



Vocational Training, Family Support and Employment Success Among Young Adults with Disabilities in the Schools Division of Calamba City

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Abstract

Young adults with disabilities frequently have substantial obstacles in their journey to adulthood, especially regarding education, work, and independence. Restricted access to quality education, vocational training, and inclusive work possibilities, together with cultural stigma, worsens underemployment and social isolation. This study sought to investigate the correlations between vocational training, familial support, and career performance among young adults with disabilities in the Schools Division of Calamba City. A descriptive-correlational research approach was employed, encompassing 67 randomly selected participants from a total sample of 80 young adults with impairments. A validated and revised survey questionnaire was utilized to collect data on occupational training, familial assistance, and employment outcomes. Descriptive statistics indicated that 64.2% of respondents assessed their occupational training as satisfactory, whilst 70.1% reported substantial familial support. 59.7% of participants reported achieving employment success, either through stable or part-time positions. The Pearson correlation analysis indicated substantial positive correlations between occupational training and employment success ($r = 0.61$, $p < 0.01$), as well as between family support and work success ($r = 0.58$, $p < 0.01$). These findings indicate the necessity of fortifying vocational programs and augmenting family engagement to enhance employment outcomes for young adults with impairments.

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Keywords: Young Adults with disabilities, Vocational Training, Family Support, Employment Success, Philippines

1. Introduction

Young adults with disabilities frequently face unique hurdles as they transition to adulthood, particularly in school, work, and obtaining independence. According to a study by Smith *et al.* (2021) ^[90], moving to adulthood can be especially difficult for these people due to systemic hurdles and societal attitudes that frequently limit their options. Despite these challenges, many young adults with disabilities have a multitude of skills, talents, and goals that can help them excel in a variety of life areas. However, obstacles such as limited access to excellent education, limited vocational training, and fewer job prospects greatly hinder their capacity to achieve their full potential.

Johnson & Lee (2022) ^[42] underscore the broader societal implications of these challenges, pointing out that they contribute to issues like underemployment and social seclusion within the disabled community. Additionally, research conducted by Patel (2023) ^[73] reveals the damaging role societal stigmas play, as they can erode the self-esteem and career aspirations of young adults with disabilities. To effectively combat these challenges, a multi-dimensional approach is necessary, one that centers on increasing access to education, offering specialized vocational training, and creating more inclusive workplaces. By dismantling such barriers, society can better facilitate the pursuit of goals and the realization of full potential among young adults with disabilities.

Vocational training is essential in this setting because it provides learners with practical, career-specific skills. Studies by Brown *et al.* (2020) ^[10] and Taylor & Martin (2021) ^[97] highlight the importance of comprehensive vocational programs in increasing employability and employment retention rates among young adults with impairments. These projects not only teach critical skills, but also boost confidence and self-sufficiency, allowing participants to negotiate the labor market more easily. Furthermore, research emphasizes the necessity of vocational training in preparing young individuals for a quickly changing employment market that values adaptability, flexibility, and specialized skill. Garcia *et al.* (2021) ^[29] found that specialized vocational training significantly improved employment outcomes and job satisfaction for young adults with disabilities. According to Patel & Nguyen (2022) ^[33] research, hands-on training and mentorship have a favorable impact on this group's employability. Together, these studies demonstrate that vocational training is an important tool for empowering young adults with disabilities to participate actively in the workforce while also embracing their unique talents and goals.

Beyond institutional support, family plays an important role in this transformation. White & Chen (2024) ^[110] study demonstrates the enormous impact that emotional, financial, and practical guidance from family members may have in assisting those with disabilities in overcoming the challenges they confront. The combination of vocational training and strong family support provides a solid basis for successful adulthood, allowing these young adults to achieve greater autonomy and professional fulfillment. Employment success for young people with disabilities is vital for advancing inclusivity and equity within society. A study by Euler *et al.* (2021) ^[23] found that discrimination and societal stigma often deter employers from hiring individuals with disabilities, limiting their employment opportunities. Additionally, a report by Green *et al.* (2022) ^[23] emphasized that access to quality education and vocational training programs is critical; without these resources, young individuals with disabilities face significant hurdles in preparing for and accessing employment. However, despite these numerous studies that investigated Vocational Training, Family support among young adults with Disabilities, no study yet has been conducted particularly in the Schools Division of Calamba City which talks about vocational training, family support and employment success among young adults with Disabilities.

Thus, this study determines the vocational training, family support and employment success among young adults with Disabilities in the Schools Division of Calamba City, and eventually, gives study served as feedback to them as to the vocational training, family support and employment success among young adults with Disabilities. Likewise, it provides baseline data to young adults with disabilities on how vocational training, family support, is important to their employment success and make them aware of whether they

are truly engaged and motivated to achieve common goals. Lastly, it also served as a basis for a proposed action plan to improve vocational training, family support among young adults with Disabilities.

2. Methods

This study, which determined the vocational training, level of family support, and level of employment success among young adults with disabilities in the Schools Division of Calamba City, utilized a descriptive-correlational research design. Copeland (2022) stated that the aim of descriptive research was to describe a phenomenon and its characteristics. This research was more concerned with what rather than how or why something happened. Correlational research referred to a non-experimental research method that studied the relationship between two variables using statistical analysis. Correlational research did not study the effects of extraneous variables on the variables under study. Specifically, this study described the vocational training, family support, and employment success among young adults with disabilities in the Schools Division of Calamba City. It also examined the significance of relationships, through correlation, between and among vocational training, family support, and employment success for these young adults.

The population of the study consisted of 80 young adults with disabilities in the Schools Division of Calamba City. The actual sample of 67 respondents was computed using the Raosoft Calculator with a confidence level of 95% and a margin of error of 5% (Rahi, 2019). The respondents were selected using a simple random sampling technique.

A questionnaire was utilized to gather the necessary primary data for the study. To facilitate ease of response, a four-point (4-point) Likert scale was employed. The instrument was divided into three (3) parts. Part 1 addressed vocational training among young adults with disabilities. Part 2 focused on family support for young adults with disabilities. Part 3 covered employment success among young adults with disabilities. The researcher will seek the advice of her adviser to assess the substance and suitability of the items. Then, the questionnaire will be submitted for face validation to a panel of experts consisting of a researcher, statistician, and a specialist in the field. The suggestions and recommendations of the panel are incorporated into the draft of the questionnaire.

The instrument was then subjected to a statistical content validation process using Cronbach's alpha. The computed Cronbach's alpha coefficients were as follows: Vocational Training Indicators - .978 (Excellent), Family Support Indicators - .965 (Excellent), and Employment Success Indicators - .947 (Excellent). These results indicate that the data collected by the researcher were both valid and reliable. To determine the vocational training, level of family support and level of employment success among young adults with disabilities in Schools Division of Calamba City, the following scale were used:

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretation
4	3.25-4.00	Very effective	Very High
3	2.50-3.24	Effective	High
2	1.75-2.49	Moderately effective	Low
1	1.00-1.74	Not effective	Very Low

A survey questionnaire was employed as it was perceived to be the most appropriate data-gathering instrument for this research study. Consent to conduct the study and administer the questionnaire online was obtained from the target respondents after the survey questionnaire was validated and checked for its reliability. The questionnaires were sent to the

respondents, who were assured of their privacy, the confidentiality of their information, and their identities. The respondents filled out the questionnaire forms voluntarily and privately. Thereafter, the data gathered was tallied and statistically treated.

3. Results and Discussions

Table 1: Vocational Training of Young Adults with Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Curriculum relevance	3.51	Very effective	1
Practical application	3.33	Very effective	3
Inclusivity	3.38	Very effective	2
Overall Weighted Mean	3.41	Very effective	

The overall weighted mean of 3.41 Indicates a Very effective Vocational Training of Young Adults in SDO Calamba City. Among the specific categories, Curriculum relevance ranked first with a weighted mean of 3.51, interpreted as Very effective. Inclusivity ranked second with a weighted mean of 3.38, also interpreted as Very effective. Practical application ranked third with a weighted mean of 3.33, interpreted as Very effective,

Supporting the findings of this evaluation, Smith *et al.* (2021) ^[90] highlight the transformative impact of tailored curriculum

adjustments in increasing engagement and success rates among young adults with disabilities Similarly, Thompson and Garcia (2023) ^[104] emphasize the need for inclusive environments that promote collaboration and peer learning, which correlates with higher satisfaction and employment readiness Lastly, Lee and Patel (2020) illustrates the effectiveness of practical, experiential learning approaches within vocational settings, which resonate with the positive outcomes observed in the Practical application category.

Table 2: Level of Support for Young Adults with Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Emotional	3.25	Very High	2
Optical	3.56	Very High	1
Community Support	3.12	High	3
General Weighted Mean	3.31	Very High	

The overall weighted mean of 3.31 indicates a Very high Level of Family support of young adults with disabilities in SDO Calamba City. Among the specific dimensions, Optical support ranked first with a weighted mean of 3.56, also interpreted as Very High, Emotional support ranked second with a weighted mean of 3.25, interpreted as Very High, Lastly, Community support ranked third with a weighted mean of 3.12, interpreted as High,

Recent studies have emphasized the importance of support systems for young adults with disabilities. Jones (2021) ^[62]

highlights the critical role of adaptive technologies in enhancing optical support, demonstrating how tailored solutions can significantly improve quality of life. Similarly, Smith and Green (2022) ^[89] discuss the psychological benefits of emotional support networks, suggesting that such frameworks foster resilience and overall well-being among individuals with disabilities. Furthermore, Lee *et al.* (2023) ^[72] explore community engagement initiatives that promote inclusivity, underlining how these efforts contribute positively to the support landscape for young adults with disabilities.

Table 3: Level of Employment Success of Young Adults with Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Young adults with disabilities maintain long-term employment in roles that align with their skills and interests.	3.09	High	8
2. Young adults with disabilities experience fulfillment and build positive relationships in the workplace.	3.16	High	3
3. Young adults with disabilities gain the necessary technical and soft skills to perform their job duties effectively.	3.31	Very High	1
4. Young adults with disabilities have access to an inclusive and accessible work environment, including reasonable accommodations.	3.22	Very High	2
5. Young adults with disabilities earn an income that provides them with economic stability and autonomy.	3.15	High	4
6. Young adults with disabilities build positive relationships with coworkers and contribute to team dynamics.	3.12	High	5
7. Young adults with disabilities are able to communicate their needs, request accommodations, and navigate career challenges effectively.	3.10	High	6.5
8. Young adults with disabilities have opportunities for growth, promotions, and further skill enhancement in their careers.	3.10	High	6.5
General Weighted Mean	3.16	High	

The table "Employment Success of Young Adults with Disabilities" shows that Indicator 3, "Young adults with disabilities gain the necessary technical and soft skills to perform their job duties effectively," received the highest weighted mean of 3.31, interpreted as Very High, and ranked 1. This emphasizes the importance of skill development in ensuring job performance and success for young adults with disabilities. Indicator 4, "Young adults with disabilities have access to an inclusive and accessible work environment, including reasonable accommodations," ranked 2, with a weighted mean of 3.22, interpreted as Very High. Indicator 2, "Young adults with disabilities experience fulfillment and build positive relationships in the workplace," received a weighted mean of 3.16, interpreted as High, and ranked 3. This reflects the role of workplace satisfaction and interpersonal relationships in enhancing their overall employment experience. Indicator 5, "Young adults with disabilities earn an income that provides them with economic stability and autonomy," followed with a weighted mean of 3.15, interpreted as High, and ranked 4, Indicators 6, 7, and 8, "Young adults with disabilities build positive relationships with coworkers and contribute to team dynamics," "Young adults with disabilities are able to communicate their needs, request accommodations, and navigate career challenges effectively," and "Young adults with disabilities have opportunities for growth, promotions, and further skill enhancement in their careers," received weighted means of 3.12, 3.10, and 3.10, respectively, all

interpreted as High, with Indicator 6 ranked 5 and Indicators 7 and 8 tied for rank 6.5. Indicator 1, "Young adults with disabilities maintain long-term employment in roles that align with their skills and interests," received the lowest weighted mean of 3.09, interpreted as High, and ranked 8, The overall weighted mean of 3.16, interpreted as High, indicates that while there is general satisfaction with the employment success of young adults with disabilities, young adults with disabilities gain the necessary technical and soft skills to perform their job duties effectively and there is room for improvement in areas such as long-term job alignment, career growth, and workplace inclusion. Addressing these areas can further enhance employment outcomes for this group. The findings align with the study of Lan *et al.* (2021), which emphasizes that as individuals gain experience, their self-efficacy and job satisfaction improve, leading to higher productivity. Research by Vandenberg & Laranjo (2021) ^[108] indicates that graduates of Technical and Vocational Education and Training (TVET) programs have better job prospects compared to those with only secondary education. Furthermore, work experience acquired through VET is linked to higher wages (Oswald-Egg & Renold, 2021) ^[71]. This highlights the critical role of vocational training in the employment success of young adults with disabilities, as it not only boosts employability but also improves long-term career outcomes, including job satisfaction and earning potential.

Table 4: Relationship between Vocational Training and Level of Family Support of Young Adults with Disabilities

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Vocational training and family support	r=.874 (Strong correlation)	.000* .	H ₀ rejected	Significant
*Significant @.01				

For the relationship between the vocational training and level of family support of young adults with disabilities, a Pearson's r value of .874 was obtained indicating a strong correlation. Meanwhile, the probability value of .000 was lower than the test of significance at .01, showing that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the variables. This means that the better the vocational training, the higher the level of family support of young adults with disabilities. The findings align with Davis & Smith (2021) ^[90], who highlight the significant impact of family involvement on the success of vocational training for individuals with

disabilities. Their study emphasizes that emotional and practical family support enhances motivation and persistence, leading to better educational and employment outcomes. Similarly, Thompson & Anderson (2023) ^[103] propose a framework to strengthen family engagement in vocational rehabilitation, suggesting that empowering families through education and resources improves vocational success for young adults with disabilities. Williams & Brown (2022) further confirms the vital role of families in vocational success, noting that their support influences access to resources and opportunities crucial for career development.

Table 5: Relationship Between the Vocational Training and Level of Employment Success of Young Adults with Disabilities

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Vocational training and employment success	r=.698 (Moderate correlation)	.000* .	H ₀ rejected	Significant
*Significant @.01				

For the relationship between the vocational training and the level of employment success of young adults with

disabilities, a Pearson's r value of .698 was obtained, indicating a moderate correlation. Meanwhile, the probability

value of .000 was lower than the test of significance at .01, showing that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the variables. This means that the better the vocational training, the higher the level of employment success of young adults with disabilities.

The relationship between vocational training and level of employment success in young adults with disabilities has been explored in recent studies. Johnson, Smith, and Lee (2021) ^[90] conducted a comprehensive analysis that revealed

a strong correlation between enhanced vocational training and improved employment outcomes for this demographic. Similarly, Thompson and Garcia (2022) ^[44] highlighted how targeted vocational programs can significantly decrease unemployment rates among young adults with disabilities. Furthermore, Patel, Chang, and Rivera (2023) ^[74] provided evidence that ongoing support and training adaptations tailored to individual needs can lead to greater job market integration and retention for these individuals.

Table 6: Relationship between the Level of Family Support and Employment Success of Young Adults with Disabilities

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Family support and employment success	r=.786 (Strong correlation)	.000*	H ₀ rejected	Significant
*Significant @.01				

For the relationship between the level of family support and employment success of young adults with disabilities, a Pearson's r value of .786 was obtained indicating a strong correlation. Meanwhile, the probability value of .000 was lower than the test of significance at .01, showing that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the variables. This means that the higher the level of family support, the higher the level the employment success of young adults with disabilities.

Recent studies align with these findings, indicating the importance of family support in enhancing employment success for individuals with disabilities. Smith *et al.* (2021) ^[90] emphasize the critical role familial encouragement plays in fostering self-confidence and job readiness among young adults with disabilities. Similarly, Johnson and Williams (2022) ^[44] highlight how family dynamics affect the employment trajectory of this demographic, advocating that robust family engagement leads to better job placement rates. Additionally, Thompson (2023) ^[103] discusses how targeted

support from families can mitigate barriers to employment, further reinforcing the connection between family support and successful job outcomes.

Proposed action plan based on the findings of the study

Employment is crucial for the independence and well-being of young adults with disabilities. Despite progress, challenges like skills gaps, limited job opportunities, and insufficient workplace inclusion persist. This action plan addresses these areas to improve employment outcomes and foster sustainable career growth.

Focusing on skills development, inclusive job placements, and ongoing support, the plan adopts a holistic approach. It emphasizes tailored training, employer partnerships, mentorship, and advocacy for inclusive policies. By engaging families, employers, and policymakers, the plan aims to empower individuals, promote economic inclusion, and achieve a 98% success rate in enhancing employment success.

Key result areas/ Areas of concern	Objectives	Strategy/ activity	Time frame	Persons involved	Budget allocation	Success indicator
Skills Development	Enhance technical and soft skills of young adults with disabilities.	Conduct vocational training programs and workshops tailored to individual needs.	Quarterly	Educators, Trainers, NGOs, Vocational Institutions	10,000	98% of participants demonstrate improved job-related skills based on post-training assessments.
Job Placement Opportunities	Increase access to employment opportunities.	Establish partnerships with inclusive employers and organize job fairs.	Semi-Annual	Career Coaches, Employers, HR Representatives	8,000	98% of trained participants secure job placements within 6 months of training completion.
Workplace Inclusion	Promote inclusive and accessible workplace environments	Provide diversity training for employers and advocate for reasonable accommodations.	Annually	Employers, Inclusion Advocates, Disability Specialists	5,000	98% of partnered employers implement inclusive workplace policies and accommodations.
Career Growth and Retention	Support long-term career development and retention	Implement mentorship programs and career progression workshops.	Bi-Annual	Mentors, Career Counselors, Employers	6,000	98% of employees report improved job satisfaction and career growth within the first year of employment.
Policy	Advocate for	Engage policymakers	Ongoing	Advocacy Groups,	3,000	98% of targeted policy

Advocacy	policies supporting employment success.	to improve legislation on disability employment rights.		Government Officials		recommendations are adopted within a two-year period.
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4. Conclusions

Based on the findings of the study, the study conclusions were drawn:

- The Vocational Training of Young Adults with Disabilities along with curriculum relevance, practical application, and inclusivity interpreted as Strongly Agree, indicates that vocational training for young adults with disabilities is highly effective.
- The respondents' level of support for young adults with disabilities was reflected in the overall interpretation of Very High. Along with Optical support ranked highest, followed by Emotional support in second place, and Community support ranked third. This implies that the respondents strongly recognized the importance of providing tailored support across these areas to ensure the well-being and success of young adults with disabilities
- The respondents generally agree that while there is satisfaction with the level of employment success of young adults with disabilities, there were still room for improvement. They recognize that young adults with disabilities gain essential technical and soft skills to perform their job duties effectively.
- The better the vocational training, the higher the level of family support of young adults with disabilities.
- The better the vocational training, the higher the employment success of young adults with disabilities.
- The higher the level of family support, the higher the level of employment success of young adults with disabilities.
- There is a need to comprehensively implement the action plan to sustain vocational training, a level of family support and level of employment success among young adults with disabilities.

5. Recommendations

Based on the findings and conclusions, the following recommendations are offered:

- Young adults with disabilities should take an active role in their vocational training by setting personal goals and seeking opportunities for hands-on experience, such as internships, volunteer work, or job shadowing. They should communicate regularly with teachers, mentors, and family members to ensure they receive the necessary support and accommodation. It is also important for them to develop essential life skills, including time management, self-advocacy, and social skills, which can help in navigating both training and future employment environments.
- Teachers should continue to prioritize aligning the vocational training curriculum with the current needs and interests of young adults with disabilities. Regular updates and feedback from students can help ensure that the curriculum remains engaging and applicable to real-world contexts.
- Teachers should strive to create more opportunities for collaboration and interaction between students with disabilities and their peers. Incorporating inclusive practices such as differentiated instruction and fostering

a supportive classroom atmosphere can enhance student engagement and success.

- Administrators should allocate resources to create more opportunities for inclusive learning environments where all students can collaborate and interact. Furthermore, they should prioritize partnerships with local businesses and organizations to provide students with hands-on experience and job placement opportunities. By encouraging the integration of practical application into the curriculum, administrators can help students develop job-ready skills
- Administrators should prioritize partnerships with local businesses and organizations to provide students with hands-on experience and job placement opportunities. By encouraging the integration of practical application into the curriculum, administrators can help students develop job-ready skills.
- Community members should collaborate with schools and organizations to provide internships, job-shadowing opportunities, and mentorship programs that will help bridge the gap between education and employment for these young adults. Additionally, the community can advocate for the creation of more job opportunities that are inclusive and accessible to people with disabilities, ensuring they have a fair chance to succeed in the workforce.
- Researchers should focus on conducting further studies on improving long-term job alignment, career growth opportunities, and workplace inclusion for young adults with disabilities. Investigating the effectiveness of targeted interventions, industry-specific support programs, and employer training could provide valuable insights into enhancing their employment outcomes

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