An Effect of a Lifelong Education Program on the Development of Self-Determination and Self-Esteem for Married Women with Mental Retardation

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ABSTRACT The purpose of the study were to develop Self-Esteem, Self-Determination by a lifelong educational program improving the adaptive skills for married adult women with mental retardation. A program for self-determination development were made with a self-determination model by S. Field and Hoffman. The 10 subjects were selected which needed pervasive assistance and adaptive skills instruction on a lifelong time and family support services. The conclusion drawn from the results of this study was to improvement of self-esteem and self-determination on examination through pre-test and post-test. Also the program indicated that the self-regulation and social interactional skills increased through the qualitative analysis about the external behaviors and verbal behaviors. The limitations of this study were to not find relations between the components of self-determination and this lifelong educational program.

Key words: Lifelong educational program, self-determination, self-esteem.

Introduction

The education for the individuals with disabilities geneally focus at the school time. Therefore on recently the perceptions on the transition education situatied in the school time and adapted period for the adult' living, the individuals which successfully transition will have't achieved through that time remain dependent, passive life style for the whole life. They are apt to depend on the families and community' social work. But because the individuals with mental retardation have the defects of the nature in adaption behavior capabilities, in the problem solving capabilities, the lifelong education must be needed. The adult person with mental retardation must served training for the accordance with different role from the school period.

Schalock(1996) gave an account of the core domains which have an influence upon quality of life(QOL) as 1)emotional well-being, 2)interpersonal relations, 3)material well-being, 4)personal development, 5)physical well-being, 6)self-determination, 7)social inclusion, 8)political right. The researches about importance of self determination descried that self determination related to life'quality of the
persons with mental retardation (Wehmeyer, 1996a), take a role at social full inclusion (Wehmeyer, 1996a), have relation on appropriate life in society as adult (Chadsey-Rusch, Rusch, & O'Reilly, 1991).

And Field, Hoffman (1994) developed a model of career development, instructional methodic, in harmonious with curriculum. So they supplied important problem solving stages at various environment. These stages based on the utilities of self knowledge, skills, self belief as well as the condition of environment.

Teaching Self-Determination to adults with disabilities is a method learned problem solving skill, self-esteem with new roles. There is a growing recognition that teaching students to become self-determined young adults is an important transition-related objective (Wehmeyer, 1998). But all phases of lifelong education need not to learn some area of adaption behavior skills, these skills manages for all the real situation with adaption for generalization and maintenance. If the person with disabilities take teacher-based instruction, that improving internal control is difficult is the general respect as well as social-cognitives model. So self-determined skills will promote by the teacher, the integration through all the curriculums. Wehmeyer, agran, and Hughes (2000) conducted a national study to identify what special educators knew about prompting self-determination and student-directed learning. Their results described teachers who had, for the most part, heard of self-determination but did not know how to promote it. This brings the discussion back to where it started, to the story of how the teacher to do for self-determination.

When specially the constitute family members have potential possibility, being the individuals with disabilities, they should be the more independent and actual members. In addition, the married woman with disabilities have frequent emotional problem like depression. Because they feel the actual helpless through the family responsibility, they would have low self-esteem. Field and Hoffman's (1994) model focuses on individual beliefs, knowledge, and skills. This model address both internal, affective, factors and skills components that promote self-determination. The model has five major components, know yourself, value yourself, plan, act, experience outcomes and learn (Field, 1996). The first two components, know yourself, value yourself, describe the internal processes that provide the foundation for self-determination. The final three components, plan, act, experience outcomes and learn, describe specific skills that evolve from the internal foundation (Hoffman & Field, 1995).

Each of these components is subdivided into specific skills and behaviors necessary to be self-determined. "know yourself is divided into dream, know your
strengths, weaknesses, needs and preferences, know the options, and decide what is important to you” (Hoffman & Field, 1996). Value yourself, which occurs at the same time as the first component, consists of "accept and value yourself, admire strengths that come from uniqueness, recognize and respect rights and responsibilities, and take care of yourself” (Hoffman & Field, 1996).

The last three components, plan, act, experience outcomes and learn, which build on the external skills also have specific skills and behaviors that can be taught and learned (Hoffman & Field, 1996). Plan is divided into "set goals, plan actions to meet goals, anticipate results, be creative, and visually rehearse" (Hoffman & Field, 1995). Act is divided into take risks, communicates, accesses resources and support, negotiates, dealt with conflict with conflict and criticism, and persistence” (Hoffman & Field, 1995). Experience outcomes and learn is divided into "compare outcome to expected outcome, compare performance to expected performance, realize success, make adjustments” (Hoffman & Field, 1996). The model of self-determination on this study is provided by their steps to self-determination curriculum (Hoffman & Field, 1996), as the Process skill the skills must adapted in current enviroments. Therefore on this study, we were interested in that target object are attained, simultantly the self-determination skills are improved including self-esteem. The purpose of theses paper is therefore to examine the lifelong program for self determination on married women with mental retardation and to improve self esteem and self determination, not interferrance with adult' various behavior objects. And the components of self-determination influence with other components of self-determination, even if the other model. To accomplish this, we analyzed quantitave process data, and qualitative analysis.

Method

1. Participants

The participatiant is 10 married-woman with mental retardation, selected among 149 woman with mental retardation which making one's home in community. First, they have less than mean score in the clinical group on Community Intergration Skills-Assessment. Second, 2 consitute family members with disabilities residence together, which the more members have potential possibility, being the individuals with disabilities. Third, the families reported emotional problem like depression, dissatisfication, the short of the maternity with their children, neglecty one’s household work, victom at home violence by reporting of social worker,
Wastefulness of material. Fourth, they served supportive service on the community' social work agency. The characteristics of subjects is listed in Table 1.

Table 1. The characteristics of subjects' family, adaptive behavior, adaptive behavior  

<table>
<thead>
<tr>
<th></th>
<th>CIS severity</th>
<th>Transition education</th>
<th>the number of family (Percentage of disability on the number of family)</th>
<th>the number of child (Percentage of disability on the number of child)</th>
<th>The emotional problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>mild</td>
<td>-</td>
<td>4(50%)</td>
<td>1(100%)</td>
<td>Wastefulness of material</td>
</tr>
<tr>
<td>S2</td>
<td>mild</td>
<td>accepted</td>
<td>4(50%)</td>
<td>2(50%)</td>
<td>depression</td>
</tr>
<tr>
<td>S3</td>
<td>moderate</td>
<td>-</td>
<td>5(60%)</td>
<td>3(67%)</td>
<td>the short of the maternity, the short of the maternity,</td>
</tr>
<tr>
<td>S4</td>
<td>moderate</td>
<td>accepted</td>
<td>6(83%)</td>
<td>4(100%)</td>
<td>the short of the maternity, the short of the maternity,</td>
</tr>
<tr>
<td>S5</td>
<td>severe</td>
<td>-</td>
<td>7(71%)</td>
<td>3(100%)</td>
<td>victim at home victim at home</td>
</tr>
<tr>
<td>S6</td>
<td>moderate</td>
<td>-</td>
<td>7(89%)</td>
<td>3(75%)</td>
<td>victim at home victim at home</td>
</tr>
<tr>
<td>S7</td>
<td>mild</td>
<td>accepted</td>
<td>5(90%)</td>
<td>1(100%)</td>
<td>neglecty of one's household neglecty of one's household</td>
</tr>
<tr>
<td>S8</td>
<td>mild</td>
<td>-</td>
<td>5(60%)</td>
<td>3(66%)</td>
<td>depression</td>
</tr>
<tr>
<td>S9</td>
<td>moderate</td>
<td>-</td>
<td>7(89%)</td>
<td>1(100%)</td>
<td>dissatisficatio n dissatisficatio n</td>
</tr>
<tr>
<td>S10</td>
<td>moderate</td>
<td>-</td>
<td>3(66%)</td>
<td>-</td>
<td>depression</td>
</tr>
</tbody>
</table>

2. Instrumentation
As a preparatory period, the subjects selected with Community Integration Skills-Assessment. Owing to prompt the self-determination skill as object behavior, Model for self-determination by Hoffman, Field(1994) was used, this model was developed for the career development.

The Self-Esteem scale by Rosenberg(1964), Self-Determination Teacher Perception Scale by Hoffman, Field, Sawilowsky(2000) as measurement tools were used.

2-1. Community Intergration Skills-Assessment

Dong-II Kim, Hee-Chan Park and Dal-Yeup Lee(2004) developed Community Integration Skills-Assessment. The subcategory are constructed with 3 domains and these 3 are divided 9 factors, basic concept, functional symbol, household, health and safety, social services, time and measurement, economic management, occupational function, personal relations and leisure. This tool is appropriate for the illiterate person.

2-2. Self-esteem scale(pre-post test)

The scale used for this study was Self-Esteem Questionnaire which was developed by Rosenberg(1965) and Munju Kim(1988) adapted this scale in Korea. This scale was 11 queries, 5 Likert sales. Cronbach a = .764

2-3. Self-Determination Scale(pre-post test)

The Self-Determination Teacher Perception Scale by Hoffman, Field, and Sawilowsky(2000) was adapted by Muynagai Park(2002) in Korea. This scale is self-report method, 29 queries and 5 Likert sales. These two instruments are 30 item questionnaires that require the parent or teacher to rate the child/student on a five point Likert scale (0=low, 4=high) on a variety of components related to the model.

2-4. Intervention program

2-4-1. Intervention program

The Intervention program was self-produced by researcher. This program was constructed leisure activities, household activities, self-management and practical use in communication, was investigated by 2 special education professional, 2 social worker. The each session contained 1 phases among 4 phases which was formed with self-awareness, goal setting and planning, acting, outcome experience and practice. 10 subjects have 2-3 individual target objects according to the individual activities, this individual objects were taught according as self-determination 4 phases.

All 4 phases were contained the diary education plan schedules to the adapted unit matched with 3 adaption skills as leisure activities, household activities,
functional improvement as sex education, fostering education, self-management and practical use in communication. The leisure activities were as art, visiting the community's leisure factory, utilizing a computer game, volunteer activities, physical activities. The household activities were as cooking, washing, laundrying. The functional improvement were as self-management and practical use in communication. The education plan is presented Figure 1.

2-4-2. Teacher's guideline for self-determination

Owing to improve self determination, the teacher have instructional strategies and guideline by Ludi, Martin(1995):

1) encourage self-assertion behavior, 2) teach them expecting to be independent civils to future, 3) recognize need to learn self determination, 4) aware oneself strength, weakness, 5) realize to various individual characteristics different from own, 6) gave an opportunity to improve communication skills, 7) teach to know whom to supplement self weakness, 8) realize the positive attributions of efficacy and outcome expectancy, 9) gave an opportunity to practice self determination skills on home, community, 10) teach to use the community services, organs to seek for oneself needs, 11) recognize oneself right, responsibility, 12) teach the strategies to conquer oneself failure, disappointment, 13) realize interdependence through cooperation.

<table>
<thead>
<tr>
<th></th>
<th>date</th>
<th>Phase</th>
<th>Target activity</th>
<th>Target object</th>
<th>Preparation material</th>
<th>Instruction–Activity</th>
<th>The time</th>
<th>Teacher’s attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home work verification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of target activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>act</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>estimation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Figure 1.

3. Procedure
This program was made progressed to April from October, in 2006. 3 sessions per week was carried out, 1 session held out during 3 hours. One adapted skill among the leisure activities, household activities, self-management and practical use in communication was taught, so three adapted skills were instructed once per week. Although the same curriculum was taught twice, the unit of self-determination were different from adapted curriculums. To test the validity of the model of self-determination, attainment percent of the 10 subject described per 2–3 individual objects. The attainment percent measured through the amount of prompting by teacher. According to spontaneous achievement, verbal prompt, visual prompt, physical prompt, no response, if physical prompt, no response were resulted, the subject didn't achieved the individual objects. If all attainment percents more than 70% were achieved, the validity of this program establish proof on which intervention program, model of the self-determination didn't disturb the all educational curriculum, lifelong education program. The intervention method along to model of self-determination, the teacher guideline for self-determination were:

1) taught to know self preference, self dislike, self needs through self awareness,
2) helped to plan about the new work for the materials, analysis of tasks, talked when to finished the new work, 3) divided into works according to expectancy to have own capabilities, otherwise, if no capabilities, to ask teacher to help, 4) let to know goal attainment in some degree, to control method of the execution, gave the homework to do this work, express own homework aspect to difference between behavior with teacher and by oneself at next class.

4. Analyses

We conducted the self-esteem scale and the self-Determination scale to pretest and posttest of this program. And external behavior and verbal behavior were recorded for qualitative analysis, this data were analyzed to sequential selection, analytic procedures (LeCompte, 1984). The 9 components of Self-Determination produced by Browder, D. W. and his colleagues (2001) reviewing conceptual resources were choice making, Decision making, Goal setting and attainment, problem solving, self-advocacy, self-awareness, self-Determination, self-efficacy, self-regulation. The 2 observers by this components reported the subjects’ behaviors, described on observation sheets, analyzed through constant comparative method. The results presented 3 theme.

Result
1. Effect on target behaviors

To answer the question, first, this study reviewed achievement percentage of the participant about the individual activities objects. Because the discrepancy with the current performance level of the participant, total achievement evaluation, achievement evaluation by month produced as percentage, which the result reported 92%. This viewed that the achievement percentage were more lower on July, on august than other month because of a break, 2 weeks on this month. The achievement percentage of target objects is listed in Table 2 along with pre-post test of self-esteem, self-determination.

2. The effect on self-esteem

This scale have 55 score, a perfect score. Before the program, the participants have the low scores, after the program, more than mean score. These scores after the program indicated that the participants' self esteem improved, most of all they were justifiable, free from danger. The pre-test mean score was 31(SD 11.6). The post-test mean score was 42(SD 5.67). The paired sample t-test was used for the purpose of the difference between pre-test and post-test was significant. The result was listed Table-3.

<table>
<thead>
<tr>
<th></th>
<th>achievement percentage of target objects</th>
<th>pre-test(self-esteem)</th>
<th>post-test(self-esteem)</th>
<th>pre-test(self-determination)</th>
<th>post-test(self-determination)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td></td>
<td>92</td>
<td>55</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>S2</td>
<td></td>
<td>100</td>
<td>36</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>S3</td>
<td></td>
<td>89</td>
<td>21</td>
<td>41</td>
<td>47</td>
</tr>
<tr>
<td>S4</td>
<td></td>
<td>92</td>
<td>22</td>
<td>35</td>
<td>58</td>
</tr>
<tr>
<td>S5</td>
<td></td>
<td>78</td>
<td>23</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>S6</td>
<td></td>
<td>83</td>
<td>33</td>
<td>51</td>
<td>55</td>
</tr>
<tr>
<td>S7</td>
<td></td>
<td>99</td>
<td>27</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>S8</td>
<td></td>
<td>95</td>
<td>23</td>
<td>36</td>
<td>62</td>
</tr>
<tr>
<td>S9</td>
<td></td>
<td>97</td>
<td>21</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>S10</td>
<td></td>
<td>97</td>
<td>21</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>92</td>
<td>31</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>11.6</td>
<td>5.67</td>
<td>10</td>
<td>14.38</td>
</tr>
</tbody>
</table>

Table-3. The paired sample t-test on self-esteem scale (N=10)
As Table 3, the difference between pre-test scores and post-test scores was 11, this viewed that this difference was statistically significant. Therefore the result indicated that the self esteem improved after the program.

3. The effect on self-dertermination

3-1. The effect on self-dertermination scale

This scale have 145 score, a perfect score. The pre-test mean score was 46(SD 10). The post-test mean score was 106(SD 14.38). The paired sample t-test was used for the purpose of the difference between pre-test and post-test was significant. The result was listed in Table 4.

<table>
<thead>
<tr>
<th>Post score-pre score</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0.76</td>
<td>12.89</td>
</tr>
</tbody>
</table>

As Table 3, the difference between pre-test scores and post-test scores was 11, this viewed that this difference was statistically significant. Therefore the result indicated that the self esteem improved after the program.

3-2. qualitative analysis for self-dertermination

The results presented 3 theme. The verbal behaviors, nonverbal behaviors observed by teacher came within caragory based on self dermination. On the first, The behaviors came under the unit object on current session presented, later the behaviors came under the other unit objects presented. And the behaviors come under the other model of self dermination gradually increased.

3-2-1. Increase the strategies and internal control

The subject memorized in a loud voice the task analysed things. Later she shared the thing written task analysis the classmates. When she were forgetful of it, she asked the classmates to answer.

The subjects asked the teacher the visual materials related to the instruction. Specially the needs on the household activities, cooking activities were increase. Even later they used internet research with teacher' assistance. They would have learned the computer, anyone had no computer. The 4 subjects made an application for other computer program at the current social work agency. Later they asked the teacher the questions on e-mail.
3-2-2. decrease the resistance against the new attempt

In the beginning everybody used to say "I can't do that". Actually they didn't move, they fold their arms. Almost they answer "I haven't done that", they have a experience a little bit.

The teacher ask to divided into works according to expectancy to have own capabilities, otherwise, if no capabilities, to ask teacher to help. And the teacher encouraged to do self-assertion behavior, to aware oneself strength, weakness. This instructional strategies were included within the intervention method.

In the middle period, everybody except one didn't used to say "I can't do that". One had a severe depression, she often cried on talking to classmate "I have a clever daughter, now will go to the university!". One day, we call her daughter to come our class, she laughed brightly all the day. We selected her daughter as her supporter, she could ask to help anyone. In the latter, they used to say "It is difficult", nobody didn't say "I can't do that".

3-2-3. Increase the interpersonal skills

In the early period, the participants were lack of social interpersonal skills, communication skills, who were hostile to each other, specially to stand out oneself to teacher. Because all sujects 1-2 emotional and behavior problems, they thought that others were odd, stupid, which hurted other people's pride hostility. This resulted to low present persentage in the early period.

They would said "I don't feel like go because of other person". So the teacher repeatedly guided that the persons had the different aspects from the other persons.

In the latter, they made a social gathering, praise, called a ring each other for asking the welfare.

discussion

The lifelong program for self determination on married women with mental retardation improved self esteem and self determination. And the results viewed that the components of self-determination, plan, act, experience outcomes and learn were apt to adapted in curriculums for various programs. This components of self-determination were harmony with other programs, specially the adults with mental retardation can particularly benefit from this lifelong program addressed with goal setting, problem sloving. This intervention method didn't interferrance with adult' various behavior objects. Although the self-determination perception on this study focus at the model for problem-solving skills, goal-setting and attainment skills by S. Field, Hoffman(1994), the results views that these achived skills
extensively effect at component elements of other essential characteristics as internal locus of control, self-esteem, positive self-efficacy and outcome expectancy. And this finding agreed with Agran and his colleges that student self-directed learning improved their performance of target behaviors after receiving intervention for the self-determination.

Although results demonstrate the efficacy of the self-esteem, self determination, there are several limitations to this study. First, although our sample is small, the subjects have many variable, severity of disability, the range of support by family, community, the sort of the emotional problems. Second, the program for married women with mental retardation hardly had existed, the efficacy of this intervention didn’t compared with other intervention. Finally, the teacher perceptions are important on the adult’s program, so at these domains, the social validity and qualitative analysis about the teacher perceptions, attitudes must need.

Despite these limitations, results of this study suggest that internal locus of control, self-esteem, self determination may enhanced by a lifelong program. And we finded that the various aspects were related, interacted through qualitative analysis for self-determination. We can not say, therefore the components of self-determination are dynamic components. We thought that many models about self-determination indicated a number of components of self-determination, they are different from other models, however the results support that a number of components of self determination influence each components.

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