

The Teachers' Skills in Teaching Sexuality Education to Learners with Intellectual Disabilities in Malaysia

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ABSTRACT

Good teachers' skills in implementing sexuality education among special needs students in Malaysia result ultimately to good outcomes. Teachers' skills were analysed based on their knowledge, planning, vision, attitude, and commitment towards implementing sexuality education. This quantitative research involving 518 special needs teachers in Malaysia used a set of questionnaires reviewed by experts to assess the validity, content, and criteria. A pilot study was carried out as a requirement of the items' validity and reliability, which was high. Data were analysed using descriptive analysis (percentage, frequency, mean and standard deviation) and inferential analysis (two-way MANOVA). The findings indicated that all four aspects investigated were moderately high. There was a significant difference between teachers' skills in implementing sexuality education based on teaching experience. This study gives more insights into effective measures in elevating the quality of sexuality education for special needs students.

Keywords: Sexuality education, teachers training, intellectual disability, teachers skills, special education needs, educator, learning disability.

INTRODUCTION

The borderless world impacted Sexuality Education (SE) as the things taught in school is not aligned with what students acquired from their environment (Castillo et al. 2019; Burns & Hendricks, 2018). Therefore, it is necessary to expose students to these adverse effects, including providing them with knowledge and preparing them with complete and practical SE information (Aderemi, 2013).

More than two decades ago, most researchers agreed that sexuality education is significant because despite having learning difficulties, Students with Special Education Needs (SEN) are normal human beings who naturally have normal sexual desire and orgasm (Chappell et.al.,2017, Rashiki, 2009, Dunn & Rea, 2006; Halstead & Reiss, 2003). Based on the studies of several researchers in this field, teachers play an essential role in determining the vision and occurrence of SEN in delivering sexuality education, and teachers are also one of the factors that cause the sexuality education curriculum does not achieve the targeted objectives (Nelson et.al, 2020; Burns & Hendricks, 2018). Therefore, teachers should equip themselves with adequate level of skills to improve their SE teaching to prevent students from committing or becoming victims of sexual assault.

Several researchers found that there are teachers' weaknesses in implementing SE in schools, especially in terms of knowledge in pedagogical practices that are appropriate for SNS (Rohleder & Swartz, 2009), vision (Khalaf et al., 2014), content (Razali et al., 2018; Shariza Said et al., 2014) and commitment (Ang & Lee, 2016). These weaknesses can affect teachers' attitudes and readiness in implementing SE. Besides, this also impacts the SEN's character itself. The failure of teaching SEN SE can lead them to have more involvement in sexual related cases because they generally do not have sufficient knowledge of sexuality (Haja Mydin et al., 2016; Index, 2018; Niner et al., 2013). Therefore, this study examines the level of teachers' skills in implementing SE in terms of knowledge, practices, vision, attitude, and commitment.

LITERATURE REVIEW

Sexuality is a part of life; health components, physical growth, mental development, and socialization elements for every human being. Despites of any disabilities a person have, no one shall deny the needs thus implies the expression of behaviors which require privacy and awareness (Tamas.,et.al, 2019). Therefore, knowledge about sexuality is the right of all students, including SEN. However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2015 reported in Baskaran, 2017; that the majority of them did not have adequate and accurate knowledge of sexuality, leaving them vulnerable to abuse, sexually transmitted diseases (STDs), and unintended pregnancies (Shahbaz Samreen, 2018).

SE for special needs (SEN) has just recently received attention in Malaysia, while various discussions and studies have long been conducted in other countries. Major ministries such as Ministry of Health, Ministry of Education, and Ministry of Women, Welfare and Children began to discuss for specific indication and measurement regardless of the taboo (Berita Harian Newspaper, 2019). A series of shocking Malaysian pornography cases were reported in Awani (2017), and studies by Kadir et.al.,2021, Tomsa et.al.,2021 found that SEN was among the victims of sexual abuse. Meanwhile, Niner et al. (2013) discovered that non-government organizations and agencies' existence provides awareness to the public on the importance of sexual education to teachers and parents as well as parties directly involved in sexuality education towards SEN. This shows that the implementation of SE has been well received today. To ensure the implementation of SE can be carried out well, teachers play an important role as parties directly involved in implementing sexuality education (Ang & Lee, 2016). In this study, researchers surveyed teachers' skills based on their knowledge, planning, vision, attitude, and commitment towards sexuality education.

Knowledge

Foreign and local researchers agree that teachers' knowledge is an essential and fundamental aspect in learning and teaching process because it reflects the depth of teachers' understanding of what is being taught, covering concepts and facts in a more specific domain (Kleckman et al., 2013; Omar et.al, 2020). This in-depth knowledge must be in line with the

syllabus content and meet the curriculum specifications (Muller, 2009) that have been set in the discipline. In this study, teachers' understanding is perceived based on their knowledge, information, or mastery of SE. However, teachers' dilemma in implementing SE is related to the teaching materials that are explicitly limited for SEN. Teachers also face the dilemma of lack of information and guidance in teaching sexuality education, which affects their readiness in implementing SE. Besides, teachers also face other problems in delivering SE effectively, such as difficulty in selecting the appropriate terminology, lack of parental involvement, difficulty in controlling students' sexual behaviour, and lack of appropriate programmes or contents. (Shariza Said et al., 2014). A study by Talib et al. (2012) found that 90% of 380 university students stated that SE was not effectively taught when they were in school and did not achieve the targeted teaching objectives. This finding indirectly raises questions and doubts about teachers' knowledge in delivering SE efficiently.

Vision

SE vision towards SEN is based on the Special Education Curriculum for Learning Disabilities (SECLD), formulated based on the diversity of individuals' abilities with special needs who cannot benefit from mainstream education programmes (2008 Special Rehabilitation Programme Implementation Guidelines). However, some special education for Learning disability (SELD) teachers may not be aware of SE elements' importance as outlined in the SELD Alternative Curriculum 2004 and the Primary Education Standard Curriculum for Special Education with Learning Disabilities 2010. This is because the purpose of delivering sexuality education is not clearly stated. Thus, SE teaching in the context of SEN needs to be aligned with the curriculum's goals in providing knowledge and skills through a flexible teaching and learning process to meet individuals' needs with various levels of ability towards a meaningful life.

Attitude

Teachers' attitude in conducting SE is influenced by conditions such as lack of sexuality knowledge, lack of teaching resources, and lack of confidence to deliver sexuality education to SEN (Doyle, 2021). This also limits students from learning SE, and it also causes teachers to avoid or just let the problem continue to occur in school because they think this issue will threaten their integrity as an educator (Ang & Lee, 2016). This has also led to lack knowledge of SE among SEN and exposing them to sexual abuse and exploitation (Michielsen & Brockschmidt, 2021).

Commitment

Teachers' commitment is significant to achieve school and national education goals in general (Suhaili Mohd Yusoff & Khaliza Saidin, 2016) Steers (1997) argues that six personal factors indicate the impact on a person's commitment: age, gender, organizational structure, educational status, job role, and welfare. Studies conducted in the country also support this assumption that examines personal factors that connect employees' commitment to the

organization (Suhaili Mohd Yusoff & Khaliza Saidin, 2016). Besides, teachers' commitment can also be perceived through the three components introduced by John Allen and Natalie Meyer in 1990, namely affective commitment, normative commitment, and continuous commitment. This model is also used in a study of special education teachers to identify the level of their commitment to the career transition programme conducted (Mohd Yusaini Yaakub & Mohd Izham, 2019).

Objectives of this study

1. To observe the level of context evaluation in knowledge, planning, vision, attitudes and commitments of special education secondary school teachers in Peninsular Malaysia.
2. To identify differences in teacher's skills in knowledge, planning, vision, attitudes and commitments of special education secondary school teachers based on experience and location.

RESEARCH METHODOLOGY

This study is carried out quantitatively using survey method. This method is useful of measuring and describing the characteristics in a large population. Hence, this method promised the wide extend to gather an accurate sample targeted results to report as whole. The population of this study involves special education teachers in Peninsular Malaysia. Researchers refer to the Krejcie and Morgan (1970) table to determine the sample size of 5616 entire population of special education teachers in Peninsular Malaysia to date. However, the researchers use a stratified random sampling method to select 518 special education teachers from the population.

The research instrument of the study is a questionnaire that was adapted from previous studies involving a total of 28 items divided into demographics (6 items); knowledge (4 items); planning (4 items); vision (4 items); attitude (5 items); and commitment (5 items). The experts from relevant fields validated the items in terms of content, cover, and criteria. Besides, each item has also been tested for its reliability through a pilot study and the values found are at high level and are suitable to be applied in the actual study.

Once the data were collected, the researchers analyzed the data using descriptive and inferential statistics. Descriptive statistics refer to the percentage, frequency, mean and standard deviation, while inferential statistics refer to Two-Way MANOVA to determine the differences in teachers' skills based on location and teaching experience.

FINDINGS AND DISCUSSION

This study involved a total of 518 special education teachers. They were from 96 secondary schools in 4 zones in Peninsular Malaysia, namely the Northern Zone, Southern Zone, Central Zone, and East Zone. The respondents are teachers who teach Special Education classroom (SE). The demographic profile of the respondents is displayed in detail as in the following table.

Table 2: Respondents' Demographic Profile

Profile	Demographic	Frequency	Percentage
Gender	Male	69	13.3
	Female	449	86.7
Teaching Experience	1-5 Years	39	7.5
	6-10 Years	154	29.7
	11-15 Years	171	33.0
	16-20 Years	51	9.8
	20 Years and above	103	19.9
Location	Urban	284	54.8
	Rural	234	45.2

Based on the table above, the respondents involved are 69 males (13.3%) and 449 females (86.7%) secondary school teachers teaching special education. According to years of teaching experience, 39 teachers (7.5%) 1-5 years, 154 teachers (29.7%) 6-10 years, 171 teachers (33%) 11-15 years, 51 teachers (9.8%) 16-20 years and 103 teachers (19.9%) 20 years and above. The teachers involved also 284 (54.8%) from urban and 234 (45.2%) from rural areas. The ratio of respondent among gender male to female 1:7 determined that female dominated the population of SEN teachers in this country hence represented non-balance educator per students on gender implication (Mcnamara et.al.,2011).

Teachers' Skills in Implementing Sexuality Education (SE)

Table 1 shows the interpretations of mean score:

Table 1: Interpretations of Mean Score

Scale Range	Mean Score
0.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Source : Jamil Ahmad (2002)

To survey the level of teachers' skills in implementing SE, researchers analyze the data using descriptive statistics involving mean and standard deviation.

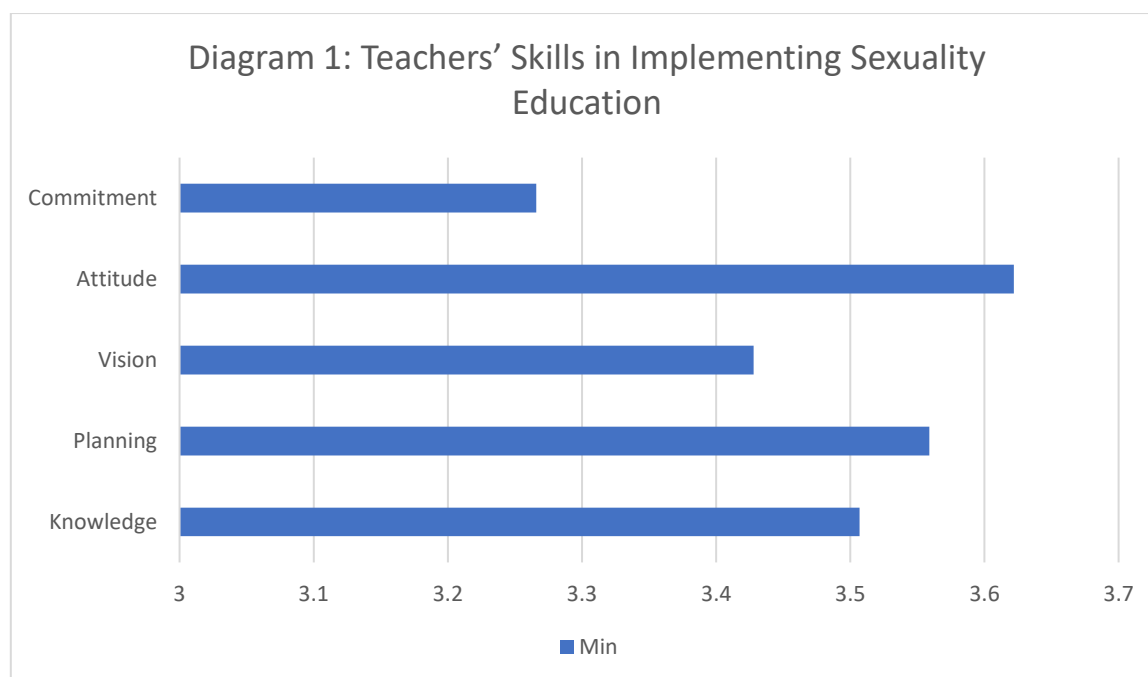


Diagram 1 : Teachers' Skills in Implementing Sexuality Education

The diagram above shows the mean score of teachers' skills in implementing SE. The values obtained indicate that the overall skills in implementing SE based on the aspects of knowledge, practice, vision, attitude, and commitment are at a moderately high level (mean = 3.47, standard deviation = 0.73).

Descriptive analysis showed that teachers' knowledge is at a moderately high level (mean = 3.47, standard deviation = 0.65). Most teachers understand the SE policy and apply it in teaching SE. However, professional training programmes related to SE policy are less conducted in schools.

The analysis also showed that teachers' practice is at a moderately high level (mean = 3.55, standard deviation 0.58). Most teachers implement SE in line with the Action Plan presented. However, some teachers claim that SED did not prepare the SE Implementation Action Plan.

Besides, the analysis also showed that teachers' vision is at a moderately high level (mean = 3.42, standard deviation = 0.70). Most teachers understand the SE vision towards SNS. However, they claim that they do not accept and understand the mandate of the SE implementation.

The analysis also showed that teachers' attitude is at a moderately high level (mean = 3.62, standard deviation = 0.67). The majority of teachers are willing to implement SE on SEN. However, they are less likely to attend SE courses and training.

Meanwhile, the teachers' commitment is also at a moderately high level (mean = 3.26, standard deviation = 0.84). Most teachers agreed that the officer in Special Education Division disseminated the letter of authority for the implementation of SE. However, they

assume that the establishment of the implementation of SE is not carried out periodically.

Comparison of Aspects in Teacher Skills in Implementing SE Based on Location and Experience

A comparison of the five variables of teachers' skills based on location and experience was made using the Two-Way MANOVA test. Prior to the Two-Way MANOVA analysis, the researchers first ascertained and verified that the data were normally and homogeneously distributed. To confirm that the data is normally distributed, the researchers conducted a normality test and showed that all aspects were normally distributed with a value of Z in the range of ± 1.96 . Researchers determined the homogeneity of the variance-covariance matrices using the Box's M test. The analysis showed that there were no significant variance-covariance differences among the dependent variables for all levels of the independent variables ($F = 1.282$, $p = 0.015$) ($p > 0.01$). This means that the dependent variable-covariance was homogenous across all independent variables. The results of the Two-Way MANOVA analysis are as in Table 3.

Table 3 : Two-Way MANOVA Analysis of Teachers' Skills Differences Based on Location and Experience

Effect	Wilks' Lambda Value (λ)	F- Value	D.K. between Groups	D.K. between Groups	Sig. Level
Location	0.994	0.567	2	515	0.725
Experience	0.931	0.931	5	512	0.015
Location*Experience	0.954	0.954	5	512	0.246

Based on Table 3, the mean scores of knowledge, practice, vision, attitude and commitment based on location, have the Wilks' value $\lambda = 0.994$, $F(2, 515) = 0.567$ and $p = 0.725$ ($p > 0.05$). This shows that there is no difference in teachers' skills in terms of knowledge, practice, vision, attitude and commitment based on location. The results indicate the location is not a significant variables and for the matter of fact all SEN classroom provided by Ministry of Education specifically avoided remote area following the measurements and requirements guideline by district education office.

Meanwhile, for a comparison of mean scores of knowledge, practice, vision, attitude and commitment based on experience, Wilks' value $\lambda = 0.931$, $F(5, 512) = 0.931$ and $p = 0.015$ ($p < 0.05$). This indicates that there are significant differences in terms of mean score of knowledge, practice, vision, attitude and based on experience. The findings of this study show that female teachers are more committed to teaching SE than male teachers, as well as

teachers who are more experienced in teaching have a higher level of commitment than new teachers.

As for the effect of interaction between location and experience in terms of knowledge, practice, vision, attitude and commitment, the value of Wilks' $\lambda = 0.954$, $F(5, 512) = 0.954$ and $p = 0.246$ ($p > 0.05$). This indicates that there is no significant effect of interaction between location and experience on knowledge, practice, vision, attitude and commitment.

Furthermore, multiple ANOVA analysis is conducted to see the difference in mean score for each dependent variable that is knowledge, practice, vision, attitude, and commitment based on location and experience as an extended test of the Two-Way MANOVA analysis. Table 4 and 5, show the results of ANOVA analysis for the mean score differences of each dependent variable namely knowledge, practice, vision, attitude, commitment based on location and experience.

Table 4 : ANOVA Test on Comparison of Contextual Assessment Based on Location and Experience

Dependent Variables	Main Effect	J.K.D.	D.K.	M.K.D.	F-Value	Sig.
Knowledge	Location	0.574	1	0.574	1.364	0.243
	Experience	4.782	4	1.190	2.828	0.024
	Location*Experience	1.133	4	0.283	0.673	0.611
Practice	Location	0.157	1	0.157	0.481	0.488
	Experience	5.769	4	1.442	4.416	0.002
	Location*Experience	3.021	4	0.755	2.312	0.057
Vision	Location	0.968	1	0.968	1.955	0.163
	Experience	5.384	4	1.346	2.719	0.029
	Location*Experience	1.380	4	0.345	0.697	0.594
Attitude	Location	0.031	1	0.031	0.068	0.795
	Experience	2.430	4	0.608	1.322	0.261
	Location*Experience	0.629	4	0.157	0.342	0.850
Commitment	Location	0.108	1	0.108	0.154	0.695

Experience	5.738	4	1.435	2.048	0.086
Location*Experience	3.415	4	0.854	1.219	0.302

Table 5 : Mean and Standard Deviation of Contextual Assessment Based on Location and Experience

Contextual Assessment	Location		Standard		N
	n	Experience	Mean	Deviation	
Knowledge	Urban	1-5	3.562	0.660	24
		6-10	3.360	0.615	95
		11-15	3.471	0.555	80
		16-20	3.396	0.725	56
		20 and above	3.589	0.725	56
		Total	3.457	0.639	284
	Rural	1-5	3.600	0.686	15
		6-10	3.368	0.684	59
		11-15	3.447	0.663	91
		16-20	3.704	0.750	22
		20 and above	3.659	0.572	47
		Total	3.504	0.667	234
	Total	1-5	3.576	0.661	39
		6-10	3.363	0.640	154
		11-15	3.459	0.613	171
		16-20	3.529	0.744	51
		20 and above	3.621	0.657	103
		Total	3.478	0.652	518
Practice	Urban	1-5	3.666	0.503	24

		6-10	3.4070.630	95
		11-15	3.5840.596	80
		16-20	3.5770.482	29
		20 and above	3.6920.603	56
		Total	3.5520.598	284
	Rural	1-5	3.5660.622	15
		6-10	3.4570.462	59
		11-15	3.5270.545	91
		16-20	4.0110.629	22
		20 and above	3.5740.573	47
		Total	3.5670.560	234
	Total	1-5	3.6280.546	39
		6-10	3.4260.570	154
		11-15	3.5540.569	171
		16-20	3.7640.586	51
		20 and above	3.6380.589	103
		Total	3.5590.581	518
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Vision	Urban	1-5	3.4470.833	24
		6-10	3.3520.588	95
		11-15	3.2900.668	80
		16-20	3.3700.772	29
		20 and above	3.6200.743	56
		Total	3.3970.690	284
	Rural	1-5	3.5660.770	15
		6-10	3.3680.681	59

	11-15	3.4030.735	91
	16-20	3.6930.794	22
	20 and above	3.5690.712	47
	Total	3.4650.727	234
Total	1-5	3.4930.801	39
	6-10	3.3580.623	154
	11-15	3.3500.705	171
	16-20	3.5090.790	51
	20 and above	3.5970.726	103
	Total	3.4280.707	518

Based on Table 4, it is shown that there is no significant difference in terms of knowledge ($F = 1.364$, $p = 0.243$; $p > 0.05$) based on location. This shows that teachers' knowledge in urban and rural areas is at a moderate level (urban mean = 3.457, $SD = 0.639$; rural mean = 3.504, $SD = 0.667$). This result indicate government approach of top-to-bottom in providing teachers as resource; training, infrastructure and certificate. The teachers deployment according to the guideline by district education office align with state education office .

The table above also shows that there is no significant difference in terms of teachers' practice based on location ($F (1, 518) = 0.481$, $p = 0.488$; $p > 0.05$). This means that teachers' practice in urban and rural areas is moderate (mean urban = 3.552, $SD = 0.598$; rural mean = 3.567, $SD = 0.560$).

Comparison of vision based on location, however, showed that there is no significant difference in terms of vision ($F (1,518) = 0.697$, $p = 0.163$; $p > 0.05$). This means that teachers' vision in urban and rural areas is at the same level (mean urban = 3.397, $SD = 0.690$; rural mean = 3.465, $SD = 0.727$).

Meanwhile, comparisons of teachers' attitude showed that there is no significant difference ($F = 0.068$, $p = 0.795$ $p < 0.05$) based on location. This means that the teachers' attitude among urban and rural teachers are at the same level. Assessment of attitude among urban teachers (mean = 3.624, $SD = 0.665$) is as same as rural teachers (mean = 3.618, $SD = 0.691$).

In terms of commitment, it shows that there is no significant difference in terms of teachers' commitment based on location ($F (1,518) = 0.154$, $p = 0.695$; $p > 0.05$). This means that the teachers' commitment in urban and rural areas are at moderate level (urban mean = 3.243, SD

= 0.869; rural mean = 3.294, SD = 0.804).

The findings show that there is a significant difference in terms of knowledge ($F(1, 518) = 2.828$, $p = 0.024$; $p < 0.05$) based on experience. This means that teachers with teaching experience of 20 years and above (mean = 3.621, SD = 0.657) have higher knowledge than teachers who have taught for 1 to 5 years (mean = 3.576, SD = 0.661), 6 to 10 years (mean = 3.363, SD = 0.640), 11 to 15 years (mean = 3.459, SD = 0.613) and 16 to 20 years (mean = 3.529, SD = 0.744).

The findings show that there are significant differences in terms of practice ($F(1, 518) = 4.416$, $p = 0.002$; $p < 0.05$) based on experience. This means that teachers with teaching experience of 16 to 20 years (mean = 4.011, SD = 0.629) have more practice than teachers with 1 to 5 years (mean = 3.628, SD = 0.546), 6 to 10 years of experience (mean = 3.426, SD = 0.570), 11 to 15 years (mean = 3.554, SD = 0.569) and 20 years and above (mean = 3.638, SD = 0.589).

This study shows that there is a significant difference in terms of vision ($F(1, 518) = 2.719$, $p = 0.029$; $p < 0.05$) based on experience. This means that teachers with teaching experience of 20 years and above (mean = 3.597, SD = 0.726) is higher than teachers who have teaching experience of 1 to 5 years (mean = 3.493, SD = 0.801), 6 to 10 years with (mean = 3.358, SD = 0.623), 11 to 15 years (mean = 3.350, SD = 0.705) and 16 to 20 years (mean = 3.509, SD = 0.790).

This study found that there is no significant difference in terms of teachers' attitude ($F(1, 518) = 2.048$, $p = 1.435$; $p > 0.05$) based on experience. This means that teachers with teaching experience of 20 years and above (mean = 3.761, SD = 0.722) have better attitude than teachers who have taught for 1 to 5 years (mean = 3.589, SD = 0.689), 6 to 10 years with (mean = 3.594, SD = 0.623), 11 to 15 years (mean = 3.350, SD = 0.705) and 16 to 20 years (mean = 3.509, SD = 0.790).

In this study, there is no significant difference in terms of commitment ($F(1, 518) = 2.048$, $p = 0.086$; $p > 0.05$) based on experience. It shows that teachers with teaching experience of 20 years and above (mean = 3.458, SD = 0.871) contribute more commitment than teachers who have taught for 1 to 5 years (mean = 3.348, SD = 0.883), 6 to 10 years with (mean = 3.189, SD = 0.820), 11 to 15 years (mean = 3.224, SD = 0.789) and 16 to 20 years (mean = 3.188, SD = 0.931).

The findings also showed that there is no significant effect of interaction between location and teaching experience on knowledge ($F = 0.673$, $p = 0.611$; $p > 0.05$), practice ($F = 2.312$, $p = 0.057$; $p > 0.05$), attitude ($F = 0.342$, $p = 0.850$; $p > 0.05$), vision ($F = 0.697$, $p = 0.850$; $p > 0.05$) and commitment ($F = 1.219$, $p = 0.302$; $p > 0.05$).

To perceive the differences of aspects in teachers' skills, post hoc analysis is conducted. Table 6 shows the findings of post hoc analysis of teachers' skills based on location and experience.

Table 6 : Post Hoc Table of Contextual Assessment Based on Location and Experience

Dependent Variables	(I) Experience	(J) Experience	Mean Difference(I-J)	Standard Deviation	Sig.
Knowledge	1-5	6-10	0.213	0.116	0.500
		11-15	0.117	0.115	0.902
		16-20	0.475	0.138	0.998
		20 and above	-0.044	0.121	0.998
	6-10	1-5	-0.213	0.116	0.500
		11-15	-0.095	0.072	0.781
		16-20	-0.165	0.104	0.645
		20 and above	-0.257*	0.082	0.046
	11-15	1-5	-0.1179	0.115	0.902
		6-10	0.095	0.072	0.781
		16-20	-0.703	0.103	0.977
		20 and above	-0.162	0.809	0.404
	16-20	1-5	-0.047	0.138	0.998
		6-10	0.165	0.104	0.645
		11-15	0.070	0.103	0.977
		20 and above	-0.091	0.111	0.953
	20 and above	1-5	0.044	0.121	0.998
		6-10	0.257	0.082	0.046
		11-15	0.162	0.809	0.404
		16-20	0.091	0.111	0.953
Practice	1-5	6-10	0.201	0.102	0.426

		11-15	0.074	0.101	0.970
		16-20	-0.136	0.121	0.868
		20 and above	-0.010	0.107	1.000
6-10	1-5	-0.201	0.102	0.426	
	11-15	-0.127	0.063	0.406	
	16-20	-0.337	0.092	0.010	
	20 and above	-0.211	0.072	0.078	
11-15	1-5	-0.074	0.101	0.970	
	6-10	0.127	0.063	0.406	
	16-20	-0.210	0.091	0.256	
	20 and above	-0.084	0.071	0.845	
16-20	1-5	0.136	0.121	0.868	
	6-10	0.337*	0.092	0.010	
	11-15	0.210	0.091	0.256	
	20 and above	0.126	0.097	0.796	
20 and above	1-5	0.134	0.107	1.000	
	6-10	0.142	0.072	0.078	
	11-15	-0.016	0.071	0.845	
	16-20	-0.103	0.097	0.796	
Vision	1-5	6-10	-0.134	0.126	0.887
		11-15	0.142	0.124	0.860
		16-20	-0.016	0.149	1.000
		20 and above	-0.103	0.132	0.962
	6-10	1-5	-0.134	0.126	0.887

	11-15	0.007	0.078	1.000
	16-20	-0.151	0.113	0.779
	20 and above	-0.238	0.089	0.133
11-15	1-5	-0.142	0.124	0.860
	6-10	-0.007	0.781	1.000
	16-20	-0.158	0.112	0.735
	20 and above	-0.246	0.087	0.098
16-20	1-5	0.016	0.149	1.000
	6-10	0.151	0.113	0.779
	11-15	0.158	0.112	0.735
	20 and above	-0.087	0.120	0.971
20 and above	1-5	0.103	0.132	0.962
	6-10	0.238	0.089	0.133
	11-15	0.246	0.087	0.098
	16-20	0.087	0.120	0.971

Based on Table 6, it is shown that teachers with 6 to 10 years teaching experience has different knowledge from those who have teaching experience of 20 years and above. Meanwhile, in terms of practice, teachers who have 16 to 20 years of teaching experience are different from teachers who have taught for 6 to 10 years. The findings of the study found that teachers' commitment is at moderate level, and there is a significant relationship between SNS leadership and commitment to the programmes conducted. Thus, leaders' roles also contribute to teachers' commitment in an organization.

CONCLUSION

This study found that teachers showed relatively moderate level in implementing SE based on satisfactory performance in all five aspects studied. However, teachers felt that the information, sources, training, support and guidance received were insufficient, as shown by the unsatisfactory commitment among Ministry of Education (MOE), State Education Department (SED), and District Education Office (DEO). It indicates that teachers need to

have fully support, sources as an effort to achieve high self-efficacy to face various challenges in teaching SE to SEN. This study also looked at the aspects of teachers' skills based on teaching experience and there were significant differences, especially in terms of knowledge and practice. This means that new teachers need more training and practice compared to experience teachers. These findings indicate that aspects of teachers' skills influenced by administrators' commitment in schools, parents, DEO, SED, and MOE should be emphasized so that the implementation of sexuality education to students with special needs is achieved optimally. Based on the findings of this study, it can be concluded that relevant parties need to play an excellent role to provide sources, support, material, training, guidance in SE. However, as a limitation of using survey what and how is the teachers implement of SE taught in the classroom yet to exposed. This is an opportunity for future research to explore more on the subjects using another approach . It is also necessary for future study to investigate further on how teaching experience can affect teaching skills so that the implementation of SE can be enhanced in the future.

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