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PARENTAL SATISFACTION ON VOCATIONAL REHABILITATION SERVICES FOR ADULTS' WITH INTELLECTUAL DISABILITY

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ABSTRACT

The purpose of the study is to measure the parental satisfaction on vocational rehabilitation services for adults' with intellectual disability. A survey was carried out on a sample of 60 parents' (42 mothers' and 18 fathers') of adults' with mild, moderate and severe intellectual disability, between the age ranges of 18 to 40 years. The sample was drawn from residential and non-residential Vocational rehabilitation centers situated in the twin cities of Hyderabad and Secunderabad. A Parental Satisfaction Tool (PST) was developed by the investigator to measure the parental satisfaction on vocational rehabilitation services. A Questionnaire was administered to the parents for collecting the data. The findings of the study revealed that majority of the parents expressed high satisfaction level on the services provided by the vocational staff, as the staff is preparing the adults with intellectual disability for open employment to lead them an independent life. Further, results indicated that majority of the parents who are above fifty-eight years have expressed more satisfaction on training and employment opportunities provided for their adults' with intellectual disability. It was observed from the study that both fathers' and mothers' have expressed dissatisfaction with respect to accommodation and inadequate transport facilities provided by the vocational training centers. Education and occupation of the parents was not found as a significant factor with respect to parents' satisfaction on vocational rehabilitation services. Similar results were found with respect to adults' age, gender, level of retardation and type of vocational rehabilitation centers. The Placement is an integral part of Vocational rehabilitation center's total program. Hence quality services should be provided by the vocational training center. The adult trainees should be referred to jobs in the community to lead an independent life.

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INTRODUCTION

In the field of education every child is regarded as unique with his or her specific endowments and specific abilities. Human abilities, to very large extents are inherited environment too have a substantial role to play in growth and development. The nature and nurture, which make all men and women unequal in terms of physical and mental attributes and endowments, human organism is susceptible to damage through disease and injury. The loss or want of abilities, temporary or permanent due to disease, accident, genetic causes or any other reason, may not be equal in all cases.

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Commonly, a significant loss or deficiency in physical or mental faculties would be known as impairment, disability or handicap. However, all those with disability require measures to be taken so that the impact of disability is minimized and their latent abilities are given opportunities to develop to the fullest extent. These measures are known rehabilitation. According to the chamber's 20th century Dictionary, to rehabilitate means to restore to former privilege, rights, ranks, etc., to make fit after disablement, illness or imprisonment for earning a living or playing a part in the world. The mentally retarded thus, who do not acquire disability but are so from the very beginning of their lives receive 'habilitation' services instead of 'rehabilitation'. 'Though the term rehabilitation has come to include habilitation as well. The term habilitation is usually defined as process through which persons born with certain impairment or congenital abnormalities are helped to improve or channelize their residual capacities to their

maximum development, so that he or she could live as normal life as possible. However, the term rehabilitation is defined as a process of restoring the handicapped individual to the fullest physical, mental, emotional, social and vocational usefulness for which is capable. Hence, it includes process, procedures and programs, which are designed to enable the affected individual to function at a more adequate and personally satisfying level. Habilitation or rehabilitation is an overall process, which is necessary to take place in the life of persons with disability right from its identification to entire life span. Even professionals use interchangeably in literature and exists more at abstract level than at functional level. The Constitution of India was framed in 1950, articles under the Directive Principle of state policy emphasized the: Right to education, and employment (Article 41) "Free and compulsory education for all children until they complete the age of 14 years" (Article 45) includes children with disabilities also. However, there has been a gradual evolution of the feeling that provision must be made for the protection and care for handicapped persons, so that today there are local, state and national laws that provide not only for the amelioration of the ills of physically disabled but also for their restoration to remunerative employment.

Vocational Rehabilitation Services

International Labor Organization has recommended that Vocational rehabilitation Services in both urban and rural areas and in remote communities should be organized and operated with the fullest possible community participation, in particular with that of representatives of employers, workers and disabled persons organizations. The service providers are specialist and the work is focused on towards vocational rehabilitation services for the persons with disability, injuries and conditions, who are finding it difficult to gain work. According to Department of Rehabilitation services California, vocational rehabilitation program assists the persons with disabilities obtain and retain employment maximum their ability to live independently in their communities. The persons with disability provides and advocates for programs and services in vocational rehabilitation, habilitation and independent living with a priority on services for persons with the most significant disabilities. However, the eligibility requirement are that (a) an individual with a disability (b) attend the age of 18 years (c) need the basic vocational skills. The term individual with disability means that the applicant has a physical or mental impairment that constitutes a substantial impediment to employment and the applicant would benefit from the services.

An assessment for determining eligibility and vocational rehabilitation needs or comprehensive assessment is used to determine the unique strengths, weakness, capabilities, resources, priority, interests and informed choices, including the need supported employment of the eligible individual. Bellamy, Horner and Inamn, (1979) quoted that "Vocational assessment can be broadly defined as "process of obtaining information about a workers skills and performance in order to make appropriate training decisions". The vocational training for persons with mental retardation begins with an elaborate evaluation in terms of individual, family and the community to assess the strength and weakness in the respective areas.

The job survey in the community where the person with mental retardation hails from. This job survey aims at identifying various activities, which has commercial value, being carried out in the community. The job survey is expected to identify suitable work available in the community that can be performed by the persons with mental retardation. Rush (1985) quoted that "Survey-Train-Maintain" approach was introduced as a curriculum model for preparing individuals who are moderately and severely mentally retarded for employment. The job survey will also look into factors like the distance from residents of the persons with mental retardation to that of the work place identified. This is followed by a task analysis of the job by identifying the core-work, work behavior and work related behaviour.

Then the next stage is the job analysis. The job analysis is a process, which involves proper matching of the skills and assets of the persons with mental retardation with that of complete components of the work identified in the task analysis. Once the job analysis is called out, the next stage in vocational training and services is the job negotiation. The good will and influence of family and the community members are utilized to negotiate with the employer for placement. The vocational training models most suited in this context are on the job placements (place/train/follow up) and simulated training (train/place/follow-up). In addition to the above, there are other vocational rehabilitation services models of placements, available for persons with mental retardation. The ultimate aim of any education and training is gainful employment including the persons with intellectual disabilities. After appropriate vocational training, placement and provision of employment opportunities for adults with intellectual disabilities can be placed in gainfully employed.

Parents' satisfaction

Parents' satisfaction has been found to be an essential component of program evaluation (Bailey & Simeonsson, 1988). In program evaluation parent satisfaction has been identified as one measure that deserves further attention. However, there are many issues in a vocational rehabilitation field for the adult with intellectual disabilities and as well as their parents'. First, there is controversy about quality of vocational rehabilitation services because the quality of services' are determined by not only service providers' judgment but customers' or parents' service satisfaction. Unlike present the numbers of vocational agencies' do not feel necessity to care their services' quality and customers' service satisfaction. Secondly how is vocational rehabilitation services effectively achieved in the economical side? Namely, how many benefits can vocational rehabilitation centers give to the parents of adults with intellectually disabilities and their clients' with intellectual disabilities? Finally how much does vocational rehabilitation services contribute for the adults with intellectual disability's socially integration? Because ultimate purpose of vocational rehabilitation is to make an adults with intellectual disability socially integration and become independent in their life both financially and socially in the in the society. Therefore, the current study focuses on to investigate the satisfaction level of parents' with regard to various aspects of vocational rehabilitation services of their adults' with intellectual disabilities under twin cities of

Hyderabad and Secunderabad. However, there are many reasons, the lifelong dependence of the adults' with intellectual disabilities on the parents' are due to the lack of parental involvement in vocational rehabilitation process, lack of vocational guidance to them, lack of meaningful adult services, lack of transportation if need, lack of follow-up on the job towards their adults' with intellectual disabilities and so on. Therefore there is a great need for doing a research on the present study. Its literature is very limited, its statistics and data are limited. Hence we have not yet worked out any method of educating parents and their adults with intellectual disabilities vocationally, so it is necessary to conduct the research to fill the gap by analyzing the present study.

Significance and scope of the present study

It is a fact that numbers of special schools both residential and non-residential are increasing and adults coming out of those schools are increasing every year. Therefore they need a place to work, to earn and to socialize. Hence most of the parents have concern about their adults what they would do after finish schooling? Since vocational rehabilitation consumers' need to be advised to be flexible in their vocational directions. Hence an attempt has been made to fill the gap by analyzing the present study. The Indian Education Commission on (1964-66) PWD, Act 1995 and National trust Act 1999 and Individual with disabilities Educational Act (IDEA, PL 94 -66) emphasized on parental involvement, directly and indirectly on the services of children and adults with special needs.

Reviews

Hannu, Raty & Kati (2007) conducted a study on parents' perceptions of their children's school. The purpose of this study to examine, in the light of the parents' education and gender and the child's gender, the changes that occurred in the course of five years in parents' satisfaction with the functioning of their child's school. Academically and vocationally educated mothers and fathers (N = 391) were asked to indicate their satisfaction with different aspects of their child's school at the end of the first, third and fifth school year. It was found that the level of parental satisfaction was fairly high at the start, and despite a decreasing trend, it remained high; parental satisfaction was widely shared, and the number of dissatisfied parents remained small and stable. The academic parents displayed more satisfaction with their child's school success and the fairness of the treatment than the vocational parents did. The results are discussed in terms of educational policy.

Murphy, Augustyniak & Rinaldo (2003) conducted a survey to study parental satisfaction with school-based services for students with neuromuscular disorders. This study was designed to obtain parental perspectives on key issues related to the perceived quality of educational services and communication with school personnel. 11 female and 5 male caregivers completed the surveys. The children under their care ranged in age from 5 to 21. The results show that the overall general satisfaction rates with school-based services were quite high. 50% of caregivers reported that they were very satisfied with the provisions of their child's school program. 31 % of caregivers reported that they were satisfied

and 12% reported that they were dissatisfied with the provisions of their child's school program. Discipline-specific service ratings indicated slightly more variability. School nurse services were rated most favorably. Of the 69% of students receiving regular school nurse services, 91% of caregivers reported that they were satisfied with those services. Crawford & Simonoff (2003) conducted a qualitative analysis on parental views about services for children attending schools for the emotionally and behaviourally disturbed (EBD). Thirty parents of 25 children attending primary and secondary EBD schools in three South London boroughs took part in focus group discussions.

Results identified a complex web of individual, professional and organizational factors which contributed to social exclusion of children with EBD problems and their families. These factors included children receiving inadequate education because of long periods of exclusion or inappropriate placements whilst waiting for a statement of special educational needs. Parents also felt personally socially excluded because of lack of childcare provision out of school hours. Many parents felt that their children did not fit into services and were constantly being passed on to other professionals. The analysis identified various aspects of services that promote social inclusion and provide support to families, including acceptance of children into EBD schools, help from voluntary organizations and support from other parents with children with EBD problems. Parents particularly stressed the value of working in collaboration with professionals to achieve shared goals. Conclude that agencies need to improve communication and joint working to provide effective services for these families.

MATERIALS AND METHODS

A survey was carried out on a sample of 60 parents' (42 mothers' and 18 fathers') of adults' with mild, moderate and severe intellectual disability, between the age ranges of 18 to 40 years. The sample was drawn from residential and non-residential Vocational rehabilitation centers situated in the twin cities of Hyderabad and Secunderabad. A Parental Satisfaction Tool (PST) was developed by the investigator to measure the parental satisfaction on vocational rehabilitation services. A Questionnaire was administered to the parents for collecting the data.

Statistical Measures

Based on the objectives of the study appropriate statistical techniques were employed to analyze the data, the collected data was edited, coded and then enter against the identification numbers of each subject. The statistical analysis of the data was done through a software package called statistical package for social sciences (SPSS). The statistical analysis of the study consists of tabular representation of percentage, mean, standard deviation, independent t-tests and ANOVA.

Major Findings of the study

The results of the study indicated that parents have express highly satisfaction towards the vocational rehabilitation staff. This may be due to that the staff that is providing the required

services and encouraging the parents as well as their adults with intellectual disability to develop various vocational skills and preparing them for open employment to lead an independent life. It is also indicated that majority of the parents are rated low satisfaction towards job negotiation, job matching, job placement, vocational evolution, job analysis and job training followed by other dimensions. It was found that there is a significant difference between the parental satisfaction and age of the parents'. It was due to that most of the parents above 58 years have experienced high satisfaction level towards vocational services when compared to parents, of other age group. Because of the placement of their adults' with intellectual disability in job training and employment. With regard to parents' gender it is observed that, majority of both fathers' and mothers' were possibly dissatisfaction due to factors like in lack of accommodation, inadequate transport facilities, lack of quality services towards job negotiations and job placement by the vocational training centers.

The results revealed that graduate parents have more satisfaction level on vocational services. This may be due to that graduate parents were more actively involved in their adults vocational rehabilitation process by keeping updates with the training centers regarding their training and services. With regard to parents' occupation it is indicated that majority of the parents have expressed more or less, similar satisfaction levels on vocational training and services provided by the vocational rehabilitation centers. Parents experienced that their adults were receiving similar kind of vocational training programme and job placement services. The results of the study indicated that parents' of adults' with intellectual disability, aged above 30 years have rated more satisfaction level for the services towards vocational training center, This may be due to that their adults' have developed job training skills and are getting opportunity in open employment market, when compared to the other group.

With respect to gender of the adults with intellectual disability it revealed that the parents of adults with female intellectual disability have more satisfaction levels on various services provided by the training centers. Because these parents were accompanying regularly with their female adults' and participating in vocational rehabilitation process when compared to parents' of adults with male intellectual disability. The findings of the present study revealed that, the parents of adults with mild intellectual disability have rated more satisfaction level on vocational rehabilitation services. This could be possibly because their intellectual functioning is high and they were performing various vocational services when compared to other groups.

Most of the adults with mild intellectual disability were promoted to open employment. Finally, the findings of the study showed that majority of the parents were not satisfied on various vocational rehabilitation services provided by both residential and non- residential vocational training centers. This may due to reasons probably services were not provided according to job demand in the open market and no suitable accommodation was available in residential training centers. The training centers also do not have multidisciplinary team that is essential for residential and non-residential training centers.

Educational Implications

The present study attempts to measure the parental satisfaction on various aspects of vocational Rehabilitation Services for adults with intellectual disability. The analysis of data has brought out several important findings, which have a variety of implications for planning and designing various Vocational Rehabilitation Services for adults with intellectual disability. The result of the study indicated that there is no significant difference in parental satisfaction on vocational rehabilitation services and age of the parents'. It was also revealed that there is no significant relationship in parental satisfaction on various aspects of vocational Rehabilitation Services with regard to parents' gender, education and occupation. It is further, revealed that there is no significant relationship in parental satisfaction on vocational rehabilitation services and their adults age, gender, level of retardation and type of Vocational Rehabilitation Centers.

The results of the present study may help the Vocational instructors, special educators, mental health professionals and other rehabilitation professionals to think about the possible changes in Vocational training and placement services for the persons with intellectual disability. However, adults with intellectual disabilities need to be initiated into the activities beyond the student's curriculum setting. For this, parents, siblings and even vocational training centers need to develop vocational planning and preparations for the adults with intellectual disability. Any Vocation transition will cause excitement, as well as concern, for everyone involved: students, Parents, care provider's teachers and employers (Demchak & Green field, 2003). Therefore the result from the present study may help family, parents, siblings, job coach supervisor at the worksite and it also helps rehabilitation therapists in designing a vocational curricula based on age and severity of intellectual disability.

The study has its major implication in the field of Vocational Rehabilitation research. The review of literature given in this study shows that both field of early intervention services and Vocational Rehabilitation Services have great potentialities for further research. According to Meadow-Orlans and Sass Lehrer (1995) quoted that, the type of Service delivery that is gathered information from listening to parents as the key stakeholders in decision making for their child, has proven benefits. There is a strong relationship between families that feel, professionals that listen to them and feelings of self-efficacy. This has implications for more positive interactions between parent and child, boosting confidence for both. The findings of the study can be used as a source of information to special schools, integrated schools, inclusive schools, Hospitals and care centers, vocational counselor as well as rehabilitation institutions. In addition, the information from the present study will give guidance/ directions to the management and administration, to focus more on specific vocational areas and environment that will get positive and qualitative results.

Conclusion

As a result of the findings from the study, it was concluded that parents were more satisfied on the services with respect to

domain, vocational rehabilitation staff followed by the other domains. It was also concluded that most of the parents were least satisfied in the area of job negotiation, job placement and job identification. The results of the study led to the conclusion that, the parents of adults with intellectual disabilities were not satisfied with various vocational rehabilitation services provided by the vocational training centers as, there is a need for the quality of services, so that their adults could be placed on jobs in the open market as helpers and semi-skilled workers according to their functional level. This can lead towards their standard of living and also brings improvement to their quality of life socially and economically. However, results of the study revealed that majority of the parents' whose adults' are receiving services from residential vocational training centers were not satisfied with various vocational rehabilitation services provided by them, as their adults' trainees were not promoted to job placement services. While the training centers blame the parents that, most of the parents were not involving in the vocational rehabilitation process and even not attending parent-teacher meeting, held once in month.

They are unable to keep the updates of their adults towards vocational rehabilitation services. So, there is a need to organize work shop, parent-teacher meeting and other related services which may help the parents to get an opportunity to abreast their knowledge. The findings of the study led to a conclusion that most of the parents' of female adults with intellectual disabilities were slightly more satisfied on vocational rehabilitation services than parents of male adults' with intellectual disabilities as there is a need to improve quality of services among male adults with intellectual disabilities. They also need vocational guidance to improve their work skills. However, the result of the study raises some interesting issues about the service satisfaction. For instance, at what point do training centers are providing services that satisfy their consumers?, What is considered to be a high level of satisfaction with services? For this, the training centers must be presented with a full array of options for the services and goals for choice to be reality and the training centers should give information about different options that would help them to reach their goals. There is a need to educate the parents of adults with intellectual disabilities about the importance of vocational rehabilitation services to their adults' trainees. It would help the parents to take necessary steps to

work towards it. The adults' with intellectual disabilities have potential to work, earn and live in the community as respectable citizens, if provided with necessary training, placement and support services. Thus, the researcher would like to end the thesis stating that there is a need to provide quality of services for adults with intellectual disabilities and the vocational training centers should become more professionally competitive and the employment outcome should be increased.

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