Environment Factors Related to Career Development for Disabled Students

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***Abstract* - Environment factors related to career development for disabled students consists of both external and internal environments. For external environment, it includes laws for the disabled; the government has to design and plan for instructional development, organize various instructional models, construct social equality, realize, emphasize, and respect the disabled's rights. Regarding the policies for the disabled, the involved or responsible persons have to coordinate and apply the policies involved with the disabled to practice consistently. For society and culture, build the consciousness for everybody to respect the right of equality, and enhance learning. Regarding life quality plan, it should be mutual development. For career vocational rehabilitation, it should have the cooperation with the establishment to develop careers for the disabled to meet the needs of labors' market, and for the establishment, it has to participate in developing curricula of the educational institutes to meet the needs of establishment. And for the disabled students; it should develop the potentials and enhance the learning so that when the disabled students graduate, they will be able to live their normal life in the society like any general people. For internal environment, it includes educational management through the application of local wisdom, the establishments participate in organizing the short time curriculum, administrators have to understand the special education or the disabled students deeply, determine the approaches of personal development to take part in the establishment. For personnel aspect, enhance the personal to have skills and experiences as well as good attitudes of being the leadership, be honest towards the work ideology. According to the place aspect, organize suitable places and facilities to support the disabled students, and for the budget aspect, the government should organize the budgets sufficiently, or cooperate the private sectors for budget support. All environments mentioned above are related to the determination of strategies of career development for the disabled students further.**

***Keywords* - Environment Factors, External Environments, Internal Environments, Career Development for Disabled Students**

I. INTRODUCTION

The disabled are regarded as one of the crucial resources toward their country and they were not different from any other normal people. In addition, the number seems to be increasing continuously every year. The disabled who registered between 2012-2014 for 1.27 million persons, 1.48 million persons, and 1.58 million persons, respectively [1]. For this increasing numbers of the disabled, it is necessary for the government to take care of them and give assistance thoroughly based

upon their basic rights they deserve. Moreover, The Constitution of the Kingdom of Thailand B.E. 2550 indicates that "The persons have the equality on the rights to get education for not less than 12 years organized by the government thoroughly and qualitatively without charge [2], including the National Education Act, Amendment Edition B.E. 2545 which identifies the purpose to accelerate and expand the educational service for the disabled, together with the education policy which identifies that "The disabled are able to learn if they want to learn" thoroughly and equally. Also, it responds the policy of development plan for the disabled life quality in terms of all 4 development aspects, which consist of medical aspect, educational aspect, career and having job aspect, and social aspect [2]. Especially, the Person with Disability Empowerment Act, B.E. 2550, section 33 determines that the entrepreneurs shall have a number of employees who are not considered as the disabled in every department together on 1 October 2013 to calculate a number of the disabled who had to accept to work according to the proportion of 100 employees who are not the disabled per 1 person who are considered as the disabled. In case the fraction of 100 persons, if it is more than 50 persons, the establishment shall accept the disabled for 1 person additionally [1]. From the mention Acts, it causes the results that all disabled students have the opportunity to work together with normal persons.

Regarding the National Office for Empowerment of Persons with Disabilities B.E. 2550 and the educational management, it is found that although the establishment requires the disabled to work under the graduation at high school certificate level or vocational certificate level, as well as having skills on computer, typing, or accounting, general accounting, the establishment cannot accept the disabled to work because they do not have the educational background of high school level or vocational certificate which is considered as the basic determination of every establishment. Moreover, the disabled still lack the skills on computer, typing, accounting, or works related to any kind of

documents, thus these disabled students lack the opportunity to take part in working with the establishment.

Because the effects from the external environments of the organization, the administrators and personnel in that organization are enthusiastic towards the changes and see the new opportunities and potential limitation, as well as give the opportunity to the administrators and personnel in every level to take part in this management to improve ideas and reduce the resistance of potential changes [3]. Moreover, to bring the strategies for practice, help get clear orientation and operation, be able to compete and adjust to the changes both from internal and external environments of the organization, and finally, the organization will be able to achieve the high competencies and its goals. That bringing the strategies to practice successfully has to rely on successful factors, for example, to start with the setting of good strategies, change management, structural design of the organization to be support coordination and learning exchange, clear assignment, and stimulation of all department to participate in driving these strategies, etc. [4].

This research scope is to study the external environments in terms of laws for the disabled, policies for the disabled, society and cultures, development plan for the disabled life quality, career rehabilitation, establishment, disabled persons, and disabled students. For internal environments, they include the management, personnel, places, and budget [5], including to study primary data of the disabled students after graduation, problems and needs of career for the disabled students, needs of establishments, and other external drives together with potentially various internal factors in order to use for educational management to develop the careers of disabled students.

II. LITERATURE REVIEWS

The definition of "disability", it is about the handicap, permanent injury, and impairment

[6]. This can be elaborated that a person might have either impairment without disability or disability without handicap if the person get support for the family or have physical facilities. These can be heal the existing impairment, and it will not affect that person to make him or her gets handicap from life living, for example, the blind who cannot use eyes but they can use the computer with sound, and can play the music or be athletes, etc. The World Health Organization (WHO) gives the meaning of the disability that it is about the impairment of any person from his or her defect or impairment which cause that person to be unable to express the roles, either do or not do anything appropriately based on their age, society, culture and environment [7].

Ministry of Education focuses on developing the quality of education, and construct the educational opportunity for Thai people to learn by life-long learning to let every group and age reach quality and be ready in all physical, mental, and intellectual aspects, and have the consciousness of being Thai, being good citizenship, realizing and acknowledging the values of graceful custom, tradition, arts, and culture, having immune system toward the change and responding the orientation of country development, therefore the Ministry of Education organized the 11th Educational Plan B.E. 2555 - 2559 to use as the framework of operational approach. The subject matters are as follows: Educational Development Plan of the Ministry of Education, Volume 11 B.E. 2555 - 2559 focuses on developing the quality of education and construct the educational opportunity for Thai people to long life learning in order to let every group and age of Thai people reach quality, be ready in all physical, mental, and intellectual aspects, have the consciousness of being Thai, be good citizenship, realize and acknowledge the values of graceful custom, tradition, arts, and culture, and have immune system toward the change and respond the orientation of country development [8].

Life of human being bases upon being able to work and make meaningful relationship with others, as well as being able to love.

Marx views that there is an economic necessity for a person, whereas [9] suggests that human beings are different in terms of competence, interest, and personality, and this difference makes them be suitable for each different job. However, the satisfaction in ability and concept about oneself, and existing life situations have to be changed according to the time and experiences, therefore it makes the decision making of career of a person changeable all the time [10].

The career development is a process organized by the organization to assist the personnel to manage with his or her career; which might be the assessment of personal potentials, the determination of appropriate career path, the planning and training to enhance the personnel to develop and get progress in their work [11]. This is the component originated by the coordination between 2 sub-processes; which are, individual career planning and institution career management (Thomas, 1993: 15), or it is originated by the coordination between the career planning process and career management process, which affects self-perception through employees increasingly, as well as the opportunity to be progress in the career of the organization [12]. The development of success in career is caused by 2 crucial activities, which are, career planning and career management [13].

III. RESEARCH METHODOLOGY

This research is a qualitative research type in the triangulation form. According to the interview of educational experts, the disabled, teachers, the personnel related to the disabled, parents, and establishments which accept the disabled to work.

The data analysis and data collection were from the study of external environments, which included, laws for the disabled, policies for the disabled, social and cultural aspect, development plan of the disabled life quality, career rehabilitation, establishment, and disabled students, and internal environments, which included, management, personnel,

place, and budget related to the strategic determination of career development for the disabled students, to be used for being the approach to develop the careers for the disabled students.

After having got all data, the researcher determined the question items to create the questionnaire from the in-depth interview through 1 educational expert on the disabled, 5 teachers and personnel related to the disable, and 5 parents, as well as 5 establishment which accepted the disabled to work, 9 persons totally.

IV. RESULT

Environmental study was to analyze the environment of the career development for the disabled students of Srisangwan School. Concerning the environmental study to analyze the environments affecting the career development of disabled students of Srisangwan School, the results got from the interview can be concluded as the problem states through the career development of the disabled students as follows:

A. Data Analysis of External Environments

1. Laws for the disabled, it was found that the government lacked designing and planning the Laws for the disabled in terms of educational system, or learning quality, and diverse instructional models. The disabled students were neglected and viewed as the social burden, not realizing the real worth of human being and equality, some government sectors still lacked understanding and viewed that the disabled are social burdens, and did not open their hearts to solve the problems, lacked public relations or informed the involved parties in every department to realize of the problems; hence, the disabled in Thailand lacked opportunity to acknowledge or realize various law items.

2. Policies for the disabled, it was found that people in the society mostly did not know about various policies, did not understand the various practices or rights related to the disabled, responsible ministries lacked serious

work and coordination in each ministries since today the policies of the Ministry of Labor, Ministry of Education, Ministry of Interior, or Ministry of Finance have the good determination already but there is no organization to continue and follow the cases which causes the disabled lack an opportunity, the business establishments still did not know about policies of the disabled except some related law items such as money delivery to the funds only.

3. Social and cultural aspect, it was found that the society lacked the respect on rights of the disabled and did not realize the rights which should be deserved by the disabled, the society did not emphasize or be interested in the disabled's rights, some business establishments were still not interested in adjustment for the workplace that they had to work with the disabled, and lacked supporting system for learning. Therefore, the approach to assist in this case is about enhancing the learning of foreign language increasingly.

4. Development plan of life quality for the disabled, it was found that being not understanding the rights and duties of each related department, the disabled still did not know about the Development plan because there was no data distribution in this part for the public to know about especially the governmental organizations, private organizations, and business establishments, lacked mutual development in all 4 aspects, which included medical aspect, educational aspect, vocational aspect, and having job to do in order to make them concordant with one another from vocational development to graduation and getting job for work.

5. Vocational rehabilitation for disabled, it was found that they lacked practicing to get the consistent experiences, did not have the clear division among the different skills of each student, or any career which could mutually do with others in the business establishment but mostly were the freelance work type. For the students who did not have more funds, they were not able to run their own business and lacked suggestions from the organizations

responsible for vocational training, as well as lacked the training places for the disabled.

6. Business establishment, it was found that the qualifications of the disabled were not in accordance with the requirement of each business establishment; the students lost their opportunities to work at that establishment. Hence, the business establishment should give the clear opportunity for the disabled to accept them to work in that place.

7. Disabled students, it was found that they lacked the support for careers, or freelance vocation which could do at home and they did not have to travel, such as writing the website, writing computer program, etc., and lacked training for short-term careers to the students according to their different skills.

B. Data Analysis of Internal Environments

1. Management, it was found that there was no curriculum management which had the integration by applying the local wisdom, the academic institutions did not participate in organizing the short-term curriculum in accordance with the requirement of each establishment, lacking the continuity of the teaching personnel. The teachers who had been working for a while and resigned when they could work as civil servants instead that caused the lack of continuity of teaching, the administrators changed rather often, the administrators did not understand the special education or the disabled students in depth perception, lacked the ways to develop the personnel to take part in the establishment for bringing knowledge and skills to improve the instructional curricula to be in accordance with, and to be present time concordant with the needs of labor markets. Moreover, the administrative department or committees of school administration still did not understand the various operations or projects of school.

2. Personnel, it was found that the related personnel did not have sufficient knowledge. Therefore, the personnel have to be skillful and full of experiences and good attitudes towards being leaders and be honest towards the ideology of their own work.

3. Place, it was found that the places for exercise or vocational training were still not sufficient, the government did not force those schools to construct appropriate facilities for supporting the disabled students.

4. Budget, it was found that only the budgets from the government sectors were not definitely sufficient, and could not bring the budgets to use immediately according to the purposes or projects as determined by that school.

V. CONCLISION

Environment related to career development for disabled students had both internal and external environments. The external environments included laws for the disabled; the government has to design and plan for developing the instructional quality for various kinds of disabled students, create the social equality for the disabled students, realized and emphasize as well as respecting the rights of the disabled students. For the policies of the disabled, the involved or the responsible persons have to coordinate and bring the policies related to the disabled to practice continuously. In terms of social and cultural aspect, it should create the consciousness to everyone to respect the rights and equality between the disabled and normal people to find the ways for enhancing the learning to the disabled students more, for example, to emphasize the foreign languages for communication and work. Regarding the development plan of the disabled's life quality, it should have the mutual development from all 4 aspects, namely, medical, educational, vocational, and career promotion. For the vocational rehabilitation, it has to cooperate with the establishment to develop the career of the disabled students to be in accordance with the labor markets. For establishment, it has to participate in developing the curricula of institutes to be able to respond the needs of establishment. Regarding the disabled students, it has to develop the potentials and enhance the learning which supports the mutual living in the society normally like any other general people. According to the internal

environment; it includes management which focuses on applying the local wisdom, the establishment should participate in organizing the short-term curricula which meets the requirement of each establishment. The administrators have to understand the special education or disabled students in deep understanding, determine the approach of personnel development to take part in the establishment to bring the knowledge and skills to study and improve the instruction curricula to be in accordance and up-to-date in accordance with the labor's requirement. Regarding the personnel, it should support the personnel to have skills and good attitudes as well as experiences of leadership, be honest toward their own work ideology. For place, it should organize the place for exercise or training the vocational courses sufficiently, enhance all those schools organize the appropriate facilities to support the disabled students. And the budget; the government should allocate the sufficient budgets with the private sectors to support the budgets, reduce the steps of bringing the budgets to use in accordance with the purposes or projects. The environments mentioned above are relevant to the determination of strategies of vocational development for the disabled students further.

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