RESEARCH ARTICLE

CFA FIRST ORDER AND CFA SECOND ORDER (MEASUREMENT MODEL) OF THE SPECIAL EDUCATION TEACHERS' READINESS ON THE IMPLEMENTATION OF SEXUALITY AND HEALTH EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES IN SPECIAL EDUCATION (INTEGRATION PROGRAM) IN SABAH, MALAYSIA

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ABSTRACT

This article discusses the use of the Measurement Model using the First Order Confirmatory Factor Analysis (CFA) for the constructs validity and reliability and item indicators developed by the researcher. There are 31 items indicators and represented by 10 constructs built in this study. Ten of these constructs are the religion factor, culture, the needs of Sexuality and Health Education curriculum, the role of parents/guardians, and the role of schools, teachers' beliefs, teachers' awareness, cognitive readiness, affective (emotional) readiness, and behavior readiness. After testing the CFA with the Common Method Bias (CMB), a better model is produced, the standard error (S.E) and the critical ratio (C.R.) were significant (P = .001). The factor loadings are eligible at ≥ 0.70 per relations latent variables and indicator variables. This test is available to produce the better corresponding measurement model. This First Order CFA (Measurement Model) is fit with the data surveyed; $\chi 2df = 1.946$ (< 0.5), RMR = 0.238 (≤ 0.08), CFI = 0.965 (> 0.90), TLI = 0.954 (> 0.90), NFI = 0.930 (> 0.90), PCFI = 0.747 (> 0.50) and RMSEA = 0.057 (< 0.80). The Second Order CFA is also fit with the data surveyed; $\chi 2df = 2.695$ (< 0.5), RMR = 0.305 (≤ 0.80), CFI = 0.926 (> 0.90), TLI = 0.918 (> 0.90), NFI = 0.887 (> 0.90), PCFI = 0.838 (>0.50) and RMSEA = 0.077 (< 0.80). In addition, it was found that both of the Measurement Models of Sexuality and Health Education Teachers' Readiness have the Convergent and Discriminant validity that comply with the main requirements of CFA. C.R. ≥ 0.70, AVE ≥ 0.50, and the constructs reliability are $\alpha \geq 0.70$. The latent variables were also a factor predictor for the 31 items indicators. The findings of this study were found to be eligible for the empirical-theoretical (Social-Cognitive, Psychodynamic and Sexual-Health theory) and statistical analysis of SEM. Thus, the ten factors discussed should be considered in determining the teachers' readiness on the implementation of Sexuality and Health Education to students with learning disabilities in special education schools in Sabah.

INTRODUCTION

The main purpose of Confirmatory Factor Analysis (CFA) is to test the hypothesis on the factor structure or latent variables. However, the factor structure or latent variables should be derived based on theories (Hair Jr., Black, Babin, & Anderson, 2010;Malo, 2016; Suhr, 2000; Timothy, Liang, & Chih-Chien, 2013). Then a model will be derived from the theory. The model should be tested for the consistency with the observed variables. There are three theories used in this research; Social-Cognitive Theory (Bandura, 2001), Psychoeducational Theory

(Authier, 1977) and The Sexual-Health Theory (Public Health Agency of Canada, 2003). Meanwhile, two models also used; Information Motivational Behavioral Model (McKay, Bissell, & Sex Information and Education Council of Canada, 2010) and Learning Readiness Dimension Model (Maddox, Forte, & Bloozer, 2000). Teachers' readiness is a basic and an important aspect of the teaching and learning activities that affect the lesson effectiveness in the classroom, but yet, it is always viewed as irrelevant, being ignored and rarely be considered in a systematic matter by the academicians or teaching and learning practitioners (Maddox *et al.*, 2000). According to Shariza (2008); Shariza and Loh (2013); Shariza *et al.* (2014) in Malaysia, Eva (2009) in Hong Kong and Howard-Barr, Rienzo, Pigg Jr, and James (2005) in the USA, special education teachers are found not ready to teach Sexuality and

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Health Education for the students with learning disabilities. Teachers felt that they have less and lack knowledge in Sexuality and Health Education, not enough trained in pedagogy and have limited skills in handling the health and negative sexuality attitudes occurred among the students. More ever, teachers are found not comfortable, not confident and worried about the students' sexuality issues as it is a sensitive issue to be discussed openly in public. Teachers are also concerned about the pressures or legislation actions were taken by parents or guardians (Allen, 2005; Maddox *et al.*, 2000; Marziah & Jamil, 2012; Trimble, 2009). According to the problems found, this study is aimed at reconfirming the Teachers' Readiness and the factors that affect Special Education Teacher's Readiness on the implementation of the Sexuality and Health Education for the Students with Learning Disabilities in the Integration Program in the Primary School in Sabah, Malaysia. There are five factors that affect the teachers' readiness, tested in this research such as the religion, culture, the needs of the Sexuality and Health Education curriculum, the parents' or guardians roles and the school roles (Authier, 1977; Bandura, 1978; Geertz, 1966; McKay *et al.*, 2010; Public Health Agency of Canada., 2003; Verona, 2011). Meanwhile, the factors defined affected teachers' readiness are the Cognitive Readiness, Affective Readiness and the Behavior Readiness (Maddox *et al.*, 2000; McKay *et al.*, 2010; Public Health Agency of Canada., 2010). The instrument is fully developed by the researcher. The ten latent variables are Religion (3 indicators), Culture (3 indicators), Curriculum (4 indicators), Parents (3 indicators), School (3 indicators), Beliefs (3 indicators), Awareness (3 indicators), Cognitive (3 indicators), Affective (3 indicators) and Behavior (3 indicators). There are 31 observed variables represented the latent variables according to their own categories conducted based on the theories, models, and past research findings. All the observed variables measured the factor structures in this research. The relationship between latent variables and the indicator variables is represented by the *factor loadings*. According to Hair Jr *et al.* (2010), Kline (2011), Bryne (2010) and Kenny and Kashy (1992), the factor loading value should be ≥ .70. But yet ≥ .50 still can be accepted if the other assumptions in the model fitness such as RMSEA, CFI, GFI, and TLI are achieved (Chua, 2009; Hair Jr *et al.*, 2010; Rosseni, 2014).

MATERIALS AND METHODS

This study is aimed at the Measurement Model in SEM which is assessed through Confirmatory Factor Analysis (CFA). CFA First Order analysis had been done in order to get the confirmation of each indicator variables according to the theory used in this research. Researcher combined all variables (exogenous and endogenous) in the CFA analysis (pooled CFA). According to Chong, Ahmad Nazim., and Sabri (2014), pooled CFA is easier and better than the individual CFA especially in time-saving to run the measurement model. Below are the validity, reliability and fitness indexes Cut-Off Values fitness indexes that are selected in this study.

For the construct validity and reliability, there are four categories and their level of acceptance will be used in this study as shown in Table 2;

A questionnaire developed in the study is suitable for the development of the Special Education Teachers' Readiness on the Implementation of the Sexuality and Health Education

(Integration Program) for Students with Learning Disabilities Model. Therefore, the Confirmatory Factor Analysis and Structural Equation Modeling (SEM) can be tested using the AMOS Program. There are 477 respondents involved in this study but the returned responses reached back are 316.

Table 1. Cut-off values of selected model fit indexes

Category	Level of Acceptance	Literature
Absolute Fit Indices Chi-square/df (χ^2df)	≤ 5.0	Kline (2011), Rosseni (2014), Tabachnick and Fidell (2008)
RMSEA Root Mean Square Error Of Approximation	< 0.08	Rosseni (2014), Kline (2011), Zainuddin (2012), Gaskin (2012), Schumacker and Lomax (2010)
RMR Root Mean Square Residual	≤ 0.80	Bryne (2010), Hair Jr *et al.* (2010), Kline (2011), Schumacker and Lomax (2010)
Incremental Fit Indices CFI Comparative Fix Index	> 0.90	Kline (2011), Hu and Bentler (1999), Rosseni (2014), Hair Jr *et al.* (2010), Schumacker and Lomax (2010)
TLI Tucker-Lewis Index	> 0.90	Hair Jr *et al.* (2010), Gaskin (2012a), Schumacker and Lomax (2010)
NFI Normed Fix Index	> 0.90	Hair Jr *et al.* (2010), Gaskin (2012a), Hooper, Coughlan, and Mullen (2008), Bryne (2010), Kline (2011)
IFI Incremental Fix Index	> 0.90	Hair Jr *et al.* (2010), Gaskin (2012a), Rosseni (2014),
Parsimony Fit Indices PCFI	> 0.50 - ≥ 0.90	Mulaik *et al.* (1989)
Factor Loadings	> 0.50/0.70	Rosseni (2014), Chua (2009), Hair Jr *et al.* (2010)

The teachers participated according to their own willingness. The instrument posted to the respondents by mails. They are teaching the students with learning disabilities in the primary special school (integration program) around the state. The processes of Data Screening, Missing Data, Linearity, Normality and Data Deletion had been done in the Exploratory Factor Analysis (EFA) earlier, using the SPSS version 23.0. After the Data Screening, only 288 data is useful for the study. The sample size is appropriate for the CFA and SEM application analysis that it should be around 200 to 500 samples (Bryne, 2010; Chua, 2009; Hancock & Mueller, 2006; Kline, 2011; Rosseni, 2014). KMO and Bartlett's Test in the Pilot Test had been conducted at an early stage to get the validity and clean data. Meanwhile, Alpha Cronbach's Coefficient has been conducted to get the overall items and instrument reliability. The K-M-O Test helps to identify whether the items in this questionnaire is suitable or not for the factor analysis and to test the sampling adequacy. Through the results of the pilot study, the K-M-O is 0.815 (p > 0.50), and acceptable to run a factor analysis (Chua, 2009). Meanwhile, the Bartlett's Test result was 3837,617. The test results are significant at p > 0.05, indicating that the correlation between the items is adequate for factor analysis. The reliability of the instrument also had been tested and it was found that the

Cronbach's Alpha Coefficient is 0.904 (α ≥ 0.70) and acceptable to proceed with the CFA and SEM analysis processes (Cohen, Manion, & Morrison, 2007). According to Chua (2009), Hair *et al*. (2010) and Kline (2011), the results of the validity and reliability are also suitable for the process analysis because CFA and SEM require high reliability for each variable in the study. High reliability will affect the results of measurements in the SEM model. Other assumptions to be fulfilled are the multicollinearity, normality and linearity data tests were also conducted. Data is considered normal if the Skewness and Kurtosis are between ± 3.00 and ± 7.00 (Tabachnick & Fidell, 2008). Normality data is tested through the SPSS and Multivariate Assessment in SEM-AMOS applications. The findings of the analysis indicated there is no multicollinearity data problem occurred. The analysis finding has found VIF is 1.00. If the VIF exceed 10.00, the data is having a serious problem multicollinearity data (Gaskin, 2012; Hair, 2012; Kline, 2011). The SEM-AMOS analysis also found that the ten construct variables are normal as the total Kurtosis is 9.419 (< 10.0) and the C.R. is 5.159. The data normality also tested in SPSS earlier, and it is found that the 31 indicator items are between ± 3.00 and ± 7.00 in Skewness and Kurtosis findings (Bryne, 2010; Kline, 2011). The normality of each indicator shows data are normally distributed. Each indicator shows the kurtosis less than ± 7:00, which means every item tested, did not have a normality data problem. Most items have a negative value. Thus the distribution of data for each item of this indicator is assumed normally distributed. Moreover, according to Bacon (1997), the main assumptions of SEM analysis is a normal regression analysis for exogenous variables. The linearity data is also tested before assessing the Model Structural analysis by AMOS application. The analysis requires a linear regression data for the Structural Model. Linearity test data has been conducted through SPSS application. Linearity test data variables tested through IV and DV in this study. Table 3 shows that r-square value for DV variable (Readiness) is high and significant at p = .000 with the IV variable (*Sensibility*). The data is considered linear and the SEM analysis can be done.

RESULTS AND DISCUSSION

Table 4 shows that there are 31 observed variables analyzed and divided into ten latent variables. The observed variables are also called as the indicator variables in this research. Overall, there are nine factor structures have three indicator variables except the Curriculum factor structure has four indicator variables. The ten variables are; Religion (RE), Culture (CU), the need of Sexuality and Health Education Curriculum (CC), Parents/Guardians' Roles (PA), School Roles (SC), Teachers' Beliefs (BE), Teachers' Awareness (AW), Cognitive Readiness (CO), Affective Readiness (AF) and Behavior Readiness (BE). The latent variables will be examined in a pooled CFA First Order Analysis. Then the CFA Second Order consists of the Sensibility on the Implementation of Sexuality and Health Education (Sensibility) and the Teachers' Readiness. The 31 item indicators had been developed and tested in EFA and the instrument's validity and reliability earlier. According to Figure 1, it is found that the factor loadings for each indicator are ≥ .70 except item indicator for Culture → CU3 are .59. It is still a qualified factor loading as it is greater than 0.50 for each relationship of the latent and indicator variables (Field, 2013; Hair Jr *et al*., 2010). According to Rosseni (2014) and Chua (2009), if there are one or two indicators with the factor loadings low than .70, still can be accepted as long as it qualifies the other measurement model fit indexes such as the CFI, TLI, and RMSEA. In addition, other conditions such as the Convergent and Discriminant Validity and reliability of such models met the requirements of the validity and reliability for the CFA. According to the findings, the 31 indicators achieved the assumption requirements that are the factor loadings ≥ 0.50 or .70. The pooled CFA First Order is accepted. The ten constructs are found represented by the 31 indicators in the study. Meanwhile, the measurement model fitness is also achieved; χ^2df = 1.980 (≤ 5.0), RMR= .084 (≤ .80), CFI = .960 (≤ .90), TLI = .953 (≤ .90), IFI = .961 (≤ .90), NFI = .923 (≤ .90), PCFI = .805 (≤ .50) and RMSEA = .058 (≤ .080). The variables validity and reliability also have been tested.

Table 2. Validity and Reliability

Category	Index Name	Level of acceptance	Literature
Construct Reliability	Composite Reliability/C.R.	C.R. ≥ 0.70	Kline (2011), Gaskin (2012), Hair Jr et al. (2010), Kenny (2012).
Internal Reliability	Cronbach Alpha (α)	α ≥ 0.70	Kline (2011), Gaskin (2012), Bryne (2010), Field (2009), Kenny and Kashy (1992), Hair Jr et al. (2010).
Convergent Validity	Average Variance Explained/AVE	C.R. > AVE, AVE ≥ 0.50	Kline (2011), Gaskin (2012), Bryne (2010), Field (2009), Hair Jr et al. (2010), Zainuddin (2012).
Discriminant Validity	Maximum Shared Square Variance (MSV)	MSV < AVE	Gaskin (2012), Hair Jr et al. (2010), Bryne (2010).
	Average Shared Square Variance (ASV)	ASV < AVE	Gaskin (2012), Hair Jr et al. (2010), Bryne (2010).

Table 3. Data Linearity (IV and DV)

Equation/ Dependent Variables	Model Summary					Parameter Estimates			
	R Square	F	df1	df2	Sig.	Constant	b1	b2	b3
Readiness	.071	21.967	1	286	.000	17.363	.228		
The independent variable is Sensibility									

Table 4. CFA first order validity and reliability results

Second order construct	First order construct	Indicator code	Definition of items summary
SENSIBILITY	Religion	RE1	The importance of Sexuality and Health Education
		RE2	The effect of a healthy lifestyle
		RE3	Acceptance of individual attitudes towards sexuality and health issues
	Culture	CU1	The importance of life socializing
		CU2	Helping sexuality life
		CU3	Emphasize on appropriate learning
	Curriculum	CC1	Sexuality life requirements
		CC2	Family values
		CC3	Societal values
		CC4	Positive steps on emotional changes
	Parents	PA1	Sensitive to the sexuality needs
		PA2	The first individual to expose the Sexuality and Health Education
		PA3	Share responsibility with schools
	School	SC1	Ongoing program established
		SC2	Appropriate to implement Sexuality and Health Education
		SC3	The right institution to deliver Sexuality and Health Education
	Beliefs	BL1	Believe the positive reaction from the society
		BL2	Believe to reduce the negative behavior problems
		BL3	Believe that Sexuality and Health Education provide lots of benefits
	Awareness	AW1	Aware to increase knowledge
		AW2	Aware of the Integration of Sexuality and Health Education in other subjects
		AW3	Aware of the lack resources
READINESS	Cognitive	CO1	Limited basic knowledge
		CO2	Mass media is the sources of knowledge
		CO3	Limited legislative knowledge on Sexuality and Health Education
	Affective	AF1	Comfortable on discussing Sexuality and Health issues with the school
		AF2	Comfortable on discussing Sexuality and Health issues with the students
		AF3	Comfortable on discussing Sexuality and Health issues with the parents
	Behavior	BE1	Willing to face the sexuality issues
		BE2	Willing to face the public
		BE3	Willing to deal with parents

Table 5. CFA first order validity and reliability results

	CR	AVE	MSV	ASV	CO	RE	CU	CC	PA	SC	BE	AF	BE	AW
Cognitive	0.803	0.577	0.561	0.135	0.76									
Religion	0.943	0.846	0.56	0.265	0.013	0.92								
Culture	0.879	0.716	0.56	0.282	0.06	0.748	0.846							
Curriculum	0.948	0.822	0.545	0.351	0.209	0.649	0.656	0.906						
Parents	0.958	0.883	0.482	0.262	0.068	0.628	0.563	0.694	0.939					
School	0.969	0.912	0.598	0.358	0.203	0.607	0.648	0.724	0.605	0.955				
Beliefs	0.915	0.783	0.679	0.374	0.423	0.493	0.57	0.738	0.552	0.773	0.885			
Affective	0.921	0.795	0.561	0.099	0.749	0.013	0.036	0.156	-0.034	0.083	0.3	0.892		
Behaviour	0.962	0.893	0.407	0.234	0.522	0.356	0.402	0.485	0.371	0.552	0.638	0.41	0.945	
Awareness	0.937	0.832	0.679	0.346	0.334	0.519	0.568	0.676	0.589	0.769	0.824	0.197	0.542	0.912

Table 6. CFA Validity and Reliability after CLF Results

	CR	AVE	MSV	ASV	CO	RE	CU	CC	PA	SC	BE	AF	BE	AW
Cognitive	0.755	0.508	0.469	0.326	0.713									
Religion	0.958	0.884	0.679	0.424	0.359	0.94								
Culture	0.914	0.783	0.679	0.484	0.458	0.824	0.885							
Curriculum	0.971	0.894	0.771	0.564	0.571	0.763	0.798	0.945						
Parents	0.971	0.917	0.684	0.483	0.499	0.746	0.726	0.827	0.958					
School	0.98	0.943	0.79	0.559	0.549	0.739	0.797	0.858	0.783	0.971				
Beliefs	0.949	0.862	0.846	0.589	0.685	0.679	0.767	0.878	0.775	0.889	0.928			
Affective	0.856	0.665	0.446	0.137	0.668	0.203	0.266	0.346	0.238	0.262	0.398	0.816		
Behaviour	0.94	0.84	0.612	0.447	0.629	0.591	0.664	0.719	0.668	0.748	0.782	0.387	0.917	
Awareness	0.966	0.904	0.846	0.562	0.637	0.688	0.756	0.839	0.781	0.884	0.92	0.346	0.741	0.951

Table 7. CFA Second Order Validity and Reliability Results

Variables	CR	AVE	MSV	ASV	AWARE	SENSE	READY	BELIEFS
Awareness	0.972	0.920	0.856	0.656	0.959			
Sensibility	0.970	0.866	0.859	0.638	0.920	0.930		
Readiness	0.792	0.567	0.341	0.271	0.516	0.455	0.753	
Beliefs	0.959	0.887	0.859	0.685	0.925	0.927	0.584	0.942

Aware = Awareness, Sense = Sensibility, Ready = Readiness
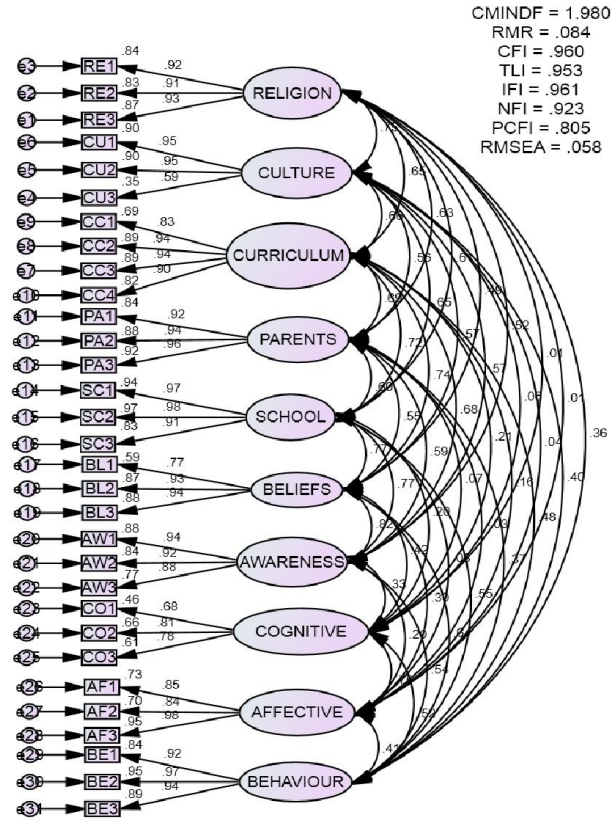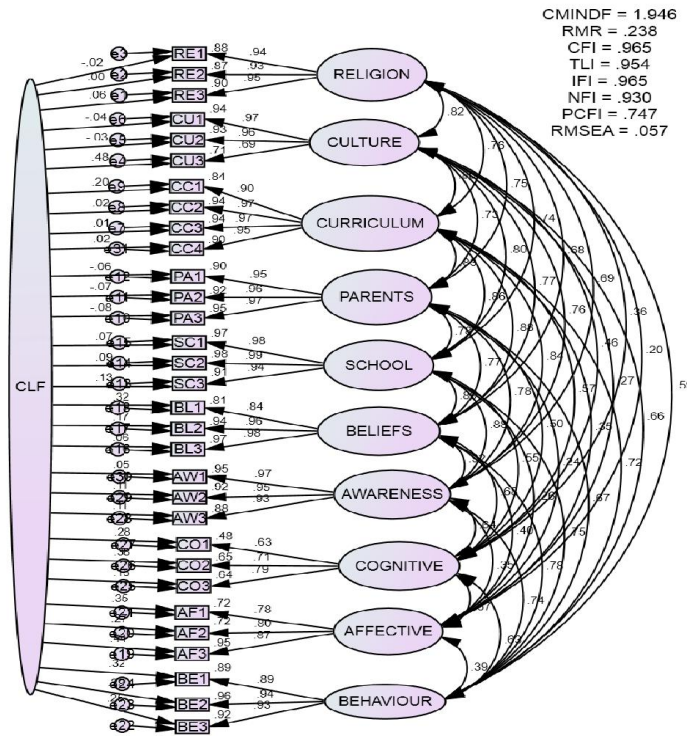

Figure 1. CFA First Order

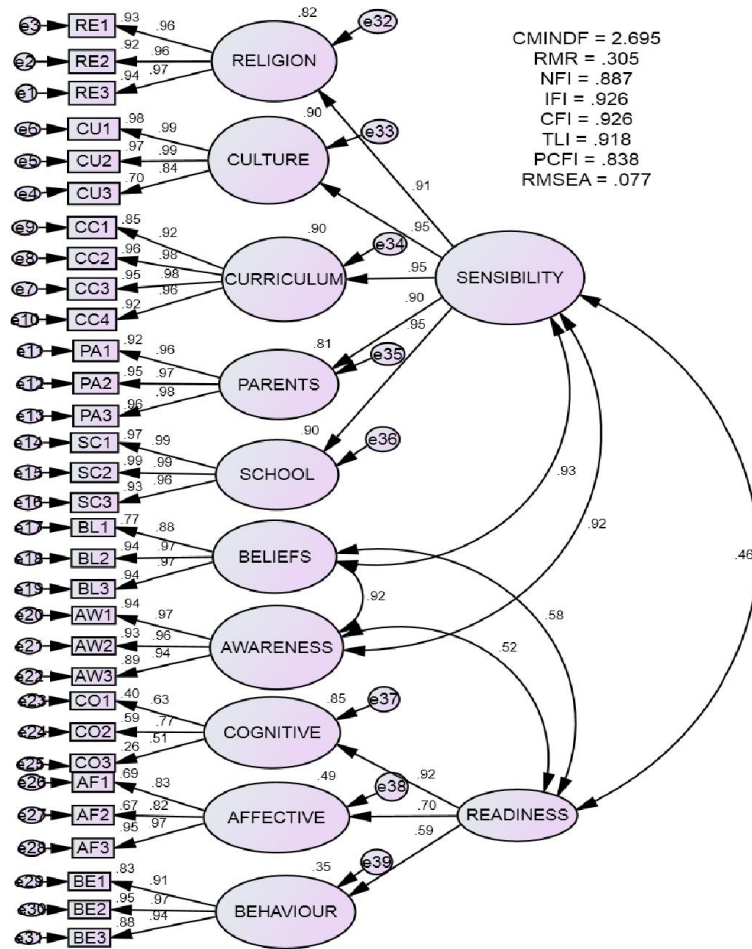**Figure 2. CFA First Order after the CMB/CLF Test**

Figure 3. CFA Second Order

Table 2 shows the findings of the validity and reliability for the ten constructs (latent variables) according to the 31 indicators tested in this study. The CFA finding shows there is no issue on the validity and reliability of each data. C.R value is ≥ .70 and AVE value is ≥.50, meanwhile the reliability value that is α ≥ .70 for each variable. The Discriminant Validity and Convergent Validity don't have any serious issue in the First Order Measurement Model. The Discriminant Validity is AVE ≥ MSV and Convergent Validity is AVE ≥ .50. No multicollinearity data appeared (high correlation) or outliers (C.R) found in the study. The researcher used the CFA statistical tools from http://w.w.w.statwiki.kolobkreations. com (Gaskin, 2012). Meanwhile, Common Method Bias (CMB) or Common Latent Bias (CLF) analysis is suggested to be tested to correct the bias data that may occur in the variables. This test is to determine that the indicators are not influenced by any outside the instrument (Podsakoff, MacKenzie, & Podsakoff, 2012). After the CLF analysis, it is found that the 31 indicators achieved the assumptions requirement that is the factor loadings are ≥ 0.70. The model fitness indexes show that there are no serious problems encounters in the CFA First Order results, so the pooled CFA after the CLF analysis is accepted. The ten constructs are found represented by the 31 indicators in the study. Meanwhile, the measurement model fit indexes are also are achieved; χ^2df = 1.946 (≤ 5.0), RMR= .236 (≤ .80), CFI = .965 (≤ .90), TLI = .954 (≤ .90), IFI = .965 (≤ .90), NFI = .930(≤ .90), PCFI = .747 (≤ .50) and RMSEA = .057 (≤ .080). The results show better findings after the CFA with the CLF

process. Table 5 shows the validity and reliability findings for the ten constructs (latent variables) according to the 31 indicators after the Common Latent Factor (CLF) tested in this study. The CFA finding shows there is no issue on the validity and reliability of each data. C.R value is ≥ .70 and AVE value is ≥.50, meanwhile the reliability value that is α ≥ .70 for each variable. The *Discriminant Validity* and *Convergent Validity* don't have any serious issue in this First Order Measurement Model after the CLF analysis result. The *Discriminant Validity* is AVE ≥ MSV and the Convergent Validity is AVE ≥ .50. No multicollinearity data (high correlation) or outliers (C.R) found. So, according to the findings, the theorized First Order CFA model is confirmed then. All findings such as the factor loadings, constructs validity and reliability and the model fit indexes show that the findings fulfilled all the requirements for the CFA First Order tests. The measurement model can proceed to the next level or test such as the CFA Second Order as needed in this study. Figure 3 shows the findings of the factor loadings and the CFA Second Order test which involves two main constructs; Sensibility and Readiness. However, according to the uniqueness, complexity and the needs of the study, a Pooled CFA Second Order has been carried out by combining the First Order constructs that are the Beliefs and Awareness factors; which is known as the mediators in this study (Bryne, 2010; Kenny, 2012; Kline, 2011). The Second CFA is also conducted according to the needs of the study. The Second Order CFA is also conducted as a Pooled CFA, which combined two mediator variables, Beliefs and Awareness, in this study.

Figure 3 shows the Measurement Model as a result of CFA Second Order analysis. There are two latent variables specified as the Second Order in this study; the Sensibility of the Implementation Sexuality and Health Education and the Teachers' Readiness. Sensibility consists of five First Order Variables that are the Religion, Culture, Curriculum, Parents and the School factors, meanwhile, the Readiness construct consists of three First Order Variables that are the Cognitive, Affective, and the Behavior Readiness. Beliefs and Awareness constructs are maintained as the First Order Variables in this analysis. The First Order and Second Order Variables have been analyzed as a Pooled in this process. For the CFA Second Order, the factor loading for Readiness → Behavior is .59. Although the factor loading is less than .70 but the value is still accepted as it meets the requirement value of greater than .50 and the other requirements of the model fitness indexes such as the CFI, TLI, and RMSEA (Chua, 2009; Rosseni, 2014).

Meanwhile, the measurement model fitness is also achieved; χ^2df = 2.695 ($\leq$ 5.0), RMR= .305 ($\leq$ .80), CFI = .926 ($\leq$ .90), TLI = .918 ($\leq$ .90), IFI = .926 ($\leq$ .90), NFI = .929 ($\leq$ .90), PCFI = .838 ($\leq$ .50) and RMSEA = .077 ($\leq$ .080). The terms of the validity and reliability tests were also implemented. It was found that the correlation between the latent variables; Sensibility and Beliefs is .92, Sensibility and Awareness is .92, Awareness and Sensibility is .92. The correlations among those latent variables are greater .85 but the C.R., AVE, MSV, ASV and Cronbach Alpha showed the high validity and reliability through the Discriminant and Convergent Validity among the four variables.

The ten constructs are found represented by the 31 indicators in the study. There is no multicollinearity and validity issue found. The CFA finding shows there is no issue on the validity and reliability of each data.

The construct findings of the validity and reliability and the Discriminant Convergent as a whole are meeting all the conditions of the validity and reliability for CFA and SEM.

Table 7 shows the validity and reliability findings for the four constructs (latent variables). C.R value is $\geq$ .70 and AVE value is $\geq$.50, meanwhile the reliability value that is at $\alpha \geq$ .70 for each variable. The *Discriminant Validity* and *Convergent Validity* don't have any serious issue in this First Order Measurement Model after the CLF analysis result. The *Discriminant Validity* is AVE $\geq$ MSV and the Convergent Validity is AVE $\geq$ .50. Overall, no validity or reliability issues found. SEM expert, Gaskin (2016) confirmed that the theorized Second Order CFA model is still accepted as it is fulfilled all the requirements, even though the relations between Beliefs and Sensibility, Beliefs and Awareness and Sensibility and Awareness variables are $\geq$ .85.

Conclusion

According to the findings found on the validity and reliability tests, the Measurement Models which involved two CFA stages, the First Order CFA, and the Second Order CFA are represented the observed variables studied. Meanwhile, it is also confirmed both of the theorized CFA models used in this study, or the theories fit the data. Therefore, it is confirmed that the Special Education Teachers' Readiness Model on the implementation of the Sexuality and Health Education for the Learning Disabilities students in Sabah, Malaysia depends on

the tenth latent variables validated through the CFA First Order and Second Order.

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