

Societal Attitude, Parental Socio-Economic Status and Self-Esteem as Determinants of Vocational Performance of Persons with Intellectual Disability in Ibadan Metropolis, Oyo State

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Abstract

This study investigated societal attitude, parental socio-economic status and self-esteem as determinants of vocational performance of persons with Intellectual Disability (ID) in Ibadan Metropolis, Oyo State.

The study adopted a descriptive research design of correlation type with a total of fifty persons with ID together with their parents or guardians using purposive sampling technique. Also, fifty members of the public were randomly selected for the study. A questionnaire consisting of demographic information and section which are standardised scales on; vocational performance (0.89), parental socio-economic status (0.83) and self-esteem (0.91) as well as societal attitudes were used. Three research questions were answered using Pearson product moment correlation and Multiple regression analysis at 0.05 level of significance.

The findings of the study showed that societal attitude ($r = .966, p < 0.05$), parental socio-economic status ($r = .986, p < 0.05$) and self-esteem ($r = .326, p < 0.05$) had significant positive relationship to vocational performance among persons with ID. All the independent variables jointly accounted for 98.1% variance in predicting vocational performance among persons with ID. The independent variables made positive relative contribution to vocational performance among persons with ID: societal attitude ($\beta = .258, t = 3.584; p < 0.05$), parental socio-economic status ($\beta = .906, t = 9.181; p < 0.05$) and self-esteem ($\beta = .197, t = 4.600; p < 0.05$).

It was recommended, among others, that there is need for periodic

exhibition of products and services rendered by persons with ID which will further inform members of the public on the ability of these individuals in vocational performance.

Keywords: *Vocational performance, Societal attitude, Parental socioeconomic status, Self-esteem, Persons with Intellectual Disability*

Introduction

Life is an adventure where everyone strives in one capacity or the other in order to become relevant and leave behind some footprints as marks of achievement. This has been the inner drive for everyday engagements in various activities of man. It is important to note that these activities called vocation are daily routines which require lots of commitment and dedication by man for it to be impactful to and considered valued by members of the society. Vocation is a purpose-driven daily engagements to provide services and goods for members of the society in exchange for something of value usually money. It is any productive service or goods rendered by an individual which has positive impacts on members of the society in order to earn a living. This is not just an activity but a well-planned line of actions which require training for competency. European Centre for the Development of Vocational Training (2013) stated that knowledge and skills acquired through vocational training can help individual to make money and contribute to economic growth and social development of a country.

Persons with disability as part of the larger society are not left out in vocational education. United Nations (2019) reported that about 1 billion people (15% of the world's population) live with disability and 19 million of these population are Nigerians (*Vanguard*, 2018). These people are endowed with potentials that must be tapped, nurtured, and harnessed for the well-being of the society (Olabisi and Adesina, 2016). Persons with Intellectual Disability (ID) are among the categories of people living with disabilities such as hearing impairment, visual impairment, learning disabilities, physical and health impairment and others who have the moral responsibility of making positive impacts in the affairs of the society. Persons with ID are individuals with a disability arising from delay in brain development during the developmental period and resulting in significant limitations in intellectual, social, emotional and behavioural adjustment of the individual so affected (Oyundoyin, 2013). It is worthy of note that potentials of these individuals are best nurtured through vocation and harnessed afterwards in order to play a role in the family and society at large later in life (Triyanto, 2020).

Employment can positively impact the lives of individuals with ID just like their regular peers. They will learn some social values consciously and unconsciously in the course of vocational training which will facilitate their integration into the society. Some of the skills that are appropriate for persons with ID are shoemaking, soap production, poultry keeping among others (Adesina and Adesina, 2018).

There are some variables/factors that can affect vocational performance in individuals in the society. This study will address the following: societal attitude, parental socio-economic status, and self-esteem as they determine the vocational performance of persons with ID.

The attitude of the society is crucial in determining the good or poor performance of individuals with ID in vocational skills. Every graduate of institutions is being prepared to solve a particular societal problem. However, the ability of such individuals to make headway is congruent on the attitude of the people to accepting or rejecting the solution. A well-planned line of actions to proffering solution to pressing issues in the society needs a systematic approach in order to be embraced by the people.

Consequently, attitude of the society towards persons with disability is somewhat cold and inhumane. A person with disabilities has this to say "...my uncle told me that even when I graduate from higher institution; I'm still coming back to street to beg for arms like others who had not been to school. I wanted to kill myself the next day until someone came to my rescue". This shows the height of discrimination and hatred as well as perceived injustice by members of the society towards persons living with disability. These people are rejected with their laudable ideas, products and services because in most cases they are seen as less-humans. Persons with ID in vocational centers are prepared to provide goods and services to members of the public but their success or otherwise are dependent on the acceptability by the people.

Also, the innate potentials of children including those with ID can be fully developed consequent on the family background. The family provides a pedestal for identification and nurturing of natural endowment of their children for the maximum benefits of all and sundry. Hence, socio-economic status (SES) of the parents will determine, to a large extent, maximum development and use of potentials of the children. Adekeye, Alao, Adejuwon, Adeusi and Odukoya (2015) opined that nature of one's career pattern is determined by the individual's parental socio-economic level. Socio-economic status is the ability of parents to cater for the daily needs of the household. Parents provide food, clothing, shelter, education, medication and other things necessary for overall developments of children.

There are usually three levels of socio-economic status namely: high, middle, and low. Parents with high socio-economic status occupy top offices in public and private sectors. They are highly revered, respected, and recognised in any social setting. These parents are very few on the top social ladder.

Parents of middle socio-economic status are called middle class. They provide their children with basic needs of life such as food, clothing, housing, education. They are mostly educated with paid income. These parents live a modest life. They live mostly in flat apartment and own two or more not too expensive cars. These households usually form the larger percentage of population in a vibrant economy. Low socio-economic status is a household who could not afford basic needs of life (food, shelter, clothing etc.). Parents in this category live from hand to mouth. They live less than \$1.90 (#1,425) (World Bank, 2022). They are usually illiterate with more children ranging from five and above. These households are few in a buoyant economy. However, they form larger percentage of the population in an economy like Nigeria. The ability of parents to provide the needed services

and facilities for a child to acquire vocational skill is dependent on their socio-economic status. Barry (2005) reported that when, there are limited resources to access both within the family and school; students suffer and lag behind in their academic performance.

Another variable of interest in this study is individual self-esteem. Persons with ID often time see themselves as individuals with little or no potential to make positive impacts in the society. They often have low self-esteem which is an individual's subjective evaluation of his/her own worth. Smith and Mackie (2007) describe self-esteem as the positive or negative evaluations of about oneself. Personal understanding of self will be an inner drive to press further in order to overcome various challenges on the path of success. It does not matter how conducive the environment is for success, an individual with low self-esteem will be struggling to meet up with others as a result of low self-worth. In contrast, persons with high self-esteem are better prepared with ability to learn different skills be it academic, vocational, or social. Corroborating this assertion, Adeboye (2017) reported that undergraduates with high self-esteem acquired vocational skills more than individuals with a low self-esteem.

Research has shown that persons with ID are endowed with potentials to learn vocational skills despite their limited intellectual ability. These individuals have taken up some jobs as employees rendering durable goods and services to members of the public. However, there are others who have spent relatively long period of time in vocational centres without improvement in learning vocational skills. Experience has shown that most community-based rehabilitation centres are now being turned to dumping centres for persons with ID. The case is not different in special schools and vocational centers across the country. This situation is disheartening and worrisome to skill facilitators, rehabilitators, and parents of persons with ID.

Vocational skill acquisition is seen as the last hope of these persons because they cannot take up executive jobs as a result of their limited intellectual ability. As good as vocational training is, there are many factors that can influence the performance of an individual in the vocational centres. The purpose of the study is therefore to investigate factors such as societal attitude, parental socio-economic status, and self-esteem as predictors of vocational performance of persons with ID in Ibadan Metropolis. Specifically, the study sought to determine the attitudes of the members of the public to people with disability especially persons with ID which to a large extent makes or mars their progress in vocational performance.

The study was also to establish the influence of socio-economic status and commitments of parents on the successful vocational performance among persons with ID. Furthermore, it was to determine the influence of self-esteem on vocational performance of persons with ID.

Research Questions

1. What is the relationship among societal attitude, parental socio-economic status and self-esteem on the vocational performance of person with ID?
2. What is the joint contribution of independent variables (societal attitude, parental socio-

economic status and self-esteem) on the dependent variable (vocational performance of persons with ID) in Ibadan Metropolis?

3. What is the relative contribution of independent variable (societal attitude, parental socio-economic status, and self-esteem) on the dependent variable (vocational performance of persons with ID) in Ibadan metropolis?

Methodology

Descriptive survey research design of a correlational type was used for the study. The researchers did not manipulate any variable because they already exist. The participants of the study were all persons with ID, and parents in selected special schools in Ibadan Metropolis. Also, members of the public in the metropolis were part of the respondents in the research. The schools were HLA School for the Handicapped, Agodi; Cheshire School for the Handicapped, Ijokodo; Rehabilitation Centre for the Disabled, Moniya; and House of Providence Special School for Children with Intellectual Disability, Yemetu, all in Ibadan Metropolis.

Fifty (50) students and their parents were purposively selected for this study. This is as a result of the peculiar condition of the participants. They used to be very few in number when compared to other regular peers in vocational centers. Also, fifty (50) members of the public were randomly selected for this study.

Four instruments were used for this study namely: Societal Attitude Measuring Scale (SAMS), a 4-point Likert scale instrument developed by the researchers; Parental Socio-economic Status Scale, a 4-point Likert scale developed by Salami (2000) with a psychometric value of 0.83; Rosenberg Self-esteem Scale, a 4 Likert scale with a psychometric value of 0.91. and Vocational Performance Rating Scale (VPRS) developed by Adesina (2019) with results of Cronbach's alpha of 0.89 and test re-retest reliability coefficient of 0.63. Pearson product moment correlation (PPMC) and Multiple Regression were used to analyse the data at 0.05 level of significance.

Results

Research Question 1: What is the relationship among societal attitude, parental socio-economic status and self-esteem on the vocational performance of persons with intellectual disability?

Table 1: Summary of correlation matrix showing the relationship among the study variables

Variables	Vocational performance	Societal attitude	Parental socio-economic status	Self-esteem	Mean	SD
					\bar{x}	
Vocational performance	1.000				65.12	15.98
Societal attitude	.966	1.000			30.30	9.56
Parental socioeconomic status	.986	.978	1.000		47.84	12.90
Self-esteem	.326	.230	.237	1.000	39.82	5.16

Table 1 reveals the inter-correlational matrix on relationship that exists among independent variables (Societal attitude, Parental socio-economic status and Self-esteem) and dependent factor (vocational performance) among persons with intellectual disability; societal attitude ($r = .966$, $p < 0.05$) had significant positive relationship to vocational performance, parental socio-economic status($r = .986$, $p < 0.05$) had significant positive relationship to vocational performance, and self-esteem ($r = .326$, $p < 0.05$) had significant positive relationship to vocational performance. This implies that societal attitude, parental socio-economic status and self-esteem play a significant role on vocational performance among persons with intellectual disability.

Research Question 2: What is the joint contribution of independent variables (societal attitude, parental socioeconomic status and self-esteem) on the dependent variable (vocational performance) of persons with intellectual disability?

Table 2: Multiple Regression Analysis on Vocational performance

Multiple R= .990

Multiple R^2 = .981

Multiple R^2 (adjusted)=.979

Standard error of estimate= 2.29695

Model	Sum of Df Squares	Mean Square F	Sig.
Regression	12284.584	4094.861	776.130 .000 ^b
Residual	242.696	5.276	
Total	12527.280	49	

Table 2 shows the joint contribution of societal attitude, parental socio-economic status and self-esteem on vocational performance among persons with intellectual disability. The value of $R = .990$, while $R^2 = .928$. This suggests that all the factors combined together accounted for (Adj. $R^2 = .981$) variance in the prediction of vocational performance. The other factors accounting for 98.1% variance in the prediction of vocational performance is beyond the

scope of this study. The ANOVA result from the regression analysis indicates that there was a significant joint contribution of societal attitude, parental socio-economic status and self-esteem to vocational performance, $F (2.29695, p<0.05)$ among persons with intellectual disability.

Research Question Three: What is the relative contribution of independent variables (societal attitude, parental socio-economic status and self-esteem) on the dependent variable (vocational performance) persons with Intellectual disabilities?

Table 3: Relative contribution of each of the independent factors to the prediction of vocational performance

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-3.484	2.722		-1.280	.207
Societal attitude	.096	.165	.258	3.584	.000
Socio-economic status	1.123	.122	.906	9.181	.000
Self esteem	.301	.065	.197	4.600	.000

Table 3 reveals the relative contribution of each of the independent variables societal attitude, parental socio economic status and self-esteem to vocational performance among persons with intellectual disability; societal attitude ($\beta = .258, t = 3.584; p<0.05$) had significant relative contribution to vocational performance, parental socio economic status($\beta = .906, t = 9.181; p<0.05$) had significant relative contribution to vocational performance and self-esteem ($\beta = .197, t = 4.600; p<0.05$) had significant relative contribution to vocational performance among persons with intellectual disability. That is, factors such as societal attitude, parental socio-economic status and self-esteem predict and determine vocational performance among persons with ID in Ibadan Metropolis, Oyo State. In term of magnitude of contribution, parental socio-economic status made the most significant contribution to vocational performance among persons with intellectual disability, followed by societal attitude and self-esteem respectively.

Discussion

The study revealed that there was significant relationship among societal attitude, parental socio-economic status and self-esteem) and vocational performance among persons with intellectual disability. Societal attitude had significant positive relationship on vocational performance, this implies that societal attitude had influence on vocational performance among persons with intellectual disability; parental socio-economic status had the most significant positive relationship on vocational performance, this implies that parental socio-economic status influenced vocational performance among persons with intellectual disability more than societal attitude and self-esteem. This implies that societal attitude,

parental socio-economic status and self-esteem played a significant role on vocational performance among persons with intellectual disability. However, it was the parental socio-economic status that played the greatest role on vocational performance among the three independent variables followed by societal attitude and self-esteem respectively.

This is in line with the study of Vanitha and Ramaa (2017) who revealed that majority of persons with intellectual disability exhibited moderate to high level of vocational competency. Furthermore, Osuyi and Obanewa (2019) opined that persons with disabilities including those with ID would attain proficiency in vocational training and be in employment afterwards.

The result also revealed that there was a joint contribution of the independent variables (societal attitude, parental socio-economic status and self-esteem) to the dependent variable (Vocational performance) of persons with intellectual disability. This implies that societal attitude, parental socio-economic status and self-esteem have interrelated effects on the vocational competency of persons with intellectual disability. Sylvanus (2018) revealed that societal attitude (positive or negative) has influence on the academic performance of pupils with ID. In the findings of Adewale, Aderonmu, Fulani, Babalola and Awoyera (2018); Azodo (2014); and Okocha (2009), poor societal attitude to vocational education leads to poor performance by the trainees.

Furthermore, the findings support the work of Obiyo and Eze (2015) who noted that parents of students from high SES may be too pre-occupied with their businesses, focusing on how to acquire more wealth at the detriment of career aspirations of their children. They are too busy to find time to listen to their children especially on the choice of career. In contrast, parents of students from low SES may not know how to help their children to make career choice especially because of lack of money. Corroborating this finding, Mathata and Ndhlovu (2017) revealed that SES played significant role in the acquisition of vocational skills by trainees. The findings also supported Maingi-lore (2016) and Adeboye (2017) who revealed that self-esteem as a significant influence on the vocational skill acquisition of students.

Furthermore, there was a significant relative contribution of societal attitude, parental socio-economic status and peer influence on vocational performance of persons with ID.

The findings corroborated the work of Islam and Khan (2017) who revealed that socio-economic status determines to a large extent the academic performance of students even though there are other contributing factors. The study also shows that there is difference in academic achievements among different socioeconomic status group. Maingi-lore (2016) findings indicated that family background has a significant influence on the academic performance of students. Findings from the research indicate that students whose parents had no formal education would perform poorly academically compared to those whose parents had formal education.

Conclusion

Vocational skill acquisition is germane to self-development, self-actualisation, and social integration of persons with ID. The research has established the significant contributions of

the variables under review: societal attitude, parental socio-economic status and self-esteem on the vocational skill acquisition of these unique individuals. Thus, there is need for consideration of these variables by stakeholders (policy makers, teachers, parents etc), for a successful vocational programme for persons with ID.

Recommendations

The following recommendations are made from the study.

1. Parents and caregivers should not rest on their oars in providing necessary supports (financially and morally) needed by persons with ID which aid their vocational performance.
2. Punishable actions should be taken by government against any form of discrimination and derogatory attitude towards individuals with ID bearing in mind that these behaviours would further lead to low-self-esteem of these persons which will affect negatively their vocational performance.
3. One-on-one counselling should be done for persons with intellectual disability on the importance of being successful in their career and experience life satisfaction. This will also help people who are unsuccessful in their vocations to build their self-esteem.
4. There is need for periodic exhibition of products and services rendered by persons with intellectual disability which will further inform members of the public on the ability of these individuals in vocational performance.
5. Vocational centres across the control should intensify their efforts in transitional programme for persons with ID, to get them placement in employment based on their vocational abilities. This will further integrate these atypical individuals into the society and change the negative attitude of the society towards them.

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