Evaluation of Vocational Rehabilitation of Special People

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ABSTRACT

Everybody should get equal opportunities to develop his or her personality either someone healthy or disable. The objective of this study is to explore the vocational rehabilitation of special people and to examine the performance of teacher regarding vocational training and finally to what extent students are satisfied with their teachers. For this purpose 25 questionnaires were filled by teachers and 50 by the students of special institution from district Faisalabad. The result showed that teachers actively perform to motivate and encourage the students thereby creating interest regarding vocational training among them. And students are getting equal opportunities of training as normal children have.

Keywords: special education, vocational education, special people, vocational rehabilitation,

INTRODUCTION

A large number of children fall in the category of exceptional children. According to Abdur Rauf (1975). “The Term exceptional child applies to all children who are handicapped intellectually, emotionally, physically, or socially. It also includes those children who are exceptionally superior intellectually, e.g. the gifted children.” Kirk (1986) defines the exceptional Child as “A child who differs from the average or normal Child in Mental Characteristics, Sensory Abilities, Communication Abilities, Social Behavior and Physical Characteristics.” Halkahan, D. P. (1991) stated that “These differences must be to such an extent that the Child requires a modification of school Practices or Special educational services to develop to the maximum Capacity.” According to Hanen, H. P. (1977) “Children below the age of 14 years constitute approximately 43% of the total disable persons.” Halkahan, D. P. (1991) contributed that “This number looks extremely very high, as compared with existing facilities for the training and education of handicapped children.”

In the society, everybody should get equal opportunities to develop his or her personality either someone is healthy or disable. So for disable people special education program should be offered to enhance their personality and to develop their career. If we do not make provisions for their educational and vocational training, their potentialities will remain undeveloped resulting in great wastage of human resources. J. smith (1948) defines
“Vocational education means getting people ready and keeping them ready for the types and services we need.” Therefore, it is necessary to make separate arrangement for the education and training of special children. The single most important goal of special education is finding and catalyzing on exceptional Children’s abilities.

Young people with physically, mentally or perceptual defects require specific preparations for their future professions and employment appropriate to their state of health. The educational sector offers a whole system of schools for youth, requiring special care and the curricula are specially designed to meet the need of disabled children. Educational sector has build up vocational training programs to develop the career of special people. Encyclopedia of education (1997) defines vocational training “A process by which Persons who have been disabled by injury or illness are helped to develop renewed capabilities and to secure employment, involves assistance by professionals in such specialties as medical, psychological, social welfare, vocational grin dance and placement services.” According to Giachino and Galliington (1977) “Vocational education designed for occupational preparation, In evolving development of attitudes understanding the skills which will enable the students to adjust more adequately to the duties and responsibilities of an ethical citizen and worker in his chosen field.” Disabled persons have the right to medical, physical and functional treatment including prosthetic and orthotic appliances to medical and social rehabilitation, education, vocational rehabilitation and training aids, counseling, placement services which will enable them to develop their capabilities and skills to maximum and will hasten the processes of their social integration and re-integration. “It was said that the higher welfare is achieved when individuals are trained and prepared for employment and each individual produces to maximum limit of his capacity.”(ibdm). So Special educational Programs are offered at regular schools and specialized institutions from Preschool to secondary level. Programs in regular schools include support to students in regular classes, special classes, resource rooms, and itinerant assistance. Specialized institutions include Special schools, rehabilitation centers, support centers, hospitals, clinics day care centers, and so on.

This study was aimed to evaluate the vocational rehabilitation of special people or exceptional people. The study has the following main objectives.

- To understand the importance of vocational and career education for disable persons.
- To create awareness about vocational education among people.
- To highlight the importance of vocational rehabilitation of special people.
- To create interest in students about manual and vocational education.
- To find out the attitude of teachers and students about vocational education.

LITERATURE REVIEW

Vocational Rehabilitation influenced the working scenario of special people. Langle et al., (1997) described “Within any society, work and employment are of central importance for the structuring of human life. So the occupational reintegration of the chronically sick and the disabled had significant impact on the success of their rehabilitation.” Kosciulek (2004) also argued that vocational rehabilitation can be played an important role to enhance the career success and also to improve the quality of life of the disable persons. The framework of vocational rehabilitation services enabled disable persons to be active participants in short as well as long term career development. So Vocational rehabilitation counseling will promote the empowerment of individuals with disabilities.

Institute on Rehabilitation Issues (1999) described that “Changing in working conditions affected the all workers including disabled workers. These changes are having a substantial impact on the life roles of individuals with disabilities, the settings in which they live and work and the events that occur in their lives.” So effective Vocational Rehabilitation counseling can be instrumental for empowering the life choices, inclusion and independence of people with disabilities. In turn, empowerment, inclusion and independence will lead to high-quality employment and fulfilling careers for individuals with disabilities as described by O’Day (1999).
Vocational training is the important part of treatment of special people as revealed by Nordt et al., (2007), mentally ill people were at the risk of poverty and had poor quality of life. They suggested that vocational training treatment was very important both at early illness and severe psychiatric disorder. This type of treatment enhanced patient's vocational potential and needs for support.

Mavromaras and Polidano (2008) used dynamic panel econometric estimation to examine the impact of vocational education on the employment rate of disabled persons. They concluded that vocational education had a considerable and long run positive effect on the employment participation and productivity of disable persons. The same was identified by Fadyl and McPherson (2009), where they examined the long run positive impact of vocational education and training on the people that return to work after traumatic brain injury (TBI). The researchers identified “Vocational rehabilitation is commonly recommended as a means of facilitating return to work after TBI.”

The people with any type of disability have little social support in employment sector. As Polidano and Mavromaras (2010) observed “People with disability are not disadvantaged in terms of participation, but are in terms of completion, especially those with more limiting conditions and those with mental health problems who have low levels of social support.” According to Fitch (2002) “Social attitudes toward disability may be as important as the disability itself in that the negative attitude of others plays a part in shaping the life role of the individual with disability.”

There are many public sector vocational rehabilitation programs that are designed to provide employment related assistance to the persons with disabilities. Stern et al., (2011), conducted a study to examine such kind of program that provides vocational rehabilitation services in the state of Virginia to mentally ill persons. Their outcomes revealed that “Vocational rehabilitation services generally have positive long run effects for mentally ill people in the labor market.”

**METHODOLOGY**

The research was descriptive in nature. It was a survey study because survey studies are conducted when a researcher intends to know the existing situation and intensity of the problem. The population of this research was students and teachers of special institution, of Faisalabad city. The researchers selected boys and girls of special institutions of Faisalabad city.

In this research it was difficult to make complete study of all cases from which conclusions were to be drawn. So it was decided to select a sample of 50 students and 25 teachers from special institutions of the city. The researchers decided to select the sample by simple random sampling, using this technique 5 boys and 5 girls of 10th class and 5 teachers from special institution were selected randomly. A well developed questionnaire was used as an instrument to collect data because “A questionnaire is more precise and quick responses from the subject” Black and Champion (1976). Two different questioners were developed for the teachers and students to collect all necessary information for this study.

To achieve the objectives of the study 50 surveys to students and 25 surveys to teachers were sent (through questioners). The concerned schools have been visited with the permission of the head of the schools. The questionnaires were administered personally by the researchers and subjects were asked to read every item carefully and marked the column concerned with their own free will. As the questionnaires were distributed and collected personally so the return was 100 percent. Three point scales was used. Students and teachers were supposed to tick mark against each item according to their own choice. The points were “Yes”, “No”, and “To some Extent.”

The responses of respondents were classified and presented in tabular foam. The data were analyzed through SPSS v.19.
RESULTS

Analysis and interpretation of result is the most important part of the research so respondents were asked several questions about vocational rehabilitation and then interpret in frequency and percentage form. Table 1 shows the responses of students.

Table 1: Responses of Students towards Vocational Rehabilitation.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Does the teacher perform practically before you?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Does the teacher motivate you to get vocational training?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Does the teacher highlight the dignity of manual work before you?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Is there workshop equipped with latest equipment in your school?</td>
<td>26</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>Does every student get equal opportunity for practical work in work shop?</td>
<td>12</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Will you stand on a job after study?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do the students have inclination about any vocational interest except education?</td>
<td>20</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>Are you manual work exhibited?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Are you trained the vocational skills as normal children in the same way?</td>
<td>36</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>Are you able to earn some money after getting vocational skills?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Does your teacher play important role in creating interest about the training?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Is the teachers' personality motivating your interest?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Does your teacher encourage you in getting vocational training?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Does your disability hinder your vocational training?</td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Is the training program designed according to the individual's needs?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Is the stage wise evaluation included in the training program?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do you have any specific curriculum for vocational education?</td>
<td>25</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Are you trained in making chairs and other wood work?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Are you trained in sewing and knitting and other house hold works in your institution?</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do you like that people take pity on your disability?</td>
<td>6</td>
<td>12</td>
<td>44</td>
</tr>
</tbody>
</table>

The above table shows the responses of 50 students of the special institution of Faisalabad city. 100 % of the students agreed that the teachers perform practically in front of them, they always encourage them to get vocational training and also highlight the dignity of manual work before them.
52% of the students answered that the workshop equipped with latest equipment in their school and 48% are disagreed while the 24% of the respondent said that every student got equal opportunity for practical work in the workshop and 50% said to some extent and 26% disagree with the statement. Along with 100% of the students said that they will stand on a job after their study which shows their confidence and belief on the vocational training programs despite having some internal problems of the training workshop.

40% of the respondents said that they have inclination of vocational interest except education where as 32% disagreed with the statement and 28% said to some extent, on the other hand 100% of the students said that they are manual work exhibited. With this 72% of the students said that they trained the vocational skills as normal children where as 8% disagreed and 20% said to some extent.

In vocational training workshop students have faith on the program and teachers that trained them to cop-up with the real world employment opportunities so the table 1 shows that 100% of the students agreed that they are able to earn some money after getting vocational skills and also 100% of the students agreed that teacher play an important role in creating interest and they encourage the students in getting vocational training and also the personality of the teachers’ motivate their interest.

96% of the students said that their disability does not hinder their vocational training where as 4% replied to some extent.100% of the students answered that the training program designed according to the individual needs so disability will not be a problem after getting education from vocational training projects.

100% of the students replied that the stage wise evaluation included in the training program.50% of the students answered that we have a specific curriculum for vocational education where as 26% replied to some extent and 24% were disagreed.

100% of the students replied that they trained in making chairs and other wood works and also in sewing knitting and other house hold works in their institutions. Approximately all of the students agreed that they do not like that people take pity on them because they have the abilities to survive in this world.

Table 2 shows responses of teachers towards vocational rehabilitation program.

Table 2: Teachers’ Responses towards Vocational Rehabilitation.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Do you practically perform before your students?</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do you pay individual attention to each student?</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Is teachers’ personality a motivator to create interest?</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do you mentally prepare your students for training?</td>
<td>24</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>Do you encourage your students to get vocational training?</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Are you participated in the refresher courses?</td>
<td>17</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>Are you satisfied with present curriculum?</td>
<td>24</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>Do you keep in mind the objectives of vocational education while teaching the special people?</td>
<td>10</td>
<td>40</td>
<td>1</td>
</tr>
</tbody>
</table>
Are you agree that the vocational education is essential for the development of special people? 25 100
Do you display patient and sympathy? 24 96 1 4
Are you connected with other staff members while you are teaching? 25 100
Do you use different kind of institutional technology when trained the students? 25 100
Do you train students according to their interests? 25 100
Have you trained the students in making chairs and other wood work? 25 100
Do you help the disable people to solve their problems? 25 100
Do you have the sufficient knowledge to handle all the apparatus used in training? 9 36 16 64
Do you train the students to learn daily living? 21 84 1 4 3 12
Do you keep in mind the nature of disability of students? 25 100

Teachers are the major source of any successful educational project but they have more importance in the case of special education, without their dedication and support this program cannot successfully run. The above table shows that 100% of the teachers said that they perform practically before their students and they pay individual attention to each student.

100% of the teachers agreed that the teacher’s personality is a great motivator to create interest for special children. So it’s the teachers’ duty not only create interest in the training program for special students but also make ready the students to involve in the training program thus 96% of the teachers answered that they mentally prepare their students for training whereas 4% said to some extent. Along with 100% of the teachers agreed that they encourage their students to get vocational education.

To train special students training of teachers is also very important so 68% of the teachers participated in the refresher course where as 32% did not.

Curriculum is another essential component of educational programs in this regard 96% of the teachers said that they satisfied with the specific curriculum where as the 4% said to some extent. On the other hand 40% of the teachers said that they keep in mind the objectives of vocational education while teaching the special whereas 4% disagreed and 56% said to some extent. It shows that there must be specified objectives and each teacher must have to achieve those objectives.

Teachers must understand the essentiality of vocational training programs thus 100% of the teachers said that vocational education essential for the development of special people. 96% of the teachers answered that they display patient and sympathy and 4% said to some extent.

100% of the teachers replied that they keep in connection with other staff members while they are teaching; they also use different kind of institutional technology when they trained the students and they trained the students according to their interest.

100% of the teachers answered that they trained students to make chairs and other wood works and with this they help the disable students to solve their problems.

36% of the teachers said that every teacher had sufficient knowledge of handling all the apparatus whereas 64% were disagreed. 84% of the teachers replied that they trained the
students to learn daily living skills where as 4% disagreed and 12% said to some extent. 100% of the teachers answered that they keep in mind the nature of disability of children while giving them training.

CONCLUSION

The study concluded that special students are very much satisfied with the vocational training programs and also they are confident about getting employment opportunities in near future. On the other hand teachers are taking active part in vocational training programs to motivate, encourage and train the special students to cop the real world difficulties with greater success. But there must be more well-developed vocational rehabilitation programs to train all special students.

REFERENCES