

# Examining Factors, Influences Career to Transition: Managing Training for Teachers

Ardzulyna Anal, Ain Syafia Qutreenie Alwi, Nurul Fadly  
Habidin, Izazol Idris, Nurfarahain Abdul Rahim & Muhammad  
Faunizan Mohd Rani

Universiti Pendidikan Sultan Idris Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/22395>

DOI:10.6007/IJARPED/v13-i3/22395

**Published Online:** 28 July 2024

## Abstract

This study looks into the difficulties teachers encountered when putting the Career Transition Programme (PTK) for Students with Special Educational Needs (MBPK) into practice as part of Malaysia's Integrated Special Education Programme (PPKI). Seven educators selected by purposive sampling participated in semi-structured interviews using a case study design and qualitative methodology. Six primary challenges emerged from the thematic analysis of the interviews: aspects related to educators, students, curriculum, parents, schools, and locality. Understanding the obstacles to effective PTK implementation for MBPK is aided by this study. By highlighting areas that require development, the ultimate goal is to improve the employability chances of Malaysian MBPK who struggle with studying. In summary, this research elucidates the obstacles confronting the TCP and provides educators with valuable insights to pinpoint areas that require attention to enhance the TCP's execution in Malaysia's Integrated Special Education Programme, ultimately enhancing the employability opportunities for individuals with learning disabilities.

**Keywords:** Teacher, Student, Transition, Career, Curriculum.

## Introduction

Raising awareness of employability efforts for Persons with Disabilities (PWD) in Malaysia needs to be considered a top national objective, as evidenced by the Ministry of Higher Education's report on the drop in the employability rate of graduates in 2020. Employability difficulties identified by the Special Education Division must be addressed in order to guarantee that this group can enjoy a higher quality of life. To do this, supportive educational mechanisms focused at the development of quality and effective education must be implemented as effectively as feasible. This can be achieved by using a strategy that has been shown to be successful in resolving problems related to job transition, especially for students with learning disabilities, who, according to an analysis of Special Education Data, are the most common disability category in Malaysia (2022).

Malaysia's unemployment Department of Statistics Malaysia (2018), rate has shown an increased to 3.33 percent of the country's total labor force participation. This has

consequences for Malaysia's PWD unemployment rate as well. According to the implementation and performance unit (PADU) of the Ministry of Education Malaysia (2022) annual report, which breaks down employability for SENS by percentage from 2019 to 2021, the employability percentage for SENS in 2021 pertains to those who finished their education in 2020. The achievement level in 2021 was determined to have decreased by 10.56% from 2020 to 2021, going from 67.95% in 2020 to 57.39% in 2021. This has a big impact on SENS who graduated from high school in 2020 because they will also have a hard time finding jobs.

The relevant government agencies in Malaysia have launched a number of measures to address the employability problems faced by people with disabilities and to guarantee the welfare of this population. However, as noted by Isaruddin et al. (2018) in their study, the issue of finding job regularly occurs and calls for ideal solutions, many PWD still do not secure employment that corresponds with their talents and functionality. Due to this, the Ministry of Education Malaysia's Special Education division has started working to develop the Transition-to-Career Program (TCP), which is integrated into all special education programs and offers early exposure to SENS as early as preschool. The initiative began at the school level. According to KPM (2020), the TCP is a methodical strategy that offers possibilities and pathways towards actual employment to students with special needs.

In this Malaysia, there are three categories of the idea of employability among SENS in Malaysia falls under: (i) SENS who are qualified to pursue postsecondary education in universities, public or private skill-building facilities, or any recognized training facilities such as Pusat Giat MARA and its equivalents; (ii) SENS who are able to pursue further education in institutions that do not grant skills certification; examples of these include attending community-based skills training classes or studying in religious schools; (iii) SENS who have finished their education and accepted any paid employment.

Various parties are involved in the TCP, such as parents, government organizations, and schools. Consequently, in their capacity as implementers, special education instructors must possess the skills and preparedness required to carry out the program at an industry-standard level. In order to implement this program, the school must carefully plan in consultation and agreement with the parents. SENS must go through a selection procedure before they can take part in this industry training. This process considers their own abilities as well as the agreement of all stakeholders, including the parents, industry representatives, and students. In addition, the courses taken ought to correspond with the ones taught in schools. The Department of Skills Development's Malaysian Skills Certificate (SKM) syllabus and the Secondary School Standard Curriculum for Special Education (KSSMPK) should be used as a reference for getting ready for this program.

For students receiving special education to be prepared for an efficient job transfer and to reach goals that are in line with their functional skills, there must be sufficient space available to them. Support for the career transition process decreases as students get more prepared to learn and eventually become self-sufficient members of society. Consequently, Professional Circular Letter No. 9/2016 was issued, which talked about the Secondary Standard Curriculum's staggered implementation beginning in 2017. In order to give SENS the room and chance to develop vocational skills in order to meet curriculum objectives in

accordance with the National Curriculum, the Secondary School Standard Curriculum (KSSM) for special education was created. Its objective is to generate proficient and self-sufficient SENS.

According to teachers' initiative and their capacity to adapt teaching and learning strategies, plan activities in accordance with the eight elements listed in the Education (Special Education) Regulations 2013, and incorporate cross-curricular elements into teaching and learning based on teachers' creativity, this program can be implemented for the whole duration of the secondary school session, beginning in Form 1 and ending in Form 5. This is to make sure that all six transition components—which are listed in the current TCP guidelines—are incorporated into lessons and activities that are appropriate for the individual special education programs. For instance, the TCP program will start in Form 1 in Special Education Secondary Schools (SMPK), Integrated Special Education Programs (PPKI), and Inclusive Education Programs (PPI), whereas it will start in Form 4 in Vocational Special Education Secondary Schools (SMPKV). A unique curriculum for SENS has been created in accordance with the Malaysia Education Development Plan (2013–2025), which outlines the objective of offering a flexible, pertinent, and high-quality curriculum. Because of the program's versatility, SENS's unique needs can be tailored, and it can also be tailored to how much life skills the curriculum teaches them in order to prepare them for adulthood and the workforce.

Consequently, the ministry plans to introduce a transition program that gets students ready for the workforce in order to adopt an applied and vocational curriculum for SENS. In order to secure appropriate employment opportunities, this approach combines activities based on individual student needs, taking into consideration students' choices, interests, and market demands. These activities include career development, community experiences, career guidance, and various adult life objectives after completing schooling. In addition to establishing clear guidelines for specialized support to help institutionalize high-quality special education curricular, the TCP will have a significant impact by partnering with vocational training institutions that work with the private sector and non-governmental organizations to secure placements in currently operating vocational training centers. Inadvertently, exposure to vocational education might help SENS overcome obstacles in the job once they graduate from high school since it emphasizes specific skills related to academic subjects like writing, reading, and math. In addition, SENS will receive instruction in interpersonal and social skills, communication techniques, ethics and proper professional behavior, and building self-confidence and self-control for future employment.

A new curriculum called the Secondary School Standard Curriculum for Special Education (KSSMPK) was created for students with special needs, which includes those who have learning disabilities, visual impairments, or hearing impairments. In order to comply with the new policy as stated in the Malaysia Education Development Plan (PPPM) 2013–2025, KSSMPK has been redesigned. In order to guarantee that the curriculum is appropriate and pertinent for SENS, the government seeks to improve the caliber of content and learning objectives to conform to international educational standards. By allowing students to receive certification and recognition from professional associations, the Ministry of Education's (KPM) enhanced Secondary School Standard Curriculum (KSSM) model has added value. The KSSM for Special Education's vocational skills pertain to two groups of

special needs students: (i) students with moderate functionality, who can learn basic literacy and numeracy skills and have language and communication, socio-emotional, behavioral, and psychomotor skills; and (ii) students with low functionality, who have cognitive impairments combined with one or more disabilities involving language and communication, socio-emotional, behavioral, and psychomotor aspects. Students with learning difficulties make up the largest category of disabilities in Malaysia when compared to other categories such as visual impairment, hearing impairment, speech impairment, physical impairment, and diverse disabilities, based on statistical analysis of the number of SENS in the nation according to the Special Education Data (2022). Students with learning difficulties can be classified as having dyslexia, attention deficit hyperactivity disorder (ADHD), slow learners, autism, Down syndrome, or mild intellectual disability, according to the Education Regulations (Special Education) 2013.

The primary aim of KSSMPK is to furnish SENS with avenues to obtain pertinent education and cultivate the capacity to perform particular vocational abilities. Students with special needs receive the same opportunities and support as regular students in order to help them live independently and advance the development of their nation. Through providing possibilities for knowledge acquisition and skill development, KSSMPK creates competent people who can live and work on their own. In addition to serving SENS with high and moderate functioning, KSSMPK makes sure that those with lower functionality can take part in skill-building activities. Core subjects and abilities that consider each student's functional level are included in the KSSMPK implementation. By ensuring that each group of pupils can manage themselves, apply their knowledge and abilities, and uphold moral principles, KSSMPK prepares them for future socialization, organization, and independent living. Additionally, KSSMPK teaches self-advocacy, giving children with special needs the tools they need to recognize their own potential, make objectives, and speak up for their rights in the community.

With the help of a high-quality curriculum, students with special needs can gain meaningful lifelong learning experiences by participating in activities that cater to their career needs and give them the chance to experience real-world interactions with peers, parents, employers, and teachers in the context of their future careers (Wehmeyer, 2015). One way to address challenges of unemployment, life management, and chances for post-school higher education is through a high-quality curriculum with a focus on career path (Bonati, 2020). Additionally, by raising educational standards and making use of cutting-edge technologies, the education and training system will be improved. In order to better fulfil industry expectations in resolving employability concerns, improving the technical and vocational education and training (TVET) ecosystem to generate future talents will be introduced as a driver of change.

While TCP has been widely used in special education programs, its efficacy and potential career path for special needs individuals in Malaysia have not yielded substantial results (Noraini Abdullah & Noryani Md Yusof, 2017). The career path for individuals with special needs in Malaysia remains unclear, and reports on their employability levels in the nation based on The Education Performance and Delivery Unit (PADU) (Ministry of Education, 2022) indicate a decline in employability levels. These points are emphasized in the Malaysia Education Development Plan (PPPM) 2013–2025. Therefore, it is anticipated that empirical

research involving a thorough examination of teachers' perspectives will offer deeper insights into the difficulties teachers encounter in carrying out their duties and implementing more effective TCP in order to guarantee that students who have received training and guidance will have a bright future and be able to meet the objectives outlined in Malaysia's Philosophy of Special Education.

### **Research Methodology**

A qualitative approach was taken in this study, which entails a thorough investigation of the characteristics of a phenomenon. Researchers can investigate a topic and gain deeper understanding of a problem that arises in the actual world by using the qualitative approach. Because this technique embraces various and open-ended responses from research participants, it also gives researchers the opportunity to examine multiple ideas without being unduly rigid. Syed Mustapa et al. (2020) state that in order to solve issues that arise from the phenomenon they have observed, researchers can interpret certain phenomena in light of theories, models, or conclusions. Case studies are a type of inquiry that are used in many fields of study, particularly evaluation. In a case study, a researcher analyses a program, event, activity, process, or one or more people in-depth (Creswell & Creswell, 2018). In this study, instructors in numerous districts in Selangor and Perak who teach in the Integrated Special Education Program (PPKI), which serves students with learning difficulties, were chosen using the purposive sample technique. Both states rank among those in Malaysia with the greatest number of special education program, according to Special Education Data (2022). Research participant 1 (RP1), research participant 2 (RP2), research participant 3 (RP3), research participant 4 (RP4), research participant 5 (RP5), research participant 6 (RP6), and research participant 7 (RP7) are the abbreviations used in this study to identify the research participants for the interview findings.

There were seven participants in the study; three of the participants were male instructors and four were female teachers. They were working as instructors in several regions in Perak and Selangor at schools that are part of the Integrated Special Education Program (PPKI). Four of the research participants were between the ages of thirty and forty, and the remaining three were between the ages of forty-one and fifty. Each research participant had taught skills subjects at the Integrated Special Education Program (PPKI) for more than five years.

This study used a case study approach in conjunction with a qualitative research design. The case study approach was used to give a thorough understanding of the topic being studied and to go into great detail about a specific situation. This strategy is further corroborated by Syed Mustapa et al. (2018), who claim that case studies are carried out to investigate actions, occurrences, or problems that depict actual or hypothetical circumstances, such as limitations people face at work or a circumstance the researcher encounters. Regarding the current study, the particular issue that was examined was the difficulties that special education teachers had when putting the Transition-to-Career Programme (TCP) into practice. Heterogeneous sampling was used in the participant selection process; each research participant had unique features, including age, length of experience, alternatives, and others. Zou (2016) provides more evidence for this claim, stating that a diverse population or sample is one in which each member or respondent has unique values or qualities about their work environment, culture, career scope, etc. In-depth interviews were

used to collect data for this study, and the data were then subjected to a thematic analysis. The interviews were audio recorded, transcribed, and verified by two experts—special education teachers and lecturers—as part of the data gathering procedure. As per Creswell & Creswell (2018), gathering data may entail holding an interview wherein the subject is granted the liberty to speak candidly about a subject. The researcher also employed the Kappa Coefficient Value determination approach to get panel consensus on the development of themes based on peer perspectives (Cohen, 1960; Fleiss, 1981). The Kappa Coefficient Value was applied individually by each panelist, and the researcher received a consensus from both panels. The obtained Kappa Coefficient Value for the theme construction was 0.7. Landis and Koch (1977), referenced by (Bernard, Wutich, & Ryan, 2010), state that the acquired value is classified as considerable, meaning that the panels reached a consensus on the majority of the researcher's codes.

## Findings

### *Environment, Knowledge and Skills*

Teachers' knowledge and competence gaps were identified by the interview results when examining the TCP implementation concerns in special education programs. Two teachers reported having professional understanding in the skills but lacking pedagogical knowledge while teaching SENS, whereas five research participants said they lacked professional knowledge in the skills they teach. All teachers are faced with a difficulty in this case since they must complete the training requirements in order to properly teach SENS in the field of skills.

The study's findings regarding abilities showed that teachers had difficulties with planning, adapting their instruction to meet the requirements of their pupils, and conducting assessments that reflect these needs. This is seen in the study, where instructors reported having trouble figuring out the right skills based on students' aptitudes, interests, and functionality. The results of the interview corroborate this, as RP1 said, *"It appears that teachers make their decisions based on the fields that the schools offer. Thus, whether we like it or not, students must follow,"* RP2 said, adding that it is challenging to ascertain students' skill preferences due to the lack of preparation assessments.

This is evident from the fact that the majority of teachers concurred that they struggle to plan students' career paths because they are not proficient in TCP-focused planning, TCP planning, or implementing planning in the Individual Education Plans (IEPs). They also find it challenging to concentrate on the Individual Education Plans' (IEPs) transition to career component. "It is actually the individual education plan's (IEP) responsibility to provide guidance on job direction. In keeping with RP5, RP4 echoed *"Teachers must be skilled in crafting and designing interventions that centre on the skills that students need to master clearly."*

All research participants stated that in order for pupils to be eligible for the Malaysian Skills Certificate (SKM), teachers must guarantee that the material they teach them can be mastered by the students as well as that they can achieve the required level of competency. According to RP2, one of the research participants, teachers must possess the knowledge and abilities to implement work operations in the field as they are practiced in the industry by making sure that safety and hygiene components are according to the guidelines

established by the Malaysian Skills Department. This is in line with the opinion of RP3, who said, *"We ourselves have to ensure that our students meet the specifications based on the criteria set by the National Occupational Skills Standard (NOSS) to enable them to be awarded Level 2 SKM certification."*

RP4 states that the Special Education Division must offer in-service training to guarantee that teachers are competent to teach skills because a large number of special education teachers lack professional credentials in skill development. RP3 also raises worry about the potential effects of teachers' lack of knowledge and expertise on the creation of high-quality lesson plans, industry collaboration, student product marketing, and the instillation of entrepreneurial principles in students.

The challenge for RP7, who acknowledges difficulty in skills planning for daily teaching plans and Individual Education Plans (IEP), especially in modifying activity arrangements in teaching and learning and implementing individualized assessments based on students' needs, is the lack of depth in special education knowledge. The results of the interview with RP1, who says, *"...we don't have training to conduct readiness assessments, so it's difficult to determine students' skill preferences,"* make this clear. This study participant 6 states, *"The IEP should really be a plan that focuses on career direction, but when teachers don't know how to write and design interventions that clearly focus on the required skills, it becomes more challenging."*

### Curriculum Implementation

The study's conclusions showed that five of the seven research participants had difficulties when it came to giving instruction and learning, especially when it came to implementing the new curriculum, which was based on the Curriculum Standard Document and Assessment (DSKP). The participants shared the following challenges:

*"For secondary school pupils, careers are given more importance. I make an effort to connect language and maths lessons to potential job paths."* (RP1)

*"... teaching courses like mathematics or BM (Bahasa Melayu) by connecting them to applicable skills makes them more meaningful. For instance, I show students how to measure or compute flour when I teach mathematics."* (RP2)

*"We need to know how to apply elements across the curriculum in teaching and learning."* (RP3)

*"I need to know how to plan teaching content that is aligned with activities and assessments according to the level of abilities and functionality of the students."* (RP4)

*"As an example, we have 28 periods for KVS skills, so I need to work in tandem with teachers who teach these courses because they take a long time to complete. In such case, I will work in tandem with skill teachers to impart knowledge in topics like mathematics or Bahasa Melayu."* (RP5)

*"Educators must be able to adapt their methods to the functional level of each student. Teaching theory can be difficult, but teaching practical skills is not difficult."* (RP6)

*"Students find it quite challenging to pass when it comes to providing theoretical answers to queries. Teachers in special education must be unconventional thinkers."* (RP7)

### **Infrastructure and a Learning Environment Provided in Compliance With Industry Standards**

To give SENS real-world experience, ease job transitions, and foster a strong connection between academia and business, it is imperative that the infrastructure and learning environment meet industry standards. Nevertheless, providing such infrastructure and a learning environment is not without its difficulties. Collaboration amongst diverse stakeholders is therefore essential, and educational institutions must make sure that SENS facilities are easily available, furnished with the right tools, and tailored to meet the needs of students enrolled in a range of skill-building courses. The viewpoints of research participants who encounter difficulties in offering work-based learning environments are shown by the interview findings. Participants in the research expressed the following views about the provision of an environment or infrastructure:

*"Infrastructure that complies with industry standards needs administrative support, which necessitates numerous partnerships with organizations like local governments and councils for space modifications, among other things."* (RP1)

*"We need to have a specialized course on the specifications of the workshops that we need to provide."* (RP2)

*"The most important thing, besides providing knowledge and skills to teachers, we need to consider the provision of equipment, materials, and facilities according to the specifications of the Malaysian Skills Department to ensure that our workshops are suitable for training students."* (RP3)

### **The Motivation and Attitudes of Teachers**

All participants undoubtedly acknowledged the difficulties in implementing the Transition-to-Career Programme due to the attitudes and motivation of the teachers. Teachers need to take the initiative and use their own pocket money to acquire particular abilities, claims RP7. To improve their own competency level and obtain the necessary certification, individuals must also independently enroll in certain courses (SKM). Regarding this, a few participants disclosed:

*"In order for us to sit for SKM Level 2 certification, the school needs to send teachers who teach skills subjects."* (RP1)

*"As a teacher who imparts skills, I must also acquire outside skills. I must make sure I possess SKM Level 3."* (RP3)

*"I have been assigned to a school that educates students with learning disabilities, and since I have no experience instructing students in sewing, I will have to try learning the skills myself."* (RP4)

*"All teachers need to have the certificates from Skills Development Department...So we have to follow all the requirements to ensure our students' betterment."* (RP5)

*"Although I lack a credential, I am passionate about learning new skills from any planned programme. Thus, educators must take the initiative on their own."* (RP6)

### **Instilment of Entrepreneurship Education**

Every participant concurred that industry-related entrepreneurship and TCP need to be strengthened. "...we need to train them as how they will face the consumers, to communicate, and many other things that we need to teach the kids so they are ready, brave, and self-reliant when they go outside later," said RP3." According to RP2, instilling entrepreneurial values is essential for students to progress in their careers. Regarding RP4,

"I have to teach the students how to produce income out of it when I teach laundry." Several additional individuals also offered comparable perspectives on this issue:

*"As for entrepreneurship, we need to start by exposing the students to money because, sometimes, even counting becomes problematic."* (RP1)

*"We need to work with the school cooperation to teach students how to do business and calculate the cost as well as the profit and loss in order to introduce entrepreneurial values to our students."* (RP5)

*"It is difficult to instill this entrepreneurial value in students because we need to assess each student's suitability for carrying out this kind of program."* (RP6)

*"We have to do the screening whether the students are capable of joining the entrepreneurship program as it involves cost and others"* (RP7)

### **Levels of Academic Performance, Attitude, and Functionality in Students**

The results of the interviews showed that among the biggest difficulties teachers encounter, particularly when it comes to preparing their students for professional advancement, are the academic accomplishment levels of their students, their capacity for self-management, and their capacity for emotional and behavioral control. We must ensure that pupils have the abilities to appropriately manage themselves, communicate effectively, and make their own judgements, as indicated by RP1. According to RP2, educators must make sure that pupils are highly competent in the particular skills they want to pursue so they may function independently without constant supervision and become qualified to enter the workforce. *"If they are confident and not too nervous, they know the safety and the hygiene, they can be in the industry,"* states RP3.

During the interview, it was found that a student's mental and physical prowess determine how confident they feel in themselves. Educators must imbue the teaching and learning process with the appropriate mindset and self-assurance. To give an example, RP4 said, *"There are students who constantly expect their teachers to express gratitude, give them gifts, give them spiritual advice, so they can start their own business."* They will feel more confident as a result of this encouragement, which will encourage them to continue learning about cooking. After talking about some academic abilities needed for job progression, the following represents the opinions of four research participants:

*"They must be aware of the value of money so that they won't be fooled. How they count the basic ingredients, to know business profit and loss. Because if they are not good at communication, how will they take orders, deliver the orders when they have started working."* (RP4)

*"Proficiency in operating cash registers and other machines is imperative, as it allows them to extract money and handle other tasks such as budgeting and cost estimation."* (RP5)

*"They must be able to read recipes, measure quantities in grams, and identify necessary ingredients when working in bakeries and kitchens. Interview techniques and interview letter preparation are two more examples".* (RP6)

*"Because some students have poor reading, writing, and counting skills, "our challenge is our approach: how to inculcate Malay Language subject in skill-based courses and Mathematics in cloth measurement skills."* (RP7)

### **Assistance from Educational Institutions**

According to the research, there are certain problems in implementing the transition-to-career program when it comes to setting up the right infrastructure based on the particular skills. This was acknowledged by all research participants. As RP1 demonstrates, *"The school must support us in ensuring that the infrastructure is ready so they can experience the true atmosphere of working in the industry."* *"The tools purchased are clearly costly, and we need to make sure that the tools are comparable to those used in the industry. I need the administrator's assistance,"* RP2 continued. RP3 further stated *"we need conducive space to work in cooking workshops and it needs a high cost to renovate according to the specifications given by the Malaysia Skills Department and this needs to be understood by the school"*. Furthermore, RP4 said, *"Our challenges here are the supports from the higher authorities and the school administrator."* *"Administrators will readily cooperate and support the planned activities if they are understanding and have prior experience working with students with special needs."* Described RP5. *"Supports from employers and colleagues are important, which is why I work harder,"* RP6 added. Regarding RP3, *"I need financial assistance, especially for buying inventories, as well as motivational support from the administrators, senior assistants, and colleagues. All of these require paperwork that must be submitted to higher authorities."*

### Parents' and the community's support and involvement

Based on the research results, every participant in the study reached the consensus that parental involvement and roles are essential components of skill-based programs. According to three research participants, some parents won't let their kids to participate in industrial training. *"We've been teaching the fundamentals for two or three years, and everything seems to be going well. However, the parents won't let the kids participate in the industrial training even though they want to."* Several research participants provided the following insights about the responsibilities that parents play and their involvement in skill-based programs:

*"In terms of protocol, parents must keep an eye on their children's moral support. Thus, the pupils feel comfortable interacting with society; the difficulty lies ahead."* (RP1)

*"Some parents don't encourage their kids to be independent because they believe their kids can't take care of themselves."* (RP2)

*"Some parents object to their kids learning certain things. The kids themselves wish to, but their parents..."* (RP4)

*"Some parents have said that you don't need to teach him because he will only stay at home later,"* (RP6)

*"The degree of cooperation exhibited by the parents is indicative of emotional support. Since some children, based on what I've observed, consent to participate in industrial training but their parents do not"* (RP5)

### Locality Factor

The interviews revealed that one of the difficult aspects of implementing TCP is location. For example:

*"We must first determine where this special education program will be located. What is the primary draw of the location, if it is rural, in terms of the local economy?"* (RP3)

*"... we reside in a city. In my opinion, planting should not be done in the middle of the town or in the dwelling area."* (RP4)

*"The nation and its economy are taken into consideration when choosing skills. In other words, the program that is provided needs to be tailored to the specific economic background of the place." (RP5)*

*"...if there are a lot of restaurants in the area, we ought to start offering cooking-related programs." (RP6)*

### **Industrial Training's Implementation**

The majority of research participants concurred that one of the obstacles faced by teachers implementing TCP is the implementation of industry training. Among the observations made by research participants are the followings:

*"We must prepare skilled MBPK in accordance with industry needs." (RP1)*

*"We need to work to get employers to partner with our school and to promote our students so they can find employment." (RP2)*

*"Employers typically prefer students with strong academic backgrounds and positive attitudes for industrial training." (RP3)*

*"It is the duty of educators to look for industries that are willing to work with them and to put up the effort to go through all the formalities so that students can get industrial training." (RP4)*

*"In my opinion, Effective communication skills are important for teachers to collaborate with industry." (RP5)*

*"The external challenges include getting support from co-workers and employers who are aware of PWD and who can understand it." (RP6)*

*"These psychological and social supports are crucial in order for the student to feel confident and accepted at work as well as accepted in the professional world." (RP7)*

### **Discussion**

The purpose of this study was to examine the instructors' viewpoints regarding the difficulties encountered when putting CTP into practice as one of the efforts to improve SENS' employability through the Integrated Special Education Program. Researchers found that previous knowledge and skill sets are important factors in the work of teachers. In addition to possessing expertise in special education, educators also require a thorough understanding of the particular skills they instruct. The research also demonstrates that in addition to their expertise in teaching and learning, running skill-based programs, and carrying out efficient assessments, teachers also need to have the ability to help students plan their future career paths. The importance of teachers' skills is echoed by Kasimun & Majid (2020)), who state that in order to provide effective and improved education, special education instructors must complete the required trainings. Furthermore, lesson planning is essential, according to Chitiyo and Brinda (2018), for a teacher to choose the best methodology, method, strategy, and approach to accomplish the learning objectives.

Mazzotti et al. (2021) state that in order to facilitate an individual with disabilities' successful transition to the workforce, policy makers, educators, and the community as a whole must work together to make sure that the curriculum used in the educational institution which places a strong emphasis on lifelong learning can be effectively ingrained. According to this research, teachers must be adept at reimagining the teaching and learning process to meet the challenges posed by the TCP. They should pay particular attention to activity planning,

time management, and the use of instructional tools that are appropriate for each student's requirements. Item 7 of the 2013 Education Rules (Special Education) states as much.

Rahim et al. (2021) assert that a student's learning preferences have a significant role in predicting their academic success. The way that teachers deliver their lessons will depend on the learning styles of their students. Instructors must integrate their methods with SENS learners' preferred learning patterns. For the SENS to learn more effectively, teachers must also establish an engaging, inclusive learning atmosphere, particularly in programs that emphasize skills. In line with Hannah Aqilah Amran et al. (2019), who affirm that special education teachers must have up-to-date knowledge and skills, along with good characters, in addition to having clear objectives in the teaching and learning, high efficiency, and tedious effort in advancing their career, is the positive attitude and motivation of teachers in equipping themselves with knowledge and skills (as shared by the majority of research participants).

According to Zora, Jasmina, and Husnija (2018), an individual teaching plan is a document that includes the plans to help students with special needs reach their identified objectives. The Ministry of Education Malaysia is in charge of strengthening the training programs by concentrating on improving the implementation of Individualized Education Plans (IEPs) through the Malaysia Education Development Plan (2013–2025). IEPs are written records that are specifically created for each SENS as a means of planning, intervention, and reporting in order to monitor and minimize the primary learning challenges related to functionality, academics, and career transition. This is stated in the Professional Circular Letter by Malaysia Education Ministry Number 7 (2023). Setting specific goals and organizing development plans for SENS potentials—with an emphasis on functioning, academics, and career transitions—are the first steps in creating an IEP. Teachers may keep an eye on certain aspects of career planning and area selection (based on the students' ability and preparedness for the workforce), as part of the implementation of IEPs that emphasize career transition (Mogunting & Ali, 2023; Abdullah et al., 2021; Rosli, 2022)..

The results of the study show that teachers' difficulties in successfully implementing TCP are partly caused by the pupils themselves. Each student's degree of social and emotional skill development determines the primary factor influencing SENS employability in the nation (Cavioni, Grazzani, & Ornaghi, 2017). According to the research, students' talents, attitudes, and areas of interest all play a significant role in the execution of TCP because they provide motivation, which in turn increases students' involvement and self-assurance in establishing goals, honing skills, and meeting learning objectives. Nawwar Abdul Mumen and Khairul Farhah Khairuddin (2022) have emphasized that an individual possessing motivation can aid in inspiring others to exert effort or achieve specific goals.

The results of the interviews indicate that TCP, which gives students a path for professional and personal growth, is regarded as a significant procedure. This is particularly achieved through the experiences gained from the industrial training and the instillation of entrepreneurial abilities. The goal of the endeavor is to provide students with comprehensive information and soft skills related to the career disciplines they plan to pursue in the future. Career intervention (Ginevra et al. 2022), extensive supports (Carlson, 2019), self-advocacy (Pfeifer, Reiter, Cordero, and Stanton (2021), social network (Yuen &

Chan (2022), future aspirations (Pham et al. 2020), and training in entrepreneurship according to Akhmetshin, Mueller, Yumashev, Kozachek, Prikhodko, and Safonova (2019), Dispenza (2019), who emphasizes career development among people with specific disabilities, explains this.

The implementation of TCP depends critically on a healthy environment in the individual's life, which includes support from parents (Shawna Lee et al., 2021); school (Brown, 2021); employers (Harvey et al. 2020); and coworkers (Harvey et al. 2020). Every stakeholder needs to be aware of SENS's special capabilities, potential, and traits. When implementing TCP, emotional and behavioral assistance for students to go through the profession adaption process must be given top attention (Yuen & Chan, 2022). According to Audrey Trainor et al. (2020), contemporary transition policy and practice are based on the belief that SENS have high potential in achieving their post-secondary-school aspiration should they be given the right opportunities, instructions, services and supports.

### **Conclusion**

The Vision of Shared Prosperity 2030 (WKB 2030) intends to create a united, prosperous, and dignified nation and will lead Malaysia's development in the next ten years. From 1971 to 2015, Malaysia's GDP grew at a strong 6.2% annual rate. Despite exhibiting a moderate annual growth rate of 2.7% between 2016 and 2020, Malaysia's development rate remains much superior than that of numerous other developing nations. The well-being of the populace has increased and the gap between incomes has shrunk due to the comparatively rapid economic expansion.

Inequality and socioeconomic inequities have grown as a result of the global pandemic difficulties; these issues must be resolved as soon as feasible in order to realize the "no one is left behind" philosophy. This is in order to accomplish the Twelfth Malaysia Plan's growth targets, which call for the development of highly trained talent to satisfy the demands of the expanding economy.

### **Acknowledgement**

This research was supported by the Ministry of Higher Education [MoHE] Malaysia through the Fundamental Research Grant Scheme [FRGS/1/2022/SSI07/UPSI/02/24].

### **Corresponding Author**

Dr. Ardzulyna Anal, Universiti Pendidikan Sultan Idris, Malaysia,  
ardzulyna@fpm.upsi.edu.my , 35900 Tanjong Malim, Perak Darul Ridzuan.

### **References**

- Abdullah, N., & Yusof, N. M. (2017, August). Transisi Kerjaya dalam Mata Pelajaran Vokasional Khas untuk Murid Bermasalah Pembelajaran di Malaysia. In *Proceedings of International Conference on Special Education* (Vol. 2).
- Abdul Mumen, N., & Khairuddin, K. F. (2022). Kepentingan sistem sokongan rakan sebaya Terhadap aspek sosial murid berkeperluan pendidikan khas pembelajaran dalam kelas. inklusif. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(6), 1-14. Retrieve from: <https://doi.org/10.47405/mjssh.v7i6.1583>
- Akhmetshin, E. M., Mueller, J. E., Yumashev, A. V., Kozachek, A. V., Prikhodko, A. N., &

- Safonova, E. E. (2019). Acquisition of entrepreneurial skills and competences: Curriculum development and evaluation for higher education. *Journal of Entrepreneurship Education*, 22(1), 1-12.
- Amran, H. A., Abd Majid, R., & Ali, M. M. (2019). Cabaran guru pendidikan khas pada abad ke-21. *International Journal of Education, Psychology and Counseling*, 4(26), 113-122.
- Bernard, H. R., Wutich, A., & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. SAGE publications.
- Bonati, M.L. (2020). *Preparing for Post-Secondary Transition. Inclusive Education in Schools and Early Childhood* © Springer Nature Singapore Pte Ltd.. Retrieve from: [https://doi.org/10.1007/978-981-15-2541-4\\_14](https://doi.org/10.1007/978-981-15-2541-4_14)
- Brown, D. H. (2021). *Secondary Administrators' Perspectives on Their Involvement in and Barriers to Supporting Secondary Transition Programs for Students with Disabilities* (Doctoral dissertation, University of South Carolina).
- Cavioni, V., Grazzani, I., & Ornaghi, V. (2017). Social and emotional learning for children with Learning Disability: Implications for inclusion. *International Journal of Emotional Education*, 9(2), 100-109.
- Carlson, S. R., Munandar, V. D., Wehmeyer, M. L., & Thompson, J. R. (2019). "Special education transition services for students with extensive support needs", In *Special education transition services for students with disabilities. Advances in Special Education*, Vol. 35, Emerald Publishing Limited, Bingley, pp. 117-136. <https://doi.org/10.1108/S0270-401320190000035015>
- Chitiyo, J., & Brinda, W. (2018). Teacher preparedness in the use of co-teaching in inclusive classrooms. *Support for Learning*, 33(1), 38-51. Retrieve from: <https://doi.org/10.1111/1467-9604.12190>
- Cohen, J. (1960). A coefficient for agreement for nominal scales. *Educational and Psychological Measurement*, 20(1), 37-46. Retrieve from: <https://doi.org/https://doi.org/10.1177/001316446002000104>
- Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, Los Angeles.
- Dispenza, F. (2019). Empowering the career development of persons with disabilities (PWD). *Journal of Career Development*, 48(5), 670-685. Retrieve from: <https://doi.org/10.1177/0894845319884636>
- Fleiss, J. L. (1981). *Statistical methods for rates and proportions* (2nd ed.). John Wiley & Sons, Ltd. Retrieve from: <https://doi.org/10.1002/0471445428>
- Ginevra, M. C., Di Maggio, I., Valbusa, I., Santilli, S., & Nota, L. (2022). Teachers' attitudes towards students with disabilities: The role of the type of information provided in the students' profiles of children with disabilities. *European Journal of Special Needs Education*, 37(3), 357-370. Retrieve from: <https://doi.org/10.1080/08856257.2021.1878658>
- Harvey, M. W., Rowe, D. A., Test, D. W., Imperatore, C., Lombardi, A., Conrad, M., ... & Barnett, K. (2020). Partnering to improve career and technical education for students with disabilities: A position paper of the division on career development and transition. *Career Development and Transition for Exceptional Individuals*, 43(2), 67-77. Retrieve from: <https://doi.org/10.1177/2165143419887839>
- Isaruddin, M., Lokman, M. W., & Amin, A. S. (2018). Isu Pekerjaan Orang Kurang Upaya Pendengaran: Kajian Kes di Selangor. *Jurnal Wacana Sarjana*, 2(2), 1-10.

- Jabatan Perangkaan Malaysia. (2018, April 12). Statistik Utama Tenaga Buruh di Malaysia. Retrieve from: <https://www.dosm.gov.my>
- Kasimun, S., & Majid, R. (2020). Tahap pengetahuan dan kemahiran dan tahap latihan guru pendidikan khas dalam pengajaran pendidikan khas. Persidangan Antarabangsa Sains Sosial Dan Kemanusiaan Ke-5 (PASAK5 2020).
- Kementerian Pengajian Tinggi. (2021). Kebolehpasaran Graduan (Warganegara) 2021. Retrieve from: <https://great.mohe.gov.my/Statistik Kementerian Pendidikan Malaysia, 2016. Surat Pekeliling Ikhtisas SPI 9/2016 – Pelaksanaan Kurikulum Standard Sekolah Menengah Secara Berperingkat-peringkat Mulai Tahun 2017. Kementerian Pendidikan Malaysia, 2023. Surat Pekeliling Ikhtisas SPI 7/2023 – Buku Panduan Rancangan Pendidikan Individu Edisi Kedua untuk Murid Berkeperluan Pendidikan Khas Kementerian Pendidikan Malaysia.>
- Kementerian Pendidikan Malaysia. (2022). Buku Data Pendidikan Khas Tahun 2022 [Buku Data Pendidikan Khas 2022]. Retrieve from: <https://www.moe.gov.my/muat-turun/pendidikankhas/buku-data-pendidikan-khas/5570-buku-data-pendidikan-khas-tahun-2022/file>
- Kementerian Pendidikan Malaysia. (2013). Peraturan-peraturan pendidikan (Pendidikan Khas) 2013: Warta Kerajaan Persekutuan P.U. (A) 230. Putrajaya: Kementerian Pendidikan Malaysia.
- Kementerian Pendidikan Malaysia. (2020). Garis Panduan Program Transisi Ke Kerjaya murid Berkeperluan Khas (MBK). Putrajaya: Kementerian Pendidikan Malaysia.
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to home-based education during the COVID-19 pandemic. *Children and Youth Services Review*, 122, 105585. Retrieve from: <https://doi.org/10.1016/j.childyouth.2020.105585>
- Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W. H., Fowler, C. H., ... & Test, Mogunting, J. J., & Ali, M. M. (2023). Pelaksanaan Program Pendidikan Khas Integrasi di Sekolah Rendah Swasta. *Jurnal Dunia Pendidikan*, 5(1), 482-496.
- Pham, Y. K., Hirano, K. A., Lindstrom, L., & DeGarmo, D. S. (2020). Future aspirations of young women with disabilities: An examination of social cognitive career theory. *Career Development and Transition for Exceptional Individuals*, 43(3), 169-179. <https://doi.org/10.1177/21651434209201>
- Pfeifer, M. A., Reiter, E. M., Cordero, J. J., & Stanton, J. D. (2021). Inside and out: Factors that support and hinder the self-advocacy of undergraduates with ADHD and/or specific learning disabilities in STEM. *CBE—Life Sciences Education*, 20(2), ar17. Retrieve from: <https://doi.org/10.1187/cbe.20-06-0107>
- Rahim, N. A., Fadzir, N. A. M., Zaimal, N. A. H., Yahaya, F. F. A., Zainol, Z. I., & Husin, M. R. (2021). Implikasi Gaya Pembelajaran Koperatif Subjek Sains Bagi Murid Tahap Dua di Sekolah Kebangsaan Bandar Baru Rawang. *Journal of Humanities and Social Sciences*, 3(2), 57-66.
- Trainor, A. A., Carter, E. W., Karpur, A., Martin, J. E., Mazzotti, V. L., Morningstar, M. E., ... & Rojewski, J. W. (2020). A framework for research in transition: identifying important areas and intersections for future study. *Career Development and Transition for Exceptional Individuals*, 43(1), 5-17. Retrieve from: <https://doi.org/10.1177/2165143419864551>
- Unit Pelaksanaan dan Prestasi Pendidikan (PADU). (2022). Laporan Tahunan 2021. Dalam Kementerian Pendidikan Malaysia. Retrieve from:

[https://www.padu.edu.my/wpcontent/uploads/2022/09/PPPM\\_LT2021\\_BM\\_Final\\_compressed.pdf](https://www.padu.edu.my/wpcontent/uploads/2022/09/PPPM_LT2021_BM_Final_compressed.pdf)

- Wehmeyer, M. L. (2015). Framing the future: Self-determination. *Remedial and Special Education*, 36(1), 20–23. Retrieve from: <https://doi.org/10.1177/0741932514551281>
- Yuen, M., & Chan, R. T. H. (2022). The influence of social connectedness and meaning in life on career adaptability and career self-efficacy in students with special educational needs. *International Journal for Educational and Vocational Guidance*, 1-16. Retrieve from: <https://doi.org/10.1007/s10775-022-09562-y>
- Zou, B. (2016). Heterogeneous and Homogeneous Samples with Different Weights for Classification. Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/CIT.2016.108>
- Zora, J., Jasmina, K., Husnija, H. (2018). Individual Education Plan (IEP) Foundation of A Quality Inclusive Education. *Journal for Interdisciplinary Studies*, 8(2), 88-93. DOI:10.21554/hrr.091811