

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

The results of data of analysis start with demographic characteristics of teachers and members of management board. Then, followed by:

- i) Teachers' perception on the congruency between the objective of the curriculum and the association's objective. This will include members of management's views as a comparison.
- ii) Teachers' perception on weaknesses and strengths of the curriculum including members of management's views.
- iii) Teachers' views on suggestion of how to maximise the development of the curriculum compared to perceptions of members of management on effective curriculum.
- iv) Teachers perceived specific eight topic areas of the curriculum implemented in the centre with teachers' own additional comments towards each topic area in the questionnaire.

The organization of data analysis is as follow:

- i) interview data
- ii) questionnaire data
- iii) “supporting data”
- iv) discussion

Researcher would like to indicate that the originality of all statements provided by the samples were maintained as far as possible.

4.2 Demographic Characteristics of Teachers’ and Members’ of Management Board

Only 12 teachers responded to the interview and questionnaires. The other teacher with various reasons was not able to participate in the study. All respondents are female teachers with age ranged from below 30 years to 51 years and above. The education level of the teachers fall mostly into the categories of Sijil Pelajaran Malaysia / Malaysia Certificate of Education (SPM / MCE) (four) and Sijil Tinggi Pelajaran Malaysia / Higher School Certificate (STPM / HSC) (four), two degree holders, one with Lower Certificate of Education (LCE) and the other one with O-Level Cambridge (SC). Their highest professional qualifications obtained include Bachelors degree with special education with additional Post Graduate Certification of Education (one), Bachelors degree in speech / hearing science (one), teaching certificate (four), one of them with Early Intervention of Childhood (one) as well as Advanced Certificate in Community Care (Disability) (six) and one of them with additional training in Makaton

coordination and Teachers Training Programme (Please refer to Figure 4.1 in Appendix 1).

In Figure 4.2 (Appendix 2), six teachers indicated that they had taught regular school before and the rest had not. Their years of teaching experience in regular school ranged from less than five years (two), six to ten years (two) and 11-15 years (two). Among 12 teachers, only two had taught in special school before teaching in the Spastic Centre. Their years of teaching experience in special school are less than five years (one) and six to ten years (one). The names of the special schools are Arlington Middle School, Columbus Ohio, USA (special class) and Bethany Home, Hutan Melintang Perak. They taught various types of students including visual impaired, hearing impaired, communication disorders, emotional / behavioural disorders, learning disabilities, intellectual disabilities, multiple and severe disabilities as well as physical disabilities and health impairments.

At the Spastic Centre, teachers have teaching experience of less than two years (one), three to five years (five), 12 to 14 years (two) and 15 years and above (four). In curriculum planning, half of the teachers have participated by contributing some relevant input in the committee, revise the new preschool curriculum, set up meetings for teachers or restricted to classroom planning and modification. The other half do not participate in curriculum planning based on reasons that only heads of departments are involved, the curriculum has been set earlier before and the present curriculum is good enough for specific type of class. This data is analysed in Figure 4.3 (Appendix 3).

Characteristics of students served by teachers are shown in Figure 4.4 (Appendix 4). The number of students range from seven to 29. Their age range from below five years up to 21 years and above. Among 141 students, 84 are boys and 57 are girls. The number of teachers to students ratio are one to 10.8. Most of the teachers (eight) are not satisfied with the student teacher ratio in the classroom.

As for members of the management board, their age ranged from 53 to 61. The education of the members varies from Senior Cambridge (two), master's degree (one) to Ph.D (one). Only one indicated job experience in special education as director of the organization for 20 years. Only one received training (not in a form of administrative training) in special education that was called Diploma in Special Disability course, a two full years holiday course to introduce the differences of children's disabilities. Please refer to Figure 4.5 (Appendix 5).

Four of them are satisfied with their job performance with various reasons stated in Figure 4.6 (Appendix 6). Only one of them had been involved in curriculum planning and the rest gave reasons that curriculum planning is the responsibility of education committee. They are only involved in administrative work.

4.3 Teachers' Perception on the Congruency between the Objective of the Curriculum and the Association's Objective

There are different objectives for different sections of learning for students in the centre. In general, the objective of the curriculum is "**normalization**" for these children by learning **the basic areas—core skills** and **generalized to as many other**

educational purposes as possible. In other words, children are able to join and live in the society as other normal people do (Curriculum, 1990).

The association's objective is **to develop and restore to the fullest the physical, mental, social and economic usefulness of which the spastic child is capable by intensive and comprehensive rehabilitation services** (Your contribution,- their hope, 1989).

Based on teachers' perception, the response ranged from "I do not know" ; "hard to say yes or no" ; "some may achieve and some not" ; " do the best as far as possible" ; "question the services" ; "problems aroused if confine in the centre" ; "generally working out well in a flow for whole education" and "congruent to classroom promotion and little achievement done by students". Following is the detail results in Figure 4.7.

Figure 4.7 Teachers' Perception on Congruency
between Objective of the Curriculum
and the Association's Objective

In your view, to what extent has the curriculum achieved its stated goal that is congruent with the association's objective?

i) "I do not know"

-I do not know in general but I do believe that no matter what we have to make the children independent. Volunteers' responsibilities are help to teach the children how to become independent and not doing things for them.

ii) "Hard to say yes or no"

-It depends on the children. If they are severely disabled then they are not able to follow all those goal and objective. There are about five to 10% of the children do not benefit at all from the programme or very little achievement gained. Still they come just to let parents have their own free time. This is referred to school section. In the past, there were about 20 students sent to normal school and many reached at least Form three, with some to Form five. Now, since young, if children are capable, they will be sent off from kindergarten. So, we do not have many such cases as integration to normal school now. Even yes, two or three wheel chair bound were sent back due to lack of accessibility in normal school and lack of cooperation from regular teachers, headmaster / principal. In general, for

educable, they benefit, majority of them. I'm sure for those who come here are much better than those who stay at home with no treatment, no education at all.

iii) "Some may achieve and some not"

-It is hard to say whether it is congruent or not, it is so individual for each person. Some have, some have not. Generally, the school setting provide me the thought that they improve up to certain age after that they tend to decline because of inability of parents and teachers to continue giving attention and physically help them throughout the long period. For those who are educable and well-performed in school section, they eventually move out to work. It is age limit progress.

-There are some students go for open employment. I'm not too sure, may be about 30 of them are employed outside. It shows that they have achieved independent living. We teachers hardly have enough time to teach the students in the class about independent living. We ask parents to carry out.

iv) "Do the best as far as possible"

-Students are going as far as they can, that is the goal expected. Now not as many as before because for the past few years, we have not been able to send students to normal school. A few got an open employment, many times they come back. The reasons could be students' attitude toward open employment and the cancellation of extra two years grace make the disabled children have to be at par with the normal children which is too much for them.

v) "Question the services"

-Services may not as intensive as they should be as I look at the small children, I think about when they grow up, what are they going to be like? What are their career paths? It is not an intensive given goal why you are doing this. I look at the individual children, some of them who are mobile in learning, they do things more than those who are not. The rest usually end up in vocational class doing tearing paper, folding paper, arts and crafts and some work for other company. May be what we need is career counseling and discussion with parents to find out what they want their child to be.

-We teachers and management are doing our work at this level respectively. How much do they know what we (teachers) are doing and how much do they (management) achieve is still questionable. They have goal and objective and we teachers are trying to work towards that. But, management people have shown good signs to have open learning although they are not from special education professions. I think we have improved ourselves in the sense that we are not looking at it as a school which has academic and non-academic section but look at the children in more specialized area towards vocational life with some may have a job and others who are not able, at least, have leisure or recreation / socialization. We have worked towards this stage and we hope to get better improvement.

vi) "Problems aroused if confine in the centre"

-In the classroom, most of the students are quite independent in terms of make choices, listen to the teachers' instruction, ask questions except the severe one. They are familiar with the surroundings in the centre and know places to go. Centre has provided opportunity for students who are capable to become somebody like athletes, go to work, get married with a family. I do not know how many of them but I know there are a few. But, because they are too confined in the centre's setting, when they go out, to take a public transport, they cannot do it. It is also partly due to the lacking of accessibility in a public transport or environment. It is very hard for children to be independent on their own.

-In the classroom, they are doing well but when they go to work, they have difficulties due to a different environment and the understanding of the employer. It is hard to tell whether they achieve or not. Some have good understanding. So far, 10 from the class have gone out to work, for a living and got married and have kids.

vii) "Generally working out well in a flow for whole education"

-I think more or less we worked it out well, the only thing can improve is the implementation part. We get children as young as possible, giving them enough support so that they become more aware of the needs are and then they can be rehabilitated, be educated as early as possible. We get

parents to be partners and we give them the education up to vocational and assist them an open employment. I think in itself works well. Only thing we have to check on again as we go along the flow, continuation from preschool to vocational, to make sure the vocational section is upgraded. Not forgetting the success of reaching the congruency also lies on students themselves and parents' responsibilities. There should have communication between the centre and regular school when children are send for integration which is not really carried out here.

viii) "Congruent in terms of classroom promotion and little achievement done by students"

-Yes, particularly in the classroom, those satisfied, they get promoted otherwise, it shows that teacher did not see any progress in them. Children with severe disabilities, little achievement they obtained is considered achieving the goal. Most of the time, they need assistance. Lately, I do not get much improvement, instead, two of the students are deteriorating. So, I cannot expect much from them. At home, they lie on bed, here at least, they are occupied with some games and activities.

Comparing the teachers' perception to members of the management board, the board members have different thoughts and views towards the same questions. They responded by giving various aspects of congruency such as "further studies to higher level" ; "having more trained teacher" and " tailor made to different categories of disabilities". Figure 4.8 indicate the results.

Figure 4.8 Perception of Board Members
on Congruency between Objective
of the Curriculum and the
Association's Objective

Having a goal or objective in educating children with disabilities is very important. In your view, to what extent has the curriculum in the centre achieved its stated goal that is congruent with the association's objective?

i) "Further studies to higher level"

-It is congruent up to a certain degree in terms of having one or two children further studies until the level of SPM. The curriculum suits the students (more to mental capability).

ii) "Having more trained teachers"

-It is congruent in terms of having ongoing teachers' training as they believe to produce progressive student or good student is to have trained teachers who know how to teach the cerebral palsy children.

iii) "Tailor made to different categories of disabilities"

-It is congruent in terms of tailor made to different categories of disabilities, to make sure that they can go the furthest with their disabilities based on their talent and disability. It is not to produce educated children but to produce children who can look after themselves, rehabilitation takes priority over learning. Academic wise, nobody has gone up to university level as integration to normal school has been very difficult because of their disabilities. As for integration in the community, there is one spastic member, his spasticity is only limited to movement, has become a teacher specially run the

computer training.

-It is tailor made to educable and non-educable and educate them as far as they can from young to vocational and open employment. We had some success in certain children who were integrated into normal school, only a few. In our history, only one or two boys went on to secondary level, of course, they did not do well. As for open employment, they do get jobs, their rate of sustaining on particular job is low because of job demands, pressure, lack of interpersonal relationships with other staff. With this, parents' involvement are crucial to help their children to overcome the environmental factors that deteriorate them. Severely handicapped may not achieve what we want them to achieve but our curriculum is like that for them, if they can do, up to their abilities that fit them into, then we are happy, then it is successful curriculum.

4.4 Teachers' Perception on Weaknesses and Strengths of the Curriculum

From teachers' perception, the main weakness of the curriculum is "how to go about and implement the curriculum". Problems of not enough staff, cooperation between parents, teachers and student, age limit, student teacher ratio, facilities should be improved and limited classes are some factors that hinder the process of implementing the curriculum. Other weaknesses are such as "the curriculum does not keep with the present development of the cerebral palsied children" ; "it is time to revise it" and "curriculum basically does not cater to profound disabled young adults". Weaknesses are indicated in Figure 4.9.

Figure 4.9 Teachers' Perception on Weaknesses of the Curriculum

Please share with us your view of what are the weaknesses and strengths of the curriculum implemented in the centre (for this Table 4.9, weaknesses are indicated) ?

i) "How to go about implement the curriculum"

- We have ideas how should go on but when come to real implementation, it does not work for all children. Thus, we have to make IEP.

-When you take that and put it to a student, that is when the problem comes because you have to rearrange the curriculum to suit that student and doing that can actually either make the student better or worse. We have been taught to use IEP.

-How to go about it. It may cater the needs of children, but sometimes, you think it is not going to benefit for some topics, leave them behind. When students are good enough, then, slowly come back to the topics. A lot depends on own modification, expression for the best of the students, not to dump

in with everything.

-How you want to implement it so that is going to up to the teacher. I'm not sure the specific subject is appropriate or not. It might be. No one tells me like may be this might not be the right way because parents came to me and said that my child does not need to learn all this. In terms of implementation, I think may be the centre is not very good at giving out explanation to staff here on what the curriculum is. There should be a continuation process. There was not none when I came. Teachers will teach whatever she feels are the needs of students. Passing down the students' knowledge is not appropriately done. Often, students' capabilities would be overlooked. It almost seems like every time is the beginning, is a waste of time.

-In terms of carrying out, there is so much struggle in the class. There is not enough staff. The staff is not healthy, thus cannot help much. Volunteers are not enough. the classroom setting does not cater to the needs of the children. The cupboards are built so high. It is not my plan. It is good that students can still make use of the lower ones. The toilet facilities are not built according to the children's needs.

-For academic classes, to follow the academic curriculum, is quite difficult for most cases because they have to follow what normal children are doing. Although mentally they are alert, the physical disability will hinder them, make them slow to do things.

-In the curriculum, everything is there, getting it done is the general hindrance. There is age limit, as some children only respond at certain age, but they have to be sent off and nothing can be done. Student teacher ratio is another problem, many students to only one teacher. Facilities should improved with better chairs and tables, toys are old and children get fed up and bored with the same old toys. Some parents are not cooperative enough, thus we cannot help much. Limited classes where children stay in the class for three, four years without wanting to find out the reasons, whether the problem lies on the particular children or on teacher. The blame should go with teacher.

-Lack of full cooperation between parents, teachers and students. It also depends on how early parents send their child over, if send early, their child will be more advantageous and a continuous follow up can be done. Teacher's "never mind" attitude can cause the students not to be aware of the importance of being punctual. This can affect their work in the future.

-Lack of cooperation from parents. Children come late at nine instead of eight. There are still drowsy. only start work after break time, 11:30, they feel sleepy. They only come for limited days. How much can I do. They should come everyday, so that the child can pick up easily and get promoted. Children's attendance is poor. Parents tend to make comparison among children which is not appropriate. There is problem in writing report book. Some questions where children really cannot do, I just ignore. After being modified here and there, try to reset a new report book.

ii) "The curriculum does not keep with the present development of the cerebral palsied children"

-The curriculum is a bit outdated, we need to relook at it. It is different from normal schools' curriculum. We have so many areas to cover through trial and errors. We lack expertise thus, how well we follow our curriculum and how well we have achieved are still questionable.

iii) "It is time to revise it"

-If we feel there is a weakness, we can always improve it, it is up to us. That is why I said it is time to revise the curriculum after most of the teachers are trained and have experience and improve on it. Some teachers are not trained but with years of experience, their attitudes are basically alright. In any set up, you will have some highly motivated people, some not. We have more of better ones.

iv) "Curriculum basically does not cater to profound disabled young adults"

-Curriculum for profound disabled young adult is not written in the school curriculum specifically. problem with behaviour management because they are older children, already have their own habits, thus, its hard to make changes. We need more volunteers.

According to teachers' perception, the main strength of the curriculum is "as a guide for teachers" and other views are "the curriculum is a good set up" ; "the curriculum is quite thorough"; "flexible in following the curriculum" and "we work in a team and there is development for the holistic education of the cerebral palsied children". Results are shown in Figure 4.10.

Figure 4.10 Teachers' Perception on Strengths of the Curriculum

Please share with us your view of what are the weaknesses and strengths of the curriculum implemented in the centre (for this Table 4.10, strengths are indicated) ?

i) "As a guide for teachers"

-We have a guide. At least for teachers who have no idea of teaching here, no training, the curriculum is there. They are able to do teaching, skills needed to cope with. If not, like me, I would have been lost because I never taught special children before.

-The curriculum is there as a guideline. We can do our teaching based on this curriculum. When new teachers come in, we can do training based on the curriculum as well.

-The curriculum still exists so teachers can just go and have a look at it as a basic guideline.

-We have something to work on. It is very simple to follow, we do not get lost along the way.

-The curriculum is a basic guideline.

ii) "The curriculum is a good set up"

-The curriculum itself is perfect, ideal actually.

-The curriculum is good. I do not see how it can be bettered. It has got a whole education for a child

-The objectives of the curriculum are good.

-The curriculum is a good set up, try to cater to the needs of different types of children.

iii) "The curriculum is quite thorough"

-It is quite thorough for every section. We have a different set of curriculum.

-It is quite a thorough programme from EIP to vocational. Management provide services like free transport, low fee, free food for students, let them be the best they can, encourage them to come to school and learn rather than stay at home, make use of the donation.

iv) "Flexible in following the curriculum"

-It is good that we are not forced to follow strictly the curriculum. We can go slowly at our own speed. I find it is alright as long as we are not forced to do or complete the whole set of work.

v) "We work in a team and there is development"

-We work in a team, there is development for the holistic education of the cerebral palsied children.

As for the members of the management board, two of them indicated that they do not know much about the weaknesses and strengths of the curriculum because they are just involved in administrative work. The other two mentioned that weaknesses of the curriculum are “not enough professional staff” and “staff should be more involved in activities”. Results are shown in Figure 4.11.

Figure 4.11 Perception of Members of the Management Board on Weaknesses of the Curriculum

Could you please share with us your view on weaknesses and strengths of the curriculum implemented in the centre (weaknesses are indicated in Table 4.11) ?

i) “Not enough professional staff”

-This is a permanent problem as posts are limited to one for each therapy. For example, when a therapist decided to go, there is a time lag. We have not enough trained staff to take over and to get a properly trained staff immediately is also not easy.

ii) “Staff should be more involved in activities”

- Staff should be more involved in activities like seminar for public interest in terms of planning, participating in promoting the public awareness or interest.

According to board members’ views, strengths of the curriculum are “there is a flow” and “having a proper communication channel” in Figure 4.12.

Figure 4.12 Perception of Members of the Management Board on Strengths of the Curriculum

Could you please share with us your view on weaknesses and strengths of the curriculum implemented in the centre (strengths are indicated in Table 4.11) ?

“There is a flow”

- There is long continuity, long experience, motivated staff and dedicated volunteers.

“Having a proper hierarchy of implementation”

-We have a responsible leader who can run the school and solve small things. Any major requirement out of their monthly meeting, now the leader can bring to me to discuss, as well as with the head teacher and bring the matter to the board management. We are quite happy enough there is a curriculum for everybody to follow. Our leader is responsible to tell us how much has been done. there is a proper communication channel now.

4.5 Teachers' Views on Suggestion of How to Maximise the Development of the Curriculum

Teachers have provided some suggestions to maximise the development of the curriculum such as “revise the curriculum” ; “use curriculum and IEP together” ; “upgrade resources” ; “flexible in teaching when students are sick, absent or repeat another year” ; “ a matter of go along with changes” ; “have formal meeting among teachers” ; “fill in gaps in the flow” ; “create mentorship” ; “readiness” ; “strengthen the academic curriculum” ; “have cooperation from parents” ; “strengthen the screening process” ; “strengthen the implementation of the curriculum” ; “have more listening from management people” ; “have more attractive incentive for teachers” ; “ have all members sit down and talk” and “make full use of the curriculum”. Results indicated in Figure 4.13.

Figure 4.13 Teachers' Perception on How to Maximise the Development of the Curriculum

Based on your perception, what are the possible suggestions or solutions to maximize the development of curriculum in the centre?

i) “Revise the curriculum”

-Revise the curriculum once in a five years time to upgrade or maintain whatever necessary as children's standards and level of intelligence differ from years. It will take a long time to do revision, thus more volunteers are needed.

ii) “Use curriculum and IEP together”

- Using curriculum as a guideline and draw IEP for each one and working side by side, without one we are losing sight of what the students academic needs are and so on.

iii) “Upgrade resources”

-Upgrade resources through comparison with other country to see what we do not have ; by reading books, materials, CD and exchange experience as well as ideas from other teachers or administrators just to get ideas and be more creative, who knows they might be something that could work for our students.

iv) “Flexible in teaching when students are sick, absent or repeat another year”

-Curriculum cannot play a role for everybody as each student is so different. Be flexible and give leeway when students are sick, absent or repeat another year. I will wait for them if the students are

smarter, then I just go on and sometimes just go back to teach when necessary. If they cannot catch up, then do together with others. If the student is required to repeat another year, use different books, materials or activities to avoid boredom.

v) "A matter of go along with changes"

-It is a matter of, as you go along you should be able to find changes needed to be made. Generally, what we do is actually probe the Ministry of Education to revise curriculum so in the future if anything else that is added on then we have to find ways of putting it in with words. Or as you go along, you will find the need for something more, it may not be in the curriculum but I think it interests the student, then just do that as extra. I do not think so it is being done here, but when we get together, suppose there will be. Like sex education, there is not much help from talks and seminars. I felt lost on how to deal with these people, as time goes by, it is not too bad now.

vi) "Have formal meeting among teachers"

-Everyone including parents and teachers should sit down and talk about things related to students' affair with only a short record on it. This will help to implement the curriculum well and see let say teacher does not understand why a particular child is reacting this way, other teachers may listen to it, try to solve the problem with practical suggestions, not solely depending on books. Present meeting is more to running of the centre, training development, volunteers or any parties going on. May be we are NGO, we are based on donation.

vii) "Fill in gaps in the flow"

-We all have to sit together, look at the flow and to fill in the gaps because in our curriculum, we have different curriculum for various sections. We need to fill up in between so that there is a real flow in carrying out the activities in order to meet the objectives. With the many years of experience, the situation we are in and to foresee the needs of the student to meet certain needs later on by knowing where these students fall into, then we can work on it.

viii) "Create mentorship"

-I feel the needs for experienced teacher to teach new teacher like me. They should be given a chance to guide us, new teachers who do not know much about disabilities. Sad to say heads of every department and principal have their own tasks and responsibilities, are so busy until it is very hard to get to see them. After many times, you feel discouraged and do not want to see them.

ix) "Readiness"

-We have had to make sure that all resources are there for the teachers. If all those are met, I think we have no problem. All we have to do is get on with what we are doing then only we can improve. Again, it all depends on the teachers themselves and their attitudes, understanding of the children or the group they are looking at. It is a matter of re-assess and going through it as a whole group which is necessary. At the moment, without conditions, teachers are doing quite well because they are using their creativity, love and understanding for the children to get them to be more alert and vocal experience in a lot of things. Try to get them every time just one step further. Otherwise you would not see what you are seeing now in the centre.

x) "Strengthen the academic curriculum"

-Take in only children who can do academic work and put them into academic classes. Others who are trainable, put them into classes where we have more relax atmosphere to study and go at their own speed so that they are not in a hurry to finish. The present academic class concentrate too much on studies and tend to miss out like self-help skills. They do only once a week with therapists which is not enough. Pressure is there to change and complete as much as possible and get them promoted to the next level. With this, some parents, they push their child harder, they listen and work harder. For lazy ones, they do not follow and thus, do not benefit at all.

xi) "Have cooperation from parents"

-Parents may be ambitious of their children. They should be reminded to teach them at home, help and allow them to do their own work and only correct them whenever necessary instead of doing for them.

xii) "Strengthen the screening process"

-To see clearly the abilities and disabilities of individual child and place them appropriately in classroom suitable for them. Otherwise, it will be like giving the parents "false hope". They think that their children can go up but then the children are actually not up to the standard.

xiii) "Strengthen the implementation of the curriculum"

-There should be no age limit for stimulation classroom if there is potential for development. Increase the manpower and have a change of teachers' attitudes. Parents should be more understanding in terms of once they know their child is special, the parents should go for specialists or whatever help available as the earlier the child goes, the better chances of rehabilitation. Parents should treat their child as a normal child, be reasonable with the child. If he / she has done wrong, discipline them. There should be understanding between teachers and parents. Teachers doing in the class and parents should continue doing at home. The classroom should be as conducive as the occupational therapy's room and should have more understanding in a teamwork and further improve the facilities too.

xiv) "Have more listening from management people"

- The management people should be more listening to us, understand the difficulties, what teachers are doing through our staff meetings.

xv) "Have more attractive incentive for teachers"

-Incentive should be more attractive. At least there should be a fund like work for certain years, should be getting something not necessarily a lot, but there should be acknowledgement by government. With this low pay, male teacher will not be able to support family, so mostly are female teachers.

xvi) "Have all members sit down talk"

- All I want, all members such as therapists, teachers, parents and students sit together and set programme for them if you really want to see the progress of a child. Without sitting down and discussing together, we cannot see progress even if the curriculum is set.

xvii) "Make full use of the curriculum"

-Make full use of the curriculum and make changes wherever relevant as ideal and practical is different. Presently, we are reviewing the preschool curriculum which is appropriate and easy to pass on to new teacher. Another thing is to upgrade myself.

When compared to teachers' perception on how to maximise the development of the curriculum, members of the management board have different interpretations on similar area for effective curriculum implementation. The management's views are "implement a curriculum that suits the children's needs" ; "have more fund" and "objectives must be met". Results are analysed in Figure 4.14.

Figure 4.14 Perception of Members of
Management Board on Effective
Curriculum Implementation

What is your thought of effective curriculum implementation?

i) "Implement a curriculum that suits the children's needs"

-Implement a curriculum that suits the children's needs. For at least, the centre is not applying exactly the normal school curriculum which may not suitable. Teachers go for training and the education is facilitated with therapists and different sections.

ii) "Have more fund"

-Have more fund so that more facilities can be equipped.

iii) "Objectives must be met"

-Objectives must be met, set right priorities, having staff approach the work with enthusiasm. I believed the centre has done that by letting children to become useful as far as they can.

-Achieve what we have set out to achieve. Tailor made to the needs of children. Those who are educable, curriculum can gear them towards integrating and fit in community and become a useful member of society and get a job. Non-educable ones, rehabilitate them so that those who can perform task of daily living, they do that, so that they would not become burden to their parents although not useful as contributing member of the society.

4.6 Teachers' Perception of the Curriculum Implemented in the Centre

Teachers have provided their views on 84 items in eight topic areas of the curriculum implemented in the centre :

- in helping children learning skill
- in enhancing parents coping skills
- teamwork coordination
- use of task analysis and Individualized Education Plan (IEP) in teaching and learning process
- monitoring mechanisms
- facilities in the centre
- issues of transition
- teachers' training

Teachers' additional comments for every topic area will be placed immediately after results of average score for each topic area is indicated. The average score will range between one to four (1-agree ; 2-tend to agree ; 3-tend to disagree ; 4-disagree). The lower the average score, means the higher is the respondents' intensity to agree with the item. In contrast, the higher the average score means the higher is the respondents' intensity to disagree with the item.

4.6.1 Teachers' Perception of Children Learning Skills, in the Centre

Out of 14 items in this topic area, teachers tend to agree with 12 items (average score ranged from 1.7 to 2.1), agree with one item (average score 1.4) and tend to disagree with the other one (average score 2.7)

Most of the teachers (eight) agree those "teaching methods / approaches have facilitated children's learning". Three teachers tend to agree and one tends to disagree with this item respectively. The average score 1.4, shows the intensity to agree with the item. However, the average score of 2.7 indicated that teachers have the intensity to disagree that "students who have been instructed with this curriculum are more likely to integrate in regular schools". Following is the results of this topic area in Table 4.1.

Table 4.1 Teachers' Perception of Children Learning Skills, in the Centre

No.	Outcome of Students' Learning Skills													Ave. Score
1.	When taught with the curriculum, students have developed better in the following learning skills													
	-fine motor skill	1	1	3	2	2	2	2	2	1	2	1	1	1.7
	-gross motor skill	1	1	2	2	2	2	2	2	1	1	1	1	1.5
	-communication skill	1	2	1	2	2	4	1	2	1	2	1	1	1.7
	-self-help skill	1	2	1	2	3	3	1	2	4	1	1	1	1.8
	-social / emotional skill	1	2	1	2	2	4	1	2	1	2	1	1	1.7
	-cognitive skill	1	2	2	2	2	4	1	2	3	2	1	1	1.9
	-vocational skill	1	2	2	2	3	3	2	2	3	1	2	2	2.1
2.	Teaching methods / approaches have facilitated children's learning.	1	1	1	1	2	3	1	2	1	2	1	1	1.4
3.	The curriculum has helped students to make generalization learning in daily life.	2	2	2	2	2	2	3	1	1	1	2	1	1.8
4.	Students enjoy the content instruction	2	1	1	2	2	3	2	1	2	1	2	1	1.7
5.	The curriculum is adapted for those students with severe and profound disabilities	1	2	3	2	3	4	1	1	2	2	2	1	2.0
6.	Students that have been instructed with this curriculum are more likely to integrate in regular schools	2	4	3	3	4	2	2	2	2	3	4	1	2.7
7.	Students who are taught this curriculum are better prepared for achieving their own highest degree of independence after leaving school.	2	1	1	2	3	2	3	2	2	1	2	2	1.9
8.	Students' learning skills are not limited when taught with this curriculum.	2	3	2	2	2	3	2	2	2	1	2	1	2.0
9.	Timetable of every learning skill per week is adequate for students	2	1	3	3	3	2	1	2	2	1	4	1	2.1

From the results, teachers have made additional comments in Figure 4.15. On the whole, teachers viewed that curriculum can guide them in planning how to teach the children. But, how far the teaching is effectively done, will very much depend on the children's abilities, environmental factors and the school's policy.

Figure 4.15 Teachers' Perception of Children
Learning Skills, in the Centre

- i) Curriculum is necessary as a guideline for teaching. Whether the students enjoy the instruction or not is depended on the child's ability to perceive and the teacher's ability to reach out during their teaching.
If they are good enough to be integrated we would have identified and send them already but if they show development, the staff will assist them to enable them to go to a regular school.
- ii) Students are able to understand.
- iii) Could be more relevant to the more severe ones.
- iv) Some students are involved in extra curricular activities as well as therapy session, thus, time allocated for class activities or learning skills is inadequate.
- v) When taught with the curriculum, some students have developed better in the learning skills while some are struggling to keep up.
Academic classes are not adapted for those students with severe and profound disabilities. They need one to one attention the whole day.
Students who are capable and able to do regular school work are usually sent to such school from the start.
There can never be adequate time for every learning skill as some students are very slow and they have to complete work at home.
- vi) Depending on which class the teacher is teaching, the learning skills goals are different. So in my class, the academic skills have been mastered to a certain extent and if after two years, the students still cannot master the essential, they are transferred to pre-vocational.
- vii) No comment.
- viii) Children learn better with some adaptation if certain skills are not well planned.
- ix) Students really response and enjoy learning to simple way of teaching. They response well with all the skill mentioned in No. 1.
- x) Teaching skills and methods has helped students to generalize in their daily life. Some students who have attended this centre from early age are better prepared or independent after leaving the school.
- xi) There are limitation to what I want to do because of the manpower and too many children in my class.
- xii) Curriculum helps to improve the skills. Teaching will be more effective with songs, storytelling and learning through play.

4.6.2 Teachers' Perception of Parents Coping Skills

Results show that all teachers perceived an intensity to tend to agree with all 11 items for parents' coping skills. The average score ranged from the lowest, 1.8 to the highest, 2.3. Table 4.2 indicates the results.

Table 4.2 Teachers' Perception of
Parents Coping Skills

No.	Parents' Coping Skills													Ave. Score
1.	With the curriculum implementation, parents are able to look after their child.	2	2	2	2	3	2	2	2	1	1	1	1	1.8
2.	Parents are able to teach their child at home	2	2	2	2	2	2	2	2	2	2	2	1	1.9
3.	Parents' knowledge and skills of looking after their child are more adequate.	2	2	2	3	3	2	2	2	2	2	2	2	2.2
4.	Parents are more active and supportive for children's learning in school and classroom activities.	2	2	2	2	2	3	2	2	2	2	2	1	2.0
5.	Parents have more conversation and interaction with teachers constantly regarding children's learning progress.	2	2	1	2	2	3	2	2	2	1	2	1	1.8
6.	Parents are more sensitive and care about their child's needs.	2	2	1	2	2	3	2	2	3	1	2	1	1.9
7.	Parents are satisfied with services and education provided by the centre.	2	2	3	2	2	3	2	2	2	2	4	2	2.3
8.	Parents have opportunities or channels to voice their problems, doubts and ideas about their child's learning condition and efficacy of curriculum.	2	2	2	2	2	2	1	2	2	1	2	1	1.8
9.	Parents are able to overcome stress of taking care their special child.	2	2	2	2	3	2	3	2	1	2	4	1	2.2
10.	Parents Support Group in the centre is helpful to parents' coping skills.	2	2	2	2	3	3	2	2	2	1	2	1	2.0
11.	Parents have good participation / attendance during Parents Support Group meetings.	2	2	3	2	3	2	1	2	1	2	4	1	2.1

Although there is an intensity to tend to agree with all items, teachers have their own comment to make. The result seems to show uncertainties from teachers towards parents' coping skills in several aspects such as how well parents coping skills at home; how do they overcome their stress ; only interested parents will do follow up and Parents Support Group should have counseling facilities. These additional comments are shown in Figure 4.16

Figure 4.16 Teachers' Perception of
Parents Coping Skills

- | | |
|------|--|
| i) | Parents who are given early exposure to the care of the children and who had met up with the parent support group are coping as best as they can. |
| ii) | Unable to comment. |
| iii) | It would help if parents have a counselor to talk to. |
| iv) | Curriculum does not have parents to learn skills to cope with their child. It depends very much on individuals. |
| v) | Again some parents are very supportive and concerned about their children's needs and progress. In families where both parents are working full time or are uneducated in Bahasa Malaysia, their children's work is neglected. When pushed hard to do the homework, the older usually end up doing or even younger siblings usually end up doing (write) all the homework for the special child. On the other hand, there are a few overanxious parents who help their children too much by "doing" homework for them daily. |
| vi) | It is really difficult for us to say how parents are coping at home. Yes we relief them for half the day, but given the pressure and home life, other kids, the questions asked are rather general and to say the curriculum helps parents cope with the child is over-generalizing. It helps but to what extent, you have to survey the parents. Besides this, it depends on individual parents to have conversation or interaction with teachers regarding their child's learning progress. |
| vii) | Knowing the curriculum is one thing. It does not mean parents know how to apply the curriculum all the time. Teaching your own child is more difficult, we all know. Therefore, I am not sure if they can overcome stress of taking care of their special child. |
| ix) | I think some are able to do well "if" they accept their children as what they are! Some really caring parents are willing to learn and carry out the programme from school to home. Sometimes, they have good ideas towards the learning skills. But, still, I am not sure whether parents are able to overcome stress of taking care of their child. I do not know whether parents have good participation during the Parents Support Group meetings. |
| x) | Only some parents are really involved or interested to see their child's achievement. These are the parents who really do follow up in their homes. This can be solved by meeting the parents and children, asking for their opinions or ideas, finding out what they want us to teach. |
| xi) | Parents Support Group should have counseling facilities. |
| xii) | Parents should work with teacher to improve the skills. Parents should attend meetings / seminars / workshops to overcome stress of taking care of their special child. |

4.6.3 Teachers' Perception of Teamwork Coordination (among teachers, teachers and therapists, teachers and other staff members)

There are 11 items in this topic area. Teachers tend to agree with all the items.

The average score is between 1.5 to 2.1. Results are shown in Table 4.3.

Table 4.3 Teachers' Perception of Teamwork Coordination
(among teachers, teachers and therapists, teachers
and other staff members)

No.	Teamwork Coordination													Ave. Score
1.	I believe that a team is a unified group of people who join in a cooperative problem-solving process to reach a shared goal.	1	1	1	1	1	4	1	1	4	1	1	2	1.6
2.	I have found out the team's performance has been satisfactory because :													
	- goals are clear	1	1	1	2	2	3	1	1	2	1	2	1	1.5
	- members are fully prepared	1	1	2	2	2	3	2	1	2	1	2	1	1.7
	- leadership is good	2	1	3	2	2	3	2	1	2	1	4	1	2.0
	- having strong commitment to task	2	1	2	2	2	3	2	1	2	1	2	1	1.8
3.	Participation and leadership are distributed among all members.	2	1	2	2	3	3	1	1	3	2	2	1	1.9
4.	Ability and information determine influence and power.	2	1	2	2	2	3	1	1	3	2	2	2	1.9
5.	Communication about ideas is two-way ; feelings are taken care of .	2	1	2	2	3	2	2	1	1	1	4	1	1.8
6.	Decision-making steps are matched with situation ; consensus is sought for important decisions	2	1	2	2	3	3	2	1	1	1	2	1	1.8
7.	Conflict is brought out and resolved.	2	1	3	2	3	2	2	1	4	1	3	1	2.1
8.	Evaluation and feedback of the curriculum are carried out periodically to check on the efficacy (effectiveness).	2	1	3	3	3	2	1	1	3	1	2	1	1.9

In general, teachers gave positive comments on teamwork coordination. They are satisfied with teamwork coordination but with some reservations. Members of the team should have frequent formal discussions and more committed to their work. Two did not give any comments. Please refer to Figure 4.17.

**Figure 4.17 Teachers' Perception of Teamwork Coordination
(among teachers, teachers and therapists, teachers
and other staff members)**

- | | |
|-------|---|
| i) | Generally very good except for the occasional situations and personalities. |
| ii) | Well coordination. |
| iii) | Could be upgraded with more discussion on each individual child periodically. |
| iv) | No comment. |
| v) | Some decision-making steps are decided by the head teacher, heads of departments and the therapists. For example, promotion or demotion of children at the end of the year. Teachers do suggest but the final approval comes from above team. Teamwork coordination in the centre is fairly good. |
| vi) | There is teamwork among teachers and therapists. But when there are problems, the heads of departments always take a defensive stand as if they are being attacked when it is the system we want to change. |
| vii) | No comment. |
| viii) | Here, we are well-coordinated as a team. |
| ix) | Sometimes the teamwork coordination is good. But, there are too many students in the class, we have just enough time to spend in the class rather than talk about each child's problem. There are teamwork events such as sports, joggathon / walkathon in every year, concerts and once a month staff meeting. |
| x) | I am happy with our centre teamwork among teachers, assistant, and therapists. |
| xi) | Teamwork is lacking. Basically, I see that some of the staffs will not extend an extra hand or work over time. Some staff or teachers will be allocated a duty, will just do that duty and will not help even if when asked to help out. |
| xii) | Teamwork coordination is good. In teams we can solve more problems and come up with more ideas. |

4.6.4 Teachers' Perception of Using Task Analysis and IEP in Teaching and Learning

For this area, there are 12 items. Teachers showed the intensity of tending to agree with nine of them. The average score is in between 1.7 to 2.2. There are two items which showed the average score of 1.5. For each of these two items seven

teachers agree that they “have good understanding of what is the meaning and application of task analysis” and “believe that IEP is a good reference of children’s condition and progress”. Four tend to agree and one tends to disagree.

Interestingly, there are two teachers who agree that “using only task analysis is enough.....” whereas only two other disagree with this item. Another four teachers tend to agree and four more tend to disagree. The average score is thus, 2.5, with half of them show the intensity to agree and tend to agree, the other half shows the intensity to disagree and tend to disagree. Please refer to Table 4.4.

Table 4.4 Teachers' Perception of Using
Task Analysis and IEP in
Teaching and Learning

No.	Use of Task Analysis and IEP													Ave. Score
1.	I have good understanding of what is the meaning and application of task analysis.	2	2	1	2	1	3	1	1	1	1	2	1	1.5
2.	Task analysis is the most suitable teaching method for cerebral palsy children.	2	2	1	2	2	4	1	1	1	1	2	1	1.7
3.	By using task analysis, students are able to master a skill.	2	2	2	2	2	4	1	1	1	1	2	1	1.8
4.	I believe that using only task analysis is enough, a combination of other teaching methods is not important to make teaching and learning successful.	4	2	2	3	3	2	1	3	3	4	1	2	2.5
5.	By using task analysis, objectives in IEP can be achieved effectively.	2	2	1	2	3	4	1	2	2	1	2	1	1.9
6.	I have good understanding of what is the meaning and application of IEP	2	2	1	2	2	3	1	2	1	1	2	1	1.7
7.	I have been using IEP as a systematic record for cerebral palsy students' progress of learning.	2	2	1	3	4	2	1	2	2	1	1	1	1.8
8.	I believe that IEP is a good reference of children's condition and progress.	2	2	1	2	2	3	1	1	1	1	1	1	1.5
9.	Existence of IEP has decreased teachers' workload.	2	2	1	2	3	1	1	3	1	2	2	3	1.9
10.	With IEP, still, students' need can be fulfilled.	2	2	2	2	3	3	1	2	1	1	2	1	1.8
11.	Planning IEP is not time consuming and often able to achieve what should be achieved.	2	2	1	3	3	2	1	2	2	2	1	2	1.9
12.	The use of IEP is always able to achieve what should be achieved.	2	2	2	3	3	3	1	2	4	2	2	1	2.2

Based on the results above and the following teachers' comments, not all teachers are using task analysis and IEP as required in the curriculum. However, this does not mean that they cannot teach effectively. They have their own way of teaching the cerebral palsied children. Following is the comment in Figure 4.18.

Figure 4.18 Teachers' Perception of Using
Task Analysis and IEP in
Teaching and Learning

- | | |
|-------|---|
| i) | Anything planned is always better than non-planned. Especially of it assist in the knowledge and understanding of where (at what level) the child is at and where we are taking him / her. |
| ii) | No comment. |
| iii) | Should be reinforced in the school for all classes. |
| iv) | The above are not fully implemented as it should be. Reason: 1) not all staff are trained to do it ; 2) its implementation is not taken as in Public Law 94 – 142 in the USA. |
| v) | Task analysis is one of the suitable teaching methods for cerebral palsied children who are not severely physically handicapped. A quadriplegia with four limbs badly affected cannot perform any task at all. |
| vi) | Breaking down each goal is time consuming. What I do is for goals that seems difficult, for example, multiplication, then I put it down on paper and test and reward accordingly and this usually works. But it is time consuming to use this method for each child all the time. |
| vii) | I agree with the above, but I have not used task analysis and IEP the levels that I have taught. IEP in my class is as good as assessment exams done periodically. |
| viii) | It needs a lot of adjustments for individual students which takes a lot of time. |
| ix) | It is good and great for teaching and the students learning. |
| x) | By using task analysis, we are able to know the students level and in planning IEP, we are able to see students individual needs, so in my opinion, it is useful and very good teaching methods, for students who have this learning problems. |
| xi) | Task analysis would be made much easier if parents cooperate by supplying correct details. |
| xii) | By using task analysis, objectives in IEP can be achieved more effectively. Special goals can be achieved with systematic recording and able to achieve what should be achieved according to the need of the child. |

4.6.5 Teachers' Perception of Monitoring Mechanisms

Based on teachers' perception, they have the intensity of tending to agree with only four items. The average score is ranged from 1.6 to 2.3. As for the item of "students' learning progress is monitored periodically", seven teachers agree with that, four tend to agree and one tends to disagree. The average score is 1.5. It shows the intensity to agree with the item. The other one, "criterion referenced tests are used rather than norm referenced tests", also has the average score of 1.5, but with equally half of the teachers agree and tend to agree respectively.

Half of the teachers (two-agree and four-tend to agree) show contradict perception with the other half of the teachers (four-tend to disagree and two-disagree) on "I am satisfied with the information and results provided by the assessment that is being used. Thus, the average score is 2.5. For the other item---"all teachers are involved in assessment of placement in initial stage to decide the most suitable classroom setting for the students", although the average score is 2.5 as well, but the intensity is more towards tending to disagree (three) and disagree (four) compared to agree (three) and tend to agree (two).

Teachers showed the intensity of tending to disagree with the "time spent to complete the classroom exam is often adequate for students" and the average score is 2.6. Please refer to Table 4.5.

Table 4.5 Teachers' Perception of
Monitoring Mechanisms

No.	Use of Monitoring Mechanisms													Ave. Score
1.	I have monitored the students' progress based on objectives and goals in IEP.	2	2	1	3	2	2	2	2	1	1	1	2	1.8
2.	Students' learning process is monitored periodically.	2	2	1	2	1	3	1	1	1	1	2	1	1.5
3.	Criterion referenced tests are used rather than norm referenced tests.	2	2	1	2	2	2	2	1	1	1	1	1	1.5
4.	I am satisfied with the information and results provided by the assessment that is being used.	1	3	2	3	3	2	2	3	2	1	4	4	2.5
5.	All teachers are involved in assessment of placement in initial stage to decide the most suitable classroom setting for the students.	3	2	4	3	4	2	4	1	3	1	4	1	2.5
6.	Language is not the problem of understanding the content assessment among students.	3	2	4	2	3	3	3	3	1	1	2	1	2.3
7.	Students are monitored in a quiet, non-destructive environment.	3	2	2	2	2	3	2	1	1	1	2	1	1.8
8.	Time spent to complete the classroom exam is often adequate for students.	2	3	2	2	2	3	1	3	3	4	3	3	2.6
9.	Content and communication use of assessment is modified for the availability of severe and profound students.	1	2	2	2	1	2	2	2	1	1	2	1	1.6

Teachers' comments of monitoring mechanisms showed that there is in need to upgrade and improve the system as well as showed great concern of teacher involvement in assessment and placement of students. Please refer to Figure 4.19.

**Figure 4.19 Teachers' Perception of
Monitoring Mechanisms**

i)	The monitoring mechanisms can be bettered.
ii)	It is not applicable to my level of student.
iii)	It should be implement periodically at the school by different teacher.
iv)	Allows a lot of flexibility.
v)	No comment.
vi)	I think in my class, there should be a more comprehensive monitoring system rather than the termly exams and monthly quiz.
vii)	No comment.
viii)	It is good if we have a checklist to monitor the students' progress.
ix)	For the placement of new student to particular class, the class teacher will be informed one or two days before only. After placement took place, new student is the class teacher's responsibilities even sometimes no proper chair and table for the new students, only a few people decide excluding the class teacher.
x)	I am satisfied with the information and results provided by the assessment that I have received from the former teacher for these particular students. It makes my job easy in planning programme for the classroom.
xi)	Manpower is limited
xii)	Involvement of class teacher is important during assessment.

4.6.6 Teachers' Perception of Facilities in the Centre

Six teachers showed the intensity to agree (one) and tend to agree (five) with "textbooks used in the centre are suitable for all students in academic section". The other six teacher have contrast views (five tend to disagree and one disagree). Hence, the average score is 2.5. For the rest of the items, teachers showed the intensity to tend to agree with them. The average score is from the lowest 2.0 to the highest of 2.4. Results are indicated in Table 4.6.

Table 4.6 Teachers' Perception of
Facilities in the Centre

No.	Satisfaction of Facilities Provided In The Centre													Ave. Score
1.	Textbooks used in the centre are suitable for all students in academic section.	2	2	3	3	3	2	3	2	3	4	2	1	2.5
2.	Teaching materials in classroom are adequate.	2	2	2	3	2	2	2	1	3	2	4	2	2.2
3.	Teachers do not have to spend own money to buy relevant teaching sources.	2	2	2	2	3	2	1	1	4	4	4	1	2.3
4.	Budget for implementation of curriculum is enough.	2	2	1	3	2	1	2	1	3	2	4	2	2.1
5.	Health care service (dentistry, medical checkup, therapeutic) in the centre is adequate.	2	2	2	2	2	3	2	1	3	1	4	2	2.2
6.	Knowledge of safety is within students' perceptions.	3	2	2	2	3	3	2	1	3	2	4	1	2.3
7.	Environment inside and outside of the classroom is accessible for different children's needs of mobility.	3	2	1	2	3	3	2	1	3	1	2	1	2.0
8.	The centre has provided nutritious meals for students with cerebral palsy.	2	2	1	2	2	3	2	1	3	1	3	2	2.0
9.	Administrators have been working hard to provide necessary facilities in the centre.	1	2	3	2	2	3	2	1	4	1	3	1	2.1
10.	There is a library for borrowing and returning books and toys for parents and children with cerebral palsy.	3	2	4	3	4	1	2	1	4	1	2	2	2.4

Most of the teachers have pointed out that there are facilities in the centre but need to be further upgraded. There are some contradictions between teachers' views if compared to availability of the facilities in the real situation. Following is teachers' comments on facilities in the centre in Figure 4.20.

Figure 4.20 Teachers' Perception of
Facilities in the Centre

- | | |
|-------|---|
| i) | Good |
| ii) | Well equipped |
| iii) | Definitely need to be upgraded according to the needs that the teachers feel would be suitable for all. |
| iv) | Facilities can be improved further not necessary to go for new technology / high technology, but basic and real to students. |
| v) | Teaching materials in classroom are usually made by teachers with the help of volunteers. Environment outside the classroom has been turned into a noisy car park with cars coming in and out throughout the day. Students can only use the corridor around the inner courtyard of the centre. |
| vi) | A lot of facilities in the centre but the little needs of the students are not taken care of : toys, reference books, clean toilets, technical aids, gadgets and switches to facilitate independent computer usage, etc. There is no budget. The library is not yet set up. |
| vii) | No comment. |
| viii) | Well equipped but need a lot of big knob toys for the classrooms. |
| ix) | There is no proper chairs and tables, computer facilities, training kitchen has turned into store room, not enough therapist, must have one library or resource room. But there has one bus with hydraulic lift. I do not know whether the budget for implementation of curriculum is enough and I am not sure whether the health care service in the centre is adequate. |
| x) | All the facilities in the centre are very well done or applicable for these students. |
| xi) | Facilities are alright but there is need to upgrade. |
| xii) | Facilities in the centre should be updated. |

4.6.7 Teachers' Perception for Issues of Transition

Results indicated those teachers show the intensity of tend to agree with six items with the average score between 1.8 to 2.2. Seven teachers (six tend to disagree and one disagree) showed the intensity of tending to disagree and disagree with the item that "students are exposed to information of the career development or job

opportunities in the market that are suitable for them to join in. The other five (two agree and three tend to agree) have opposite perception on the same item. The average score is 2.5.

Average score of 2.7 indicated that teachers have the intensity of tend to disagree with the item that “community accepts the students without many complaints”.

Table 4.7 shows the detail results.

Table 4.7 Teachers' Perception for
Issues of Transition

No.	Use of Monitoring Mechanisms													Ave. Score
1.	Students are well adapted after being transferred from one placement to another.	1	3	3	2	3	3	2	1	2	1	2	2	2.1
2.	Students are exposed to information of the career development or job opportunities in the market that are suitable for them to join in.	3	3	4	3	3	2	3	1	2	1	3	2	2.5
3.	Most of the students are employed in the sheltered workshop rather than in the society itself.	2	3	2	2	1	3	1	1	3	1	2	1	1.8
4.	Teachers, staff members and administrators are constantly keep in touch with outside working sectors so as to secure a job for students.	2	3	2	2	3	1	2	1	3	1	2	1	1.9
5.	Working sectors are active and supportive towards transition scheme for students in the centre.	2	3	2	3	3	1	3	1	2	2	4	1	2.2
6.	Severe and profound children are not always destined to stay at home for the rest of their lives.	2	3	1	2	2	1	2	1	3	1	4	2	2.0
7.	Community accepts the students without many complaints.	3	3	2	3	4	1	3	1	2	2	4	4	2.7
8.	Curriculum has prepared students in the centre to obtain a survival skill in order to integrate in society.	2	3	3	2	3	2	2	1	2	1	4	1	2.2

Teachers' comment on issues of transition include that students have well adapted to a new place in and outside of the centre but other teachers viewed that only mobile cerebral palsied children have the priority to integrate into the society, but, the severe and profound children are always left behind. See Figure 4.21.

Figure 4.21 Teachers' Perception for
Issues of Transition

- | | |
|-------|---|
| i) | It is very important and necessary. By organizing transitional facilities for those who are new to enter into the school has helped them to be in the school section. So, similarly, transition from school to work placement will be equally important and necessary. |
| ii) | Children are well adapted. |
| iii) | Need gradual and ease in doing it for each student. |
| iv) | Curriculum contents could be improved and fill up the gaps to enable a smoother transition and also to give parents the confidence that their child can cope in their working life. |
| v) | The vocational classes and sheltered workshop prepare their young adults for transitions. Those who are independent and have learnt various skills especially the mobile ones get the first priority to secure jobs. |
| vi) | Transitions is alright for mobile cerebral palsied children but for those severely disabled the opportunities after school are really lacking. |
| vii) | No comment. |
| viii) | Students are able to cope with the transition because they are prepared emotionally and socially. |
| ix) | First, the community must understand about the special needs people. Second, parents have to be very positive about the children's disabilities and abilities. Thirdly, centre plays an important role on this issue. Community and parents are powerful people to make good changes in this issue. |
| x) | Very happy, so far. I am in this centre. There is no complaints from any employers regarding our students. They are all well adapted in open employment. |
| xi) | Able to give more time for the "period" of transition. |
| xii) | I am not involved with the transition. No ideas. |

4.6.8 Teachers' Perception of Teachers' Training

Teachers showed the intensity of tending to agree with all eight items, with the average score ranged from 1.6 to 2.1. For the ninth item, only five teachers indicated that they want to enhance all skills stated in the questionnaire. One teacher indicated all skills except "planning curriculum". The other one tends to agree to enhance all skills. One teacher does not want any with tend to disagree to enhance all skills. One teacher tends to agree to enhance "social / emotional skills", "health care", "sex education" and "safety knowledge". Interestingly, one teacher indicated she tends to disagree to enhance "social / emotional skill", "sex education", "monitoring skill" and "planning curriculum". Another teacher agrees to enhance skills in "sex education" and "monitoring skill". One more teacher agrees to enhance skills in "social / emotional skill" and "health care" and tend to agree to enhance the rest of the skills. For this item only, teachers did not fill in all only skills and knowledge that they are interested to enhance. Please refer to Table 4.8.

Table 4.8 Teachers' Perception of
Teachers' Training

No.	Teachers' Training													Ave. Score
1.	I have received adequate training to teach children with cerebral palsy.	2	2	2	3	1	3	2	1	3	1	4	1	2.1
2.	I have adequate knowledge and skills of managing cerebral palsied children (seizure management, posture, adaptive equipment, precautions etc).	2	2	2	3	2	3	1	1	2	1	3	1	1.9
3.	I have adequate knowledge of the nature of cerebral palsy.	2	2	1	3	1	3	1	1	2	1	3	1	1.8
4.	I attend seminars or short-term courses regularly to enhance my teaching skills.	2	2	1	2	2	4	2	1	2	1	2	1	1.8
5.	The centre has been active in providing training to teachers and other staff members.	1	2	1	2	1	3	1	1	4	1	2	1	1.7
6.	The centre has contact with local educational agencies such as local universities, Welfare Department, Special Education Department or private sectors to organize courses or seminars or conference for the purpose of teachers training.	2	2	1	2	1	3	1	1	2	1	2	1	1.6
7.	Teachers' training is practical rather than theoretical.	2	2	2	2	2	2	3	1	2	2	2	1	1.9
8.	Skills and knowledge are always shared among teachers, therapists and other staff members.	1	2	2	2	2	3	2	1	2	1	2	1	1.8
9.*	I wish to enhance my teaching skills in the following areas:													
	-cognitive skill	1	-	1	2	3	-	-	1	1	1	2	1	
	-social / emotional skill	1	2	1	2	3	3	-	1	1	1	1	1	
	-health care	1	2	1	2	3	-	-	1	1	1	1	1	
	-sex education	1	2	1	2	3	3	1	1	1	1	2	1	
	-safety knowledge	1	2	1	2	3	-	-	1	1	1	2	1	
	-monitoring skill	1	-	1	2	3	3	1	1	1	1	2	1	
	-planning curriculum	1	-	1	2	3	3	-	1	-	1	2	1	

*Teachers did not fill in all, only fill in those of interest. Applicable for the ninth item in "Teachers' Training" only!

Basically, all teachers have positive thoughts of teacher training with some reservations hinder them to further receive training particularly in government programmes. One of the teachers has suggested to acquire skills in technology information which is useful in pedagogical field. Please see Figure 4.22.

Figure 4.22 Teachers' Perception of
Teachers' Training

- | | |
|-------|---|
| i) | With trained teachers it becomes easier to discuss and to implement some strategies etc. Lack of training may hinder our development in teaching training that allows us to expand and explore possibilities. |
| ii) | Well upgraded. |
| iii) | Could be more relevant and meet up for feedback and have certain training can be implemented even more in the school. |
| iv) | Inadequate training institutions / facilities in the country. If available, NGOs run courses are not recognized by the ministry and those run by ministry, the entry criteria is very much restricted. |
| v) | It would be ideal for more teachers to be sent overseas for teachers' training. No, I do not wish to enhance my teaching skills by joining training programme in the twilight years of my teaching career. I have enough experience to last me through. |
| vi) | More professional training initiated by the Special Education Department and to be able to study at local universities as part timer with the help of ministry. There are courses arranged usually by other NGOs. |
| vii) | No comment. |
| viii) | Need more training with the use of "hi-tech" equipment such as computer, electric communications board. |
| ix) | The training I went so far is quite helpful. |
| x) | The centre has been providing training to teachers, centre assistance and parents in all the aspects. Those who are interested to go for further studies, are welcome to attend, when there is a need. |
| xi) | There should be "refresh" courses. |
| xii) | It is good! Give us more details on how to deal with the children. |

4.7 “Supporting Data”

Results of other interview questions will be interpreted in this part of the study as “supporting data”. The rest of the teachers interview questions are :

- i) Teachers in special education have much influence and play a vital role in practicing curriculum in the classroom. Ignorance or modification of the curriculum practice is all decided by teachers as well (Conley, 1991 ; Cuban, 1988).

Based on these circumstances, could you please give your opinion?

- ii) Please tell us what are the goals stated in the curriculum?
- iii) Could you please share with us your teaching experience, interest and the level of your job satisfaction while working in the centre?

The rest of the interview questions of members of management board are :

- i) Over the years, special education programmes for children with disabilities have been a controversy as a result of generally ill prepared and ineffective educators.

Do you agree with this statement ? Please give your view.

- ii) At the present development, to what extent, do you think the management board has been playing its role to implement the curriculum effectively?
- iii) What are the barriers of administration in helping to implement the curriculum? How do you solve them ?
- iv) Are the teachers' attitudes positive in terms of educating the cerebral palsied children and being a staff member in a teamwork coordination?

4.7.1 Teachers' Opinion Towards Practicing the Curriculum

Basically, teacher is the best person to make changes and modification of the curriculum but need other people's help such as other teachers, parents and therapists to work in a team in order to cater to the needs of individual children. Various teachers have various ways of organizing the classroom management that included setting goal, teaching techniques and assessment (some did not mention about assessment). It all depends on children's abilities and disabilities to make adaptation. Motivation and patience are two vital power to help teachers carrying on with teaching. The responsibility of principal is stated with a thought to clarify the bother line between principal's job and teachers' job. Figure 4.23 shows the teachers' opinion (Please refer to Appendix 7).

4.7.2 Teachers' Views of What is the Objective Stated in the Curriculum

Most of the teachers mentioned, in general, the objective of the curriculum is to let them be independent as far as possible. Two teachers indicated that they are not sure of the general objective for the curriculum but they are aware that each section has its own objective to be achieved. Another teacher mentioned about the future objective that is related to having more information technology among cerebral palsied children such as operating a computer. Results are shown in Figure 4.24 (Please refer to Appendix 8).

4.7.3 Teaching Experience, Interest and the Level of Job Satisfaction

Before joining the Spastic Centre, nearly half of the teachers (five) had teaching experience in kindergarten from eight months to 10 years. Other teaching experience are such as giving tuition to special needs children taught in normal school, as a speech language coordinator or working in multiple handicap centre. One has worked as a administrator in training centre and the other one as physiotherapy aids. There are various reasons why teachers are interested in teaching spastic children in the centre. Students' characteristics and their learning outcome have become the main factors in influencing teachers' interest. Most of the teachers are satisfied with their job performance except for three teachers who find it difficult to cope with many students and their learning outcomes. This data is indicated in Figure 4.25 (Appendix 9).

4.7.4 Controversy Issue Involved in Special Education Programmes

Based on the board members' views, three of them agree that problems exist at the beginning but slowly, when the programme or system is developed, problems tend

to be improved. One of them is not sure about the statement and viewed that it depends on what individual or an organization is looking for. Figure 4.26 shows the result (Appendix 10).

4.7.5 How Far the Management Board has been Playing its Role to Implement the Curriculum Effectively?

They failed to indicate how far the management board has been playing its role to implement the curriculum effectively. They just mention what are the roles of the management board except one who has touched on some students who obtain benefits by entering paralympic. But not all students can join the sports. Figure 4.27 shows the result (Please refer to Appendix 11).

4.7.6 Barriers of Administration in Helping to Implement the Curriculum? How do you Solve Them?

Basically, according to board members' views, barriers come from people, space, fund and revision of curriculum. Except for one view that there is not much barriers because they help teachers, just like helping each other's work. The solution is compromise as well as give and take, nurture the spirit of volunteerism, have open door system and high accountability. Figure 4.28 indicate the further details (Please refer to Appendix 12).

4.7.7 Are the Teachers' Attitudes Positive in terms of Educating the Cerebral Palsied Children and being a Staff Member in Teamwork Coordination?

All have positive comments on teachers' response to work as teachers understand the nature of the job and work for a long time. But they cannot avoid having a few teachers or general staff who are not committed to their work. Figure 4.29 produce further details (Appendix 13).

4.8 Discussion

The purpose of this study is to highlight issues concerned with teachers' perception of the curriculum implemented in a Spastic Centre. The issues are : congruency between the objective of the curriculum and the association's objective ; weaknesses and strengths of the curriculum ; teachers' perception of the curriculum implemented in eight specific areas as well as suggestions on how to maximise the development of the curriculum.

Basically, objectives for both the curriculum and the association are the same, that is to provide opportunity for cerebral palsied children to become independent and live as normal life as they can in the society eventually. Based on this, the findings have shown that there is congruency between the objective of the curriculum and the association's objective. However, while implementing the curriculum, teachers have faced some problems that may not be made aware to the members of management board. This will hinder the teachers from actually further implementing the curriculum for the benefits of the majority of cerebral palsied children. Teachers perceived that the main weakness is how to go about and implement the curriculum. The curriculum does

not keep with the present development of the cerebral palsied children and does not cater to the needs for severe and profound disabled young adults. Thus, it is time to revise it! But the main strength of the curriculum is as a guide for teachers. It is thought to be a good set up, thorough and teachers are flexible in implementing it.

According to the teachers' perception, findings indicated that almost 82.14% (69 out of 84 items) showed teachers' intensity of tending to agree with the items in all eight areas. This findings indicated that teachers tend to agree with the positive outcome achieved in the eight areas of children learning skills ; parents coping skills; teamwork coordination ; the use of task analysis and IEP in teaching and learning ; monitoring mechanisms ; facilities in the centre ; issues of transition and teachers' training. Nevertheless, uncertainties and doubts do exist when it comes to teachers' additional comments on each area. This may show that the structure of implementing the curriculum may need to be further improved and let teachers have more confidence towards quality education for cerebral palsied children. Teachers have various suggestions from different aspects to maximise the development of the curriculum.

4.8.1 Congruency between Objective of the Curriculum and the Association's Objective.

Teachers are practicing the objective of the curriculum towards the association's objective. However, based on teachers' perception, teachers are not in the position to clarify whether the objective of the curriculum really matches the association's objective. In the context of integration, students who are educable would be sent to regular school since kindergarten and will reach to at least Form three and Form five.

However, lacking communication and cooperation between the centre and the regular school, have caused some students gone back to the centre for good especially for wheel chair bound ones.

One of the teachers in the samples indicated that there are quite a number of students, may be 30 who are in competitive employment. Nonetheless, many face difficulties. Many of them come back for retraining as they are not successful in open employment. It could be due to their attitudes towards open employment, different environment and lack of understanding from the employer. They can perform well in the classroom and familiar surrounding in the centre. However, they are limited to the centre activities only. For example, they have difficulties in using public transport.

On the other hand, services may not be disabled friendly. It is like when they grow up, how productive will they be ? What are their career paths? Are they given a chance to make their own career decision? Teachers have suggested that they need advice from career counselor and have parents-young adults discussion.

There could be a few reasons of why teachers are not sure whether the objective of the curriculum is congruent with the association's objective. Based on researcher's interview data, teachers are implementing the curriculum through trials and errors without a systematic pedagogical way to teach the child. Thus, it is time consuming for each child and yet they are so many children in the classroom. There are teachers who perceived that they hardly have enough time to teach students in the classroom about independent living skills that are the core skills essential for them. Lack of formal

discussion about individual child, teaching techniques or strategies may often cause great difficulty to teachers before a suitable pattern of teaching the child.

According to the interview data, researcher felt that when children are promoted from one section to another or from one class to the other, they will basically learn the similar things such as observing time and time keeping, simple addition and subtraction, money concept as well as learn to write their own particulars. This could be duplication and students may feel bored in learning. This may affect the students' learning progress and thus, to achieve the objective of the curriculum could be made even more difficult.

Other reasons may include volunteers who are doing things for the students instead of helping or teaching them which could resulting in that the students not being able to do things independently. This could affect their ability to integrate into society in the future.

Based on teachers' interview, it is apparent that students tend to improve up to a certain age after that they tend to decline because of inability of parents and teachers to continue to give attention and physically help them throughout the long period (for educable ones, they are fine). After all, the success of reaching congruency also lies on students and parents' responsibilities and their attitudes towards what they want in the future and the expectations of parents.