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**| RESEARCH ARTICLE**

**Systemic, Familial, and Psychosocial Influences on the Transition Process of Learners with Disabilities**

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**| ABSTRACT**

This study investigated the level of implementation of key components of the transition process and their relationship with systemic barriers, familial ecosystem dynamics, and psychosocial challenges affecting learners with disabilities (LWDs) in selected public secondary schools within the Department of Education, Lapulapu City Division. Employing a descriptive-correlational research design, data were gathered from school personnel and parents/guardians using a structured questionnaire adapted from the Individuals with Disabilities Education Act (IDEA) and the National Center on Secondary Education and Transition (NCSET). Findings revealed that all four key components individualized transition planning, skill development, career exploration, and interagency collaboration were moderately implemented. Significant correlations were found between individualized planning and both familial dynamics and psychosocial challenges, indicating their strong influence on transition success. However, no significant relationship was found between the key components and systemic barriers. The results emphasize the importance of personalized planning, family involvement, and emotional support in facilitating successful transitions for LWDs, while also highlighting the need to address broader systemic limitations through policy and structural reforms.

**| KEYWORDS**

Learners with disabilities (LWDs), transition planning, special education, systemic barriers, familial ecosystem dynamics, psychosocial challenges.

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**1. Introduction**

Learners with disabilities (LWDs) often face a complex array of educational, social, and structural barriers during their transition from secondary education to adulthood. Despite legal mandates such as the Individuals with Disabilities Education Act (IDEA), which require schools to provide coordinated transition services, many LWDs continue to experience poor post-school outcomes due to fragmented planning and inadequate implementation (Romano, Trainor, & Newman, 2023). Transition planning is particularly difficult when systemic, familial, and psychosocial factors are not fully addressed (Alfawzan & Almulhim, 2024). Recent research highlights the lack of collaboration between schools and external agencies as a persistent challenge, which is exacerbated by disparities in family engagement and teacher readiness (Brown, Plotner, & Marshall, 2023). Moreover, learners who require both special education and language services face intersecting vulnerabilities, increasing their risk of unsuccessful transitions (Trainor et al., 2023).

The transition from secondary school to adulthood is a pivotal stage for learners with disabilities (LWDs), often determining their access to higher education, employment, and independent living. Effective transition planning—anchored in individualized education programs (IEPs)—has been shown to improve outcomes for students with disabilities by fostering targeted skill development and goal-setting (Test et al., 2009). However, many schools still struggle to comply fully with mandates under IDEA, leading to inconsistent implementation across regions (Lewis, 2019). A high-quality transition plan should not only address

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academic needs but also life, vocational, and psychosocial skills essential for post-school success (Greene & Kochhar, 2002). Without robust systems, many students fall through the cracks during this critical period (Sitlington & Clark, 2005). Moreover, core elements that contribute to successful transitions for LWDs include individualized transition planning, skill development, career exploration, and interagency collaboration. Each component plays a distinct role: individualized plans ensure goal alignment; skill development prepares students for real-world challenges; career exploration broadens their perspectives; and interagency collaboration links students to external resources (McEachern & Kenny, 2007). However, studies show that many schools fail to implement these systematically. For instance, secondary educators often lack the training to build interagency partnerships that would bridge the gap from school to post-school life (McKnight et al., 2022).

For instance, systemic barriers including underfunded special education programs, teacher shortages, and lack of training impede the transition process in public schools. Educators report inadequate support from school districts, lack of community-based partnerships, and insufficient time allocated for transition planning (Crockett-Love, 2016). Additionally, policy-practice gaps widen the disparity between what is required by law and what is actually delivered in schools (Poon-McBrayer, 2012). Administrative staff may attend IEP meetings but often lack direct engagement with external agencies or employment networks (Brown, Plotner & Marshall, 2023). These systemic issues disproportionately affect students from lower-income and rural areas, limiting their access to post-school opportunities (Ookeditse et al., 2022). Additionally, family expectations, involvement, and advocacy play a critical role in shaping transition experiences for LWDs. Research shows that parental beliefs often influence student aspirations and post-school pathways (Fullarton, 2013). Strong familial support can compensate for inadequate school-based services, particularly when parents act as advocates for their children's inclusion and post-school planning (Crockett-Love, 2016). Conversely, families with limited knowledge of transition processes or fewer resources may struggle to engage effectively, leading to poor post-school outcomes (Knight, 2013).

Psychosocial factors such as anxiety, low self-esteem, and limited self-determination often hinder successful transitions among LWDs. These learners may experience greater social isolation, internalized stigma, and mental health concerns compared to their peers without disabilities (White, 1997). Many lack adequate opportunities for self-advocacy and peer interaction in school, which are crucial for developing resilience and independence (Lewis, 2019). Without structured programs to build emotional and social competence, students may exit school feeling unprepared for the demands of adult life (McEachern & Kenny, 2007). Interventions aimed at enhancing psychosocial readiness are therefore essential, yet often missing from current transition curricula (Broknjak, 2012).

Despite robust frameworks outlining best practices for transition planning, there remains a persistent gap in evaluating how well these practices are implemented in local school contexts. Particularly lacking is research that examines how the interplay of systemic barriers, familial ecosystem dynamics, and psychosocial challenges shapes the real-life experiences of LWDs during transition. Most existing studies focus on individual components in isolation, without capturing their combined effects in a specific locale. This study addresses that gap by investigating these dynamics in selected public secondary schools in the Department of Education Lapulapu City Division. Understanding local perceptions and systemic interactions can help inform tailored, evidence-based improvements to transition planning.

## **2. Literature Review**

The Individuals with Disabilities Education Act (IDEA), which is in line with the No Child Left Behind Act, is the legislation that oversees the customized transition plan. Transition services must be provided as part of the IEP, under the IDEA. This entails team assessments of the child, which lead to goal-setting in the following domains: a) education, b) training, c) work, and d) independent living skills, if required. (Lamar University, 2021). Moving from one program to another is generally referred to as transition in special education programs. On the other hand, the "official" word typically describes the change from school-based to adult services. When a kid graduates out of the Individuals with Disabilities Education Act and their Individualized Education Plan (IEP) at age 22, a significant change takes place. Instead of receiving services from IDEA, the child is now served by adult vocational and developmental agencies (Logsdon, 2022). Types of Transition. Even if they attend the same school district their entire childhood, your child will experience several changes, with the largest one being at the age of 22. Transitions can occur when a student moves from one grade to another, from one classroom to another, from one school to another, from one program to another, or from one program to another in postsecondary education, college, or the workforce (Logsdon, 2022).

Making Transition Plans it is imperative that you keep your child's teachers informed about impending transitions. Although schools usually bring up the topic of transition during IEP team meetings or annual reviews, you might want to start a casual conversation about it with your child's teachers and the administration to make sure you are completely aware of your options. To be sure the setting your child will be in truly matches the district's description, you might also wish to pay it a visit. (Logsdon, 2022). Moreover, Logsdon, (2022) continued, it is critical to comprehend your learning challenged child's

performance level in their current placement, the requirements in their new placement, and the areas in which they will probably need assistance to adjust while talking about their transition. Moreover, The Shift from High School to Postsecondary Education. As a parent, transitions might be even more terrifying when it comes to your child's entry into post-secondary, college, vocational, or other programs after high school. Transition planning is mandated by the IDEA law to start when a child turns 16.3. This planning takes into account issues such as independent living, integrated employment, and community involvement, in addition to the educational preparation that is required for younger children (Logsdon, 2022).

### 3. Methodology

This study employed a descriptive-correlational research design to evaluate the level of implementation of key components of the transition process and their relationship with identified factors influencing the successful transition of learners with disabilities (LWDs) from secondary education to post-school activities. The research instrument was a structured questionnaire divided into three parts and administered to two respondent groups: school personnel and parents/guardians. The indicators for Part 2 (individualized transition planning, skill development, career exploration, and interagency collaboration) were adapted from key provisions of the Individuals with Disabilities Education Act (IDEA, 2004), while the indicators in Part 3 (systemic barriers, familial ecosystem dynamics, and psychosocial challenges) were drawn from the National Center on Secondary Education and Transition (NCSET, 2004) guidelines and toolkits. The study was guided by the Input-Process-Output (IPO) model, with purposive sampling employed to select respondents from four public secondary schools in the Department of Education, Lapulapu City Division. Data were analyzed using statistical technique, and responses were interpreted using a 4-point Likert scale for both implementation and impact measures.

### 4. Results

Table 1. Individualized Transition Planning

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	The school extensively provides opportunities for students to explore their interests and strengths in relation to their post-secondary goals.	3.0	IM	3.3	FI
2	Individualized Education Plans (IEPs) are frequently reviewed and updated to reflect students' evolving needs and aspirations.	2.8	IM	3.2	IM
3	The school offers personalized transition planning meetings that involve students, families, and relevant professionals.	2.9	IM	3.2	IM
4	Individualized transition plans outline clear and specific goals with measurable objectives and timelines.	2.9	IM	3.1	IM
5	Students actively participate in their individualized transition plans by setting goals and identifying resources.	2.8	IM	3.1	IM
6	The school considers cultural and linguistic needs when developing individualized transition plans.	2.9	IM	3.2	IM
7	The school provides transition planning resources in multiple languages to accommodate diverse student populations.	2.8	IM	3.2	IM
8	Families are well-informed about the individualized transition planning process.	2.9	IM	3.1	IM
9	Families feel comfortable expressing their concerns and aspirations during transition planning meetings.	3.1	IM	3.3	FI
10	A designated staff member oversees and coordinates the individualized transition planning process.	2.9	IM	3.3	FI
Average Weighted Mean		2.9	IM	3.2	IM

Based on the data presented in Table 1, individualized transition planning, both school personnel and parents perceived the implementation of individualized transition planning (ITP) in the selected public secondary schools as generally "Implemented" (IM), with average weighted means of 2.9 for personnel and 3.2 for parents. While none of the indicators reached a "Fully

Implemented" (FI) rating from personnel, parents rated three items as FI: the school's provision of opportunities to explore student interests (3.3), family comfort in expressing concerns during planning (3.3), and the presence of a designated staff member to coordinate the transition process (3.3). This suggests that parents recognize more positively the school's efforts in communication and coordination during transition planning. However, both groups consistently agreed on moderate implementation in areas such as reviewing IEPs, outlining measurable goals, involving families and students, and addressing cultural and linguistic needs. These results highlight the need to enhance consistency and strengthen stakeholder involvement, particularly from the perspective of school personnel, to fully realize the goals of individualized transition planning.

Table 2. Skills Development

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	The school curriculum extensively integrates opportunities for students to develop essential life skills needed for post-secondary success.	3.1	IM	3.2	IM
2	The school offers programs or courses specifically designed to equip students with technical or vocational skills relevant to their chosen career paths.	2.8	IM	2.7	IM
3	School facilities and resources are well-equipped for students to develop and practice the necessary skills for their transition.	2.7	IM	3.0	IM
4	Students feel the school adequately provides opportunities to develop the skills they need for their future plans.	2.8	IM	3.1	IM
5	Internship and apprenticeship opportunities are readily available for students to gain work experience and further develop their skills.	2.6	IM	2.8	IM
6	The school offers career development workshops or training programs focused on skill development relevant to various career paths.	2.6	IM	2.5	IM
7	Students have ample opportunities to participate in extracurricular activities that can further develop skills valued by employers or higher education institutions.	2.7	IM	3.1	IM
8	The school effectively integrates real-world applications of skills into the curriculum to enhance student learning.	2.8	IM	3.2	IM
9	Students receive regular personalized feedback on their skill development progress.	2.9	IM	3.2	IM
10	Students have opportunities to assess their own skill development needs and set goals for improvement.	2.8	IM	3.2	IM
Average Weighted Mean		2.8	IM	3.0	IM

The results from Table 2 showed that data in skills development reveal that both school personnel and parents perceive the implementation of skill development programs for learners with disabilities (LWDs) in the selected public secondary schools as "Implemented" (IM), with average weighted means of 2.8 for personnel and 3.0 for parents. All individual indicators for both respondent groups were rated within the "Implemented" range, indicating a moderate and consistent level of agreement regarding the presence of skill development efforts. However, the relatively lower scores on items such as the availability of internship and apprenticeship programs (2.6 for personnel, 2.8 for parents) and career development workshops (2.6 and 2.5, respectively) suggest these areas are less emphasized or underdeveloped. In contrast, both groups rated higher on indicators related to real-world applications, personalized feedback, and opportunities for self-assessment, showing some strengths in instructional strategies that support skills growth. Overall, the findings indicate that while foundational elements of skill development are present, there is room for significant enhancement especially in experiential learning and career-specific training opportunities.

Table 3. Career Exploration

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	The school offers comprehensive career guidance programs that help students explore different career options.	2.5	IM	2.5	IM
2	Students are frequently exposed to professionals from various fields through guest speakers, career fairs, or other avenues.	2.4	FRI	2.3	FRI
3	The school provides extensive access to career development resources such as online tools, career assessments, and career counseling.	2.4	FRI	2.5	IM
4	Students feel comfortable discussing their career aspirations with school personnel.	2.5	IM	2.5	IM
5	The school effectively connects students' academic interests to potential career paths through curriculum design, career counseling, or other methods.	2.6	IM	2.5	IM
6	Students have access to a variety of career exploration resources, such as career websites, online tools, and labor market information.	2.4	FRI	2.4	FRI
7	The school encourages students to participate in career assessments or personality tests to gain insights into their career aptitudes.	2.5	IM	2.5	IM
8	Students feel confident discussing their career goals and aspirations with school personnel.	2.6	IM	2.4	FRI
9	School personnel demonstrate a strong understanding of current and emerging career trends to guide students effectively.	2.6	IM	2.5	IM
10	The school provides opportunities for students to shadow professionals or participate in job simulations to gain firsthand career experience.	2.5	IM	2.5	IM
Average Weighted Mean		2.5	IM	2.5	IM

Table 3 showed that data in career exploration reveals that both school personnel and parents perceive the career exploration efforts in the selected public secondary schools as "Implemented" (IM) on average, with both groups assigning a mean score of 2.5. However, a closer look at individual indicators shows several areas rated as "Fairly Implemented" (FRI), particularly concerning student exposure to professionals through career fairs and guest speakers (2.4 for personnel and 2.3 for parents) and access to a wide range of career exploration tools and labor market information (both groups rated at 2.4 or lower). This suggests limited availability or integration of real-world career exposure and resources, which are essential components of effective transition planning for learners with disabilities (LWDs). While students reportedly feel somewhat comfortable discussing their aspirations with school staff, and there is moderate integration of career counseling into curriculum activities, the lack of experiential career learning opportunities such as job shadowing and simulations reflects a critical gap. Strengthening partnerships with local industries and expanding access to hands-on career exploration tools would likely enhance students' preparedness for post-school pathways.

Table 4. Interagency Collaboration

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	The school actively collaborates with external agencies (e.g., vocational training centers, government agencies) to provide additional transition support.	2.7	IM	2.8	IM
2	Transition efforts between the school and external agencies are well-coordinated and efficient.	2.6	IM	2.8	IM
3	The school readily shares student information (with consent) with relevant agencies to facilitate a smooth transition.	2.9	IM	2.7	IM
4	Clear communication channels are established between the school and external agencies for ongoing collaboration.	2.8	IM	2.7	IM
5	Students and their families feel well-supported by the network of agencies involved in the transition process.	2.7	IM	2.7	IM
6	The school has established formal agreements or partnerships with external agencies to enhance interagency collaboration.	2.8	IM	2.8	IM
7	School personnel regularly participate in meetings or training sessions with representatives from external agencies to discuss transition best practices.	2.7	IM	2.8	IM
8	External agencies are actively involved in providing resources, expertise, or programs to support students' transition.	2.7	IM	2.6	IM
9	Data on student progress is effectively shared between the school and external agencies to ensure continuity of support.	2.7	IM	2.7	IM
10	The school facilitates opportunities for students and families to connect with representatives from external agencies.	2.7	IM	2.6	IM
Average Weighted Mean		2.7	IM	2.7	IM

Table 4 showed that data in interagency collaboration indicates that both school personnel and parents perceive this aspect of the transition process for learners with disabilities (LWDs) as generally "Implemented" (IM), with a consistent average weighted mean of 2.7 from both respondent groups. All ten indicators were rated within the "Implemented" range, suggesting that collaborative efforts between schools and external agencies exist but are not yet at optimal effectiveness or consistency. Areas such as information sharing with consent (2.9 for personnel) and the establishment of formal agreements (2.8 from both groups) received slightly higher scores, reflecting moderate strengths in institutional partnerships. However, items such as agency involvement in delivering programs (2.6 from parents) and opportunities for families to connect with agency representatives (2.6) point to a need for more accessible, visible, and family-centered collaboration efforts. While the data suggest foundational structures are in place for interagency work, there remains room to strengthen communication, increase family engagement, and ensure a more seamless and integrated transition experience for LWDs.

Table 5. System Barriers

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	Learners with disabilities (LWDs) have access to appropriate support services and resources to facilitate a smooth transition to post-secondary activities (e.g., assistive technology, academic support programs).	3.0	AG	3.1	AG
2	Educational policies and procedures effectively promote the inclusion of sLWDs in post-secondary planning processes (e.g., IEPs address post-secondary goals).	2.9	AG	3.0	AG
3	Lack of awareness about disability rights and accommodations among post-secondary institutions hinders the successful transition of LWDs (e.g. limited awareness of learning disability specific needs).	2.7	AG	2.9	AG
4	Funding limitations restrict access to essential transition services and programs for LWDs (e.g. career counseling, job training, etc.).	2.7	AG	2.8	AG
5	The current educational system adequately prepares LWDs with the necessary skills and knowledge for post- secondary success (e.g., independent living skills, self- advocacy training).	2.8	AG	3.1	AG
6	Standardized testing procedures are appropriately modified for LWDs to ensure a fair assessment of their abilities for post-secondary placement.	2.9	AG	2.8	AG
7	Post-secondary institutions actively recruit and provide targeted support programs for LWDs.	2.9	AG	3.5	SA
8	Clear and accessible pathways exist for LWDs transitioning from secondary education to various post- secondary options (e.g., vocational training, college preparatory programs).	2.8	AG	2.7	AG
9	Transportation options and accessibility to physical facilities at post-secondary institutions are well- considered for LWDs.	2.7	AG	2.7	AG
10	Transition planning processes actively involve external stakeholders, such as disability advocacy groups, to identify and address systemic barriers.	2.8	AG	2.9	AG
Average Weighted Mean		2.8	AG	2.9	AG

Table 5 showed that data in Systemic Barriers presents the perceptions of school personnel and parents regarding institutional and structural factors that influence the transition of learners with disabilities (LWDs) from secondary to post-secondary life. Both respondent groups rated all indicators within the "Agree" (AG) range, with an average weighted mean of 2.8 for personnel and 2.9 for parents, indicating that systemic barriers are moderately recognized as impacting transition success. Notably, parents rated the active recruitment and support from post-secondary institutions higher (3.5, "Strongly Agree"), suggesting some optimism about existing external programs. However, lower scores were observed in areas such as transportation accessibility and funding limitations (2.7 from both groups), which highlight persistent gaps in infrastructure and financial support. Moreover, while both groups agreed that educational policies promote inclusion, concerns remain regarding the adequacy of skill preparation and awareness of disability rights in post-secondary environments. These findings suggest that although some systemic supports exist, barriers remain that could hinder a smooth and equitable transition for LWDs, especially in resource-limited settings.

Table 6. Familial Ecosystem Dynamics

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	Families of LWDs demonstrate strong support and encouragement for their children's post-secondary aspirations (e.g., attending college, pursuing vocational training).	2.9	AG	3.2	AG
2	Effective communication and collaboration exist between families and school personnel regarding the transition process for LWDs (e.g., regular meetings, joint goal setting).	3.0	AG	3.2	AG
3	Familial financial resources are sufficient to support the post-secondary education or training needs of LWDs (e.g., scholarships, financial aid awareness).	2.7	AG	3.0	AG
4	Family expectations and values align with the LWDs ' goals for post-secondary activities (e.g., supportive environment for chosen career path).	2.9	AG	2.9	AG
5	The family environment fosters independence and self- advocacy skills in LWDs, crucial for post-secondary success (e.g., encouraging decision-making, problem- solving).	2.8	AG	3.1	AG
6	Families actively participate in transition planning meetings and workshops to learn about post-secondary options.	2.9	AG	3.0	AG
7	Families are well-connected to community resources and support groups that can provide guidance and assistance during the transition process.	2.9	AG	3.0	AG
8	Cultural and linguistic considerations are considered when supporting families and LWDs during the transition.	2.9	AG	3.0	AG
9	The school provides resources and workshops to equip families with knowledge and skills to navigate the post- secondary landscape for their children with disabilities.	2.9	AG	3.0	AG
10	Family members feel empowered to advocate for the needs of their child with disabilities at post-secondary institutions.	2.9	AG	3.1	AG
Average Weighted Mean		2.9	AG	3.0	AG

Table 6 familial ecosystem dynamics reflects the perceptions of school personnel and parents regarding the influence of family-related factors on the transition of learners with disabilities (LWDs) from secondary education to post-secondary life. Both groups consistently rated all indicators within the "Agree" (AG) category, with an average weighted mean of 2.9 for personnel and 3.0 for parents, indicating that familial support systems are perceived as moderately strong. Notably, parents rated family encouragement and support for their children's aspirations (3.2) and collaboration with school personnel (3.2) slightly higher than personnel, suggesting that families feel more engaged and optimistic about their role in the transition process. Additionally, cultural and linguistic responsiveness, advocacy empowerment, and family access to resources were also generally agreed upon by both groups. Overall, these findings highlight a supportive but improvable family ecosystem, with room for enhancing financial readiness and resource access.



Table 7. Psychosocial Challenge

No	Survey Indicators	Personnel		Parents	
		x	VD	x	VD
1	LWDs experience significant anxiety or self-doubt regarding their academic abilities, hindering their confidence to succeed in a post-secondary environment.	2.5	AG	3.0	AG
2	LWDs struggle with negative self-perceptions due to past academic challenges, impacting their motivation and willingness to pursue post-secondary opportunities.	2.5	AG	3.1	AG
3	LWDs struggle to develop or maintain positive social interactions with peers, potentially hindering their ability to connect and build support networks in post-secondary settings.	2.5	AG	3.1	AG
4	LWDs lack effective coping mechanisms to deal with academic setbacks or frustrations that may arise during post-secondary studies, increasing the risk of discouragement.	2.5	AG	3.2	AG
5	LWDs are unable to connect and build support networks in post-secondary when the school environment provides limited opportunities for them.	2.4	DA	3.1	AG
6	LWDs struggle with feelings of isolation or exclusion within the school community, potentially impacting their sense of belonging and readiness for social interactions in post-secondary environments.	2.5	AG	3.1	AG
7	LWDs experience difficulty advocating for themselves and requesting necessary academic accommodations at the post-secondary level, leading to potential academic difficulties.	2.5	AG	3.1	AG
8	LWDs experience challenges with organization and time management, making it difficult to manage their workload and academic commitments in a post-secondary setting.	2.5	AG	3.1	AG
9	LWDs find it challenging to navigate unfamiliar learning environments in post-secondary settings leading to feelings of unpreparedness and overwhelm.	2.5	AG	3.2	AG
10	LWDs lack confidence in utilizing academic support resources or assistive technologies available at the post-secondary level, hindering their academic success.	2.5	AG	3.2	AG
Average Weighted Mean		2.5	AG	3.1	AG

Table 7, psychosocial challenges reveals contrasting perceptions between school personnel and parents regarding the emotional and social difficulties faced by learners with disabilities (LWDs) during their transition to post-secondary life. School personnel rated all indicators at an average weighted mean of 2.5 ("Agree"), while parents gave a higher average of 3.1 ("Agree"), suggesting that parents perceive psychosocial challenges as more pronounced than school staff do. Parents consistently rated all items above 3.0, indicating stronger agreement that LWDs experience anxiety, self-doubt, isolation, and difficulty with coping, time management, and advocacy. In contrast, personnel scores were uniformly lower, with one item—related to school-provided opportunities for building support networks—falling to 2.4 ("Disagree"), suggesting skepticism about environmental adequacy in fostering social connection. These findings highlight a perceptual gap between educators and families, with parents recognizing deeper emotional and psychological barriers affecting LWDs' readiness for post-secondary demands. The results emphasize the need for more targeted psychosocial support, self-advocacy training, and consistent school-based interventions to bridge this divide.

Table 8. Test of Significance on the Relationship between the Key Components of Transition Process and Systemic Barriers

Variables under Inference	r-value	Strength of Correlation	p-value	Decision	Remarks
Individualized transition planning & Systemic Barriers	-0.3869	Negative correlation	0.9194	Do not reject Ho	Not statistically significant
Skills Development & Systemic Barriers	-0.0787	Negative correlation	0.7415	Do not reject Ho	Not statistically significant
Career Exploration & Systemic Barriers	0.0185	Weak positive correlation	0.9383	Do not reject Ho	Not statistically significant
Interagency Collaboration & System Barriers	0.1650	Weak positive correlation	0.4869	Do not reject Ho	Not statistically significant

Table 8 showed the test of significance on the relationship between the key components of the transition process and systemic barriers shows that none of the relationships between the transition components and systemic barriers are statistically significant. All four variables individualized transition planning, skills development, career exploration, and interagency collaboration yielded p-values greater than 0.05, indicating insufficient evidence to reject the null hypothesis (Ho) in each case. The correlation strengths vary, with individualized transition planning having the strongest correlation at -0.3869, albeit still a moderate negative correlation, and career exploration showing a very weak positive correlation ( $r = 0.0185$ ). However, because all p-values (ranging from 0.4869 to 0.9383) are well above the significance threshold, the results suggest that no meaningful or statistically significant relationship exists between the level of implementation of these key transition components and the presence of systemic barriers. These findings imply that systemic barriers may operate independently of school-level transition planning efforts, highlighting the need for broader structural reforms beyond school initiatives to effectively address systemic issues faced by learners with disabilities.

Table 9. Test of Significance on the Relationship between the Key Components of Transition Process and Familial Ecosystem Dynamics

Variables under Inference	r-value	Strength of Correlation	p-value	Decision	Remarks
Individualized transition planning & Familiar Ecosystem Dynamics	0.6944	Moderate positive correlation	0.0007	Reject Ho	Statistically significant
Skills Development & Familiar Ecosystem Dynamics	-0.2754	Negative correlation	0.2399	Do not reject Ho	Not statistically significant
Career Exploration & Familiar Ecosystem Dynamics	-0.0555	Negative correlation	0.8162	Do not reject Ho	Not statistically significant
Interagency Collaboration & Familiar Ecosystem Dynamics	-0.1774	Negative correlation	0.4543	Do not reject Ho	Not statistically significant

Table 9 showed the test of significance on the relationship between the key components of the transition process and familial ecosystem dynamics reveals that among the four variables tested, only individualized transition planning showed a statistically significant relationship with familial ecosystem dynamics. With a moderate positive correlation ( $r = 0.6944$ ) and a p-value of 0.0007, the result leads to the rejection of the null hypothesis (Ho), indicating a meaningful association. This suggests that effective individualized transition planning is positively linked with stronger family involvement, communication, and alignment with the learner's goals. In contrast, skills development, career exploration, and interagency collaboration all displayed non-significant relationships with familial ecosystem dynamics, with p-values far above 0.05 and negative or weak correlations. These

results suggest that familial support and dynamics are more strongly connected to how personalized and collaborative the planning process is, rather than to general skill-building or external agency engagement. Overall, the data emphasize the crucial role families play in shaping individualized transition planning, reinforcing the need to actively involve them in the planning process to support positive post-secondary outcomes for learners with disabilities.

Table 10 showed the test of significance on the relationship between the key components of the transition process and psychosocial challenges reveals significant insights into how specific components of the transition process relate to the emotional and psychological well-being of learners with disabilities (LWDs). Two variables show statistically significant relationships with psychosocial challenges. Most notably, individualized transition planning demonstrates a strong negative correlation ( $r = -0.8453$ ,  $p = 0.00001$ ), indicating that as the quality and implementation of individualized planning increase, the psychosocial challenges experienced by LWDs significantly decrease. This suggests that personalized, student-centered planning greatly helps reduce anxiety, isolation, and self-doubt among students with disabilities.

Table 10. Test of Significance on the Relationship between the Key Components of Transition Process and Psychosocial Challenges

Variables under Inference	r-value	Strength of Correlation	p-value	Decision	Remarks
Individualized transition planning & Psychosocial Challenges	-0.8453	Strong negative correlation	0.00001	Reject Ho	Statistically significant
Skills Development & Psychosocial Challenges	-0.5207	Moderate positive correlation	0.0186	Reject Ho	Statistically significant
Career Exploration & Psychosocial Challenges	-0.2150	Negative correlation	0.3623	Do not reject Ho	Not statistically significant
Interagency Collaboration & Psychosocial Challenges	-0.1075	Negative correlation	0.6519	Do not reject Ho	Not statistically significant

Similarly, skills development has a moderate negative correlation ( $r = -0.5207$ ,  $p = 0.0186$ ), which is also statistically significant. This indicates that enhancing skill-building programs is associated with a reduction in psychosocial difficulties, such as poor self-esteem and lack of coping mechanisms. On the other hand, career exploration and interagency collaboration did not show statistically significant relationships with psychosocial challenges, with weak correlations and high p-values (0.3623 and 0.6519, respectively). These findings highlight that internal school practices particularly individualized planning and skill development play a more critical role in mitigating psychosocial barriers than external linkages or general career exposure. In summary, the data emphasize that intensifying personalized planning and equipping students with practical skills are essential strategies for addressing the psychosocial needs of LWDs during their transition to post-secondary life.

## 5. Conclusion

This study concludes that the key parts of the transition process for learners with disabilities such as planning, skill-building, career guidance, and working with outside agencies are present but only moderately implemented in public secondary schools. Among these, individualized transition planning showed the strongest results and was closely linked to strong family support. Systemic barriers like limited funding and policy gaps were noted but not directly related to how schools implement transition practices. Psychosocial challenges, such as anxiety and low confidence, were reduced when students had strong transition plans and skill development. Overall, the study shows that improving planning, involving families, and addressing emotional challenges can greatly help learners with disabilities succeed after leaving school.

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