

## **Transition Skills Training And Performance Of Learners With Moderate Mental Disabilities In Nyanza Provice, Kenya**

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**ABSTRACT:** The transition skills are designed to help students with disabilities leave school and be successfully integrated in the community. Such students include those with Moderate Mental Disabilities (MMD) most of who can carry out work and self-care tasks with moderate supervision. However, despite the Kenya government efforts to improve access to education and also the quality of education to increase the levels of successful transition among these category of learners into the community and their inclusion into the labor market, most of them remain unemployed as evidenced in Nyanza Province in Kenya. This has been attributed to the lack of proper transition training while in school. Therefore, the purpose of the study was to identify the skill areas learners with moderate mental disabilities are trained in for transition from school to community in Nyanza Province, Kenya. The study adopted descriptive survey design and was conducted in four special schools for learners with mental disabilities in the area. 3 head teachers, 40 teachers, 36 parents and 61 learners in pre-vocational and vocational classes selected through saturated simple random and stratified sampling participated in the study. Instrumentation consisted of behavior checklist for learners, questionnaire for head teachers and questionnaire for teachers. An interview schedule for the parents was also used. Data was analyzed using descriptive statistics which included use of frequency counts and percentages. The study revealed that most learners with MMD had vocational trained as opposed to academic training. The results showed that most learners exhibited satisfactory performance on vocational behaviors' and work habits while performing varied tasks although they needed moderate supervision. Therefore, transition skills are very important for learners with disabilities especially those with disabilities considered to be higher in degree such as MMD. The trainings can, however, only improve the levels of social interaction and task performance leading to moderate levels of dependence but not total independence for persons with this form of disability. Hence, the study recommends that there is need for high levels of cooperation between the school and the parents in order to obtain better transition outcomes for learners with MMD.

**Keywords:** Learner; Mental disability; Moderate Mental disability; Special needs education; Transition; Transition Planning.

**Key words:** *Moderate mental disability; Special Needs Education; Transition Skills Training*

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### **I. INTRODUCTION**

Full participation in society requires certain skills which only quality education can provide and this also includes education for learners with special needs. Special education provision is well developed at school level only when measures taken ensure adequate preparation for life after school and covers both work and daily living skills. The preparation should include career education and guidance, prevocational training and work experience, and appropriate life skills (UNESCO, 1995; Omogi, 2007). Provision of education to meet all learners' basic learning needs, upgrading their skills and encouraging their self-development irrespective of their levels of ability are some of the key issues in education in Thailand (National Report of Education Act in Thailand, 2001). In Botswana learners with mental disabilities are taught basic literacy (reading and writing), basic numeracy, agriculture, social studies, and skills of daily living, social skills, physical education, singing, art and craft. However the teachers in the special units seems to value teaching of skills of daily living, social skills and communication skills (Dart & Pilime, 2002). However, countries like Rwanda and Zambia in Africa take no action on education for persons with disabilities, yet their quality of life is dependent on the individual's ability to communicate and interact with the world (UN Special Rapporteur, 2006). In Kenya, a report by the taskforce on special needs education showed that 26,885 learners with special needs education were enrolled in the special schools, units and integrated programs (Republic of Kenya, 2003). The highest numbers of learners

were those with mental disabilities and Nyanza Province by the year 2003 had highest enrolment being 1355 learners compared to other provinces like Western with an enrolment of 879 learners with mental disabilities.

Mental disability appears in children under the age of 18 years. It is defined as an intellectual functioning level (as measured by standard tests for Intelligence Quotient) that is well below average and has significant limitations in daily living skills (Gargiullo, 2006; Vanrunee, 2007). They include, communication skills, home living skills, use of community social skills, self-direction, functional academic skills (reading, writing, and arithmetic) and work skills (Fore, 2005; Medical Encyclopedia, 2006; Vanrunee, 2007). Moreover, persons with Moderate Mental Disabilities (MMD) can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment if proper transition planning is done (Drew & Hardman, 2000; Medical Encyclopedia, 2006). Although effective educational and adult service models could provide greater opportunities for individuals with mental disabilities in community settings but significant long term changes may not result without proper transition planning which has its roots in the quality of special needs education. However, regardless of the current initiative by the Kenya Government to improve access to quality education, for learners with special learning needs it remained limited. This is due to lack of clear guidelines on the implementation of an all-inclusive education policy (Republic of Kenya, 2005).

Transition skills are designed to help students leaving school to be integrated in the community (Hallahan & Kaufmann, 1991; Missouri Parent's Act, 2007). These skills and the supporting services are important in facilitating successful transition of the learner to the working world. According to Drew and Hardman (2000), these services need to be included in the learner's development program from age 14 years and should be informed by the individual learner's needs and interests. However, many youths with disabilities leaving school frequently experience challenges in finding a well-coordinated adult system of services and supports that enables them find work, housing, recreational, and leisure activities (Missouri Parent's Act, 2007). This is because they unlike most of their counterparts who do not have disabilities, most have not yet learnt or developed the academic, technical, and social skills necessary to find and maintain employment (Drew & Hardman, 2000).

Findings by Kenya National Bureau of Statistics (2008) showed that Nyanza Province had the highest number of persons with disabilities by the year 2007. For instance, out of 1.6 million persons with disabilities found in Kenya, Nyanza had 341,412 (21%) persons with disabilities. Out of these, 68,282 (20%) constituted persons with mental disabilities. This compared to other provinces such as the neighboring Western Province which had 15,840 persons with mental disabilities suggested that Nyanza Province had the highest number. In terms of employment opportunities, roughly 3,278 or 1% of the documented persons with disabilities are gainfully employed in Nyanza Province and out of these only 656 or 20% of persons with mental disabilities are in paid employment. This shows that there are inordinately high levels of labor discrimination for people with disabilities and especially those with mental disabilities. Among the reasons for the low levels of labor inclusivity is the transition problem as most work organizations are not well designed to accommodate persons with disabilities. The high concentration of persons with disabilities in Nyanza Province-which is home to several schools and vocational centers- coupled with the marginal labor inclusion of for persons with mental disabilities, thus, motivated the present study to assess the impact of transition skills for MMD learners into the community workforce.

## **II. LITERATURE REVIEW**

In the Koech Report in Kenya, contents of curriculum for the learners with mental disabilities were cited and emphasis laid on some academic subjects, self-help, community living and vocational skills. The report recommended that the lesser the degree of disability the more emphasis on academic skills, while the greater the degree of disability, the more emphasis on self-help, community living and vocational skills (Republic of Kenya, 1999; Mutua & Dimitrov, 2001). The following are the skill areas learners were expected to be trained in for transition:

### **Development of Social Skills**

Good social skills include understanding and respecting shared social rules for how people dress and how they interact with one another. The skills enable people to form interpersonal relationships, which are central to effective social functioning (Cranell, 2002; Hardman, Drew & Egan, 2005; Tammi & Dombeck, 2006; Heward, 2006). Deficits in social skills are evident in learners with mental disabilities. They struggle with understanding social rules, and some social concepts are beyond their ability to grasp (Ruegg, 2003). However, it has been noted that there is vicious circle of dependence and overprotection in which disabled children are often trapped (Finkelstein & Stuart, 1996). This is because the professionals and parents unknowingly collaborate in protecting children with disabilities from risk-taking and personal responsibility. The children with disabilities eventually grow into adulthood poorly equipped with the social skills necessary to be potential

working members of the community (Finkelstein & Stuart, 1996; Fore, 2005). Studies of special needs persons in Kenya so far have, however, not shown evidence of how development of social skills among learners with moderate mental disability from special schools affect their ability to successfully join the workforce. Hence, the present study sought to determine how development of social skills among learners with moderate mental disabilities from special schools affects transition planning to the community.

#### **Self - Care, Grooming, and Determination Skills**

Drew and Hardman (2000) defined self-determination as the ability to solve problems and make life decisions. Learning self-determination skills helps a learner with mental disabilities participate in choosing and achieving their goals as they make transition into adult life. However, learners with mental disabilities often need to be explicitly taught self-management skills repeatedly and gradually. They need to learn the importance of following rules and complying with social conventions to enable them function independently (Cranell, 2002; Tammi & Dombeck, 2006; Heward, 2006). Learners with moderate mental disabilities require extensive support and must often be taught basic self-care skills such as dressing, eating, and hygiene. Direct instruction and environmental support are necessary to ensure the deficits in these adaptive areas do not seriously limit one's quality of life (Zhan'g, 2001; Cranell, 2002; Hardman, Drew and Egan, 2005; Heward, 2006, Bakkern, 2008). If well implemented in the school system, the learner will ultimately leave school with a well-developed sense of worth and social responsibility. However, the impact of self-care, grooming, and determination skills on the successful transition of learners with moderate mental disability in the community workforce has not been examined in the Kenyan context. Thus, the current study sought to find out how equipping learners with moderate mental disabilities with such skills while in special schools affects their transition to the working community.

#### **Occupational Skills**

The learner with moderate mental disabilities needs education to develop job skills with more emphasis on values, attitudes and habits; human relationships; occupational information; acquisition of job and daily living skills (Turnbull & Turnbull, 2002; Omogi, 2007). Management of mental disability frequently involves provision of occupational skills training to prepare individuals for the inevitable transition from school to work. Vocational programs are often integrated into the educational curriculum and included a variety of training programs and jobs that were appropriate for nearly each level of intellectual ability of these learners (Cranell, 2002; Tammi & Dombeck, 2006; CSEAC, 2006; Nel, 2009). Moreover, policies and practices are being directed at helping people with mental disabilities secure employment in inclusive community jobs. Consequently, training is being provided on employment sites to help learners acquire specific skills necessary for particular type of job. This enables learners to decide on what career would be best for them and encourage socialization between learners with mental disabilities and non-disabled peers (Cranell, 2002; Tammi & Dombeck, 2006). However, as yet no study has been done in Kenya focusing on the levels of occupational transition skills training for learners with moderate mental disability preparing to join the workforce. Therefore, this study sought to find out how occupational transition skills training for learners with moderate mental disabilities from special schools affects their transition to the working community.

#### **Academic Skills**

Academic skills are presented in accordance with an individual's level of functioning as outlined in the IEP. Two categories of academic skills taught are basic and functional academics (Obiakor, 2003; CSEAC, 2006). Learners with mental disabilities engage in academic activities that help them acquire fundamental reading, writing, and arithmetic skills practically relating to real life situations. Reading instruction focus on teaching functional comprehension of words that are relevant to the learner's everyday lives in reference to objects and activities present in their environments. Writing and mathematics skills are incorporated into the curriculum with adjustments made considering the learner's functional level (Tammi & Dombeck, 2006). Dart and Pilime (2002) in a study on evaluation of special units for children with mental retardation identified the skills learners are trained in at Botswana Primary schools and their main focus was on special units not transition planning of these learners. However, in Kenya no study had been carried out focusing on equipment of learners with moderate mental disability preparing to join the workforce academic transition skills. Therefore, this study sought to find out the levels of academic skill coverage for learners with moderate mental disabilities from special schools meant for transition planning to the community.

### **III. METHODOLOGY**

The study adopted descriptive survey design. This design was suitable for the study because the study involved systematic collection of the data using interview schedules and questionnaires (Frankel & Wallen, 2000; Grinnell, 2001; Mugenda & Mugenda, 2003). The study was conducted in special schools for learners with mental disabilities, in Nyanza Province. The schools whose respondents participated in this study included

Lutheran Special School for the mentally handicapped in Kisumu- East District; Equator Special School for the mentally handicapped in Siaya District; Maranda special school for the mentally handicapped in Bondo District and Kisii special school for the mentally handicapped in Kisii Central District. Nyanza Province lies on the South Western side of Kenya. The study population consisted of 4 head teachers, 48 teachers, 48 parents and 182 learners in pre-vocational and vocational classes in the 4 special schools for the learners with mental disabilities in Nyanza Province.

Saturated sampling (Gall & Borg, 2007) was used to sample head teachers of the schools for the learners with mental disabilities as they were very few in number to be sub-divided, hence, only three head teachers were involved in the study. Simple random sampling (Mugenda & Mugenda, 2003) was used to select teachers and parents. Random sampling was accomplished by assigning a number to each member of the target population and then picking the subjects by chance. Stratified sampling procedure (Gall & Borg, 2007) was used to select the learners as it ensured equal representation of learners in pre-vocational and vocational classes. Therefore, the total sample size for the study constituted 3head teachers, 40 teachers and 61 learners drawn from four special schools for learners with mental disabilities in Nyanza Province. The study also included 36 parents of special needs learners.

Four instruments were used in the study: Behavior Checklist for learners, Questionnaire for head teachers and Questionnaire for teachers (Patton, 2014). An interview schedule for the parents was also used. Due authorization was obtained prior to actual data collection and all ethical concerns were observed during data collection and analysis. Data collected by use of questionnaires were analyzed using descriptive statistics which included use of tables, frequency counts and percentages, and pie-charts.

#### IV. RESULTS AND DISCUSSIONS

##### 4.1 Categories of Vocational Tasks the Learners are Trained in

The study first sought to establish the categories of vocational tasks learners with MMD were trained in the special schools. The results are shown in Table 1.

**Table 2: Categories of Vocational Tasks the Learners were Trained in**

Tasks	No. of learners observed (f)	Percentage (%)
Carpentry	10	16.39
Cookery	10	16.39
Cattle rearing	9	14.75
Ornament making using beads	8	13.12
Needlework	6	9.84
Dress Making	4	6.56
General cleaning	4	6.56
Laundry	4	6.56
Ploughing	3	4.92
Loom work	3	4.92
Totals	61	100.00

Table 2 shows that most learners were trained in carpentry (16.39%) and cookery (16.39%). The vocational training schools also trained a considerable number of their students with MMD (14.75%) on cattle rearing. Other vocations were Ornament making using beads, needlework, dressmaking, general cleaning, laundry work, ploughing and loom work. The results suggest that vocational training was the focus for most persons with MMD in special needs schools. As such, the result shows the schools were conforming to the recommendations of the Koech Report in Kenya which placed greater training emphasis on vocational skills as opposed to academic skills for persons with higher degree of disability such as those with MMDs (Republic of Kenya, 1999; Mutua & Dimitrov, 2001).

The study also sought to determine the learners' level of performance on the tasks shown in the Table 2. The performance ratings used included excellent (E), satisfactory(S), and Needs improvement (N). The results are summarized in Table 2.

**Table 2: Vocational behaviors and work habits exhibited by learners when performing tasks**

Tasks	(E)	%	(S)	%	(N)	%	Total(%)
Manipulation, co-ordination dexterity	5	8.2	41	67.24	15	24.6	100
Personal grooming/hygiene	0	0	33	54.12	28	45.92	100
Ability to work unsupervised	7	11.48	15	24.6	39	63.96	100
Eye-hand co-ordination	11	18.04	40	65.6	10	16.4	100
Speed, accuracy & precision	4	6.56	19	31.16	38	62.32	100
Physical Strength	9	14.76	26	42.64	26	42.64	100
Consistency in performing tasks	6	9.84	19	31.16	36	59.04	100
Work tolerance/endurance	6	9.84	13	21.32	42	68.88	100
Understanding & following safety rules	2	3.28	26	42.64	33	54.12	100
Fine motor skills	7	11.48	52	85.28	2	3.28	100
Gross motor skills	7	11.48	49	80.36	5	8.2	100
Ability to work with others	9	14.76	39	63.96	13	21.32	100
Reaction to job/tasks changes	2	3.28	25	41	34	55.76	100
Adjustment to repetitive tasks	5	8.2	36	59.04	20	32.8	100
Ability to follow directions	6	9.84	33	54.12	22	36.08	100
Quantity of work done	8	13.12	10	16.4	43	70.52	100
Quality of work done	5	8.2	15	24.6	41	67.24	100
Work attitude	5	8.2	21	34.44	35	57.4	100
Motivation	2	3.28	39	63.96	20	32.8	100
Accepts constructive criticism	1	1.61	36	57.96	25	40.25	100
Communication skills	4	6.56	43	70.52	14	22.96	100
Remember verbal directions	4	6.56	26	42.64	31	50.84	100
Care of equipment & materials	5	8.2	34	55.76	22	36.08	100
<b>Aggregate Scores</b>		<b>8.555</b>		<b>49.134</b>		<b>42.322</b>	

n = 61

Table 2 shows on average most (49.134%) of the learners with MMD exhibited satisfactory vocational behaviors and work habits when performing tasks. In particular, most scored highly on fine motor skills (85.28%), gross motor skills (80.36%), communication skills (70.52%) and manipulation,co-ordination and dexterity (67.24%) when performing tasks assigned to them. However, majority scored poorly in terms of work tolerance/endurance (68.88%), ability to work unsupervised (63.96%), speed, accuracy & precision (62.32%) consistency in performing tasks (59.04%) and work attitudes (57.4%). They also performed poorly in relation to quantity of work done (70.52%) and quality of work done (67.24%). These results suggest that despite the learners demonstrating capability to carry out work related tasks, most were not confident in the handling the tasks on their own in the work environment and as such could only work under supervision. These results concur with Hardman, Drew and Egan (2005), Heward (2006) and Bakkern (2008) who observed that learners with moderate mental disabilities require extensive support in the form of direct instruction and environmental support to ensure the deficits in these adaptive areas do not seriously limit one's quality of life.

#### 4.2 Expectations of Training Outcomes for learners with moderate mental disabilities

The study sought to find out from the head teachers of the special schools the skill areas they expected graduating learners with moderate mental disabilities to acquire for successful transition from school to community. The findings are given in Table 3.

**Table 3: Skill Areas Learners are Expected to Acquire for Transition**

<b>Responses</b>	<b>F</b>	<b>%</b>
Social skills	3	100
Communication skills	3	100
Daily Living skills	3	100
Self-Grooming skills	3	100
Academic skills	2	66.7

n=3

The results in Table 3 shows that there was a general expectation among all the head teachers of the special schools interviewed that their graduating learners will be able to acquire social skills, communication skills, daily living skills and self-grooming skills for successful transition from school to community. However, they expressed doubts over their learners ability to acquire academic skills necessary for successful transition from school to community before leaving school (66.7%). These results suggest that most schools tended to focus their training on non-academic skills for leaders with MMD possibly due to the fact that they considered it a greater level of disability, therefore, requiring less emphasis on academic skills training as suggested by the Koech Report (Republic of Kenya, 1999). As a result, they mostly trained their students on self-help, community living and vocational skills.

The teachers were also asked to give their views on their expectation on skills their learners with moderate mental disabilities were likely to acquire before they transitioned from the school to the community. The results are shown in Table 4.

**Table 4: Teachers Expectations on Skills Acquisition for their Learners with MMD**

<b>Skills</b>	<b>F</b>	<b>%</b>
Social	40	100
Self Help (ADL)	28	70
Occupational	27	67.5
Communication	25	62.5
Independent living	8	20
Academic	5	12.5

n = 40

Table 5 indicates that majority of the teachers highly expected their learners with MMDs to have acquired social skills (100%) and self-help (grooming, self-advocacy, and life skills) (70%) by the time they graduated from the special schools. They also expected their students to acquire occupational skills (67.5%) and communication skills (62.5%) before they left school to join the community. However, the teachers had low expectations on whether their graduates will be able to acquire independent living skills (20%) or even academic skills (12.5%) as they transitioned from the school environment to the community. These results imply that most persons with MMD were not necessarily expected to function independently despite their training. It appears the training was mostly meant to improve their adaptation into the society and reduce their levels of dependence on others for most tasks but not to completely be on their own. These results, further, agree with Vanrunee (2007) that persons with MMD are expected carry out work and self-care tasks with moderate supervision but not function completely independently as observed by Finkelstein and Stuart (1996).

The learners parents were also asked to give their views on what they felt concerning the performance of their children with MMD and their expectations on their future prospects. This was done by way of focus group discussions. The findings are discussed as follows;

Concerning the present level of performance of their child in varied skills, it emerged that generally parents were happy with the improvement of their sons/daughters in varied skills once the learners were admitted in schools. They were particularly happy with the improvements their children registered on social and communication skills even at home during their interactions with their siblings. Some parents claimed their children had also manifested some considerable improvement in their social skills as a result of training in special schools as prior to that they were very antisocial and could not interact well with other children while at home and most of the time the children preferred being alone. Further, a number of parents cited improvements in time management by their children who had received special needs education. For example, one parent said that his son was now able to perform tasks assigned to him and complete them in good time. When sent to the shop, he could go and come back home in good time. The results concurred with what Smith (2003), noted that a parent is the child's first teacher, the person who gives encouragement, prompts, praises, and gives feedback on the child's level of performance. These views suggested that the parents performance expectations of their children with MMD had improved and they were supportive of their children's education in special needs

schools. The findings are consistent with Sang and Yuen (2001) who found out that parents treasured the improvement of their children even if it were trivial improvement like giving them a hug or having a goodbye contact. They were also clear about child's strengths and weaknesses. However, the findings are in contrast to the observations of Lwanga (2003) that most parents do not take their children who have mental disabilities to school because it was considered a waste of time. Those taken are often ignored by the teachers as they could not slow down the progress of all others for the sake of one or two slow learners.

#### **4.3 Parental involvement in life skills training of learners with MMD**

It was also important to establish from the learners parents how they helped their children develop independent decision making and communication skills. This was also done through focus group discussions. From the discussions it emerged that a number of parents made attempts to help their children with MMD to develop independent decision making and communication skills at home. For instance, with regard to stages of human development, some parents advised their children with MMD to be careful about pregnancy and sexually transmitted diseases. Some parents also advised their children on decision making like avoiding communication with strangers, receiving items or welcoming them at home in the absence of adults. Subsequently, the study sought to establish how parents used home-life opportunities to teach the children with MMD daily living skills. The results are shown in Table 5.

**Table 5: Parents use of Home-Life Opportunities to Teach Daily Living Skills**

Skills	Frequency	Percentage (%)
Washing utensils	36	100
Cooking light meals	36	100
Gardening	36	100
Dressing	36	100
Brushing teeth independently	36	100
Mopping the house	36	100
Laundry work (own clothes)	36	100
Bathing	35	97

n = 36

The results in Table 6 shows that all parents interviewed used home-life opportunities to teach their children with MMD daily living skills. These included washing utensils, bathing, cooking light meals/preparing meals, digging, dressing, brushing teeth independently, mopping the house, and laundry work (own clothes). However, while (97%) parents encouraged their children to bathe by themselves, one parent said that her child could not bathe by herself because of a backache problem, therefore, she had to assist her bathe. The results are similar to report by NYS education department (1993), that parents play an important role in using home-life opportunities to teach their children daily living skills, like shopping, cleaning, laundry, promote good money management, budgeting and saving in order to enable them to successfully adapt to life.

## **V. DISCUSSION**

On social skills, it was evident that the learners with MMD needed to adequately develop their social skills in order to successfully transition from school to the community as indicated by the head teachers and teachers. This is because it enabled learners form interpersonal relationships which are important for social functioning both at home and at work. Concerning self-care, grooming and determination skills, it is evident that learners needed more training on the skill. This would enable learners make appropriate choices and achieve their goals as they make transition into adult life. However, it emerged that most of the learners with MMD still had serious problems with self-confidence when assigned tasks and, as such, were likely to require more training and supervision in the future after they graduate. In relation to occupational skills, it appears that head teachers expected learners with MMD to acquire the occupational skills in the special needs schools. However, though the teachers too supported the view of the head teachers, most were of the opinion that the learners might not be quite able to live and work independently like other persons without disabilities. Lastly, concerning academic skills, it was revealed that only a few teachers indicated that learners with MMD needed academic skills. This was attributed to the view that such learners were mostly low achievers academically and, therefore, teachers and head teachers preferred that they are trained in other skills more than academic skills.

## **VI. CONCLUSION**

The study revealed that the training focus in most special needs schools for learners with MMD was vocational as opposed to academic. This was because MMD was considered to be a more severe form of disability. It also emerged that most of the learners demonstrated satisfactory levels of competence in task

performance. However, this could not be guaranteed to translate to successful transition to the working community as most of the learners could not work independently and their work output levels were low. Most of the head teachers and teachers felt that academic skills were not a very important transition requirement for this category of learners as compared to other skills such as social and communication skills, self-care, grooming and determination, and occupational skills. Therefore, they tended to focus on the non-academic skills when training the learners with MMD. Parental support for special needs education and children training while at home was also found to be an important component of the transition training for the learners although it appeared as though some of the parents were still uncertain about the future prospects of their children. Therefore, in conclusion, transition skills are very important for learners with disabilities especially those with disabilities considered to be higher in degree such as MMD. The trainings can, however, only improve the levels of social interaction and task performance leading to moderate levels of dependence but not total independence for persons with this form of disability.

### **Recommendation**

Transition training for learners with MMD requires high levels of cooperation between the school and the parents in order to obtain better learning outcomes for such children. Further, the schools should increase their focus on academic skill training so as to improve the conceptual understanding of learners leading to more independence while working and also enable them to develop positive attitudes towards work and self-reliance that are necessary for integration into social and national affairs.

### **Limitation**

The following were limitations of the study: first, the questionnaires used to collect data in this study suffered from floor and ceiling effect which reduced their reliability and validity. This limitation was addressed by using three items on every tested issue. Second, the parents were initially reluctant to respond during the interviewing sessions. They were not comfortably in divulging sensitive family issues especially concerning their treatment of their disabled children back at home to stranger which may have influenced how they responded. However, this limitation was addressed by explaining to them the academic nature of the study and the potential benefits of the findings. They were also assured of the confidentiality of their participation in the study.

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