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## EMPLOYMENT FOR THE MENTALLY RETARDED PERSONS GRADUATED FROM THE SPECIAL CLASSES OF JUNIOR HIGH SCHOOLS

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The purposes of this study are intended to investigate the data of employment for the M·R persons who have received special education program in Taiwan, R. O. C. Some of the major information concerned are the various kinds of job, wages, yages, years on the jobs, unemployments, and so forth. In addition, the influences of the client's IQ and age to their empl-oyments will also be discussed. The subjects studied consist of 1227 MR persons who graduated from special classes of 47 junior high schools from 1973 to 1982. A simple questionnaire is sent to them individually by mail or by their teachers. The IQ ranges of the cases is from 32 to 85 with an average of 63, their ages are from 16 to 29 with an average of 19.

Finally, some of the major results and suggestions confronting voca-tional education and employment for the MR persons are presented

### INTRODUCTION

Successful employment appears to be one of the important goals for the special education program of the mentally retarded persons. We especially need to be concerned about the question, "How do they work well in community in the Asian countries?" As we know, in the U. S. A. as well as in some developed countries, many studies have been made in an attempt to answer this question. But there are few opportunities for us to exchange the research data relating to the question within the Asian countries.

As pointed out by some scholars, the successful employment of the mentally retarded is contingent upon several factors. Those factors are: (1) the personal characteristics of the retarded; (2) the existing job market in the community; (3) the job-seeking skills for the retarded to survive in the occupational society; (4) the attitudes of the employers towards hiring the retarded persons; (5) the family's attitude and support; (6) the financial condition of the retarded's family; (7) the ability of school or community agencies to offer meaningful services for the retarded; and (8) the legal mandates affecting the vocational training and placement for the retarded persons. (Brolin, 1976)

Frequently in investigating the factors relating to the successful employment, much research emphasis has been simply placed upon one or two variables, such as characteristics of the mentally retarded (Sali & Amir, 1971), or the employers' attitudes towards the mentally retarded (Gruenhagen, 1982, Steinmiller

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& Retish, 1980). It is interesting to note that most of the obtained differences resulted from comparisons made by different emphasis or different population. It seems reasonable to say that the problem of the successful employment for the mentally retarded persons should be discussed on the bases of regional characteristics and needs, particularly on economic developing status. As Clark (1973) indicated that if there are no choices in available jobs, or even no jobs for the retarded persons, little can be achieved in vocational rehabilitation according to the traditional model. In other words, the changing economic conditions of a region as well as a nation greatly affect the retarded workers as they do all others. In good times, the demand for labor in an economic developing country is high and there may be many jobs for the retarded persons. On the other hand, in bad time or in an economic undeveloped country where unemployment is general, the mentally retarded persons may lose jobs easily.

If we neglect the fact that the economic developing conditions of the most Asian countries generally show poorer than those of the developed countries, it would be less advantageous to apply the research data obtained from the developed countries to make a resolution of our problems. Their ideas and achievements seem far away from those of the most Asian countries.

From what I have mentioned above, the purpose of this paper is not to introduce the current status or research data of the employment for the mentally retarded in the developed countries. But it is to investigate the status of employment for the mentally retarded persons who have received the special education program in Taiwan, Republic of China. Some of the major information concerned are the various kinds of jobs, wages, years on the jobs, adaptation, unemployments, and so forth. In addition, the influences of the clients' IQ and age to their employments, and some of the issues are also discussed. The reasons for this are two-fold: First, Taiwan economic development has been praised as a model for developing nations in which various kinds of jobs are available to the mentally retarded. Besides, some of the problems or factors affecting the employments of the retarded persons, which we are facing today, would also be faced in most of the Asian countries in the near future. Second, some of the trends or efforts which have been made in Taiwan, Republic of China to improve vocational education and placement for the mentally retarded would be interesting to the Asian countries to discuss due to the similar cultural background and regional characteristics.

## METHOD

### SUBJECTS

In order to restrict the scope of this study to a manageable project size, only one type of graduates of special education program was selected as the

subjects. According to a pilot survey, there were about 2,670 mentally retarded students graduated from the special classes of 47 junior high schools from 1973 to 1982 in Taiwan, R. O. C. After contacting with the teachers of the special classes, a list of the names and addresses of 2,250 retarded students was completed for the purpose of this study. About 420 retarded students who did not take any contact with the schools since their graduation were excluded. A simple questionnaire was then sent to 2,250 retarded students individually by mail or through their teachers. There were only 1,227 cases (55%) who completed the questionnaire and returned them. The IQ range of 1227 cases was from 32 to 85 with an average of 63. Their ages were from sixteen to twenty-nine with an average of nineteen. The sample characteristics for the subjects are presented in Table 1.

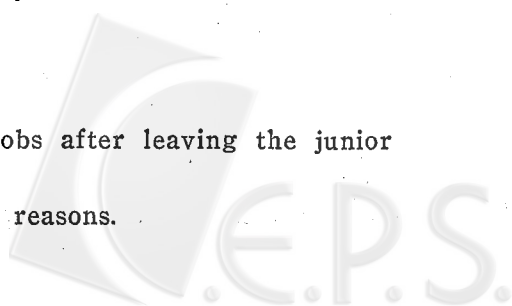
TABLE 1: SAMPLE CHARACTERISTICS

CHARACTERISTIC	N	%	CHARACTERISTIC	N	%
SEX	(1227)		GRADUATE YEAR	(1227)	
Male	589	48	1982	267	21.8
Female	638	52	1981	226	18.4
IQ	(1227)		1980	225	18.3
Above 83	38	3.1	1979	132	10.8
68-83	496	40.4	1978	112	9.1
52-67	446	36.4	1977	74	6.0
36-51	215	17.5	1976	73	6.0
Below 36	32	2.6	1975	49	4.0
AGES (YEARS)	(1227)		1974	53	4.3
Above 28	5	0.4	1973	16	1.3
26-28	33	2.7	EMPLOYMENT	(1227)	
23-25	192	15.7	Employed (Now)	753	61.4
20-22	324	26.4	Employed	245	20.0
17-19	621	50.6	(Before)		
Below 17	52	4.2	Unemployed	229	18.6

### QUESTIONNAIRE

A multiple-choice type questionnaire was designed to obtain the possible information relating to the employment of the retarded persons. The questionnaire includes ten questions and their responses.

- (1) Do you have a job now?
- (2) If you have a job now, what kind of job do you have?
- (3) How much do you get per month?
- (4) Do you like your job?
- (5) How many years have you had this job?
- (6) How many times have you changed your jobs after leaving the junior high school?
- (7) If you did not get any job, check the major reasons.



(8) Did you have further schooling after graduation from junior high school?

(9) Did you get any help from the junior high school program for your vocational preparation?

(10) Do you still miss your school life?

All questions and responses were very carefully worded by using the simplest Chinese sentences and avoiding any labeling. It also was tried out in preliminary form with a small group of retarded students to make sure that any ambiguities were eliminated.

Other background data of each subject, such as I. Q., age, sex, and year of graduation were directly copied from the school records.

## PROCEDURE

In the first step, the graduate records of MR special classes of junior high schools in Taiwan, R. O. C. were employed to identify the retarded subjects for the study. From 1973 to 1982, there are about 2,670 mentally retarded students graduated from 47 junior high schools, in which the MR special class programs are developed. A survey form and a letter were then sent to each of the master teachers of that special class program for asking help. The survey form included space for name of the retarded, sex, address, birthdate, I. Q. level and the date of graduation of MR special education program.

Second step, a final list of subject's name was conducted in April, 1983 for the purpose of sending the questionnaire. Since there were about 420 retarded cases missing address or I.Q. data, only 2,250 cases were named in the final list.

Third step, a formal questionnaire was developed, and sent to 2,250 cases individually by mail during April to May, 1983. At first, only 550 cases among them completed the questionnaire and returned it to the researcher.

Fourth step, a further request for sending back the fulfilled questionnaire was proceeded by a letter or telephone to the cases who had not returned the questionnaire. Some of the special class teachers were involved to contact with those cases. There were about 670 cases returned the questionnaire during June to July, 1983.

Fifth step, the data of 1227 cases were processed by SPSS Batch System for statistical analysis. This step was completed before September 15, 1983.

Finally, 56 employers were randomly selected to survey the positive and negative qualities of their mentally retarded employees. The coordinator of this survey project, as interviewer, visited each of 56 employers. The interviewer presented eight questions to the employer separately.

## RESULTS AND DISCUSSION

### 1. THE MAJOR KINDS OF JOBS

According to this survey, there are 85 different kinds of jobs taken by the

mentally retarded persons. Most of the jobs are similar to those jobs reported by the U. S. Civil Service Commission. There were about 5,784 retarded persons employed in 66 different federal government job title areas in mid-1969. (President's Committee on Mental Retardation, 1969)

**TABLE 2**  
**THE MAJOR JOBS AND WAGES HELD BY THE RETARDED PERSONS**

OCCUPATIONS	NUMBERS			WAGES (US\$)*		
	TOTAL	MALE	FEMALE	MEAN	MIN.	MAX.
1. Electronic assembly workers	131	23	108	164	75	250
2. Garageman	34	33	1	147	75	450
3. Sales clerks	33	9	24	166	75	300
4. Sales (Small business)	30	11	19	172	100	250
5. Sewing machine operators	29	1	28	182	80	275
6. Waitress & Waiters	28	8	20	191	75	350
7. Printing plant workers	27	24	3	178	75	350
8. Office girls & boys	24	8	16	150	75	275
9. Carpenters	22	22	0	218	100	500
10. Business clerks	21	16	5	231	105	500
11. Shoemakers	21	7	14	193	75	375
12. Hairdressers	19	1	18	135	75	250
13. Turners	18	18	0	229	130	450
14. Paint workers	17	16	1	199	75	500
15. Packers	17	7	10	157	75	225
16. Cooks	15	13	2	242	80	500
17. Store keeper	11	7	4	250	200	300
18. Blacksmiths	11	10	1	274	75	500
19. Playground attendants	11	2	9	234	125	500
20. Bus girls	10	0	10	271	238	325
21. Plastic plant workers	10	5	5	187	75	500
22. Cotton spinners	9	1	8	214	175	250
23. Welders	9	7	2	210	150	375
24. Tailors	9	1	8	164	75	200
25. Money counters	9	0	9	208	138	375
26. Motor-cycle repairmen	9	9	0	133	75	225
27. Goldsmiths	8	7	1	116	75	175
28. Clerk-receptionists	7	3	4	228	75	500
29. Plumbers	6	6	0	187	75	375
30. Porters	6	6	0	169	88	225
31. Nurse's aides	6	0	6	165	75	238
32. Typists	5	0	5	128	75	375
33. Camera accessory makers	5	0	5	170	125	188
34. Aluminum window repairmen	5	5	0	282	113	500
35. Artisan	5	5	0	230	75	375
36. Watch & clock repairer	5	3	2	122	100	150
37. Weavers	5	0	5	124	75	250
38. Electrician	5	5	0	169	75	220
39. Mason	4	4	0	198	125	250
40. Taxi drivers	4	4	0	375	250	500

\*Wages: per month in US\$.

Forty kinds of jobs, which are held by at least four retarded persons are listed in Table 2. There are 131 electronic assembly workers (108 females), 34 garagemen (33 males), 33 sales clerks (24 females), 30 sales of small business (19 females), 29 sewing machine operators (28 females), 28 waitress & waiters (20 female), 27 printing plant workers (24 males), 24 office girls & boys (16 females), 22 carpenters (all males), 21 business clerks (16 males), 21 shoemakers (14 females), 19 hairdressers (18 females), 18 turners (all males), 17 paint workers (16 males), 17 packers (10 females), and 15 cooks (13 makes) and so forth.

In order to catch a glimpse of the type of employment, 85 jobs are roughly subdivided to eight occupational groups as shown in Table 3. The data display that by far a great number of the retarded persons employed are placed in assembly line jobs (25.4%), service jobs (17.4%), and common labor jobs(15.5%). In other words, of these unskilled and semiskilled jobs probably more than half are within the ability of mentally retarded workers. It seems a general tendency that would reoccur in the economic developing countries.

Phelps (1983), the president of the Special Needs Division of the American Vocational Association, emphasized that throughout the late 1970's and in the first couple of years of this decade, we have seen some increases in employment per se in the rate and type of employment that the mentally retarded persons obtained in competitive work settings. But unfortunately, we continue to see many handicapped individuals tracked into more traditional occupations such as food services and custodial services.

**TABLE 3**  
**THE EMPLOYEES AND THEIR WAGES OF THE MAJOR OCCUPATIONAL GROUPS**

OCCUPATIONAL GROUPS	N	%	WAGES (US\$ per month)		
			MEAN	SD	MAX
Clerical Occupation	18	1.8	165	68	375
Sales	57	5.7	234	122	500
Agricultural and Fishery	5	0.5	341	137	500
Service	174	17.4	178	62	375
Assembly Line Jobs	253	25.4	172	52	450
Machine Operator	49	4.9	186	85	450
Laborer	155	15.5	198	112	500
Others	287	28.8	171	77	500
<b>TOTAL</b>	<b>998</b>	<b>100</b>	<b>178</b>	<b>82</b>	<b>500</b>

**2. PERCENTAGES OF EMPLOYMENT IN THE DIFFERENT GRADUATE YEARS**

The results, found in Table 4, show the differences among the percentage of employment in the graduate years. There are 753 retarded persons (61.4%) employed; 245 (20%) cases were employed before, but now unemployed; and 229 cases (18.6%) have never got any job since their graduation from junior high school. In the 753 cases of the employed, 51.3 percent were females, and 48

percent males. It is apparent that a marked increase in graduate years greatly increases in the percentages of the unemployed either for male group or female group.

**TABLE 4**  
**PERCENTAGES OF EMPLOYMENT IN THE DIFFERENT GRADUATE YEARS**

GRADUATE YEARS	MALE				FEMALE				MALE & FEMALE			
	E	E-B	UNE	R-T	E	E-B	UNE	R-T	E	E-B	UNE	R-T
1973 (N) (%)	7 64	4 36	0 0	11	2 42	3 60	0 0	5	9 56	7 44	0 0	16 (1.3)
1974 (N) (%)	18 69	5 19	3 12	26	18 67	6 22	3 11	27	36 68	11 21	6 11	53 (4.3)
1975 (N) (%)	21 81	3 11	2 8	26	12 52	8 35	3 13	23	33 67	11 23	5 10	49 (4.0)
1976 (N) (%)	24 68	9 26	2 6	35	26 68	9 24	3 8	38	50 68	18 25	5 7	73 (5.9)
1977 (N) (%)	15 39	20 51	4 10	39	14 40	10 29	11 31	35	29 39	30 41	15 20	74 (6.0)
1978 (N) (%)	22 41	27 50	5 10	54	42 73	6 10	10 17	58	64 57	33 30	15 13	112 (9.1)
1979 (N) (%)	37 56	22 33	7 11	66	50 76	6 9	10 15	66	87 66	28 21	17 13	132 (10.8)
1980 (N) (%)	63 64	17 17	19 19	99	86 68	22 18	18 14	126	149 66	39 17	37 16	225 (18.3)
1981 (N) (%)	74 66	14 12	25 22	113	69 61	21 19	23 20	113	143 63	35 16	48 21	226 (18.4)
1982 (N) (%)	66 55	18 15	36 30	120	87 59	15 10	45 31	147	153 57	33 12	81 30	267 (21.8)
COLUMN TOTAL (N) (%)	347 59	139 24	103 17	589 100	406 63	106 17	126 20	638 100	753 61	245 20	229 19	1227 100

E: Employed, E-B: Employed Before,  
UNE: Unemployed, R-T: Row Total

### 3. THE WAGES IN THE DIFFERENT JOBS

The average amount of the wages in regards to each of the major jobs are also reported in Table 2. The total employees' wages range from US\$75 to US\$ 500 per month with an average of US\$178. Twelve kinds of jobs with the highest wages are listed below:

- (1) Taxi driver (US\$375).
- (2) Aluminum window repairman (US\$282).
- (3) Bus girl (US\$277).



- (4) Blacksmith (US\$274).
- (5) Store keeper (US\$250).
- (6) Cook (US\$242).
- (7) Ushere & playground attendant (US\$234).
- (8) Business clerk (US\$231).
- (9) Artisan (US\$230).
- (10) Turner (US\$229).
- (11) Clerk-receptionist (US\$228).
- (12) Carpenter (US\$218).

The average amount of the wages according to occupational groups are also presented in Table 3. It is interesting to note that most of the group wages are near to US\$200, but there are two exceptions—sales and the agricultural and fishery groups obtain higher wages.

**4. THE WAGES BY THE DIFFERENT YEARS ON THE JOB:**

For analysis purpose, the years on the job are subdivided into six groups. About 40 percent of the employed cases have held a job for nearly one-year, 27 percent for two years, 15 percent for three years, and only 18 percent for over three years.

The average wages of the six groups are reported in Table 5. It is apparent that a marked increase in years on the job greatly increases the amount of the group wage. While the group wage of "one-year on the job" group is only US\$158, the group wage of "above 5 years on the job" group increases to US\$262 (See Figure 1).

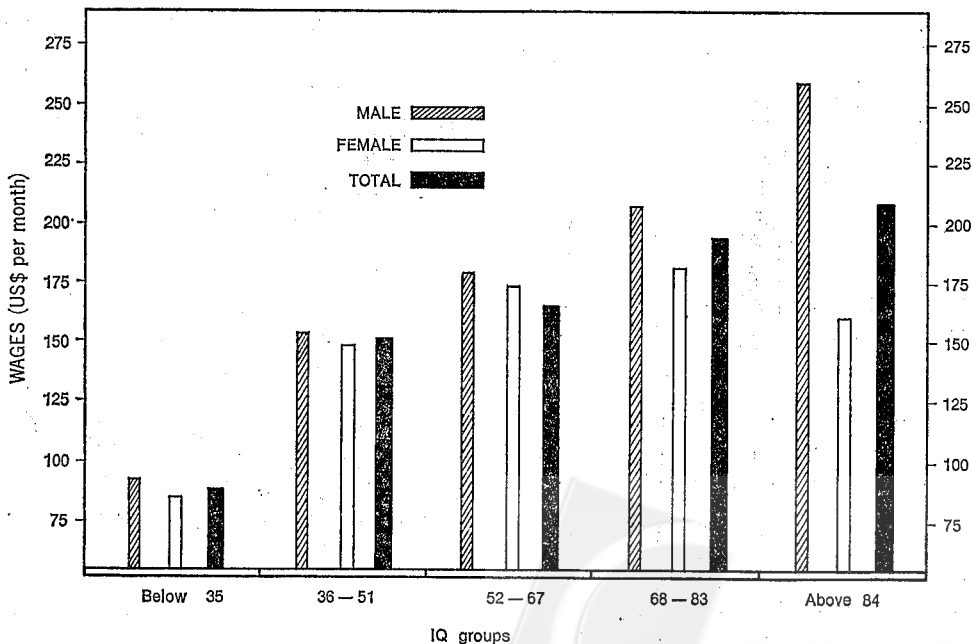


Figure 1: The percentages of cases and vages by the different years on the job



TABLE 5

THE WAGES OF THE EMPLOYED CASES IN THE DIFFERENT YEARS ON THE JOB

YEARS ON THE JOB	N	%	WAGES (US\$ per month)	
			MEAN	SD
1 Year	378	39.6	158.1	66.9
2 Years	258	27.0	171.1	66.1
3 Years	145	15.2	196.1	93.2
4 Years	84	8.8	208.4	92.1
5 Years	34	3.6	228.6	92.3
Above 5 Years	55	5.8	262.0	116.0
<b>TOTAL</b>	<b>954</b>	<b>100.0</b>		

5. THE WAGES AND YEARS ON THE JOB BY DIFFERENT SEX AND IQ GROUPS

As mentioned above, the retarded persons can earn their livings in hundreds of different ways, and the possible ways vary greatly according to different variables. Table 6 gives some comparative data in terms of the wages, years on the job, sex and IQ level. It is clear that the group with a higher IQ level get higher wages (See Figure 2), and also longer years on the job. As predicted, the correlation between IQ level and wages is statistically significant. (N=954, r=.2004, p<.01). Talking about the sex difference, the wages and the years on the job are slightly higher for male group.

TABLE 6

THE WAGES AND YEARS ON THE JOB IN DIFFERENT SEX AND IQ GROUPS

SEX	IQ	N	WAGES (US\$ per month)		YEARS ON JOB	
			MEAN	SD	MEAN	SD
Male	Below 35	4	93.7	103.4	2.000	0.816
	36-51	75	153.4	84.5	2.213	1.499
	52-67	177	178.5	88.0	2.243	1.431
	68-83	196	206.2	111.1	2.449	1.530
	Above 83 (Sum)	17 (469)	259.6	138.1	2.647	1.835
Female	Below 35	5	83.9	33.5	1.800	0.837
	36-51	53	149.8	52.1	1.887	1.204
	52-67	186	174.8	58.8	2.210	1.446
	68-83	225	179.0	58.6	2.213	1.353
	Above 84 (Sum)	16 (485)	161.4	18.1	2.250	1.653
Total	Below 35	9	88.3	62.4	1.889	0.782
	36-51	128	151.9	72.3	2.078	1.403
	52-67	363	167.0	74.2	2.226	1.437
	68-83	421	191.4	87.6	2.323	1.441
	Above 84 (Sum)	33 (954)	208.9	107.5	2.455	1.734

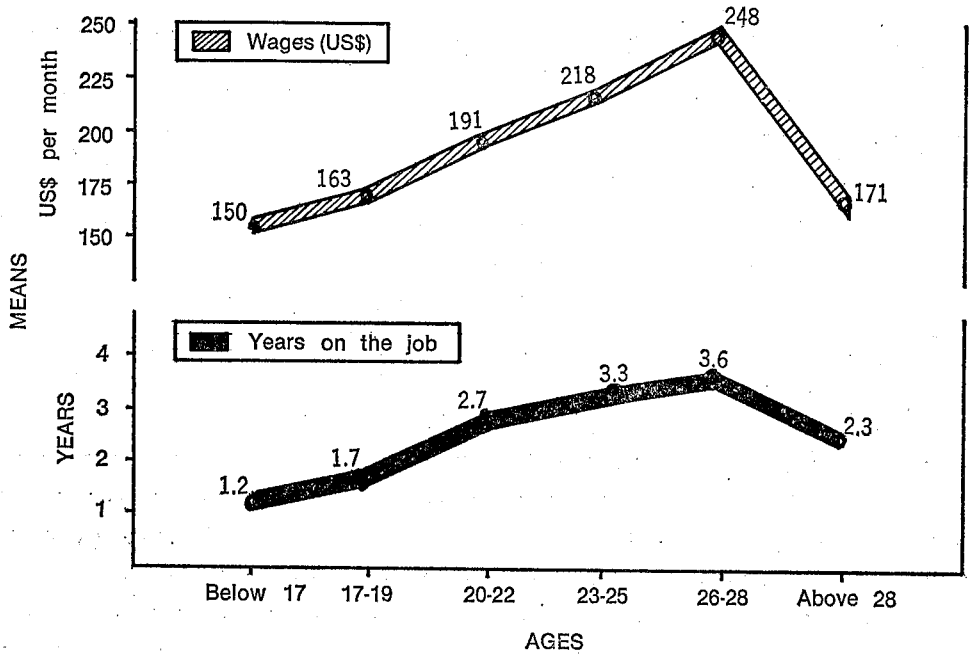


Figure 2: The wages in different sex and IQ groups

**6. THE WAGES AND YEARS ON THE JOB IN THE DIFFERENT AGE GROUPS:**  
 As shown in the data of Table 7, the average wages for the different age groups are gradually increased from US\$150.7 (below 17 year old group) to US\$248.7 (26-28 year old group). It seems reasonable to say that the older group would get higher wages, and also longer years on the job. But there is one exception in the "above 28 year old group" which contains four cases only (See Figure 3).

**TABLE 7**  
**THE WAGES AND YEARS ON THE JOB IN THE DIFFERENT AGE GROUPS**

Ages(yrs)	Cases		Wages(US\$)		Years on the job	
	N	%	Mean	SD	Mean	SD
Below 17	37	3.9	150.7	57.5	1.189	0.39
17-19	485	50.8	163.7	60.6	1.72	0.86
20-22	248	26.0	191.4	90.1	2.73	1.45
23-25	158	16.6	218.0	108.6	3.29	1.89
26-28	22	2.3	248.7	135.8	3.59	1.99
Above 28	4	0.4	171.8	63.2	2.25	0.50
Total	954					



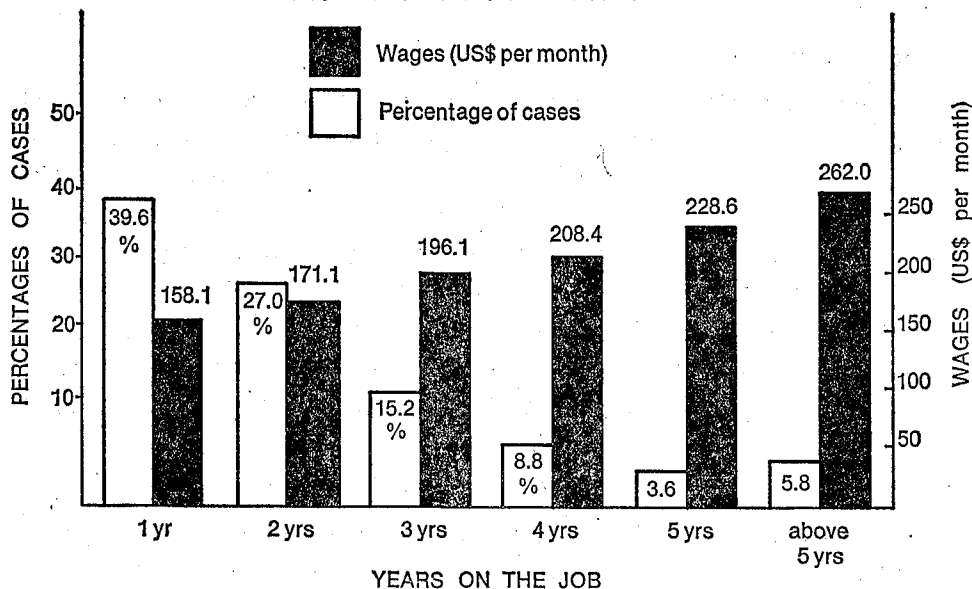


Figure 3: The wages and years on the job in the different age groups

7. THE TIMES OF CHANGING JOBS IN THE DIFFERENT IQ GROUPS:

Employee turnover is one of the major problems in the general workers as well as in the mentally retarded workers. As we know, a reduction in turnover leads to a more stable and more productive work force.

According to the data presented in Table 8, as a total group, there are 393 cases (41.2%) staying on the same job without any change, 215 cases (22.5%) have changed jobs once, 144 cases (15.1%) twice, 113 cases (11.8%) three times, and 89 cases (9.3%) four times or more.

It is also apparent that the times of changing job are significantly different among the different IQ groups ( $N=954$ ,  $\chi^2=8.8508$ ,  $df=16$ ,  $p<.01$ ).

TABLE 8

THE TIMES OF CHANGING JOB IN THE DIFFERENT IQ GROUPS

IQ	TIMES	TIMES OF CHANGING JOBS					SUM
		None	One	Two	Three	Four or more	
Below 36	(N) (%)	5 55.6	0 0	2 22.2	2 22.2	0 0	9 100
36-51	(N) (%)	48 37.5	32 25.0	20 15.6	14 10.9	14 10.9	128 100
52-67	(N) (%)	151 41.6	85 23.4	54 14.9	42 11.6	31 8.5	363 100
68-83	(N) (%)	177 42.0	92 21.9	60 14.3	51 12.1	41 9.7	421 100
Above 83	(N) (%)	12 36.4	6 18.2	8 24.2	4 12.1	3 9.1	33 100
TOTAL	(N) (%)	393 41.2	215 22.5	144 15.1	113 11.8	89 9.3	954 100

$N=954$   $\chi^2=8.8508$   $df=16$   $p<.01$

**8. MAJOR REASONS OF UNEMPLOYMENT:**

As already indicated the successful employment of the mentally retarded is contingent upon several factors. According to this survey, there are 474 cases of unemployed who responded to question 7 "If you did not get any job, check the major reasons." There are 135 cases(28.5%) responding for a worsening condition in the client's health, 132 cases (27.9%) for the poor job-seeking skill, 31 cases (6.5%) for the incompetence of job skill, 21 cases (4.4%) for too low wages, 86 cases (18.1%) for attending vocational school or senior high school, and 61 cases (12.9%) in military service. More detailed data are presented in Table 9.

The major reasons of unemployment are significantly different among the IQ groups (N=474,  $\chi^2=143.29$ , df=24, p<.001). For example, of the IQ below 36 group, the major reason of unemployment is a worsening condition in the client's health (76%), but of the IQ over 83 group, the major reason is entering military service (67%) and further schooling (33%).

**TABLE 9**  
**MAJOR REASONS OF UNEMPLOYMENT FOR THE DIFFERENT IQ GROUPS**

IQ GROUPS	MAJOR REASONS OF UNEMPLOYMENT							Total
	(1)	(2)	(3)	(4)	(5)	(6)	Others.	
Below 36 (N)	2	19	3	1	0	0	0	25
(%)	8	76	12	4	0	0	0	
36-51 (N)	38	50	11	2	0	3	0	104
(%)	36.5	48.1	10.6	1.9	0	2.9	0	
52-67 (N)	51	38	5	6	36	28	2	166
(%)	30.7	22.8	3.0	3.6	21.6	16.8	1.2	
68-83 (N)	41	28	12	12	47	24	6	170
(%)	24.1	16.4	7	7	27.6	14.1	3.5	
Over 83 (N)	0	0	0	0	3	6	0	9
(%)	0	0	0	0	33	67	0	
TOTAL (N)	132	135	31	21	86	61	8	474 (100)
(%)	27.9	28.5	6.5	4.4	18.1	12.9	1.7	

N=474  $\chi^2=143.2941$  df=24 P<.01

Remark: (1): Poor job-seeking skills.

(2): Worsening condition in the client's health.

(3): Incompetence of job skill

(4): Too low wages.

(5): Further schooling

(6): In military service.



## 9. THE RETARDED PERSON'S RESPONSES TOWARDS THE JUNIOR HIGH SCHOOL PROGRAM.

Talking about the feeling towards the three-years junior high school program, 537 mentally retarded persons (43%) express much satisfaction to that period of life, 619 cases (50.4%) are slightly satisfied, and only 71 cases (5.8%) show a negative attitude to it. But, on the other hand, there are only 291 cases (23%) responding that three-year junior high school is very helpful to their job placement, 723 cases (58.9%) show slightly helpful, 204 cases (16.6%) show no help, and 9 cases (0.7%) even show that the program is harmful.

With regard to these negative responses, we need to make more effort to evaluate our special classes program in Taiwan, as well as in the other countries. Gruenhagen (1982) conducted a survey of the literature and indicated that in spite of all the special school programs for the mentally retarded students, few graduates are achieving successful employment.

Due to our special needs, some of the excellent vocational education programs that have been developed for educable mentally retarded students at the high school level must be adapted to include trainable mentally retarded students. According to an educational report by the Bureau of Taipei Municipal Government, the selected vocational education programs for the slow learner as well as for the retarded student of junior high school level are operating throughout the 19 junior high schools during 1983 school year. Some of the Specific Practical skill Training Programs that the mentally retarded students are participating in are as follows:

- |              |  |
|--------------|--|
| 1) Sewing    | 2) Cooking (Chinese style and western style) |
| 3) Baking    | 4) Typing (Chinese and English)              |
| 5) Carpentry | 6) Printing plant work                       |
| 7) Pottery   | 8) Electronic assembling                     |
| 9) Plumbing  | 10) Electric equipment repairing             |

The total budget for the whole training program is US\$ 92,500. There are 863 students who participated during one year period. Each week take 6-8 hours work.

## 10. EMPLOYER'S RESPONSES TOWARDS THE MENTALLY RETARDED EMPLOYEES.

Mrs. Lin a coordinator of this project, visited 56 employers to survey their attitude toward hiring the mentally retarded persons, and also to identify the positive and negative qualities of their mentally retarded employees. Some of the major findings are presented briefly as follows:

1) About 64 percent of the employers noted that the retarded employees were competent to do the work; Only 9 percent of the employers stated that the employees were incompetent to do the work assigned.

2) When talking about the employee's attitude towards the work, 18 emplo-

yers (32%) pointed out that retarded employees worked hard, only one employer (2%) stated the retarded employee was very lazy; 37 employers (66.0%) found the retarded employees worked well.

3) About 39 percent of the employers responded that the employed retarded never asked for leave of absence; 55 percent showed the retarded employer asked for leave of absence occasionally; only 2 percent stated the retarded employer asked for leave of absence regularly.

4) About 23 percent of the employers stated that the employed retarded persons interacted appropriately with their co-workers; 69 percent showed no particular opinion; and only 2 percent of the employers showed they were not interacting appropriately with co-workers while on the job.

5) About 32 percent of the employers hired the retarded person through the introduction of relatives or friends of the retarded; another 23 percent were introduced by their parents; 23 percent applied for the job themselves; only 2 percent got the help from schools or employment agencies.

Another survey interviewing the 211 employed retarded persons got quite similar result. There were only 3 percent of the employed retarded who had help from school teachers or employment agencies to get jobs; 40 percent of the employees were assisted in job finding by their relatives or friends; 25 percent depended on their own efforts; 22 percent were assisted by their parents to get a job.

### CONCLUSIONS AND SUGGESTIONS

This survey raises far more questions than it answers. Before a definitive answer can be made, some of the following defects must be remedied as much as possible. The author did not inquire as to the parents' attitude towards the employment of their retarded children. No attempt was made to inquire into the existing job market for the mentally retarded. There was no effort to investigate the ability of school or community agencies to offer meaningful services in terms of the vocational training and job placement for the mentally retarded. Furthermore, the subjects were limited to the 1,227 graduates of the special classes of the junior high schools.

Some of the meaningful conclusions from this survey are:

- 1) A considerable number of the retarded persons are employed in hundreds of jobs.
- 2) Some of the employed retarded persons are quite competent in their jobs and are making valuable contributions to the working society.
- 3) Their wages range from US\$ 90 to 500 per month with an average of US\$ 180, while the nation-wide average of wage of the production workers is about US\$ 200 per month.
- 4) Forty one percent of the employed retarded persons stay on the same job

without any change, and only three percent strongly dislike their jobs.

- 5) About one-fourth of this cases respond that the three-year special education program at junior high school is very helpful for their job placement, but there are only eight percent of the employed subjects who obtain help from their schools or employment agencies to get a job.

Some of the major issues and suggestions confronting vocational education and employment for the mentally retarded persons are stated as follows:

First, we must make further effort to develop the fields of employment for the mentally retarded persons. The results of this survey show that there are some increases in employment in terms of the rate and the type for the retarded persons. There are two definite trends toward the service jobs (such as food service) and the light factory works (such as electronic assembly work). Mostly the jobs are probably within the ability of the retarded workers.

Second, we must continue to expand the school and community integration of the mentally retarded persons. Some of the excellent vocational education programs that have been developed for MER child as well as for TMR children at the high school level, must be extended to include a greater number of employment opportunity. Vocational training must be directed toward these jobs as much as possible. In addition, the actual job requirement must be used to build a school curriculum for the retarded children. A similar type of sheltered training program, in which piece work of various kinds is sent to the special classes by local industries, will be found practical. Sometimes a group of the retarded persons will be trained as a team either to manage a restaurant or to clean an apartment house. On-the-job training has also been found to be the best means of entering retarded persons in employment.

Third, poor job-seeking skills and the worsening condition in client's health are two of the critical factors affecting the employment of the mentally retarded persons in this study. The job-seeking skills include knowing where and how to find job leads, how to make appointment, how to fill out an application form, and how to perform actual interview behaviors. Development of these skills would be one of the responsibilities of special education teachers as well as vocational counselors.

Fourth, we must emphasize interagency cooperation for delivering effective and beneficial programs to the mentally retarded persons. The agencies including schools, vocational rehabilitation facilities, business, and industry must work more closely in providing vocational education and employment for the mentally retarded. They may take part in some joint advisory committee at local level to use mass communication to promote placement and to encourage employers to hire the retarded persons. It is also necessary to offer continuing services after the retarded persons are placed in employment.

Finally, there is a special need in the Asian countries for more legislation as well as more funding to carry out and expand the programs and services of

vocational education for the retarded persons. The emphasis must be given to appropriately influencing and shaping Central and local agency policy decisions and funding levels. What will be accomplished depends heavily on the professional personnel as well as political expertise in serving the retarded persons.

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## 台灣地區國中益智班畢業生就業狀況研究

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本研究旨在探討，近十年來臺灣地區國民中學益智班畢業生的就業狀況，包括其就業率、就業種類、平均薪金、服務年資、改換工作次數、失業原因，以及顧主的反應等等。同時，進一步分析受試者的智力、年齡，以及性別等因素與就業後的薪金、職業種類以及工作年資等因素的關係。最後就加強亞洲地區智能不足者的就業輔導工作提出建議。

調查樣本為臺灣地區47所國中益智班的畢業生（智能不足學生）。根據初步調查，自民國六十二年六月（第一屆畢業）至七十一年六月，臺灣地區國中益智班有2670人畢業生。七十一年十二月，經初步與各國中益智班負責老師連繫並查詢歷屆學生資料後，僅得悉2250人畢業生的名單及通訊處。於七十二年中即以一樣本為調查對象，個別寄發一份「國中畢業生就業狀況調查表」（避免使用智能不足學生或益智班等字樣）。一個月後，僅收回557份填妥的調查表，故再度請托各校有關老師親自打電話或做家庭訪問催繳，結果陸續收回670份調查表。兩項合計始有1227人受試寄回調查表，其回收率僅為55%，但已屬難能可貴。在1227人受試中，男589人（48%），女638人；其平均智商為63（自35至85），平均年齡為19歲，（自16歲至29歲）。另外由林貴美女士親自訪問56位顧主及211位益智班畢業生，了解就業上的實際問題。

調查表共含十個簡易問題，其中八題選答題，兩題填充題，用詞力求簡明。查詢資料包括上述所提就業資料。受試的智商，年齡，性別，以及畢業年代等基本資料則直接抄自各校的學生資料記錄表。調查所得結果如下：

1. 就業者有753人（佔61%）；曾經就業而受調查時未就業者有245人（20%）；畢業後一直未就業者229人（19%）。就業者中有45%表示很喜歡其工作，只有3%表示很討厭。
2. 所從事的工作種類計有85種，以非技術性或半技術性工作為主。其中以電子裝配工最多（131人），再依序為汽車修護工34人，店員33人，自營小生意30人，縫衣工29人，餐廳服務生28人，印刷工27人，工友24人，木工22人，業務員21人，製鞋工21人，及廚師15人等。
3. 每月平均薪金折合美金為178，（範圍為90~500美元）。其中以計程車司機的收入最高，按月約為375美元，鋁窗裝配工約282美元，車掌約277美元，廚師約242美元等。
4. 就工作年資來說，未滿一年佔40%，二年者佔27%，三年者佔15%，三年以上佔18%。工作年資愈多，其薪金也愈高。
5. 就智商、性別、與薪金等關係來說，智商愈高，其平均薪金也愈高，如智商35以下組只有88美元，但智商68~83一組則為191美元；男生之薪金顯然比女生高。
6. 就改換工作次數來說，41%的就業者未曾改換工作，改換一次佔23%，改換二次佔15%，改換三次佔12%，改換四次或以上者佔9%。改換工作次數的多寡與智商高低有關。
7. 未就業者的主因計有身體健康不佳（佔28.5%），工作不好找或不知如何找（27.9%），工作無法勝任（6.5%），薪金太低不想工作（4.4%），升學（18.1%），服兵役（12.9%）。不同智商組別的未就業主因有異，如智商36以下組係以身體健康不佳佔最多（76%），68~83組則以升學為多（28%）。
8. 約64%的顧主（56人）認為受顧者（益智班畢業生）能勝任其工作，只有9%認為難於勝任；32%的顧主認為受顧者很勤快，66%表示尚可。
9. 約有55%的顧主經由受顧者的家人或親友之推介而顧用智能不足者，只有2%是經由學校之推介，23%是受顧者自行看報應徵。由此可知，國中益智班之就業輔導有待加強。
10. 只有23%的受試認為國中教育對於他們的就業非常有幫助，16.6%認為無幫助。

本篇論文曾在第六屆亞洲智能不足教育聯盟大會第三次大會上宣讀。該大會於1983年11月7日~11日在印尼首府雅加達舉行。本篇論文的完成，曾蒙林貴美女士、何榮桂先生以及47所國中益智班老師之協助，一併致謝。