

Reality on Parents' Awareness of Vocational Education for Students with Intellectual Disabilities in Vietnam



Thu-Giang Tran, Van-Hung Nguyen

Abstract: Vocational education for students with intellectual disabilities has been an issue that their parents pay much attention. Vocational education for students with intellectual disabilities is understood as the organization of activities to support students with intellectual disabilities to choose and develop the professional that best suits their abilities, needs and interests, and at the same time satisfy the human needs of the career fields. The data set on parents' awareness of vocational education for students with intellectual disabilities were collected directly through surveys in four provinces which are representatives of different regions in Vietnam. Parents participating in the survey are selected according to non-random sampling, combining between quota sampling and purposive sampling methods. Questionnaire address the criteria of skills, contents, methods, forms, needs and factors affecting vocational education based on parents' opinions. The data set has 144 valid records which are input, screened and analyzed. The data results reflect parents' responsiveness, so it is useful to develop activities of career-oriented guidance that considered the parents' expectation and opinions for their students with intellectual disabilities in educational institutions.

Keywords: intellectual disabilities, parents' perception, Vietnam, vocational education.

I. INTRODUCTION

Vocational education is essentially education on labor attitudes and proper sense of the profession; to familiarize students with some popular jobs in society and traditional local occupations. It is an activity to learn about the strengths and career trends of each student to encourage, guide and foster the most appropriate career skills. Career guidance is an educational activity made up of many different career-oriented activities. Each activity has its own goal, content and implementation. Vocational education results are synthesized the results of each career guidance activity and reflected in the career guidance capacity that students achieve after participating in career-oriented education (Fasching, 2014; Bartram & Cavanagh, 2019). Vocational education is not only conducted in general schools but also in other educational institutions such as the Center for General-Career Technology; Continuing education centers; Vocational training centers,... Career-oriented education is not only conducted by staff, teachers and students in the school, but also conducted and supported by forces outside the school

such as parents, social community, civil society organizations,... (Valaikiene, Kaffemaniene & Baranauskiene, 2016). Students with intellectual disabilities participate in educational activities including career-oriented education at general schools or specialized educational institutions. However, with specific characteristics, the career-oriented education for students with intellectual disabilities also needs appropriate adjustments in order to bring about practical effects. Vocational education for students with intellectual disabilities is understood as the organization of activities to support students with intellectual disabilities to choose and develop the professional that best suits their abilities, needs and interests, and at the same time satisfy the human needs of the career fields (Nguyen, 2020). Vocational education for students with intellectual disabilities contributes to their confidence, integration with the community, communication skills psycho-physiology development in accordance with abilities and needs. Students after graduating from school have the ability to be partially independent, take care of themselves, protect themselves in everyday situations. In addition, vocational education discovers the strengths of each student for career guidance and vocational training, followed by connecting with job opportunities so that students with intellectual disabilities have income to pay for a part of their own needs, reducing the burden on families (Fasching, 2014; Hart Barnett & Crippen, 2014; Pristiwaluyo, 2017). For parents of students with intellectual disabilities, vocational education helps parents to orient to handle situations when their children are in puberty; to motivate and set goals, implement long-term goals in children; to set determination and energy to overcome difficulties, share experiences when raising children; to create a safe environment for children to participate in learning career skills and career orientation in future (ILO, 2016; Nguyen, 2020).

II. SURVEY METHOD AND SAMPLE

Data was collected through direct questionnaire surveys at locality. Information of interest in the questionnaire was the parents' awareness about issues related to vocational education for their students with intellectual disabilities: skills, programs, contents, methods, forms, supports, information, affected factors. Survey used a non-random sampling method which was combined between purposive sampling and quota sampling. Based on practical resources and conditions, the study surveyed 144 parents of students with intellectual disabilities.

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4 localities in Vietnam with economic conditions in each region were selected: Hanoi and Hai Duong represents the North; Nghe An represents the Central; Ho Chi Minh city represents the South. For each selected province, randomly select one city/ district/ town that represents the metropolitan area, and randomly select one district to represent the rural area. The survey was conducted in September and October 2020. Information of parents responding to the survey is entered and screened. No records have been removed due to missing values. The data set used for analysis has a total of 144 valid records.

III. SURVEY DATA

The survey data provides information about respondents including gender, age range, the highest degree, employment status, household status and current residence (see Table 1).

Table 1. Respondents' characteristics

Characteristics	N	%
Gender	144	100.00
Male	45	31.25
Female	99	68.75
Age	144	100.00
Under 30	4	2.78
Under 40	120	83.33
Others	20	13.89
The highest degree	144	100.00
Under upper secondary	48	33.33
Upper secondary	20	13.89
Technical secondary	24	16.67
College, university	48	33.33
Post graduate	4	2.78
Employment status	144	100.00
Unemployment	13	9.03
Unstable employment	104	72.22
Stable employment	27	18.75
Household status (certified)	144	100.00
Poor	17	11.81
Near poor	48	33.33
Normal	79	54.86
Provinces	144	100.00
Hanoi	36	25.00
Hai Duong	36	25.00
Nghe An	24	16.67
Ho Chi Minh city	48	33.33

Table 2 displays the assessment of parents of students with intellectual disabilities related skills to attend vocational education. There were six groups of skills and respondents valuated the priority from 1 to 6 with No. 1 as the most priority.

Table 2. Parents' assessment about skills of students with intellectual disabilities to attend vocational education

No.	Content	Mean	Rank
1	Motor skills	3.25	2
2	Language use skills	3.73	4
3	Self-help skills	2.04	1
4	Social skills	4.63	6
5	Self-management skills (behavior, time, emotion)	3.31	3
6	Cognition skills (reading, writing, maths)	4.04	5

From table 3 to table 7, the data on parents' opinions of contents, methods, forms, information and information resources about vocational education for students with intellectual disabilities. At table 3, there were nine items of vocational education contents and respondents evaluated the priority from 1 to 9 with No. 1 as the most priority. The tables from 4 to 7 presents items that the answers were multiple-choice.

Table 3. Parents' opinions about vocational education contents for students with intellectual disabilities

No.	Content	Mean	Rank
1	Educating students to realize several careers of parents, relatives	2.81	2
2	Educating students to realize several local traditional careers	5.06	4
3	Educating students to realize several basic careers	5.30	6
4	Guiding students to attend daily work at home	2.70	1
5	Guiding students to attend daily work at school	3.91	3
6	Practicing students with self-management skills	5.55	8
7	Practicing students with social skills	5.19	5
8	Identifying students' strengths and talents	5.51	7
9	Identifying students' hobbies related vocational education	2.81	2

Table 4. Parents' opinions about vocational education methods for students with intellectual disabilities

No.	Methods	Number	Rank
1	Explanation	84	2
2	Practical observation	80	3
3	Illustration with video, pictures	85	1
4	Project	30	6
5	Group discussion	72	4
6	Role-play	60	5
7	Problem solving	60	5

Table 5. Parents' opinions about vocational education forms for students with intellectual disabilities

No.	Forms	Number	Rank
1	Gathering at vocational education institutions	75	1
2	Following individuals	70	2
3	Cooperating with vocational education institutions	57	3
4	Cooperating with enterprises	48	4
5	Cooperating with organization of/ for people with disabilities	42	5



Table 6. Parents’ opinions about information on vocational education for students with intellectual disabilities

No.	Info	Number	Rank
1	Models of vocational education for students with intellectual disabilities	44	5
2	Programs of vocational education for students with intellectual disabilities	108	1
3	Capacity of students with intellectual disabilities attending vocational education	77	3
4	Methods of vocational education for students with intellectual disabilities	45	4
5	Appropriate careers for students with intellectual disabilities	78	2

Table 7. Parents’ opinions about information resources on vocational education for students with intellectual disabilities

No.	Info resources	Number	Rank
1	Via the Internet	98	2
2	Local programs of vocational education	70	4
3	From other parents	64	5
4	From magazines, newspapers	80	3
5	From teachers, schools	121	1

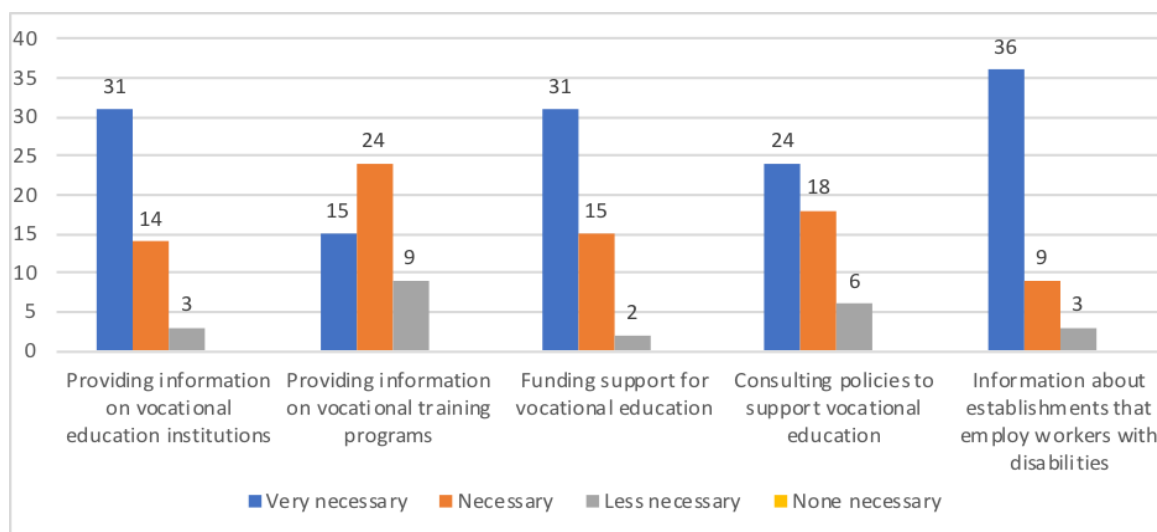


Fig 1. Parents’ needs of supports in vocational education for their children with intellectual disabilities

Figure 1 illustrated the supports that parents need in vocational education for students with intellectual disabilities. The 4-level scale is used from level 1: very necessary, level 2: necessary, level 3: less necessary to level 4: none necessary.

Table 8, 9 and 10 listed limitations, factors and suggestions towards vocational education for intellectual disabilities. For each question, respondents can choose different items.

Table 8. Parents’ opinions about key limitations of students with intellectual disabilities to access vocational education

No.	Info resources	Number	Rank
1	Gaps between knowledge, skills and practical career requirements	98	2
2	Lack of vocational education institutions for students with intellectual disabilities	70	4
3	Expensive training fund	64	5
4	Vocational education institutions not meeting families’ needs	80	3
5	Difficulties in choosing appropriate careers for students with intellectual disabilities	121	1

Table 9. Parents’ opinions of factors affecting vocational education results

No.	Contents	Number	Rank
1	Having capacity meeting the needs of vocational education	20	3
2	Having good families’ awareness, expectation, economic and cooperation with educational institutions	12	5
3	Educational institutions having good issues of human resource, program, forces collaboration	21	2
4	Society meeting the conditions of vocational education	14	4
5	Locality having professional strengths	12	5
6	Having favorable vocational education policy	24	1

Table 10. Suggestions of parents to improve the quality of vocational education for students with intellectual disabilities

No.	Contents	Number	Rank
1	Building a legal corridor on vocational education for students with intellectual disabilities	23	4
2	Integrating vocational education into educational programs for students with intellectual disabilities	34	2
3	Coordinating with vocational training institutions and cooperating with employers to provide vocational education for students with intellectual disabilities	38	1
4	Family-based vocational education for students with intellectual disabilities	19	5
5	Community-based vocational education for students with intellectual disabilities	32	3

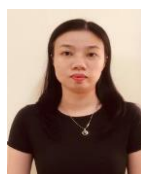
IV. CONCLUSION

The data set includes information about parents' awareness of vocational education for students with intellectual disabilities. The data set is available for continuing research orientation. This can help the educators and administrators to develop and implement the vocational education programs appropriate to parents' expectation. Additionally, this data set is very useful in the studies of school activities for students with intellectual disabilities.

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