

Teachers' Attitudes Toward Transition Services from School to Work by Students with Mild Intellectual Disabilities

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Abstract

Transitioning encompasses various activities facilitating the shift from high school to post-secondary education, employment, and independent living. A student's Individualized Education Plan (IEP) incorporates a section on transition planning, involving the IEP team in identifying the student's abilities and interests. The Individuals with Disabilities Education Act (IDEA) governs programs for individuals with disabilities. This study, centered on students with mild intellectual impairments, aims to explore how special education teachers' perspectives on the availability of transition services impact their students' employability. Data was collected via a questionnaire, and demographic and inferential data were utilized to address the study's primary inquiries. The results of data analysis are essential for individuals with minor intellectual impairments who have an IEP to succeed in education or employment. Some contend that successful job placement hinges on effective transition planning. The questionnaire had two sections: one for preliminary information and the other for opinions on the impact of transition services. Due to COVID-19, an online survey was conducted in southern Punjab. SPSS version 2020 and statistical tests, including t-Test, ANOVA, and mean, were employed to analyze data from 101 participants. The data revealed a strong correlation (90%) between instructors' professional qualifications and transition planning. Moreover, 95% of teachers expressed the need for enhanced transitional plans with feedback. The discussion underscores the importance of fostering student self-sufficiency in school, emphasizing the necessity of effective transition planning.

Keywords: Transition Service, Intellectual Disabilities, Teachers' Attitudes, School

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Introduction

According to AAIDD, (2016) A condition of delayed or inadequate attention, which is notably defined by impairment of skills demonstrated throughout the formative period, assistances which contribute to the total level of intelligence, i.e., intellectual, verbal, motor and social abilities. Without any other mental or physical condition, intellectual impairment can occur."

For many people, "transition" refers to a period of time when children leave the safety of their parents and enter the world on their own. Individual experiences and the degree to which they evolve are vastly different from one person to the next. Adolescents with intellectual disabilities encounter a more diverse variety of experiences, a longer duration, and a lower intensity of these experiences than those without a cognitive handicap. As a result of families and caregivers reporting a period of upheaval and difficult decisions, there is often a lack of clarity regarding the supports that are accessible. There are still issues to be addressed, such as the prejudice toward people with modest intellectual disabilities, appropriately defining the psychological condition of transition, and the predominant focus on employment and autonomy alone, in transition research (Trainor et al., 2020).

Children with special needs, in particular, must be set up for life after school, be productive, and make their lives better. To make life better for impaired pupils, the general curriculum must be expanded (Byrd & Alexander, 2020). Transitional services are an essential component of assistance to be given for children with disabilities in middle and high school programs (Lindsay et al., 2019). Those programs should involve teaching decision-making, self-assessment and adjusting skills to enhance students' talents when they leave school. In additionally identified issues that have to be addressed via the transition to postsecondary education programs to meet student's requirements, including self-determination (Collins & Wolter, 2018).

Chambers et al., 2009 examined and compared their post-school performance, similar post-school hurdles, and similar measures of middle school readiness to individuals often with disabilities. The research included 764 disabled pupils and 6 893 non-disabled students. All students participated in the Alabama Transition Initiative in one of 15 school systems which acted as a showroom. The results reveal substantial disparities in their personal interests between kids with and without impairments. In relation to post-secondary education and training, and housing problems, there were also substantial disparities between students

with and without incapacity. After their high school education there were no distinctions, jobs or hurdles to them.

Throughout every area of transition, the transition from adolescent to adult was among the most crucial. The transition between middle school to adulthood, which may be as brief as any other change in a given situation. The US department of Special Education and programs of Rehabilitation defines the School for Work Transition for Disabled as "a result-oriented strategy that includes a variety of resources and experiences that lead to work (Azizah, 2022).

Both parents and teachers are crucial in the process of preparing children for the workforce by making significant contributions to their academic success and preparing individuals for the workforce. For children and people with disabilities, educators had a significant impact on their technical education, as shown by the NLTS-2 survey. Researchers observed that students' self-perceptions were impacted by teacher support, which predicted students' academic performance and accomplishment (Holwerda, 2015).

All young people who receive special education services are legally required to get transitional services that involve intensive psychological, social, and behavioral interventions in order to assist them accomplish their post-school educational goals (IDEA, 2004). Students with intellectual disabilities (ID) frequently face long delays in the implementation of their transitional plans (Snell-Rood et al., 2020). This is most likely the result of the Disability Education Act's confusing restrictions. There is no mention of how these programs will be implemented as a mandatory component of tailored education for each kid through the delegating of transitional services. Teachers and other school personnel are mostly held accountable for ensuring that all students achieve their potential academically and socially, so it's no surprise that many of them have high expectations for their students (Lo et al., 2020)

The 1990 Individuals with Disabilities Education Act (IDEA), according to Ryan (2019), created both groups. the outcomes process, including post-secondary training, comprehensive training, including job support, education and training, and services to adults (including employment assistance), encourages the movement from school to post-school; and (b) is built on the requirements of the individual student in accordance with the choices and preferences of the student and their families. IDEA defines transition services primarily as a coordinated set of activities for students with disabilities: Children with disabilities enrolled in middle and high school programs need a variety of supports, including transitional services (Francis et al., 2018).

Despite the increasing recognition of the importance of transition services for students with mild intellectual disabilities, there is a limited body of research exploring teachers' attitudes and their role in facilitating this transition. This research gap underscores the need for a study that delves into teachers' perspectives and their impact on students' transitions from school to work.

The findings of this study are expected to offer valuable insights into the crucial role teachers play in supporting students with mild intellectual disabilities as they transition from school to employment. Understanding teachers' attitudes and practices in this context can lead to improved transition services and outcomes for these students, ultimately contributing to their successful integration into the workforce.

The primary objective of this study is to investigate teachers' attitudes toward transition services for students with mild intellectual disabilities transitioning from school to work. By exploring the factors that influence teachers' perspectives and their potential impact on students' transition outcomes, the research aims to provide a better understanding of the dynamics involved in this critical phase of education and employment preparation.

Review of Literature

The transition from childhood to adulthood is an example of a transition that may be defined as a specific span of time in a person's life. Special School and Vocational Rehabilitation characterizes the education transition process for impaired people as "an outcome process involving varied collection of resources and chances that finally determines" (Honeycutt et al., 2017). Transitional services, including intensive psychological, social, and behavioral interventions, are legally required for all young people attending specialized educational programs in order to assist them accomplish their post-school goals. Students with intellectual disabilities (ID) frequently face long delays in the implementation of their transitional plans (Snell-Rood et al., 2020).

According to Oswald (2010), both categories were established under the Act (IDEA) of 1990. Transitional activities are defined primarily as a series of tasks for students with special needs: (a) the results procedure, which contains post-school development, such as post-secondary mentoring, investment in training, which include signified, education and training, and assistance to adult people (along with jobs support), tends to promote mobility from school in to the post-school; as well as (secondly)

is determined by the individual child's needs throughout accordance with choice.

In the year 2000, the Saudi government introduced a significant and widely embraced initiative known as the Disabled Care System (Bureau of Experts at the Council of Ministers 2021). This initiative primarily centered on upholding the educational and employment rights of individuals with disabilities. Regarding education, this legislation clearly stipulated that students with disabilities must receive appropriate educational services at all educational levels, including preschool, general education, technical education, and higher education, tailored to their abilities and needs. Furthermore, the law mandated the provision of enrollment support for these students and ongoing assessments of the courses and services offered (Newman & Madaus, 2015).

There is a lot of movement and change in the lives of students during their time in school. Every day, we go through a lot of changes, and some of those changes necessitate major adjustments. At this age, formal schooling comes to an end and the real world begins. For people with disabilities who need help transitioning from school to employment, the goal of high-quality transitional services is to improve their social and occupational skills, together with their ability to complete daily tasks, so that they are ready to do so. Community, family, school, student, and academic social skills are all included in these top-notch programs (Patton and Kim 2016).

A study by Griffin (2011) looked at the impact of student engagement in IEP planning on the participation of high school impaired students, with an emphasis on inclusion and academic achievement of students from various cultural and linguistic backgrounds (CLDs). Educating kids with a variety of impairments on how to effectively engage in IEP meetings showed positive impacts of treatments and favorable results for CLD participants on child IEP participation. Specific sequence, model, formal rehearsal and role-playing were all common intervention components in many therapeutic approaches.

Most children with mental disabilities are allowed to participate in various events alongside peers their own age who have no challenges (e.g., play, clay making, group jazz, melody, creative crafts). Since intellectually handicapped children's fundamental human rights also include the value of life, health, education, employment, leisure, and so on (Stein, 2017).

Postsecondary results and adult transitions for students with intellectual disabilities (ID) are generally lower (Moore & Schelling, 2015). This group is prone to encountering roadblocks that prevent them from achieving functional independence and engaging in meaningful post-

school activities such as academics, careers, and leisure (AAIDD, 2016). The Individuals with Disabilities Education Improvement Act of 2004 requires that individuals with special needs commence preparations for their post-graduation transitions at the age of 18. However, substantial disparities persist in post-school accomplishments between young adults with intellectual disabilities and their counterparts without disabilities (Carroll & McCoy, 2022).

Tsu-Hsuan, 2009 evaluated transitional methods for moving from protected to community workshops, to address the problems of transferring young people who suffer from mild to moderate intellectual handicaps. They questioned a member from four charities providing transitional assistance for young adult with mild to severe intellectual impairments from protected workshops. The findings revealed to parents that in protected workshops, their children feel safer and happier for them and they wish they will continue. Parents also told transition experts that disabled co-workers were unable to work with individuals who had impairments that had an impact on the experience of their children and led to a lack of competitive employment. Furthermore, the few competitive positions were another difficulty.

Student success in college or university for kids with intellectual disabilities Students with developmental impairments account for 7 percent of those getting special education assistance in schools, which means that 6–10 people out of every 1,000 have a photo ID (U.S. Department of Education, 2017). Identification disorders (ID) are a collection of mental illnesses that first appear in childhood and are marked by impairments in cognitive function and behavioral issues (Ogundele, 2018). By the age of two, it is normal for children to have delays in their motor, verbal, or social skills (Shapiro & Batshaw, 2013).

Beyer, 2010 used the Overall Life Quality Scale to compare and assess the quality of life of 16 engaged IPD staff, 10 IPD workers, 10 IPD service attendants, and 17 non-disabled IPI administrative assistant's personnel. In addition, the results were compared and studied. They defined the work assistance as 'real jobs paid for jobs and regular job protection, job profiling, job research, analysis of jobs, employment matching, investment schemes, training and follow-up on the job' (Battisti et al., 2019). The other two settings are part of the conventional community-based day-time services, sheltered workshops, training programs and social undertakings for intellectually handicapped employees. The authors observed that employees in assisted environments exhibited greater quality of life in day-care and employment companies than those with intellectual impairments (Battisti et al., 2019).

Research contrasted the previously obtained data from special education teaching companies with 39 ordinary secondary teacher answers. In their assessments of the significance of skills needed for teachers in transition services, they observed disparities between special educators and general teachers (Wolfe et al., 1998)

Regular educational instructors have regarded the following competences as relevant: (a) job worries; (b) issues of communication; (c) qualification of students; and (d) concerns related to residential (Wolfe et al., 1998). In all areas of expertise, special education instructors have evaluated adaptable behavior as of less value rather than regular teachers. Except that they can identify adaptive behavior. Suc et al. (2017) also showed that the key shift towards working skills was different for specialty education instructors and vocational experts. They also explained that participants from both graduates and undergraduates from specialist educational backgrounds are more qualified than students from general education in the providing of transition services. In short, the perspectives of instructors from the field of special education and other educational backgrounds differ. The next part analyses best practice literature for transitional services (Hagaman & Casey, 2018).

Many secondary students with disabilities are aiming to find meaningful work as their primary transition goal under the Act's provisions, according to the authors. Financial freedom, social networks, and an increased sense of self-worth have all been linked to employment. There was a common sense of fear among students with impairments and those who were not, particularly when it came to work (Stodden, 2000). The Involved in the Planning Taxonomy 2.0 is incorporated as additional guidelines and requirements by organizations such as the National Association for Secondary School Education and Transformation Norms (NASSET), the National Collective on Workplace and Disability (NCWH), and the National Technology Transfer Center on Transition (NTACT). In 2001, Fontana and Lari conducted a survey among headteachers of special schools in Pakistan to inquire about the curricular practices. The findings of the study revealed that approximately 90% of these schools were specifically addressing the educational needs of students with intellectual disabilities (SwID). These institutions had adopted tailored curricula focused on imparting life skills and self-maintenance skills. Consequently, the research exposed significant disparities in the curricular approaches among special schools.

Hameed (2014) argues that the challenges should be considered in the execution of an integrated training course in Pakistan, institutional behavior, and immunity, and the absence of commitment, the legislative

building, the training, organization, and standards of the program and its assessment methods. In addition, the developers of the laws, and strategies and the lack of relevant information on the manner in which they think they are, and to make use of extended support. One of the most important barriers identified by author and argued that the teachers in the preparation of the curriculum, both for the general and special education programs, to provide full-time at the school, and the education system. In the evaluation of the systems of the body, and to carry out assessments, and the lack of the ability to adapt and transform for young people with severe cognitive needs. A variety of barriers may include a lack of political will, and the real items (Khalid et al., 2023).

High-quality transitional activities are characterized as an individual, outcome-oriented approach that aims to improve students' educational, cultural, occupational, and operational accomplishment in order to ease their transfer from school to post-school responsibilities (IDEA, 2004). These initiatives, encompassing collaborative efforts, individualized planning, and educational components emphasizing academics, social development, vocational skills, and community engagement, have all demonstrated associations with achieving success in higher education. The cultivation of high expectations within various systems, including family, educational institutions, and the community, is also crucial for yielding positive and enduring outcomes (Kohler et al., 2016).

To establish and validate the perceived relevance level of 30 transitional activities abilities listed in the reviews that investigated teacher views of regular and particular education. The results showed that the six best teacher abilities evaluated social skills, social skills, job search, skills in everyday life, employer participation, and career and exploration. The results revealed that they were not just instructors. The following components of teaching in the study were rated less important by 30% or more: (a) the provision of sex training/education (30%); (b) the management of cases (30%); (c) scheduling of training, care and medication (36%); (d) the appraisal of family-sponsored activities of recreation/leisure (37%) and (e) the implementation of a student partner plan (Blanchett, 2001). Many studies highlight the specific knowledge and competences to be acquired by special education instructors who provide transitional services to succeed (Mazzotti & Plotner, 2016).

Table 1
Transition Abilities according to Percent Ranking

| Capabilities | Importance percentage |
|---|------------------------------|
| Assessment of social skills | 94% |
| Opportunities for career education | 93% |
| Searching of teaching skills | 93% |
| Developing skills of daily life | 92% |
| Employers' involvement | 92% |
| Developing of social skills | 92% |
| Cooperation within interagency | 91% |
| Work Capabilities | 91% |
| Identification of skills related to job | 91% |
| Evaluation of vocational career | 91% |

(Anderson et al., 2003).

In short, preparing teachers on transition programs is highly tough and there are substantial links between the quality of preparation of teachers, their happiness and how often the transitional activity takes place. In short, special educators have the expertise and skills to offer transitional assistance. The following concerns the preparation of teachers in Punjab for transitional planning (Aftab et al., 2022).

In an interview with 14 teachers from ten schools, Svets (2015) discovered that two difficulties in summer were that jobs were more restricted as compared with other time of year, with a further lack of community participation. Teachers in this research supported the creation of summer programs and supported paying job opportunities. In this study, educators highlighted the importance of autonomy for young people in transition planning and training. This has also been acknowledged as a key component of transition programming in earlier research.

According to Ali et al. (2020), the essential activities mentioned in the literature that must be examined for making a change from school to work possible are "technical education, parent participation, making facilities and service delivery, skills training, paid work experience, and individual transition planning. Joseph et al. (2021) stressed social skills as the main component in developing new students with cognitive disabilities for career.

Further recommendations and prerequisites that support the creation and enhancement of conflict resolution services can be found within the resources provided by organizations such as the National Association for Secondary School Education and Transformation Norms (NASSET), the National Collective on Workplace and Disability (NCWH), and the National Technology Transfer Center on Transition (NTACT). These

resources incorporate the Involved in the Planning Taxonomy 2.0 as detailed by Kohler et al. (2016).

Heal stated that family engagement in transitional programs was one of the key indicators of the transition between school and adult. Individuals with intellectual disabilities who worked for nearly six months had a high degree of family devotion throughout their transition from high school to adulthood education, they discovered. They also emphasized the need of lifelong learning and social skills development for kids with impairments (Reich et al., 2020).

The involvement and commitment of school psychologists in transition programs were evaluated in this study. Among the various subscales, the Understanding subscale, encompassing aspects such as training and comprehension related to transition, displayed the strongest positive correlation with attitudes toward and engagement in transition-related responsibilities. This finding aligns with the established connection between knowledge and behavior. It is not surprising that education and skills emerged as the most influential factors impacting attitudes and the provision of services related to occupational responsibilities. Professionals' belief systems are fundamentally shaped by their level of knowledge and training, which, in turn, determine the significance and priority assigned to specific tasks, ultimately influencing job effectiveness (Ajzen et al., 2013).

Respondents who indicated infrequent involvement in transition activities also expressed a limited understanding of transition programs and tended to somewhat disagree with statements suggesting they had received adequate transition training. These findings suggest that survey participants with greater information and training in academic advising regarding transition policies and practices are more inclined to engage in tasks related to the transition process (Ajzen et al., 2013).

Hardcastle et al. (2015) stated that transition from school to employment must be involve decision making, autonomous performance, self-evaluation and adaptive abilities for children to improve their school leaving adjustment. The following abilities have been developed:

- **Judgement making:** Students learn how to recognize their requirements, interests and talents; take various solutions into consideration; and finally choose their objectives.
- **Independent presentation:** Students learn their own performance through their action plans after selecting the target. They carry out duties autonomously through self-management or studies.

- **Self-evaluation:** When students learn to self-evaluate the outcomes by monitoring and reporting, they then compare the results with their objectives and performance expectations when they chose to self-evaluation.
- **Adjustments:** In this phase, students can adapt their target selection and behavior to the prior performance by linking their future actions. They analyze input on prior decisions and performance outcomes before commencing another job or project and thus set goals and performance targets.

In Pakistan Children with Cognitive Disabilities Intellectual impairment is classified into four levels: slight, moderately, extreme, and severe. Children with minor problems (IQ of fifty to seventy) are frequently enrolled in normal schools; they deal with their ordinary classmates with help and remedial instruction but are labelled as students learning (not included above). Students with severe learning difficulties (IQ less than fifty) attend special schools, while associated with severe are attended at for residence (Kurth, 2015).

Fontana and Lari (2001) conducted a survey involving headteachers of special schools in Pakistan to investigate the curriculum implemented in these institutions. The research discovered that approximately 90% of the schools were addressing the educational needs of students with intellectual disabilities (SwID). These schools had implemented tailored curricula focused on developing life skills and self-maintenance skills. As a result, the study unveiled significant disparities in the curricular approaches employed by different special schools.

The present educational, vocational, and rehabilitative facilities are insufficient to satisfy the needs of children with ID. If the ultimate aim of Education for All is to be realized, the only option to bridge the gap is to integrate adolescents with mild to moderate impairments into conventional school systems. This is one of the options for accommodating the underserved group of children with ID. It will aid in the fight against discrimination and the promotion of an inclusive educational environment. As a backward country, Pakistan's government has fewer resources to spend to a segmented system. By bringing modifications in content, techniques, structure, and strategies, this shift may help learners with special needs in the mainstream (Awan, 2005).

Research Methodology

Research Design: The research design employed in this study is a quantitative survey, and it is primarily descriptive in nature. The study aims to investigate teachers' perspectives on transition services for children with minor intellectual impairments, with a focus on their own views and their role in these services.

Research Population: The research population includes the entire teaching staff responsible for intellectual disabilities in the southern region of Punjab.

Sample: A systematic random sampling approach was used to select a representative sample from the research population. Specifically, every second individual on the list of all teaching personnel in southern Punjab was chosen to participate in the study.

Sampling Technique: The sampling technique used in this study is systematic random sampling. This approach systematically selects every second individual from the list of all teaching personnel in southern Punjab. It provides an element of randomness while ensuring representation from the larger population.

Research Instrument: The primary research instrument used in this study was a self-designed questionnaire. The development of the questionnaire was guided by considerations related to cognition and nonverbal intelligence. The questionnaire is structured into two distinct sections:

1. *Demographic Variables:* The initial section includes questions related to demographic variables, such as age, gender, educational background, and years of teaching experience.
2. *Teachers' Perceptions and Awareness:* The second section focuses on teachers' perceptions and awareness regarding the role of teachers in facilitating the transition of students with mild intellectual disabilities from school to the workforce. This section contains a set of structured questions that allow participants to express their views and experiences.

Data Collection Method: Data collection in this study employed multiple methods, including physical surveys, telephone calls, and an online Google Form.

1. *Physical Surveys:* Researchers distributed printed copies of the questionnaire to the selected participants in person, enabling face-to-face data collection.
2. *Telephone Calls:* In cases where face-to-face interactions were not feasible, researchers conducted telephone surveys. Participants were contacted via phone and asked to respond to the questionnaire during the call.

3. *Google Form:* An online survey method was also utilized. Participants received a link to a Google Form containing the same questionnaire, allowing them to complete the survey online at their convenience.

Reliability: To ensure the reliability of the questionnaire, a pilot test was conducted. Reliability and validity of the questionnaire were evaluated through a common measure, Cronbach's alpha. This assessment was used to measure the internal consistency of the questionnaire items, confirming the questionnaire's reliability.

Limitations: Here are limitations for a research study:

Sample Size and Generalizability: The study's sample was limited to the teaching staff responsible for intellectual disabilities in the southern region of Punjab, using a systematic random sampling approach. While this approach provides a representative subset, the generalizability of the findings to a broader population or to other regions may be limited. The study's conclusions may not apply to teachers in different geographical areas or educational contexts.

Instrumentation and Questionnaire Reliability: The primary research instrument was a self-designed questionnaire, with reliability assessed through a pilot test using Cronbach's alpha. While Cronbach's alpha is a commonly used measure, the reliability of the questionnaire may still be influenced by various factors, such as question wording and respondent interpretation. There is a possibility that the reliability assessment does not capture all sources of potential bias or inconsistency in the questionnaire responses.

Data Analysis: The data collected from the questionnaires was analyzed using the Statistical Package for the Social Sciences (SPSS). SPSS is a powerful statistical software that facilitates various statistical analyses on the collected data. In this study, SPSS was used to process and analyze quantitative data. The analysis likely involved descriptive statistics to summarize the data and may include inferential statistics to draw meaningful conclusions from the survey responses. Cronbach's alpha may also have been used to evaluate questionnaire reliability as mentioned in the study.

Table 2
Sampling framework distribution of sample across the southern Punjab.

| Sr# | Cities | Number of Centers | Number of schools | Teaching staff |
|-----|------------|-------------------|-------------------|----------------|
| 1 | Multan | 19 | 2 | 46 |
| 2 | DG khan | 16 | 2 | 32 |
| 3 | Bahawalpur | 7 | 1 | 23 |
| | Total | 41 | 5 | 101 |

Source: Special Education Department (2019).

Table 2 provides an overview of the participant sampling details. The results indicate that a majority of the respondents were drawn from Multan city, constituting approximately 46% of the total population, reflecting the presence of numerous schools in that area. DG Khan accounted for 32% of the sample ratio, and Bahawalpur made up nearly 22% of the sampling, reflecting its smaller number of schools.

Table 3
Demographic analysis of respondents

| Sr# | Respondents | Frequency (f) | Percentage(%) |
|-------------------------------|-------------|---------------|---------------|
| Gender | | | |
| 1 | Female | 56 | 79% |
| 2 | Male | 45 | 21% |
| | Total | 101 | 100 |
| Working experience | | | |
| 1 | 1-5 years | 59 | 52% |
| 2 | 5-10 years | 21 | 24% |
| 3 | 10-15 years | 18 | 13% |
| 4 | 15 above | 3 | 11% |
| | Total | 101 | 100 |
| Area of Specialization | | | |
| 2 | MC | 72 | 73% |
| 3 | PH | 12 | 5% |
| 4 | VI | 03 | 8% |
| 5 | HI | 14 | 14% |
| | Total | 101 | 100 |
| School or Centre | | | |
| 1 | Centre | 74 | 67% |
| 2 | School | 27 | 33% |
| | Total | 101 | 100 |

Table 3 presents the demographic characteristics of the study participants. The percentages demonstrate that both male and female teachers participated in this survey, with a clear majority of female participants (79%) compared to male participants (21%). Among the respondent teachers, 52% had less than 5 years of working experience, while 24% had 5 to 10 years of experience.

In terms of specialization, 73% of the respondents were affiliated with schools for mentally challenged children, while 13% were associated with schools for hearing-impaired children. Additionally, 67% of the teachers were employed in centers of special education, with the remaining 33% working in regular schools. The total number of respondents included 101 teachers from southern Punjab who met the data requirements, and only a few respondents were excluded due to minor data omissions.

Table 4

Role of t teachers for transitional services on job placement for students with mild intellectual disabilities

| Sr# | Statements of Questions | Agree | Undecided | Disagree | M | SD |
|-----|--|-----------|-----------|----------|------|-----|
| 1 | <i>How important is transitional planning for you as a teacher?</i> | 87(73.1%) | 12(23.1%) | 2(3.8%) | 2.1 | .48 |
| 2 | <i>Transitional planning helps intellectually impaired students to learn job searching skills</i> | 77(71.2%) | 12(23.1%) | 12(5.7%) | 3.76 | .87 |
| 3 | <i>Transitional planning helps intellectually impaired students to learn to communicate effectively with administration.</i> | 88(73.1%) | 10(23.1%) | 3(3.8%) | 3.6 | .75 |
| 4 | <i>Teachers must encourage students to make career choices before leaving school.</i> | 79(78.9%) | 20(19.2%) | 2(1.9%) | 4 | .71 |

| | | | | | | |
|----|--|-----------|-----------|----------|------|------|
| 5 | <i>Guiding students about available career choices in the areas help students start better careers after school.</i> | 89(94.3%) | 8(3.8%) | 3(1.9%) | 4.1 | .56 |
| 6 | <i>Transitional planning helps intellectually impaired students to acquire performance test skills to acquire the job.</i> | 78(80.8%) | 21(15.4%) | 2(3.8%) | 3.90 | .66 |
| 7 | <i>Transitional planning helps intellectually impaired students to learn job retention skills.</i> | 76(73.1%) | 22(23.1%) | 3(3.8%) | 3.7 | .71 |
| 8 | <i>Promote movement from school to post school activities.</i> | 79(55.8%) | 19(25%) | 3(19.2%) | 1.94 | .66 |
| 10 | <i>The best transitions are the more positive ones.</i> | 78(80.8%) | 21(15.4%) | 2(3.8%) | 4.34 | 0.65 |
| 11 | <i>Time do you spend teaching Job Acquiring skills to students with intellectual impairment?</i> | 89(94.3%) | 8(3.8%) | 3(1.9%) | 3.6 | .75 |
| 12 | <i>Time do you spend teaching Job Retention Skills to students with intellectual impairment?</i> | 88(73.1%) | 10(23.1%) | 3(3.8%) | 4 | .71 |
| 13 | <i>It is to acquire resources for transitional planning and</i> | 77(71.2%) | 12(23.1%) | 12(5.7%) | 4.1 | .56 |

| | | | | | | |
|----|--|-----------|-----------|----------|------|------|
| 14 | teaching at your school? Often do teachers collaborate to plan and teach effective transition skills at your school? Time is spent on discussing transitional planning in your school? Often do your students participate in activities which help them prepare for the afterschool transition? | 88(73.1%) | 10(23.1%) | 3(3.8%) | 2.1 | .48 |
| 15 | Familiar are you with the work opportunities available for students with intellectual impairment in your area? | 77(71.2%) | 12(23.1%) | 12(5.7%) | 3.7 | .71 |
| 16 | | 89(94.3%) | 8(3.8%) | 3(1.9%) | 1.94 | .66 |
| 17 | | 88(73.1%) | 10(23.1%) | 3(3.8%) | 4.34 | 0.65 |

Most respondents agreed with all the questions' entitlements, according to the results. Transitional services are a major phenomenon in special education settings, it has a detrimental influence on the school to work of children with mild intellectual disabilities, according to most responders.

Table 5
Reliability of tool by calculating Cronbach's alpha

| Sr# | Category | No of items | Cronbach's alpha |
|-----|----------|-------------|------------------|
| 1 | Teachers | 17 | 0.71 |

Table 5 illustrates that there were 30 statements and thereCronbach's alpha value is 0.71, which is considered good.

Results

Following results were concluded on the base of data analysis.

Table 6
Analysis of data by using t-test on the base of gender

| Variables | N | MeanS. D | T | Sig. |
|-----------|----|---------------|--------|-------|
| Male | 56 | 180.627.17973 | | |
| Female | 45 | 105.712.93907 | -1.119 | 0.010 |

*P< .05 Level of Significance

Table 6 demonstrates that the significance value, which is 0.10, is lower than the standard threshold of 0.05. This suggests that there was a relatively insignificant difference observed between the opinions of male and female teachers regarding their awareness of the teacher's role in transition services.

Table 7
Analysis of data by using t-test on the base of work experience

| Comparison ofScore | df | Mean Square | F | Sig. |
|--------------------|-----|-------------|-------|-------|
| Between Groups | 6 | 546.386 | 1.678 | 0.170 |
| Within Groups | 95 | 362.028 | | |
| Total | 101 | | | |

Significance Level **P >.05

Table 7 indicates that the significance value exceeds the standard threshold of 0.05. Consequently, the results suggest that there is minimal difference in the opinions of teachers based on their years of working experience.

Table 8
Analysis of data by using ANOVA on the base of area of specialization

| Comparison ofScore | df | Mean Square | F | Sig. |
|--------------------|-----|-------------|------|-------|
| Between Groups | 6 | 389.91 | 1.44 | 0.234 |
| Within Groups | 95 | 255.6 | | |
| Total | 101 | | | |

Significance Level **P>.05

Table 8 reveals that the significance value exceeded the conventional threshold of 0.05. Consequently, the findings suggest a slight, but not statistically significant, difference based on the area of specialization.

Table 9

School/center

| Variables | N | Mean | <i>t</i> | <i>Sig.</i> |
|-----------|----|-------|----------|-------------|
| School | 14 | 106.4 | | |
| Centre | 87 | 110.5 | 1.306 | 0.517 |

*P > .05 Level of Significance

Table 9 shows that a relatively minor difference was observed based on the workplace, given that the significance value exceeds the established standard threshold.

Results

We can learn a lot from this study about how kids with intellectual disabilities benefit from transition planning. Teachers, administrators, parents, and other stakeholders may plan and implement the transition of kids with intellectual impairments by identifying the expected findings. It is clear from the results of this study that teachers play a critical role in identifying and executing effective transition planning techniques at the classroom and school levels. 87.1 percent of the respondents stated that the attitude of the non-disabled population has an influence on the planning of a student's transition. Seventy-five percent of those polled said they regularly communicate with the parents or guardians of the assigned pupil. It has been shown that 78% of special education teachers contribute to the IEP transition support requirements of post-school organizations. A whopping 81% When formal schooling ends and a new life begins, this is known as transition. A whopping 94% of instructors agree that parental support is crucial in helping young adults make the transition from school to life as an independent adult. Students' job abilities will develop in real-world settings, according to 88% of teachers who responded to the survey.

Discussion

The current study delved into two key aspects of transitional services for students with mild intellectual impairments. First, it examined the state of

transitional services within special education institutions catering to students with minor intellectual impairments. Simultaneously, it also investigated teachers' perspectives on the availability and effectiveness of transitional assistance for these students.

The findings of this study, based on an online survey involving 101 teachers, revealed a significant disparity in the adequacy of existing transitional procedures in Pakistan. Only 27.7 percent of instructors concurred that vocational rehabilitation agencies are readily available to facilitate the transition of students with minor intellectual impairments from school to work, indicating a pressing need for revision.

Moreover, the study identified a strong consensus among students with mild intellectual impairments and their teachers. A substantial 94.6 percent of students expressed a desire for instruction on financial literacy within transitional services. Meanwhile, 70.3 percent of teachers indicated their willingness to engage in transitional services as soon as their schools implemented them, highlighting the potential for proactive teacher involvement.

Furthermore, the study underscored the importance of fostering self-sufficiency among students with mild intellectual impairments, with 69.3 percent of respondents endorsing this notion. The majority of instructors recognized the need for comprehensive job development, placement, and follow-up services to enhance the transition of students with moderate intellectual impairments to post-secondary life, aligning with previous research (Ryan et al., 2019).

This investigation primarily aimed to identify the most effective approaches for delivering transitional employment assistance to students with minor intellectual impairments, an area that remains underdeveloped, as emphasized by the existing literature and regulations (Alquraini, 2019). The study highlights the urgency of refining transitional services to better serve the unique needs of these students and bridge the existing gaps in their transition from school to work and post-secondary life.

Conclusions

This study's findings suggest that during transitional planning, teachers should help students make career decisions prior to their departure from the school, inform them about the various career paths open to them after graduation, and utilize community resources to help the school better prepare students with mild intellectual disabilities for life after graduation. A lesser influence on the basis of gender and job experience was discovered.

Recommendations

The following is a list of the researchers' ideas for how instructors might help students transition from school to work:

- For their job to be successful, special education instructors should have received specialized training.
- Students should have better career planning, vocational and technical skills, as part of their education.
- An imitative of career counselling should be taken for the sake of improved advice.
- There should be a strong partnership between the school community and transition planning.

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