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Special Education Teacher's Application of Entrepreneurial Elements in Teaching and Facilitation

Syar Meeze Mohd Rashid 

Faculty of Education, Universiti Kebangsaan Malaysia
Selangor, Malaysia

Norfatimah A. Ghani* 

Faculty of Education, Universiti Kebangsaan Malaysia
Selangor, Malaysia

Abstract. The application of entrepreneurial elements across the curriculum should be implemented as early as year one of schooling. Thus, this study aims to examine the application of elements of entrepreneurial knowledge and skills in teaching and facilitating Special Education teachers. This study employed an online questionnaire distributed via Google Forms. A total of 32 Special Education teachers were selected to answer the questionnaire. Data were analysed using Statistical Package for the Social Sciences (SPSS) software version 26 to obtain frequency, percentage and mean. Findings demonstrated that the entrepreneurial knowledge of Special Education teachers was at a high level with a mean value of 4.33. In addition, the entrepreneurial skills of Special Education teachers were at a high level with a mean value of 4.34. The findings indicate that Special Education teachers have high entrepreneurial knowledge and skills, besides applying entrepreneurial elements in teaching and facilitation. Special Education teachers indeed play an important role in applying entrepreneurial elements and fostering an entrepreneurial culture among Students with Special Needs (SSN). From this study, it is hoped that the application of entrepreneurial elements in the teaching and facilitation of Special Education teachers can increase the ability of SSN. The implications of this study suggest that teachers with entrepreneurial knowledge and skills, as well as high commitment, can convey entrepreneurial elements well and comprehensively to SSN.

Keywords: entrepreneurship; teaching; facilitation; students with special needs

* Corresponding author: *Norfatimah A.Ghani, P111209@siswa.ukm.edu.my*

1. Introduction

The integration of entrepreneurial elements into the education system is the main focus in the development of human resources in the country (Stam & Van de Ven, 2021) for allowing students to adopt an entrepreneurial attitude, practice a way of thinking towards producing an idea, acquire basic skills and knowledge in the business context, produce products based on technological and vocational skills, as well as have moral behaviour with high ethical values through topics of relevant subjects learned in class.

Several countries in the world such as China, Germany and Finland have implemented entrepreneurship in their education systems and yielded positive results from the implementation of entrepreneurship policies in education, especially from the aspect of helping to improve marketability and entrepreneurship among students (Voda & Florea, 2019). Many countries form policies and formulate programs to increase entrepreneurial participation among the people, including Malaysia. In Malaysia, the role of educational institutions in achieving this goal continues to be strengthened, which is in line with the ability of the education sector to act as a driving force for the formation of a competitive advanced society (Huda et al., 2016). Studies have shown that entrepreneurial elements can give a positive impact on national economic growth driven by innovation (van Vuuren & Alemayehu, 2018). The Curriculum Development Division of the Malaysian Ministry of Education (MMoE) has prepared vocational education planning, particularly on Specific Vocational Skills for the Special Secondary School Standard Curriculum in 2017. Various vocational fields were introduced and selected by the Special Integration Education Program for students with moderate functionality. Among the fields offered under Specific Vocational Skills include the basics of bread making and pastry making.

In the meantime, SSN are seen by the Ministry of Education (MoE) as an important asset to the country that can also contribute to the country's economic development. Therefore, the Ministry of Education and Culture has opened the way by providing vocational education programs to help SSN to be more competent, besides supporting the field of Technical and Vocational Education and Training (TVET) as a suitable field for SSN to engage in and take advantage of today's work needs or explore the field of entrepreneurship (Buang & M.M, 2019). The Special Education Program at the initial stage of TVET has been developed and exposed as a means to master life skills to simply face the needs of life (Hannah Aqilah Amran et al., 2019). Students with disabilities have been excluded from the mainstream secondary school curriculum; hence, they need to be allowed to learn skills in service courses that will prepare them for the workplace and community.

The application of entrepreneurial elements in the teaching and facilitation of Special Education teachers needs to be fully utilised to create a generation of entrepreneurs in the future. The objective of applying elements across the entrepreneurship curriculum in teaching and facilitation is for students to practice behaviour directed towards entrepreneurship. Teachers need to be

knowledgeable, skilled and creative, apart from having a high interest and attitude in the teaching and facilitation processes (Derapa & Mohamed, 2018). Therefore, as a strategy to prepare SSN to face future challenges, SSN will be provided with the necessary skills and knowledge through the implementation of the Standard Curriculum for Special Education Middle Schools, making it easier for them to enter the career market especially after finishing school. This is in line with the policy of Standard Curriculum for Special Education Middle Schools, which introduces skill subjects to SSN. Through the skills learned, entrepreneurial values are fostered/cultivated in SSN by Special Education teachers during teaching and facilitation. The role of the family in helping teachers guide students with practical skills training at home is also important to maintain the continuity of skills as learned at school so that the students can master these skills well and quickly.

The application of entrepreneurial elements explicitly across the curriculum involves teaching and facilitation activities based on the content and learning standards of the discipline's curriculum. The application of entrepreneurial elements across the curriculum is conceptualised as the formation of people who cultivate the behaviour of being a successful entrepreneur from year one of schooling.

The majority of research undertaken abroad focused on entrepreneurship in higher education institutions, while school education received little attention (Boldureanu et al., 2020). In Malaysia, preliminary surveys revealed that teachers do not apply entrepreneurial values to students, besides lacking effective knowledge and skills (Rafidah & Mohd Safiee, 2016). This causes students' understanding of entrepreneurship to be less than satisfactory, when in fact students need to be cultivated with entrepreneurial elements to generate interest and continue the learning process. The application of student entrepreneurship skills in extracurricular activities at school is at a moderate level. This finding suggests that students have not yet mastered entrepreneurial skills at the school level (Muhamad Akhsan & Othman, 2019).

The ability of educators to provide input is very important in cultivating entrepreneurship among high school students since the teacher is a critical factor in determining the success of the acculturation process. Nevertheless, problems arise when teachers do not have a full understanding of the purpose, content, implementation methods, skills and knowledge of entrepreneurship before sharing with students (Ungku & Muhammad, 2020). This matter is also supported by Muhamad and Othman (2019) who stated that deficiencies occur when there are a few teachers who claimed to have received inadequate specific training or skills to enable them to teach entrepreneurship. Teachers are required to teach creatively but are not given guidance on how to do it.

Furthermore, incompetent teachers cause students to become disinterested in the field of entrepreneurship (Muhamad & Othman, 2019). The issue of learning that is only focused inside the classroom involving teachers and students alone does not help in providing knowledge to today's students, especially when it comes to

entrepreneurship lessons. This point is also supported by Rafidah and Mohd Safiee (2016) mentioning that teachers consider the element of entrepreneurship as unimportant, thus acting carelessly and taking it for granted. Indeed, the teacher's responsibility in applying entrepreneurial elements when conducting teaching and facilitation is in line with the current education system; a key variable in determining the success or failure of a change. Therefore, this study was conducted to examine the application of entrepreneurial elements in the teaching and facilitation of Special Education teachers.

1.2 Research Objectives

The objectives of this study are:

1. Identifying the level of application of entrepreneurial knowledge elements in the teaching and facilitation of Special Education teachers.
2. Measuring the level of application of elements of entrepreneurial skills in teaching and facilitation of Special Education teachers.

2. Literature Review

2.1 Elements of Entrepreneurial Knowledge

Teachers are important individuals who play a major role in creating a meaningful learning environment and further contribute to the success of quality teaching and student learning. Knowledge is an important aspect of an individual's life to carry out daily responsibilities (Rahman et al., 2018). Teachers are also no exception in their efforts to teach and impart knowledge to students (Agus, 2021). Previous studies have shown that quality teaching is an important factor affecting a student's achievement (Fung et al., 2017; Shirvani, 2015). This is in line with the MoE's aspiration to produce knowledgeable and skilled teachers in entrepreneurship based on the needs of the country. To implement more effective teaching, teachers need to have adequate knowledge (Agus, 2021).

Knowledge is a dominant aspect of a teacher in teaching and facilitation (Chian & Mohamed, 2021). Knowledge is used to provide an explanation of a subject and achieve a goal. Teacher knowledge is also related to teacher attitude, according to the results of a study by Elizabeth K. Thomas and Seema P. Uthaman (2019). However, the level of knowledge of teachers in entrepreneurship is still moderate (Nirmala & Mohd Hanafi, 2021). Teachers' knowledge certainly plays an important role in the application of entrepreneurial elements to SSN. This matter is also supported by Mursyida Aleas and Norshidah Mohd Salleh (2021) who stated that the success of a teacher's teaching depends heavily on his/her ability, knowledge and skills to accommodate and provide suitable teaching pedagogy to meet the requirements of SSN. Teachers also need to be knowledgeable, skilled, and creative besides having a high interest and attitude in the teaching and facilitation processes (Derapa & Mohamed, 2018). According to Shaffeei et al. (2020), a teacher with a high level of knowledge can optimally translate knowledge in the classroom and develop SSN capabilities.

2.2 Elements of Entrepreneurial Skills

Effective teaching and facilitation require teachers to possess good skills, which are elements of competence required by the MoE in the Malaysian Teacher Standard (Norfarahin et al., 2021). In determining the effectiveness of a teaching method, the main success factor is the skill in implementing a teaching and facilitation activity (Rosli et al., 2022). This is also supported by Zulhilmi Haron and Mohamad Khairi Othman (2019) positing that to implement curriculum changes in this era of globalisation, educators need to have specific skills. So, it is natural that all Special Education teachers must have specific skills including entrepreneurial skills to teach SSN.

Entrepreneurial skills need to be mastered by teachers so that the application of entrepreneurial elements during teaching and facilitation can be improved. According to Ungku and Muhammad (2020), improving the skills of an educator can make teaching and facilitation more effective, thus attracting students to learning. The results of studies conducted in Malaysia and abroad showed that teachers with entrepreneurial skills can help SSN prepare themselves to step into the workforce after finishing school. This point is also supported by Yusof et al. (2020) who mentioned that among the efforts to develop SSN's abilities is to provide entrepreneurial skills in preparation for the students to get a job that can meet the country's workforce needs. Therefore, Special Education teachers need to be knowledgeable and skilled to be able to help SSN so that they can live independently and gain employment and income to support their lives.

Based on the literature review, there are many studies conducted related to entrepreneurial knowledge and skills but are insufficient to provide empirical evidence about the application of entrepreneurial elements. Therefore, this study will focus on the application of entrepreneurial elements in the teaching and facilitation of Special Education teachers.

3. Research Methodology

3.1 Research Design

This study made use of a quantitative design based on data processing methods to unravel the research questions (Ahmad Zainal Abd Aziz, 2020). Quantitative research is a general study that uses descriptive statistical analysis, which is more objective and focused on output. According to Atika et al. (2022), bias will not occur in the quantitative method as the output is based on the data collected. In this study, face validity feedback and content are necessary to avoid ambiguity or prevent the questionnaire from contradicting the objectives of study.

3.2 Respondents

The study respondents involved 35 Special Education teachers of secondary schools in the district of Selangor. This study sample was based on the table of Krejcie and Morgan (1970) with the aim of obtaining detailed and in-depth information from the participants. Careful sampling is very important to reduce sampling errors as well as save time and expenses (Salleh et al., 2022). What is emphasised is that the number of samples selected can answer each item of the instrument prepared.

3.3 Instrument

A questionnaire was used as an instrument for this study. The items used in this questionnaire were adapted from that of Nirmala and Mohd Hanafi (2021). The use of a questionnaire as a research instrument is more relevant as it makes it easy to obtain cooperation from research respondents (Atika et al., 2022). This questionnaire consisted of three parts. Part A includes the demographic profile of respondents, namely gender, age, race, religion, education level and teaching experience. Part B, on the other hand, includes questions related to the construct of entrepreneurial knowledge elements in the teaching and facilitation of Special Education teachers. Part C constructs the element of entrepreneurial skills in the teaching and facilitation of Special Education teachers. The questionnaire used in this study has been referred to those with extensive expertise and experience in the field of Special Education. The experts chosen for the validity of this questionnaire were Special Education teachers with more than 10 years of experience teaching Special Education. Overall, all the experts agreed with all the items but suggested some improvements in terms of sentence structure to make it clearer and easier to understand. Next, eight respondents were recruited to conduct a pilot study for measuring the instrument's reliability. The Cronbach's alpha value of the items for the teacher's entrepreneurial knowledge construct was 0.9, whereas the teacher's entrepreneurial skill construct yielded 0.919 in Cronbach's alpha value. The result reveals the high reliability of the research instrument. This questionnaire was in the form of a 5-point Likert scale comprising 5 options for the answer, namely; Strongly Disagree (SD), Disagree (DA), Less Agree (LA), Agree (A) and Strongly Agree (SA). Information from respondents was collected using questionnaires. A link for the online questionnaire (Google Form) was sent via Telegram and WhatsApp to fellow Special Education teachers.

3.4 Data Analysis

The data obtained from the study sample was collected and analysed using the Statistical Package for the Social Sciences (SPSS) version 26 software to obtain Cronbach's alpha, frequency, percentage and mean values.

4. Findings

4.1. Demographics Profile of the Respondents

A total of 32 respondents consisting of Special Education teachers participated in this study. The description for demographic analysis of respondents involved the aspects of gender, age, race, religion, level of education and teaching experience as can be seen in Table 1.

Table 1: Demographic analysis

Variable	Frequency	Percentage
Gender		
Male	3	9.4%
Female	29	90.6%
Age		
25 years old or less	0	0
26 - 35 years old	7	21.9%

36 – 45 years old	20	62.5%
46 years old and above	5	15.6%
Race		
Malay	29	90.6%
Chinese	0	0
India	2	6.3%
Others	1	3.1%
Religion		
Islam	30	93.8%
Hindu	1	3.1%
Christian	1	3.1%
Buddha	0	0
Others	0	0
Level of education		
Diploma	0	0
Bachelors	27	84.4%
Masters	5	15.6%
Doctor of Philosophy	0	0
Teaching experience		
1 – 10 years	8	25%
11 – 20 years	18	56.3%
Over 20 years	6	18.8%

Based on Table 1, there were more female Special Education teachers with a frequency of 29 (90.6%) than male Special Education teachers with a frequency of 3 (9.4%) from the total number of respondents. The frequency of respondents' age showed the highest percentage (62.5%) displayed for 36 to 45 years old respondents compared to those ranging from 26 to 35 years old (21.9%) and 46 years old and above (15.6%). The majority of respondents were Malays (90.6%), followed by Indians (6.3%) and others (3.1%). Next, for religion, most respondents were Muslims (93.8%), while Hindu and Christian respondents shared the same percentage (3.1%). Regarding the education level of the respondents, it was found that the majority had a bachelor's degree with a percentage of 84.4%, and a master's degree with a percentage of 15.6%. As for teaching experience, most of the teachers have 11 to 20 years of teaching experience, which comprised 18 (56.3%) of the respondents, followed by 1 to 10 years of teaching experience represented by 8 (25%) and more than 20 years of teaching experience represented by 6 or 18.8%.

4.2. Level of application of entrepreneurial knowledge elements in the teaching and facilitation of Special Education teachers

The following are the findings on the level of application of entrepreneurial knowledge elements in the teaching and facilitation of Special Education teachers.

Table 2: Distribution based on entrepreneurial knowledge

Item	SD	DA	LA	A	SA	Mean
I can convey my knowledge about the definition of entrepreneurship to SSN.	0	0	0	20 62.5%	12 37.5%	4.38
I can convey my knowledge about the benefits of entrepreneurship to SSN.	0	0	0	20 62.5%	12 37.5%	4.38
I can convey my knowledge about the important factors of carrying out entrepreneurial activities such as choosing products for sale, sales locations, cost calculations and so on.	0	0	0	21 65.6%	11 34.4%	4.34
I can convey my knowledge about the characteristics of successful entrepreneurs to SSN.	0	0	0	21 65.6%	11 34.4%	4.34
I can convey my knowledge about strategies to implement entrepreneurial activities to SSN.	0	0	1 3.1%	24 75%	7 21.9%	4.09
I can convey my knowledge about practising good moral and ethical values in the context of entrepreneurship, especially when buying and selling, to SSN.	0	0	0	17 53.1%	15 46.9%	4.47
Overall mean						4.33

Based on Table 2, the majority of respondents agreed (62.5%) and strongly agreed (37.5%) that teachers can convey knowledge about the definition of entrepreneurship to SSN. A total of 20 (62.5%) teachers agreed and 12 (37.5%) teachers strongly agreed that teachers can convey knowledge about the benefits of entrepreneurship to SSN during teaching and facilitation. Next, most teachers agreed (65.5%) and strongly agreed (34.4%) that they can convey knowledge about important factors in carrying out entrepreneurial activities such as choosing products, sales locations, cost calculations, and so on. Meanwhile, a total of 21 (65.6%) teachers agreed while 11 (34.4%) teachers strongly agreed that they can impart knowledge about the characteristics of successful entrepreneurs to SSN during teaching and facilitation. On top of that, most teachers agreed (75%) that they can convey knowledge about strategies to implement entrepreneurial activities to SSN, followed by those who strongly agreed (21.9%) and less agreed (3.1%). Finally, regarding the impartment of knowledge about practising good moral and ethical values in the context of entrepreneurship, especially when buying and selling activities to SSN, 17 teachers agreed (53.1%) and 15 teachers strongly agreed (46.9%). The overall mean for the entrepreneurial knowledge element was 4.33.

4.3. Level of application of elements of entrepreneurial skills in teaching and facilitation of Special Education teachers.

The following are the findings on the application of elements of entrepreneurial skills in the teaching and facilitation of Special Education teachers.

Table 3: Distribution based on entrepreneurial skills

Item	SD	DA	LA	A	SA	Mean
I teach the skills of producing products to SSN based on the knowledge and skills that have been learned at school.	0	0	0	22 68.7%	10 31.3%	4.31
I teach skills to produce products for sale to SSN.	0	0	0	21 65.6%	11 34.4%	4.34
I teach skills to promote products for sale to SSN.	0	0	0	22 68.7%	10 31.3%	4.31
I teach the skills of packaging products to be sold to SSN.	0	0	0	20 62.5%	12 37.5%	4.38
I teach simple buying and selling skills to SSN.	0	0	0	20 62.5%	12 37.5%	4.38
I teach the skill of calculating profit and loss when doing business to SSN.	0	0	1 3.1%	20 62.5%	11 34.4%	4.22
I teach skills and monitor SSN when carrying out activities of selling at school.	0	0	0	18 56.3%	14 43.7%	4.44
Overall mean						4.34

As for the findings of the entrepreneurial skills item, a total of 22 teachers (68.7%) agreed and 10 teachers (31.3%) strongly agreed that they teach the skills of producing products to SSN based on the knowledge and skills that have been learned at school. Furthermore, teachers agreed (65.6%) and strongly agreed (34.4%) that they teach skills to produce products for sale to SSN. Regarding teachers teaching skills to promote products for sale to SSN, a total of 22 teachers (68.7%) agreed and 10 teachers (31.3%) strongly agreed with the statement. SSN was also taught and guided to package products as a total of 20 (62.5%) teachers agreed while 12 (37.5%) teachers strongly agreed with the statement. Meanwhile, the majority of teachers agreed (62.5%) that they teach SSN about simple buying and selling skills, while the rest strongly agreed (37.5%) with the statement. In addition, for the item of teachers teaching the skill of calculating profit and loss when doing business with SSN, one teacher quite disagreed (3.1%), 20 teachers agreed (62.5%) and 11 teachers strongly agreed (34.4%). The majority of respondents agreed (56.3%) and strongly agreed (43.8%) that they teach skills and monitor SSN when conducting activities of selling at school. The overall mean for the teacher's entrepreneurial skill element was 4.34.

Table 4: Interpretation of the application of entrepreneurial elements in the teaching and facilitation of Special Education teachers

Construct	Mean	Level
Entrepreneurial knowledge	4.33	High
Entrepreneurial skills	4.34	High

Findings of this study revealed the overall average mean score for entrepreneurial knowledge at 4.33, which is high. Meanwhile, for entrepreneurial skills, the overall average mean score was 4.34, which is also considered high. This clearly shows that the level of agreement of the respondents, namely the Special Education teachers, with the items presented was at a high level and has a tendency towards positive perception. Therefore, it can be said that respondents accepted statements related to the application of entrepreneurial elements in teaching and facilitation.

5. Discussion

In this study, the element of entrepreneurial knowledge indicated a high average mean score. Teachers who teach effectively possess enough knowledge and creativity to manage and implement the teaching and facilitation processes in the classroom. This point is also supported by Fung et al. (2017) who explained that quality teaching is an important factor affecting a student's achievement. A professional teacher should have knowledge and skills about the teaching material used besides being able to create a conducive classroom environment. Meanwhile, Shirvani (2015) in his study found a highly significant relationship between teacher knowledge and elements across the curriculum in teaching and facilitation.

The findings of this study are in line with the study conducted by Suzlina Hilwani Baharuddin and Jamaludin Badusah (2015) demonstrating a high level of knowledge of Malay language teachers. Mat Isa and Mahamod (2021) argued that teachers' high knowledge of the content they teach makes it easier for them to prepare and plan their teaching more effectively for students. This point is also supported by Jalaluddin and Tahar (2022) who explained that knowledgeable and skilled teachers can make learning effective at school and thus improve students' basic knowledge. Chian and Mohamed (2021) also considered knowledge as a dominant aspect within a teacher to implement teaching and facilitation. In addition, knowledge is used to explain a subject and achieve a goal. Austin (2021) also mentioned that the effectiveness of a teacher's teaching affects the teacher's knowledge. Therefore, based on the findings of this study, it is clear that knowledge is the main aspect for teachers to produce effective teaching and facilitation.

However, the findings of this study contradict the results of Isnon and Badusah (2017), which showed a low level of teachers' knowledge. Exposure to the latest methods and pedagogy needs to be effectively given to teachers through seminars, courses or workshops so that teachers can improve the quality of their teaching. This indirectly encourages active learning among SSN during the teaching and facilitation processes. Naquiah Nahar and Jimain Safar (2016) also

stated that the teacher's knowledge of their teaching content must first precede the increasingly challenging educational requirements. Teachers need to have solid pedagogical knowledge to deliver lessons in the classroom and not just master the subject content knowledge alone (Shahirah Zulkifli & Mohamed, 2019). Hence, knowledge about the pedagogy of the content of a subject must be mastered by all teachers.

Alahmadi and El Keshky (2018) discovered that the majority of mainstream primary school teachers have average knowledge of teaching and managing SSN students in the classroom. This point is also supported by C. T. et al. (2019) who explained that the majority of mainstream teachers still lack knowledge about concepts, teaching and management in the classroom in practice. The study by Koshy et al. (2021) also showed that the majority (64%) of mainstream teachers have moderate knowledge, 30% have low knowledge and only 6% of teachers have good knowledge about SSN teaching in the Inclusive Education Program (IEP). In another study, Jain Chee et al. (2018) stated that teachers with a moderate level of knowledge may not gain self-satisfaction in teaching since one of the satisfaction factors in teaching depends on a teacher's pedagogical knowledge.

In addition, the findings of this study demonstrated teachers' knowledge as the main basis for implementing entrepreneurial elements in teaching and facilitation. These findings are also supported by Naquiah Nahar and Jimain Safar (2016) who stated that the basic thing that a teacher needs to have in handling an effective teaching and facilitation process is the knowledge to teach the standard content of the subjects. The teacher's responsibility is to stimulate the mind and provide knowledge to SSN to ensure that they can succeed in academics, live independently and form a better identity. According to Ungku and Muhammad (2020), the success of a teacher's teaching is highly dependent on the ability, knowledge and skills of the teacher to accommodate and provide appropriate teaching pedagogy to meet the requirements of SSN. In summary, all research findings showed the important roles played by knowledge in the application of entrepreneurial elements in teaching and facilitation.

The results of the data analysis obtained in this study regarding the element of entrepreneurial skills displayed a high overall average mean score for the teacher's skills. According to Fung et al. (2017), teachers need to be skilful to allow them to create a fun classroom atmosphere and effective learning. This further suggests the need for a Special Education teacher to have a high level of knowledge and skills in the field of Special Education to be able to plan and carry out responsibilities in the Special Education program (Mursyieda Aleas & Norshida, 2021). This study is also supported by Rahim et al. (2021) who stated that the success and effectiveness of teaching and facilitation of Special Education depend on the existing skills and techniques possessed by the teachers. These skills integrate the knowledge, expertise and teaching strategies of teachers in every activity during teaching and facilitation in the classroom.

Additionally, teachers should master various skills including the methods to implement certain approaches in teaching. A teacher needs to have teaching skills

to convey knowledge and information to students (Ab Hakim & Iksan, 2018). The teacher's teaching skills and strategies that coincide with the teaching elements require a set of planned procedures based on the teaching and facilitation approach chosen by the teacher. The high level of implementation of the teacher's teaching skills and strategies is a key aspect in ensuring that the student's interest and concentration in the classroom can be maintained. As explained by Muhamad and Haleefa (2011), the student's weakness factor is closely related to the teacher's teaching skills and strategies. The teacher's teaching skills and strategies are seen to have an impact on the students' motivation and needs. Teachers who innovate by diversifying them can increase student motivation and achievement in the classroom. According to Mohamad Ali et al. (2018), there are several objective achievements in the teaching and facilitation processes, namely the diversity of mastery including entrepreneurial skills that are relevant today.

Based on the findings of this study, it was found that the element of entrepreneurship is one of the cross-curricular elements that need to be applied by teachers during teaching and facilitation owing to the current economic development that demands a knowledgeable and skilled workforce in the field of employment. Moreover, today's employers require employees with skills (Anuar Ahmad & Nelson Jinggan, 2015). Non-technical skills or competencies are required by employers to perform all jobs regardless of the type or level of a job. An entrepreneur is a realistic job choice for students with a vocational education background and has flexibility in tasks that can match the person's disability (Meager & Higgins, 2011). Students can no longer rely on the government to provide job opportunities. Jobs are now moving towards self-employment. According to Huda et al. (2016), students who are exposed to entrepreneurial elements in school have the desire to choose that field as their career of choice in the future.

A good teacher always cultivates students' knowledge and skills through continuous efforts (Nur Hanani & Ab. Halim, 2017). One of the efforts that can be made by teachers is to understand the teaching and facilitation process more deeply. This effort gives better hope to the teaching profession through planned education (Mohd Nor et al., 2021). Teachers need to be smart in combining their knowledge and skills to produce effective teaching and facilitation. The results of studies in Malaysia and abroad showed that skills can help SSN prepare and make themselves ready to step into the workforce after finishing school. The teachers involved must have sufficient knowledge and skills to apply entrepreneurial elements comprehensively in the teaching and facilitation process. The application of this entrepreneurial element is seen as very important not only to achieve the objectives at the end of the teaching and facilitation session but more so to prepare students with appropriate knowledge and skills for the current situation as a preparation for them to enter the workforce later.

Overall, this study demonstrated that the application of entrepreneurial skills met the requirements of the job scope and can be indirectly applied by SSN in the workplace. The goal of applying entrepreneurial elements during teaching and facilitation is to produce students as potential job creators and not job seekers.

6. Conclusion

It has been found in this study that the entrepreneurial knowledge and skills of Special Education teachers who apply entrepreneurial elements in teaching and facilitation are at a high level. This indicates that Special Education teachers have been actively employed entrepreneurial elements during teaching and facilitation. Teachers' entrepreneurial knowledge in various aspects, especially in pedagogy and subject content standards, as well as teachers' entrepreneurial skills, are important in preparing teachers for the application of entrepreneurial elements during teaching and facilitation. Special Education teachers who strive to increase knowledge and skills can increase the motivation of students to remain focused in the classroom since the teacher's knowledge and skill are correlated with teaching and facilitation.

The implications of this study demonstrated that the element of entrepreneurship is very important and needs to be applied during teaching and facilitation. Thus, Special Education teachers must have entrepreneurial knowledge and skills besides ensuring that teaching objectives are achieved. The implementation of entrepreneurial elements in teaching and facilitation is in line with the goals of entrepreneurial education and the efforts to cultivate entrepreneurship carried out by the Malaysia of Education Ministry (MoEM) at the school level. This study only utilised a quantitative method approach and involved a small study sample. Further research can involve a larger study sample and the use of interviews to aid the researcher in obtaining more thorough information. Next, this study was also limited to Special Education teachers; therefore, future research can be extended to primary school teachers and cover the research objective on correlation.

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