

# A Study on Perspectives of Persons with Intellectual Disabilities on Their Employment Readiness in Twin Cities of Telangana State

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**Abstract**— The primary objective of the study is to find out the Perspectives of persons with Intellectual Disabilities on their Employment Readiness in Twin Cities of Telangana State. The sample used for the study was two hundred persons with Intellectual Disabilities aging between 18-35 years, who are getting trained at vocational centres from NIEPID, SwayamKrushi, Saadhana, Lekhadeep, and Shekinah respectively. The present study was conducted through Descriptive Survey Method. Sample was selected by using non-probability, Purposive sampling technique has been used for collecting data on Perspectives of persons with Intellectual Disabilities on their Employment Readiness. In this study the researcher was developed by closed-ended "Questionnaire". The developed questionnaire consists of: Part A deals with the demographic data of the persons with Intellectual Disabilities such as Age, Gender, Diagnosis, and Vocational Centre. Part B consists of the questionnaire for collecting Perspectives of persons with ID on their Employment Readiness. Questionnaire consists of 7 domains with 70 items. The Perspectives of the subjects were recorded by conducting a structured interview method. The time is taken to interview each person was 40-60 minutes. The analysis of data reveals that there is a significant difference in Age, Diagnosis, and Vocational center but there is no significant difference found in the Gender variable. In an age-wise comparison elder age group persons with intellectual disabilities have shown high employment readiness than younger age group PwID. Persons with Mild intellectual disabilities have shown high employment readiness than other severity level of PwID in the diagnosis variable. Center wise comparison analysis revealed that the Swayamkrushi center persons with ID showed high employment readiness than other vocational centers.

**Keywords**— Persons with Mild Intellectual Disability, Persons with Moderate Intellectual Disability, Perspectives, Employment readiness.

## I. INTRODUCTION

Employment plays a crucial role in everyone's life. For some people, it is a source of living and for some; it helps to bring out their potentialities to the full extent. This principle applies to everyone including a person with Intellectual Disabilities. Persons with Intellectual Disabilities needs some motivation and this motivation could be provided through employment as the employment helps to develop their abilities and capabilities to their full extent. It provides both dignity and independence. It brings people into the mainstream and proves that persons with disabilities can work. Employing a person with Intellectual Disabilities would not only develop their capabilities but their dependency would also be reduced and their independence

would increase which ultimately improves their living condition.

According to Stevens and Martin, in lives of most people, job has a significant part and it allows them to develop their identity as well as their status within the society. The rights of the persons with disabilities are no different from the rest of the society as they can live, work and take part in the community in the same manner as the rest of the society. The basic human right of making a decision cannot be taken away from them. The RPWD Act, 2016 provides that "the appropriate Government shall ensure that the PWD enjoys the right to equality, life with dignity, and respect for his or her integrity equally with others."

The opinions and Perspectives towards the persons with Intellectual Disabilities have been evolved to a positive change to a far extent. The society which viewed persons with Intellectual Disabilities as a curse has realized to an extent that majority of the persons with disabilities can also lead a quality life. They also realized that this quality of life could be given if there are good and effective opportunities in employment.

The Indian Constitution always ensures equality and dignity for every citizen of India. Persons with Disabilities are no exception to this. In the current scenario, work not just connects persons with disabilities to the society but also the only resource for their families to lead their life. But unfortunately, the rate of employment for persons with disabilities is low. The objective of the current study is to know whether the persons with Intellectually Disabilities have readiness for their work. It means that persons with Intellectual Disabilities are capable of doing work as they are aware of their work. Through this study, it has been established that the employment rate should be increased because people with Intellectual Disabilities are having Employment Readiness.

The training centers and Vocational rehabilitation centers should promote the development of the persons with disabilities skills by considering their potentials and abilities. The study also helps in changing the perception towards persons with disabilities by non-disabled people regarding their abilities.

As of now, the employment opportunities for persons with disabilities in the service sector are increasing rapidly. Persons with disabilities are encouraged to take up the skills that are suited to the requirements of the market. As the employment growth is not fast in the private sector, disabled persons are

encouraged by giving incentives Different employment agencies can hire disabled persons by showing interest in the fact that the disabled persons are having Employment Readiness skills.

This study focuses on the Perspectives of persons with Intellectual Disabilities on their Employment Readiness.

II. OBJECTIVES OF THE STUDY

1. To find out the Perspectives of persons with Intellectual Disabilities on their Employment Readiness in domain wise.
2. To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Age in domain wise.
3. To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Gender in domain wise.
4. To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Diagnosis in domain wise.
5. To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their vocational centre in domain wise.

III. METHOD

- A. *Research method:* The present study was conducted through Descriptive Survey Method.
- B. *Sample:* The sample used for the study was two hundred persons with Intellectual Disabilities aging between 18-35 years, who are getting trained at vocational centres from NIEPID, SwayamKrushi, Saadhana, Lekhadeep, and Shekinah respectively
- C. *Sampling technique:* The researcher adopted Purposive sampling technique for collecting data on Perspectives of persons with Intellectual Disabilities on their Employment Readiness.
- D. *Tool used:* In this study, the researcher developed closed-ended “Questionnaire” to find out Perspectives of persons with Intellectual Disabilities on their Employment Readiness. The developed questionnaire consists of: Part A deals with the demographic data of the persons with Intellectual Disabilities such as Age, Gender, Diagnosis, and Vocational Centre. Part B consists of the questionnaire for collecting Perspectives of persons with ID on their Employment Readiness. It consists of 7 domains with 70 items.
- E. *Procedure* Prior permission from the respective principal/ authority of Vocational centres has been taken for the data collection to administer the Perspectives of persons with Intellectual Disabilities on their Employment Readiness. After taking permission from official authorities the researcher has taken consent from parents of persons with Intellectual Disabilities who are included in the research study as a sample. The researcher explained the purpose of the survey and appropriate instruction was given to the participants. The

Perspectives of the subjects were recorded by conducting a structured interview. The data for each person was collected in a minimum time of 40 minutes and the maximum time was 60 minutes. Each question was read out by the researcher to the persons with ID and the answers were noted down in the form of ‘yes’ or ‘no’.

IV. RESULTS AND DISCUSSION

- After the quantification of data, various statistical measures have been used by the researcher such as:
- To find out whether there is any significant difference in the ‘Perspectives of persons with Intellectual Disabilities on their Employment Readiness’ Model Summary, ANOVA and Regression Coefficients were used
  - To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness Mean, SD and Pearson chi-square test were calculated.
  - To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness across the vocational centers Mean, SD, one-way analysis of variance (ANOVA) and post-hoc test was used.

*Objective 1.* To find out the perceptions of persons with Intellectual Disabilities on their Employment Readiness

TABLE 1.1. Model Summary of Persons with Intellectual Disabilities on their Employment readiness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588 <sup>a</sup>	0.346	0.336	8.386

Predictors: (Constant), Age, Gender, Diagnosis, Dependent variable: Overall Domains

Interpretation:

R Square is a measure of the amount of variance in the dependent variable. All the variables explained around 35% in overall Domains

TABLE 1.2. Summary of one-way analysis of Variance for Employment Readiness of PwIDin Overall Domains

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7283.085	3	2427.695	34.519	.000 <sup>b</sup> P<0.001 **
	Residual	13784.415	196	70.329		
	Total	21067.500	199			

\*\*=Highly Significant at 0.001 levels

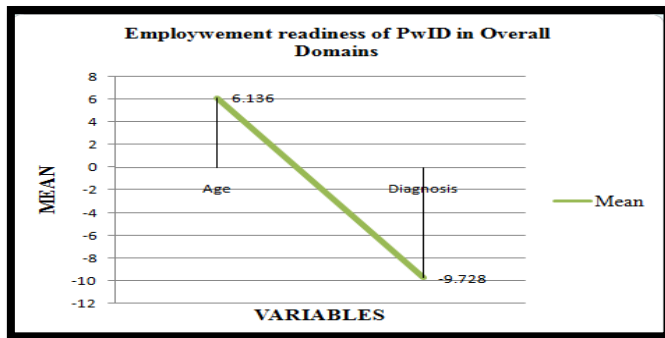
Table 1.2. Shows the results of Employment readiness of persons with Intellectual Disabilities in Overall Domains, indicating that the overall regression model was significant with  $F(3,196) = 34.519, P<0.001$ . Hence, there is a significant relationship in the predicted variables in Overall Domains. The null hypothesis that there is no significant difference in the Perceptions of Persons with Intellectual Disabilities on their Employment readiness is rejected in Overall Domains

TABLE 1.3. Regression Coefficients table of Employment Readiness of PwID in Overall Domains

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	43.605	2.734		15.949	0.000	38.213	48.996
	Age	6.136	1.198	0.297	5.121	0.000	3.773	8.499
	Gender	-1.821	1.186	-0.089	-1.536	0.126	-4.160	0.518
	DIAG	-9.728	1.191	-0.474	-8.169	0.000	-12.076	-7.379

a. Dependent Variable: Total Domains

Table 1.3. shows the Employment Readiness of persons with Intellectual Disabilities in Total Domains. The Outcome variables are Age, Gender and Diagnosis. Age variable is positively and significantly related to Total Domains and Diagnosis variable is negatively related. But Gender is not related (no contribution) to Total Domains. One unit change in age there is 6.136 and in Diagnosis for one unit change -9.728. And these variables explained 35% of variance in overall domains



Graph 1. Perspectives of PwID on their Employment readiness

Objective 2. To Compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Age

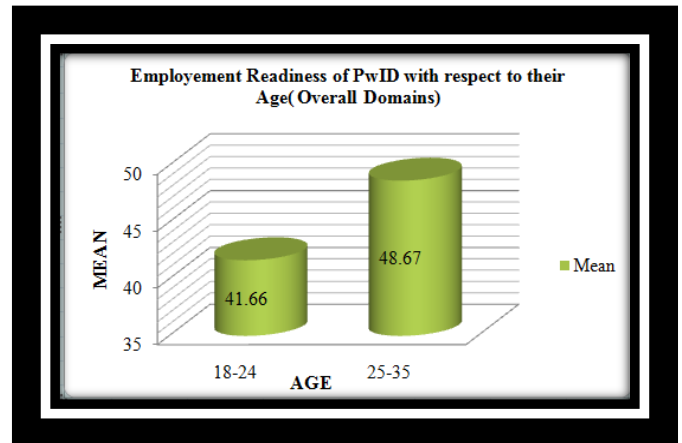
TABLE 2. Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Age (overall domains)

Domain	Age	N	MEAN	SD	t-value	Level of Significance
Pooled	18-24	89	41.66	10.251	-5.015 df=179.195	P<0.001 **
	25-35	111	48.67	9.243		

\*\*= Highly Significant at 0.01 levels

The results depicted in the above table on comparison between two age group (25-35 and 18-24) of persons with Intellectual Disabilities on their Employment Readiness in overall domains. The mean perceptual score for the elder age group (25-35) of persons with intellectual disabilities is 48.67 with Standard Deviation 9.243 whereas in younger age group (18-24) mean score is 41.66 with Standard Deviation 10.251 respectively. Independent t-test was calculated to find out whether there is any significant difference between the ages means scores of adults with Intellectual Disabilities on their Employment Readiness. The calculated t-value is -5.015 which is found to be higher than the table value at 0.001 levels. It was

found that the elder age group (25-35) has shown high employment readiness than the younger age group (18-24) in the overall domains.



Graph 2. Perspectives of PwID on their Employment Readiness with respect to their Age (overall domains)

Objective 3. To compare the Perspectives of persons with Intellectual Disabilities on their Employment Readiness with respect to their Gender (Domain Wise)

TABLE 3. Perspectives of persons with Intellectual Disability on their Employment Readiness with respect to their Gender

Domain	Gender	N	Mean	SD	t-value	Level of Significance
Pooled	Male	100	46.43	10.525	1.211 df=198 0.227	P>0.005 NS
	FEMALE	100	44.67	10.023		

NS= Not Significant at 0.05 level

The results depicted in the above table on comparison of Perspectives of persons with Intellectual Disability on their Employment Readiness between male and female adults with Intellectual Disabilities in overall domains. The mean scores in a male are 46.43 with Standard Deviation 10.525 whereas in Female is 44.67 with Standard Deviation 10.023 respectively. The mean scores are a little higher in males (46.43) than females (44.67). To find out whether there is any significant difference between the Male and Female mean scores of adults with Intellectual Disabilities on their Employment Readiness an Independent t-test was calculated, the obtained t-value is 1.211 which is found to be lesser than the table value at 0.05 levels. Therefore, the null hypothesis, which states; "There is no significant difference in mean scores on the extent of perceptions of persons with Intellectual Disabilities on their Employment Readiness with respect to their Gender" is not rejected.



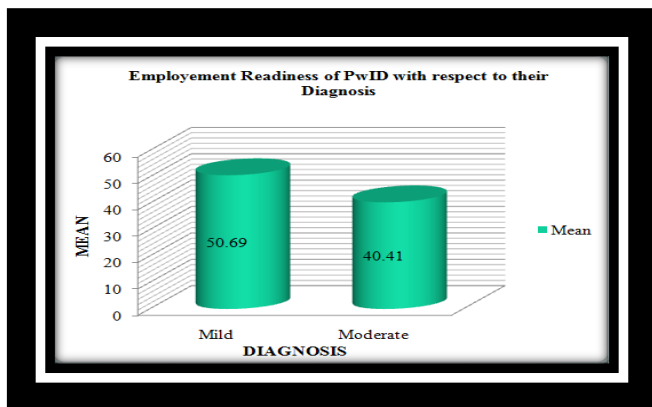
The present study results have questioned the study of CuntongWang, MinLi (2018) conducted a study on “Gender Differences in Employment among People with Disabilities in China”. The gender-specific pattern in employment among people with disabilities in China is unclear, so the researcher in the present study wants to examine the gender differences among people with disabilities in China’s job market using multilevel models. The findings suggested that there are statistically significant gender differences in employment among people with disabilities. It is more likely for men with disabilities to be employed than for women with disabilities. Persons with intellectual disabilities are ready in their employment readiness skills irrespective of Male or Female from all vocational centers they are participating equally in work and are operating machines for bookbinding, Screen printing, and Xerox machine, etc. So, the present study results have shown that the male and female persons with intellectually disabilities equally ready in their employment readiness. The findings of the previously mentioned study are defied in this present study where there is no disparity in gender with regards to employment.

**Objective 4.** Comparison of the Perspectives of persons with Intellectual Disability on their Employment Readiness with respect to their Diagnosis

TABLE 4. Perspectives of persons with Intellectual Disability on their Employment Readiness with respect to their Diagnosis

Domain	Diagnosis	N	Mean	SD	t-value	Level of Significant
Pooled	Mild	100	50.69	8.165	8.142 df=192.829	P<0.001**
	Moderate	100	40.41	9.632		

\*\*=Highly Significant at 0.001 levels



Graph 3. Perspectives of persons with Intellectual Disability on their Employment Readiness with respect to their Diagnosis

Results depicted in the above table 4 on a comparison between Mild and Moderate adults with Intellectual Disability on their Employment readiness in all domains. The mean scores are higher in adults with Mild ID 50.69 with Standard Deviation 8.165 than Moderate ID mean scores 40.41 with Standard Deviation 9.632 respectively. An independent t-test was calculated to find out whether there is any significant difference in the Perspectives of persons with Intellectual Disability on their Employment Readiness in all the domains. The calculated t- value is 8.142 which is found to be higher than the table value at 0.01 levels. Therefore, the null hypothesis, which states;

“There is no significant difference in mean scores on the extent of perceptions of persons with Intellectual Disabilities on their Employment Readiness with respect to their Diagnosis” is rejected. It was found that the adults with Mild Intellectual Disabilities have shown high employment readiness than Moderate Intellectual Disabilities in all domains. Employment readiness is one of the pathways that lead to decent work for differently-abled persons and it makes them independent for living their future life.

**Objective 5.** Comparison of the Perspectives of persons with Intellectual Disability on their Employment Readiness with respect to their Vocational center (domain wise)

TABLE 5.1. Mean and SD for Perspectives of Persons with Intellectual Disabilities on their Employment with respect their vocational center

Pooled	Vocational centers	N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
All Domains	NIEPID	40	43.95	10.441	40.61	47.29
	Swayamkrushi	40	53.50	7.078	51.24	55.76
	Saadana	40	43.20	10.353	39.89	46.51
	Lekhadeep	40	45.25	8.421	42.56	47.94
	Shekianah	40	41.85	10.757	38.41	45.29
	Total	200	45.55	10.289	44.12	46.98

The above table 5 shows the Mean and SD scores on Perspectives of Persons with Intellectual Disabilities on their Employment readiness for their vocational center. Mean score values (53.50) are higher with Standard Deviation 7.078 in Swayamkrushi center than other vocational centers of persons with ID in overall domains.

TABLE 5.2. Summary of one-way analysis of Variance for Employment Readiness of PwID

Pooled		Sum of Squares	df	Mean Square	F	Sig.
All domains	Between Groups	3402.600	4	850.650	9.390	0.000 P<0.01**
	Within Groups	17664.900	195	90.589		
	Total	21067.500	199			

\*\*=Highly Significant at 0.001 levels

From the above table, results indicate that the F-ratio is 9.390 which is significant at 0.01 levels. Hence, the null hypothesis which states that ‘There is no significant difference in Perspectives of Persons with Intellectual Disabilities on their Employment readiness with respect their vocational center’ is rejected. The main purpose of the Vocational training centers for the adolescent/ adults with intellectually disabled persons is meant for, to keep them engaged in a useful job and to improve their attention span, as also, to moving the differently-abled persons towards self-reliance, economic betterment, and integration into the mainstream of the society, to the extent their disabilities permit. This is the natural step forward and an essential forward linkage from Special School Education and Pre-Vocational Training to the Workshop. Proper and efficient vocational training develops the capabilities of PWDs and they can compete in the labor market with other persons. A disabled person can function well as anybody else provided he/she is

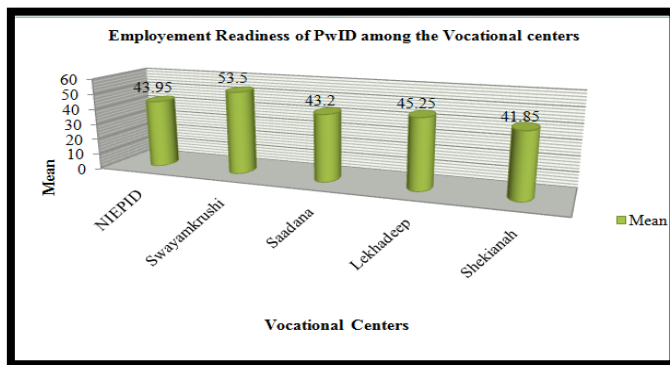
given appropriate training, alternative techniques, and assistive devices.

TABLE 5.3. Fisher’s Least Significant Difference test for Multiple Comparisons of Mean differences across centers

D(All)	Vocational center	NIEPID	Swayamkrushi	Saadana	Lekhadeep	Shekianah
Pooled	NIEPID	-	*	NS	NS	NS
	Swayamkrushi	*	-	*	*	*
	Saadana	NS	*	-	NS	NS
	Lekhadeep	NS	*	NS	-	NS
	Shekianah	NS	*	NS	NS	-

N S=Non significant, \*=Significant

The above table has shown that multiple comparisons on perceptions of persons with ID on their employment readiness across five vocational centers. When five vocational centers were compared the mean differences with each other a significant association among the vocational centers under all domains. There was a significant association between NIEPID and Swayamkrushi. Whereas Swayamkrushi center has a significant association with Saadana, Lekhadeep, and Shekianah.



Graph 4. Perspectives of Persons with Intellectual Disabilities on their Employment Readiness with respect their Vocational Center

V. RECOMMENDATIONS:

Based on findings obtained in this study following are some recommendations:

- Parents must understand that it is very important that the persons with Intellectual Disabilities occupied or employed in some productive work, so start developing work readiness skills in the child right from the early years.
- Communicate to the teacher that the IEP developed for the child in the school should include training for employment and productive activity. Continue the training that is imparted in the school at home. Expose the child to a variety of tasks and work situations to know his strengths and abilities.
- The vocational training centres must keep up with the evolving times and update themselves on the currently available employment opportunities and train them accordingly. They should be exposed to various pre-vocational skills early in the secondary school itself and then be directed to a particular skill according to their interest and industry need and it should be proper vocational guidance for these children.

- More awareness programs need to be conducted in the private sector about persons with ID and their employment-related abilities. Needs awareness on the access of persons with disabilities to public and private sector employment, with the active involvement of Persons with ID.
- Persons with Intellectual Disabilities have the right to live like a regular person and they must not let anyone oppress their rights. The readiness for employment among this group shows that they are aware of the opportunities and likewise it is suggested that they use these opportunities and advocate for their rights.

VI. CONCLUSION

The infamous belief – ‘Persons with Intellectual Disabilities are capable of doing only monotonous jobs’ is disproved by this study. The present study aimed to bring to light their (PWID) readiness to explore employment opportunities. The interests of persons with ID must be taken into consideration by the system while also keeping in mind their strengths and abilities. The oppressed among the oppressed are women with ID; their choices must go beyond the stereotyped jobs.

In this study no significant differences were found only in gender variable in all domains except functional academics’ domain and job exploration knowledge domain. Females with ID have equally shown their readiness in employment as the Males with ID. Therefore; the perception that there is no gender disparity in career readiness must be encouraged. People with non- disability must also be encouraged to change their perspective and become comfortable with working alongside the people with ID showing no disparity.

Resources and the environment that act as a bridge for the inclusion of persons with ID in the workspace must be encouraged. Appropriate training programs will act as a catalyst in escalating their Employment Readiness. This study proved that the Employment Readiness of persons with Intellectual Disabilities towards Open Jobs in Government sectors/Private sectors is significantly ready fulfilling the purpose of special education to make them independent. Moreover, Persons with Intellectual Disabilities potentialities in terms of mastery in Employment Readiness skills were accounted for to evaluate the effect of work-related readiness of an Intellectually Disabled and their Perspectives on adaptive functioning of employment. Gerhardt (2007) stated that students with disabilities should be exposed to jobs in order to learn the skills necessary to be successful.

Persons with disabilities will need to learn through experiences on a job to know what skills and conditions are needed in order to successfully gain and sustain employment. When students with disabilities are provided vocational opportunities through experiential learning and functional academics, they can learn the skills that can be generalized into other environments and settings.

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