International Journal of Learning, Teaching and Educational Research
Vol. 23, No. 6, pp. 189-214, June 2024
https://doi.org/10.26803/ijlter.23.6.9
Received Apr 16, 2024; Revised Jun 10, 2024; Accepted Jun 25, 2024

Understanding and Enhancing Special Education Teachers' Competencies for Inclusive Practice: A Comprehensive Analysis

Nur Hanini Anne*
Faculty of Education, Universiti Kebangsaan Malaysia
Selangor, Malaysia

Syar Meeze Mohd Rashid
Faculty of Education, Universiti Kebangsaan Malaysia
Selangor, Malaysia

Abstract. This study examined the knowledge, skills, and comprehension of the teachers in special education that enable them to address the needs of students with disabilities. Through this, the paper delivered a comprehensive analysis incorporating demographic profiling, assessment of the availability of knowledge and skills, correlation analysis, and regression analysis. The sample of this study comprised 80 special education teachers with various backgrounds and experiences. The results suggest a diversified teacher community: 80% of respondents strongly agree that they are aware of the diversified abilities of the students, and 85% strongly agree that they are good communicators. However, only 40% of the teachers admitted to being able to use technology seamlessly in their teaching. It is indicative of a particular focus area. Correlation analysis has also established significant interrelationships between the various competencies, such as correlation $r = 0.632$ ($p < 0.01$) in the aspect of handling workshop equipment and teaching technical skills in the theoretical sessions. This study confirms that the competencies for good teaching are interdependent and stresses the need for adaptable teaching knowledge of the various abilities as well as psychosocial support. These findings could influence policy and practice in teacher education and the improvement of support systems in special education.

Keywords: Special education teachers; students with special needs; teacher competencies; inclusive education; support systems

*Corresponding author: Syar Meeze Mohd Rashid; *cikgumeeze@ukm.edu.my*

1. Introduction

For the past few decades inclusive education has become an essential pillar in enabling fair access to education for all students, regardless of their abilities or backgrounds (Cerna et al., 2021). Inclusive education has focused on developing vocational skills in training for these groups of people because it is a practical skill set that mainly promotes independence and even the chances of employment. However, while there is growing awareness concerning the role of inclusive vocational education, there is still a substantial lack of knowledge about which specific skills a teacher needs to have to deliver vocational skills training effectively to students with special needs, particularly in the unique context of Sarawak (Van Mieghem et al., 2020).

The province of Sarawak in Malaysia on the island of Borneo has a vibrant landscape with different social, cultural, and economic characteristics (Shin et al., 2021). Considering this, there is a need for exploring diversity in the challenges and opportunities that come with offering vocational education to students with special needs using local solutions and insights (Teo et al., 2021). The scarcity of literature on the subject in the Sarawakian context poses an obstacle to acquiring better insights into practical strategies and techniques that form part of what could contribute to sustainable, inclusive vocational education.

Recent findings by Schroeder et al. (2023) underscore the effectiveness of video prompting in teaching vocational skills to young adults with intellectual and other developmental disabilities. The study's authors proved that video prompting is a feasible and effective way to teach job-related skills: doing laundry, checking in at work, vacuuming, and stripping beds. The treatment was successful with all three participants, and the skills were maintained over a three-month period.

Furthermore, they could complete these tasks accurately and independently when introduced to new settings and multiple materials. From the overall feedback, the teachers were also delighted with the intervention and found it easy to use. From these results it can be deduced that this could be a potentially vital tool to improve vocational training among teachers in Sarawak for their students with special needs. This research seeks to assess teachers' preparedness level in Sarawak to teach vocational skills to students with special needs. The researchers are concerned with what teachers know, do, and perceive as necessary in support of inclusive education. This study also intends to investigate to what extent the abilities possessed by these teachers meet the specific needs and settings of the students with special needs in Sarawak. These findings will be crucial in policy formulation and the development of focused interventions and relevant support mechanisms for both teachers and students with special needs in Sarawak.

Thus, the research covers the current gap through localized perspectives on the challenges and opportunities for inclusive vocational education in Sarawak. This existing work takes a pragmatic approach to highlight all areas that affect the delivery of vocational skills training to stakeholders with special needs in this locale. The paper, through empirical research and analysis, will therefore focus on generating workable recommendations and strategies for the improvement of

inclusivity and effectiveness in vocational training programs in Sarawak. In conclusion, this study adds one more dimension to the extensive discourse on inclusive education using specific details on the teachers' competencies required to impart vocational skills education to students with disabilities in Sarawak. These practices therefore tie research to the immediate task of practice for the benefit of learners with disabilities. This enhances fair access to vocational education and informs policy and decision-making at both regional and national levels.

2. Literature Review

In the wake of realizations concerning the significance of vocational literacy, the concerns of various demographic groups of students—such as, for example, those with disabilities—have been taken into account (Nakar, 2023). Teachers at the heart of the positive outcome in vocational education have endeavored to meet the needs of students with disabilities and ensure the acquisition of their skills (Amin, 2021; Shafie, 2021). This review determines what already exists in the research and establishes the lacunae that require further inquiry, especially in Sarawak, Malaysia.

In this regard, teacher competencies play a significant role in ensuring the success of vocational education programs designed specifically to cater to people with disabilities.

The skilled teacher integrates pedagogical knowledge, expertise in the subject matter, and emotional intelligence to provide an inclusive learning environment that supports the learners' needs since they differ (Majoko, 2019; Abba & Rashid, 2020). In the vocational learning context, teachers must be proficient in the technical skills of the trade; however, they must teach these with appropriate techniques for special needs learners (Maryanti et al., 2021). Research has underlined some essential skills and characteristics a teacher is expected to possess while working in vocational education. A teacher should be able to teach in different ways to meet the varied learning needs of the students, use support technologies to be able to work with disabled students and collaborate effectively with support staff as well as other stakeholders such as parents (Cebrian et al., 2020).

It is also essential for teachers to consider the cultural sensitivity that is native to a region and how the contextual factor, particularly in an area such as Sarawak, Malaysia, affects children with disabilities.

However, even with this increasing demand for inclusive education and vocational training, research about the competencies of teachers in vocational education for students with disabilities in Sarawak, Malaysia, is quite limited. Related articles appear from time to time when the issue of inclusive educational systems and in-service training of teachers is raised. However, none of these address the issue of vocational education in this region.

In the studies of Chan and Lim (2023) and Demin and Mohamad (2023), the study subjects all addressed the need for improvements by being included in the mainstreaming of students with disabilities in vocational programs. The studies found that the training of teachers to handle the needs of the students with disabilities adequately is lacking, as well as their preparedness to deal with such students. There are few research works in Sarawak, Malaysia on teacher competencies in vocational education although the literature in this broad area provides some leads for future research. The teaching training program has not been well examined. Another gap is how it is being implemented to develop the educators in terms of competencies and needs of those students with disabilities in the case of vocational settings. That consensus is consistent with the opinion that no research has been conducted on these competencies in Sarawak, Malaysia (Cooc, 2019; Popova et al., 2022).

Moreover, research is needed to determine the views of the learners with disabilities and those of their families on their vocational opportunities and the role of the teacher.

The research findings of other countries can be a significant resource in analyzing comparative effects and formulating inclusive educational programs and teacher training schedules to make them practicable for Sarawak, Malaysia. The findings of the studies in countries with a well-developed vocational education system, such as Finland and Germany, are likely to provide some examples of the effective integration of students with disabilities into school vocational programs and enhancing teacher competencies related to inclusive education.

For example, Mihajlovic's study in 2020 examined how vocational teachers in Finland help students with disabilities as well as how to create inclusive education settings and ensure the students succeed. Similarly, the study by Powell et al. in 2019 considered vocational trainers' development in raising the teachers' competency levels in Germany. These studies emphasized the need to evolve continuously at the professional level and the partnership of different groups.

Along similar lines, evidence from Schroeder et al. (2023) supports the efficiency of delivering vocational skills to young people with intellectual and other developmental disabilities via video prompting. They have proven in their research that video prompting is a feasible and effective strategy for job-related task instruction, whereby the acquired skills are maintained over three months, and performance is accurate in new settings.

Another instance is the study by Helbig et al. (2023), which examined the effects of a social skills intervention based on behavioral skills training, video modeling, and self-monitoring on the performance of discrete vocational social skills for young adults with intellectual and developmental disabilities. High levels of skill acquisition and significant increases in maintenance were noted in a multiple baseline design. Furthermore, Shin et al. (2024) developed a virtual intervention technology-based vocational training environment for empowerment in vocational education. They found that virtual training significantly improved job

performance rates among participants with intellectual disabilities, with significant effects persisting in real-life settings.

The research problem is based on several theoretical research studies that emphasize the need to develop vocational education teacher competencies for students with special needs.

The most significant motivation for exposing students with disabilities to learning experiences in the learning environment is derived from constructivist learning theory, which states that it is through experience and interaction with the world that learners construct knowledge (Cerna et al., 2021; Powell et al., 2019). In the case of vocational education, it advocates active involvement in the activity in such a way as to come to understand the occurring processes.

The Universal Design for Learning (UDL) framework is oriented to approximate learning environments so that all students can develop knowledge, skills, and an adequate level of interest in their learning. More importantly, the approach emphasizes flexible techniques and materials in teaching that provide students with equal access to learning in the learning process. Implementing UDL is therefore essential; it assists in making environments for vocational learning more inclusive in teachers' design.

Social learning theory, with an emphasis on learning through observation, imitation, and modeling in the learning of new behaviors and skills, can be entirely appropriate in the learning process of a vocational student. Teachers use social learning principles through the implementation of video modeling and peer learning opportunities for skills to be acquired by students with disabilities.

Behavioral skills training teaches specific skills via instructions, modeling, rehearsal, and providing feedback on performance. This approach is effective in vocational trials with students who have disabilities (Helbig et al., 2023; Schroeder et al., 2023). Teachers can also apply these principles to build on their teaching methods and boost student effectiveness in the classroom. Cultural-historical activity theory would argue that the teacher needs to bring sensitivity to cultural and contextual factors in developing programs on vocational education for students with disabilities in Sarawak, Malaysia, since it is the environment with which they interact (Saba et al., 2020). The theory is drawn from the interaction of an individual and the environment; it stipulates that culture and society are important in forming different learning experiences. Indeed, the effectiveness of vocational education programs for students with disabilities hinges on teaching competencies to a large extent. The concept of inclusive education is gaining currency in Sarawak, Malaysia; however, concrete research is yet to be conducted on the competencies of the specialized vocational educators and the effectiveness of the teacher education curriculum for students with disabilities. This can take the form of incorporating previous research findings and drawing on experiences from other countries in an effort to develop an inclusive policy that is fully responsive to the needs of learners from Sarawak and beyond.

3. Methodology

3.1 Research Design

This research utilizes a quantitative research design with appropriate data processing techniques as suggested by Abd Aziz (2020) to respond to the research questions. Quantitative research adopts descriptive statistical analysis to apply an objective approach concentrated on output (Atika et al., 2022). This approach minimizes chances of deviation, thus drawing deductions directly from the collected information. To preserve the validity of the study, face validity feedback was conducted by experts in special education, and content analysis was employed to align the questionnaire (Appendix 1) with the study's objectives and to avoid ambiguity.

3.2 Respondents

The research was conducted on 80 special education teachers from secondary schools in the Sarawak district. The sample size was determined using the Krejcie and Morgan table (1970) to ensure detailed and comprehensive data collection. A stratified random sampling method was used to ensure that the sample represented the diverse demographics of the population. Proper sampling is key to reducing error and using resources effectively (Salleh et al., 2022). Teachers were selected based on criteria which included their years of experience, educational qualifications, and whether they had attended the Malaysian Certificate Skills (SKM) courses. This selection process ensured comprehensive coverage of the study instrument and relevant variables.

3.3 Instrument

The main research tool employed is a questionnaire that has items adapted from previous studies (Anuar & Tahar, 2020; Azahari, 2021; Abd Rahman & Alias, 2017; Ramakrishnan et al., 2020). Questionnaires simplify data gathering from participants, thereby eliminating bias, while enabling the collection of demographic data (Part A), knowledge readiness of special education teachers in specific vocational skills (SVS) teaching (Part B), skills readiness in SVS teaching (Part C) and teachers' understanding about SSN (Part D). Table 1 elucidates the summary of research instruments pursued in the present work:

Table 1: Research Instrument in the Present Study

Section	Content	Source
Part A	Demographic profile of respondents	Researcher's adaptation
	Gender	
	Age	
	Education level	

	Teaching experience	
	Skills courses attendance	
Part B	Special education teachers' knowledge readiness in teaching SVS	Adapted from Anuar & Tahar (2021), Azahari (2021), Abd Rahman & Alias (2017), and Ramakrishnan et al. (2020)
Part C	Special education teachers' skills readiness in teaching SVS	Adapted from Anuar & Tahar (2021), Azahari (2021), Abd Rahman & Alias (2017), and Ramakrishnan et al. (2020)
Part D	Special education teachers' understanding of students with special needs	Adapted from Anuar & Tahar (2021), Azahari (2021), Abd Rahman & Alias (2017), and Ramakrishnan et al. (2020)

The questionnaire was subjected to intensive validation by a group of experts and a pilot study, ensuring reliability with Cronbach's alpha values of 0.89 and 0.97 for the constructs of knowledge and skills, respectively, with 0.95 for teachers' understanding construct. The questionnaire utilized a five-point Likert scale and was sent out electronically via e-mail and WhatsApp to provide easy access for participants. Data collection was conducted over a period of three months, during which follow-up reminders were sent to increase response rates.

3.4 Data Analysis

Data collected from the sample were analyzed using the Statistical Package for the Social Sciences (SPSS) version 29 software. The analysis included computing Cronbach's alpha coefficient to assess internal consistency and determining frequency, percentage, and mean values to provide insights into respondents' perceptions and experiences. Descriptive statistics were used to summarize the demographic characteristics of the respondents, while inferential statistics were employed to explore relationships among variables.

3.5 Study Design Limitations and Potential Biases

Despite the comprehensive nature of this study, there are certain limitations and potential biases that need to be acknowledged. First, the use of self-reported questionnaires may introduce response bias as participants might provide socially desirable answers rather than truthful responses. To mitigate this, the anonymity of the respondents was ensured. Second, the sample size, while adequate, may not fully represent all special education teachers in Sarawak, particularly those in more remote or underserved areas. This geographic limitation could affect the generalizability of the findings. Additionally, the reliance on electronic distribution of the questionnaire could exclude teachers with limited access to digital resources, potentially skewing the sample. Finally, the cross-sectional nature of the study provides a snapshot of the current state of knowledge and skills but does not capture changes over time. Longitudinal studies could offer deeper insights into the development of teacher competencies and the impact of professional development programs. By acknowledging these limitations and

potential biases, the study aims to provide a nuanced understanding of the current competencies of special education teachers in Sarawak as well as identifying areas for further research and intervention.

4. Results

4.1 Demographic Profile of Respondents

Table 2 indicates the demographic profile of respondents:

Table 2: Demographic Profile of Respondents

	Variable	Frequency	Percentage
Gender	Male	12	15.0%
	Female	68	85.0%
Age	25 - 30 years old	16	20.0%
	31 - 36 years old	20	25.0%
	37 - 42 years old	16	20.0%
	43 - 48 years old	20	25.0%
	49 years old and above	8	10.0%
Level of education	Bachelor's degree	66	82.5%
	Master's degree	14	17.5%
	Doctorate	0	0%
Teaching experience	1 - 10 years	34	42.5%
	11 - 20 years	28	35.0%
	Over 20 years	18	22.5%
Malaysian Certificate Skills (SKM)courses attendance	Ever attend	32	40.0%
	Never attend	48	60.0%

The demographic profile of the respondents indicates that the majority were female, accounting for 85.0% of the sample, while males represented 15.0%. Regarding age distribution, respondents were relatively evenly distributed across different age groups, with the largest percentage falling in the 31-36-year-old category at 25.0%. In terms of educational qualifications, a significant proportion of respondents held bachelor's degrees (82.5%), whereas a smaller segment possessed master's degrees (17.5%). None of the respondents reported having a doctorate. Regarding teaching experience, the highest percentage (42.5%) had 1-10 years of experience, followed by 35.0% with 11-20 years, and 22.5% with over 20 years. Concerning attendance at Malaysian Certificate Skills (SKM) courses,

60.0% of respondents reported never attending, while 40.0% indicated attendance at least once.

4.2 Level of Knowledge Availability among Special Education Teachers

Table 3 below summarizes the level of knowledge availability among special education teachers in various aspects of teaching vocational skills:

Table 3: Level of Knowledge Availability among Special Education Teachers

Item	SD	DA	LA	A	SA	Mean
I realize that SSN have different abilities.	0 0%	0 0%	0 0%	16 20.0%	64 80.0%	4.80
I know that the implementation of SVS teaching is based on the set modules.	0 0%	0 0%	6 8.0%	26 33.0%	48 40.0%	4.53
I realize that teaching SVS is according to the students' level of ability.	2 3.0%	0 0%	20 25.0%	26 33.0%	32 40.0%	4.08
I am very familiar with the content of the SVS of SSN (Learning Disabilities) curriculum.	0 0%	0 0%	20 25.0%	42 53.0%	18 23.0%	3.98
I know the content of the modules in the proficiency area being taught.	0 0%	0 0%	18 23.0%	46 58.0%	16 20.0%	3.98
I know SKM is a certificate approved by the Department of Skills Development, Ministry of Human Resources.	0 0%	0 0%	4 5.0%	38 48.0%	38 48.0%	4.43
I know SKM offers five stages of recitation i.e., from stage one to stage five.	0 0%	2 3.0%	12 15.0%	40 50.0%	26 33.0%	4.13
I know that I need to have the qualifications to certify the SSN (Learning Disabilities) achievers who participated in the SKM Modular Program.	0 0%	0 0%	8 10.0%	42 53.0%	30 38.0%	4.26
I know that there are aspects of formative assessment throughout the teaching and learning process and results in practice.	0 0%	0 0%	10 13.0%	42 53.0%	28 35.0%	4.21

Note: SD = Strongly Disagree, DA = Disagree, LA = Less Agree, A = Agree, SA = Strongly Agree

From the data in the table, it could be noted that most respondents strongly agreed (SA) with statements that reflect their awareness and comprehension of teaching special vocational School (SVS) and the Modular Program of Malaysian Skills Certificate (SKM) for special needs students (SSNs). For example, 80.4% of respondents believed that SSN have different abilities and 40.0% of the respondents strongly agreed that SVs teaching is based on set modules. Interestingly, 53.0 respondents also strongly agreed that they are familiar with the contents of the SVS of the SSN curriculum.

With regard to specific aspects of the SKM Modular Program, respondents indicated a strong understanding base, as 48.0% strongly agreed that the SKM is

a certificate approved by the Department of Skills Development, Ministry of Human Resources and 50.0% strongly agreed that the SKM offers stages of recitation from stage one to stage five. Moreover, in terms of Proficiency Certification, 53.0% of respondents strongly agreed that they must be equipped with the necessary qualifications to accredit SSN achievers who participated in the SKM Modular Program.

The overall findings show that respondents' awareness and comprehension levels with regard to SVS education and SKM certification are high. However, there are certain areas where respondents need more clarification and training sessions. For instance, a small percentage of respondents indicated uncertainty or disagreement with statements related to their familiarity with specific curriculum content and aspects of formative assessment within the teaching and learning process. These findings suggest potential areas for improvement or additional support to enhance respondents' knowledge and skills in effectively addressing the needs of SSN through SVS teaching approaches and SKM certification pathways.

4.3 Level of Skills Availability among Special Education Teachers

Table 4 summarizes the level of skills availability among special education teachers in various teaching contexts:

Table 4: Level of Skills Availability among Special Education Teachers

Item	SD	DA	LA	A	SA	Mean
I have the skills to handle the equipment in the workshop.	0 0%	0 0%	12 15.0%	56 70.0%	12 15.0%	3.99
I have the skills to teach technical skills during theory classes.	2 3.0%	2 3.0%	20 25.0%	50 63.0%	6 8.0%	3.70
I have the skills to teach technical skills during the practical class.	0 0%	2 3.0%	22 28.0%	52 65.0%	4 5.0%	3.75
I am adept at communicating with SSN who have different backgrounds.	0 0%	0 0%	6 8.0%	48 60.0%	26 33.0%	4.24
I am proficient in ensuring that SSN can prepare assignments according to standardized work procedures.	0 0%	4 5.0%	10 13.0%	54 68.0%	12 15.0%	3.93
I am adept at disciplining SSN during teaching and learning SVS process.	0 0%	0 0%	14 18.0%	46 58.0%	20 25.0%	4.08
I am proficient in recognizing the problems faced by SSN during the teaching and learning process.	0 0%	0 0%	8 10.0%	56 70.0%	16 20.0%	4.10
I am proficient in assessing SSN work following the scoring in the Achievement Assessment based on standardized procedures.	0 0%	2 3.0%	24 30.0%	44 55.0%	10 13.0%	3.79
I am proficient in tracking SSN skills thoroughly through the teaching and learning process that has been carried out.	0 0%	2 3.0%	24 30.0%	44 55.0%	10 13.0%	3.76

I am adept at customizing teaching learning during practices to match the SSN stage of learning.	0 0%	0 0%	16 20.0%	46 58.0%	18 23.0%	4.03
I am adept at coaching Writing Instructional Materials (WIM) based on the Competency Unit (CU).	2 3.0%	14 18.0%	34 43.0%	28 35.0%	2 3.0%	3.18
I am adept at creating assignments according to the SSN proficiency availability level during the teaching and learning process.	0 0%	0 0%	12 15.0%	60 75.0%	6 8.0%	3.95
I am proficient in scheduling the implementation of theory and practice according to the credit hours that correspond to the students' learning stage.	0 0%	4 5.0%	38 48.0%	30 38.0%	8 10.0%	3.53
I am proficient in ensuring the teaching process is carried out based on the Daily Teaching Plan.	0 0%	0 0%	14 18.0%	56 70.0%	10 13.0%	3.95
I am adept at ensuring all SSN are actively engaged in the teaching and learning process.	0 0%	0 0%	16 20.0%	56 70.0%	8 10.0%	3.90

Note: SD = Strongly Disagree, DA = Disagree, LA = Less Agree, A = Agree, SA = Strongly Agree

Table 4 summarizes the level of skill availability of special education teachers with regard to vocational skills instruction on varied facets. Conclusively, mean scores represent an optimistic perspective that the respondents have about their skills efficiency. The highest mean score was found for the statement "I can work among SSN with different backgrounds" (Mean = 4.24), indicating that communication skills are at a very high level. Likewise, participants reported high levels of proficiency in "I was very good at maintaining order in SSN during education and learning process" (Mean = 4.08) and in "I am highly skilled in acknowledging the problems faced by SSN while teaching and learning process" (Mean = 4.10).

On the other hand, the aspect with the lowest mean score was "I am an expert in coaching Writing Instructional Materials (WIM) based on the Competency Unit (CU)" (Mean = 3.18), which may be a sign of a lack of confidence in coaching WIM based on the CU. Moreover, the statements "I can teach technical skills during theoretical class" (Mean = 3.70) and "I can teach technical skills during practical class" (Mean = 3.75) appear to have received lower mean scores compared to others, prompting the suggestion for improvement in this aspect. In general, the findings reflect a positive perception among special education teachers regarding vocational skill availability, with some differences noted in certain areas of teaching these skills.

4.4 Level of Understanding about Students with Special Needs

Table 5 summarizes special education teachers' understanding of students with special needs and related teaching approaches:

Table 5: Level of Understanding of Students with Special Needs

Item	Mean Score	Standard Deviation
I am confident in my ability to teach SVS subjects to SSN.	3.85	.618
I believe I have the knowledge to teach SVS subjects to SSN.	3.85	.618
I believe SSN have the potential to succeed if they have the skills to do so.	4.35	.618
I always make sure SSN participate actively in the teaching and learning session.	4.20	.461
I believe I can customize the teaching and learning process based on the level of the SSN.	4.13	.513
I strongly believe that SSN can be guided to obtain SKM recognition.	4.13	.644
I believe sharing ideas with peers will help me understand SVS better.	4.38	.582
I believe teacher passion is more important than proficiency.	4.20	.683
I believe the SKM has many benefits for SSN.	4.38	.537
I am ready to learn more about the skills in the field offered.	4.43	.632
I will use initiative to improve my knowledge in teaching SVS.	4.33	.725
I will implement the teaching with integrity even though there is no supervision.	4.58	.591
I will continuously encourage SSN who have potential.	4.53	.595
I find it a pleasure to teach SSN in theory class.	4.13	.718
I find it a pleasure to teach SSN in the practical class.	4.35	.658
I agree that teachers should attend courses to obtain the SKM.	4.40	.704
I am supportive of any curriculum changes.	4.23	.656
Overall	3.86	.430

The findings indicate that special education teachers possess a strong understanding of and confidence in teaching social and vocational skills (SVS) to students with special needs (SSN). The highest mean score of 4.58 was reported for the statement "I will implement the teaching with integrity even though there is no supervision," suggesting a high level of commitment and ethical standards among the teachers. Additionally, teachers expressed a strong willingness to encourage SSN continuously who have potential (mean = 4.53) and a readiness to learn more about the skills in the field offered (mean = 4.43). Teachers also demonstrated high levels of belief in the benefits of the SKM for SSN (mean = 4.38) and the importance of peer idea sharing for a better understanding of SVS (mean = 4.38). The pleasure of teaching SSN in practical classes (mean = 4.35) and the belief that SSN have the potential to succeed if they have the skills (mean = 4.35) were also notable.

Areas that received slightly lower scores, though still positive, included confidence and knowledge in teaching SVS subjects to SSN, both with a mean score of 3.85. The overall mean score of 3.86 indicates a generally high level of understanding and positive attitude among special education teachers towards

teaching students with special needs. These findings suggest that while the teachers feel confident and positive about their roles, continuous professional development, particularly in technical skills and curriculum content, could further enhance their competencies and effectiveness in inclusive education settings.

4.5 Correlation Analysis

Correlation analysis was conducted to examine the relationships among various aspects of knowledge and skills availability among special education teachers. Table 6 shows correlation coefficients among different variables:

Table 6: Correlation Analysis among Variables

Variable A	Variable B	Correlation Coefficient
Handling Workshop Equipment	Teaching Technical Skills (Theory)	0.632
Handling Workshop Equipment	Teaching Technical Skills (Practical)	0.601
Handling Workshop Equipment	Communication with Students from Diverse Backgrounds	0.548
Teaching Technical Skills (Theory)	Teaching Technical Skills (Practical)	0.711
Teaching Technical Skills (Theory)	Communication with Students from Diverse Backgrounds	0.589
Teaching Technical Skills (Practical)	Communication with Students from Diverse Backgrounds	0.624
Communication with Students from Diverse Backgrounds	Ensuring Students Follow Standard Procedures	0.507
Communication with Students from Diverse Backgrounds	Disciplining Students during Teaching	0.553
Ensuring Students Follow Standard Procedures	Disciplining Students during Teaching	0.624
Ensuring Students Follow Standard Procedures	Identifying Learning Problems during Teaching	0.542
Disciplining Students during Teaching	Identifying Learning Problems during Teaching	0.589
Disciplining Students during Teaching	Scoring Students' Performance	0.512
Identifying Learning Problems during Teaching	Scoring Students' Performance	0.631

Identifying Learning Problems during Teaching	Assessing Overall Skills through Teaching	0.602
Scoring Students' Performance	Assessing Overall Skills through Teaching	0.681
Scoring Students' Performance	Adapting Teaching Practices to Student Learning Levels	0.507
Assessing Overall Skills through Teaching	Adapting Teaching Practices to Student Learning Levels	0.629

This correlation study among special education teachers demonstrated that there were substantial links between the different elements of knowledge and skills. Handling workshop equipment demonstrated moderate to strong positive correlations with teaching technical skills in both theory ($r = 0.632$, $p < 0.05$) and practical ($r = 0.601$, $p < 0.05$) contexts. Teaching technical skills in theory also exhibited a strong positive correlation with practical skills ($r = 0.711$, $p < 0.05$). Moreover, communication proficiency with students from diverse backgrounds showed moderate positive correlations with ensuring students follow standard procedures ($r = 0.507$, $p < 0.05$) and disciplining students during teaching ($r = 0.553$, $p < 0.05$), among others. Additionally, there were moderate positive correlations observed between identifying learning problems during teaching and both scoring students' performance ($r = 0.631$, $p < 0.05$) and assessing overall skills through teaching ($r = 0.602$, $p < 0.05$). The correlation analysis highlights the interconnected nature of various competencies required for effective teaching in special education.

4.6 Regression Analysis

Regression analysis was conducted to predict the level of understanding about students with special needs based on various factors. Table 7 shows the regression coefficients:

Table 7: Regression Analysis

Variable	Coefficient	Standard Error	t-value	p-value
I am confident in my ability to teach SVS subjects to SSN.	.238	.085	2.793	.007
I believe I have the knowledge to teach SVS subjects to SSN.	.036	.078	.463	.645
I believe SSN have the potential to succeed if they have the skills to do so.	-.037	.104	-.355	.724

I always make sure SSN participate fully in the teaching and learning session.	-.105	.116	-.900	.372
I believe I can customize the teaching and learning process based on the level of the SSN.	.013	.095	.136	.892
I strongly believe that SSN can be guided to obtain SKM recognition.	.416	.108	3.838	<.001
I believe sharing ideas from peers will help me understand SVS better.	.215	.087	2.467	.016
I believe teacher passion is more important than proficiency.	-.138	.064	-2.172	.034
I believe the SKM has many benefits for SSN.	-.327	.117	-2.789	.007
I am ready to learn more about the skills in the field offered.	.306	.118	2.602	.012
I will use initiative to improve my knowledge in teaching SVS.	-.102	.117	-.871	.387
I will implement the teaching with integrity even though there is no supervision.	.056	.106	.532	.597
I will continuously encourage SSN who have potential.	.169	.151	1.119	.267
I find it a pleasure to teach SSN in theory class.	.115	.077	1.503	.138
I find it a pleasure to teach SSN in the practical class.	-.200	.087	-2.314	.024
I agree that teachers should attend courses to obtain the SKM.	-.155	.089	-1.752	.085
I am supportive of any curriculum changes.	.007	.102	.072	.943

The regression analysis investigated the mean level of understanding and its correlation with various items related to attitudes and beliefs about teaching students with special needs (SSN). The findings revealed significant associations between certain attitudes and the mean level of understanding. Positive correlations were observed between educators' confidence in their ability to teach

SSN subjects ($p = 0.007$, $t = 2.793$) and their belief in guiding SSN towards recognition ($p < 0.001$, $t = 3.838$) with the mean level of understanding. These results suggest that as educators' confidence and belief in guiding SSN towards recognition increase, their mean level of understanding about teaching SSN tends to improve.

Conversely, negative correlations were found between the belief that teacher passion is more important than proficiency and the mean level of understanding ($p = 0.034$, $t = -2.172$), as well as educators' pleasure derived from teaching SSN in practical classes ($p = 0.024$, $t = -2.314$). These negative associations indicate that prioritizing teacher passion over proficiency and finding less pleasure in teaching SSN in practical classes are linked to a lower mean level of understanding about teaching SSN. Furthermore, positive correlations were observed with educators valuing sharing ideas with peers ($p = 0.016$, $t = 2.467$) and expressing readiness to learn new skills ($p = 0.012$, $t = 2.602$), suggesting that these attitudes contribute to a higher mean level of understanding about teaching SSN. Overall, these findings underscore the importance of educators' attitudes and beliefs in shaping their understanding of teaching SSN and highlight areas for targeted professional development to enhance their effectiveness in this domain.

5. Discussion

5.1 Demographic Profile of Respondents

The demographic profile of the respondents reveals notable patterns that provide insights into the composition of special education teachers in Sarawak. The study respondents were predominantly female, which reflects a common trend in special education where females predominate (Lasselle et al., 2021). This gender gap is consistent with existing literature and underscores the need for gender-sensitive policies in professional development. Despite the diversity in age groups and educational qualifications, the predominance of bachelor's degrees over master's or higher degrees indicates a potential area for professional development among special education teachers. Encouraging further academic advancement could enhance teaching quality and career satisfaction.

The distribution of teaching experience is relatively balanced, encompassing both early career and experienced educators. This balance suggests a healthy mix of innovative approaches from younger teachers and seasoned strategies from more experienced ones. However, the high percentage of respondents who have not attended Malaysian Certificate Skills (SKM) courses highlights a critical area for further training and skill development. These findings suggest that targeted professional development programs are essential to address the gaps in vocational skills training and certification.

5.2 Level of Knowledge Availability among Special Education Teachers

The research results concerning the available knowledge level among special education teachers indicate a solid foundation of information and comprehension regarding vocational skills teaching and certification procedures for students with special needs. Most respondents strongly agreed with statements related to their awareness of the diverse talents of the students and familiarity with the SVS curriculum and SKM Modular Program. This reflects a good understanding of the

teaching context and the needs of students with special needs, consistent with findings by Teo et al. (2021) and Nakar (2023).

However, areas requiring additional training were identified, such as specific curriculum content and formative assessment. Addressing these deficiencies through targeted training programs can significantly enhance the quality of special education. For instance, teachers might benefit from professional development sessions that focus on curriculum development, assessment strategies, and the application of inclusive teaching methodologies. Similar findings were reported by Powell et al. (2020), who emphasized the importance of continuous professional development in improving teachers' competencies in inclusive education. This approach not only equips teachers with the necessary skills but also fosters an environment of continuous learning and improvement.

5.3 Level of Skills Availability among Special Education Teachers

The study findings show that special education teachers exhibit high levels of proficiency in various teaching skills, particularly in communication, disciplining students, recognizing learning problems, and adopting suitable teaching methods. These skills are crucial for effectively supporting students with special needs in different environments. The ability to communicate effectively and manage classroom behavior ensures a conducive learning environment, which is essential for student engagement and success.

These findings align with the research of Maryanti et al. (2021), who highlighted the need for teachers to be proficient in technical skills and use appropriate techniques to assist students with special needs. However, technical skill development during theory and practical sessions was identified as an area with lower reported competence levels. This indicates a need for professional development to improve technical capabilities and instructional effectiveness in vocational education settings. Similar concerns were raised by Salleh et al. (2022), who stressed the importance of proper training to reduce errors and enhance resource utilization in special education. Implementing workshops and hands-on training sessions could bridge these gaps and enhance teachers' technical skills, thereby improving student outcomes.

5.4 Level of Understanding about Students with Special Needs

The findings demonstrate that special education teachers have a comprehensive understanding of students with special needs and related teaching approaches. Respondents showed a deep understanding of diverse student strengths and the ability to tailor lessons to meet individual needs. This aligns with the importance of specialized teaching methods in improving learning outcomes for students with disabilities. Teachers' ability to adapt their teaching strategies to cater to the unique needs of each student is critical in fostering an inclusive and supportive learning environment. Studies by Abba and Rashid (2020) and Cebrian et al. (2020) also underscore the significance of adapting teaching methods to suit the diverse needs of students.

However, variations in perceptions about the significance of inclusive learning environments and the legal rights of students with special needs suggest the need for more focused training in these areas. This is consistent with findings from Shin et al. (2021), who noted the need for a better understanding of cultural and contextual factors in special education. Enhancing teachers' knowledge about legal frameworks and inclusive education policies can empower them to advocate more effectively for their students and create more inclusive classrooms.

5.5 Relating to Previous Studies

The findings of the present study align with previous research emphasizing the critical role of specialized knowledge and skills in special education. Previous studies by Majoko (2019), Abba and Rashid (2020), Cebrian et al. (2020), and Ramakrishnan et al. (2020) have highlighted the importance of effective communication, adaptability, and emotional support in promoting positive outcomes for students with special needs. The ability to communicate effectively and adapt teaching methods to meet the diverse needs of students is crucial in Special Education.

The current study's findings regarding the correlation between different aspects of knowledge and skills availability, as well as the predictors of understanding students with special needs, are consistent with existing literature on the interconnectedness of various competencies required for effective special education instruction. For instance, the strong correlation between knowledge of students' diverse abilities and the effectiveness of teaching methods highlights the need for comprehensive training programs that address these interrelated competencies. The work by Shafie (2021) on job satisfaction among special education teachers further corroborates the need for comprehensive training programs to enhance teacher competencies and job satisfaction. Ensuring teachers are well-prepared and supported can lead to higher job satisfaction and better student outcomes.

5.6 Unique Contributions of the Present Work

The present study contributes to the existing literature by providing empirical evidence of the knowledge, skills, and understanding among special education teachers in addressing the needs of students with special needs in vocational education settings. By examining the demographic profile, level of knowledge and skills availability, and predictors of understanding students with special needs, this study offers valuable insights into the competencies and training needs of special education teachers.

Furthermore, the correlations between various aspects of knowledge and skills availability highlight the interconnected nature of competencies required for effective teaching in special education. For instance, the study found that teachers' awareness of students' diverse abilities and flexibility in teaching methods were significant predictors of their effectiveness in addressing students' needs. These findings underscore the importance of a holistic approach to teacher training that integrates various competencies.

The findings of this study can inform the development of targeted professional development programs and curriculum enhancements to better prepare special education teachers to meet the diverse needs of students with disabilities in vocational education contexts. By identifying specific areas for improvement and providing tailored training, policymakers and educators can enhance the overall quality of special education. Moreover, this study emphasizes the need for ongoing collaboration among policymakers, educators, and researchers to create inclusive educational practices and support systems that ensure the success of students with special needs.

Through such collaborative efforts, it is possible to foster an educational environment where all students, regardless of their abilities, can thrive and achieve their full potential.

6. Conclusion

This study identifies the knowledge, skills, and understanding of teachers in special education who teach students with certain disabilities. A set of tools was used for the analysis, which included an analysis of demographic profiles, correlation, and regression models to determine key attributes. The demographic representation confirmed a comprehensive mixture of teachers, highlighting the need for a diverse professional development design to fulfill the varied backgrounds of this community. While teachers exhibited strengths such as communication and awareness of the diverse abilities of students, there is room for development in areas such as technical skills and certain curriculum content.

Correlation analysis outlined that several competencies are involved in being an effective teacher. Regression analysis found that factors such as awareness of special abilities and flexibility in teaching methods are essential to teachers' effectiveness in addressing students' needs. The study adds new information to the literature by providing evidence of special education teachers' competencies and the factors that influence their effectiveness. The evaluation reveals both the strengths and weaknesses in the field of special education teacher preparation and leads to the implementation of new initiatives aimed at improving teacher development and support systems in special education.

Cooperation between policymakers, educators, and researchers would play a major role in creating inclusive education practices and supporting students with special needs in achieving success.

7. References

Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology, 90*(3), 736-752. https://doi.org/10.1111/bjep.12328

Abba, U. M., & Rashid, A. M. (2020). Teachers' competency requirement for implementation of inclusive education in Nigeria. *Universal Journal of Educational Research, 8*(3), 60-69. https://doi.org/10.13189/ujer.2020.081607

Abd Aziz, A. Z. (2020). Hubungan kompetensi tenaga pengajar kemahiran vokasional terhadap kepuasan bekerja [The relationship between the competence of

vocational skills instructor and job satisfaction]. In Seminar Antarabangsa Isu-Isu Pendidikan, November (pp. 225-244).

Amin, F. A. B. M. (2021). A review of the job satisfaction theory for special education perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(11), 5224-5228. https://doi.org/10.17762/turcomat.v12i11.6737

Anuar, S. N., & bin Tahar, M. M. (2020, March). Influences of Courses and Experiences on the Readiness of Core Subject Teacher in Implementing Special Education Primary School Standard Curriculum (KSSRPK) Learning. In International Conference on Special Education In South East Asia Region 10th Series 2020 (pp. 248-255). Redwhite Press. https://series.gci.or.id/article/306/15/icsar-2020-2020

Atika, N., Jalil, A., & Moi, S. N. (2022). Kesahan dan kebolehpercayaan instrumen pembelajaran abad ke-21 guru Matematik sekolah menengah menggunakan Model Pengukuran Rasch [Validity and reliability of 21st century learning instruments for secondary school Mathematics teachers using the Rasch Measurement Model]. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 7*(3). https://doi.org/10.47405/mjssh.v7i3.1319

Azahari, N. H. (2021). *Tahap latihan, kemahiran guru dan kemudahan prasarana melaksana mata pelajaran Kemahiran Vokasional Spesifik (KVS) berdasarkan Kurikulum Standard Sekolah Menengah Pendidikan Khas (KSSMPK) di negeri Pera*k. Fakulti Pendidikan. Universiti Kebangsaan Malaysia. http://ptsldigitalv2.ukm.my:8080/jspui/handle/123456789/460181

Cebrián, G., Junyent, M., & Mulà, I. (2020). Competencies in education for sustainable development: Emerging teaching and research developments. *Sustainability, 12*(2), 579. https://doi.org/10.3390/su12020579

Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). *Promoting inclusive education for diverse societies: A conceptual framework*. https://doi.org/10.1787/94ab68c6-en

Chan, S. L., & Lim, F. P. (2023). Teachers' perspective on perceived barriers to psychological well-being: A qualitative study in Sarawak. *Social Sciences, 13*(5), 1378-1394. https://www.doi.org/10.6007/IJARBSS/v13-i5/16863

Cooc, N. (2019). Teaching students with special needs: International trends in school capacity and the need for teacher professional development. *Teaching and Teacher Education, 83*, 27-41. https://doi.org/10.1016/j.tate.2019.03.021

Demin, T. B. A., & Mohamad, M. M. (2023). Pendekatan Konseptual Heutagogi Dalam Pembelajaran Vokasional [Heutagogical conceptual approach in vocational learning]. *Online Journal for TVET Practitioners, 8*(2), 60-68. https://publisher.uthm.edu.my/ojs/index.php/oj-tp/article/view/15007

Helbig, K. A., Radley, K. C., Schrieber, S. R., & Derieux, J. R. (2023). Vocational social skills training for individuals with intellectual and developmental disabilities: A pilot study. *Journal of Behavioral Education, 32*(2), 212-238. https://link.springer.com/article/10.1007/s10864-021-09445-2

Lasselle, L., Schelfhout, S., Fonteyne, L., Kirby, G., Smith, I., & Duyck, W. (2021). An examination of gender imbalance in Scottish adolescents' vocational interests. *PLOS One, 16*(9), e0257723. https://doi.org/10.1371/journal.pone.0257723

Majoko, T. (2019). Teacher key competencies for inclusive education: Tapping pragmatic realities of Zimbabwean special needs education teachers. *Sage Open, 9*(1), 2158244018823455. https://doi.org/10.1177/2158244018823455

Maryanti, R., Hufad, A., Sunardi, S., & Nandiyanto, A. B. D. (2021). Analysis of curriculum for science education for students with special needs in vocational high schools. *Journal of Technical Education and Training, 13*(3), 54-66. https://penerbit.uthm.edu.my/ojs/index.php/JTET/article/view/9100

Mihajlovic, C. (2020). Special educators' perceptions of their role in inclusive education: A case study in Finland. *Journal of Pedagogical Research, 4*(2), 83-97. https://eric.ed.gov/?id=EJ1265744

Nakar, S. (2023). Reasonable adjustment: Is it a way forward to manage diversity and equity issues in vocational education and training? *Policy Futures in Education,* 14782103231184103. https://doi.org/10.1177/14782103231184103

Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher professional development around the world: The gap between evidence and practice. *The World Bank Research Observer, 37*(1), 107-136. https://doi.org/10.1093/wbro/lkab006

Powell, J. J., Merz-Atalik, K., Ališauskienė, S., Brendel, M., Echeita, G., GuÐjónsdóttir, H., & Óskarsdóttir, E. (2019). Teaching diverse learners in Europe: Inspiring practices and lessons learned from Germany, Iceland, Lithuania, Luxembourg, Spain and Sweden (pp. 321-337). *The Sage handbook of inclusion and diversity in education*. SAGE Publications. https://www.torrossa.com/en/resources/an/5018356#page=366

Ramakrishnan, R., Salleh, N. M., & Alias, A. (2020). The level of special education teachers' technological pedagogy and content knowledge, teaching style, self-efficacy and competency. *Universal Journal of Educational Research, 8*(11A), 89-96. https://www.doi.org/10.13189/ujer.2020.082111

Salleh, A. H., Surat, S., & Amat, S. (2022). Pengetahuan neurolinguistik dalam kalangan guru-guru sekolah rendah di daerah Betong, Sarawak [Neurolinguistic knowledge among primary school teachers in Betong district , Sarawak]. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 7*(4). https://doi.org/10.47405/mjssh.v7i4.1397

Schroeder, C., Ragotzy, S., & Poling, A. (2023). Young adults with intellectual and other developmental disabilities acquire vocational skills with video prompting. *Journal of Applied Behavior Analysis, 56*(1), 181-200. https://doi.org/10.1002/jaba.963

Shafie, A. S. B. (2021). Elements of safety in job satisfaction of special education teachers in Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(11), 5274-5278. https://doi.org/10.17762/turcomat.v12i11.6748

Shin, C., Tuah, D., & Yusriadi, Y. (2022). An initial qualitative exploration of economic, cultural, and language changes in Telok Melano, Sarawak, Malaysia. *Sustainability, 14*(5), 2655. https://doi.org/10.3390/su14052655

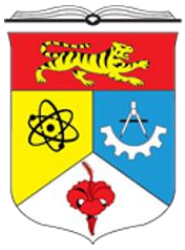
Shin, H., Hong, S., So, H. J., Baek, S. M., Yu, C. R., & Gil, Y. H. (2024). Effect of virtual intervention technology in virtual vocational training for people with intellectual disabilities: Connecting instructor in the real world and trainee in the virtual world. *International Journal of Human–Computer Interaction, 40*(3), 624-639. https://doi.org/10.1080/10447318.2022.2121560

Teo, J. X., Lau, B. T., & Then, P. (2022). Autism spectrum disorders in Sarawak: An overview and analysis of educator awareness, training, development opportunities, and challenges. *International Journal of Disability*, Development *and Education, 69*(2), 623-639. https://doi.org/10.1080/1034912X.2020.1731433

Tohara, A. J. T. (2021). Exploring digital literacy strategies for students with special educational needs in the digital age. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(9), 3345-3358. https://doi.org/10.17762/turcomat.v12i9.5741

Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). An analysis of research on inclusive education: A systematic search and meta review. *International Journal of Inclusive Education, 24*(6), 675-689. https://doi.org/10.1080/13603116.2018.1482012

Appendix 1



UNIVERSITI KEBANGSAAN MALAYSIA
National University of Malaysia

SURVEY FORM

THE LEVEL OF TEACHER COMPETENCE TOWARDS TEACHING SPECIFIC VOCATIONAL SKILLS (SVS) OF STUDENTS WITH SPECIAL NEEDS (SSN) LEARNING DISABILITIES IN SARAWAK

a. The purpose of this test question is to obtain the following information:
   i. Determine the competency level of special education teachers in implementing the teaching Specific Vocational Skills (SVS) of Students with Special Needs (SSN) learning disabilities in Sarawak.
   ii. Identify whether there is a significant trend between the availability of knowledge, skills and attitudes of special education teachers implementing the teaching SVS of SSN learning disabilities in Sarawak.

b. This probing question is not a test. Therefore, there is no right or wrong answer.

c. Please answer all questions and give your honest opinion. All information given is confidential and intended for research purposes only. Your cooperation is greatly appreciated and is gratefully acknowledged.

Instructions: Tick (√) or circle the appropriate response.

Thank you for all the cooperation and support from teachers.
NUR HANINI ANNE ABDULLAH
Telephone no. : 013 834 0322

PART A

A1. Gender

- ☐ Male
- ☐ Female

A2. Age

- ☐ 25 - 30 years
- ☐ 31 - 36 years
- ☐ 37 - 42 years
- ☐ 43 - 48 years
- ☐ 49 - 54 years
- ☐ 55 - 60 years

A3. Highest education

- ☐ Bachelor or Degree
- ☐ Master
- ☐ Doctor of Philosophy
- ☐ Other : _____

A4. Length of service

- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ > 20 years

A5. Experience in teaching SVS

- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ > 20 years

A6. SVS course attendance : ☐ Yes ☐ No

A7. Malaysia Skills Certificate (SKM) course attendance : ☐ Yes ☐ No

A8. Vocational Training Operation (VTO) course attendance : ☐ Yes ☐ No

A guideline for responding to questions related to studies.
Please read each of the following statements and provide your response by marking your answer on the scale provided.

Strongly Disagree (SDA)	Disagree (DA)	Less Agree (LA)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

PART B

No	B) Level of Knowledge Availability among Special Education Teachers	Scale				
		SDA	DA	LA	A	SA
1.	I realize that SSN have different abilities.	1	2	3	4	5
2.	I know that the implementation of SVS teaching is based on the set modules.	1	2	3	4	5
3.	I realize that teaching SVS is according to the students' level of ability.	1	2	3	4	5
4.	I am very familiar with the content of the SVS of SSN (Learning Disabilities) curriculum.	1	2	3	4	5
5.	I know the content of the modules in the proficiency area being taught.	1	2	3	4	5
6.	I know SKM is a certificate approved by the Department of Skills Development, Ministry of Human Resources.	1	2	3	4	5
7.	I know SKM offers five stages of recitation i.e., from stage one to stage five.	1	2	3	4	5
8.	I know that I need to have the qualifications to certify the SSN (Learning Disabilities) achievers who participated in the SKM Modular Program.	1	2	3	4	5

9.	I know that there are aspects of formative assessment throughout the teaching and learning process and results in practice.	1	2	3	4	5

PART C

No	Level of Skills Availability among Special Education Teachers	Scale				
		SDA	DA	LA	A	SA
1.	I have the skills to handle the equipment in the workshop.	1	2	3	4	5
2.	I have the skills to teach technical skills during theory classes.	1	2	3	4	5
3.	I have the skills to teach technical skills during the practical class.	1	2	3	4	5
4.	I am adept at communicating with SSN who have different backgrounds.	1	2	3	4	5
5.	I am proficient in ensuring that SSN can prepare assignments according to standardized work procedures.	1	2	3	4	5
6.	I was adept at disciplining SSN during teaching and learning SVS process.	1	2	3	4	5
7.	I am proficient in recognizing the problems faced by SSN during the teaching and learning process.	1	2	3	4	5
8.	I am proficient in assessing SSN work following the scoring in the achievement assessment based on standardized procedures.	1	2	3	4	5
9.	I am proficient in tracking SSN skills thoroughly through the teaching and learning process that has been carried out.	1	2	3	4	5
10.	I am adept at customizing teaching and learning during practices to match the SSN stage of learning.	1	2	3	4	5
11.	I am adept at coaching Writing Instructional Materials (WIM) based on competency Unit (CU).	1	2	3	4	5
12.	I am adept at designing assignments according to the SSN proficiency availability level during the teaching and learning process.	1	2	3	4	5
13.	I am proficient in scheduling the implementation of theory and practice according to the credit hours that correspond to the student's learning stage.	1	2	3	4	5
14.	I am proficient in ensuring the teaching process is carried out based on the Daily Teaching Plan.	1	2	3	4	5
15.	I am adept at ensuring all SSN are actively engaged in the teaching and learning process.	1	2	3	4	5

Part D

No.	Level of Understanding about Students with Special Needs (SSN)	Scale				
		SDA	DA	LA	A	SA
1.	I am confident in my ability to teach SVS subjects to SSN.	1	2	3	4	5
2.	I believe I have the knowledge to teach SVS subjects to SSN.	1	2	3	4	5
3.	I believe SSN have the potential to succeed if they have the skills to do so.	1	2	3	4	5
4.	I always make sure SSN participate fully in the teaching and learning session.	1	2	3	4	5
5.	I believe I can customize the teaching and learning process based on the level of the SSN.	1	2	3	4	5
6.	I strongly believe that SSN can be guided to obtain SKM recognition.	1	2	3	4	5
7.	I believe sharing ideas from peers will help me understand SVS better.	1	2	3	4	5
8.	I believe teacher passion is more important than proficiency.	1	2	3	4	5
9.	I believe the SKM has many benefits to SSN.	1	2	3	4	5
10.	I am ready to learn more about the skills in the field offered.	1	2	3	4	5
11.	I will use initiative to improve my knowledge in teaching SVS.	1	2	3	4	5
12.	I will implement the teaching with integrity even though there is no supervision.	1	2	3	4	5
13.	I will continuously encourage SSN who have potential.					
14.	I find it a pleasure to teach SSN in theory class.	1	2	3	4	5
15.	I find it a pleasure to teach SSN in the practical class.	1	2	3	4	5
16.	I agree that teachers should attend courses to obtain the SKM.	1	2	3	4	5
17.	I am supportive of any curriculum changes.	1	2	3	4	5

SURVEY QUESTION COMPLETED. THANK YOU FOR YOUR COOPERATION.