



**RESEARCH PAPER**

**Current Practices for Transitional Planning From School to College Level about Physically Challenged Students: Special Education Teachers Perspectives**

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**ABSTRACT**

Successful transitional planning is possible only when teachers are aware of modern trends and the most updated knowledge. This study aimed at seeking teachers' perspective regarding transitional planning for their physically challenged students from their schooling to college education. The sample of the study were teachers from the schools of physically challenged students (N=85) i.e, males (N=35) and females (N=50). The tool for the study was A self-developed structured questionnaire. The instrument's validity was confirmed through expert opinion (N=03). The analysis of the data was done through statistical software SPSS version 21 through descriptive statistics and the frequencies were drawn. The study found that maximum numbers of respondents know about transitional planning for students with physical disabilities. This study recommended teachers must be provided with contemporary transitional planning techniques at the time of their joining in special education schools of physically handicapped children. Additionally, students with physical disabilities must have an explicit understanding delivered by their teachers about their transitional planning before leaving their schools for future's endeavors.

**KEYWORDS** Education, Perception, Physical Disabilities, Students, Transitional Planning

**Introduction**

The condition of physical disabilities hinders the educational and social life of students with physical disabilities. This is really very challenging for physically challenged students and their families to have such experiences of transition (Soni, 2021). Specific areas of transition to school for special needs children are focused in the previous studies (Then, 2023).

Teachers of physically handicapped students applied the curriculum that is especially designed for physically handicapped students so that the students could enter successfully in a complex society from secondary school (Haager & Vaughn, 2013; Morningstar, et al., 2017).

Transitional planning helps students to sparkle in their future in the right direction. The word "transition" refers to the conversion between one stage and the next. It includes process of development i.e, growth of an individual for transferring of responsibility [Gale & Parker, (2014), p.737].

Therefore, post-school performance must be incorporated in teacher education programmes to make sure that educators are completely equipped for providing programmes of secondary transition and their implementation (Cook et al., 2013; Mazzotti et al., 2012).

Through a series of processes known as transition, which include Postsecondary education, independence, employment, and involvement in civic, social, and cultural activities, students with physical disabilities are transferred from school activities to post-school activities.

Additionally, Subban & Sharma (2006) discovered that instructors' lack of preparation for teaching students with physical impairments negatively impacts those students' readiness for the transfer to the workforce. A effective transition plan should involve participation from all parties, including students, parents, teachers, school guidance, counsellors, administrators, and community members (Connor, 2012). Furthermore, the transition education is grounded in high-quality research (Rowe et al., 2021).

This study emphasizes the educators' view point regarding the transition of physically handicapped students from the secondary level to the postsecondary level. Although transition planning is a requirement under the Individuals with Disabilities Education Act (IDEA-2004), this study explores teachers' opinions on the topic and the appropriateness of its use in special education schools for students with physical disabilities.

### **Literature Review**

Attending college is a crucial step in developing a healthy pathway (Scott, Jonathan, 2017). The educational attainment of people with physical disabilities is lower than that of people without disabilities (Shandra, 2017). Students with disabilities must put in more effort to demonstrate both their abilities and their competence as learners (Olsen et al., 2020).

The barriers that students with disabilities should encounter are listed with evidence, and they range from discrimination (McLeod et al., 2019; Shaw et al., 2021).

The CRPD (Convention on the Rights of Persons with Disabilities) is ratified by 184 nations on January 1, 2022 (United Nations, 2022). According to McLeod et al. (2019), students who are physically impaired or disabled must deal with issues like stigma, social exclusion, and discrimination.

Additionally, students who leave higher education want to transition into the workforce, where they will face new challenges. Employees are less likely to hire people with disabilities than those who have disabilities (Shamshiri & Krogh, 2020). According to Vlachou & Papananou (2018), Ali et al. (2020), Odame et al. (2021), Carmitet al. (2022), Sullivan, 2021).

The few students who comment on individual sports that they have received from specific supervisors, tutors, or lecturers would receive support from other important actors within the educational environment (Pesonen et al., 2021). In some instances, university professors went above and beyond their responsibilities as teachers to assist students in getting ready for the change (Pesonen et al., 2021).

A numbers of students also report having a positive experience because of the supportive and encouraging attitudes of the placement supervisors they worked with (Langrgen et al., 2020).

In order to make the transition to the workforce accessible and inclusive, career services and disability services within higher education institutions should collaborate closely with placement providers and employers (Wehmeyer et al., 2019).

### **Material and Methods**

## Research Design

This research was quantitative in nature with descriptive type. This kind of study explains what already exists and may assist in the discovery of new data and insights.

## Population

The study's participants were special education school teachers of physically challenged students. All teachers belonged to the government sector.

## Sample

Using a suitable sampling technique, the study's samples were teachers (N=85) working in the field of physical handicap. A accessible sample is a kind of non-probability sampling technique in which the sample was drawn from a group of persons who are simple to get in touch with or locate. The total number of sample includes females (N=50) and the males (N=35). The qualification of the respondents were B.Ed (N=04), M.A (61(M.Phil/Ph.D (N=20). The teachers belonged to primary level (N=10), middle level (N=26), secondary level (N=40) and higher secondary school (N=09). The age of samples were 21 years and above. The sample framework has been mentioned in table given below:

**Table 1**  
**Sample Framework**

| City Name       | J.S.E.T | S.S.E.T | Total Sample |
|-----------------|---------|---------|--------------|
| Lahore          | 13      | 13      | 26           |
| Mainchanu       | Nil     | 01      | 01           |
| Rawalpindi      | 07      | Nil     | 07           |
| Multan          | 01      | 03      | 04           |
| Narrowal        | 01      | 01      | 02           |
| Mandibhwao din  | 01      | 01      | 02           |
| Sailkot         | 04      | Nil     | 04           |
| Hafizaabad      | Nil     | 01      | 01`          |
| Gujrawala       | 04      | Nil     | 04           |
| Okara           | 09      | 04      | 12           |
| Lodhran         | 01      | 01      | 02           |
| Faisalabad      | 03      | Nil     | 03           |
| Toba teksingh   | 02      | Nil     | 02           |
| Muzafabad       | 03      | 03      | 06           |
| Vehari          | 02      | 01      | 03           |
| Sheikpura       | 01      | Nil     | 01           |
| Jhang           | 01      | Nil     | 01           |
| Sahiwal         | 01      | Nil     | 01           |
| Dera ghazi khan | Nil     | 01      | 01           |
| Total           | 85      |         |              |

## Research Instrument

A self-structured questionnaire was developed with the intention of gathering data. There were two sections of the self-developed questionnaire. The first part consisted of the demographic information of the respondents including name, age, school, city, gender, and qualification.

22 closed-ended questions on a 5-point Likert scale made up the second section of the survey. Strongly Agree, Strongly Disagree, Disagree, Neutral, Agree, and Disagree. After that, researchers administered the research tool to collect relevant data from 85 teachers of

the physically handicapped field from public sector in Punjab about the perception of teachers about transitional planning for students with physical disabilities.

### **Instrument's Validity**

The expert opinion (N=02) provided assurance of the validity of the instrument.

### **Collection of Data**

Data was collected through self-developed questionnaire from the teachers of physically handicapped children working in special education schools by telephonic survey. However, researchers had also approached some teachers personally from various schools of physically handicapped children in Punjab.

### **Analysis of Data**

By utilizing version 21 of the Statistical Package for Social Sciences (SPSS), the respondents' quantitative data were examined. Data were converted to numeric results through quantitative analysis into percentages and were presented in tabulated form. To draw results and conclusions from the data analysis, descriptive statistics were used.

### **Ethical Consideration**

The study's ethical considerations were meticulously and correctly compiled. Before asking questions, the respondents were first given information. Additionally, they received a guarantee that the information they provided wouldn't be used against them in the future.

### **Procedure**

The present study was quantitative in nature with its descriptive type of research. After the selection of topic on the basis of personal observation and experiential learning, the researchers reviewed the literature, set the objectives, significance and questions of the study. The researchers developed close-ended questioners for the students with physical disability to cover the maximum numbers of sample. The samples of the study were consisting of 85 teachers of physically handicapped students from special education schools of Punjab. The sample was included with males (N=35) and females (N=50). Data were gathered using a questionnaire that was self-developed. The validity of the questionnaire was confirmed with the opinion of two field experts. Version 21 of the statistics package for social sciences (SPSS) software was used to analyze the data. After data analysis, results and conclusions were drawn and the recommendations were given at the end.

### **Results and Discussion**

**Table 2**  
**Frequency Distribution of the Respondents as per Gender**

| <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Std. Error Mean</b> |
|---------------|----------|-------------|-----------------------|------------------------|
| Male          | 35       | 96.14       | 8.6                   | 1.453                  |
| Female        | 50       | 91.56       | 8.2                   | 1.154                  |

This table depicts that 35 respondents who were males and 50 respondents were females. It means that maximum number 59% of respondents were females.

**Table 3**  
**Frequency Distribution of the Respondents as per School Levels**

|                  | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|------------------|----|------|----------------|------------|----------------------------------|-------------|---------|---------|
|                  |    |      |                |            | Lower Bound                      | Upper Bound |         |         |
| Primary          | 10 | 98   | 7              | 2.227      | 92.56                            | 102.64      | 89      | 114     |
| Middle           | 26 | 95.3 | 7.3            | 1.428      | 92.33                            | 98.21       | 81      | 114     |
| Secondary        | 40 | 93.3 | 8.6            | 1.357      | 90.53                            | 96.02       | 71      | 115     |
| higher secondary | 9  | 84   | 8              | 2.774      | 77.94                            | 90.73       | 71      | 97      |
| Total            | 85 | 93.5 | 8.6            | .932       | 91.59                            | 95.30       | 71      | 115     |

This Table shows that 10 respondents were from primary school, 26 respondents from middle school, 40 respondents from secondary school and 9 from higher secondary schools. It means that maximum respondents 47% were from secondary level.

**Table 4**  
**Frequency Distribution of the Respondent regarding Age**

| Age      | N  | Mean  | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|----------|----|-------|----------------|------------|----------------------------------|-------------|---------|---------|
|          |    |       |                |            | Lower Bound                      | Upper Bound |         |         |
| 21-30    | 52 | 94.88 | 8.735          | 1.211      | 92.45                            | 97.32       | 71      | 115     |
| 31-40    | 22 | 91.95 | 7.319          | 1.560      | 88.71                            | 95.20       | 79      | 107     |
| 41 above | 11 | 89.64 | 9.341          | 2.816      | 83.36                            | 95.91       | 71      | 99      |
| Total    | 85 | 93.45 | 8.595          | .932       | 91.59                            | 95.30       | 71      | 115     |

This table displays that 52 respondents were between the ages of 21 to 30 years, 22 respondents were having the ages between 31 to 40 years and 11 respondents were more than 41. It means that maximum respondents 61% were from the ages of 21 to 30.

**Table 5**  
**Frequency Distribution of the Teacher's Experiences**

| Experience  | N  | Mean  | Std. Deviation | Std. Error Mean |
|-------------|----|-------|----------------|-----------------|
| less than 5 | 30 | 95.23 | 10.5           | 1.926           |
| More than 5 | 54 | 92.5  | 7.3            | .994            |

This table highlights that 30 respondents have less than 5 years experienced in teaching. 54 respondents have more than 5 years' experience in teaching. It means that maximum respondents 55% were having the experience of more than 5 years.

**Table 6**  
**Frequency Distribution of the Respondents as per their Qualification**

| Qualification | N  | Mean  | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|---------------|----|-------|----------------|------------|----------------------------------|-------------|---------|---------|
|               |    |       |                |            | Lower Bound                      | Upper Bound |         |         |
| B.ed          | 4  | 90.75 | 13.276         | 6.638      | 69.63                            | 111.87      | 71      | 99      |
| M.A/M.Sc      | 61 | 93.38 | 8.845          | 1.133      | 91.11                            | 95.64       | 71      | 115     |
| M.Phil/Ph.D   | 20 | 94.20 | 7.038          | 1.574      | 90.91                            | 97.49       | 79      | 109     |
| Total         | 85 | 93.45 | 8.595          | .932       | 91.59                            | 95.30       | 71      | 115     |

This table depicts that 4 respondents were B.Ed, 61 respondents from M.A/M.Sc, and 20 from M.Phil/Ph.D. It means that maximum respondents 72% were from M.A\M.Sc.

**Table 7**  
**I know about transitional plan for students with physical disabilities**

| <b>Scale</b>      | <b>Frequency</b> | <b>Percent</b> |
|-------------------|------------------|----------------|
| Neutral           | 6                | 7              |
| Disagree          | 34               | 40             |
| Strongly disagree | 45               | 53             |
| Total             | 85               | 100            |

According to the data in this table, 53% of respondents strongly agreed with this statement, compared to 40% who agreed and 7% who had no opinion. It means that maximum numbers of the respondents 53% were strongly agree that they know about transitional plan for students with physical disabilities.

**Table 8**  
**I am aware of each predictor's attributes for success after graduation as they relate to the transition program's elements.**

| <b>Scale</b>      | <b>Frequency</b> | <b>Percent</b> |
|-------------------|------------------|----------------|
| Neutral           | 19               | 22             |
| Disagree          | 38               | 45             |
| Strongly disagree | 28               | 33             |
| Total             | 85               | 100            |

This table depicts that 33% respondents were strongly agree, while 45 % respondents were agree with this statement and 22% respondents were neutral with this statement. This indicates that, in relation to the transition programme components, the majority of respondents 45% agreed that they understood the traits of each predictor of post-school success.

**Table 9**  
**I follow student centered transition plan rather than working on teacher centered transition plan.**

| <b>Scale</b>      | <b>frequency</b> | <b>Percent</b> |
|-------------------|------------------|----------------|
| Neutral           | 15               | 18             |
| Disagree          | 47               | 55             |
| Strongly disagree | 21               | 25             |
| Total             | 85               | 100            |

This table shows that 25% respondents were strongly agree, while 55 % respondents were agree with this statement, 18% respondents were neutral with this statement and just 2% respondents were disagree this statements. It means that maximum numbers of the respondents were 55% agree that they follow student centered transition plan rather than working on teacher centered transition plan.

**Table 10**  
**I think that teachers in special education implement transitional plan for their students with physical disabilities.**

| <b>Scale</b>      | <b>Frequency</b> | <b>Percent</b> |
|-------------------|------------------|----------------|
| Strongly agree    | 1                | 11             |
| Agree             | 4                | 15             |
| Neutral           | 14               | 17             |
| Disagree          | 46               | 54             |
| Strongly disagree | 20               | 24             |
| Total             | 85               | 100            |

This table shows that 24% respondents were strongly agree, while 54 % respondents were agree with this statement, 17% respondents were neutral with this

statement, 5% respondents were disagree this statements and just 1% strongly disagreed with this statement. It means that maximum numbers of the respondents 54% were agree that they think that teachers in special education implement transitional plan for their students with physical disabilities.

**Table 11**  
**I think that complying the transitional plan with its five steps should be modified by teachers of physical disabled students.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 1         | 1       |
| agree             | 1         | 1       |
| neutral           | 16        | 19      |
| disagree          | 43        | 51      |
| Strongly disagree | 24        | 28      |
| Total             | 85        | 100     |

This Table depicts that 28% respondents were strongly agree, while 51 % respondents were agree with this statement, 19% respondents were neutral with this statement, 1% respondents were disagree this statements and just 1% strongly disagreed with this statement. It means that maximum numbers of the respondents 51% were agree that they think that complying the transitional plan with its five steps should be modified by teachers of physical disabled students.

**Table 12**  
**I keep myself updated about the trends for transitional plan for my students with physical disabilities.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| agree             | 1         | 1       |
| neutral           | 21        | 25      |
| disagree          | 47        | 55      |
| Strongly disagree | 16        | 19      |
| Total             | 85        | 100     |

This table shows that 19% respondents were strongly agree, while 55 % respondents were agree with this statement, 25% respondents were neutral with this statement and just 1% respondents were disagree this statements. It means that maximum numbers of the respondents 55% were agree that they keep him updated about the trends for transitional plan for their students with physical disabilities.

**Table 13**  
**My physically disabled students have experienced the best due to my guided transitional planning.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| agree             | 1         | 1       |
| neutral           | 15        | 18      |
| disagree          | 42        | 49      |
| Strongly disagree | 27        | 32      |
| Total             | 85        | 100     |

This table contains that 32% respondents were strongly agree, while 49 % respondents were agree with this statement, 18% respondents were neutral with this statement and just 1% respondents were disagree this statements. This means that maximum numbers of the respondents 49% were agree that there physical disabled students are experienced due to their guided transitional planning.

**Table 14**  
**I conduct time to time parents teachers meeting (PTM) for only the purpose of transitional planning of students with physical disabilities.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| agree             | 3         | 4       |
| neutral           | 11        | 13      |
| disagree          | 41        | 48      |
| Strongly disagree | 30        | 35      |
| Total             | 85        | 100     |

This table depicts that 35% respondents were strongly agree, while 48 % respondents were agree with this statement, 13% respondents were neutral with this statement and just 4% respondents were disagree this statements. It means that maximum numbers of the respondents 48% were agree that they conduct time to time parents teachers meeting (PTM) for only the purpose of transitional planning of students with physical disabilities.

**Table 15**  
**I make understand the parents about the importance of transitional planning for students with physical disabilities.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 1         | 1       |
| neutral           | 14        | 16      |
| disagree          | 44        | 52      |
| Strongly disagree | 26        | 31      |
| Total             | 85        | 100     |

Table shows that 31% respondents were strongly agree, while 52 % respondents were agree with this statement, 16% respondents were neutral with this statement and just 1% respondents were disagree this statements. It means that maximum numbers of the respondents 52% were agree that they make understand the parents about the importance of transitional planning for students with physical disabilities.

**Table 16**  
**As a teacher of students with physical disabilities, I maintain my student's portfolio of work skills.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| agree             | 3         | 3       |
| neutral           | 12        | 14      |
| disagree          | 51        | 60      |
| Strongly disagree | 19        | 22      |
| Total             | 85        | 100     |

This table shows that 22% respondents were strongly agree, while 60 % respondents were agree with this statement, 14% respondents were neutral with this statement and just 3% respondents were disagree this statements. It means that maximum numbers of the respondents 60% were agree that as a teacher of physically handicapped students, they maintain their student's portfolio of work skills.



**Table 17**  
**I identify opportunities for students with mild, moderate, and severe disabilities.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| neutral           | 20        | 24      |
| disagree          | 46        | 54      |
| Strongly disagree | 19        | 22      |
| Total             | 85        | 100     |

This table: shows that 22% respondents were strongly agree, while 54 % respondents were agree with this statement and 23% respondents were neutral with this statements. It means that maximum numbers of the respondents 54% were agree that they identify opportunities for students with mild, moderate, and severe disabilities.

**Table 18**  
**Student's portfolio of work skills helps in making decision for accurate transitional plan for students with physical disabilities.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| agree             | 1         | 1       |
| neutral           | 12        | 14      |
| disagree          | 50        | 59      |
| Strongly disagree | 22        | 26      |
| Total             | 85        | 100     |

This table depicts that 26% respondents were strongly agree, while 59% respondents were agree with this statement, 14% respondents were neutral with this statement and just 1% respondents were disagree this statements. It means that maximum numbers of the respondents 59% were agree that student's portfolio of work skills helps in making decision for accurate transitional plan for students with physical disabilities.

**Table 19**  
**I guide my physically handicapped students regarding the modern trends for acquiring an employment.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 2         | 2       |
| Neutral           | 17        | 20      |
| disagree          | 44        | 52      |
| strongly disagree | 22        | 26      |
| Total             | 85        | 100     |

This table depicts that 26% respondents were strongly agree, while 52% respondents were agree with this statement, 20% respondents were neutral with this statement and just 2% respondents were disagree this statements. It means that maximum numbers of the respondents 52% were agree that they guide their students with physical disabilities regarding the modern trends for acquiring an employment.

**Table 20**  
**I motivate my physically handicapped students about achieving standardized life status through standardized employment.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| neutral           | 14        | 17      |
| Disagree          | 44        | 52      |
| Strongly disagree | 27        | 32      |
| Total             | 85        | 100     |

This table shows that 32% respondents were strongly agree, while 52% respondents were agree with this statement and 17% respondents were neutral with this statements. It means that maximum numbers of the respondents 52% were agree that they motivate their students with physical disabilities about achieving standardized life status through standardized employment.

**Table 21**  
**I collaborate my colleagues regarding the development of transitional plan of students with physical disabilities every year.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 2         | 2       |
| Neutral           | 11        | 13      |
| Disagree          | 49        | 58      |
| Strongly disagree | 23        | 27      |
| Total             | 85        | 100     |

This table depicts that 27% respondents were strongly agree, while 58% respondents were agree with this statement, 13% respondents were neutral with this statement and just 2% respondents were disagree this statements. It means that maximum numbers of the respondents 58% were agree that they collaborate their colleagues regarding the development of transitional plan of physically handicapped students every year.

**Table 22**  
**I communicate with community stakeholders for adjustment of my students with physical disabilities as a part of their transition plan.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 1         | 1       |
| Neutral           | 15        | 18      |
| Disagree          | 49        | 58      |
| Strongly disagree | 20        | 24      |
| Total             | 85        | 100     |

This table contained 24% respondents were strongly agree, while 58% respondents were agree with this statement, 18% respondents were neutral with this statement and just 1% respondents were disagree this statements. It means that maximum numbers of the respondents 58% were agree that they communicate with community stakeholders for adjustment of their physical disabled students as a part of their transition plan.

**Table 23**  
**I prepare the students with physical disabilities with firm instructions to make up their minds about transition from school to college.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 1         | 1       |
| Agree             | 1         | 1       |
| Neutral           | 18        | 21      |
| Disagree          | 49        | 58      |
| Strongly disagree | 16        | 19      |
| Total             | 85        | 100     |

This table depicts that 19% respondents were strongly agree, while 58% respondents were agree with this statement, 21% respondents were neutral with this statement, 1% respondents were disagree this statement and just 1% were strongly disagree this statement. It means that maximum numbers of the respondents 58% were agree that they prepare the physically challenged students with firm instructions to make up their minds about transition from school to college.

**Table 24**  
**I encourage community experiences, like volunteer work so that there could be a participation of community in transition plan of physically challenged students.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 1         | 1       |
| Agree             | 1         | 1       |
| Neutral           | 12        | 14      |
| Disagree          | 52        | 61      |
| Strongly disagree | 19        | 22      |
| Total             | 85        | 100     |

This table possessed 22% respondents were strongly agree, while 61% respondents were agree with this statement, 14% respondents were neutral with this statement, 1% respondents were disagree this statement and just 1% were strongly disagree with this statement. It means that maximum numbers of the respondents 61% were agree that they encourage community experiences, like volunteer work so that there could be a participation of community in transition plan of physically handicapped students.

**Table 25**  
**Donation support is assured with my efforts to my physically challenged students for meeting their financial needs during their education at college or higher level.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 4         | 5       |
| Neutral           | 17        | 20      |
| Disagree          | 43        | 51      |
| Strongly disagree | 21        | 25      |
| Total             | 85        | 100     |

This table depicts that 25% respondents were strongly agree, while 51% respondents were agree with this statement, 20% respondents were neutral with this statement and 5% respondents were disagree this statement. It means that maximum numbers of the respondents 51% were agree that donation support is assured with their efforts to their physically challenged students for meeting their financial needs during their education at college or higher level.

**Table 26**  
**I involve my physically handicapped students through skill based career guidance & counseling for transition.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 1         | 1       |
| Agree             | 2         | 2       |
| Neutral           | 16        | 19      |
| Disagree          | 44        | 52      |
| Strongly disagree | 22        | 26      |
| Total             | 85        | 100     |

This table shows that 26% respondents were strongly agree, while 52% respondents were agree with this statement, 19% respondents were neutral with this statement, 2% respondents were disagree this statement and just 1% respondents are strongly disagree with this statement. It means that maximum numbers of the respondents 52% were agree that they involve their physically handicapped students through skill based career guidance & counseling for transition.

**Table 27**  
**I help my physical disabled students in their goal setting after completing their school education.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 1         | 1       |
| Neutral           | 13        | 15      |
| Disagree          | 45        | 53      |
| Strongly disagree | 26        | 31      |
| Total             | 85        | 100     |

This table depicts that 31% respondents were strongly agree, while 53% respondents were agree with this statement, 15% respondents were neutral with this statement and just 1% respondents were disagree this statement. It means that maximum numbers of the respondents 53% were agree that they help their physically challenged students in their goal setting after completing their school education.

**Table 28**  
**I stay in touch with my physically challenged students until they achieve their life goals.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 2         | 2       |
| Neutral           | 15        | 18      |
| Disagree          | 45        | 53      |
| Strongly disagree | 23        | 27      |
| Total             | 85        | 100     |

This table depicts that 27% respondents were strongly agree, while 53% respondents were agree with this statement, 18% respondents were neutral with this statement and just 2% respondents were disagree this statement. It means that maximum numbers of the respondents 53% were agree that they stay in touch with their students with physical disabilities until they achieve their life goals.

**Table 29**  
**I encourage my physically challenged students in achieving their life goals on the base of firm transitional planning made by me.**

| Scale             | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 3         | 3       |
| Neutral           | 13        | 15      |
| Disagree          | 38        | 45      |
| Strongly disagree | 31        | 36      |
| Total             | 85        | 100     |

This table described that 36% respondents were strongly agree, while 45% respondents were agree with this statement, 15% respondents were neutral with this statement and just 3% respondents are disagree this statement. It means that maximum numbers of the respondents 45% were agree that they encourage their physically challenged students in achieving their life goals on the base of firm transitional planning made by his.

## **Findings**

The findings of the study are

- A majority 59% respondents were females
- A majority of the respondents 53% supported that they know about transitional plan for physically handicapped students.
- Almost half of the respondents 45% reported they understood the traits of each predictor of post-school success.
- A maximum 55% of the respondents reported they follow student centered transition plan rather than working on teacher centered transition plan.
- A majority 54% of the respondents declared they think that teachers in special education implement transitional plan for their physical disabled students.
- Half of the respondents 51% stated they think that complying the transitional plan with its five steps should be modified by teachers of physical disabled students.
- A majority 55% of the respondents reported they keep updated about the trends for transitional plan for their physically challenged students.
- A half of the respondents 49% reported there physically challenged students experienced the best due to their guided transitional planning.
- A half of the respondents 48% reported they held time to time parents teachers meeting (PTM) for only the purpose of transitional planning of physically challenged students.
- A majority of the respondents 52% declared they make understand the parents regarding significance of planning for transition for physically handicapped students.
- A maximum of the respondents 60% reported as a teacher of physically handicapped students, they maintain their student's portfolio of work skills.
- A maximum 54% of the respondents reported that they identify opportunities for students with mild, moderate, and severe disabilities.
- A majority of the respondents 59% stated students' portfolio of work skills helps in making decision for accurate transitional plan for physically challenged students.
- A majority of the respondents 52% reported they guide their physically handicapped students about the modern trends for acquiring an employment.
- A majority of the respondents 52% reported that they motivate their physically handicapped students about achieving standardized life status through standardized employment
- A maximum of the respondents 58% stated that they collaborate their colleagues regarding the development of transitional plan of students with physical disabilities every year.
- A majority of the respondents 58% reported they communicate with community stakeholders for adjustment of their physically disabled students as a part of their transition plan.
- A majority of the respondents 58% stated they prepare the physically handicapped students through firm instructions for making their minds about transition from school to college.
- A maximum 61% of the respondents supported that they encourage community experiences, like volunteer work so that there could be a participation of community in transition plan of physically challenged students.
- A majority of the respondents 51% reported that donation support is assured with their efforts to their physically handicapped students for meeting their financial needs during their education at college or higher level.
- A majority 52% of the respondents stated they involve their students with physical disabilities through skill based career guidance & counseling for transition.

- A majority of the respondents 53% defined they help their physically handicapped students in their goal setting after completing their school education.
- A majority of the respondents 53% reported they stay in touch with their physically challenged students until they achieve their life goals.
- Less than half of the respondents 45% reported they encourage their physically handicapped students in achieving their life goals on the base of firm transitional planning.

## **Discussion**

As per findings of the study, teachers know about transitional planning for physically challenged students. However, still there is a dire need to spread a comprehensive understanding about transitional planning among teachers. Transitional planning helps the students to move in the right path towards their study to get quality knowledge or earning of any livelihood through any skill. The success of sensitively disturbed students can be enhanced through the provision of services and transition planning in the areas of independent living, employment, and postsecondary education (Alsalamah, 2022).

For the purpose of transitional planning for their pupils with physical limitations, teachers have parents-teachers meetings (PTM). Meetings between parents and teachers are held to provide a smooth transition for pupils who have physical limitations. Teachers communicate with parents regarding their child's transitional planning from school to college. The triangular of teachers, parents and student really helpful to find out the strengths and weaknesses of particular phenomenon. It makes sure to concentrate on the transitional plan that is important to students with physical limitations. The hurdles that students with disabilities should encounter are listed with evidence, and they range from discrimination (McLeod et al., 2019; Shaw et al., 2021).

The study also indicates that maximum teachers believe student's portfolio of work skills helps in making decision for accurate transitional plan for physically challenged students. Students' portfolio of work will help to declare a respective and fulfilled area of student's personality and performance. However, maximum of the parents who are stakeholders taking interest to know about the improvement in studies of their physically challenged child with great passion and interest. Persons with physical impairments experience many challenges if they decide to enter or re-enter a working environment. The post-school result is employment for children and adults, which has the advantages of financial security, strong self-esteem, and joy from an enhanced existence (Goitse, 2022).

Teachers set their goals of achievement for their physically challenged students. Physically handicapped students are motivated by their Teachers for achieving their life goals. It also provides an optimistic approach to physically handicapped students for taking admission or learning of new skill. Specific training at the undergraduate and professional levels may alter teachers' views by helping them become familiar with students who have physical limitations. According to McLeod et al. (2019), students who are physically impaired or disabled must deal with difficulties like stigma, social exclusion, and prejudice.

Maximum teachers perceive transitional planning for their students as to help them till their achievement in life. Policies, principles, consultations and their implementation are informed by the teachers of physically handicapped students for the improvement of their student's performance.

This study provides useful information to increase awareness in schools of physically handicapped students and their teachers about transitional planning. It may help to develop program for bringing changes for students with physical disabilities in future. Transitional planning of physically disabled students helps both teachers and students to

understand their areas of interest and weakness to improve them well. The study supports teacher training to improve proficiency while instructing students with physical limitations. This study serves as a model for researchers looking for modern approaches to transition planning for college-bound individuals with physical limitations in the future.

### **Conclusion**

The study's findings show that special education teachers have a significant awareness of the transitional planning for physically challenged. Additionally, the collaboration of parents' and teachers is also important for transitional planning from school level to college level. Students portfolio of work helps in decision making for transitional planning for physically handicapped students. However, challenges for both teachers and students are there in transitional planning. Such challenges are required to be eliminated by all stakeholders collaboratively so that physically handicapped students could be guided with firm Transitional planning. Finally, it can be said that teachers always assist their physically challenged students in achieving their life goals.

### **Recommendations**

The recommendations of the study have been given below;

- Teachers must update themselves with necessary contemporary knowledge about their physically handicapped students for effective transitional planning.
- Physically challenged students must have an explicit understanding delivered by their teachers about their transitional planning before leaving their schools for future's endeavors.
- Parents must have strong communication with teachers and understand modern trends of transitional planning.
- Government should facilitate physically handicapped students while having any transition either to college or any workplace by making supportive policies.
- Special education department Punjab must establish guidelines by engaging teachers of physically handicapped children for developing a comprehensive transitional planning for physically challenged students according to modern trends.

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