

# TEACHERS' PERCEPTION OF SELF DETERMINATION

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## ABSTRACT

Self-determination has been recognised as a key factor for successful postschool transition for students with disabilities. Research indicates that developing the skills associated with self-determination positively impacts the achievement of education-related goals, employment, community participation, and quality of life outcomes for students with disabilities. This research aimed to: (1) investigate teachers' perception regarding promoting self-determination skills for students with disabilities (2) investigate instructional practices in promoting self-determination skills for students with disabilities (3) investigate instructional barriers in promoting self-determination skills for students with disabilities. Using snowball sampling, data was collected using a survey. There were 132 responses available for data analysis. Data was analysed quantitatively. First, data was tabulated in spreadsheet and percentage calculated using SPSS software. Second, a repeated-measure analysis of variance (ANOVA) was conducted to detect any differences among teachers' rating. Third, Pearson's  $r$  correlation coefficient used to define strength of correlation. Result show that Participants identified teaching self-determination skills as not important compared to other instructional practices (mean score =2.25, SD 0.68). This resulted as familiarity of self-determination skills was also low. This perception has also led to small frequency (rarely) in regard to teaching frequency of self-determination skills (mean=2.26 SD=0.65) and providing opportunities for exercising self-determination skills (mean=2.26 SD=0.66). Grade level and program type do not affect the teacher perception, frequency of implementing instruction on promoting teaching self-determination skills, and frequency of providing opportunities to utilise self-determination skills for student with disabilities. Teachers believe that students difficulties in communication were the main barrier on promoting self-determination skills.

Kata Kunci: *student with disabilities, self-determination, teacher perception, quantitative, survey*