plan 2013-2025.

Therefore, CTP is seen as very important to emphasize its implementation at the school level from Form One to Form Five in order to prepare and support the transition process towards entering the world of work and adulthood including family, social, community and recreational aspects based on ability, strength, interest and the potential of SEN after finishing school [4]. The

implementation of CTP to SEN in all secondary schools under the Malaysian Ministry of Education (MOE) covers Special Education Schools, Vocational Special Education Secondary Schools and Special Education Integration Program (SEIP). Efforts made by the ministry to increase the marketability and employability of SEN [5].

CTP is a program designed specifically for SEN in an effort to master the necessary skills in order to gain work experience in the real workplace [6]. This program is fully planned and implemented by Special Education Teachers (SET) in accordance with CTP Modules and Guidelines. SET plays an important role in ensuring that the targeted goals are achieved. Teachers not only need to master the field they teach but also need to have appropriate skills and a good attitude to implement the program that has been planned for the development of students. Teachers need to be more creative and proactive with the current situation so that the students they teach not only master skills but are competitive and have high marketability. For this reason, a SET not only needs to know and be skilled in all aspects of CTP but should also have qualifications in the field of skills to launch the teaching and learning process [7].

PROBLEM STATEMENT

Statistical data from the Special Education Division, shows a significant increase in SEN for Learning Disabilities (LD) increased by 25.6% in 2021 compared to the previous 4 years [3]. After finishing school, they need to be independent and get a job to make ends meet. However, according to the Human Resource Development Fund (HRDF), the number of persons with disabilities in Malaysia who are registered and working is less than 80% for the working age group which is between 15-64 years. It is estimated that there is high unemployment among disabled youth. CTP is a process that must be implemented as best as possible by all SET in ensuring that SEN is ready to be independent and work. It is a benchmark for every teacher in ensuring the marketability of SEN as a human capital development that has an impact on the development of the country. Therefore, school is a very important starting point for SEN to receive adequate transition training.

The role of SET in the 21st century is very challenging and requires high teacher competence [8]. The implementation of high-impact programs such as CTP requires teachers to have good knowledge, skills and attitudes to make this program a success. In implementing CTP, teachers need to have knowledge about the meaning of CTP for SEN, be clear about how to implement the transition, know the teacher's role in CTP and some other basic matters regarding CTP. Teachers also play a role as a facilitator in ensuring the existence of good relationships and understanding between the school, parents and employers.

However, teachers' awareness of the importance of CTP is low and this greatly affects the implementation of CTP [9]. In fact, teachers still cannot implement CTP well. This is due to limited knowledge, skills that have not been improved and still not being positive towards the implementation of CTP. The age factor as one of the factors that has an impact on the readiness of SET [10]. Therefore, a study was conducted to identify differences in knowledge, skills and attitudes of SET in secondary school SEIP in the implementation of CTP based on age. The results of the study are expected to provide information to SET, schools, the District Education Office, the State Education Department and the MOE.

METHOD



The design of this study is a descriptive quantitative study to identify and study empirically and systematically. The survey was conducted focusing on teacher readiness in terms of knowledge, skills and attitudes. The study population is special education teachers in secondary schools in 11 districts in the State of Perak. Cluster sampling was conducted involving 185 teachers. The research instrument uses a questionnaire divided into 4 parts. Part A (6 items) includes demographics of respondents. While Part B (14 items), Part C (12 items) and Part D (12 items) each measure the level of knowledge, skills and attitudes of SET in the implementation of CTP. Part A is given a choice of answers while Part B, C and D use a Likert-5 scale. The instrument is administered in a Google Form and given a link to the secondary school SET in the Perak State secondary school SEIP. Data were analyzed using SPSS 25.0.

RESULTS

Respondent Demographics

The findings of the study are based on research that has been conducted. Table 1 shows the demographics of the respondents.

Table 1: *Demographic Analysis of Respondents*

Demographic Aspects		Frequency	Percent %
Gender	Male	43	23.24
	Female	142	76.76
Age	21-30 years	18	9.73
	31-40 years	75	40.54
	41-50 years	65	35.14
	51 years and above	27	14.59
Academic Qualification	Diploma	0	0
	Bachelor's Degree	150	81.06
	Master's Degree	33	17.84
	Doctor of Philosophy	2	1.08
Type of School	City	90	48.65
	Rural	95	51.35
Teaching Experience	0-4 years	16	8.65
	5-9 years	57	30.81



	10-14 years	68	36.76
	15 years and above	44	23.78
CTP Course Attendance	Ever	79	42.70
	Never	106	57.30

Table 1 shows the demographic analysis of the respondents. There are six aspects that are studied namely gender, age, academic qualification, type of school, teaching experience and course attendance.

Differences in teachers' knowledge, skills and attitudes according to age

Based on Table 2 below shows the knowledge, skills and attitudes of teachers in the implementation of CTP according to age.

Table 2: *One-way ANOVA test of teachers' knowledge, skills and attitudes in the implementation of the Career Transition Program according to age.*

	Age	Number (N)	Mean Score	Standard Deviation
Knowledge	21-30 years	18	3.3413	.9260
	31-40 years	75	3.7086	.48570
	41-50 years	65	3.7835	.41476
	51 and above	27	3.9894	.39952
	Total Average	185	3.7057	.556495
Skills	21-30 years	18	3.1944	.89113
	31-40 years	75	3.5478	.50526
	41-50 years	65	3.6718	.53742
	51 and above	27	3.8519	.36932
	Total Average	185	3.5665	.57578
Attitude	21-30 years	18	3.2454	.92331
	31-40 years	75	3.6544	.53001
	41-50 years	65	3.7487	.54794
	51 and above	27	3.9259	.39178
	Total Average	185	3.6436	.59826

Overall, knowledge (Mean=3.7057; S.P=.556495), skills (Mean=3.5665; S.P=.57578) and attitude (Mean=3.64365; S.P=.59826).

Table 3: *One-way ANOVA test of teachers' knowledge, skills and attitudes in the implementation of the Career Transition Program according to age*

Variables		Sum of Squares	Degree of Freedom	Mean Squares	F Value	Significance
Knowledge	Between Groups	4.739	3	1.580	6.058	.001
	In Group	47.194	181	.261		
	Total	51.932	184			
Skills	Between Groups	5.212	3	1.737	5.779	.001
	In Group	54.422	181	.301		
	Total	59.634	184			
Attitude	Between Groups	5.379	3	1.793	5.549	.001
	In Group	58.486	181	.323		
	Total	63.865	184			

*. The mean difference is significant at the .05 level

Based on Table 3, it was found that there is a significant difference in the mean score of teacher knowledge in the implementation of CTP based on age ($F(3,181)=6.058$; $p<.05$). Referring to Table 2 for the knowledge construct, the mean shows that teachers aged 51 and above have better knowledge in implementing this CTP compared to teachers aged 21 to 30 years (Mean=3.3419; S.P=.9260). The mean score of knowledge for teachers who are between 31 to 40 years old (Mean=3.7086; S.P=.48570) and teachers who are between 41 to 50 years old (Mean=3.7835; S.P=.41476) is not significantly different. However, the difference in mean scores between groups is moderate. The effect size calculated using Eta squared (η^2) is .091.

Referring to Table 3, it was found that there was a significant difference in the mean score of teacher skills on the implementation of CTP according to age ($F(3,181)=5.779$; $p<.05$). Referring to Table 2, the mean skill construct shows that teachers who are aged between 51 and above (Mean=3.8519; S.P=.36932) have better skills in the implementation of CTP compared to teachers aged 41 to 50 years (Mean=3.6718; S.P=.53742) and teachers aged 31 to 40 years (Min=3.5478; S.P=.50526). Teachers aged 21 to 30 years (Mean=3.1944; S.P=.89113) showed the lowest teacher skills in the implementation of CTP. The effect size calculated using the Eta squared (η^2) is .0087. This indicates that the actual difference in mean scores between groups is modest.

Based on Table 3, it was found that there was a significant difference in the mean score of teachers' attitude towards the implementation of CTP according to age ($F(3,181)=5.549$; $p<.05$). Referring to Table 2, the mean attitude construct shows that teachers who are aged between 51 and over years (Min=3.9259; S.P=.39178) have a better attitude in the implementation of CTP



compared to teachers who are aged 41 to 50 years (Min= 3.7487; S.P=.54794) followed by teachers aged 31 to 40 years (Mean=3.6544; S.P=.53001). While teachers aged 21 to 30 years (Mean=3.1944; S.P=.89113) showed the lowest attitude of teachers in the implementation of CTP. The effect size calculated using the Eta squared (η^2) is .0084. This indicates that the actual difference in mean scores between groups is modest.

Table 4: *Results of Scheffe's Post Hoc Test of teachers' knowledge, skills and attitudes towards the implementation of the Career Transition Program according to age*

Age			Difference Mean	Standard Error	Significant
Knowledge	21-30 years	31-40 years	-.36730	.13402	.061
		41-50 years	-.44225*	.13600	.016
		51-60 years	-.64815*	.15538	.001
	31-40 years	21-30 years	.36730	.13402	.061
		41-50 years	-.07495	.08653	.861
		51-60 years	-.28085	.11460	.115
	41-50 years	21-30 years	.44225*	.13600	.016
		31-40 years	.07495	.08653	.861
		51-60 years	-.20590	.11691	.379
	51-60 years	21-30 years	.64815*	.15538	.001
		31-40 years	.28085	.11460	.115
		41-50 years	.20590	.11691	.379
Skills	21-30 years	31-40 years	-.35333	.14392	.114
		41-50 years	-.47735*	.14605	.015
		51-60 years	-.65741*	.16685	.002
	31-40 years	21-30 years	.35333	.14392	.114
		41-50 years	-.12402	.09292	.620
		51-60 years	-.30407	.12307	.111
	41-50 years	21-30 years	.47735*	.14605	.015
		31-40 years	.12402	.09292	.620
		51-60 years	-.18006	.12555	.562
	51-60 years	21-30 years	.65741*	.16685	.002
		31-40 years	.30407	.12307	.111
		41-50 years	.18006	.12555	.562
Attitude	21-30 years	31-40 years	-.40907	.14920	.061
		41-50 years	-.50335*	.15140	.013
		51-60 years	-.68056*	.17297	.002
	31-40 years	21-30 years	.40907	.14920	.061
		41-50 years	-.09427	.09633	.811
		51-60 years	-.27148	.12758	.214
	41-50 years	21-30 years	.50335*	.15140	.013
		31-40 years	.09427	.09633	.811
		51-60 years	-.27148	.12758	.214

		P- ISSN: 1979-5548		
51-60 years	51-60 years	-.17721	.13015	.604
	21-30 years	.68056*	.17297	.002
	31-40 years	.27148	.12758	.214
	41-50 years	.17721	.13015	.604

*. The mean difference is significant at the .05 level

Based on Table 4, the results of Scheffe's Post Hoc Test found that the age group of teachers who recorded the best scores for the construct of knowledge, skills and attitudes was for teachers aged 51 and above.

DISCUSSION

The findings of the study show that the majority of respondents are female teachers. The data shows that 142 people are female teachers with a value of 76.76%. While there are 43 male teachers and the percentage value is 23.24%. The majority of respondents are between 31 and 40 years old. The average respondent has a Bachelor's Degree qualification with a percentage of 81.06% while respondents with a Master's Degree qualification is 17.84%. None of the respondents have a diploma qualification and only 1.08% of the respondents have the highest qualification which is Doctor of Philosophy.

The demographic factor of school type shows no significant difference between respondents in urban schools with a percentage of 48.65% and rural schools with a percentage of 51.35%. While in terms of teaching experience, the majority of teachers have 10 to 14 years of teaching experience with a percentage of 36.76%. Teachers with experience teaching between five and nine years are a total of 57 people with a value of 30.81%. Only a few teachers have teaching experience between 0 and 4 years with a percentage of respondents of 8.65% which is a total of 16 people. In addition, the majority of teachers have never attended CTP related courses with a percentage value of 57.30% and a total of 106 people. While the number of teachers who have attended CTP related courses is as much as 42.70% which is a total of 79 people.

Differences in teachers' knowledge, skills and attitudes according to age

The results of this study show that the age of a teacher creates a significant difference in terms of knowledge, skills and attitude of the teacher. The older a teacher is, the more prepared they are to implement CTP. A commitment for a teacher to help teachers carry out their duties effectively and ensure the holistic development of students. A teacher who has a strong commitment to education will have a positive impact on his environment [11]. Personal factors related to employee commitment to the organization are the age and gender of an individual. The age factor affects knowledge, skills and attitudes in an organization and also the programs that are carried out.

However, the age factor does not have an impact on the knowledge, skills and attitude of a teacher in the provision of the Malaysian Skills Certificate [10]. The age of a teacher does not make a significant difference to their readiness in terms of knowledge, skills and attitudes. In this study, the aspects of knowledge, skills and attitudes in the implementation of CTP create significant differences in terms of the age of teachers. Therefore, MOE can encourage smart collaboration and sharing by organizing collaborations such as benchmarking visits, Teacher Tour Programs, mentee



mentor systems, buddy systems and appropriate workshops to reduce the gap in knowledge, readiness and attitudes between older teachers and teachers -young teacher.

In addition, the findings of the study also found that teachers are comfortable working in a group of fellow teachers who are their own age. This can hinder the smooth implementation of CTP because every teacher regardless of age has different knowledge, skills and attitudes. This age difference should be seen from a positive angle towards the student's development. Therefore, the implementation of smart collaboration needs to be carried out without separating young teachers and older teachers.

IMPLICATION

The implication of this study is that all SET are prepared to continue to improve their knowledge, gain recognition of their skills and have a positive attitude regardless of age to achieve the goals of CTP. Smart collaboration and sharing on CTP also need to be held continuously involving various age levels of teachers to ensure that the goals of CTP are achieved. Indirectly, it can increase the marketability of SEN as one of the human capital developments that has an impact on the development of the country [4].

CONCLUSION

CTP is an important task and needs to be carried out diligently by all SET in secondary schools. CTP is referred to as a good benchmark to see the achievements of a SET. The readiness of SET in terms of knowledge, skills and attitude is an important factor in making CTP successful. The older a teacher is, the higher their level of readiness in implementing CTP. Age is seen as one of the important factors in the implementation of CTP. The willingness of teachers to implement CTP is very important to help SEN to get a good job, be independent and build their identity. Each SEN needs to be given the space and opportunity to contribute energy and skills according to their respective potential and achieve aspirations in the Malaysian Education Development Plan 2013-2025 [1].

ACKNOWLEDGEMENTS

I would like to express my gratitude to the Sponsorship Division of the Ministry of Education Malaysia for giving me the opportunity to further my studies and conduct research. Also, to my fellow teachers, fellow students, lecturers and family members who give a lot of help and support.

REFERENCES

- [1] Ministry of Education (2018). Malaysian Education Development Plan 2013-2025: Annual Report 2018. In *Kementerian Pendidikan Malaysia*.
- [2] Ministry of Education. (2017). Annual Report 2016. In *Unit Pelaksanaan dan Prestasi Pendidikan: Vol. XXXIII* (Issue 2). http://www.americanbanker.com/issues/179_124/which-city-is-the-next-big-fintech-hub-new-york-stakes-its-claim-1068345-1.html%5Cnhttp://www.ncbi.nlm.nih.gov/pubmed/15003161%5Cnhttp://cid.oxfordjournals.org/lookup/doi/10.1093/cid/cir991%5Cnhttp://www.scielo
- [3] Special Education Division. (2021). Special Education Data Book 2021. In *Kementerian Pendidikan Malaysia (Ministry of Education of Malaysia)*. <https://www.moe.gov.my/en/muat>

- turun/pendidikankhas/buku-data-pendidikan-khas
- [4]-[5] Ministry of Education. (2019). Surat Pekeliling Ikhtisas Bil 4 Pelaksanaan Program Transisi Ke Kerjaya Murid Berkeperluan Khas.
- [6] Nuraisyah Adnie Abd Rahman. (2021). *Knowledge, Skills dan Attitude of Teacher Towards the Implementation of Career Transition Program for Students with Special Needs*. Universiti Kebangsaan Malaysia.
- [7] Kama Shaffeei, Abdul Rahim Razali, & Mohd Hafiz Mohd Hanif. (2021). Teacher Preparedness in the Career Transition Program for Students with Special Needs. *Prosiding of the Education Research and Innovation Seminar (SPIP2021) at the National Level*, 264–271.
- [8] Hannah Aqilah Amran, Rosadah Abd Majid, & Manisah Mohd Ali. (2019). Cabaran Guru Pendidikan Khas Pada Abad Ke-21 Challenges for Special Education Teachers in 21 Th Century. *International Journal of Education, Psychology and Counseling*, 4(26), 113–122. www.ijepc.com
- [9] Rohaizat Ibrahim, Abdul Rahim Razalli, & Nabilah Abdullah. (2021). Career Transition Programme for Student With Learning Disabilities: in Excellent Teachers Own Words. *International Journal for Studies on Children, Women, Elderly And Disabled*, 12(2015), 61–70.
- [10] Suhaina Suriman. (2019). Teacher's readiness of Secondary Integrated Special Education Program towards the offer of Malaysian Skills Certificate. Universiti Kebangsaan Malaysia.
- [11] Suhaili Mohd Yusof & Khaliza Saidin. (2016). The Level of School Climate, the Level of Teacher Commitment and the Relationship Between School Climate and Teacher Commitment in Secondary Schools in Machang District, Kelantan. *Proceedings of The ICECRS*, 1(1). <https://doi.org/10.21070/picecrs.v1i1.535>