

The Perspective of parents and teachers about appropriate jobs for some categories of disabilities and the obstacles of getting a job

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Abstract: People with disabilities meet a lot of challenges to get a suitable job. **Objectives:** The study aims to evaluate the reality of occupational challenges for people with disabilities from the point of view of teachers and parents in Saudi Arabia, through identification of occupation areas that deaf and hard of hearing can work with, and to identify challenges facing their employment and suggestions to meet those challenges. **Methods:** A questionnaire was prepared for careers and jobs that deaf and hard of hearing can work with. **The sample** of the study consisted of (30) of parents and (30) of teachers in merger institutes and schools. **Results:** The results showed the existence of significant differences between the point of view of teachers and parents for the careers and jobs suitable for deaf and hard of hearing in favor of teachers at the level of (0.001). The challenges that prevent their employment is the belief of the inability of disabled to work,, work environments that did not qualify appropriately for the work of individuals with disabilities, low salaries, and lack of labor market for suitable opportunities of work for people with disabilities, and negative employers attitudes, and mistrust of capabilities of people with disabilities to work. **Conclusions:** The results of the study suggest recommendations to meet the challenges, including the need to train individuals with disabilities on vocational skills, and the need to find vocational training programs, and to find a marketing institution for professional and scientific competencies for people with disabilities, and the need to find databases include individuals with disabilities and their qualifications.

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1. Introduction:

The issue of getting job for individuals with disabilities and labor market to absorb them from the important issues for those involved in special education. There are many challenges that impede the full labor market to absorb them. The level of their vocational rehabilitation quality and its fields is the most prominent of these challenges. The vocational guidance has significant impact in overcoming on these challenges that, it guides the persons with disabilities to careers and jobs that suit them, which helps them to choose what fits their abilities. Al Qaryouti, 2003, Al Wazna, 2003 and Al-Shammari, 2003 confirm that the prevalence of disabilities in Saudi Arabia for all cases registered at the Ministry of Labour and Social Affairs for all ages and both sexes are the same ratios world, and Al Gar Allah *et al.*, 2006 confirms that Autism and similar developmental disorders ratio in Saudi Arabia is around 4-6 in 1000. (Al-Khatib *et al.*, 2007) indicate that the global percentages of disabilities prevalence amounted to 12% of the total world population, and the percentage distribution of it is: 3% learning disabilities, 2.3%, mental disabilities, 0.6% hearing disabilities, 0.1% visual impairments, 0.5% physical disabilities, 2% behavioral disorders, and 3.5% speech and language disorders.

The unemployment rate among workers with disabilities is equivalent to two to three times the rate of the rest of the workers (Oreilly, 2003). And there is a relationship between the type of disability and the nature and type of disabled career (Yanchak, 2005).

The U.S. Department of Labor's Office indicated that the ratios of people with disabilities in the labor market in America in June 2010 amounted to (21.7%) of the total percentage of people with disabilities, and this means that the unemployment ratio was up to 78.3%. While the unemployment rate of non-disabled in the same period was(9.6%). The proportion of unemployed persons with disabilities was up to almost nine times the rate of the unemployed from the ordinary. As in Britain, the ratio of unemployed among disabled people was 50% of them. **(U.S. Department of Labor's Office, 2010)**

Some may see that individuals with disabilities cannot be a shareholder in the workforce, nor an active participant in the national income, and this view is wrong, since individuals with disabilities like others, want to practice work and career, and they aspire to get an opportunity to work in the fields of community according to the preparation, rehabilitation and vocational training they had. This is endorsed by the International Labor Organization in 2006, that the General Assembly of United Nations

adopted the Convention on the Rights of Persons with Disabilities, which affirmed the rights of the disabled person in education and labor. (Kchnow, 2007)

And the Arab Labor Organization gave great importance to the issue of rehabilitation of Persons with Disabilities and employment and it confirmed on this in its first agreement in 1966, as it was confirmed also by the recommendations of the Arab Labor Conference, which was held in Jordan in 1993, it confirmed particularly on the right of people with Disabilities to get the suitable job, which provide an appropriate income, help him to meet the requirements of his life, and increase his self appreciation. One of the main objectives of the Arab Decade document for Persons with Disabilities 2003-2014 was to reduce unemployment among people with disabilities. (Awad & Shamma, 2009)

The problem of the study

The results of some previous studies including studies (Qaryouti, 2003), (Mary *et al.*, 2003), (Awad & Shamma, 2009) and (Khatib, 2009) (Report of the Arab Labor Organization, 2010) indicated that individuals with disabilities who have passed vocational rehabilitation programs did not have work or employment opportunities and those who got jobs could not do their job at the hoped level. The Previous studies did not refer to the reality of hearing impaired work in Saudi Arabia, and what employment challenges they could meet, then the questions of the current study have been determined as follows:

- 1 - What careers and jobs that can be staffed by graduates with hearing disabilities from the points of view of teachers and parents?
- 2 - Is there a difference between the perspective of teachers and parents' point of view of the quality of careers and jobs for graduates with hearing disabilities?
- 3 - What are the challenges that prevent people with disabilities of getting a job from the point of view of teachers and parents?
- 4 - What are the suggestions to meet the challenges that prevent people with disabilities?

Objectives of the study:

- 1 - Identify areas of work that the hearing impaired can do from the points of view of teachers and parents in the Kingdom of Saudi Arabia.
- 2 - Identify the challenges that hearing impaired face from the points of view of teachers and parents in the Kingdom of Saudi Arabia.
- 3 - Determine the necessary suggestions to meet the challenges of work that some categories of hearing impaired face from points of view of teachers and parents in the Kingdom of Saudi Arabia.

(1) The importance of work for people with disabilities:

When individual with disabilities gets the suitable job this helps him to make his social networking with other co-workers or customers, and at the same time the job helps to increase his self estimate, and builds positive trends about the work, as his skills will be developed by practicing the career. (Larsson & Grad, 2003)

The job helps person with disabilities to be independent psychologically, socially and economically, rather than being a burden on other people. As the integration of people with disabilities into the labor market instead of being living in isolationism and withdrawal and social alienation; leads to increasing self-trust, and independence, and reduce the sense of helplessness negative effects resulting from the disability. It also reduces behavioral and psychological disorders. (Al Qaryouti, 2003).

Supported employment improves cognitive performance for adults with autism (García *et al.*, 2007).

The job is a human right and a means to change the case of individuals with disabilities because of its emotional and social benefits. (Andrew *et al.*, 2009)

(2) Works and support Principles for individuals with disabilities:

Al Zaumot, 2000 indicated the principles of people with disabilities work (work should be related to remaining capacity of people with disabilities, and the training they received, the training is linked to tendencies and preparations, capabilities and potential of the individual with disabilities, jobs should be suitable to the nature of the disabled person, out of pity.

Bond & Drake, 2008 pointed that the future of employment for people with disabilities requires the support of workers through the organization and financing of services, the implementation of the quality program, giving attention to motivation, and the development of employment opportunities, reduce obstacles to employment, and career development support.

Both of Matrone & Leahy, 2005 confirm that the culture or the environment that provides Rehabilitation Counselor, provide greater opportunities for success of the process of vocational rehabilitation for people with disabilities and their careers. One of the most important supportive environment images of vocational rehabilitation for people with special needs is the country adopt of Self-employment policy and the importance of coordination and cooperative relationship between self-employment services and Small Business Development Centers (SBDC).

The study of Müller, 2003 indicated the importance of appropriate professional assistance strategies to improve the professional status and job retention for individuals with disabilities ASDS Asperger and other autism disorders that can be offered by professional recruitment consultants.

The study of Yancahk, 2005 also noted that there is a positive correlation between the presence of qualified personnel for professional identification for those with special needs and the success of vocational rehabilitation.

Both of Bethke & Kaliher, 2008 confirmed the need of preparing teachers as guides to guide students with disabilities professionally so that they can choose a suitable career.

(3) -The important careers and jobs appropriate for people with disabilities:

The results of Obaidat, 2006 study indicate that the level of professional performance for hearing impaired employees is generally high, and this shows that deaf people and hearing-impaired are able to compete in the labor market for most careers and administrative functions available if they have training and appropriate preparation.

The most important careers and jobs for hearing impaired in Qatar country, is printed and secretaries, government jobs, crafted and jewelry, leather and shoes works, pottery, upholstery for furniture, bamboo works, photocopying, paints, assembly and Packaging, poultry, cleaning and ironing clothes, bookbinding and as for females, they work in printing, writing and practicing handmade works. (Alasewe, 1999).

Study was conducted at the University of Arkansas in the United States, indicated that the deaf can work in public and governmental and administrative jobs and most of the deaf reported that their co-workers treat them positively and gently, and they communicate with them clearly, and that they integrated with them. (Schroedel & Watson, 2002)

The results of the study of Mary *et al.*, 2003 found that there are some negative impressions about of hearing impaired existence in the work environment, and in dealing with the staff daily, including: that the hearing impaired employee is not nice or polite, he has a weakness in social skills, he was not qualified according scientific and professional aspects, he is not smart, he does not pay attention to others, he is a stranger and has emotional problems, so the study suggests the need to provide the hearing impaired worker with hearing aids in order to increase his level of adaptability and communication with others.

Many of people with hearing disabilities do their works in a perfect way in work places (Horsel,

2004). Ju, 2005 indicated that the history of the deaf work refers to that they can work in many jobs and careers successfully such as (doctors - lawyers - university lecturers - university professors - government employees - filmmakers).

(4) Obstacles for people with disabilities to get a job:

Murray & Heron, 2003 indicated in their practical guide assessing disabled persons in finding employment that the obstacles people with disabilities face include :

Negative attitudes, often linked to discrimination, unequal access to education and training, inaccessible buildings, inaccessible transport, lack of assistive devices and support services, low self-esteem and overprotective families, lack of a supportive legal environment, lack of policy support.

Al Qaryouti, 2003 pointed to some of the difficulties and challenges facing people with disabilities to get work, including: globalization and severe competition and also the information revolution. These challenges affect negatively on people with disabilities, because work in these circumstances requires high efficiency. As a result of that there is a high rate of unemployment among young people, and thus weakening employment opportunities for people with disabilities.

Al-Khatib *et al.*, 2009 indicate that the reasons for the difficulty of getting work for people with disabilities is the negative attitudes of employers, the lack of confidence in the abilities of people with disabilities, and the fear of additional costs and discrimination. They believe the incompetence of persons with disabilities.

The study of Awad & Shamma, 2009 identified a number of obstacles for people with disabilities to get a job, can be summarized in:

- 1 - Lack of programs and specialized personnel to prepare them, which limits the level of education and training
- 2 - Lack of trends, tendencies, capacity standards and professional growth for people with disabilities.
- 3 - Negative trends of people with disabilities to work.
- 4 - Negative overview of employers for people with disabilities. They think that people with disabilities have limited ability to work and production.
- 5 - Lack of proper education for work environments to accommodate people with disabilities.
- 6 - Low salaries allocated for people with disabilities.

The study of Abu Sha'ira, 2012 indicates the limited tendency of employers for hiring people with disabilities.

Graffam and his colleagues conducted a study entitled: factors that influence the decision to hire individuals with disabilities. The participants in the study pointed to a number of factors that influence the decision to hire individuals with disabilities and the most important of these factors were the preparation, pre-qualification and the ability to perform the task. (Graffam *et al.*, 2002)

In South Africa Kleynhans & Kotzé, 2010 studied the trends of managers and employers toward individuals with physical disabilities in the workplace, the study found that managers and employers look passively to the disabled, and do not provide them with positive support

2. Methodology and procedures:

The study followed a descriptive approach by measuring the opinions of people with disabilities caregiver such as teachers and parents. The study applied a questionnaire of people with disabilities work and the study conducted the following steps (literature review - selecting the sample - preparation of the questionnaire - application of study tools – results review and discussion).

Tool of data collection:

(1)The study sample:

The study sample included (30) teachers and (30) of parents with hearing disabilities in special education schools.

(2) Study tool:

1-The study used a questionnaire that was prepared through the following steps:

Part I: A questionnaire sheet was designed by the researcher for careers and jobs appropriate for people with hearing disabilities.

Part II: The questionnaire consists of 49 paragraphs divided on four axes (administration and office jobs include 11 paragraphs), (Handcrafts include 14 paragraphs), (government and art jobs and include 9 paragraphs), and (agricultural and commercial jobs include 15 paragraphs).

Part III: The questionnaire was distributed to teachers of preparatory and secondary education in Al Amal institutes for the Deaf and in Saudi Association for hearing handicapped in Jeddah, and some special education centers of vocational rehabilitation for people with disabilities.

2. Methods of data collection:

This research was covered in four phases:-

1-validity & Reliability of tool:-Validity & Reliability of the questionnaire were calculated as follows:

A - books and references that dealt with careers and jobs suitable for people with disabilities and literature review have been viewed, including: Payne,1980; Parasnis, 1996; Jordan,1998; Alasewe 1999; Zumot, 2003; JU, 2005; Yanchak,2005; Al zarea, 2006; Obaidat 2006; Andrew, 2009; Morgan, 2011; Horrocks, 2011; Tomiano 2011.

B - Validity by expertise in the Faculty of Education, King Abdul Aziz University in the Department of Special Education and some teachers, supervisors and specialist in special education rehabilitation centers.

2- Ethical considerations:

Approval was taken from The Ministry of Education and Special Education Administration in Jeddah before starting the research and data were collected after explaining the aim of the Study to parents and teachers who participated in the study.

3- Data collection:

Data were collected from questionnaire applied to a sample in the first Term of the year 2011 -2012.

Statistical analysis:

Data were analyzed using statistical package for social sciences (SPSS). The P-value < 0.05 was used as the cutoff value for statistical significance and the following statistical measures were used.

Graphic presentation:

Graphs were done for data visualization and using Microsoft Excel.

4-The results

Statistical treatment of the results of the questionnaire was done to answer questions about the study, and to verify the validity of hypotheses as follows:

First: to answer questions of the study:

The results of the questionnaire were set in the tables of (1) to (3) to answer the following questions of the study:

The first question: What careers and jobs that deaf can do from the points of view of teachers and parents? Was answered by analyzing the results of the first axis of the questionnaire, according to what is shown in the table (1):

The table indicates that the careers and jobs that can be staffed by deaf from the viewpoint of teachers are: in the first rank comes art and government jobs, in the second rank comes craft manual and handmade crafts, in the third rank comes agricultural and commercial jobs, and finally in the fourth rank comes management service jobs. It represents clerical work and secretary assistant. The percentage of deaf workers in carpentry, and filling bottles of water is 93%, data entry, and agricultural workers, and workers to transfer files by 90, printing on the

computer, paints, and carpet industry, and an assistant teacher, by 87% and cook assistant, and coping paper and packaging by 83%, and tailor, and charging and discharging, and armed forces technician by 73%, and shoes industry, and guide by 67%, and cars technician, and a teacher of physical education, and Pottery industry by 60%, and a plumber, and cafeteria

worker by 57%, packaging 53%, and putting stickers on the product, hospital technician by 47%, and a restaurant worker, and a security guard by 43%, and cashier and animal care by 40%, and construction worker by 37%, and electricity works by 33%, Barber 30% plants irrigation 17%, and driver 13%.

Table (1): Careers and jobs that can be staffed by graduates with hearing disabilities from the points of view of teachers and parents

	Phrase	Teachers of deaf students (n = 30)					order		F	deaf students parents (n = 30)					order
		The suitability of the career								The suitability of the career					
		%	High	Medium	Low	not suitable				%	High	Low	Medium	Not suitable	
1	Management service jobs (N = 330)	F	187	52	28	52	4	3.2	F	151	51	65	63	2.8	3
		%	60%	15.8%	8.5%	15.8%			%	45.8%	15.5%	19.7%	19.1%		
2	manual and handmade crafts (N = 420)	F	258	107	25	30	2	3.4	F	139	93	87	101	2.6	4
		%	61.4%	25.5%	6%	7.1%			%	24%	20.7%	22.1%	33.1%		
3	art and Government jobs (N = 270)	F	32	68	160	1	1	3.5	F	160	68	32	10	3.4	1
		%	11.9%	25.2%	59.3%	.4%			%	59.3%	25.2%	11.9%	3.7%		
4	Agricultural and commercial jobs (N = 450)	F	87	128	183	27	3	3.3	F	183	128	87	52	2.9	2
		%	19.3%	28.4%	40.7%	6%			%	40.7%	28.4%	19.3%	11.6%		

According to parents jobs and careers that can be staffed by deaf people are armed forces technician, and roads observer by 78%, data entry and cook assistant by 80%, an secretary assistant by 77%, ' teacher of Physical Education and copying paper and Carpets industry by 73%, and written works by 60%, paints worker by 53%, loading and unloading and hospital technician by 50%, tailor and restaurant works and plants coordination, and a security guard, pottery and poultry by 47%, packaging and animals care by 40%, and border guard soldier and putting stickers on the product and packaging by 33%, and plumber and upholstered by 27%.

Many teachers who has academic and professional experience education in deaf education believe that the professional performance level of

deaf is high in general and they are able to compete in the labor market that they possesses the normal mental capacity, they can learn and perform many careers and they are able to master many occupations such as clerical works, design, sewing, carpentry, carpet industry and a lot of careers which need focus. These results had been informed by Parasnis,1996; Jordan, 1998 Alasewe, 1999; JU, 2005; Obaidat, 2006.

In the light of the previous results comes the answer for the first question of the study.

The second question :Is there a difference between the perspective of teachers and parents point of view of the quality of careers and jobs for graduates with hearing disabilities?

Table(2): The difference between the perspective of teachers and parents about the quality of careers and jobs for graduates with hearing disabilities

Tools	Samples	Deaf students Teachers N= 30		Parents of deaf students N= 30		t	sig	df	Eta square
		Mean	Std. Deviation	Mean	Std.Deviation				
Careers and jobs questionnaire for people with disabilities		162.7	±9.06	140.87	±13.77	15.9	0.001	29	0.9

Table (2) shows the existence of significant differences between the point of view of teachers and parents for the careers and jobs suitable for deaf and hard of hearing in favor of teachers at the level of

(0.001), and also there is great effect which indicates that the differences between the point of view of teachers and parents reaches to 90%.

In the light of the previous results comes the answer for the second question of the study.

Third question: What are the challenges that prevent people with disabilities of getting a job from the point of view of teachers and parents?

Teachers and parents indicates that there are many and different challenges that prevent hearing

impaired of getting a job and the study indicates the reasons that were matched with the results of some previous studies such as Attimore,2003; Hernanadz,2007; Khatib, 2009; Achterberg,2009; Abu Sha'ira, 2012.

Table (3): Reasons that prevent people with disabilities to get a job from the point of view of teachers and parents

	Reason	Frequency	%
1	Lack of confidence in the abilities of people with disabilities	20	67%
2	Work environments that have not been prepared to accommodate people with disabilities.	27	90%
3	Low salaries allocated for people with disabilities especially women.	23	77%
4	Cultural discrimination between normal people and people with disabilities which deprive people with disabilities from work	25	83%
5	Lack of proper work chances for people with disabilities	26	87%
6	Lack of good rehabilitation programs and training	27	90%
7	Negative overview of employers for people with disabilities	25	83%
8	Thinking that people with disabilities have limited ability to work and production.	28	93%
9	Fear of the additional costs of hiring people with disabilities.	22	73%
10	Lack of scientific qualifications that enable people with disabilities of working in high jobs	27	90%
11	Negative trends of people with disabilities to work.	20	67%

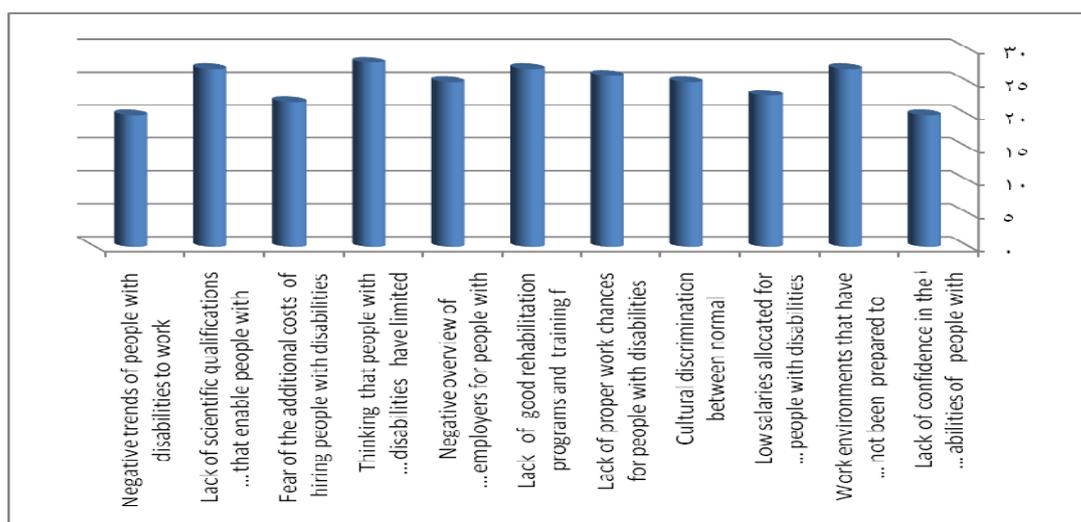


Figure (1): The percentages of reasons that prevent people with disabilities to get a job from the point of view of teachers and parents

In the light of the previous results comes the answer for the Third question of the study.

Fourth Question: What are the suggestions to meet the challenges that prevent people with disabilities?

The results of some previous studies such as Schroedl, 2000; Attimore, 2003; Muller, 2003; JU, 2005; Yanchak & Strause, 2005; Fillary, 2005; García-Villamisar & Hughes, 2007; Abu Sha'ira, 2012 pointed to techniques and ways of facing these challenges:

- 1- The need to train individuals with disabilities to the professional skills required of the profession which they want to work well, and the admission to work in different institutions.
- 2- The need to find vocational training programs, and improving the current to match the work market needs.
- 3- The need to train individuals with disabilities to write a CV, and submit it to employers.

- 4- Finding of Corporation to market professional and scientific competencies for individuals with disabilities.
- 5- The need to find databases include individuals with disabilities and their qualifications, enabling employers to take advantage of the disabled worker program, and display the available jobs in their organizations for the disabled.

Conclusions:

The study revealed satisfactory of the teachers about many careers and manual crafts appropriate for people with disabilities, but the parent prefer government jobs. The study indicates some solutions to meet the challenges, including the need to train individuals with disabilities on vocational skills, and the need to find vocational training programs, and to find a marketing institution for professional and scientific competencies for people with disabilities, and the need to find databases include individuals with disabilities and their qualifications.

Recommendations:

The researcher recommends :

1. The development of vocational rehabilitation programs in neighborhood centers in the Kingdom to train individuals with disabilities to the professional skills required for the career which they want to work in. This helps them to admission to work in different institutions.
2. Awareness of social integration culture of people with disabilities within the community.
3. Training parents of special needs on how to develop the professional skills of their children.
4. Conducting studies on the psychological and social impact to hire people with special needs.

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