

The reality of rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in the city of Mecca

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ABSTRACT

This study aimed to identify the reality of the rehabilitation of people with intellectual disabilities and their employment from the point of view of their parents in the city of Mecca, where a questionnaire was designed as a tool for collecting data, and the sample of the study consisted of (142) parents of persons with intellectual disabilities enrolled in vocational rehabilitation programs in schools of intellectual education and institutes of intellectual education in the Holy City of Mecca, and were selected in a random way. The results of the study indicated that the reality of rehabilitation and employment of persons with intellectual disabilities came at a moderate level. The results showed that the obstacles to rehabilitation and employment came at a high level. The results also showed that there were no statistically significant differences ($\alpha \leq 0.05$) in the following variables (gender, age, educational qualification), while there are statistically significant differences ($\alpha \leq 0.05$) attributable to the variable (level of disability) where they appeared in favor of fragile syndrome in the level of reality of rehabilitation and employment, while in favor of Down syndrome in the obstacles that prevent rehabilitation and employment.

Keywords: vocational rehabilitation, employment, persons with intellectual disabilities, parents.

INTRODUCTION

The current era emphasizes the importance and necessity of work for all members of the society, because of its psychological, social, and economic impact, and its empowerment for them to live in dignity and self-reliance, especially persons with disabilities, as they have the right to work and independence within their society.

The attention paid to and rehabilitated persons with disabilities by the countries of the world stems from the humanitarian principles advocated by international organizations in the International Charter of the Declaration of Human Rights (Al-Qahtani and Addameeri, 2018). Despite the importance of vocational rehabilitation, what these programs offer is not at the level hoped, as these programs face many problems and difficulties such as: the lack of knowledge of parents of people with intellectual disabilities about the vocational rehabilitation services provided to their children, the lack of specialists and qualified staff, the lack of competence and experience of some of them, and the lack of instruments and equipment used for training, as well as these programs have not been renewed to keep up with the development in vocational rehabilitation services, and this problem increases in the recruitment stage, which hinders the achievement of the desired objectives (Al-Zahrani, 2019).

Therefore, the Kingdom of Saudi Arabia has been keen to empower persons with disabilities, as embodied in the Kingdom's Vision 2030, confirming the importance of rehabilitation and employment of persons with disabilities in general, and those with intellectual disabilities in particular. Laws and legislation have been developed that have

contributed to successes in providing them with programs of rehabilitation, training and employment, providing them with job opportunities, and providing national transformation programs and initiatives aimed at enabling the integration of persons with disabilities into the labor market, in addition to developing work environments to be welcoming and supportive of them, to include this development in many aspects not only on the spatial concept, but also on the part of providing procedures for job selection, adapting the work environment, adapting working hours to suit employees with intellectual disabilities, providing assistive technology, and other considerations that aim to reducing discrimination in the field of work, increasing access to workplaces for people with disabilities, and changing perceptions regarding their ability to produce.

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Despite those efforts in providing vocational rehabilitation programs and services, and employing persons with intellectual disabilities, there are still obstacles and gaps that affect the achievement of its goals and outputs as required in providing the person with intellectual disabilities with the necessary skills in qualifying him professionally, and training him to move and integrate into the labor market in accordance with international professional standards for people with disabilities.

The importance of vocational rehabilitation and employment of persons with intellectual disabilities is evident in that it enables them to live independently, and self-reliance in terms of material income, and they can only get a job while they are provided with appropriate rehabilitation and training, and this is indicated by the study of oils and orator (2019) to the importance of vocational rehabilitation programs and its positive role, at least the feeling of comfort and psychological well-being of persons with disabilities, and the effective role that this plays on their families, and so, the more the family understanding and integrated with these professional programs, their effectiveness has been more successful, and has an important impact on the lives of their children with intellectual disabilities. Since the family is the first unit in their upbringing and education before integrating into life, they must be effective in the rehabilitation and education programs of their children, to be effective elements of society (Hanafi, 2014).

Also from the studies that confirmed that the process of rehabilitation and employment of persons with intellectual disabilities faces many obstacles, the study of Al-Zahrani (2019), which indicated that the reality of vocational rehabilitation services is weak from the point of view of those working with them, in light of the lack of follow-up and evaluation of those services and ensure their quality. Al-Qahtani (2018), Al-Dosari and Maaajini (2019) mentioned the existence of difficulties and obstacles in the employment of persons with intellectual disabilities, including those related to the person himself or related to his family and society.

Based on the researcher's experience in the field of special education and its interest in the programs of rehabilitation, training and employment of persons with disabilities, and everything related to this, it was noted that the parents of persons with intellectual disabilities do not know the services of vocational rehabilitation, and their lack of knowledge of the rights to employ their children, and even after their education at the secondary level, specifically in the second and third grade, vocational skills, where they are taught in a theoretical way without qualifying them practically and conducting the stages of vocational rehabilitation correctly. Based on the above, and what persons with intellectual disabilities need from supporting, developing, and keeping up, and through the practice of the researcher in the field of special education, the problem of study was identified in the following main question:

What is the reality of rehabilitating and employing persons with intellectual disabilities from the point of view of their parents in the Holy City of Mecca?

Branching out from the main question, a set of the following sub-questions:

- What are the obstacles that prevent the implementation of rehabilitation and employment programs for persons with intellectual disabilities from the point of view of their parents?
- Are there statistically significant differences at the significance level ($0.05 = \alpha$) on the reality of the rehabilitation and employment of persons with intellectual disabilities From the point of view of their parents - according to variables (gender, age, educational qualification, type of disability)?

Previous Studies

By reviewing previous studies and researches, to know the most prominent recommendations that must be taken into account to know the reality of rehabilitation and employment of people with intellectual disabilities, and the extent to which their parents know about these services in a way that ensures their provision in an integrated manner, the researcher sought to present Arab and foreign studies related to the subject of the current study, and arranged them from the latest to the oldest as follows:

Al-Qurashi and Hanafi (2021) conducted a study aimed at knowing the reality of vocational rehabilitation services for people with intellectual disabilities, from the point of view of both workers and parents in the Mecca region, according to variables such as (gender, age, educational qualification, teaching experience, number of courses) and also according to variables (gender of the guardian, age, marital status, educational level, ranking of the person with disabilities in the family, age, degree of disability, educational level of the person with disabilities, follow-up of parents). The research sample consisted of (101) employees and (54) parents with intellectual disabilities. The researchers used the questionnaire tool to collect data according to the descriptive survey methodology. Among the most prominent results of the research were the satisfaction of employees and parents, obtaining an average score in vocational rehabilitation services, and the absence of statistically significant differences (0.05) in vocational rehabilitation services in all variables, from the point of view of workers with intellectual disabilities. It seemed that the follow-up of parents with intellectual disabilities was excellent in the variables of vocational rehabilitation, and the absence of differences in all variables except the variable of follow-up of parents; the result was an excellent follow-up. The research revealed that there were no statistically significant differences at the level of (0.05) between workers and parents in vocational rehabilitation services for people with intellectual disabilities, except for the field of vocational training, revealing the existence of statistically significant differences in favor of workers.

The study of Al-Wadaei and Al-Maliki (2021) also aimed to know the level of availability of vocational rehabilitation services for persons with intellectual disabilities in vocational rehabilitation institutions in Al-Kharj Governorate, and the researchers used the survey methodology, and the questionnaire as a tool for the study, and the sample of the study was represented in (89) of specialists in vocational rehabilitation institutions, and the results revealed a decrease in the participation of people with intellectual disabilities in the preparation of their professional files and their roles for career planning, as well as the study revealed a defect in the

cooperation of employers, through the establishment of expired training contracts, and there are differences of statistical significance according to the variable of years of experience in favor of their experience of 5 years and less; where there are no differences of statistical significance according to the variable of educational qualification.

The study of Al-Qahtani and Al-Daaj (2020) pointed to the detection of the most important obstacles to the functional empowerment of people with intellectual disabilities, and to know the most important solutions that help empower their careers from the point of view of their parents. The study used the descriptive survey methodology, and the questionnaire was applied to (322) parents of students with intellectual disabilities for the secondary level, enrolled in intellectual education programs in Riyadh. The results indicated that the most important obstacles to the functional empowerment of people with intellectual disabilities in the labor market were obstacles related to society, then the obstacles related to the family, then obstacles related to people with intellectual disabilities themselves, and finally came after obstacles related to co-workers. The results revealed factors that help to empower the employment of people with intellectual disabilities in the labor market, which are: the establishment of an entity concerned with the employment of persons with intellectual disabilities, the establishment of a supervisory body that supervises and follows up on the process of employment of people with intellectual disabilities, holds accountable those who violate their rights, and provision of material and information support by the competent authorities to the employment sectors with regard to appropriate adjustments for people with intellectual disabilities, such as adjustment (buildings, number of working hours) to facilitate the empowerment of people with intellectual disabilities to jobs.

Al-Sahli and Al-Otaibi (2018) also conducted a study aimed at identifying the extent to which parents of people with intellectual disabilities in intellectual education institutes and programs are aware of the rights of their children, and to achieve the objectives of the study, the researchers used the descriptive survey approach by building the study tool represented in the questionnaire. The questionnaire was applied to (821) parents of people with intellectual disabilities in Riyadh. The study found that there was a low public awareness among parents with intellectual disabilities of the rights of their children, except for educational rights in which awareness was high. The study also showed that educational rights are the most aware of them, followed by health rights, followed by legal rights, then work-related rights, and finally financial rights. The results also indicated that there were statistically significant differences at the level of ($0.05 \geq \alpha$) in the awareness of the educational and health rights, and the overall degree of awareness of rights is due to the gender variable, in favor of females. The results showed that there were statistically significant differences in awareness of health and work-related rights, and the overall degree of awareness of rights was due to the variable of "age", in favor of the sample members at the age of (20-30 years) for the benefit of the sample members who have obtained (primary education). The results also showed that there were statistically significant differences in awareness of health rights, due to the variable "educational place", in favor of the sample members whose

children were in intellectual education institutes. While there were no statistically significant differences due to the difference (economic level).

Al-Qahtani and Addameeri (2018) conducted a study aimed at identifying the trends of female teachers in knowing the abilities and possibilities of girls with intellectual disabilities for employment in accordance with 2030 vision, as well as the importance of finding the right job for girls to support the (psychological, family, and social) aspect according to 2030 vision. The study sample consisted of 105 teachers of girls with disabilities in the city of Al-Jawf, and the study found that there is a consensus among the study members to employ girls with intellectual disabilities in accordance with Vision 2030, and according to their abilities and potentials, and there is also a consensus among the study members on the importance of employing these girls in the appropriate job to support them from the psychological, family and social side, where the family side comes in first place, followed by the social, and then psychological as the least contributing aspects to their employment.

Kocman et al., 2018 conducted a study aimed at identifying barriers to employment of persons with intellectual disabilities and identifying specific strategies employers consider useful to overcome these barriers in Austria. The sample included (30) managers, used the mixed approach, and relied on interview and questionnaire as data collection tools. The results found that barriers to the employment of persons with intellectual disabilities were their lack of required skills, their inability to fulfil key work tasks, and the lack of the number of applicants for jobs from persons with intellectual disabilities, and the lack of suitable jobs for them. Strategies to overcome these barriers included information training, awareness-raising, increased networking activities with employment services, better training and education opportunities, provision of guidance and information to co-workers and supervisors, additional support during the initial transition period, creation of jobs tailored to their needs, or demand higher employment rates for persons with intellectual disabilities from contracting agencies, expand probationary periods, employ intellectual disabilities as trainees, create financial incentives, tax breaks and positive corporate publicity that hires them.

The study of Chao et al. (2018) also examined the attitudes and implications of Vietnamese managers towards their employees with disabilities, and determined their awareness of disability-related regulations, which may affect the future employment practices of individuals with disabilities. The sample included 125 Vietnamese managers in 30 companies, and two types of questionnaires were used as a tool for the study. Findings indicated that Vietnamese managers were slightly positive towards their employees with disabilities and were also not aware of laws and regulations mandated to support persons with disabilities regarding employment opportunities and challenges.

Huang & Chen (2015) conducted a study aimed at learning about the experiences of employers with long experience in employing people with disabilities in Taiwan. The study adopted a qualitative approach, and interviews are a key tool for data collection. The sample included (12) employers in the private enterprise sector, with two years or more experience in

hiring employees with disabilities and reached the following results: That there are four main reasons that led to the employment of people with disabilities; Personal experience related to persons with disabilities, economic interests, philanthropic perspectives, and policy implications. Employers explained that they needed to use multifaceted curricula than those traditionally used for employees, and that vocational rehabilitation agencies, special education schools and disability-related associations had served the purpose effectively. There are obstacles to career advancement for people with disabilities, including that as candidates they are not suitable for promotions at work, because of the increasing responsibilities and greater managerial roles, changes in the duties and content of work, and interpersonal attitudes during work.

METHODOLOGY

The nature of this study necessitated the use of the descriptive and analytical approach to suit the purposes of the study, as it seeks to study the knowledge of the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in the city of Mecca. The study population was represented by the parents of persons with intellectual disabilities in the city of Makkah, who numbered (299), according to the statistic provided by the two researchers by the Department of Education of Makkah Al-Mukarramah for the second semester of the year 1443 AH-2022 AD, and the study sample consisted of (142) individuals. From parents of persons with intellectual disabilities, were selected by simple random method.

The researchers used a questionnaire to collect data consisting of (31) paragraphs that measure the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in the city of Makkah and distributed on two main axes, the first measures the reality of the rehabilitation and employment of persons with disabilities and the second measures the obstacles that prevent the application of rehabilitation programs for persons with intellectual disabilities and their employment, 3D Lycert Scale (Agree – I don't know – Disagree). The apparent honesty of the questionnaire was verified by presenting it to a committee consisting of (7) arbitrators with specialized competences from faculty members in Saudi universities, and experienced practitioners in the field of special education, to ascertain the appropriateness and ability of the tool to achieve the objectives of the study, and the research questions and objectives were attached to the tool, and the questionnaire was amended based on the notes recorded and amendments attached by the

arbitrators, where it was in the initial form (31) paragraphs and after the modification and deletion became (30) paragraphs, to come up with the best tool capable of representing what was prepared in order to measure it, the sincerity of the internal consistency of a tool was also verified, where the values of Pearson's correlation coefficients were calculated for the relationship of paragraphs to the dimension to which they belong, which was statistically significant at the level of significance ($\alpha \leq 0.05$), and the structural truthfulness of the resolution, which was statistically significant at the level of significance ($\alpha \leq 0.05$) was also confirmed), which means that there is a high degree of structural truthfulness of the resolution, and the Cronbach alpha coefficient was also calculated as an indicator of internal homogeneity, where the total stability coefficient (Cronbach alpha) (0.858), which is a high percentage and indicates the stability of the tool.

Based on the nature of the study and the objectives it sought to achieve, the data were analyzed using the Statistical Package for Social Sciences (SPSS) programs, and the results were extracted according to the following statistical methods: Calculating the arithmetic averages, standard deviations, and the Person Correlation coefficient to verify the validity of the internal structure of the questionnaire, by finding the correlation coefficient between each phrase and the axis to which the phrase belongs, and the Alpha Cronbach coefficient to verify the stability of the questionnaire phrases, and the test (T) for two independent samples (Independent Samples T-Test), to find out whether there are statistically significant differences between the trends of the study sample items towards the dimensions of the study, according to the variables that are divided into two categories, and the (P) test (One Way ANOVA), to find out whether there are statistically significant differences between the trends of the study sample's vocabulary towards the dimensions of the study, according to the variables that are divided into more than two categories, and (the Scheff'e Test) to find out the direction of the statistically significant differences.

The Study results

The results related to the first question, which dealt with the reality of rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in the city of Mecca, showed that the reality of the rehabilitation and employment of persons with intellectual disabilities came at an average level and with an average calculation of the tool as a whole amounted to (2.22), and table 1 shows this:

Table 1: Arithmetic averages, standard deviations, and ranking (reality of rehabilitation and employment of persons with intellectual disabilities) in Makkah City

M	section	Average Arithmetic	Standard deviation	Division Arrangement	Application level
1	Career Guidance Services	2.41	0.56	1	High
2	Vocational Training Services	2.08	0.58	3	medium
3	Recruitment and follow-up services	2.15	0.65	2	medium

The reality of rehabilitation and employment of persons with intellectual disabilities	2.22	0.56	medium
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Where it came in vocational guidance services, it came in the first place at a high level with an arithmetic average of (2.41) and a high degree, followed by the dimension of employment and follow-up services, which ranked second and with a arithmetic average of (2.15) where it came at a medium level, and finally, after vocational training services, it ranked third. With an arithmetic mean (2.08) and with a medium degree.

As for the second question, which dealt with the obstacles that prevent the application of rehabilitation programs for persons with intellectual disabilities and their employment in the city of Mecca, where the arithmetic average of the dimension as a whole (2.79) came at a high degree. Table 2 shows this:

Table 2: Arithmetic averages, standard deviations, and the order of the statements of the axis of obstacles that prevent the application of rehabilitation programs for persons with intellectual disabilities and their employment in the city of Macca

Order of the phrase	Phrase	Average Arithmetic	Standard deviation	Ferry number	Level of obstacles
1	The incompatibility of the integration of the academic secondary stage with the rehabilitation stage of my son with intellectual disabilities.	2.89	0.35	3	High
2	Lack of buildings equipped to rehabilitate and train my son with intellectual disabilities.	2.87	0.33	5	High
3	The scarcity of standardized assessment models and tools in schools and institutes of intellectual education for vocational rehabilitation programs.	2.86	0.42	2	High
4	Lack of coordination with government and private institutions in providing vocational rehabilitation services to my son with intellectual disabilities.	2.85	0.40	9	High
5	Lack of awareness among parents, employers and the community of the importance and necessity of employing my son with intellectual disabilities.	2.84	0.41	11	High
6	There are no rehabilitation diploma programs for my disabled son at the Vocational Training Corporation after the completion of basic education.	2.83	0.45	4	High
7	Not making the necessary adjustments and adaptations to the work environment that enable my son with intellectual disabilities to keep working.	2.83	0.41	12	High
8	Lack of communication with the competent authorities to find job opportunities for my son with intellectual disabilities after qualifying him to the appropriate professions.	2.79	0.44	10	High
9	Weak activation of laws, legislations and regulations in vocational rehabilitation programs that support the process of vocational rehabilitation for my son with intellectual disabilities.	2.76	0.49	8	High
10	Lack of availability of assistive devices and technologies in vocational rehabilitation and employment programs for my son with intellectual disabilities.	2.72	0.54	6	High
11	The absence of a supervisory authority to supervise and follow up the recruitment process of my son with intellectual disabilities.	2.71	0.49	13	High
12	Lack of knowledge of vocational rehabilitation and employment programs for my son with intellectual disabilities.	2.70	0.69	1	High
13	The scarcity of suitably qualified cadres in the field of vocational rehabilitation for my son with intellectual disabilities.	2.60	0.70	7	High
	Obstacles that prevent the application of rehabilitation and employment programs for persons with intellectual disabilities	2.79	0.25	High	

As for the results of the third question, which focused on the extent to which there are statistically significant differences at the level of significance ($\alpha=0.05$) of the reality of the rehabilitation and employment of persons with intellectual disabilities, from the point of view of their parents according to a variable (gender, age, educational qualification, type of disability). The results indicated that there were no statistically significant differences attributable to the impact of sex between the average responses of the study sample members, in the reality of rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in all axes and in the overall degree of the tool, as well as the absence of statistically significant differences attributable to the impact of age between the average responses of the members of the study sample, in the reality of the rehabilitation of persons with intellectual disabilities and their employment from the point of view of their parents in all axes and in the overall degree of the tool.

The results also showed that there were no statistically significant differences attributable to the impact of educational qualification between the average responses of the study sample members, in the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in all axes and in the overall degree of the tool.

In addition to the existence of statistically significant differences attributable to the impact of the type of disability between the average responses of the members of the study sample, in the axis of the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of parents between people with intellectual disabilities and those with fragile syndrome and in favor of fragile syndrome, as well as the existence of statistically significant differences attributed to the impact of the type of disability between the average responses of the members of the study sample, in the axis of the obstacles that prevent the implementation of rehabilitation and employment programs for persons with intellectual disabilities, which are attributed to the variable type of disability, were between people with intellectual disabilities and those with fragile syndrome, and for the benefit of people with intellectual disabilities, and between people with Down syndrome and those with fragile syndrome and for the benefit of people with Down syndrome.

DISCUSSION OF THE RESULTS

The results related to the first question showed that the reality of the rehabilitation and employment of persons with intellectual disabilities came at an average level. The researchers explain this finding that dealing with the guardian regarding the career guidance stage receives attention from schools, centers, and educational staff, unlike what happens towards the person, it does not give the person with intellectual disabilities sufficient job knowledge - from the point of view of the guardian - that concerns the labor market. In addition, the level of vocational training services came at an average level. The researchers explain this finding that theoretical work is distinct in schools in terms of vocational training for people with disabilities, they determine desires, they classify capacities, but when it is necessary to do so and in practice, it

is not done as desired, perhaps because of the inexperience of the staff, or because of the lack of infrastructure and so on. And that the level of recruitment and follow-up services came at an average level, where the researchers attribute this to the fact that the recruitment and follow-up services are not as satisfied with parents, there is no good follow-up to employment, perhaps due to the lack of cooperation between the Ministry of Human Resources and Social Development, and the Ministry of Education in this regard, and these results agreed with the findings of the study of (Al-Qurashi and Hanafi, 2021; Al-Sahli and Al-Otaibi, 2018 ; Qahtani and Addameeri, 2018; Farewell and Maliki, 2021 ; Chao et al., 2018).

The results of this second question showed that the level of obstacles that prevent the application of rehabilitation programs for persons with intellectual disabilities and their employment in the city of Mecca, came at a high level, and the researchers explain this result by highlighting the complete dissatisfaction of parents with employment and rehabilitation services, as the obstacles are highly diverse, and this is not due to highly qualified cadres, but perhaps implementation lacks quality, either due to the blurred plans, bureaucracy or the impact of infrastructure, as the researchers attribute this as due to the lack of a competent authority concerned with the employment of persons with intellectual disabilities, in addition to the lack of direct follow-up and immediate employment after the completion of vocational rehabilitation programs, so they lack skills due to not working on them after confirming their readiness for career empowerment, and all these results are consistent with the findings of the study of (Al-Qahtani and Al-Daaj, 2020; Huang, Chen, 2015 ; kocman et al., 2018).

The results related to the third question indicated that there are no statistically significant differences attributed to the impact of sex between the average responses of the members of the study sample, in the reality of the rehabilitation of persons with intellectual disabilities and their employment from the point of view of their parents in all axes and in the overall degree of the tool, and the researchers attribute this result to the good follow-up of children of their parents, whether male or female, and equal opportunities for inquiry and discussion with schools, centers and their educational staff, the picture is clear for both sexes, and therefore gender did not affect the vision and point of view of parents. This study agreed with the study of Al-Qurashi and Hanafi (2021) in the absence of statistically significant differences at the level of (0.05) at the gender variable of parents, which indicates that the gender variable does not affect the vocational rehabilitation services of people with intellectual disabilities from the point of view of their parents.

As well as the absence of statistically significant differences attributed to the impact of age between the average responses of the study sample members, in the reality of rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in all axes and in the overall degree of the tool, the researchers attribute this result to the unification of ideas and visions across different ages towards rehabilitation and employment and its obstacles from the point of view of parents, or perhaps because there is no significant difference in the average ages chosen for study, so their vision was close. And also agreed these the study with

the study of Qurashi and Hanafi (2021) in the absence of statistically significant differences at the level of (0.05) at the age variable of parents.

The results also showed that there are no statistically significant differences attributed to the impact of educational qualification between the average responses of the study sample members, in the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in all axes and in the overall degree of the tool, and the researchers attribute this to the lack of influence of the educational level on the views of parents, to the fact that the job issue may affect all segments of society, so the opinions are similar regardless of the educational level. The current study has also agreed with Al-Qurashi and Hanafi study (2021) in the absence of statistically significant differences at the level of (0.05) at the variable of educational qualification of parents.

In addition to the existence of statistically significant differences attributable to the impact of the type of disability between the average responses of the members of the study sample, in the axis of the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of parents between people with intellectual disabilities and those with fragile syndrome and in favor of fragile syndrome, as well as the existence of statistically significant differences attributed to the impact of the type of disability between the average responses of the members of the study sample, in the axis of the obstacles that prevent the application of rehabilitation and employment programs for persons with intellectual disabilities, which are attributed to the variable type of disability, were among those with intellectual disabilities and those with fragile syndrome, and for the benefit of people with intellectual disabilities, and between people with Down syndrome and those with fragile syndrome and for the benefit of those with Down syndrome, and the researchers attribute this to the fact that fragile syndrome and Down syndrome, both types of intellectual disability, as Down syndrome is the most prevalent among the categories of intellectual disability.

CONCLUSION

To conclude, this study aimed to identify the reality of the rehabilitation and employment of persons with intellectual disabilities from the point of view of their parents in the city of Mecca, where the current study recommends paying attention to the development of vocational rehabilitation programs, taking into account international standards when applying them, and periodic and continuous follow-up of vocational rehabilitation services for people with intellectual disabilities in the city of Mecca, and updating them to suit the requirements of the labor market, taking into account the views of parents, as well as encouraging parents to enroll their children in this type of rehabilitation programs, spreading awareness of the provision of successful models to society through the media about persons with intellectual disabilities in different work environments; to spread positive trends in the hearts of parents and employers, and organizing a summer or voluntary vocational training program in pre-work institutions and facilities, for persons with intellectual disabilities, because of

their role in preparing and helping them adapt at work, and also recommends the cooperation of the relevant authorities, with the Technical and Vocational Training Institution, in providing training programs that qualify persons with intellectual disabilities to join the labor market, considering its requirements that suit their abilities and needs, activating laws that include the employment of persons with intellectual disabilities, continuous follow-up through specialized committees during their period of work, in addition to supporting employers and promoting positive and adaptive work environments that support them.

It also proposes to conduct studies similar to the subject of the current study, using different research methods, to conduct a field study to find out the attitudes of employers on the employment of persons with disabilities in the Holy City of Mecca, to conduct a study of a training program to find out its effectiveness in adapting persons with intellectual disabilities to work environments, and conducting a polarizing study on the employment of persons with intellectual disabilities from the point of view of human resources employees in the city of Mecca.

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