



RESEARCH PAPER

Proposed Economic Empowerment Plan based on Needs Identified by the Teachers and Parents of Adults with Intellectual Disabilities Studying in Punjab Province

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ABSTRACT

People with disabilities experience multiple forms of discrimination and, as a result, are less likely to access productive and decent work than people without disabilities. They are more likely to work for low wages, informally and precariously. Multiple intersecting factors restrict the economic empowerment of people with disabilities, including inadequate laws and policies, discriminatory social norms, and unequal access to resources, information, and networks. This study was conducted to explore the economic empowerment needs and opportunities for individuals with IDD to enable them for independently living. A convenient sampling technique was applied for data collection, and data was obtained from 200 special education teachers and 100 parents of IDD children from different cities of Punjab. Two survey questionnaires were developed on the Likert-five-point scale for parents and teachers. Data were analyzed through descriptive statistical tools in SPSS. This study revealed that no schools practically are involved in any community-based rehabilitation initiatives. These young people have difficulty obtaining jobs in the area since it is unfavorable to them. These young people are not receiving any assistance from their environment in becoming financially independent. They need strong policies and strategies for their independent living and economic empowerment from the government.

KEYWORDS Economic Empowerment, Independent Living, Intellectual and Developmental Disabilities

Introduction

People with intellectual disabilities have been separated from the general population for decades, if not centuries. The informal social and financial support from family members often exceeds the help provided by a state's official social policy by a significant margin (Foley, Dyke, Girdler, Bourke, & Leonard, 2012; Hughes, 2001). This informal form of assistance has a more powerful positive impact on its recipients than legal services, as it increases their happiness, decreases their feelings of isolation and anxiety, decreases their fear of disability and death, increases their longevity, and reduces the likelihood that they will be institutionalized (Devine & Dattilo, 2000). The ability to make and carry out one's own decisions and manage one's daily activities is frequently referred to as "independent living" (IL). Regarding the notion of independence, it makes no difference who acts; what matters is the individual's will and ultimate decision to engage in the behavior (Ioanna, 2020). Empowerment has become extremely important in national policy and has been greatly accepted by government institutions and civil society organizations (Hughes, 2001). Empowerment programs vary between societies, but their general definition refers to the individual's ability to be active; it seeks to give individuals rights, and it provides organizations with the necessary skills to accept human diversity (Al-Zoubii & Rahman, 2017). Empowerment aims to give individuals with disabilities the potential and abilities to be productive members of society (Thompson, Bradley, Buntinx, Shogren, & Snell,

2009). Empowerment aims to expand the potential of individuals with ID to actively participate in the various institutions of society (Ioanna, 2020). Assignment contributes to the self-esteem and self-confidence of individuals with ID. Empowerment seeks personal development and improves social, economic, and political conditions (Ozbek, Girli, & Ozturk, 2017). Empowerment is vital for individuals with IDD to take a role in society by having access to their rights and opportunities to discover themselves (Traina, Mannion, & Leader, 2022).

People with disabilities experience multiple forms of discrimination and are less likely to access productive and decent work than people without disabilities (Foley, Dyke, Girdler, Bourke, & Leonard, 2012). They are more likely to work for low wages, informally and precariously (Al-Zoubii & Rahman, 2017). Multiple intersecting factors restrict the economic empowerment of people with disabilities, including inadequate laws and policies, discriminatory social norms, and unequal access to resources, information, and networks (Nye-Lengerman, Narby, & Pettingell, 2017). Economic empowerment is about ensuring people with disabilities can achieve income security, advance economically and have the power and autonomy to make financial decisions within and outside the home (Traina, Mannion, & Leader, 2022).¹ There are multiple pathways to economic empowerment, particularly given the diversity of people with disabilities and the different forms of barriers and discrimination they experience.² Access to decent work (either through waged employment or self-employment), social protection, and financial inclusion all play a crucial role. The challenge is to identify the most effective steps to achieve these multiple routes to economic empowerment for all people with disabilities in each context (Yıldız & Cavkaytar, 2020). This will mean governments, the private sector, civil society, and people with disabilities working in partnership to put in place practical and progressive measures that ensure that people with disabilities experience and achieve the same rights, economic opportunities, and choices as people without disabilities (ilgenkamp, Wijck, & Evenhuis, 2011; Foley, Dyke, Girdler, Bourke, & Leonard, 2012).

Global data show that the employment rate for women with disabilities is considerably lower than for women without disabilities (20% versus 30%), and there is a similar gap in the rate for men (53% versus 65%) (Pilnick, Clegg, Murphy, & Almack, 2011; Dimitriadou, Pavlidou, & Kartasidou, 2016). Economic growth is unlikely to close the employment gap between people with disabilities, as evidenced by low employment rates among people with disabilities in high-income countries. When people with disabilities work, they are more likely to work informally or be self-employed than those without disabilities (Danforth, 2021). This means they may not be counted in national statistics or covered by contributory social protection, labour legislation, and protective measures (Ozbek, Girli, & Ozturk, 2017). They are more likely to be in insecure employment, less likely to be paid fairly, and more likely to experience exploitative conditions. Despite increasing recognition of the importance of social protection, coverage remains low, and in most low- and middle-income countries, only a small number of people with disabilities receive a disability benefit (Ru, 2015). Data is limited on people with disabilities access to mainstream social protection benefits. However, studies suggest that despite higher poverty levels, people with disabilities often have lower access to mainstream schemes (Devine & Dattilo, 2000; Pilnick, Clegg, Murphy, & Almack, 2011). When people with disabilities do receive social protection, transfers are often inadequate and do not support their economic independence. The obstacles to economic empowerment that people with disabilities experience can vary depending on the nature of an individual's impairment, their gender, socioeconomic status, and the context in which they live (Nye-Lengerman, Narby, & Pettingell, 2017). Due to increased levels of discrimination, people with psychosocial or intellectual disabilities are often more likely to be excluded from work than those with other impairments (ilgenkamp, Wijck, & Evenhuis, 2011).

Material and Methods

Quantitative research was designed to get the answers of research questions. The population was teachers and parents of students with intellectual disabilities studying in public and private Special Education Schools of Punjab. A convenient sampling method was used, and a sample size of 200 teachers and 100 parents was selected. Data were obtained with the help of closed-ended Likert 5-point scale. The questionnaires were divided in to 5 major sub scales.

Table 1
Reliability of subscales at Cronbach alpha

Sr. No.	Subscales	No. of items	Alpha
1	Vocational Skill Development	7	.784
2	Social Empowerment	7	.874
3	Economic Empowerment	7	.904
4	Formal Sector Employment	6	.866
5	Self-Directed Employer	5	.770

Once the data was collected, it was entered into SPSS software, and descriptive statistical tools were applied to get the results.

Results and Discussion

Table 2
First Statement of Vocational Skill Development

Statement	Group	SDA	DA	UN	A	SA	Total	χ^2	P	
All teachers are teaching technical skills to students with formal education.	Parents	f	5	11	33	40	11	100	1.986	0.738
		%	5	11	33	40	11	100		
	Teachers	f	11	27	57	73	31	200		
		%	.5	25.2	28.5	36.5	15.6	100		

Table 2 shows that 51% of parents agreed and strongly agreed as well as 17% of parents are disagreed and strongly disagreed. While 52.1% of teachers agreed and strongly agreed as well as 25.7% of teachers disagreed and strongly disagreed with the first question. The calculated value of Chi-square ($\chi^2=1.986<9.49$) and weight of p ($p=0.738>0.05$) show that the results are not significant. The data suggests that parents and teachers are not associated with each other. Therefore, parents and teachers agree that all teachers teach technical skills to adults with formal education.

Table 3
Providing Independent Living Skills

Statement	Group	SDA	DA	UN	A	SA	Total	χ^2	P	
Schools are providing independent living skills to children to enhance their moral.	Parents	f	2	8	16	41	33	100	20.526	0.000
		%	2	8	16	41	33	100		
	Teachers	f	10	28	57	77	27	200		
		%	5	14	28.5	38.5	13.5	100		

Table 3 shows that 74% of parents agreed and strongly agreed as well as only 10% of parents disagreed and strongly disagreed. While 52% of teachers are agreed and strongly agreed as well as only 19% of teachers disagreed and strongly disagreed. The calculated value of Chi-square ($\chi^2=20.526>9.49$) and the value of p ($p=0.000<0.05$) show that the results are significant. Therefore, parents and teachers agree that schools provide independent living skills to adults to enhance their morals.

Table 4
Teachers' effort to improve communication skills

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Teachers are trying to improve communication skills so that they may communicate easily.	Parents	f	5	14	16	37	28	100	6.607	0.158
		%	5	14	16	37	28	100		
	Teachers	f	11	40	49	61	39	200		
		%	5.5	20	24.5	30.5	19.5	100		

Table 4 shows that 65% of parents agreed and strongly agreed as well as only 19% parents are disagreed and strongly disagreed. While 50% of teachers agreed and strongly agreed as well as only 25.5% teachers disagreed and strongly disagreed. The calculated value of Chi-square ($\chi^2=6.607<9.49$) and the value of p ($p=0.158>0.05$) show that the results are not significant. Therefore, parents and teachers agree that teachers are trying to improve communication skills so that adults can communicate easily.

Table 5
Vocational training like stitching

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Vocational training department is giving services like stitching skills	Parents	f	9	14	29	36	12	100	3.340	0.503
		%	9	14	29	36	12	100		
	Teachers	f	19	41	54	56	30	200		
		%	9.5	20.5	27	28	15	100		

Table 5 shows that 48% of parents agreed and strongly agreed as well as only 23% of parents disagreed and strongly disagreed. While 43% of teachers agreed and strongly agreed as well as only 30% of teachers disagreed and strongly disagreed. The calculated value of Chi-square ($\chi^2=3.340<9.49$) and the value of p ($p=0.503>0.05$) show that the results are not significant. Therefore, parents and teachers agreed that the vocational training department provides services like stitching skills.

Table 6
Teachers are cooperative and lenient

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Teachers are cooperative and lenient with children.	Parents	f	9	20	27	30	14	100	.667	0.955
		%	9	20	27	30	14	100		
	Teachers	f	13	38	55	62	31	200		
		%	6.5	17	27.5	31	15.5	100		

Table 6 shows that 44% of parents agreed and strongly agreed as well as only 29% parents are disagreed and strongly disagreed. While 46.5% of teachers agreed and strongly agreed as well as only 23.5% of teachers disagreed and strongly disagreed. The calculated value of Chi-square ($\chi^2=.667<9.49$) and the value of p ($p=0.955>0.05$) show that the results are not significant. Therefore, parents and teachers are agreed that teachers are cooperative and lenient with adults so that they may live economically independently.

Table 7
Providing skill based education

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
School is providing skill base education so that your children may become financially independent.	Parents	f	11	24	33	21	11	100	6.826	0.145
		%	11	24	33	21	11	100		
	Teachers	f	41	57	54	28	20	200		
		%	20.5	27.5	27	14	10	100		

Table 7 shows that 32% parents agreed and strongly agreed as well as only 35% parents are disagreed and strongly disagreed. While, 24% teachers agreed and strongly agreed as well as only 48% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=6.826<9.49$) and value of p ($p=0.145>0.05$) are showing that the results are no significant. Therefore, parents and teachers have disagreed. It means school is not providing skill base education so that adults may become financially independent.

Table 8
Become confident by learning practical skills

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
These children become confident by learning practical skills in this school.	Parents	F	11	33	26	21	9	100	3.582	0.465
		%	11	33	26	21	9	100		
	Teachers	F	30	57	65	30	18	200		
		%	15	27.5	32.5	15	9	100		

Table 8 is showing that 30% parents are agreed and strongly agreed as well as only 44% parents are disagreed and strongly disagreed. While, 24% teachers are agreed and strongly agreed as well as only 42.5% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=3.582<9.49$) and value of p ($p=0.465>0.05$) are showing that results are no significant. Therefore, parents and teachers are disagreed. It means these adults don't become confident by learning practical skills in this school.

Social Empowerment

Table 9
Making effort for removing social barriers

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Schools are making efforts for removal of social barriers.	Parents	F	21	29	27	14	9	100	4.573	0.334
		%	21	29	27	14	9	100		
	Teachers	F	30	60	46	46	18	200		
		%	15	30	23	23	9	100		

Table 9 is showing that 23% parents are agreed and strongly agreed as well as only 50% parents are disagreed and strongly disagreed. While, 32% teachers are agreed and strongly agreed as well as only 45% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=4.573<9.49$) and value of p ($p=0.334>0.05$) are showing that results are no significant. Therefore, parents and teachers are disagreed. It means Schools are making efforts for removal of social barriers.

Table 10
Celebrations of social empowerment

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Celebrations of these schools enhance social empowerment.	Parents	F	18	39	22	16	5	100	1.725	0.786
		%	18	39	22	16	5	100		
	Teachers	F	39	65	53	30	13	200		
		%	19.5	32.5	26.5	15	12.5	100		

Table 10 is showing that 21% parents are agreed and strongly agreed as well as 57% parents are disagreed and strongly disagreed. While 27.5% teachers are agreed and strongly agreed as well as only 52% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=1.725<9.49$) and value of p ($p=0.786>0.05$) are showing that results are no significant. Therefore, parents and teachers are disagreed. It means celebrations of these schools do not enhance social empowerment.

Table 11
Community based rehabilitation program

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
	Parents	F	26	33	17	16	8	100		

Schools participate in community-based rehabilitation programs.		%	26	33	17	16	8	100	4.637	0.327
	Teachers	F	38	59	54	33	16	200		
		%	18	29.5	27	16.5	8	100		

Table 11 is showing that 22% parents are agreed and strongly agreed as well as 59% parents are disagreed and strongly disagreed. While, 24.5% teachers are agreed and strongly agreed as well as only 47.5% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=4.637<9.49$) and value of p ($p=0.327>0.05$) are showing that results are no significant. Therefore, parents and teachers are disagreed. It means schools do not participate in community-based rehabilitation programs.

Table 12
Supporting environment

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
People in surrounding support these children so that they may find job.	Parents	F	22	32	17	17	12	100	1.577	0.813
		%	22	32	17	17	12	100		
	Teachers	F	39	69	43	30	19	200		
		%	19.5	34.5	21.5	15	9.5	100		

Table 12 is showing that 27% parents are agreed and strongly agreed as well as 54% parents are disagreed and strongly disagreed. While, 24.5% teachers are agreed and strongly agreed as well as 54% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=1.577<9.49$) and value of p ($p=0.813>0.05$) are showing that results are no significant. It is showing that parents and teachers are disagreed. It means people in surrounding don't support these adults so that they may find job.

Table 13
Helping society

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Society is helping these children so that they may become independent economically.	Parents	F	25	32	24	14	5	100	2.275	0.685
		%	25	32	24	14	5	100		
	Teachers	F	51	58	59	19	13	200		
		%	25.5	29	29.5	9.5	6.5	100		

Table 13 is showing that 19% parents are agreed and strongly agreed as well as 57% parents are disagreed and strongly disagreed. While, 15% teachers are agreed and strongly agreed as well as 64% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=2.75<9.49$) and value of p ($p=0.685>0.05$) are showing that results are no significant. It is showing that parents and teachers are disagreed. It means society is not helping these adults so that they may become independent economically.

Table 14
Role model peers

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Peers of these children are playing role so that these children may become independent.	Parents	F	22	43	13	15	7	100	6.525	0.163
		%	22	43	13	15	7	100		
	Teachers	F	35	77	49	31	8	200		
		%	17.5	38.5	24.5	15.5	4	100		

Table 14 is showing that 22% parents are agreed and strongly agreed, and 65% parents are disagreed and strongly disagreed. While, 19.5% teachers are agreed and strongly agreed as well as 56% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=6.525<9.49$) and value of p ($p=0.163>0.05$) are showing that results are no significant. It is showing that parents and teachers are disagreed. It means peers of these adults are not playing role so that these children may become independent.

Table 15
Helping relatives

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Relatives are helping you and your child so that he /she become independent.	Parents	F	36	29	14	16	5	100	11.082	0.026
		%	36	29	14	16	5	100		
	Teachers	F	54	73	35	15	23	200		
		%	27	36.5	17.5	7.5	11.5	100		

Table 15 is showing that 21% parents are agreed and strongly agreed and 65% parents are disagreed and strongly disagreed. While, 19% teachers are agreed and strongly agreed and 63.5% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=11.082>9.49$) and value of p ($p=0.026<0.05$) are showing that results are significant. It is showing that parents and teachers are disagreed. It means relatives are not helping parents and their adult so that he /she become independent.

Economic Empowerment

Table 16
Initiatives by parents

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Parents can take some initiatives for your child so that he / she may become independent economically.	Parents	F	24	44	14	11	7	100	3.773	0.438
		%	24	44	14	16	7	100		
	Teachers	F	51	71	36	18	24	200		
		%	25.5	35.5	18	9	12	100		

Table 16 is showing that 23% parents are agreed and strongly agreed and 58% parents are disagreed and strongly disagreed. While, 21% teachers are agreed and strongly agreed and 61% teachers are disagreed and strongly disagreed. Calculated value of Chi-square ($\chi^2=3.773<9.49$) and value of p ($p=0.438>0.05$) are showing that results are not significant. It is showing that parents and teachers are disagreed. It means parents cannot take some initiatives for their adult so that he / she may become independent economically.

Table 17
Government Plan

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Government has given any plan so that you child may become economically independent.	Parents	F	30	32	15	14	9	100	7.314	0.120
		%	30	32	15	14	9	100		
	Teachers	F	51	54	53	18	24	200		
		%	25.5	27	26.5	9	12	100		

Table 17 is showing that 62% parents are disagreed and strongly agreed, and 26% parents are agreed and strongly agreed. While, 52.5% teachers are disagreed and strongly disagreed and 21% teachers are agreed and strongly agreed with this question. Calculated value of Chi-square ($\chi^2=7.314<9.49$) and value of p ($p=0.120>0.05$) are showing that results are not significant. It is showing that parents and teachers are disagreed. It means government has not given any plan so that your adult may become economically independent.

Table 18
Loan Schemes

Statement	Group		SDA	DA	UN	A	SA	Total	χ^2	P
Govt. has started loan schemes for these children	Parents	F	25	31	20	16	8	100	8.679	0.070
		%	25	31	20	16	8	100		
	Teachers	F	29	52	52	43	24	200		
		%	14.5	27	26.5	9	12	100		

Table 18 is showing that 56% parents are disagreed and strongly agreed and 24% parents are agreed and strongly agreed. While, 41.5% teachers are disagreed and strongly disagreed and 21% teachers are agreed and strongly agreed. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=8.679<9.49$) and value of p ($p=0.070>0.05$) are showing that results are not significant. It is showing that parents and teachers are disagreed. It means govt. has not started loan schemes for these adults.

Table 19
Micro- finance institutions

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Micro-finance institutions like Akhuwat have offered loans schemes for these children.	Parents	F	26	40	17	13	4	100	24.330	0.000
		%	26	40	17	13	4	100		
	Teachers	F	32	43	60	37	28	200		
		%	16	21.5	30	18.5	14	100		

Table 19 is showing that 66% parents are disagreed and strongly agreed and only 17% parents are agreed and strongly agreed. While, 37.5% teachers are disagreed and strongly disagreed and 32.5% teachers are agreed and strongly agreed while 30% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=24.330>9.49$) and value of p ($p=0.000<0.05$) are showing that results are significant. It is showing that parents and teachers are disagreed. It means micro-finance institutions like Akhuwat have not offered loans schemes for these adults.

Table 20
Family pension

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Parents are getting family pension for development of your child	Parents	F	32	37	11	13	7	100	17.200	0.002
		%	32	37	11	13	7	100		
	Teachers	F	39	51	49	43	18	200		
		%	16	21.5	24.5	18.5	14	100		

Table 20 is showing that 69% parents are disagreed and strongly agreed and only 20% parents are agreed and strongly agreed. While, 32.5% teachers are disagreed and strongly disagreed and 37.5% teachers are agreed and strongly agreed while 24% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=17.200>9.49$) and value of p ($p=0.002<0.05$) are showing that results are significant. It is showing that parents and teachers are disagreed. It means parents are not getting family pension for development of their adult.

Table 21
Financial support from Pakistan Bait-ul-Mal

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Pakistan Bait-ul-Mal is giving you funds monthly as financial support.	Parents	F	37	30	11	14	8	100	14.260	0.007
		%	37	30	11	14	8	100		
	Teachers	F	45	46	42	38	29	200		
		%	16	21.5	24.5	18.5	14	100		

Table 21 is showing that 67% parents are disagreed and strongly agreed and only 22% parents are agreed and strongly agreed. While, 32.5% teachers are disagreed and strongly disagreed and 37.5% teachers are agreed and strongly agreed while 24.5% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=14.260>9.49$) and value of p ($p=0.002<0.07$)

are showing that results are significant. It is showing that parents and teachers are disagreed. It means Pakistan Bait-ul-Mal is not giving you funds monthly as financial support.

Table 22
Benefits of CNIC for special children

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Parents are getting benefits from Special CNIC for special children.	Parents	F	36	29	14	16	5	100	11.082	0.026
		%	36	29	14	16	5	100		
	Teachers	F	54	73	35	15	23	200		
		%	27	36.5	17.5	7.5	11.5	100		

Table 22 is showing that 65% parents are disagreed and strongly agreed and only 21% parents are agreed and strongly agreed. While, 63.5% teachers are disagreed and strongly disagreed and 19% teachers are agreed and strongly agreed while 17.5% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=11.082>9.49$) and value of p ($p=0.026<0.05$) are showing that results are significant. It is showing that parents and teachers are disagreed. It means parents are getting benefits from Special CNIC for special adults.

Formal Sector Employment

Table 23
Opportunity in locating jobs

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Schools are providing an opportunity in locating jobs and employment.	Parents	F	24	44	14	11	7	100	3.773	0.438
		%	24	44	14	11	7	100		
	Teachers	F	49	71	38	18	24	200		
		%	24.5	36	19	9	12	100		

Table 23 is showing that 68% parents are disagreed and strongly agreed and only 19% parents are agreed and strongly agreed. While, 60.5% teachers are disagreed and strongly disagreed and 21% teachers are agreed and strongly agreed while 18% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=3.773<9.49$) and value of p ($p=0.438>0.05$) are showing that results are not significant. It is showing that parents and teachers are disagreed. It means schools are not providing an opportunity in locating jobs and employment to their adults.

Table 24
Govt. job opportunities

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Government is providing job opportunities / earning platforms to these children.	Parents	F	30	32	15	14	9	100	3.314	0.120
		%	30	32	15	14	9	100		
	Teachers	F	51	54	53	18	24	200		
		%	25.5	36	26.5	9	12	100		

Table 24 is showing that 62% parents are disagreed and strongly agreed and only 22% parents are agreed and strongly agreed. While, 61.5% teachers are disagreed and strongly disagreed and 21% teachers are agreed and strongly agreed while 26.5% are

neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=3.314<9.49$) and value of p ($p=0.120>0.05$) are showing that results are not significant. The data suggests that parents and teachers are not associated with each other. There is no association between parents & teachers. It is showing that parents and teachers are disagreed. It means government is not providing job opportunities / earning platforms to these adults.

Table 25
Role of govt. for their independent living

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Govt. is playing role so that these children may become independent at post school level.	Parents	F	25	31	20	16	8	100	8.679	0.070
		%	25	31	20	16	8	100		
	Teacher	F	29	52	52	43	24	200		
		%	14.5	26	26	21.5	12	100		

Table 25 is showing that 56% parents are disagreed and strongly agreed and only 24% parents are agreed and strongly agreed. While, 40.5% teachers are disagreed and strongly disagreed and 33.5% teachers are agreed and strongly agreed while 26% are neutral with this question. Calculated value of Chi-square ($\chi^2=8.679<9.49$) and value of p ($p=0.070>0.05$) are showing that results are not significant. There is no association between parents & teachers. It is showing that parents and teachers are disagreed. It means the government is not providing these adults with job opportunities / earning platforms.

Table 26
Free of cost job application opportunities at PPSC

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
These children may apply in PPSC test without fee.	Parents	F	26	17	11	13	4	100	24.330	0.000
		%	26	17	11	13	4	100		
	Teacher	F	32	43	60	37	28	200		
		%	16	21.5	30	18.5	14	100		

Table 26 is showing that 43% parents are disagreed and strongly agreed and only 17% parents are agreed and strongly agreed. While, 37.5% teachers are disagreed and strongly disagreed and 32.5% teachers are agreed and strongly agreed while 30% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=24.330>9.49$) and value of p ($p=0.000<0.05$) are showing that results are significant. There is association between parents & teachers. It is showing that parents and teachers are disagreed. It means these adults may not apply in PPSC test without fee.

Table 27
Free of cost job application opportunities at NTS

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
These children may apply for test in NTS free of cost.	Parents	F	32	37	11	13	7	100	17.200	0.002
		%	32	37	11	13	7	100		
	Teachers	F	39	51	49	43	18	200		
		%	19.5	25.5	24.5	21.5	9	100		

Table 27 is showing that 39% parents are disagreed and strongly agreed and only 20% parents are agreed and strongly agreed. While, 45% teachers are disagreed and strongly disagreed and 30.5% teachers are agreed and strongly agreed while 24.5% are neutral with this question. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=17.200>9.49$) and value of p ($p=0.002<0.05$) are showing that results are significant. There is association between parents & teachers. It is showing that parents and teachers are disagreed. It means these adults may not apply for test in NTS free of cost.

Table 28
Job offers from factories

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Factories are offering labour jobs to these children.	Parents	F	37	30	11	14	8	100	14.206	0.007
		%	37	30	11	14	8	100		
	Teachers	F	45	46	42	38	29	200		
		%	22.5	23	21	19	14.5	100		

Table 28 is showing that 67% parents are disagreed and strongly agreed and only 22% parents are agreed and strongly agreed. While, 45.5% teachers are disagreed and strongly disagreed and 33.5% teachers are agreed and strongly agreed while 21% are neutral with this question with 6th statement of Formal Sector Employment. It is showing that parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=14.206>9.49$) and value of p ($p=0.007<0.05$) are showing that results are significant. There is association between parents & teachers. It is showing that parents and teachers are disagreed. It means factories are not offering labour jobs to these adults.

Self-directed Employment

Table 29
Self-paid employment

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Govt. has provided self-paid employment to these adults.	Parents	F	28	37	19	13	3	100	.888	0.926
		%	28	37	19	13	3	100		
	Teachers	F	62	72	33	24	9	200		
		%	31	36	16.5	12	4.5	100		

Table 29 is showing that 65% parents are disagreed and strongly agreed and only 16% parents are agreed and strongly agreed. While, 67% teachers are disagreed and strongly disagreed and only 16.5% teachers are agreed and strongly agreed while 16.5% are neutral with this question. It is showing that most of parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=.888<9.49$) and value of p ($p=0.926>0.05$) are showing that results are not significant. There is no association between data parents & data teachers. It is showing that parents and teachers are disagreed. It means govt. has not provided self-paid employment to these adults.

Table 30
Risk for own business

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Setting up own business is scary and uncertain for these adults.	Parents	F	29	36	14	12	9	100	3.426	0.489
		%	29	36	14	12	9	100		
	Teachers	F	50	87	25	28	10	200		
		%	25	43.5	12.5	14	5	100		

Table 30 is showing that 65% parents are disagreed and strongly agreed and only 21% parents are agreed and strongly agreed. While, 69.5% teachers are disagreed and strongly disagreed and only 19% teachers are agreed and strongly agreed while 12.5% are neutral with this statement. It is showing that most of parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=3.426<9.49$) and value of p ($p=0.489>0.05$) are showing that results are not significant. There is no association between data parents & data teachers. It is showing that parents and teachers are disagreed. It means setting up own business is not scary and uncertain for these adults.

Table 31
Parental support for starting own business

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Parents are able to support their	Parents	F	38	31	12	10	9	100	.964	0.915
		%	38	31	12	10	9	100		

children in starting their own business.	Teachers	F	67	67	25	25	16	200		
		%	33.5	33.5	12.5	12.5	8	100		

Table 31 is showing that 69% parents are disagreed and strongly agreed and only 19% parents are agreed and strongly agreed. While, 67% teachers are disagreed and strongly disagreed and only 20.5% teachers are agreed and strongly agreed while 12.5% are neutral with this question with this question of Self-directed Employment. Calculated value of Chi-square ($\chi^2=.964<9.49$) and value of p ($p=0.915>0.05$) are showing that results are not significant. There is no association between data parents & data teachers. It is showing that parents and teachers are disagreed. It means most of parents are not able to support their adults in starting their own business.

Table 32
Govt. support to start own business

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Government is giving financial support in start of business or source of income.	Parents	F	26	40	16	9	9	100	6.128	0.190
		%	26	40	16	9	9	100		
	Teachers	F	60	79	19	31	11	200		
		%	30	39.5	9.5	15.5	5.5	100		

Table 32 is showing that 66% parents are disagreed and strongly agreed and only 18% parents are agreed and strongly agreed. While, 69.5% teachers are disagreed and strongly disagreed and only 21% teachers are agreed and strongly agreed while 9.5% are neutral with this question with this question of Self-directed Employment. It is showing that most of parents and teachers are rejecting this statement. Calculated value of Chi-square ($\chi^2=6.128<9.49$) and value of p ($p=0.190>0.05$) are showing that results are not significant. There is no association between data parents & data teachers. It is showing that parents and teachers are disagreed. It means government is not giving financial support in start of business or source of income.

Table 33
Help from Ahsas Rozgar

Statement	Group		SDA	DA	N	A	SA	Total	χ^2	P
Government is financially helping these children by Ahsas Rozgar Scheme so that these children may become independent economically	Parents	F	5	14	16	37	28	100	6.607	0.158
		%	5	14	16	37	28	100		
	Teachers	F	11	40	49	61	39	200		
		%	5.5	20	24.5	30.5	19.5	100		

Table 33 is showing that 19% parents are disagreed and strongly agreed and 65% parents are agreed and strongly agreed. While, 25.5% teachers disagreed and strongly disagreed and 50% agreed and strongly agreed while 24.5% are neutral with this question of Self-directed Employment. It is showing that most of parents and teachers are accepting this statement. Calculated value of Chi-square ($\chi^2=6.607<9.49$) and value of p ($p=0.158>0.05$) show that results are not significant. There is no association between data parents & data teachers. It is showing that parents and teachers are

The purpose of this study was to identify economic empowerment needs and opportunities for adults who suffer from intellectual disabilities. This research gathered the opinions of both teachers and parents about the economic opportunities available to children who have an intellectual disability and their families. When we finished sending out the two questionnaires for this research, we felt comfortable saying it was finished.

Every one of our participants has prior experience working in technical education and has the necessary skills to instruct our pupils. Several institutions now offer classes titled "independent living skills" with the goal of better preparing pupils for maturity and life on their own. Teachers aim to develop their students' communication skills to make it easier for them to feel at ease while expressing themselves in front of an audience. Both the parents and the instructors believe that services like sewing, and weaving should be included in the curriculum for vocational education. Both parents and educators believe that instructors need to support and encourage their children as they strive toward achieving economic independence. Because intellectually challenged children are not provided with an education that focuses on developing their talents, it will be difficult for them to be able to support themselves financially.

Schools for the handicapped focus on eliminating stigmas that are prevalent in society. These attempts, however, fall short of setting the framework for a strategy that would allow children and young adults with intellectual impairments to participate economically in society. It has been shown in the study conducted by Yıldız & Cavkaytar (2020) that adults who suffer from intellectual disabilities struggle with independent living skills as well as performing well in the workplace. The fundamental cause of these issues was a lack of knowledge and skills; consequently, they required autonomous life education, which should be provided by an authority figure within the context of a program that is both methodical and comprehensive. Similar research has found that adults with intellectual and developmental disabilities (IDD) have difficulty demonstrating independent living skills after they leave school (Danforth, 2021), that post-secondary education that is aimed at enhancing independent living skills of IDs is insufficient due to a lack of effective programs (Foley, Dyke, Girdler, Bourke, & Leonard, 2012), and that existing programs should be administered by special education experts (Ioanna, 2020).

Conclusion

This study concluded Parents cannot take proper initiatives for their children because they are facing economic challenges. Moreover, Government has not given any plan for the children with intellectual disabilities that they may become live economically independent. Similarly, Parents and teachers are disagreed regarding government efforts for children with intellectual disabilities. It means govt. has not started loan schemes for these children. Micro-finance institutions like Akhuwat have not offered loans schemes for these children. Parents are not getting family pension for development of their children. Government doesn't allocate specific budget for this purpose.

There is a dire need that Govt. must provide employment opportunities to these adults for setting up their own business and live a happy and independent life because most of the parents are unable to support their children in starting their own business.

Recommendations

As recommendations we have proposed following economic empowerment plan:

Proposed Economic Empowerment Plan

Social Empowerment

Educational Access

Equal Opportunities

Right Based Approach

Community Involvement

Economic Empowerment

- Equal Job Opportunities
- Access to Skill Development
- Equal Job Opportunities
- Equal Job Status
- Facilities. Job status should not be less.
- Fringe Benefits: after job

Politically Empowerment

- Right to Cast a Vote
- Right of Expression
- Right to Express Political Point of View
- Representation in Planning in Assembly

Geometrical Representations

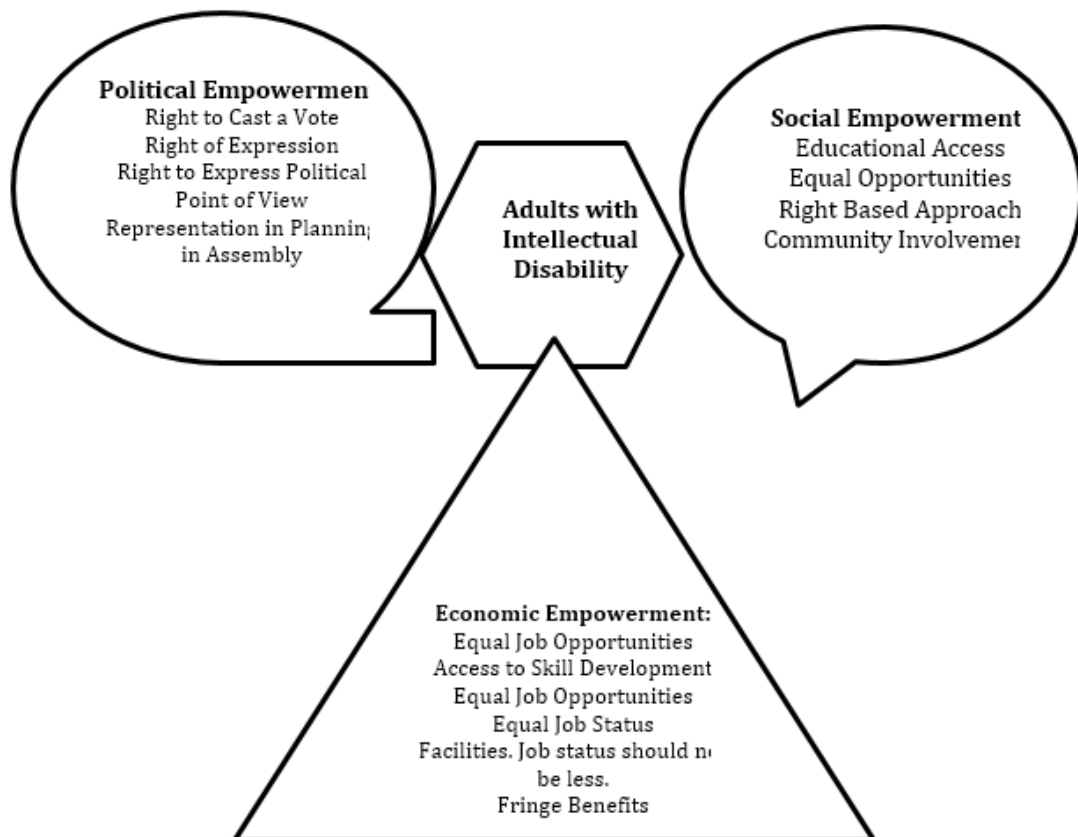


Figure I

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