Jai Maa Saraswati Gyandayini ISSN: 2454-8367
An International Multidisciplinary e-Journal
(Peer Reviewed, Open Accessed & Indexed)
Web: www.jmsjournals.in Email: jmsjournals.in@gmail.com
Vol. 2, Issue-II
Oct. 2016
Impact Factor : 4.032 (IIJIF)

VOCATIONAL TRAINING SKILLS OFFERED FOR THE STUDENTS WITH INTELLECTUAL DISABILITIES

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Abstract

The present study aims to explore the vocational training skills offered for the students with intellectual disabilities in Karnataka. The study was an exploratory as well as descriptive. The sample of the study was 36 male and 31 female students with mild intellectual disabilities, 61 male and 32 female students with moderate intellectual disabilities. The analysis was done qualitatively. It was found out from the study that there were varieties of vocational training skills offered for the students with intellectual disabilities. However, the vocational training skills varied depending on the level of intellectual disabilities and gender. Rather than considering any type of limitation, vocational training skills should be offered considering the interest of the students. They are able to learn if a systematic task analysis and proper training is provided.

Key words: Intellectual disabilities (ID), Vocational Training Skills (VTS), Students with Intellectual Disabilities (SWID).

Introduction

Vocational training skills are the skills essentials for entry into a specific industry. These skills help the students with ID in making them a good worker so that they meet the normal work demands, work independently, maintain quality of work and keep good speed. In Hyderabad, among 15 organisations, 90% of them are offering vocational training for the persons with ID (Mehra, 2011). In other parts of the world for example, Karachi- 55% of special schools were providing vocational education for children with disabilities including ID (Naz and Sulman, 2012) and there were varieties of VTS offered for persons with disabilities including ID (Sajjad, Joubish and Khurram (2010). These students with ID have the ability to work independently and have a strong work ethic (Dixon and Reddacliffe, 1996). VTS been offered for the students with ID across the countries. But investigator was interested to study its status in India especially Karnataka. Hence the investigator conducted this

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study with the main objective 'to explore the vocational training skills offered for the students with intellectual disabilities in Karnataka'. The research question of the study was 'What are the vocational training skills offered for the students with intellectual disabilities?'

Research design: Exploratory and descriptive study.

Population of the study: All the 70 special schools for ID in Karnataka comprised population of the study. They are from the following districts- Bangalore, Mysore, Mandhya, Kodagu, Hassan, Udupi, Dakshina Kannada, Kolar, Ramanagara, Koppal, Davangeri, Gadag, Haveri, Dharwad, Raichur, Belgaum.

Selection of sample: From the population of 70 special schools, 42 from 6 districts were considered. The reason was, as the population being very large in number and vastly distributed. It was very difficult to conduct within the limited resources of the investigator. Hence only 42 special schools were considered. They are from Bangalore 27, Mysore 7, Kodagu 1, Hassan 1, Udupi 3, and Dakshina Kannada 3.

Among these special schools, those met the criteria were only selected as sample. For this a preliminary survey was conducted with the following criteria,

i. Special schools should be recognized by the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka.

ii. There should be students with mild and moderate ID studying in the special schools with valid IQ certificate from authorized institution.

iii. Special schools offering vocational training skills were only considered.

vi. Necessary facilities should be available in the special schools.

With these criteria for selection of sample, investigator visited special schools and conducted preliminary survey. Through survey, it was found out that, 4 special schools- do not exist, 3 special schools - changed their location, 6- only for the students with severe and profound ID, 1- changed

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from ID to other disabilities, 20- not providing vocational training. Hence these 34 special schools not met the criteria and so excluded from the study. While, remaining 8 special schools met all the criteria and were retained. The details (gender wise and district wise) of the students with mild and moderate ID is given in the Table.1.

Table 1: Students with ID Enrolled for Vocational Training

Districts	Number of Students with Mild ID		Number of Students with Moderate ID	
	Male	Female	Male	Female
Mysore	2	0	10	5
Kodagu	0	0	3	4
Dakshina Kannada	2	3	3	1
	7	6	12	10
Bangalore	8	6	7	5
	0	0	4	3
	10	5	11	2
	7	11	11	2
Total	**36**	**31**	**61**	**32**

The above mentioned 36 male and 31 female students with mild ID, 61 male and 32 female students with moderate ID were selected as sample of the study.

Sampling Technique: Multi stagic purposive sampling.

Tool and technique of the study:

The following table. 2 include variable, source of data, method of data collection and tool used,

Table.2 Tool and technique of the study

Variable	Informants/ Source of data	Method of data collection	Tool used
Vocational training skills offered for the SWID	Vocational trainers	Questioning	Vocational Training Skills Questionnaire developed by Investigator

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Description of the Tool

The Vocational Training Skills Questionnaire was developed by the investigator. The tool consist of questions to explore the vocational training skills offered for the SWID based on the levels of intellectual disabilities and gender.

Procedure of Data Collection

The questions in the questionnaire were read out to the informants- vocational trainers. The investigator recorded the information collected from the informants.

Analysis of data

The analysis of vocational training skills offered for the SWID was done qualitatively by calculating and computing the percentage.

Result and Discussion of the Study

The result and discussion of vocational training skills offered for the SWID are discussed in this section. The vocational training skills offered for the SWID is given in the following Table. 3.

Table. 3 Vocational Training Skills offered for the Students with Intellectual Disabilities

Sl. No.	Vocational Training Skills	% of Schools (N=8)	% of Students with Mild Intellectual Disabilities		% of Students with Mild Intellectual Disabilities	
			Male (N=36)	Female (N=31)	Male (N=61)	Female (N=32)
1.	Book binding	100%	8.3%	6.5%	13.1%	9.3%
2.	Chalk making	62.5%	13.9%	3.2%	-	-
3.	Paper bag	100%	2.8%	6.5%	10%	15.6%
4.	Phenyl	50%	11.1%	3.2%	-	-
5.	Flower making	62.5%	-	9.7%	-	3.1%
6.	Woolen mat	75%	-	9.7%	1.6%	3.1%
7.	Screen Printing	62.5%	22.2%	3.2%	3.3%	-

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8.	Medicine cover	100%	5.6%	3.2%	29.5%	9.3%
9.	Carpentry	37.5%	19.4%	-	-	-
10.	Envelop	100%	5.6%	3.2%	14.7%	15.6%
11.	Tailoring	50%	-	9.7%	-	-
12.	Weaving carpet	87.5%	-	3.2%	-	-
13.	Greeting	100%	2.8%	9.7%	8.1%	18.8%
14.	Painting	87.5%	5.6%	12.9%	6.6%	12.6%
15.	Filing	100%	2.7%	3.2%	13.1%	6.3%
16.	Embroidery	75%	-	12.9%	-	6.3%

From the present study it was found out that there were varieties of VTS offered for the SWID. Maximum percent of special schools were offered a very simply type of VTS. Similarly, in Karachi also there are varieties of VTS were offered for persons with disabilities including ID such as artwork, book binding, block printing and gardening (Sajjad, Joubish and Khurram, 2010).

From the present study it was found out that the VTS varied depending on the level of ID and gender. Whereas, Suresh and Santhanam (2002) found out that persons with mild and moderate ID have the same level of generic skills, work traits and work aptitudes, and the generic skills are significantly related to work aptitude as well as there is a relationship between work traits and work aptitudes among persons with mild and moderate ID. Similarly, Lin (2008) revealed that there was no significant difference in age by gender in Taiwan. Most students had mild (42.1%) to moderate (43.6%) ID. Most of the students (94.8%) had individualized curriculum developed based on their needs and interest.

From the present study it was found out that more percentage of male students with mild ID were offered VTS such as screen printing, carpentry, calk making and phenyl making. Whereas, more percentage of female students with mild ID was offered embroidery, painting, flower making, woolen mat, tailoring and greeting. Further less percentage of male students with mild ID were offered VTS such as medicine cover envelop, paper bag, weaving carpets, greeting and filling. Whereas, less percentage of female students with mild ID was involved in chalk making, phenyl, screen printing, medicine cover, envelop, weaving carpet, filling. Further, no male students with mild ID were offered VTS such as flower, woolen mat, tailoring and embroidery. Whereas, less female students with mild

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ID were offered carpentry. From the study conducted by Tiwari (2011), it was found out that statistically high significant relationship between work behaviour and work performance among adults with mild ID. Further from the study by Vanitha and Ramaa (2013) found out that in majority of the occupational skills, all students with mild ID exhibited independent level of work readiness skills and more percentage of male exhibited independent level of work readiness skills compared to female students with mild ID. Further, Vanitha and Ramaa (2013) found out that majority of the students with mild ID (50%) exhibited moderate level of vocational competency in Motor skills and more percentage of male exhibited higher level of vocational competency compared to female students with mild ID.

From the present study it was found out that more percentage of male students with moderate ID were offered VTS such as medicine cover, envelop, filling, book bending and paper bag. Whereas, more percentage of female students with moderate ID was offered painting, greeting envelop and paper bag. Further, less percentage of male students with moderate ID were offered VTS such as woolen mat and screen printing. Whereas, less percentage of female students with moderate ID were offered VTS such as flower and woolen mat. Further, no male students with moderate ID were offered VTS such as chalk making, phenyl, flower, carpentry, tailoring, weaving carpet and embroidery. Whereas, no female students with moderate ID were offered chalk making, phenyl, screen printing, carpentry, tailoring, and weaving carpet. Whereas, Lahtinen, Rintala and Malin (2007) found out that there is static balance and manual dexterity among persons with moderate ID improved from early to late adolescence and decline during adulthood, further, gender differences in adulthood were significant in physical performance. Vanitha and Ramaa (2013) found out that in majority of the occupational skills, 70% of students with moderate ID exhibited independent level of work readiness skills and more percentage of male exhibited independent level of work readiness skills compared to female students with moderate ID. In the other study by Vanitha and Ramaa (2013) found out that majority of the students with moderate ID (50%) exhibited moderate level of vocational competency in motor skills and more percentage of male exhibited higher level of vocational competency compared to female students with moderate ID.

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Conclusion

It can be concluded from the study that there were varieties of vocational training skills offered for the students with intellectual disabilities in Karnataka. The VTS offered were depending on the level of ID. The maximum type of VTS offered for the students with mild ID involved was very complex type than for students with moderate ID. The VTS offered were also depending on the gender. The maximum percentages of male students with ID were involved in complex type of VTS than female students with ID. Rather than a stereotype of attitude in offering VTS, it should be offered without any type of limitations. The VTS should be offered based on the needs and interest of the students. By providing a systematic task analysis and proper training, student with ID are able to learn a complex type of VTS irrespective of level of ID and gender.

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