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*The Effect of vocational rehabilitation programs in
improvement of self-concept of Qatari students with
special needs*

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Abstract:

The current research aims to show the impact of the vocational rehabilitation programs applied by the integration centers in public schools in the State of Qatar to improving the self-concept of students with disabilities who are integrated in the integration centers. And girls receive vocational rehabilitation programs, and the two groups of boys and girls do not receive vocational rehabilitation programs. The sample included students with intellectual disabilities and autism. The sample was controlled by matching age, intelligence, and nationality. The results of the research showed that there were statistically significant differences in the scores of the self-concept scale in favor of the groups that received rehabilitation programs. Compared to the two groups of boys and girls who were not provided with vocational rehabilitation programs, the results of the research also showed that autism students were weakly affected by vocational rehabilitation programs compared to students with intellectual disabilities.

key words: Vocational rehabilitation - self-concept- students with special needs.

الملخص:

يهدف البحث الحالي إلى بيان أثر برامج التأهيل المهني التي تطبقها مراكز الدمج بالمدارس الحكومية بدولة قطر في تحسين مفهوم الذات لدى الطلاب ذوي الإعاقة المدمجين بمراكز الدمج، استخدم البحث المنهج الوصفي المقارن حيث تم اختيار عينة شملت (٨٠ طالب وطالبة) تم تقسيمهم لأربع مجموعات مجموعتي بنين وبنات يتلقون برامج التأهيل المهني ومجموعتي بنين وبنات لا يتلقون برامج التأهيل المهني وشملت العينة طلاب اعاقاة ذهنية وتوحد وتم ضبط العينة من خلال تطابق السن ودرجة الذكاء والجنسية، وقد أظهرت نتائج البحث وجود فروق ذات دلالة احصائية في درجات مقياس مفهوم الذات لصالح المجموعات التي تلقت برامج التأهيل مقابل مجموعتي البنين والبنات اللاتي لم تقدم لهم برامج التأهيل المهني، كما أظهرت نتائج البحث ضعف تأثير طلاب التوحد ببرامج التأهيل المهني مقارنة بطلاب الاعاقاة الذهنية.

الكلمات المفتاحية: التأهيل المهني - مفهوم الذات -الطلاب ذوو الاحتياجات الخاصة.

Introduction:

The vocational rehabilitation for people with special needs is one of the most important pillars of stability and adaptation for a disabled person in his community. This is because the focus of life is the contribution to work and production and the renaissance of the homeland, as the disabled person has capabilities and capabilities that, if well discovered, developed and employed - then he actively participates according to his abilities and capabilities in the movement of work and production.

The World Health Organization has focused on the vocational rehabilitation of people with disabilities, as the Western Pacific Regional Framework for Rehabilitation was developed and approved by Member States in October 2018. It emphasizes the need to build a strong foundation for human-centered rehabilitation, with an emphasis on people's daily performance Instead of disease.(United nation2021) Four priority areas have been proposed for Member States to promote rehabilitation in its contexts(Magda El-Sayed Obaid ,2011).

The vocational rehabilitation for people with disabilities also contributes to advancing national development due to the economic returns provided by the rehabilitation programs, which are not limited to exploiting the individual's energies, but goes beyond it to provide manpower on the one hand, directing idle energies and increasing income on the other hand. It should be noted that the success of the vocational rehabilitation process in general can only be achieved if we take into account the conditions of individuals with special needs, their characteristics, preferences, abilities, personal characteristics, level of adaptation, educational level and degree of their disability, as well as the amount of support of the community for them and the community's readiness to provide appropriate success opportunities for the rehabilitation process(Darryl Barrett,2020).

The term self-concept is a reference framework for an individual's idea of himself that is formed during the individual's interaction with the surrounding world, description, and evaluation of oneself, including psychological and physical characteristics, qualities, skills, roles and so forth. Self-concepts contribute to the individual's sense of identity over time. The conscious representation of self-concept is dependent in part on nonconscious schematization of the self Although self-concepts are usually available to some degree to the consciousness, they may be

inhibited from representation yet still influence judgment, mood, and behavioral patterns. and the current research deals with the effect of using vocational rehabilitation programs on improving self-concept skills among our students with special needs in the secondary stage. To contribute to qualifying them to adapt, interact and contribute to the development of their societies.(APA Dictionary of psychology, 2021)

Research problem:

Students with disabilities have low self-concept skills and self-confidence (Christophe et al. ,2009); Given the conditions of their disabilities, vocational rehabilitation programs for persons with disabilities are considered a means of adapting persons with disabilities to work in their societies and qualify them for the labor market depending on themselves(Maite Garaigordobil and José Ignacio Pérez,2007). A study of Neena Sawhney (2021) refer to Individuals with disabilities should be valued and accepted by recognizing their rights as an individual. They need to learn to control their own behaviors to rank among in the community. Also a study of Mustafa Al-Saeed Jibril, Suhair Al-Saeed Juma and Iman Muhammad Muhammad Ibrahim (2020)confirmed the effectiveness of an advisory program by using cooperative school activities in developing emotional intelligence among people with hearing impairment at the elementary level in Al-Amal schools, and to make some recommendations and proposals based on the results of the current study that contribute to the development of emotional intelligence among people with hearing impairment.

Also Sana Najati Shashia and Sabah Hamdan Al-Anizat (2019)referred to determine the level of knowledge of administrators, trainers and trainees in the fields of international standards for vocational rehabilitation in vocational rehabilitation centers for persons with disabilities in Jordan

We note from the above that there is a deficiency in the self-concept of students with disabilities, which may be due to their inability to qualify for work. Through the previous offer the research problem is to demonstrate the impact of vocational rehabilitation programs for persons with disabilities in improving self-concept skills. The answer to the following main question:

** What is the effect of vocational rehabilitation programs for students with disabilities at the secondary level in improving their self-concept?

Research importance:

The current research acquires its importance through the following dimensions:

First - Theoretical importance:

The current research contributes to providing an academic frame of reference for the development and improvement of the self-concept of persons with disabilities through the approach of vocational rehabilitation.

Secondly, practical importance:

Improving the self-concept skills of students with disabilities, in order to contribute to their adaptation to their society.

Research aims:

The research aims to achieve the following objectives:

- 1- Exposing the impact of vocational rehabilitation programs for persons with disabilities in improving their self-concept skills and self-confidence.
- 2- Improving the self-concept skills of students with disabilities who are integrated into the integration center at Jasim bin Hamad Secondary School.

Research hypotheses:

- 1- There is a statistically significant relationship between the application of vocational training on students of the experimental group and the improvement of their self-concept skills.
- 2- There are statistically significant differences on the self-concept scale between students of the experimental group and the control group in favor of the experimental group.

Research Methodology:

The current research uses the quasi-experimental approach, where the research was conducted on two groups, one experimental and the other controlling, and vocational rehabilitation programs were used with the experimental group while the control group was not exposed to vocational rehabilitation programs, and the self-concept scale was applied to both groups before and after the experiment.

The theoretical framework of the study:

Rehabilitation for disabilities:

Vocational rehabilitation is defined as that stage of the connected and coordinated qualification process that includes the provision of professional services such as vocational guidance and vocational training

with the intention of enabling individuals with special needs to secure and retain suitable work.(Seymour S. Bluestone and George G. Deaver,2021).

The researcher defines vocational rehabilitation for persons with disabilities as the vocational programs that the school provides to students with disabilities to qualify them for the labor market through the computing and archiving program and the technical vocational program.

Principles and principles of vocational rehabilitation for persons with disabilities:

We can list the foundations and principles of vocational rehabilitation for persons with disabilities in the following:

- 1- The nature of the individual's disability situation: when vocational training for persons with disabilities, consideration must be given to the individual's condition and disability, and to guide him in proportion to it.
- 2- The right of a person with a disability to choose the type of rehabilitation suitable for him: every person has the right to decide what is related to his personal life as long as he is able to take responsibility for judging matters, and this means that the individual has the right to make decisions related to him and define his own goals.
- 3- Focusing on aspects of ability: All physical tasks, activities and work require specific capabilities to be performed, which necessitates developing these capabilities and making use of them at a time when aspects of deficiency resulting from deficiencies are ignored. Workers in vocational rehabilitation follow this principle when working with people with special needs, as their focus is on the strengths of the individual and adopting them as a beginning to deal with disability rather than surrendering to it.

Self-concept:

There are many definitions of the self-concept, but it can be said that these definitions are more similar than they are different, and that plurality is due to the difference in the perception of the self, between a total or partial view of the concept, as well as their difference about the constancy and relative change of the concept.

Jaber Abdel-Hamid and Alaa Kafafi (1995, p. 3438) define it as: (the concept of the individual and his evaluation of himself, including the

values, abilities, goals, and personal merit), and he calls it self-rating, self-assessment, self appraisal self evaluation. From evaluation or report to our capabilities and goals.

Ezink defines it as a set of attitudes, judgments, and values specific to the individual that are related to his behavior, in addition to his abilities and qualities, and the individual's concept of himself includes awareness of these variables and their evaluation(Ayman Amer,2003,79).

Hamid Zahran and Ijlal Serry define it as: (An organized, unified, and educated cognitive formation of emotional perceptions, perceptions and evaluations of the self, crystallized by the individual and considers it a psychological definition of himself. The concept of the self consists of the individual's consistent, self-defined thoughts of the different elements of his internal and external being(Hamed Abdel Salam Zahran, 1977).

There are special definitions of self-concept, such as the academic self concept, referring to the concept of the individual and his awareness of his academic abilities in terms of his behavior, his ability to recall, and explain them well in front of his colleagues, and his feeling of satisfaction with his work and the degree of his perseverance and academic achievement.(Rasmeia Hanon, 2001).

Procedural definition of self-concept:

The researcher defines the self-concept by the student's score on the self-concept test.

Definition of disability persons:

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person's association with a person with a disability. (American national network with disabilities,2021)

Also (Barbara M Altman,2013) referred The term "disability" is a shorthand expression or as explained in the International Classification of Functioning, Disability and Health an umbrella term. It has been used to identify the impairments that result from disease and injury, the physical, and mental or emotional functional limitations or difficulties a person has because of the impairments, as well as the participation restriction they experience when the environment is not supportive.

Thus, the term disability has been used to represent almost any of the conceptual components associated along the ability continuum that impacts the person, but it also includes the environmental effects that create a limiting impact from the context outside the person.

Previous studies:

The study of Neena Sawhney (2021) DISABILITY: PREVENTION, MANAGEMENT AND REHABILITATION aimed to search about Individuals with disabilities should be valued and accepted by recognizing their rights as an individual. They need to learn to control their own behaviors to rank among in the community. Self-management strategies are developed for this purpose. These strategies include antecedent cue regulation, self-instruction, self-monitoring, self-evaluation, and self-reinforcement. In the present paper, an attempt has made to define disability, prevalence, management and treatment, effectiveness of self-management strategies on teaching various behaviors to individuals with disabilities and services provided by community-based rehabilitation. Services include early intervention, non-formal and integrated education, vocational training, and preparation for independent living, employment, community education.

Also a **study of Mustafa Al-Saeed Jibril, Suhair Al-Saeed Juma and Iman Muhammad Muhammad Ibrahim (2020): The effectiveness of a counseling program using cooperative school activities in developing emotional intelligence among people with hearing disabilities at the elementary level in Al-Amal schools.**

The study aimed to investigate the effectiveness of an advisory program by using cooperative school activities in developing emotional intelligence among people with hearing impairment at the elementary level in Al-Amal schools, and to make some recommendations and proposals based on the results of the current study that contribute to the development of emotional intelligence among people with hearing impairment. The study sample reached (26) 1) male and female students, where the emotional intelligence measure was applied to them by the researcher's preparation and the training program based on cooperative school activities (the researcher's preparation) after the implementation of the program, the results resulted in the use of cooperative school activities had an effective and influential role in developing emotional intelligence among those with hearing disabilities and encouraging students and their participation In achieving the goals set for the program

by the experimental group and in the continuity of effectiveness during the follow-up period.

The study of **Sana Najati Shashia, Sabah Hamdan Al-Anizat (2019): the level of knowledge of administrators, trainers and trainees in the fields of international standards for vocational rehabilitation: an applied study in Jordanian vocational rehabilitation centers for people with special needs**

The aim of this research is to determine the level of knowledge of administrators, trainers and trainees in the fields of international standards for vocational rehabilitation in vocational rehabilitation centers for persons with disabilities in Jordan. The researcher used the descriptive approach, as the study population and its sample included all vocational rehabilitation centers for persons with disabilities: governmental, private, international. And volunteerism in the three regions of the Kingdom (North, Center, and South regions), which number (14) centers, and the study tool was distributed to all administrators, who numbered (26) administratively, and all (94) trainers, and to answer the research questions, treatments were conducted.

The results of the research indicated that the arithmetic averages for the evaluation of the study sample of administrators, trainers and trainees for their knowledge of the areas of international standards for vocational rehabilitation in vocational rehabilitation centers for persons with disabilities in Jordan were high in six paragraphs, medium in five paragraphs, and low in one paragraph, meaning that the level of knowledge falls. In general, at a medium level, which is an unsatisfactory rate, especially that the group to which the question was asked are among the trainers and administrators responsible for managing rehabilitation and training centers for people with disabilities, as they must have full knowledge and knowledge of the areas of international standards for vocational rehabilitation in vocational rehabilitation centers for persons with disabilities. , The researcher recommended paying attention to providing qualified, trained and specialized cadres in the vocational rehabilitation of persons with disabilities.

The study of Sahar Adnan Shihab (2018): ways to advance in the field of vocational rehabilitation for people with disabilities - a field study in the city of Baghdad.

The aim of the research is to discuss the reality of vocational rehabilitation and professional work in workshops and societies to highlight ways to raise this aspect as it touches the most important stratum in society, and the researcher defines the goal of the research which is to identify the meaning of vocational rehabilitation and professional work. The research also identifies the positive points and the important problems that Hurdles pose before professional qualification. The most important findings of the study were arranged according to the order of sequence and relative weight, and the most positive elements in vocational rehabilitation and manual work are implemented by teaching the disabled the value of work and production with a relative weight of 9.8%, and factory rehabilitation helps to overcome them. The disability he suffered in the relative weight 96.6. Rehabilitation and handicrafts help in developing the creative capabilities of the disabled with a relative weight of 96.6. One of the most important difficulties facing professional training and work is the lack of demand for workshops and community goods, with a relative weight of 97%. The Ministry of Finance halts payments granting associations a relative weight of 97%. Unavailable raw materials with 93% relative weight.

A study of **Tamara Ownsworth and Catherine Haslam(2014) Impact of rehabilitation on self-concept following traumatic brain injury: An exploratory systematic review of intervention methodology and efficacy** aimed to reviews of rehabilitation efficacy after traumatic brain injury (TBI) have overlooked the impact on sense of self, focusing instead on functional impairment and psychological distress. The present review sought to address this gap by critically appraising the methodology and efficacy of intervention studies that assess changes in self-concept. A systematic search of PsycINFO, Medline, CINAHL and PubMed was conducted from inception to September 2013 to identify studies reporting pre- and post-intervention changes on validated measures of self-esteem or self-concept in adults with TBI. Methodological quality of randomised controlled trials (RCTs) was examined using the Physiotherapy Evidence Database (PEDro) scale. A total of 17 studies (10 RCTs, 4 non-RCT group studies, 3 case studies) was identified, which examined the impact of psychotherapy, family-

based support, cognitive rehabilitation, or activity-based interventions on self-concept. The findings on the efficacy of these interventions were mixed, with only 10 studies showing some evidence of improvement in self-concept based on within-group or pre-post comparisons. Such findings highlight the need for greater focus on the impact of rehabilitation on self-understanding with improved assessment and intervention methodology. We draw upon theories of identity reconstruction and highlight implications for the design and evaluation of identity-oriented interventions that can supplement existing rehabilitation programmes for people with TBI.

Commentary on previous studies:

By reviewing previous studies, it becomes clear to us the importance of vocational rehabilitation for people with disabilities in developing their skills and preparing them to face their society, as proved by a study of **Neena Sawhney (2021)**, also a study of **Mustafa Al-Saeed Jibril, Suhair Al-Saeed Juma and Iman Muhammad Muhammad Ibrahim (2020)** found out the importance of vocational training programs in developing emotional intelligence among people with hearing disabilities at the elementary level in Al-Amal schools. Also a study of **Tamara Ownsworth and Catherine Haslam(2014)** Professional rehabilitation for trauma patients has proven effective in improving their self-concept.

Research hypotheses:

- 1- There are statistically significant differences on the self-concept scale between the experimental group of students who receive vocational rehabilitation and the control group that does not receive vocational rehabilitation programs.
- 2- There are statistically significant differences on the self-concept scale between the experimental group of female students who receive vocational rehabilitation and the control group that does not receive vocational rehabilitation programs.
- 3- There are statistically significant differences between the two groups of boys and girls who receive vocational rehabilitation programs.

Search procedures:

Research Methodology:

The current research uses Comparative descriptive method; To show the effect of vocational rehabilitation programs in improving self-concept of students with disabilities at the secondary stage, as the research sample

was codified and adjusted to show the effect of vocational rehabilitation programs on their self-concept.

The research sample:

The research was conducted on a sample of 80 male and female students in the integration centers of secondary schools in the State of Qatar, and the sample was chosen to be legalized as follows:

Table (1)
Sample of research

Sample type	N	Type of Disability	Mean of intelligence	S.D	Mean of age	S.D	Nationality
Students receiving professional rehibition programs	20	Simple intellectual disability and autism	75.63	2.34	17.5	0.21	Qatarien
Students not receiving professional rehibition programs	20	Simple intellectual disability and autism	75.28	2.22	17.3	0.32	Qatarien
Female Students receiving professional rehibition programs	20	Simple intellectual disability and autism	75.3	2.12	17.22	0.13	Qatarien
Female students not receiving professional rehibition programs	20	Simple intellectual disability and autism	75.78	2.51	17.84	0.42	Qatarien

Spatial determinants of the search:

The research was applied to a sample of 80 male and female students with special needs in integration centers in government schools in the State of Qatar.

Temporal determinants of the search:

The research was applied during the second semester of the 2020-2021 academic year.

search tools:

Diagnostic tools:

The researchers used the medical reports in the students' files in the special education departments, which showed the IQ score according to the Wexler test (fourth edition), where the IQs of all male and female students ranged between 75-70 degrees, and all cases were diagnosed (intellectual disability).

Basic tools:

Self-concept scale (Ahmed Abdel-Rahman and Al-Sayed Abu Hashem (2002)).

The researchers converted the scale to the electronic image for ease of application Where the questionnaire was applied to the research sample of students of integration centers in government schools, through teachers and parents.

The two researchers tested the validity and reliability of the legalization sample of 30 students, according to the following:

Scale validity:

- After the scale preparer took the initial steps in building the scale, the researcher verified the validity of the scale as follows.

1- Logical honesty:

- Where the scale was presented in its final form to a group of specialists in the field of psychology and mental health, and the scale developer asked them to specify the following.

- Whether the phrase belongs to the self-concept.

- Whether the statement is positive or negative.

He amended some of the phrases that the arbitrators agreed to change their wording in order for them to become clearer for the legalization sample.

b- Global honesty.

- The scale preparer used the factor analysis method to extract the correlation coefficients between the items of the scale, as well as the correlation of each item with the total score, in order to verify the extent of the integrity of the internal construction of the scale. The researcher also used the same method after rotating the axes in extracting the basic factors that make up the scale.

Second: the stability of the scale:

The stability coefficient was calculated in two ways.

A- The method of re-application.

- The scale prepared twice was applied to a sample of (٣٠) students in the secondary stage, with an interval of two weeks between the two times of application, and the stability coefficient in this way reached (0.89.), which is a high percentage that greatly reflects the extent of the scale's stability and its applicability.

** The two researchers converted the scale to the electronic image for ease of application; Where the questionnaire was applied to the research sample of students of integration centers in government schools, through teachers and parents.

Results:

About the results of the statistical analysis of the first hypothesis, which states that " There are statistically significant differences on the self-concept scale between the experimental group of students who receive vocational rehabilitation and the control group that does not receive vocational rehabilitation programs."

Table(2)

Differences between students receiving vocational habitation and don't receiving vocational habitation

group type	N	Mean	Standard deviation	Values T.TEST	Indication
Students receiving vocational training	20	30.3	2.95	9.78	significant at level0.05
Students who do not receive vocational training	20	20.5	3.63		

It is clear from the statistical analysis of the results of the first hypothesis that there are statistically significant differences in the self-concept scale between the two groups of students that receive vocational rehabilitation services and those that do not receive vocational rehabilitation services in favor of the group that receives vocational

rehabilitation services, which explains the importance of vocational rehabilitation in improving students' self-concept.

With regard to the results of the statistical analysis of the second hypothesis ' which states that "There are statistically significant differences on the self-concept scale between the experimental group of female students who receive vocational rehabilitation and the control group that does not receive vocational rehabilitation programs" .

Table (3)

Differences between students (female) receiving vocational habitation and not receiving vocational habitation

group type	N	Mean	Standard deviation	Values T.TEST	Indication
female students receiving vocational training	20	29.85	2.83	17.39	significant at level0.05
female students who do not receive vocational training	20	16.05	2.28		

It is clear from the statistical analysis of the results of the second hypothesis that there are statistically significant differences between the two groups of female students who receive vocational rehabilitation and those who do not receive vocational rehabilitation programs, which shows the effect of vocational rehabilitation programs in improving the self-concept of female students.

With regard to the results of the statistical analysis of the third hypothesis ' which states that " there are statistically significant differences between the two groups of boys and girls who receive vocational rehabilitation programs" .

Table(4)
Differences between students(male- female) receiving vocational habitation

group type	N	Mean	Standard deviation	Values T.TEST	Indication
Students receiving vocational training	20	30.3	2.95	0.94	Un significant at level0.05
Students who do not receive vocational training	20	29.85	2.83		

It is clear through the statistical analysis of the results of the third hypothesis that there are no statistically significant differences due to the gender variable, which confirms that vocational rehabilitation improves the self-concept of male and female students together.

About the fourth hypothesis, which states that "the scores of students who receive vocational rehabilitation vary in the self-concept scale according to the type of disability"ANOVA According to the following:

Table(5)
Differences between students receiving vocational habitation (according to disability) type)

Type of Disability	Mean	Standard deviation	Calculated variance value Anova	Indication level
Intellectual disability	33.37	0.517	120.47	significant at level 0.05
Autism	25.37	1.995		

It is clear from the previous statistical analysis of the value of ANOVA - unidirectional There were statistically significant differences between students with different disabilities scale differences in self-concept ;Whereas (autism) students were less in response to vocational rehabilitation and self-concept compared to students (intellectual disability).

Discussion and interpretation of the results:

Through the previous presentation of the statistical analysis of the research results, it is clear to us that vocational rehabilitation programs have improved the self-concept of students with disabilities. This is consistent with the study of Sana Najati Shashiah, Sabah Hamdan Al-Anaizat (٢٠١٩) and the study of Sahar Adnan Shehab (2018), which reached conclusions related to the role of rehabilitation programs professionally with persons with disabilities, as it is clear to us that vocational rehabilitation programs have improved the self-concept of male and female students with disabilities alike 'Where there were no differences between male and female students who received the vocational rehabilitation programme.

The results of the study showed that there are differences in the self-concept after vocational rehabilitation programs, according to the type of disability .Where the (autism) students were less affected by vocational rehabilitation programs compared to students with intellectual disabilities, this may be due to the poor response of students to non-electronic activities, which makes us provide autism students with vocational rehabilitation programs that are consistent with their tendencies.

We can conclude that the vocational rehabilitation programs implemented by integration schools for students with disabilities improve their self-concept 'Because they feel able to work and be self-reliant.

research results:

- 1- Vocational rehabilitation programs offered to male and female students with disabilities improve their self-concept.
- 2- There are no differences in the degree of self-concept improvement due to the gender variable.
- 3- The degree of self-concept improvement of male and female students is affected by the type of disability.
- 4- The degree of improvement of students with autism in self-concept is lower than the degree of improvement of students with intellectual disabilities.

Search recommendations:

- 1- Expanding the application of vocational rehabilitation programs for male and female students with disabilities according to their abilities, attitudes and tendencies.

- 2- The work of appropriate vocational rehabilitation programs for students (autism) according to their attitudes and to attract their attention.
- 3-Benefiting from vocational rehabilitation programs in improving the social and adaptive skills of students with disabilities.
- 4- Planning vocational rehabilitation programs for students with disabilities, starting from the preparatory stage, in order to know the students' practical abilities and tendencies.

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