

Employability Skills of Students with Learning Disabilities in Sekolah Menengah Pendidikan Khas Vokasional Indahpura



Saslizawati Izam, Fazlinda Ab Halim, Wan Azlinda Wan Mohamed

Abstract: *The unemployability among special education students with learning disabilities in Malaysia is seen to be alarming. Their skills often disputed by some of the community and are considered working inefficiently. Hence, this study is conducted to identify the employability skills among the learning disabilities students in Sekolah Menengah Pendidikan Khas (SMPK) Vokasional Indahpura. This quantitative study through a survey method involved 60 of the second year learning disabilities students of SMPK Vokasional Indahpura. A set of questionnaires was adapted from the Secretary's Commission on Achieving Necessary Skills (SCANS) and the General Self-Efficacy (GSE) scale to study the employability skills and self-efficacy were used as the instrument of this study. The data obtained are statistically analysed using frequency, mean, standard deviation, percentage, t-test, one-way ANOVA, and Pearson Coefficient through the Statistical Package for Social Science (SPSS) 19.0 version. The results have shown that students employability skills and self-efficacy level are moderate. There are significant differences in the students' employability skills in terms of courses attended. However, there were no significant differences in the students' employability skills in terms of career transition. The study has identified there is a strong positive relationship between students self-efficacy and employability skills. It is concluded that special education students with learning disabilities need to improve their employability skills by continuously engaging in the entrepreneurship program, community program, self quality enhancement courses as well as training at the relevant agencies to become a better person, competitive and able to serve the country*

Keywords : *Employability skills, special education, learning disabilities.*

I. INTRODUCTION

Human capital is one of the most important assets that determine the rise of a nation. Human resources need to be mobilized productively and the educational process becomes a turning point in the endeavour. The ministry intended to form a collaboration with the vocational training institutions to provide an alternative educational space.

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The Ministry also intended to works with the private sector and NGOs in purchasing the existing venue at the vocational training centre and establish clear guidelines for a specific requirement to help institutionalize a quality special education curriculum (Malaysian Education Development Plan 2013-2025, 2013). According to Mohamed Yusof, Mohd Ali and Mohd Salleh (2014), 69 out of 99 disability students graduated from the vocational institution had got the jobs after finishing school. This shows that vocational education has positively gives an impact on the employability skills of special education students. Nevertheless, the employability level of both high school and college students remains questionable due to the relatively high unemployment rate in Malaysia. According to the Statistics Department, the number of unemployed in Malaysia in August 2014 was 379,700 people in which 2.7 per cent as compared to 453,600 unemployed in August 2015, which is 3.2 per cent (Main Statistics Labor Force Malaysia, 2015). The unemployment issue is likely due to the lack of skilled labour as required by the industry. The group of persons with disabilities (PWD) is also not excluded from the unemployment issue. In school, PWD group are placed in the Special Education Program. Special education refers to the teaching that is designed to meet the educational requirement of students with special needs (K.A. Mohamed, 2005). PWD refers to those with long-term physical, mental, intellectual or senses deficiencies when interacted with various obstacles in which could restrict their full and effective participation in society (Act 685 of the Disability Act, 2008). The term PWD subsequently revised into persons with other abilities so that it is viewed more positively (Norazit, 2010). According to Ariffin (2006), government policy through the Service Circular no.10/1988 has set that at least one per cent of employment opportunity in the public sector is allocated to PWD. However, the circular is still not being implemented. According to the statistics of employment and labour force from the Ministry of Human Resource (2015), as of June 2015, there are only five people of PWD with learning disabled had position themselves in the public sector compared to a total number of PWD with learning disabled that is 193,914 people in which the lowest number as compared to the number of PWD with other types of disabilities. Groups with learning disabilities are not given the opportunity according to the skills they have. According to Harvey (2003), employability has a depth definition and not just a job opportunity. To apply the employability skills, students need to be equipped with the right skills,

techniques and experiences to enable them to get a job, so that they can have an achievement in their career. The employability skills of these special needs group are often challenged by society due to their self imperfections. The community usually had the perception of where the special needs group are not capable to work properly and inefficient in performing a job. Employability skills are referred to the general competencies required by a particular type and level of employment such as communication skills, problem-solving skills, teamwork skills and the interpersonal skills of the individual. Therefore, this study is conducted to identify the level of employability skills mastery of special needs students with learning disabilities. The objectives of this study are to identify the level of employability skills and self-efficacy mastery of students with learning disabilities in SMPK Vokasional Indahpura, to identify the significant differences in employability skills based on the course attended and the career transition period of learning disabilities students in SMPK Vokasional Indahpura, and to identify the relationship between self-efficacy and employability skills of learning disabilities students in SMPK Vokasional Indahpura. The findings of this study are expected to illustrate a clear picture of the level of employability skills mastery by the special education students with learning disabilities and can serve as the foundation for this group to continuously be prepared when entering the working environment. This study can be a reference for future educational and training development especially to those with special needs. It is hoped that measuring the level of employability skills will provide the community and employers with a clear indication that this special needs group should also be given an equal opportunity to work just like other normal people. Those special needs individual who are skilled and able to take responsibility entrusted by the employer are the hope in realizing the Special Education Philosophy which is to provide an optimal development for the children who with these special needs so that they are able to function as a skilled individual, self-reliant, directional, a planner, managing own life, knowing self-potential and ability to adapt into the society.

II. METHODOLOGY

The survey research design is using the quantitative approach was conducted to examine the level of employability skills mastery by the special education students with learning disabilities in the SMPK Vokasional Indahpura. According to Esa, Abdul Razak, Samsudin and Idris (2010), a survey is a descriptive and non-experimental research method..

A. Population and Sample

The study population are consists of 71 students in the second year of SMPK Vokasional Indahpura with learning disabilities. The sample of this study consisted of 60 students in the second year of SMPK Vokasional Indahpura with learning disabilities. The sample size is determined according to the Krejcie and Morgan (1970) table. The sample is selected through two stages that are by stratified random sampling method and followed by a simple random sampling

method. Stratified random sampling is used due to the research questions that involved the variable of course attended by the students. Therefore, the researchers ensure that the ratio of the students for each course is the same to avoid errors. A total of 60 out of 71 students were selected to be the sample for this study. After the stratified random sampling performed, the researcher performs simple random sampling based on the courses attended. There are only 15 students were randomly selected to represent each of the courses.

B. Instrument

A set of questionnaire was used as the instrument of this study. The questionnaire used consists of section A, B and C. Section A consists of questionnaires related to respondent demographics. Section B consists of questionnaires on the employability skills assessment, while section C consists of questionnaires on the self-efficacy assessment. Section A consists of questionnaires on respondent demographics. There are three of the information required in this section which are the course attended, career transition period, and gender of the respondent. Section B consists of questionnaires on employability skills assessment. The questionnaires used in section B is adapted and modified from the questionnaires of the Secretary's Commission on Achieving Necessary Skills (SCANS) 1991. The instrument consists of 27 items. These items are classified into eight components of employability skills namely, the basic skills, thinking skills, self-quality, resources management skills, interpersonal skills, information management skills, system skills and technology skills. Section C consists of questionnaires on the self-efficacy assessment. The questionnaires used in section C is adapted and modified from the questionnaires of the General Self-Efficacy (GSE) Scale. This instrument consists of 10 items.

According to Creswell (2002), instrument validity refers to what extent the instrument in measuring what should be measured. Hence, to ensure the questionnaires used in this study are measuring what should be measured, two types of validity were used which are the validity, the research instrument has been reviewed by the expert whose are the supervisor, lecturer and the expert teacher of English language. The validity used is face validity and content validity. Face validity is an estimation of whether the test appears to measure the criteria to be measured (Esa et al., 2010). The survey form of the Secretary's Commission on Achieving Necessary Skills (SCANS) 1991 and the General Self-Efficacy Scale (GSE) were written in English. Therefore, researchers have applied the translation process of the survey forms into the Malay language. The instruments then were given to the expert teacher of the English language to ensure that the translation made is accurate and convey the same meaning as the English survey form. The translated instrument was given to the expert whose are the supervisor and lecturer to evaluate the content, language, clarity of the item and the choices of answer. After the reviewed of the experts' opinion, the instrument improvement process was carried.

As a result, a total of 27 items were refined from the aspects of sentence structure to make it easier for the respondents to understand.

The reliability of the research instrument refers to the stability or consistency of a measurement (Creswell, 2002). To measure the reliability of the instrument, a pilot study has been conducted at Sekolah Menengah Kebangsaan (SMK) Permata Jaya. Around 30 students of special education with learning disabilities in SMK Permata Jaya were involved in the pilot study. As to measure the internal consistency of the instrument, the researcher identified the Cronbach Alpha value of the instrument. According to Cronbach (1946), the Cronbach Alpha value is often referred to when measuring the internal consistency of a construct. The Cronbach Alpha value which is greater than 0.60 often used as the index of the reliability of an instrument (Pallant, 2001). According to Sekaran (1992), the Cronbach Alpha value which is less than 0.6 is considered as low and unacceptable, the Cronbach Alpha values between 0.60 and 0.80 are acceptable while the Cronbach Alpha values greater than 0.8 are considered as good. The Cronbach Alpha of the employability skills obtained from the pilot study is 0.97 which is, the high level of reliability. The Cronbach Alpha value of the self-efficacy obtained from the pilot study is 0.71 which is, the acceptable level of reliability

C. Data Analysis

Data analysis is a method for controlling and presenting statistical data and procedures. Data analysis is based on research questions and research hypotheses that have been established by the researcher to be investigated (Abu Bakr, 2007). The researcher used SPSS 19.0 software. By using the SPSS 19.0 software, the respondent data obtained from the questionnaires were entered into the data section in SPSS. Researchers labelled the items of employability skills as B1 to B27. Labels of C1 to C10 are for the self-efficacy items. Subsequently, data analysis cleansing was performed. The researcher reviews each data that has been entered to avoid errors such as errors in data frequency, errors in filling out the respondent information, and others. According to Abu Bakar (2007), data cleansing is a process that involves researchers reviewing the data they have entered. Next, the data normality test was performed. The Kolmogorov-Smirnov Goodness of Fit test was used to test the normality of the data in this study.

According to Sarwono and Noor (2011), the Kolmogorov-Smirnov Goodness of Fit Test is used to determine whether the distribution of values in a sample is appropriate for a given theoretical distribution. Descriptive statistics provide an initial overview of the data collected and the data used in research. Descriptive statistics use univariate analysis, which is only one variable from the data set is analyzed (Esa et al., 2010). The mean scale interpretation is used to examine the level of employability skills and the self-efficacy mastery of students SMPK Vokasional Indahpura with learning disabilities. Table 2.1 shows the interpretation of the employability skills and self-efficacy of students with learning disabilities in SMPK Vokasional Indahpura.

Table 2.1: Interpretation of the employability skills and self-efficacy of students with learning disabilities in SMPK Vokasional Indahpura

Mean score scale	Interpretation of skills level
3.01-4.00	High
2.01-3.00	Intermediate
1.00-2.00	Low

Inferential statistics are the result of statistical tests used in making an inferential on the research data and to associate it with the findings of samples or populations. Inferential statistics involve bivariate and multivariate analysis (Esa et al., 2010). The inferential statistics used in this study are one-way ANOVA, T-test and Pearson Correlation. Table 2.2 shows the statistical tests used based on the research questions and hypotheses

Table 2.2: Statistical tests used based on the research questions and hypotheses

Research Questions	Statistical
What are the employability skills level of students with learning disabilities in SMPK Vokasional Indahpura?	Frequency, percentage, mean, standard deviation
What is the self-efficacy level of students with learning disabilities in SMPK Vokasional Indahpura?	Frequency, percentage, mean, standard deviation
Is there a difference in the employability skills based on the course attended by students with learning disabilities in SMPK Vokasional Indahpura?	One-way ANOVA
Is there a difference in the employability skills based on the career transition period of students with learning disabilities in SMPK Vokasional Indahpura?	T-test

Is there a relationship between self-efficacy and employability skills among students with disabilities in SMPK Vokasional Indahpura?

Null hypothesis (Ho3): There is no relationship between self-efficacy and employability skills among students with disabilities in SMPK Vokasional Indahpura.

Pearson
Correlation

III. RESULT

This study involved 60 respondents consists of the second year students of SMPK Vokasional Indahpura with learning disabilities. There are four courses offered at SMPK Vokasional Indahpura for students with learning disabilities namely, Housekeeping Operation, Anesthetist, Food Preparation and Manufacturing, and Hairstylist. Each course was represented by 15 randomly selected students as the respondents for this study. The student demographics questionnaires consisted of three questions, which to identify the gender, courses attended, and duration of career transition training. Table 4.1 shows the results of the analysis of the students based on the courses attended and the duration of career transition training

Table III.1: Student distribution based on courses and career transition period

Course	6 to 8 months		9 to 11 months	
	(n)	Percent(%)	(n)	Percent(%)
Housekeeping Operation	4	13.8	11	35.5
Food Preparation and Manufacturing	2	6.9	13	41.9
Anaesthetist	12	41.4	3	9.7
Hairstylist	11	37.9	4	12.9
Total	29	100	31	100

A. Employability skills of students with learning disabilities in SMPK Vokasional Indahpura

From Table 3.1, the mean value of students with learning disabilities in SMPK Vokasional Indahpura (mean = 2.28, standard deviation = 0.52) indicates that the level of student employability skills mastery is moderate. Based on the Kolmogorov-Smirnov test, the data of employability skills of SMPK Vokasional Indahpura students (df = 60, sig.> 0.05) were not significant. This indicates that the data is normally distributed.

Table 3.1: Employability skills of students with learning disabilities in SMPK Vokasional Indahpura

Employability skills	Mean	Standard deviatio n	Data interpretatio n	Kolmogorov-Smirnov test
	2.28	0.52	Intermediate	df=60 Sig.=0.2

Descriptive analysis of employability skills component of SMPK Vokasional Indahpura students with learning

disabilities showed that the student skills level mastery was moderate for all components except for the information management component where the level of mastery is low. Table 3.3 shows the frequency analysis of the level of mastery of SMPK Vokasional Indahpura students with learning disabilities

B. Self-efficacy of students with learning disabilities in SMPK Vokasional Indahpura skills of students with learning disabilities in SMPK Vokasional Indahpura

The mean value for self-efficacy of SMPK Vokasional Indahpura students with learning disabilities (mean = 2.53, standard deviation = 0.37) shows a moderate level of student self-efficacy. Based on the Kolmogorov-Smirnov test, the self-efficacy data of SMPK Vokasional Indahpura students (df = 60, sig.> 0.05) were not significant. This indicates that the data is normally distributed. Frequency analysis of SMPK Vokasional Indahpura students with learning disabilities on self-efficacy level revealed that seven students had low of self-efficacy level (11.67%), 46 students had moderate of self-efficacy level (76.67%) and seven students had high of self-efficacy level (11.67%). Table 3.5 shows a descriptive analysis of the self-efficacy items. All items on student's self-efficacy are at a moderate level.

C. Employability skills differences based on the course attended by students with learning disabilities in SMPK Vokasional Indahpura

One-way ANOVA tests were used to determine the differences in employability skills of SMPK Vokasional Indahpura students with learning disabilities based on four courses attended which are the Housekeeping Operation, Hairstylist, Food Preparation and Manufacturing, and Anesthetist. The ANOVA test result shows there are differences in employability skills based on the course attended (F (3, 56) = 2.77, sig. ≤ 0.05) were significant. Thus, the null hypothesis is rejected. As such, there are differences in employability skills based on the courses of the SMPK Vokasional Indahpura students with learning disabilities. The analysis of the employability skills component shows that there are differences in the thinking skills of students based on the courses attended. The technology component F = (3, 56) = 4.34, p ≤ 0.05 also indicated that there were technological differences of students based on the courses attended. Subsequent post hoc of Tukey HSD comparisons were performed on the thinking skills component and technology component to identify the differences in detail. There is a difference in thinking skills between the Housekeeping Operation course (mean = 2.58, standard deviation = 0.62) and the Anesthetist course (mean = 1.82, standard deviation = 0.45). Besides, there is a difference in thinking skills between the Anesthetist course (mean = 1.82, standard deviation = 0.45) and Food Preparation and Manufacturing course (mean = 2.40, standard deviation = 0.67). There were technological differences between Housekeeping Operation course (mean =

Table 3.9: Pearson Correlation (r) between items on self-efficacy with employability skills components

Employability skills	Self-efficacy									
	1	2	3	4	5	6	7	8	9	10
Employability skills	0.36	0.50	0.18	0.35	0.17	0.33	0.48	0.37	0.55	0.53
Basic	1	0.44	0.56	0.51	0.30	0.47	0.31	0.19	0.40	0.34
Thinking		1	0.30	0.40	0.28	0.33	0.26	0.31	0.31	0.39
Self-quality			1	0.62	0.41	0.34	0.30	0.21	0.15	0.24
Resources management				1	0.36	0.61	0.42	0.34	0.34	0.55
Interpersonal					1	0.40	0.33	0.12	0.24	0.17
Information management						1	0.63	0.48	0.54	0.57
System							1	0.50	0.64	0.60
Technology								1	0.66	0.70

standard deviation = 0.64) and Anesthetist course (mean = 1.77, 0.48).

D. Employability skills differences based on a career transition period of students with learning disabilities in SMPK Vokasional Indahpura

Independent T-test is used to test the differences in employability skills based on the transition period of SMPK Vokasional Indahpura students with learning disabilities. T-test results showed that there were no differences in employability skills based on the transition period of SMPK Vokasional Indahpura students with learning disabilities ($t(58) = -1.043, p > 0.05$). The p-value is not significant. Therefore, the null hypothesis is accepted. This proves that there is no difference in employability skills based on the transition period of SMPK Vokasional Indahpura students with learning disabilities. The Levene test showed that the mean value obtained was 0.34 (Significance > 0.05), assuming that the variance value was the same although the T-test showed that there was no difference in employability skills based on the transition period of SMPK Vokasional Indahpura students with learning disabilities, the mean analysis showed that the mean value of students participating in the career transition between 9 to 11 month period (mean = 2.35, standard deviation = 0.55) were higher than the mean value of students participating in a career transition between 6 to 8 months (mean = 2.21, standard deviation = 0.48). The mean value of students with basic skills component and career transition period of 9 to 8 months (mean = 2.48, standard deviation = 0.61) was higher than the mean value of students with basic skills component and between 6 to 8 months of career transition (mean = 2.38, standard deviation = 0.52). Overall, the mean value of each component of employability skills for students with the career transition period of 9 to 11 months was higher than the mean value of each component of employability skills for students with the career transition period of 6 to 8 months.

E. Relationship between self-efficacy and employability skills of students in SMPK Vokasional Indahpura

Pearson Correlation value ($r = + 0.55, sig = 0.55$) indicates that there is a strong positive relationship between the self-efficacy of SMPK Vokasional Indahpura students with learning disabilities and employability skills. Thus, the null hypothesis is rejected. From Table 3.9, there is a strong

positive relationship between self-efficacy and employability skills. Thus, the null hypothesis is rejected.

IV. FINDINGS AND DISCUSSION

A. Employability skills of students with learning disabilities in SMPK Vokasional Indahpura

Based on the data analysis, the level of employability skills mastery of SMPK Vokasional Indahpura students in learning skills is at a moderate level. This may be due to the students self-factors, health and surrounding environment. Students sometimes fail to measure their true self-ability and lack of confidence. They also often feel inferior and feel that they are unable to complete the tasks within a given time. Health problems may cause the students to failed to remember well, unable to understand complex instructions, unable to master the basic reading, writing and counting skills, unable to communicate well, unable to use equipment that requires a systematic usage, and more. The negative perspective of the surrounding community on the ability of students with learning disabilities may also affect the level of employability skills mastery of the students with learning disabilities. This has an impact on the interpersonal relationships as well as the student interaction with the surrounding community. According to Abdou Issa (2013), among the challenges that impede the person with disabilities (PWD) in getting a job is lacking the confidence as PWD, the unsustainable work environment for PWD, low wages, low demand in the labour market for PWD, negative attitude and response of the employer towards PWD. As a whole, the level of employability skills mastery of SMPK Vokasional Indahpura students is at a moderate level. Nonetheless, the level of these students employability skills mastery can be improved followed by the efforts that lead to increasing the level of student employability skills. Collaboration from various parties will surely help these students to develop their optimum of potential and will penetrate the labour market with a high level of employability skills..

B. Level of self-efficacy of students with learning disabilities in SMPK Vokasional Indahpura

Based on the data analysis as a whole,

the self-efficacy level of SMPK Vokasional Indahpura students with learning disabilities is at a moderate level. Majority of students have moderate levels of self-efficacy. The number of students with high levels of self-efficacy is the same as the number of students with low levels of self-efficacy. This indicates that the majority of students are less confident in their ability in completing tasks over a set of time. Research findings by Lackaye, Margalit, Ziv and Ziman (2003) show that students with learning disabilities have low academic and social self-efficacy. Their feelings are also negative, hopeless and lack of effort in their studies. Based on analysis of self-efficacy items, the students' confidence level of that they can think of a solution when dealing with unexpected situations is at a moderate level. This shows that their level of self-confidence in dealing with problems is at a moderate level. This may be because they feel that they need people surrounding to help them in solving problems in an unexpected situation. The level of students' self-efficacy towards their abilities in solving difficult problems if they are working hard is also at a moderate level. The problem-solving process requires students to think creatively and critically. According to Bloom's taxonomy, there are six levels of the taxonomy of knowledge, understanding, application, analysis, synthesis, and evaluation. The ability in solving problems is at the application level. Students with average learning disabilities only master the level of knowledge and understanding. This is proven when a study of the level of students' thinking skills mastery shows that they are at a moderate level. In this regard, the level of student self-efficacy in solving difficult problems is also at a moderate level. Overall, the self-efficacy level of SMPK Vokasional Indahpura students is at a moderate level. The level of student self-efficacy needs to be increased to ensure that they can equip themselves with self-quality as required by the employers. High efficacy certainly gives a great return to personal achievement in particular, and employers generally. Therefore, the involvement of all parties is necessary to ensure that the level of self-efficacy of the SMPK Vokasional Indahpura students is at a high level

C. The differences in employability skills based on course attended

One-way ANOVA tested on the variables of employability skills and the courses attended showed that there were differences in employability skills based on courses attended by the students. Therefore, the null hypothesis (Ho1) is rejected. This is to show that the courses attended by the students affect the student's employability skills mastery. The findings show that the level of employability skills mastery in Housekeeping Operation course is the highest compared to other courses. This might be due to the Housekeeping Operation course students have mastered each component of employability skills more than other courses. The level of employability skills mastery for Anesthetist course is the lowest compared to other courses. This phenomenon may be due to the Housekeeping Operation course and the Food Preparation and Manufacturing course offering the Malaysian Skills Certificate (SKM) Level 3 while the Hairdystylist and Anesthetist course offering the Malaysian Skills Certificate (SKM) Level 2. SKM Level 2 involves the operational and production stage while SKM Level 3 involves the supervisory stages. In fact, the higher the level of student learning, the

higher the proficiency of the students toward the course. One-way ANOVA test of the differences in employability skills component based on courses attended by the students showed that there was a difference in the level of employability skills mastery between courses attended by SMPK Vokasional Indahpura students with learning disabilities for thinking skills and technology components. This shows that students have different levels of thinking skills and technology skills. Students of Housekeeping Operation course mastered more in the thinking skills and technology skills than students in other courses. This may be because Housekeeping Operation students are more exposed to tasks that involve problem-solving. This process requires them to think creatively and critically in solving the problem. The technology types of equipment used in the Housekeeping Operation course is the washing machine and vacuum where both equipment are being used in our daily life. This may result in Housekeeping Operation students mastered the technology skills more than any other courses. The Turkey HSD Advanced Test shows that there is a significant difference in the level of employability skills mastery between the Housekeeping Operation course and the Anesthetist course. The differences in the level of mastery of Food Preparation and Manufacturing course with the Anesthetist course are also identified.

D. The differences in employability skills based on a career transition period of students with learning disabilities in SMPK Vokasional Indahpura

Based on the independent T-test tested on the employability skills variables and the career transition period of SMPK Vokasional Indahpura students with learning disabilities, there is no difference in employability skills mastery based on the career transition period of the students. Thus, the null hypothesis (Ho2) is accepted. This indicates that the period of career transition does not affect the employability skills mastery of the students. However, the level employability skills mastery for students who are in the career transition period between nine and eleven months is higher than the students who are in the career transition period between six to eight months. Overall, the level of occupational proficiency of students who attended the career transition period of nine to eleven months was higher than the students who attended the career transition period of six to eight months for each component of the employability skills. This may be because the students who undergo the career transition period between nine and eleven months went through more training than the students who undergo the career transition period between six to eight months. The training undergoes more or less is affecting the employability skills of the individual.

E. The differences in employability skills based on a career transition period of students with learning disabilities in SMPK Vokasional Indahpura

A positive relationship exists between self-efficacy and the employability skills of SMPK Vokasional Indahpura students with learning disabilities. Thus, the null hypothesis (Ho3) is rejected. There is a strong positive relationship between efficacy and the components of basic skills and self-quality.

Studies by Ab Halim (2013) shows that there is a strong positive relationship in self-efficacy with the employability skills of technical and vocational students with hearing disabilities at the Polytechnic and Community College, Malaysia. Therefore, students with high self-efficacy will be able to master their employability skills better. In fact, in a working environment, employers are very much concerned with the employees' self-efficacy because an efficient individual is usually excellent in their work. According to Grosch (2013), managers in the hospitality industry see people with disabilities as those who do not have the natural ability they need, does not meet the industry-specific needs and employers require to incur significant costs in hiring them for a job. Studies have found that workers with disabilities are loyal, trustworthy and in need a simple of convenience. The results show that the development of an organizational climate with openness and tolerance has allocated employees with disabilities in the centre of the management planning and operating process, and investing in a good human resource management practices are the important elements for integrating the PWD at the workplace. This integration is seen to enhance the self-efficacy level of the special needs group. This is because they can compete with ordinary people and receive guidance from the surrounding community directly or indirectly. Erik, Katharina, and Magnussverke (2008) conducted a study to investigate the relationship between employability and self-efficacy, and the results of the cross-lagged analysis showed that employability provides an early description of self-efficacy. Overall, there is a strong positive relationship between self-efficacy and student's employability skills. This is proven when the findings of questions 1 and 2 show that the level of student effectiveness is moderate and the level of student's employability skills mastery is also moderate. This demonstrates the existence of the relationship between self-efficacy and student's employability skills.

V. CONCLUSION

Based on the findings of this study, it can be concluded that the level of employability skills mastery of SMPK Vokasional Indahpura students with learning disabilities is at a moderate level. Self-efficacy levels of SMPK Vokasional Indahpura students with learning disabilities are at a moderate level. There are differences in the level of employability skills mastery between courses attended by SMPK Vokasional Indahpura students with learning disabilities in thinking skills and technology components. There were no differences in the employability skills mastery based on the transition period of SMPK Vokasional Indahpura students with learning disabilities. There is a strong positive relationship between efficacy and the components of basic skills and self-quality. Therefore, students with high self-efficacy can master their employability skills better.

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