
EFFECT OF STRUCTURED VOCATIONAL SKILL TRAINING ON SOCIALIZATION AND PERSONAL DEVELOPMENT OF THE INTELLECTUALLY CHALLENGED

Sabeen Dossal

Family Relations Manager,
Karachi Vocational Training Centre,
Sindh, Pakistan
Email: sabeen.waqar@kvtc.org.uk

Farheen Dossal

Director Administration,
Karachi Vocational Training Centre,
Sindh, Pakistan
Email: farheen.amir@kvtc.org.uk

Saira Saleem

Assistant Professor,
Department of Special Education, University of Karachi,
Sindh, Pakistan
Email: sairasaleemkhan@uok.edu.pk

ABSTRACT

The socialization and personal development of the students with intellectual disabilities has always been a challenge for the parents and the society. These people face more failure and rejection from the society. A number of interventions could have been done in order to improve these two traits of the SWID. The study targets to explore the relationship between the Vocational Training and the level of Socializing and Personal Development of the Study Group which represents the Intellectually Challenged persons of the society. The sample of the study is 30 students with Mild Intellectual Disabilities (MID) and Moderate Intellectual Disabilities (MDID) and their parents. When proper training with systematic task analysis is provided, there is a change in the socializing and Personal development of the SWID.

KEYWORDS

Intellectual Disabilities (ID), Vocational Training Skills (VTS), Students with Intellectual Disabilities (SWID), Mild Intellectual Disabilities (MID), Moderate Intellectual Disabilities (MDID)

INTRODUCTION

The Vocational Training is education that prepares people to work independently possessing relevant skills in various trades. Vocational Training is occasionally stated to as career and technical education. It also refers to training plans or paths that concentrate on the abilities needed for a certain career function or profession. These programs are altogether designed to mold pupils who aim to get training in work practice in different trades according their Specific needs.

These skills help the students in making them a good worker so that they meet the normal work demands, work independently, maintain quality of work and keep good speed. It permit students to discover various career selections and train them for precise industry-work or even any advanced education. Through vocational skills training, students will improve their overall personality including Socialization, Personal development, Money Handling, Punctuality, and will also learn how to prepare for a job, find a job, put on for a job and shine at a job. Calculations of the sum of people living with disabilities in Pakistan range from 3.3 million to 27 million, depending on whether they are based on government figures (the last census that recorded prevalence rates was done in 1998) or other sources. Pakistan's population of Persons with Disabilities was estimated to be 2.38 percent of the total population in the 5th Population and Housing Census performed in 1998. According to the 2017 6th Population and Housing Census, the proportion has decreased to less than 0.48 percent. The Special Education Department has successfully established 302 special education institutes at primary, secondary, and university levels, with the capacity to cater to around 35,000 disabled students.

Many of special schools are providing vocational education for children with disabilities including ID and there were varieties of VTS offered for persons with disabilities including ID. Students with Intellectual Disabilities differ from normal children only in degree, not in form. The goal of the SWID's education and training was to help him become socially competent. Mental retardation (MR) is a common and debilitating disorder. Mentally retarded people are becoming increasingly reliant on their caregivers, depending on the severity of their disability. According to the poll, MR affects 4% of the population, with rural communities being more affected than urban populations. According to the worldwide Association of Mental Deficiency, "mental retardation can be characterised as considerably below average general intellectual functioning, resulting in or linked with concurrent impairment in adaptive behaviour, and demonstrated during the formative period."

The acknowledgment that SWID require a disproportionate quantity of specialised care, even though these services are useful to a greater extent, is one of the key primary concerns. Second, because of their assumed inability to learn, many segments of the

population are excluded from the educational process. Individuals with disabilities can gain both academic and non-academic skills with quality education, support, greater environmental stimulation, and early intervention. According to research, enrolling mentally challenged children in specialised psychosocial rehabilitation programmes attempts to improve daily living skills, socialisation, vocational training, meaningful work, and independence.

Many outcome studies have shown that psychosocial rehabilitation efforts improve the level of functioning of people with MR when it comes to teaching mathematics after treatments that emphasise frequent feedback, specific instruction, and plenty of drill and practise. Personal hygiene, everyday tasks, physical fitness, interpersonal skills, self-control abilities, and socialisation skills are just a few of the areas where training programmes might help. As a result, the current research intends to close the gap between the absence of psychosocial training and the effectiveness of psychosocial and vocational training for SWID in order to assist them in becoming self-sufficient working members of society. Individuals of all ages with subnormal intellectual levels and numerous disabilities are assumed to be unable to learn and acquire skills, particularly academic skills, thus there is a growing need for special schools to increase the social competence of children, as evidenced by a number of studies.

LITERATURE REVIEW

Intellectually challenged individuals are those who face difficulty in certain functions which include communication skills, self-care skills and social skills. Though they have the ability to perform most of the tasks by themselves however they learn and adapt much slower than the normal individual. Researches have conducted various researches on the effects of vocational skills and personal development of the intellectually challenged. As intellectually challenged are highly dependent on their parents and care takers, therefore, the idea to give these individuals skills training so that they are able to perform most of the tasks independently is highly considered in the past.

In the past, intellectually challenged were perceived to be unfit to learn and contribute, (Ferguson, 2018). However, current researches shows that they can learn and adapt, though at a much slower pace than those who are not intellectually challenged (Westling, 2017). As these individuals are not intellectually fit therefore they are usually considered as unable to learn, therefore, they don't have access to quality education. Furthermore, they are dependent on others for basic tasks and are presumed to be heavily dependent. (Chowdur, 2016). Researches outcomes shows that rehabilitation efforts and training programs have an impact on learning and improving life skills like communication skills, socialization skills, interpersonal skills and skills required in day to day tasks.

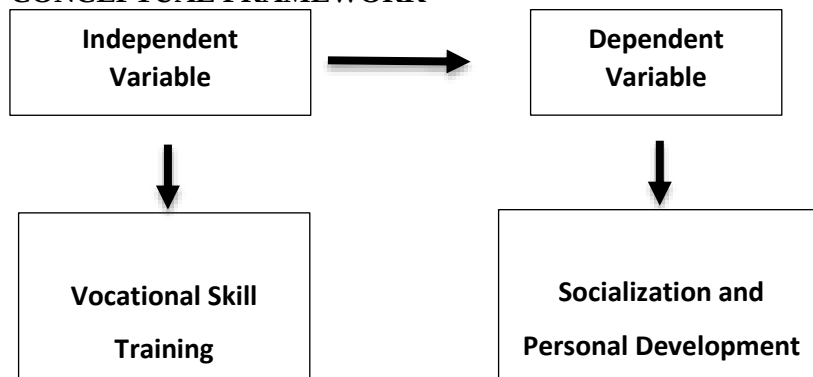
As a result, an attempt has been made in this study to bridge the gap between the lack of psychosocial training and the efficacy of psychosocial and vocational training for intellectually challenged people in order to help them become self-sufficient working members of society. As employment is such an important element of adult life, employability provides a positive activity for persons with intellectual disabilities (ID) (Andrews & Rose, 2019; Beyer, Brown, Akandi & Rapley, 2019; Trembath, Balandin, Stancliffe, & Togher, 2019). According to the national census, 1.4 percent of Brazilians live with ID (Brazilian Institute of Geography and Statistics, 2019), which is the most limiting disability for professional participation, accounting for just 19.3 percent of persons with disabilities who are employed at a productive age (National Coordinating Office for Integration of Persons with Disabilities, 2019).

Social skills are skills that are needed to communicate and interact with others on a daily basis. Interaction can be verbal or non-verbal, depending on the mode of the communication. It is extremely difficult for intellectually challenged individuals to properly communicate thereby making their interaction with others, as it is often uncomfortable and awkward. Since their mind don't function properly therefore, they cannot comprehend what is going on in a situation and how to react accordingly. This creates problem in their relationship with other whether it is with their peers, teachers, parents or caretakers. This creates anxiety and lack of confidence in them which further isolate them from the outside world and can bound opportunities to develop and learn. Since of all these hurdles, intellectually challenged individuals prefer to stay isolated and avoid social interactions. Family environment shows a vital role during the learning phase of these individuals. With the help of family members, these kids are able to overcome most difficult phase, "learning how to be able to do most task by themselves". Parents who support their intellectually challenged kids rather than labelling them "bad luck", are able to help their kids to see positive side and to be motivated enough to change themselves. (Singh, 2018) Children of these parents are able to acquire both academic and non-academic services quickly. Furthermore, they are able to perform same as normal children and can acquire similar level of communication and other skills (Suresh, 2019).

These researches have proved that if given a chance and support, intellectually challenged kids are able to learn both academic and non-academic skills. Social Skills training should be the preliminary focus for these individuals. A research conducted by (Blank, 2008) shows that when group of 11 children were taught social skills for 45 minutes per week to a consecutive of 8 weeks, they have shown remarkable improvement in their social skills. Researches have also shown that intellectually challenged students who have received trainings of social and communication skills have led more positive and happy lives as compared to individuals who haven't. (Behpajoo, 2019). They were also able to understand better about themselves which

ultimately led to self-improvement and positive behaviour change (Bahmanzadegan, 2019). As a result, vocational training appears to be a real practice for integrating persons with disabilities into the job market (Myklebust, 2019). Aside from technical skills development, behavioural and social consequences result in an upgrading in their daily routine (Schalock, 2010); (Claes, van Hove, Vandeveld, van Loon, & Schalock, 2015); (Ribeiro, 2019); (Su, Lin, Wu & Chen, 2018); (Timmons, Hall, Bose, Wolfe, & Winsor, 2019); (Verdugo, 2019). Another advantage of vocational training is that it allows people to overcome challenges caused by a lack of credentials in and understanding of new technologies, because it stresses practical learning that corresponds to the persons' adaptive talents. Supervisors in home care services were able to identify specific behaviours that required greater support in persons with ID by utilising the Supports Intensity Scale (SIS), according to (Chou et al., 2018). A follow-up research was conducted, (Silva, 2019) discovered that following the training period, persons with ID improved their adaptation abilities in the workplace, which had a significant impact on social integration.

CONCEPTUAL FRAMEWORK



RESEARCH OBJECTIVES

1. To find out the role of vocational skill training and personal development of the intellectually challenged.
2. To find out the role of vocational training on sociability of the intellectually challenged.
3. To find out the availability of vocational skill training in SEN schools of Karachi.
4. To find out the relationship between Adaptive behaviour assessment and vocational skill training of the intellectually challenged.
5. To find out the percentage of employed intellectually challenged people in Karachi.
6. To suggest a model of textile skill training for the intellectually challenged.

RESEARCH HYPOTHESIS

1. Vocational Training does not have substantial influence on the socialization and personal development of the intellectually challenged individuals.
2. Vocational Training has significant impact on the socialization and personal development of the intellectually challenged individuals.

RESEARCH METHODOLOGY

The study was Exploratory and Descriptive in nature and considered to explore the Vocational Training facility provided to intellectually challenged students. The data was collected with the help of a questionnaire for the student and the trainer which consisted of 8 and 10 questions respectively. This study also helped to find out the correlation between the vocational training and job placements i.e. employability.

Selection of sample

From the total trainees of 140 ID trainees, 30 are selected. It may become hard to conduct within the limited resources of the researcher, hence only 30 trainees will be considered.

Table 1: Sample

S.#	VOCATIONAL SKILLS	# OF TRAINEES WITH MID	# OF TRAINEES WITH MDID
01	ICT	05	02
02	Block Printing	06	02
03	Personal Development	04	03
04	Screen printing	05	03

Tools and techniques of the study

The following table describes the design of instrument used to conduct the survey:

Table 2: Tools and techniques

VARIABLE	SOURCE OF DATA	METHOD OF DATA COLLECTION	TOOL USED
1.Vocational training skills offered for the SWID	1.Vocational trainers 2.Parents 3.Trainees	Interviewing the parents and trainees	Questionnaire consisting of 2 sections 1.For Trainees 2.For Parents
2.Vocational trainers			

Description of the tool

The Vocational Training Skills Questionnaire is developed by the researcher. It contains questions related to the performance of the trainee during the training period. This is assessed by questioning the trainees. The questions related to Socialization and Personal Development are asked by the parents of the trainee. The level of confidence, socialization and personal development is assessed by the researcher during an interview with the trainee.

Hypothesis testing technique

As we have selected a sample size of 30, therefore, considering it, we have selected Z-test to evaluate the validity of null and research hypothesis.

Z-Test

The z-test is a statistical technique that may be used to compare or determine the significance of different statistical variables, especially the mean in a sample from a normally distributed population or between two independent samples.

Procedure of data collection and analysis

The questions in the questionnaire are delivered to the informants - vocational trainers/family. The researcher recorded the information collected from the informants. The levels of socialization and personal development are assessed in the areas of Personal Development and Socialization through a questionnaire prepared by the researcher. This is done quantitatively as several sub parameters of both study areas that is Socialization and Personal Development are graded in terms of points.

- Greetings
- Eye Contact
- Shaking Hands
- Dress up according to the set environment
- Sitting behaviour
- Sitting tolerance
- Tone of voice

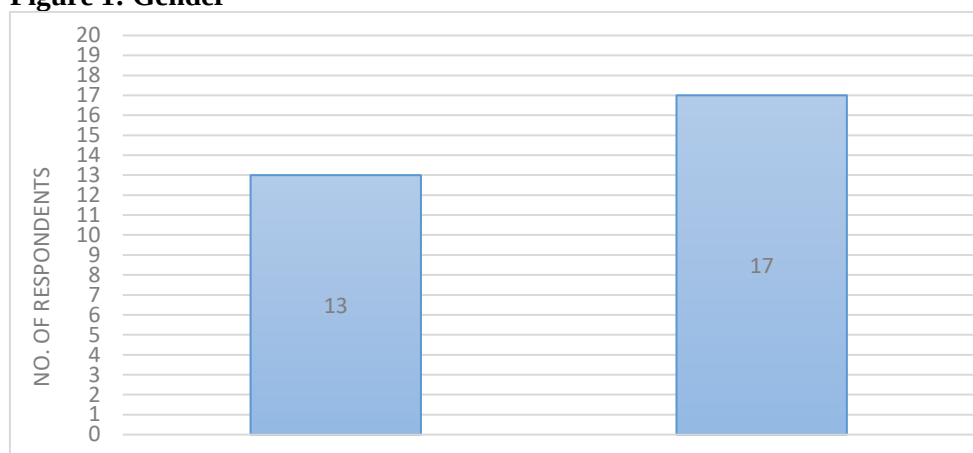
FINDINGS & RESULTS OF DEMOGRAPHIC DETAILS

We have presented the demographic details of the respondents of the survey in tabular form and by graph, using descriptive statistics, which are as follows:

Table 3: Gender

Data Range		Frequency	Percent	Cumulative Percent
Valid	Male	13	43.3	43.3

Female	17	56.7	53.4
Total	30.0	100.0	

Figure 1: Gender

As per Table 3, 56.7% of the respondents were female, whereas, 43.3% were male.

Table 4: Age (in years)

Data Range	Frequency	Percent	Cumulative Percent
Valid 15 - 25 years	12	40.0	40.0
26 - 35 years	10	33.3	73.3
36 – 45 years	5	16.7	90.0
46 years or above	3	10.0	100.0
Total	30.0	100.0	

Table 4, 40% respondents belong to the age group of 15 – 25 years, 33.3% lie between the age group of 16 – 35 years, 16.7% were of 36 – 45 years' age and remaining 10% were of 46 years or above age.

GRAPHICAL PRESENTATION OF RESPONSES

With the help of VT, an IC child was found to have improved levels of Personal Development and Socialization attributes in addition to the main benefits of VT that is the Employability.

The result found in the survey are displayed in the form of a graph.

Table 5: Responses of Trainees after VT

No.	Good	Satisfactory	Un-Satisfactory
1	22	8	0
2	21	9	0
3	26	4	0
4	22	8	0
5	25	3	2
6	29	1	0
7	6	23	1
8	7	22	1
Total	158	79	4

Table 6: Responses of Parents after VT

No.	Good	Satisfactory	Un-Satisfactory
1	29	1	0
2	29	1	0
3	30	0	0
4	29	1	0
5	27	3	0
6	8	22	0
7	2	27	1
8	2	28	0
9	16	14	0
10	17	13	0
Total	189	110	1

Tiwan 2011 also discussed a positive impact of VT on behavior of IC including social behavior.

Interpretation

We have performed Z test to evaluate whether the hypothesis of our studies is valid or not and we have obtained the results, which are as follows:

Table 7: Statistical Results

Vocational Training	Skill	Socialization and Personal Development
---------------------	-------	--

Mean	1.266666667	1.033333333
Known Variance	0.202298851	0.033333333
Observations	30	30
Hypothesized Mean	0	
Z	2.632813574	
P(Z<=z) one-tail	0.004234041	
z Critical one-tail	1.644853627	
z Critical two-tail	0.008468081	

After applying Z-test on the responses obtained against the selected variables of our study, it has been observed that the calculated value of Z does not lie between the critical Value of Z (one-tailed) i.e. -1.645 to +1.645 at the significance level of $\alpha = 0.05$, it is resulted as 2.632, which is greater than 1.645 (i.e. $2.632 > 1.645$), which concludes that the null hypothesis is rejected and the alternative (research) hypothesis has been accepted. Similarly, if we analyze the calculated value of P (i.e. 0.0042), it is also less than the assumed value of $P = 0.05$, (i.e. $0.0042 < 0.05$), which also evident that the null hypothesis is rejected and alternative hypothesis are valid and accepted. This concludes that “Vocational training has a significant impact on socialization and personal development of intellectually challenged individuals.”

DISCUSSION

The study depicts after the study states that the trainees have socially and mentally groomed up and thus VT has a positive impact on Socialization and Personal Development of an IC Individual. The study Research of Sarojini Hirshleofer and David Mckenzie states that the average impact of teaching on employment is optimistic. Over the first year, training had statistically major effects on the worth of employment and these optimistic impacts are stronger when training is accessible on systematic basis. Another research published in The Journal of Asian Finance, Economics and Business, the study delivered several recommendations in order to reassure participation in vocational training for the persistence of promoting the efficacy of the labor market.

The study presents the conceptual basis of a training and provides evidence for its positive impact on trainees Socialization and Personal Development through VT. Furthermore, it illustrates how a vocational training institute successfully implements the training. It also demonstrates the long-lasting effects achieved by VT to promote independency level among its trainees.

RECOMMENDATIONS

A grownup individual is every time prefer being an earning member of the society, but

in circumstance of inability, the special children and adults requires Vocational Training. World report on disability by World Health Organization (2011) exposes that more than one billion people in the world are disabled. At numerous places the health management and rehabilitation services for people with disabilities are delivered at very short grade or do not exist. This is due to dissimilar motives such as absence of awareness, education professionals and teaching. There is a desperate necessity to increase the number and variety of qualified professionals working at schools and training institutions for the assistance of disabled population. In Pakistan the vocational training facilities are now becoming adequate enough to encounter the necessity of persons with disabilities in both public and private sector (National Policy for Persons with Disabilities, 2002).

Likewise, in vocational rehabilitation centers training of vocational skills is being conveyed which are Computer Skills, Block Printing, Tailoring, Screen Printing, Hand Embroidery, welding, Personal Development, etc. Hence, the students after this teaching becomes independent and finds a career in the market and the employers are pleased with their vocational skills.

REFERENCES

- Bahmanzadegan Jahromi M, Yarmohammadian A, Mousavi H. [Efficacy of social skills training on autistic behaviors and social development in children with autism disorder through social stories (Persian)]. *New findings in the Psychology*. 2019; 3(9): 79-93
- Behpajoo A, Solaimani M, Behpajoo A, Afruz G, Lavasani M. [The Effects of social skills training on social adaptive and educational function in mental retardation students (Persian)].
- Chowdur R, Dharitri R, Kalyanasundaram S, Suryanarayana RN. Efficacy of psychosocial rehabilitation program: the RFS experience. *Indian J Psychiatry*. 2016, 53:45–8
- Collins BC, Gast DL, Wolery M, Holcombe A, Leatherby JG. Using constant time delay to teach self-feeding to young students with severe/profound handicaps: evidence of limited effectiveness. *J Dev Phys Disabil*. 2018
- Dixon, R.M., & Reddacliffe, C. (1996). Vocational competence in young adults with intellectual disabilities. Retrieved on 22.06.2013 from *Personality development and intellectual disability*
- Downing JE. Including students with severe and multiple disabilities in typical classrooms: practical strategies for teachers. 3rd ed Baltimore (MD): Brookes Publishing; 2018
- Ferguson PM. The doubting dance: contributions to a history of parent/professional interactions in early 20th century America. *Res Pract Persons Severe Disabl*. 2008
- Filip Morisse ; Quality of Life in Persons with Intellectual Disabilities and Mental Health Problems: An Explorative Study.
- Hughes MW, Schuster JW, Nelson CM. The acquisition of independent dressing skills by students with multiple disabilities. *J Dev Phys Disabil*. 2019

-
- Jorgensen CM, McSheehan M, Sonnenmeier RM. Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention. *J Intellect Dev Disabil.* 2017
- Mirjana Djordjevic, Nenad Glumbić & Haris Memisevic, 2019, Socialization in Adults with Intellectual Disability: The Effects of Gender, Mental Illness, Setting Type, and Level of Intellectual Disability
- Mehra, V. (2011). A study on vocational training of persons with mental retardation at organizational in Hyderabad. Unpublished M.Phil. Dissertation. Osmania University, Hyderabad
- Mechling LC. Thirty-year review of safety skill instruction for persons with intellectual disabilities. *Educ Train Dev Disabil.* 2018
- Naz, S. & Suleman, N. (2019). Services and Facilities Available to Children with Disabilities in Special Schools of Karachi Region. *Interdisciplinary Journal of Contemporary Research in Business Journal-archives18.webs.com/864-880.pdf*
- Seevers R, Jones Blank M. Exploring the Effects of Social Skills Training on Social Skill Development on Student Behavior. *National Forum of Special Education Journal.* 2018
- Suresh, A., & Santhanam, T. (2018), A study of vocational skills of people with mild and moderate MR. *Asia Pacific Disability Rehabilitation Journal*, 13(2), 125-132.
- Singh TK, Indla V, Indla RR. Impact of disability of mentally retarded persons on their parents. *Indian J Psychol Med.* 2018
- Tiwari, U. (2019). A study on work behaviour and work performance among adults with mental retardation. Unpublished M. Phil Dissertation. Osmania University, Hyderabad.
- Taylor P, Collins BC, Schuster JW, Kleinert H. Teaching laundry skills to high school students with disabilities: generalization of targeted skills and nontargeted information. *Educ Train Dev Disabil.* 2019
- Thesis for Master of Exceptional Children Psychology. Faculty of psychology and educational Sciences. Tehran University; 2019, pp: 51-70.
- Vanitha, C & Ramaa, S. (2019). Life centered career education for students with mental retardation in Karnataka state - An exploratory study. Ph. D Thesis, University of Mysore, Mysore
- Westling DL, Fox L. Teaching students with severe disabilities. 4th ed. Upper Saddle River (NJ): Merrill/Pearson; 2017