VOCATIONAL TRAINING PROGRAM AND JOB PLACEMENT FOR LEARNERS WITH INTELLECTUAL DISABILITY IN NAKURU COUNTY, KENYA

Dullo Nelly Ogege
Franciscah Irangi Wamocho, PhD
Syprine A. Otieno, PhD
Kenyatta University
Kenya

This paper examines vocational training and job placement for learners with Intellectual Disabilities (LWID) in Nakuru Municipality, Nakuru County, Kenya. Two special schools with vocational programs were purposively selected. The study sample included two head teachers, six vocational teachers, 14 current learners, 14 current parents, 10 former learners and 10 former parents all from the selected schools. Snowball method was used to sample ten former learners and ten former parents. Questionnaires, interview guides and observation schedules were used to gather data from selected participants. The findings showed that pre-vocational skills were offered to LWID but some skills were given less preference and vocational skills were offered but the technical courses were ignored by learners. Further findings revealed that the majority of teachers and parents of LWID preferred sheltered workshops for job placement. However, demerits of the same were also sighted and lastly transitional programs were available in the institutions although some laxity was noted from parents on administering the same to their children with intellectual disability. This study recommended that more intensified vocational counselling be offered to LWID preferably by trained vocational counsellors and significant persons to play their role in ensuring successful transition of persons with intellectual disabilities (PWID) to the world of work.

Keywords: Learners with intellectual disability, vocational training, job placement, individualized vocational program

Independence is a source of self-esteem. Most cultures cherish individual independence and measure the same by one's ability to work and be self-supporting. Work is a central part of an adult life and consumes almost half the waking hours; persons identify themselves by the work they do (Levinson & Palmer, 2005). Successful performance at work makes Persons with Intellectual Disability (PWID) self-confident. Currently, there are many PWID looking for work, are ready for work, and could be employed in a competitive job market (Thressiakutty & Rao, 2001). Traditionally, PWID have received vocational

training in sheltered workshops and vocational classes before entering the competitive job market. At the sheltered workshop, there is a controlled work environment where relevant work attitude and behavior are taught. These include importance of work completion, cooperating with others, etiquette, time management, suitable dressing (grooming) for the job and safety precautions among others. Persons with Intellectual Disability can be placed in the regular job settings; however, their work ability varies depending with the disability levels. Yet, still this should not be used to predict their employability or the type of work for them. This is because factors such as interest, attentiveness and desire to succeed can positively or negatively affect performance. Therefore, the important consideration should be an individual's intellect and characteristics (Hallahan, Kauffman, & Pullen, 2009).

According to the United Nation "Convention on the Rights of Persons with Disability" all countries in the world recognize PWD rights and freedom. In Article 27, (Work and Employment), emphasis is on the right to work on an equal basis with others. This therefore requires that PWID should compete fairly in the job market with their non-disabled peers. Hence, there is need for career education and vocational training for PWID to be able to compete effectively. Vocational programs for PWID are essential and critical in enabling them to be received back into society positively. In recent years concern over the ability of PWID to function effectively when placed in a job setting has increased. This is as a result of the training they receive in the vocational programs. A major concern is the ability of PWID to apply acquired knowledge from the program to the job setting. According to some studies, PWID go through vocational training in areas which eventually they do not venture into just as the typical learner (Wanijru, Runo, & Wawire, 2013).

For PWID to gain independent living and to play social roles successfully when they are absorbed back into society, there is need to ensure that they acquire skill based curriculum aligned to their individual needs. The International Labour Organization (ILO) objectives and principles require that vocational training programs are designed for individuals with disability to enable them to meet the expectations of life after school (Munkhlom & Fisher, 2008). Research in the United States, for instance, has identified programs and practices linked to successful vocational training for PWID. These include; person centered transition, planning and assessment (Sitlington, Frank, & Carson, 1993). These authors state that the same practices are applied in the United Kingdom and developed European countries.

Vocational training is very vital for integrating PWD, and more so those of the intellectually disabled category. Vocational training offered in special schools should equip learners with skills towards their future independence. In their study on 'community integration for young adults with mental retardation', Wanjiru, Runo, and Wawire (2013) document that PWID graduate from vocational institutions every year yet are often unable to obtain employment. The study further reveals that even though PWID receive vocational training,

most of them are not engaged in the skills they trained in. In USA, a significant number benefit from supported employment and community inclusion (Gallivan, 1994). Yet still, adults with intellectual disability experience unemployment and social isolation. Considering the WHO revelation, there is a need for proper vocational training and job placement for PWID to enhance their integration and equip them with the skills needed for future independence.

Theoretical Framework and Related Literature on Vocational Courses for Persons with Intellectual Disability

This study was guided by the trait and factor theory of occupation choice (Parson, 1909). At the center of Parson's theory is the concept of matching. Individuals can make occupation choices after achieving:

i. Accurate understanding of their individual traits which include aptitude, interest and personal abilities.
ii. Job knowledge and labor market.
iii. Rational and objective judgment about the relationship between their individual traits and the labor market.

These three guidelines govern most vocational and occupational practices today (Parson, 1909). This theory suggests that we can measure both individual talents and attributes needed in a given job. It further suggests that individuals can be matched to an occupation which fits them. Parson further states that when individuals are in jobs that best suit their abilities, they will perform best and this will enhance their productivity.

The theory is concerned with individual traits as well as ability to choose vocational courses which then leads to choice of occupation (Parson, 1909). The various skills the PWID acquire from vocational training forms the basis for career opportunities in the world of work. Learners should choose vocational courses and careers in relation to their abilities and traits. If they receive proper vocational training, they can then be able to obtain jobs in the world of work. This theory (trait and factor) supports choice of vocational course in relation to learner's ability and traits.

Education, vocational and transitional processes are needed to ensure desired results in the lives of PWID. Commitment and sustained effort from all the stakeholders involved in PWID education, vocational training and transition process is significant. Choice of vocational courses is sometimes influenced by career aspiration, training center environment and available vocational courses. Trait and factor theory of occupation is ignored when choosing vocational courses leading to PWID graduating from school and vocational training centers yet they are unable to obtain employment. They experience community isolation and are unable to access the programs which will enable them to participate in the community (McDonnell, Hardman, McDonnell, & Keifer-O'Donnell, as cited in Grigal, Dwyre, & Davis, 2006).

VOCATIONAL PROGRAMS FOR PWID

Vocational programs should be specific to the needs of the community and the society at large, that is, where the institution is placed and where the PWID receive the training. These should include technical, vocational and trade careers that have available opening in society. Programs in vocational training centers (VTCs) are tailoring, masonry, carpentry and joinery, and beauty therapy (Munyua, Awori, & Rukangu, 2014). According to Szymanski and Parker (2003), vocational programs should include agriculture, business and office practice, home economics, technical occupation, trade and industry among others.

Work experience programs are also offered to PWID to gain experience in the world of work. Research reveals that paid work experience is more likely to result in paid employment after school (Phelps & Hanley-Maxwell, 1997). Work opportunity can be offered by schools on credit or for pay or both (examples are assisting in the school office, kitchen, dormitory) or even in the community. School sponsored work experience is also another program in which PWID participate, although it is more likely to be a program of high school learners. On the other hand, programs in institutions in China include food related category (baking and cooking), cleaning related (indoor cleaning and store cleaning) and computer classes (word processing and web design). The hope is to combine this vocational experience with community living experience and let PWID live independently after training. Vocational activities should be adapted to suit the individual learner's needs and abilities. Vocational programs should be dynamic and life-long to suit PWID developmental and growth changes. Selection should be relevant to the learner's ability, and activities to be simple and repetitive which should provide a wide exposure for PWID rather than limiting them. On-going support services are part of vocational programs and curriculum geared toward functional education skills (literacy and numeracy), skills for self-dependency, self-advocacy, and life-skills are relevant (Thressiakutty & Rao, 2001).

Other programs for PWID include individual programs, life-skills training and job skill training. Individual programs are those for adult PWID that consider training and activities needed to assist the trainee in their goal achievement. Life-skills include personal grooming skills, exercise and fitness, finance management and healthy feeding while job skills training are; task concentration, time management, taking orders and directions from supervisors and appropriate workplace behavior. Ability to write attractive resume, interview skills and goal setting for desired employment are part of vocational programs (Thressiakutty & Rao, 2001). The United States of America has programs which ensure that PWID have basic skills to be productive workers, family members and citizens. Such programs are adult education in both secondary and tertiary levels, and English language acquisition. These emphasize basic reading, writing, English language competency and problem solving skills.

METHODOLOGY

Research Design

The study employed the descriptive survey approach. This approach relays happenings as they occur through a well arranged information gathering technique. The researcher intended to relay respondents' opinions through a descriptive approach as they give the same and descriptive survey approach was applicable (Mugenda & Mugenda, 2003). Both qualitative and quantitative approaches were applied. Qualitative approach helped in understanding the phenomenon by studying individuals in their natural setting and site (Creswell, 2003) and quantitative data reinforced the qualitative information to clarify it.

Study Locale

The study was conducted in Nakuru municipality of Nakuru County, Kenya. Nakuru municipality politically combines Nakuru town East and Nakuru town West constituencies. It is a cosmopolitan urban center; some parts however, are in the rural area. The inhabitats are Kikuyu and Kalenjin communities. However, due to urbanization and industrialization almost all the Kenyan ethnic groups and foreigners are residents here. The major economic activity is tourism. It is famous for the flamingo birds at Lake Nakuru National Park which is situated here. Also found here are the Menengai crater, Lake Naivasha and the Hyrax hills, all being tourist attractions. Being in the urban set-up, access to education is easy for the typical learners as there are several primary and secondary schools. Tertiary colleges and both private and public universities are also available. However, there are only four special schools and eight special units (Open data, MoE, 2007). Of the four special schools, only two have vocational training facilities. For this, we were interested in finding out the influence of vocational training on job placement for PWID learners in this locale.

Target Population

The study was carried out in Nakuru Municipality. There were three special schools and one special unit in the Municipality, two of which had vocational training facility. They were; Pangani Special School and Nakuru Hill Special School. Trainees in the two special schools were 48; 22 females and 26 males, with 7 vocational teachers and one head teacher for each school. All were included in the study population. Also included were 48 parents of learners in the vocational facilities and 34 learners who had exited these facilities and were either in employment or not, as well as their parents who numbered 34. The target population was 173 (Study schools' records, July, 2016).

Sample Size

The study investigated 56 respondents; 2 head teachers, 6 vocational teachers, 14 current learners, 14 current parents, 10 former learners and 10 former parents which was 32.36% out of the entire population. According to Creswell (2007), at least 30% of the total population is an appropriate estimate to give findings from which generalization of the traits being investigated within the target population can be made. Table 1 displays this information for greater clarity.

Table 1
Sampling Frame for Study Respondents

Population	Sampling procedure	Target population	Sample size
School Heads	Purposive	2	2
Vocational teachers	Purposive	7	6
Present learners	Purposive	48	14
Present parents	Purposive	48	14
Former learners	Convenience	34	10
Former parents	Convenience	34	10
Total		173	56
Percentage		100%	32.36%

Sampling Techniques

Two techniques of sampling were employed that is, purposive sampling and 'convenience sampling' techniques.

Purposive Sampling

Two special schools with vocational training facilities, Pangani Special School and Nakuru Hill Special School were purposively selected. From each of the two sampled special schools, the head teacher of school, three vocational teachers, seven present learners and seven current parents were also purposively selected.

Convenience Sampling

Convenience sampling method was used to sample five former learners as well as five former parents from each of the two schools (Pangani Special and Nakuru Hill Special). This was done after identifying a few former PWID learners and former parents of PWID learners who helped to identify others of their kind.

Research Instruments

Three research tools namely questionnaire, interview guide and observation schedule were designed by the researcher and used to collect the data so as to enhance the legitimacy of the findings.

Questionnaires

Questionnaires were used to solicit information from head teachers, vocational teachers and current learners. The questionnaires ensured anonymity, respondent privacy and enable collection of large amount of data within the shortest time possible (Kombo & Tromp, 2006; Orodho, 2003). Different questionnaires were designed for the respective respondents (the head teachers, vocational teachers and current learners). The questionnaires comprised two sections (i.e., section A, personal information and B, questions relating to study objectives). Both closed-ended and open-ended questions were used. Close ended questionnaire items were used to elicit salient and specific data to enable the study to be more focused and realistic in its findings while the open ended items ensured that the respondents gave their views, opinions and further explanation to support their responses. The number of items in section A (personal information) varied according to the respective respondent while the number of items in section B, were seventeen both in the head teachers' questionnaire and the vocational teachers' questionnaire. Lastly, the learners' questionnaires had seven items in section B.

Interview Guide

Interview guides ensured direct personal and intensive investigation from former students, former parents and current parents (Kothari, 2003). According to Kothari (2003), an interview is a meaningful communication that occurs among persons who are chatting, conversing and negotiating for a given purpose in connection with some accepted subject matter. The interview schedule displayed the general information about the interviewee, vocational training information and the world of work. The tool comprised 11 items all of which were open-ended questions.

Observation Schedule

Observation schedules were used to directly observe and record respondents' activities in their natural settings. Non-participant method of observation was used to gather data. Information gathered through observation relates to happenings on the ground (Cohen, Manion, & Morrison, 2017). This tool was used to gather information from learners and the vocational teachers during actual lessons. The relevance of this tool for the study was derived from the

fact that most PWID have insufficient expressive language skills hence the need for observation to gather information about them. The tool ensured a first- hand information which was collected through both descriptive and reflective field notes. Descriptive field notes recorded events and activities. Reflective field notes recorded personal thoughts which the researcher had relating to her insight during observation. The tool comprised 11 items.

Data Analysis

Data were analyzed qualitatively and quantitatively. Quantitative data from closed-ended items was analyzed using descriptive statistics with the aid of the Statistical Packages for the Social Sciences (SPSS). The data has been displayed using frequency tables, figures and circular graphs. Qualitative data from the open-ended items were harmonized thematically then deliberated on with focus on study objectives. The themes were: pre-vocational skills, vocational programs, sheltered workshop activities and transitional programs for PWID. Conclusions were then drawn and recommendations made based on the findings.

RESULTS AND DISCUSSION

Respondents' General Information

Information about the study was gathered from head teachers, vocational teachers, current and former learners as well as current and former parents. There were both female and male respondents as shown in Table 2; females formed the majority of participants and approximately two fifths of the participants were males.

Table 2
Frequency Response Rate by Gender

Gender	Frequency	Percent	Cumulative Percent
Female	28	59.57	59.57
Male	19	40.43	100.00
Total	47	100.00	

The study also sought the professional qualification and experience of the head teacher and the vocational teachers with the PWID. This information was gathered from the two head teachers and the six sampled vocational teachers. The findings revealed that both head teachers had served in the institution for

a period of between 1- 5 years and had a Master Degree for highest professional qualification. The two head teachers were also trained in special education. On the other hand, the vocational teachers had varied experiences with the PWID learners as well as varied professional qualification. Two of the vocational teachers had trained PWID for a period of 4 – 5 years, another two for a period of 6 – 10 years, one for a period of 16 – 20 years and the last one for 21 years and above. The majority of the vocational teachers had Bachelors Degree for highest professional qualification and only one had a diploma for highest professional qualification. Again five (83.33%) of them were trained in vocational education. One vocational teacher was not trained in vocational education. The results showed that the majority of the teachers, head teachers included, had significant experience and knowledge of training and handling PWID in vocational institutions. Therefore, their graduates must have acquired relevant skills to be absorbed in the job market. Several years of experience enables teachers to acquire expertise in skill training and allow them to adjust to the learner's individual abilities. However, it was noted that none of the teachers had attended any refresher courses and this could lead to ineffectiveness resulting from not keeping pace with new technology.

The study sought to find out the gender and education level of parents. This information was intended to give a clear picture of education level of parents of PWID as per their gender. This was as reflected in Figure 1.

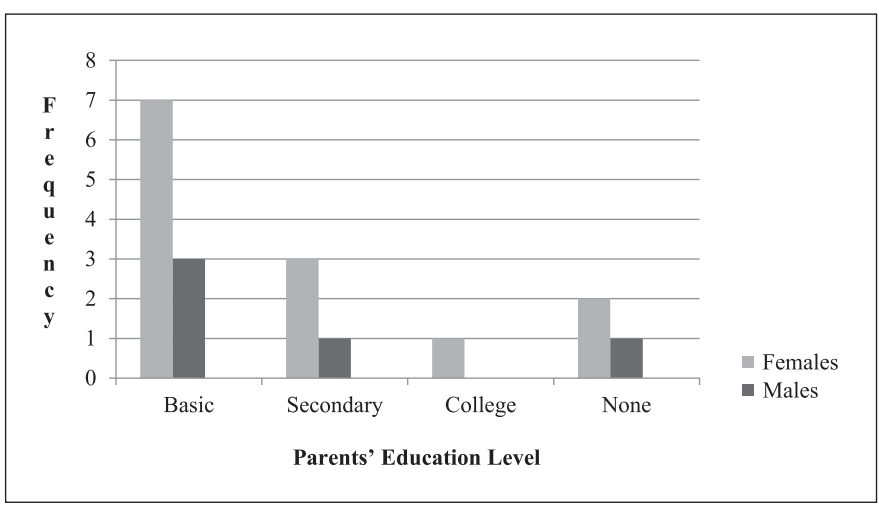

Figure 1. Distribution of parents by gender and education level.

There were 13 female parents and five male parents as respondents. This translates to 72.22% and 27.78%, respectively. This shows that it is mainly (majority) women who take responsibility of the PWID child education in

families. However, for a significant development of the PWID child to be realised, contribution from both parents is inevitable. On the other hand, parents' education level varied from no education at all to college level education. From the extremities, only one parent (5.60%) had college education while three parents (23.10%) had no formal education. The majority of these parents (55.56%) had attained only basic education while secondary education had been attained by two (11.11%). The parents' low education level may impact negatively on their PWID children's well-being specifically in their PWID children's education.

Vocational Programs Available in Special Institutions

The study sought to establish vocational programs offered in special institution for PWID. These are skills that individual PWID learner is trained in to enable them be absorbed in the job market. Employment can be in a competitive market, self-employment, sheltered workshop among others. This information was gathered from head teachers, vocational teachers, learners (PWID) currently in vocational programs, those who had gone through the program and parents. The head teachers mentioned the vocational programs available in their institutions.Their responses revealed that kitchen gardening, hair dressing, computer skills and wood work were either or not offered by the institutions while small scale business, dress making, beading, weaving, batik/ tie & dye, painting and cleaning services were offered in both institutions as agreed by the two head teachers. On the other hand, no institution had horticulture. Other courses being offered as mentioned by one head teacher were; leather work, cookery, care of livestock and shoe repair. These findings show that PWID institutions have put in place as many courses as would suit each individual learner. Persons with Intellectual Disability differences and abilities are so diverse and as such they need an array of courses and programs so as to identify with one that would suit their individual ability.

Vocational teachers' responses to vocational programs available were also recorded. This was almost similar to the response received from head teachers. However, a variation in responses was noted. Only one teacher mentioned small scale business while batik/tie & dye, and painting were each mentioned by 33.3% of the teachers. Those mentioned by 50% of the teachers were computer skills, woodwork, and horticulture. Kitchen gardening was pointed out by two thirds of the teachers, while the majority of the teachers mentioned dress making and cleaning services. Three courses mentioned by all vocational teachers were hair dressing, beading, and weaving. This confirms the availability of vocational courses in the two institutions. Mostly offered/enrolled for courses were the traditional ones such as beading and weaving. Most technical and/or new courses which also attract quick employment, either self or otherwise such as small scale business, computer skills and horticulture received low responses.

This could be due to fear of failure attached to such courses due to their complexity. Parents and PWID learners avoid these technical courses for fear of failure However, with consistent training and practise PWID learners are capable of acquiring several skills. On the other hand, no institution had horticulture. Other courses being offered as mentioned by one head teacher were; leather work, cookery, care of livestock and shoe repair. These findings show that PWID institutions have put in place as many courses as would suit each individual learner (Xu, Dempsey, & Foreman, 2014). Current learners responded to courses they had enrolled for as shown in Figure 2.

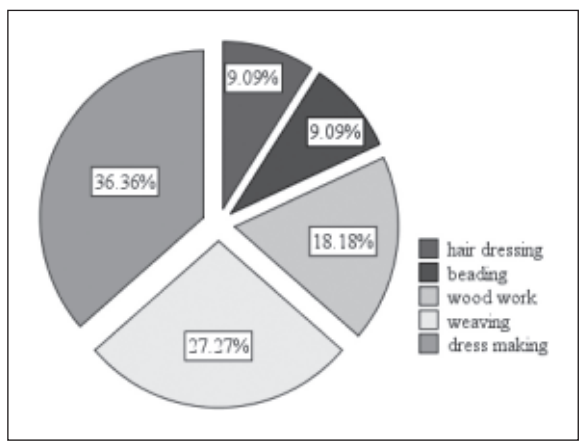

Figure 2. Courses enrolled for by current learners.

Figure 2 shows that current learners only took five courses out of the several available. These were; dress making, weaving, woodwork, beading and hair dressing. Dress making was mentioned by the majority of the learners, followed by weaving in the second position and woodwork was placed third whereas both beading and hair-dressing were least mentioned.

Courses appearing more technical and are considered more lucrative for employment such as small scale business, horticulture and computer skills were not reflected here. Courses enrolled for here are those that are attached to success due to simplicity in skill acquisition as they are less technical. Former learners' responses to the courses they had enrolled for and trained in were also captured. Their responses were almost similar to those of current learners considering the courses they trained in. Out of the seven former learners, none trained in the courses considered technical. Two of the seven did woodwork, two bead work and the other three did care of livestock, shoe repair and leather work each.

The study sought to find out from parents the courses their PWID children had taken. Their responses were as in Figure 3.

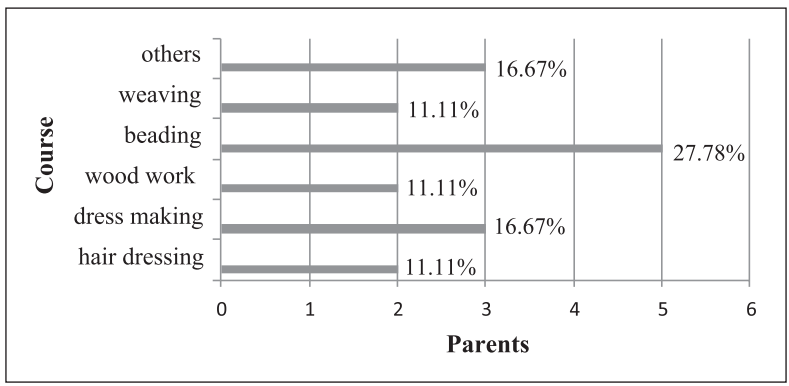

Figure 3. Parents' responses on courses taken by their children.

Figure 3 displays parents' responses on courses taken by their children. These are further expressed as percentages for more clarity. A few courses were mentioned by parents and they reflect earlier responses from the current and former learners. The majority of parents mentioned beading as the course taken by their children which translated to 27.78% while dress making was mentioned by one sixth of the parents. The other three courses mentioned by two parents were weaving, woodwork, and hair dressing with each at 11.11%.

One of the parents did not mention any course as enrolled for by the PWID child. Asked why the child did not enrol for any course, the response received was: "My child is not capable of acquiring any skill whatsoever due to the severity of his intellectual challenge which is so severe".

This response reveals how desperate parents can be which make them misjudge their children's abilities. This was in line with the Xu et al. (2014) observation that sometimes the parents' expectations are too high for the child to achieve.

Vocational Program Diversification

The study also sought to find out from the vocational teachers if there were any plans to diversify the courses offered in their institutions and also the purpose of the same. Table 3 illustrates the vocational teachers' responses to this question.

Table 3
Vocational Teachers' Responses on Programs Diversification Plans

Case number (vocational teachers)	Plans to diversify	Explanation to Response
1	Yes	Creating Sheltered Workshops
2	No	–
3	Yes	Introduction of more course e.g. entrepreneurship, home management and foods & nutrition
4	Yes	Introduction of poultry keeping and dairy farming
5	Yes	Introduce batik/tie & dye and spin wool training
6	*Yes*	Introduce batik/tie & dye and spin wool training
Total	6	5

Table 3 indicates that 83.33% of the respondents revealed that there was a plan to diversify the vocational programs in their institutions and 16.67% responded that their institutions had no such plans. The vocational teachers further gave an explanation to back up their responses.

Respondent 1 explained that the institution had a plan to start a sheltered workshop which would ensure employment opportunities for PWID who preferred sheltered workshop job placement.

Respondent 3 explained that there were plans to introduce more courses which included entrepreneurship, home management and food & nutrition.

Respondent 4 explained that their future diversification plan for the program was to introduce courses which would give learners poultry keeping and dairy farming skills.

Respondent 5 and 6 had the same explanation. They were both planning to introduce batik/tie & dye as well as spin wool training. Finally Respondent 2 did not give any explanation to his/her response. Responses received from the vocational teachers on this question show that vocational institutions for PWID are working toward ensuring that they carter for PWID individual needs and abilities. Introduction/diversification of courses in these institutions will see every PWID learner attending these programs acquiring skills of own choice as per their traits which include aptitude, interest and personal ability (Gauthier-Boudreault, Couture, & Gallagher, 2017). This is supported by trait and factor theory of occupation (Parson, 1909) which supports choice of vocational course based on learner's ability and traits.

Vocational Program Enrolment

The study sought to find out more on vocational programs, to know learners' enrolment in the vocational programs and the specific number handled by each vocational teacher in the courses they were teaching. Findings to this were that;

the vocational teachers had large classes ranging between 12 – 40 PWID learners and 50% of the vocational teachers were handling all the learners in the program. It could therefore be assumed that learners were probably taking the same course or one learner was training in more than one course. The other 50% of the vocational teachers were handling just a part of the total learner enrolment in the vocational program. This could suggest that they had specific skills which they were offering to specific learners (Petner-Arrey, Howell-Moneta, & Lysaght, 2016). Considering the teacher/learner ratio one would say that the learner ratio was on the higher side. This could lead to inadequate delivery from the side of the teachers. Persons with Intellectual Disability teacher/learner ratio should be smaller for easier management and effective delivery (La Salle et al., 2012). Large classes could impact negatively on the teachers' effective skill delivery.

Lesson Observation

The researcher also had observation sessions in the vocational programs with four vocational teachers as they were carrying on the lesson. The areas of interest included: lesson duration, teacher proficiency, facilities/equipment/ materials and teaching/learning approaches among others. The findings, as shown in Table 3, show that most (75%) of the observed teachers took between 21 – 30 minutes whereas only one (25%) vocational teacher took a duration of 30 – 60 minutes.

Table 3
Class Observation Results

Case number	Lesson duration	Teacher proficiency	Teacher class attendance	Appropriateness of teaching materials	Appropriate size of training space
1	21–30 min	unskilled	Regular	Yes	Yes
2	31–60 min	skilled	Regular	Yes	No
3	21–30 min	skilled	Regular	Yes	Yes
4	21–30 min	skilled	Regular	Yes	No

Learners' behaviours during the lesson were also observed. It was noted from 50% of teachers observed that learners were able to respond to activities promptly while from the other half of the lessons observed, learners were slow in their responses. This could have led to an impression that the learners had been grouped according to their individual needs and ability. This is on the positive side as the learners are handled as per their ability and need. From three observations, learners had adequate attention span while from one class

learners were easily distracted. Learners with ID should be placed away from distractors as this enhances their attention span (Ellenkamp, Brouwers, Embregts, Joosen, & van Weeghel, 2016). Finally, from three quarters of the observations learners had the ability to focus on an activity for a significant duration. This could be attributed to the degree of ID which could range from mild to moderate hence allowing concentration ability. From one class, learners were unable to focus on an activity for a significant duration. This could be attributed to the degree of their ID which could be ranging from moderate to severe ID or due to other factors such as lack of motivation, lack of teacher creativity, inadequate teacher preparation among others. This could then lead to half-baked PWID learners during their transition to the world of work and eventually bring about failure to obtain and maintain jobs in the job market.

IMPLICATIONS OF THE FINDINGS

Responses by the majority of the respondents revealed several vocational programs put in place for PWID. However, some were not enrolled for by learners. Examples of these were computer skills and small scale business and reason given for avoiding them by learners was that the same were quite technical. Most course enrolled for were simple ones that is; hair dressing, dress making, woodwork, weaving and beading. Others were; care of livestock, shoe repair, music, cookery and leather work. The implication of these findings is that PWID suffer from fear of failure hence choosing simple courses with fewer job prospects or whose market is already flooded and this could lead to lack of job opportunity after training.

Responses received from the vocational teachers show that vocational institutions for PWID are working toward ensuring that they cater for PWID individual needs and abilities. Introduction/diversification of courses in these institutions will see every PWID learner attending these programs acquiring skills of their own choice as per their traits which include aptitude, interest and personal ability.

Overcrowded or large classes were observed as being handled by the vocational teachers. This could result in inadequate delivery from the side of the teachers. Large classes could impact negatively on the teachers' ability to deliver skills effectively. In some instances the learners' attention span was questionable. The implication of this would therefore be half-baked PWID learners during their transition to the world of work and eventually bring about failure to obtain and maintain jobs in the job market.

RECOMMENDATION

Vocational and employment counselling should be intensified and where possible by a qualified personnel (trained counsellor) for PWID so that they are able to personally survey the job market for the courses they take and to choose more lucrative vocations such as small scale business, horticulture and computer skills which they avoid due to fear of failure.

Standards and benchmark for vocational training of PWID be established and adapted so as to suit the PWID. This will ensure improved performances in these programs. Also there should be certification for PWID graduates from recognized bodies such as Kenya National Examination Council (KNEC). This could enhance their absorption in the job market.

LIMITATIONS

The sample size for this study was small as it only focused on PWID in special institutions in one vocational program and as such the findings cannot be generalized to the population. Those integrated in regular schools and those in units and small homes were not included in the study. This limited the researcher in making general conclusion about vocational programs and job placement elsewhere. The data collection tool that is the questionnaire alone did not allow an in-depth investigation of the problem as a significant population of PWID were unable to respond to the same. However, the few who were able to respond to questionnaires had a minimal number of questions which did not give a comprehensive result. This was remedied through use of interviews and observation. Since the sampling adopted was not probability sampling, and was carried out in one district it limits the generalizability of the findings to the population.

CONCLUSION

A number of courses (more technical and less technical) have been put in place for PWID yet they go for less technical courses which they associate with success and avoid the more technical ones due to fear of failure. One would therefore conclude that PWID could miss employment opportunity as the courses they take are less market driven or the market is flooded.

REFERENCES

Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Amazon: Routledge Falmer.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: SAGE.

Curryer, Bernadette, Stancliffe, R. J., & Dew, Angela. (2015). Self-determination: Adults with intellectual disability and their family. *Journal of Intellectual and Developmental Disability*, *40*(4), 394-399.

Ellenkamp, Joke J. H., Brouwers, E. P. M., Embregts, P. J. C. M., Joosen, Margot C. W., & van Weeghel, J. (2016). Work environment-related factors in obtaining and maintaining work in a competitive employment setting for employees with intellectual disabilities: A systematic review. *Journal of Occupational Rehabilitation 26*(1)*,* 56-69.

Gallivan-Fenlon, A. (1994). "Their senior year": Family and service provider perspectives on the transition from school to adult life for young adults with disabilities. JASH, *19*, 11-23.

Gauthier-Boudreault, C., Couture, M., & Gallagher, F. (2017). How to facilitate transition to adulthood? Innovative solutions from parents of young adults with profound intellectual disability. *Journal of Applied Research in Intellectual Disabilities,* 21.

Grigal M, Dwyre A, & Davis H. (2006). Transition services for students aged 18–21 with intellectual disabilities in college and community settings: Models and implications of success. National Center on Secondary Education and Transition Information Brief. *5*(5), 1–5.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional Learners: An Introduction to Special Education (11th ed.). Boston, MA: Pearson/Allyn & Bacon.

Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction.* Nairobi: Paulines Publications Africa.

Kothari, C. R. (2003). *Research methodology: Methods and techniques*. New Delhi, India: New Age International Publishers.

La Salle, T., Talapatra, D., Chilungu, E. N., Matthews, Y., Roach, A. T., & Truscott, S. (2012, February). *Professional learning for teachers of students with significant cognitive disabilities*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Levinson, E. M., & Palmer, E. J. (2005, April). *Preparing students with disabilities for school-to-work transition and postschool life*. Retrieved from http://www.nasponline.org/resources/listingt.aspx

Mungeda, O. M., & Mugenda, A. G. (2003). *Research methods: qualitative and quantitative approaches.* Nairobi, Kenya: African Centre for Technology Studies.

Munkhlom, M., & Fisher, A. G. (2008). Differences in school work performance between typically developing students and students with mild disabilities. *OTJR: Occupation, Participation and Health*, *28*(3), 121-132.

Munyua, C., Awori, B. B., & Rukangu, S. (2014). Factors Influencing Choice of Vocational courses by learners with Hearing Impairment in selected Vocational Training Centres. *International Journal of Education and Research, 2*(7)

Orodho, J. A. (2003). *Essentials of education and social research methods.* Nairobi, Kenya: Mazola Publishers.

Parson, F. (1909). *Choosing a vocation.* Boston, MA: Houghton Mifflin.

Petner-Arrey, J., Howell-Moneta, A., & Lysaght, R. (2016). Facilitating employment opportunities for adults with intellectual and developmental disability through parents and social networks. *Disability and Rehabilitation, 38*(8), 789-795.

Phelps, A., & Hanley-Maxwell, C. (1997). School to work transition for youth with disabilities: A review of outcomes and practices. Review of Educational Research, *67*, 197-226.

Sitlington, P. L., Frank, A. R., & Carson, R. (1993). Adult adjustment among high school graduates with mild disabilities. *Exceptional Children*, *59*, 221–233.

Szymanski, E. M., & Parker, R. M. (Eds.). (2003). Work and disability: Issues and strategies in career development and job placement, 2nd ed. Austin, TX: PRO-ED.

Thressiakutty, A. T., & Rao, L. G. (2001). Curriculum for vocational education. Transition of persons with mental retardation from school to work. Series – 2. National Institute for the Mentally Handicapped. Andhra Pradesh, India.

Wanjiru, M. M., Runo, M. N., & Wawire, V. K. (2013). *Vocational Education and Community Integration for Young Adults with Mental Retardation.* Nairobi: Nairobi Academic Press.

Xu, Tianxi, Dempsey, I., & Foreman, P. (2014). Views of Chinese parents and transition teachers on school-to-work transition services for adolescents with intellectual disability: A qualitative study. *Journal of Intellectual and Developmental Disability 39*(4), 342-352.