

# A Study on Preferred Trade of Vocation for Early Adulthood Girls with Intellectual Disabilities

**Monika Verma**

*Government Rehabilitation Institute for Intellectual Disabilities, India*

**M. Karuppasamy**

*Government Rehabilitation Institute for Intellectual Disabilities, India*

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## Abstract

*This study looks at the career choices of early adult girls with intellectual disability. Trade of vocation refers to the types of vocational environment and location i.e., open employment, sheltered employment and home-based employment. The present study aims to investigate the preferred trade of vocation for early adulthood girls with intellectual disability (mild & moderate). Survey method is used in the study. 28 early adulthood girls with intellectual disability (n=16 mild, n=12 moderate) between the age range of 18–25 years taken as a sample for the study. The researcher designed a questionnaire to identify preferred trade of vocation of early adulthood girls with Intellectual Disabilities. An unpaired t-test was utilized to perform statistical analysis on the data. The findings of the study shows that there is no significant difference between the preferred occupation for early adult girls with intellectual disability in relation to age and there is a significant difference in relation to the severity of the disability. And sheltered employment was preferred by most of the girls over open employment and home-based employment. In conclusion, it can be said that knowing the preferred vocation of occupation for early adult girls with intellectual disability can help them in better placement in employment.*

**Keywords:** Vocational Trade, Open Employment, Sheltered Employment, Home-based Employment, Early Adulthood Girls, Mild & Moderate Intellectual Disability, Preferred Trade of Vocation

## Introduction

Education provides knowledge and skills which help in making a person employable. Indian education system is very popular and diverse among the education systems of other countries due to the change in development from ancient to modern education system.

First of all, education gives us a chance to be prepare for good career in our life. We can get ample opportunities to work at any workplace as per our wish. In other words, opportunities for better employment may become more numerous and easier to obtain.

Special education is individualized educational instruction designed to meet the unique educational and related needs of students with disabilities. Special education is provided through the regular school curriculum or regular school services. Special education programs are designed to be appropriate for the individual student and should be provided.

For some years after independence, policies regarding persons with disabilities focused on their economic rehabilitation. Mainly emphasis was laid on development of vocational skills among the disabled so that they can earn their livelihood and on their medical rehabilitation through provision of aids and appliances.

Vocational education is the education that provides students with the skills necessary to secure employment to become independent and earn their living independently. There are many different types of business education, each with its own specific focus and goals. Business and industry programs focus on preparing students for careers in specific occupations.

India is a huge country with a population of over a billion and about 70 million people (based on estimates made by various international agencies like the United Nations, WHO and the World Bank) are disabled. Of these, about 48 percent are women. According to Census-2001, 93.01 lakh women are disabled, which is 42.46 percent of the total disabled population. Women in India have been fighting to get their rights.

In most communities a woman's main role is still that of a wife, mother and housewife; Whereas the man is the main decision maker and income earner. Since education and vocational training are seen as investments for high-value employment, a woman is less likely to have the opportunity to obtain these.

This study will help in making girls with intellectual disability aware about their vocational interest and opportunity. This will help them to earn their living independently so that they can become a part of the mainstream society like everyone else. This study will promote consideration of the vocational choices of adult girls with intellectual disability for their training and placement.

### Review of Literature

[Garrels et al. \(2022\)](#) found in their study a wide variety of work tasks with different degrees of complexity within all of the sectors. [Taylor et al. \(2022\)](#) showed strong evidence associated with economic outcomes of CIE (competitive integrated employment), moderate associated with psychological health outcomes, and limited evidence related to physical health outcomes. [Park and Park \(2021\)](#) found factors affecting employment among individuals with intellectual disability included age, education level, receipt of basic living security assistance, family support, and vocational ability. [Cheng et al. \(2017\)](#) suggested potential strategies that can be utilized to support people with intellectual

disability obtain and maintain employment. [Elahdi and Alnahdi \(2022\)](#) found that familiarity (frequency of contact) and having a previous work experience with someone with an intellectual disability were positively associated with workers' attitudes towards employing persons with intellectual disabilities. Moreover, owners and supervisors demonstrated a greater reluctance in accepting the practice of hiring individuals with intellectual disabilities than their employees did. [Heman et al. \(2022\)](#) found forty percent of staff reported 'not' using any of the assistive technologies with their clients. Executive administration acknowledged that they should be providing technology resources to clients and staff. Expense, access, and complexity were identified as obstacles to the utilization of assistive technology at the client's workplace by both groups. [Taubner et al. \(2022\)](#) identified five facilitators of employment sustainability: (1) having tried various types of work, (2) liking to be at work, (3) balance concerning expectations and adaptations, (4) mutual engagement and flexibility, and (5) wage subsidies. [Scanlon and Doyle \(2021\)](#) demonstrated a strong correlation between support programmes, transition planning and positive transitions, which was critical if young people with intellectual disabilities were to realize their goals. The research proposed a new model of 'Supported Transition' that had clear implications for the development of a national transition policy as directed by the Comprehensive Employment Strategy. [Yusof et al. \(2014\)](#) found that Employability of school leavers with disabilities has reached almost 70%, but unfortunately most of them were not employed based on their vocational skills from school. [Gaymard \(2014\)](#) showed two distinct 'operational' representations of work by women and girls with intellectual disabilities. The item 'earning money' was a central element of representation for both groups. [Fantinelli et al. \(2022\)](#) showed the need for job inclusiveness for persons with disability and also underlined a profound sense of satisfaction related to the job, strong identity, and empowerment derived from the job involvement. [Hennessey and Goreczny \(2022\)](#) suggested that many individuals with intellectual or developmental disabilities want jobs. The research revealed variations in vocational interests and motivation for employment based

on gender. There were no significant differences between age groups.

### Objective of the Study

The objective of the present study is to find out the preferred trade of vocation of early adulthood girls with intellectual disabilities with respect to age and severity of disability.

### Hypothesis of the Study

Null hypothesis was formed to check whether the difference is significance or not.

### Methodology

For achieving objectives, investigator adopted survey method. Researcher collected data from 28 early adulthood girls with intellectual disability (mild & moderate) by using a self-developed questionnaire which contain 24 items in 8 domains. Sample was selected by using purposive sampling from GRIID Special School Sec-31C & Sorem School Sec36-C, Chandigarh. The present study intended to find out preferred trade of vocation for early adulthood girls with intellectual disability (mild & moderate) out of open employment, sheltered employment & home-based employment.

Major findings				
		Open Employment	Sheltered employment	Home-based employment
Mild	18-21 years v/s 22-25 years	Significant	Significant	Not Significant
Moderate	18-21 years v/s 22-25 years	Not Significant	Not Significant	Not Significant
Mild & Moderate	18-21 years v/s 22-25 years	Not Significant	Significant	Not Significant
18-21 years	Mild v/s Moderate	Significant	Significant	Significant
22-25 years	Mild v/s Moderate	Not Significant	Significant	Not Significant
18-25 years	Mild v/s Moderate	Significant	Not Significant	Not Significant

### Limitations of the Study

The present study is limited to the special schools of Chandigarh which are providing vocational training to the intellectual disabled students. This study is limited to only adulthood girls with mild & moderate intellectual disability who are in vocational training in GRIID Special School Sec-31C & Sorem School Sec-36C.

### Recommendations

The present study was conducted in GRIID Special School Sec-31C & Sorem Sec-36C in Chandigarh. For the future study on a large scale, it can be conducted in whole Chandigarh or on state & national level as well. Difference between the preferred trade of vocation can be due to various factors. To know these factors, further study can be conducted in future.

### Conclusion

By identifying suitable vocational options, it becomes possible to develop targeted training programs, provide relevant support services, and

create inclusive work environments. This can enhance the employment opportunities and long-term success of girls with intellectual disabilities in the workforce.

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### Author Details

**Monika Verma**, Government Rehabilitation Institute for Intellectual Disabilities, India

**Email ID:** monikav836@gmail.com

**M. Karuppasamy**, Government Rehabilitation Institute for Intellectual Disabilities, India

**Email ID:** karuppasamy7772@gmail.com