INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT

OPEN ACCESS JOURNAL

Vol 13, Issue 1, (2024) E-ISSN: 2226-6348

Construction of Vocational Quality Model for Secondary Vocational Students with Intellectual Disabilities Based on the Quality Iceberg Theory Confirmed by Expert Consultation

Zhang Yi[1,2], Kway Eng Hock[1], Grace Annammal Gnana Piragasam[1]

[1]Department of Special Education, Faculty of Human Development, Sultan Idris Education University, Tanjong, Malim, Perak, Malaysia, [2]Department of Psychological, Faculty of Educational and Psychological Sciences, Sichuan University of Science & Engineering, Zigong, Sichuan Province, China

Corresponding Author Email: kway.eh@fpm.upsi.edu.my

To Link this Article: http://dx.doi.org/10.6007/IJARPED/v13-i1/20752 DOI:10.6007/IJARPED/v13-i1/20752

Published Online: 12 February 2024

Abstract

This study completed the discussion of the vocational quality of students with intellectual disability in secondary vocational schools from the two parts of theoretical model construction and expert confirmation. In the part of theoretical model construction, starting from the goal of vocational education for the disabled, it is clear that obtaining self-reliance through employment should be the most important goal of vocational education for the disabled. Secondly, inspired by the theory of quality iceberg, the structure of vocational quality of students with intellectual disability is divided into two parts: explicit quality and implicit quality. Explicit quality includes vocational image, vocational knowledge and vocational skill. Implicit quality includes vocational awareness, vocational ethics and vocational habits. Finally, according to the actual situation of the secondary vocational students with intellectual disabilities, each specific content is explained. In the expert confirmation section, 20 experts in related fields were invited to consult on the model. Through the basic process of feedback, modification and consensus, 20 experts reached a consensus on the vocational quality model of secondary vocational students with intellectual disabilities proposed in this study.

Keywords: Vocational Quality, Secondary Vocational Student with Intellectual Disabilities

Introduction

The American Association on Intellectual and Developmental Disabilities (AADD) defines the intellectual disability as a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills (Schalock et al., 2007). In view of this, people with intellectual disabilities are the most vulnerable groups in employment (Karhina et al., 2022).

Nevertheless, the particular group have a strong desire to earn a living (Hennessey & Goreczny, 2022; Stephens et al., 2005). They also have equal rights to work. With some training, it is possible for people with intellectual disabilities to become stable, reliable and competent employees who represent a potentially valuable resource of the labor force (Olson et al., 2001). Of course, the premise is that they must have certain vocational qualities.

Vocational quality usually has another synonym 'Professionalism' or 'Professional literacy' which means "the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well" (Webster, 1998). Liu (2022) defines vocational qualities as the vocational skills, vocational attitude and vocational code of conduct reflected by practitioners in specific vocational activities, which is the comprehensive embodiment of professionalism. Vocational quality reflects a person's employability. Recent research in the vocational education and training for people with intellectual disabilities has been trying to identify components that strengthen employability (Wilson and Campain, 2020). However, in general, the research on the vocational quality of the intellectual disabled still lacks a systematic view.

Secondary vocational students with intellectual disabilities are the candidates most likely to develop into qualified intellectual disabled labor force. Previous most research focuses on preparing students with intellectual disabilities for low-paying jobs, and very few focused on a more sophisticated career pathway or postsecondary education and training (Lombardi et al., 2018). Students with intellectual disabilities have little opportunity to engage in competitive, meaningful employment based on typical transitions into segregated work settings (Wehmeyer et al., 2016). In fact, competitive employment environments are more conducive to individual goals for people with intellectual disabilities (Southward & Kyzar, 2017). Therefore, this study is committed to constructing a practical vocational quality model for secondary vocational students with intellectual disabilities to help them be more competitive in employment. After all, it has been suggested that synthetic models involving training, collaboration and awareness raising may forward students with ID to the workforce in a way that better corresponds to the current societal and market demands (Park & Bouck, 2018).

Objecitve

The objective of this study is to construct a vocational quality model for secondary vocational students with intellectual disabilities with the help of theoretical research, and to confirm it by experts in related fields. Finally, a systematic view of training the vocational quality and improving the employability of people with intellectual disabilities is put forward.

Methodology

The method design of this study is divided into two parts: model construction and expert consultation. The first part is to construct the vocational quality model of secondary vocational students with intellectual disabilities. The goals of vocational education for students with disabilities, the structure and content of vocational quality will be clarified. The second part is to improve and confirm the vocational quality model by expert consultation.

Participant

In the second part expert consultation, the participants were 20 experts selected from fields related to the subject. All of them have deep knowledge and rich experience in special education and employment of students with disabilities and meet the following conditions: a) More than three years of experience in education or development of students with

intellectual disabilities; b) Voluntarily participate in consultation and be willing to provide advice; c) Caring for the community of people with intellectual disabilities; d) Have a correct concept of self-reliance for the people with intellectual disabilities. The specific composition of experts can be seen in Table 1.

Table 1
The Demographic Characteristics of Participants in Expert Consultation

Demographic variables	Category	Frequency (%)	Total
Age	30-39 years	3(15)	20
	40-49 years	13(65)	
	50-59 years	4(20)	
Gender	male	12(60)	20
	female	8(40)	
Education	College degree or below	3(15)	20
	Bachelor	10(50)	
	Master	5(25)	
	Doctor	2(10)	
Occupation	College teacher	6(30)	20
	Special education teacher	6(30)	
	Head of enterprise	8(40)	
Work experience in the professional area	5-10 years	1(5)	20
	11-15 years	8(40)	
	16-20 years	4(20)	
	21-25 years	4(20)	
	26-30 years	3(15)	
Expertise area	Theoretical research on special education	6(30)	20
	Education in students with intellectual disabilities	6(30)	
	Employment of students with intellectual disabilities	8(40)	

Instrument

In the first part of the theoretical study of model construction, some literature databases such as Google Scholar, Education Resources Information Center (ERIC), China National Knowledge Network (CNKI) will be used for literature search.

In the second part of expert consultation, a questionnaire is used to collect expert opinions. This questionnaire is divided into four parts in content. Section A is the basic views of experts on the development of students with intellectual disabilities; Section B is the experts' opinion on the vocational education goals of secondary vocational students with intellectual disabilities; Section C is the experts' opinion on structure and content of the vocational quality for secondary vocational students with intellectual disabilities; Section D is

experts' suggestions on how to cultivate the vocational qualities of secondary vocational students with intellectual disabilities.

The form of questions in the questionnaire consists of closed questions and open questions. In closed questions, experts are requested to mark their responses on the items and constructs according to the corresponding numbers. The Survey scale seeking for experts' views has 7 points responses with the following anchors: 1= Totally Disagree, 2= Strongly Disagree, 3= Disagree, 4= Neither Agree or Disagree, 5= Agree, 6= Strongly Agree and 7= Totally Agree. More scale response options may conceivably result in less skewed data (Vagias, 2006) in order to get a clear opinion or degree of agreement from experts through more options. The design of open-ended questions is to get more open opinions from experts on related issues. The guidance in the questionnaire will highlight the encouragement of experts to express more open and truthful opinions.

Data Analysis

In the first part of theoretical research for model construction, literature, information and so on as research data for theoretical analysis. In the second part of the expert consultation, the questionnaire data will be described for statistical analysis.

Results

1. **Model construction of vocational quality for secondary vocational students with intellectual disabilities**

The construction of vocational quality model for secondary vocational students with intellectual disabilities follows the steps of clarifying the goals of vocational education for the disabled, determining the structure of vocational quality and explaining the content of vocational quality.

1.1 Clarifying vocational education goals for secondary vocational students with intellectual disabilities

Educational goal is the general requirements of the society for the education and training of talents, reflecting the basic requirements of "what kind of people to be cultivated" and "the quality of people" (Bloom&Kraswall,2020). Educational goals serve as the guiding direction for the whole educational activities. Vocational education is a type of education that has different educational purposes and requirements from general education. To discuss the vocational education of students with intellectual, the goal of vocational education must be clarified first.

The International Comparative Education Research Center of the Chinese Academy of Education Sciences selected 37 countries with relatively developed economies and education in the world, including 34 member countries of the Organization for Economic Cooperation and Development (OECD) and China, Russia and Brazil, to evaluate and rank their vocational education competitiveness. Vocational education competitiveness evaluation system has 12 indicators, of which 11 indicators' data are from reports published by international organizations. These include the World Economic Forum's (WEF) Global Competitiveness Report 2012-2013, the International Institute for Management Development's (IMD) World Competitiveness Yearbook 2012, and the Organization for Economic Cooperation and Development's Education at a Glance 2013: OECD Indicators.

In this study, two countries were randomly selected from the top 10, the middle 10 and the bottom 10 respectively, a total of six countries. The vocational education goals of these

countries were summarized through literature research and Internet search, and been shown in the Table 2 below.

Table 2
Vocational Education Goals in Sample Countries

Nation	Ranking	Talent training goal in vocational education
Switzerland	1	Helping students make the transition between school and the workplace; Develop highly skilled professionals; a more comprehensive education
Australia	8	Prepare a student for real-world and industry-based jobs
Britain	14	Students have the skills to be qualified for a specific occupation
China	26	Cultivate high-quality and skilled personnel
Greece	31	Market-oriented talent training goals
Mexico	36	employment-oriented personnel training

It is not difficult seen from the above table that the talent training goal in vocational education in the selected countries can be simply divided into two levels. The first level and the basic goal of vocational education is the employment-oriented training of skilled personnel. The second level and the higher goal of vocational education is to improve the comprehensive quality of people.

So, what about the talent training goal of vocational education for student with disabilities? The following Table 3 shows a summary of the talent training goal in vocational education for student with disabilities in the above sample countries.

Table 3
Vocational Education Goals for Student with Disabilities in Sample Countries

Nation	Ranking	Talent training goal in vocational education for student with disabilities
Switzerland	1	Integrate into the society and enter the competitive labor market
Australia	8	Ability based, pay attention to professional ethics training
Britain	14	Matching market demand for employment
China	26	Employment and stable employment
Greece	31	Helping people with special needs return to society
Mexico	36	Prepare of the good life

It can be seen that vocational education for students with disabilities is a necessary way to help them integrate into society. The primary vocational education goal of students with disabilities is to gain a skill to be self-reliant, followed by equal enjoyment of rights and a good life. This is especially true for students with intellectual disabilities. Successful employment to be self-reliant is these students' primary purpose in secondary vocational education. Further,

improve themselves and experience a better life in the process of education. Figure 1 shows the three different levels of vocational educational goals.

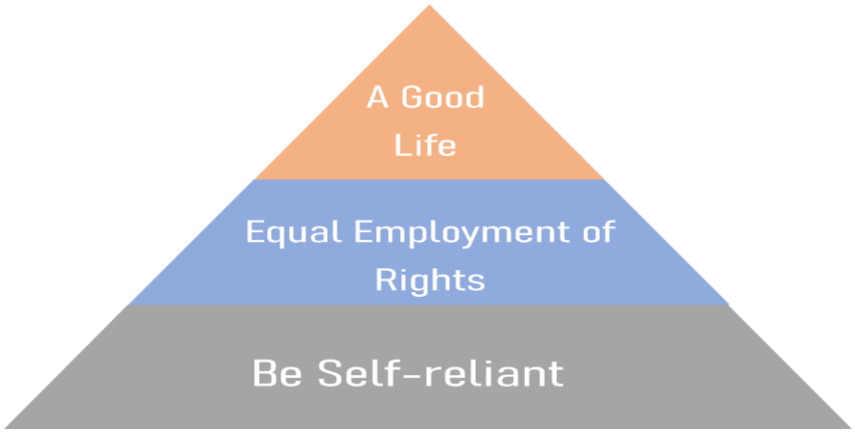

Figure 1. Vocational Education Goals for Secondary Vocational Students with Intellectual Disabilities

Determining vocational quality structure for secondary vocational students with intellectual disabilities based on the quality iceberg theory

American psychologist McClelland (1973) proposed the Iceberg Competency Model, which depicts human competencies as an "iceberg" and divides individual competencies into explicit "above the iceberg" and implicit "below the iceberg" based on their different manifestations. Figure 2 shows the quality structure in the iceberg theory.

The part above the iceberg includes basic knowledge and basic skills. These explicit qualities are directly related to the vocational qualifications required for practical work, and can be shaped and changed at the operational level by examining professional qualifications, tests and examinations. They can be measured in the form of credentials, tests, interviews, and academic records, and can be improved in the short term through further education, training, and coaching (Li & Ayunon, 2023). The part below the iceberg includes individual's social role, self-image, personality traits and motivation which are intrinsic and difficult to measure, but play a key role in an individual's behavior and performance. They are called implicit qualities.

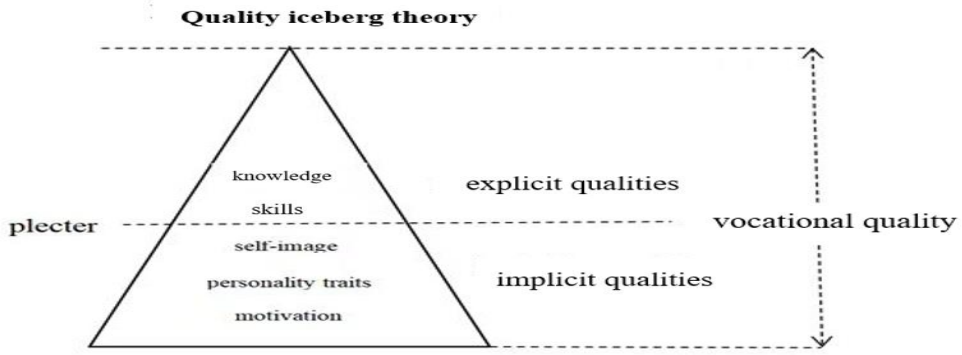

Figure 2. The Quality Iceberg Theory (McClelland, D. C., 1973)

Inspired by the iceberg theory, this study divides the vocational quality of students with intellectual disabilities into two parts, explicit quality and implicit quality. Explicit quality includes vocational image, vocational knowledge and vocational skills. This part belongs to the baseline quality, which is the basic quality requirement for employees. It is easy to be measured, observed, imitated and can be acquired through training. But it cannot distinguish the excellent from the average in the organization. Implicit quality includes vocational awareness, vocational ethic and vocational style and habits. They are the discriminative qualities and are the key factors that distinguish the high performers from the average ones: the higher the position, the greater the proportion of the role played by these qualities. Compared with baseline quality, discriminative quality is not easy to be observed and measured, and it is difficult to change and evaluate it. Figure 3 shows the vocational quality structure of secondary vocational students with intellectual disabilities in the study.

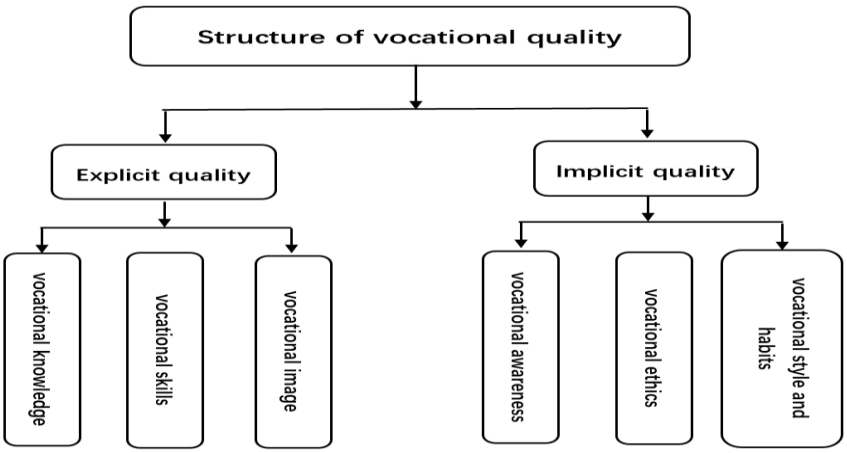

Figure 3. Vocational Quality Structure for Secondary Vocational Students with Intellectual Disabilities

There are both similarities and differences between explicit quality and implicit quality, and there is a close relationship between them. The same thing is that they are the comprehensive embodiment of the vocational quality of the individual in the process of employment. The difference is that explicit quality is explicit, variable, and varies with different occupational requirements. Implicit quality are implicit, stable, and common, personal traits that can be reflected in all occupations.

Their specific links are as follows: a) The implicit quality determines and supports the external explicit vocational quality. Implicit quality is the essence and the root of value. Without it, the explicit quality without value cannot be called vocational quality and loses the practical significance of discussion. b) Explicit vocational quality is the external expression of implicit vocational quality. Explicit quality is a direct tool to complete vocational activities, without its implicit quality will lose the way to realize value, that is, can't produce value for vocational activity, vocational quality is also out of the question. It is worth explaining that explicit and implicit are two different forms of vocational quality, and can't be used as an absolute division of the two correct parts of vocational quality (Kang&Tang,2015 a). See Figure 4 for details.

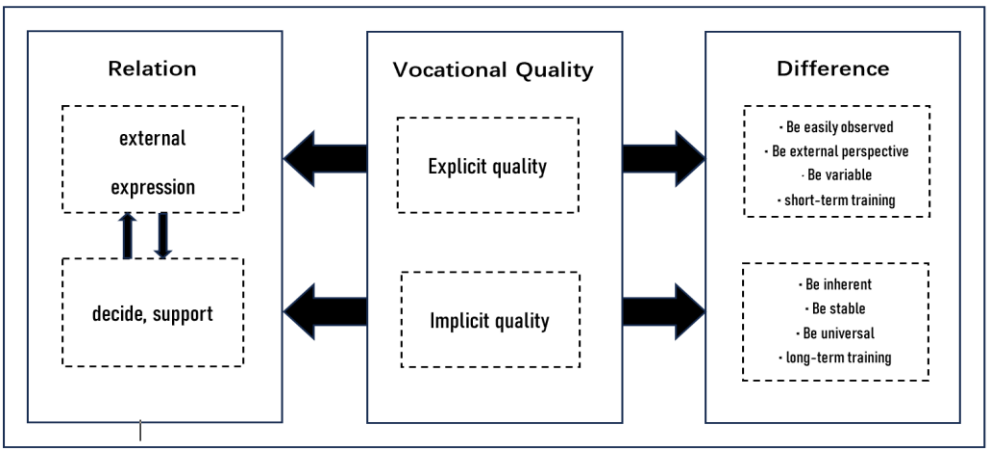

Figure 4. The Difference and Relation Between Explicit Quality and Implicit Quality

Explaining of vocational quality content for secondary vocational students with intellectual disabilities

Explicit quality is factors of vocational quality that can be easily observed, evaluated and measured from an external perspective and can be acquired through short-term education and training, including vocational knowledge, vocational skills and vocational image. Vocational knowledge refers to all the propositions, theorems, viewpoints, experiences, procedures and other information related to the occupation that have been summarized and verified to be correct and can express, transmit and guide the solution of practical problems (Kang & Tang,2015 b). Vocational skills are the action system that can complete the tasks required by the occupation through practice. Vocational image is the external display of personal appearance that meets the requirements of the job, such as dress, behavior, etc.

Implicit quality is stable and continuous, inherent, with good value, reflecting personal attributes of professional quality factors, need to be acquired through long-term training, practice, training, including vocational awareness, vocational ethics, vocational style and habits. Vocational awareness includes understanding of occupation, the motivation of employment, the cultivation of the idea of self-reliance and so on. Vocational ethics mainly reflects the good personality qualities required in the occupation. Vocational style and habit are the habitual behavior and personal style of individuals in the process of employment. The specific explanation is as follows.

Vocational awareness is the understanding of occupation, including the corresponding professional understanding, work motivation, self-reliance idea and so on. In addition to the understanding and cognition of the occupation, the more important thing for students with intellectual disabilities is to stimulate their work motivation and cultivate the concept of self-reliance. Secondary vocational students with intellectual disabilities should be helped to establish beliefs such as "work makes me valuable", "labor is honorable" and "I can make myself independent through work".

Vocational ethics is the good character and professional ethics required by the profession. These qualities are important in all forms of work. It is considered in this study that be honest and loyal, obeying arrangement, cooperating with others, accepting suggestions and be responsible are especially needed for secondary vocational students with intellectual disabilities.

Vocational style and habits are the habitual behaviors and personality characteristics of individuals in professional activities. Secondary vocational students with intellectual disabilities are expected to have good habits and styles such as being friendly, emotionally

stable, punctual, rule-following, safety conscious, able to overcome difficulties and able to ask for help (Wang,2016).

Expert Consultation on the vocational quality model of secondary vocational students with intellectual disabilities

Table 4
Expert Positive Coefficient Statistics (Expert Response Rate)

Invitation	Respond	Rate (%)
20	22	100

The expert positive coefficient is determined by the expert's response to the issuance invitation. As can be seen from the above Table 4, this expert consultation to solicit expert opinion consultation sent a total of 20 experts to the invitation letter, got the response of all the experts. The response rate was 100%. Next, the findings will be presented according to the contents of the four sections of the survey questionnaire.

Table 5
Expert Consensus on the Section A of Questionnaire: Development of Students with Intellectual Disabilities

Item	Totally disagree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Totally agree
Students with intellectual disabilities have the right to employment							20
Students with intellectual disabilities can be employed in certain industries						2	18
Employment is important to students with intellectual disabilities and their family							20

It can be seen from Table 5 that there was a high degree of consensus on the development of students with intellectual disabilities. All experts affirm the equal right of employment for the students with intellectual disabilities and also believe that employment is very important for students and their families. Not only that, most experts believe that intellectual disabilities can be employed in certain industries. Actually, workers with

intellectual disabilities were able to contribute most successfully when work tasks were tailored to their skills and they were provided with clear job expectations (Lysaght et al., 2012).

Table 6
Expert Consensus on Section B of Questionnaire: The Vocational Education Goals of Secondary Vocational Students with Intellectual Disabilities.

Item	Totally disagree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Totally agree
Employment is the primary goal of vocational education for secondary vocational students with intellectual disabilities							20
The goal of vocational education of students with intellectual disabilities in the study					2	3	15

In the expert opinion on the goals of vocational education for secondary vocational students with intellectual disabilities, all experts recognize that helping students to find jobs should be the most important educational task for vocational education. Therefore, there is no doubt that employment is the primary goal of vocational education for secondary vocational students with intellectual disabilities.

Two experts agree, three experts strongly agree and 15 experts totally agree with the view that the vocational education goals of students with intellectual disabilities are divided into three levels: be self-reliant, equal employment of rights and a good life in the study.

Table 7
Expert Consensus on the Section C of Questionnaire: Vocational Quality of Secondary Vocational Students with Intellectual Disabilities (the First Round)

Item	Totally disagree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Totally agree
The vocational quality is divided into explicit quality and implicit quality.						2	18
The implicit quality of students with intellectual disabilities is divided into vocational awareness, vocational ethics, vocational style and habits.			5		1	3	11
The definition and content of vocational awareness, vocational ethics, vocational style and habits.			5		5	6	4

In the first round of expert consultation, the expert consensus on the vocational quality model of secondary vocational students with intellectual disabilities in this study has the following findings: 18 experts totally agree and two experts strongly agree on the basic view that vocational quality is divided into explicit quality and implicit quality.

11 experts totally agree with the view that the implicit qualities of students with intellectual disabilities are divided into vocational awareness, vocational ethics, vocational style and habits. Three experts strongly agreed, one agreed and five disagreed. In the open-ended questions in the fourth section of the questionnaire, five experts who disagreed gave the following reasons: some thought that the vocational quality requirements for students with intellectual disabilities should not be divided into too detailed; Some experts thought that vocational style and habits should not be integrated.

Therefore, experts have different opinions on the definition and expression of professional awareness, professional ethics, professional style and habits in this study. Four experts totally agreed with the statements in this study, six experts strongly agreed, five experts agreed, and five experts disagreed. In the same way, in the open questions of the fourth section of the questionnaire, the experts who expressed disagreement pointed out

that some aspects of vocational ethic, vocational style and habits were inappropriate. For example, while honesty is desired by employers in a career, it is more of a personal quality and should be more appropriate in a vocational style.

In view of the above expert opinions, some modifications have been made to the naming and expression of the three contents about the implicit qualities of secondary vocational students with intellectual disabilities. vocational styles and habits are modified into vocational habits. Obedience and cooperation are adjusted to the performance of vocational habits. Following the rules was adjusted to be a sign of vocational ethic. The revised material is then sent to the experts again, and the expert consensus statistics received in the second round are as follows:

Table 8
Expert Consensus on the Section C of Questionnaire: Vocational Quality of Secondary Vocational Students with Intellectual Disabilities (the Second Round)

Item	Totally disagree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Totally agree
The vocational quality is divided into explicit quality and implicit quality.							20
The implicit quality of students with intellectual disabilities is divided into vocational awareness, vocational ethics, vocational habits.					1	6	13
The definition and content of vocational awareness, vocational ethics, vocational habits.					1	6	13

In the second round of expert opinion consultation, the consensus on the implicit quality of secondary vocational students with intellectual disabilities was reached. 20 experts totally agree that vocational quality is divided into explicit quality and implicit quality. 13 experts totally agree that vocational awareness, vocational ethics and vocational habits are

three aspects of implicit quality, and fully agree with the definition of their concept and the description of their performance in this study. Six experts strongly agreed and one agreed.

Table 9
Expert Consensus on Section D of Questionnaire: Recommendations for Vocational Quality Training of Secondary Vocational Students with Intellectual Disabilities

Theme	Respond
How to develop the vocational quality of secondary vocational students with intellectual disabilities?	· Vocational education: the most comprehensive way · Special quality course: focus on the vocational quality objectives · Periodic group activities: psychological quality training · Family education: cooperation

In the fourth part of the questionnaire, the open question part, in addition to the reasons given by the experts who expressed disagree, the experts are also required to give suggestions on how to cultivate and develop the vocational quality of the secondary vocational students with intellectual disabilities, especially the implicit quality.

The opinions of the experts are summarized in the four aspects. First of all, vocational education is the most comprehensive way without substitute. Secondly, special quality courses in vocational education can focus on the vocational educational objectives; Third, in some psychological quality training, the form of periodic group activities can be tried; Finally, the full cooperation of family education is needed.

Based on two rounds of expert consultation, the main viewpoints of this study on the development of students with intellectual disabilities, vocational education goals for students with intellectual disabilities, structure and content of vocational quality, training methods of vocational quality for secondary vocational students with intellectual disabilities have been finalized. Summary is shown in the figure below.

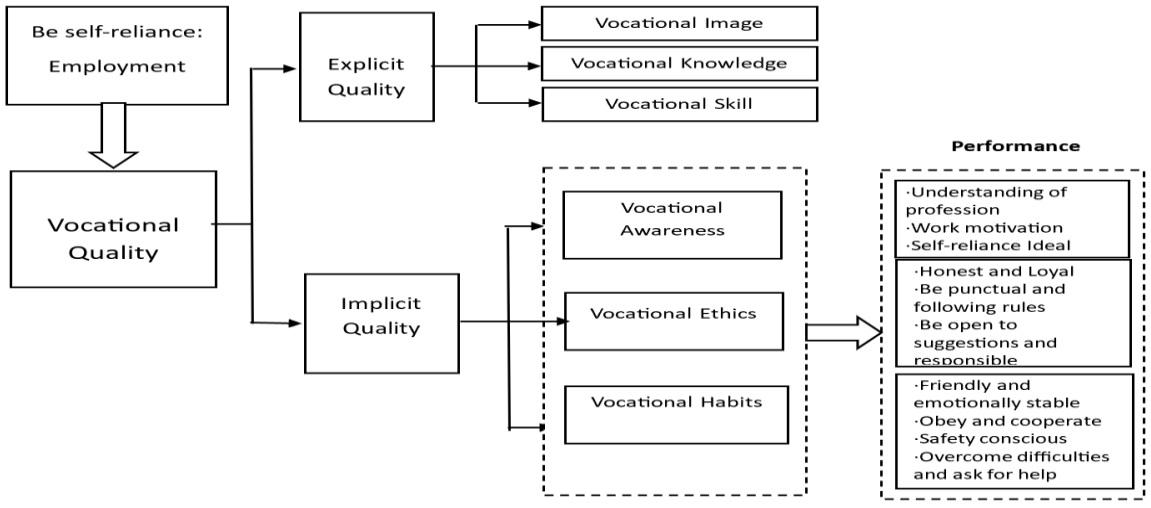

Figure 5. The Vocational Quality Model of Secondary Vocational Students with Intellectual Disabilities under Expert Consensus

Discussion

1.The implicit quality of secondary vocational students with intellectual disability deserves attention.

As shown in the results, the vocational quality of students with intellectual disabilities can be divided into two parts: explicit quality and implicit quality. In fact, as two different forms of vocational quality, these two are indispensable. Generally speaking, the explicit qualities such as vocational knowledge and vocational skills are the basic requirements and prerequisite to determine whether an individual has the ability to work. Taking China as an example, even with the support of the sheltered employment policy, the society also has requirements for the improvement of the employability of the disabled (Tang & Li, 2021). However, as far as the intellectual disabled are concerned, the requirement of vocational quality is a little different from those of other types of disabilities. In previous studies, the non-intellectual factors of intellectual disabilities such as expectation, motivation have been emphasized (Holwerda et al., 2013). Some personal trails such as cognition, communication, self-confidence, resilience and so on become the core factors of employment for intellectual disabled people beyond knowledge and skills (Andrews & Rose, 2010; Rose et al., 2005;Zhang & Kway,2023).

From the perspective of improving employability, having certain vocational knowledge and skills is the embodiment of the lowest level of employability. In order to achieve higher quality employment, in addition to the training of knowledge and skills, people with intellectual disabilities also need to have a more stable and reliable implicit quality. In this study, the implicit quality of students with intellectual disabilities can be summarized into three contents: vocational awareness, vocational ethics, and vocational habits. The specific content has been explained in the results section and has been recognized by experts.

2.The challenge of training the vocational quality of students with intellectual disability.

Studies have shown that the educational level of the disabled is closely related to their employability (Lai et al., 2008). In the expert consultation, four main ways are put forward on the training of vocational quality of secondary vocational students with intellectual disabilities.

The first way is the vocational education which is the most basic and comprehensive way of training vocational quality. This approach is especially important for students with intellectual disabilities because they are considered the only group to shown an increase in career and technical education course taking and life skills instruction entirely within special education classes (Wagner et al., 2003). The second way is a variety of specialized professional quality courses which can directly and efficiently accomplish educational objectives. This kind of specialized curriculum also depends on the development and setting of the school to a large extent, and can also be counted as an important part of the school vocational education. The third way is various training and intervention activities. Although it is mentioned in this study that explicit quality can be acquired through short-term training and implicit quality needs to be developed in the long term, it does not mean that short-term training or intervention has no effect on implicit quality. On the contrary, research shows that long interventions or those involving direct contact may have the most beneficial effects on the relationships between people with and those without intellectual disabilities (Kármán et al., 2022). This is an approach worth trying. The fourth way is family education. The importance of family for individual growth is self-evident. Only when school education and family

education fully cooperate, can education goals be better achieved. But home-school cooperation is difficult and faces many challenges.

This study believes that the challenges of training the vocational quality of secondary vocational students with intellectual disabilities can be summarized as follows: 1) In school education, how to set up more direct and effective special courses for the vocational quality training of students with intellectual disabilities. 2) How to apply some short-term intervention methods to the cultivation of implicit quality of students with intellectual disabilities? 3) How can families participate in helping students with intellectual disabilities complete the transition from school and family to society? It is hoped that future studies will discuss these issues in depth.

Significance

This study puts forward a systematic view on the vocational quality of secondary vocational students with intellectual disabilities, which is of great significance. In theory, the vocational quality model of students with intellectual disabilities has enriched the research object and the achievements in the field of vocational quality research. Some scattered viewpoints in the past are summarized and summarized, and more systematic propositions are put forward in this study. In practice, the ideas of attaching importance to implicit quality and trying psychological intervention put forward a new perspective and suggestion for vocational education of secondary vocational students with intellectual disabilities, which has certain advanced nature. This will help improve the employability of students with intellectual disabilities and help them complete the transition between school and society.

Limitation

There are some limitations in the method and content of this study. In terms of research methods, theoretical research and expert consultation are adopted. The theoretical research is lack of comprehensive summary and arrangement of relevant literature, which is inevitably one-sided. Due to the limited participants in expert consultation, the vocational quality model constructed in this study can also be perfected and improved. In terms of research content, this study is limited to the phenomenon and problems, but how to solve the problem has not been deeply discussed and verified. Further research is needed to address the many challenges raised in the discussion section of this paper.

Conclusion

1. According to the viewpoint of quality iceberg theory, the vocational quality of students with intellectual disabilities can be divided into two parts: explicit quality and implicit quality. Each has its own content.
2. In the employment of students with intellectual disabilities, the implicit quality is particularly worthy of attention.
3. The vocational quality training of secondary vocational students with intellectual disabilities faces several challenges.

All in all, it is necessary to discuss the details of vocational quality of secondary vocational students with intellectual disabilities, which is very lacking in previous studies. The structuring of vocational quality in this study is helpful to cultivate the employability of secondary vocational students with intellectual disability from two different perspectives: explicit and implicit. In particular, the definition and content of the concept of implicit quality have

corrected the blind spot in the traditional vocational education that attaches too much importance to knowledge and skills and neglects the cultivation of human beings. The above conclusions also provide suggestions and thoughts for the high-quality employment of the intellectual disabled.

References

Andrews, A., & Rose, J. L. (2010). A Preliminary Investigation of Factors Affecting Employment Motivation in People with Intellectual Disabilities. Journal of Policy and Practice in Intellectual Disabilities, 7(4), 239–244. https://doi.org/10.1111/j.1741-1130.2010.00272.x

Bloom, B. S., and Kraswall, D. R. (2020). Classification of educational objectives: Classification of educational objectives. Volume 1, Cognitive Domain. Longman.

Hennessey, R. E., & Goreczny, A. J. (2022). Employment preferences of individuals with intellectual and developmental disabilities: An evaluation of gender and age differences. Journal of Applied Research in Intellectual Disabilities, 35(3), 878–888. https://doi.org/10.1111/jar.12992

Holwerda, A., Van Der Klink, J. J. L., De Boer, M. R., Groothoff, J. W., & Brouwer, S. (2013). Predictors of work participation of young adults with mild intellectual disabilities. Research in Developmental Disabilities, 34(6), 1982–1990. https://doi.org/10.1016/j.ridd.2013.03.018

Shibin, K., & Pei, T. (2015). An analysis of the concept of professional accomplishment. Journal of Shun de Vocational and Technical College, 13(2), 31-36.

Karhina, K., Ineland, J., & Vikström, L. (2022). Stakeholder views on young adults with intellectual disabilities as a workforce: A qualitative study on students' performance in upper secondary education and their employment potential. Journal of Intellectual Disabilities, 26(4), 1057–1074. https://doi.org/10.1177/17446295211026475

Karman, B., Szekeres, A., & Papp, G. (2022). Interventions for acceptance and inclusion of people with intellectual disability: A systematic review. Journal of Applied Research in Intellectual Disabilities, 35(3), 641–654. https://doi.org/10.1111/jar.12968

Lai D S, Liao J, & Liu W. (2008). Employment of disabled persons in China and its influencing factors. Journal of Renmin University of China, 22(1), 10-15.

Liu, H. (2022). Research on the cultivation of Professional quality of undergraduate level vocational education students. Shanxi Youth, (12), 103-105.

Li, W., & Ayunon, B. (2023). Formation and Development of Teachers Professionalism. International Journal of Education and Humanities, 7(3), 124–129. https://doi.org/10.54097/ijeh.v7i3.6332

Lombardi, A. R., Dougherty, S. M., & Monahan, J. (2018). Students With Intellectual Disabilities and Career and Technical Education Opportunities: A Systematic Literature Review. Journal of Disability Policy Studies, 29(2), 82–96. https://doi.org/10.1177/1044207318764863

Lysaght, R., Ouellette-Kuntz, H., & Lin, C.-J. (2012). Untapped potential: Perspectives on the employment of people with intellectual disability. Work, 41(4), 409–422. https://doi.org/10.3233/WOR-2012-1318

McClelland, D. C. (1973). Testing for competence rather than for "intelligence". American Psychologist, 28(1), 1-14. https://doi.org/10.1037/h0034092

Merriam-Webster, Inc. (1998). Merriam-Webster's collegiate dictionary. Springfield, Mass.: Merriam-Webster.

Olson, D., Cioffi, A., Yovanoff, P., & Mank, D. (2001). Employers' perceptions of employees with mental retardation. Journal of Vocational Rehabilitation, 16(2), 125-133.

Park, J., & Bouck, E. (2018). In-school service predictors of employment for individuals with intellectual disability. Research in Developmental Disabilities, 77, 68-75.

Rose, J., Saunders, K., Hensel, E., & Kroese, B. S. (2005). Factors affecting the likelihood that people with intellectual disabilities will gain employment. Journal of Intellectual Disabilities, 9(1), 9–23. https://doi.org/10.1177/1744629505049725

Southward, J. D., & Kyzar, K. (2017). Predictors of competitive employment for students with intellectual and/or developmental disabilities. Education and Training in Autism and Developmental Disabilities, 52(1), 26-37. https://www.jstor.org/stable/26420373

Stephens, D. L., Collins, M. D., & Dodder, R. A. (2005). A longitudinal study of employment and skill acquisition among individuals with developmental disabilities. Research in Developmental Disabilities, 26, 469 – 486.

Tang, D. X., & Li, Y. (2021). On the Improvement of Employment Quality for the Disabled under the Scope of Employment Ability. Journal of Nanning Normal University (Philosophy and Social Sciences Edition), 42(2), 36-46. https://doi.org/10.16601/j.cnki.issn2096-7349.2021.02.004

Vagias, W. M. (2006). Likert-type scale response anchors. clemson international institute for tourism. & Research Development, Department of Parks, Recreation and Tourism Management, Clemson University, 4-5.

Wagner, M., Newman, L., Cameto, R., Levine, P., & Marder, C. (2003). Going to school: Instructional contexts, programs, and participation of secondary school students with disabilities. A report from the National Longitudinal Transition Study–2 (NLTS2). Menlo Park, CA: SRI International. Retrieved from www.nlts2 .org/reports/2003_12/nlts2_report_2003_12_complete.pdf

Wang K. (2016). Review on the status quo of vocational literacy training for mentally disabled secondary vocational students and countermeasures. Modern Special Education, (5), 24-26.

Wehmeyer, M. L., Shogren, K. A., Kurth, J. A., Morningstar, M. E., Kozleski, E. B., Agran, M., Jackson, L., Jameson, J. M., McDonnell, J., & Ryndak, D. L. (2016). Including Students with Extensive and Pervasive Support Needs. In J. P. Bakken & F. E. Obiakor (Eds.), Advances in Special Education (Vol. 31, pp. 129–155). Emerald Group Publishing Limited. https://doi.org/10.1108/S0270-401320160000031009

Wilson, E., and Campain, R. (2020). Fostering employment for people with intellectual disability: the evidence to date. Hawthorn: Centre for Social Impact, Swinburne University of Technology.

Zhang, Y., & Kway, H. E. (2023). Can people with intellectual disabilities not be good employees? A survey on psychological capital of students with intellectual disabilities in secondary vocational schools. South Asian Journal of Social Science & Humanities, 4(4), 164–176. https://doi.org/10.48165/sajssh.2023.4409