

Investigation and Assessment Model of Employment Services for Domestic Disabled People in China— Taking Visually Impaired People as an Example

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Abstract

The purpose of this study is to explore factors that affect the employment services of people with disabilities in Taiwan area and to understand the differences between different levels of employment services. Through the investigation of this study, we can understand the current situation of employment of the physically and mentally disabled people in an attempt to establish an employment service evaluation model for reference and analysis by all sectors. This study uses a quantitative inquiry survey as samples by phone interviews to 250 visually-impaired persons with handicapped manuals in Taiwan area. A total of 161 samples were collected. Through project analysis and factor analysis, the results showed seven factors of employment service which were education services of vocational counseling courses provided by school, vocational assessment services, vocational counseling services, vocational training services, job placement services, quality of life improvement services and unemployment assistance services; it also screened out 14 kinds of personal data of the independent variables which can explain the employment service variables. One-way repeated measurement ANOVA, multivariate analysis of variance (MANOVA) and categorical regression model were used to analyze the data. Finally, the main results obtained through empirical evidence are as follows:

First of all, it has been found that the levels of "vocational counseling" and "vocational training" are higher. Supporting the "nature of study in schools", "formal vocational training" and "current working

conditions" are important factors for influencing domestic employment services for the physically and mentally disabled. The two variables of "visual impairment" and "school nature" are the assessment variables for six types of employment services such as vocational counseling, assessment, training, employment placement, quality of life improvement and unemployment, while "degree of disorder" and "use of assistive devices" are the assessment variables of the school's career counseling services. Finally, it is appropriate to support employment-based services for assessing disability in the country based on a categorical regression model, since the model established in this article has a high assessment (explanation) capacity.

Keywords: *employment services ; influencing factors ; visually impaired ; category regression model*

1. Introduction

In Taiwan area, has been implementing a "employment quota policy" and a supportive employment policy for the physical and mental disabilities for many years, and it is widely believed that support for the visually impaired will be more protected and serviced in employment, increasing the number of people with visual disabilities in the labour force, so most people look at the positive impact. Some scholars have put forward different views on the use of employment quota policy. Some scholars put forward different views on the use of employment quota policy.

Chu (2015) is considered that although the employment quota policy can provide a more stable income and lower workplace risk for the disabled, it is not a stable employment opportunity and is less well treated than the average employee and cannot be fully integrated into the general employment workplace. Chang (2014a) explores the bottlenecks encountered in the development of the employment quota policy implemented and considers that in the implementation of the policy, the revised ratio of the quota and the disposal of the under-utilization should be reviewed. Secondly, in terms of values, the concept of anti-discrimination and the government as a model should be put forward, and suggested that in the future the relevant units should implement the protection of the right to work, force employers to cooperate in promoting the achievement, and the government should have incentives and public policies to cooperate. In addition, there are scholars who point out that there should be individual differentiation in employment services. For example, Lin and Cheng (2016) exploring the American experience support that persons with physical and mental disabilities should be counselled and supported in employment in a customized manner. Keen and Oulton (2009) support the need to consider the differentiation of individual persons with physical and mental disabilities in order to reduce unnecessary employment distress for persons with disabilities. Hsu, Hu, and Shiou (2015) explore the results of supportive employment services support different participants in the characteristics and views of employment family support services will be significantly different, but found that institutional orientation and practical orientation will cause obstacles in service. Wu (2014) explore probes into the protection of the rights and interests of persons with physical and mental disabilities by supporting employment policies, and considers that the tools of vocational counseling evaluation will have certain reference value for persons with physical and mental disabilities in employment assistance. It was felt that supportive employment policies should focus on the direction of service in the form of tendering, but did not consider that the promotion of employment of persons with physical and mental disabilities was applicable to most persons with disabilities. Finally, it is suggested that persons with physical and mental disabilities should be widely strengthened in advocating employment policies, improving the system of rewarding enterprises, stimulating the social responsibility of enterprises, and strengthening the functional training of persons with physical and mental disabilities.

Crudden and McBroom (1999) and Shaw, Gold and Wolffe (2007) The lack of suitable equipment and space in the workplace work environment for persons with physical and mental disabilities is the biggest problem faced in employment, and support is

needed to reduce distress with technology-assisted tools. Barrett (2003) believes that problems in communication and coordination between persons with physical and mental disabilities can reduce the quality of employment services. Chao (2014) also pointed out that the plight of persons with physical and mental disabilities in seeking employment should be supported by a dedicated body or family support and assistance, and considered that personal and environmental factors were important factors affecting them. Hung (2013) supports the establishment of a career reconstruction resource Centre to assist and serve the help and services of domestic and physical barriers to employment in the workplace.

Chang (2014b) taking the person with physical impairment as an example, this paper discusses the guarantee of the right to work in the workplace for persons with physical and mental disabilities, mainly on the characteristics of work and employment status and problems, as well as the right to re-design of duties and the guarantee of their right to work. The main conclusions were reached: first, support for job re-engineering programmes to provide more employment assistance can increase the promotion of their employment rates and job satisfaction. Second, it is proposed to promote the job re-design system, including the user's perspective to think about the assistance projects required to implement the advocacy function and closely integrate the "Community employment services" and "job re-design" and other two systems. Third, we think that we should strengthen professional training and communication, and set up subsidy standards and construction tracking, as well as measures such as the establishment of complementary recycling systems and incentive research and development. Liu and Cheng (2014) study the commercialization of non-profit organizations to social enterprise, the results also point out the direction of development, in the organizational objectives should be set up innovative industry model, and import the business management model of public welfare venture capital, while the government set up a talent training system for employment services, and set up a competent authority with the administrative council level.

On the issue of employment services for persons with physical and mental disabilities in school education and training, Lin (2012) advocated the preparation of services for persons with physical and mental disabilities in the context of career development and the application of assistive technologies (assistive technology, at) So that it can smoothly connect to achieve a whole-person career development, and suggest that the leadership and decision-making power of career development return to those with physical and mental disabilities, strengthen the recognition of obstacles and self-acceptance. In addition, through the application of

assistive technology (at) knowledge and attitude, as well as the use and combination of career reconstruction related resources and other four directions to assist persons with physical and mental disabilities to prepare for the transfer of school leaving employment.

Chen (2014) studied the employment status of persons with physical and mental disabilities after learning through tertiary education, and found that the employment situation of students with physical and mental disabilities after graduation was poor, and only 51.4% of those who were in favour of employment were able to find work and employment successfully. It is also believed that career performance, professional learning, personal traits and social factors are key factors for people with physical and mental disabilities to find work in the short term after graduation. In addition, Ho and Tsai (2015) explore the employment of graduates with physical and mental disabilities in tertiary institutions, job satisfaction surveys and employment issues. Those who are not employed after graduation of persons with physical or mental disabilities are in order to attend national examinations or opt for further studies, families do not support employment, employers fail to provide fair job opportunities, and job opportunities for vocational training institutions are not much and their interests do not match.

According to the results of the June 2014 survey conducted by the Labour Committee of the Executive Council on persons with physical and mental disabilities over 15 years of age in Taiwan, the total number of persons with no vegetarians was 1,077,249, of whom only 212,171 (labour participation rate 19.7%) were employed, compared with 188 of those involved in employment. 843 people, of whom 23,328 are unemployed, and the unemployment rate is as high as 11%. Table 1 provides statistics on the through employment services of persons with physical and mental disabilities in the country for nearly five years. These phenomena also show that persons with physical and mental disabilities have low labour participation rates and high unemployment characteristics, so how to assist and support the employment of persons with physical and mental disabilities in the country has been one of the focus of attention.

In the 2014 job survey, only 12.4% of those employed in the physical and mental disabilities indicated that they had assisted the employment service through the government, while 66.5% of the employed persons with physical and mental disabilities expressed satisfaction with their current work. The average number of weeks of unemployment (weeks) is 51.4 weeks, and up to 58.4% of the unemployed are unaware that the Ministry of Labour has services to provide employment media, and the data show that up to 77.7% of the unemployed are in need of government

employment services. At the same time, in the investigation report, the way to find the current job of the employment of persons with physical and mental disabilities is mainly to "family and friends Introduction" accounted for 38.7%, "home management" accounted for 24.1% and "self-recommendation" accounted for 7.9%, More than 70% per cent of employment in the workplace is achieved through the assistance of the person with physical or mental disabilities themselves or their families. 44,283 of these working people are in the category of atypical work (partial working hours or fixed-term contract temporary work or periodic contract dispatch), which accounts for 32.5% of the total amount of physical and mental disorders, which in turn cannot find suitable full-time work (45%) and physical limitations can only be used for part of the working hours (40.8%) such as two categories of up to 85% or more. Based on the data from these surveys, it also shows that there is still room for improvement in the Employment service target system for persons with physical and mental disabilities in the country.

Table 1 shows that there is a decreasing trend of the number of new registrations, while the average referral rate is also roughly around 70% per cent, indicating that there is still room for improvement in the services provided by persons with physical and mental disabilities in employment. Therefore, in this context, this study focuses on the employment services and various factors that affect the development of the workplace for persons with physical and mental disabilities in the country, as well as the differences between these employment services. Therefore, there will be four studies aimed at: first, understanding the current employment services of persons with physical and mental disabilities in the country, can be used for reference by decision makers or relevant personnel. Second, from the personal, family background, school education, and career development and training, the four factors to explore whether the domestic physical and mental disorders of employment services will therefore have different differences. (c) To establish an assessment (explanation) model by attempting to use four factors, such as personal, family background, school education, and workplace development and training, as factors explaining the employment services of persons with physical and mental disabilities in the country. Four, the verification of domestic physical and mental disorders of the various employment services there are different levels of differences.

Table 1. Statistics on the use of employment services by persons with physical and mental disabilities in Taiwan

Year	Number of newly registered job seekers	Number of new registrations	Number of effective job referrals	ratio of effective job referrals (%)
2015	38,899	37,326	20,751	71.46%
2014	37,751	42,367	19,468	62.97%
2013	43,917	48,161	19,962	58.61%
2012	48,896	47,985	21,816	62.51%
2011	51,407	54,970	25,188	62.85%

2. Data and Research Methods

2.1 Hypothesis

Based on the above research purposes, this paper will present three important research hypotheses for further research and analysis, namely: hypothesis I (H1): Persons with physical and mental disabilities in different background conditions (individuals and barriers, family and background, education and school, and workplace Development and training) There will be significant differences in the average level of employment services. Hypothesis II (H2): There will be differences in Taiwan between the various levels of employment services for persons with physical and mental disabilities, that is, whether there will be significant differences in the average level of service between persons with physical and mental disabilities in the evaluation of employment services such as occupational assessment, vocational counselling, vocational training, job placement, improvement of quality of life and unemployment. Hypothesis III (H3): Establish an Effective employment Service assessment (explanation) model using the background condition elements of persons with physical and mental disabilities, which can provide individual assessment (explanation) criteria and theoretical basis for future persons with physical and mental disabilities in employment services.

2.2 Samples

In this study, the research method of survey research of quantitative Inquiry was used, and the 250 number visual impairment in the manual of physical and Mental disorders was interviewed by telephone interview, and after deducting data vacancy incompleteness and invalid samples, The total number of valid samples obtained amounted to 161, accounting for 64.4% of the number of access samples.

2.3 Research Tools and Factors

In this study, a questionnaire telephone interview survey was conducted, and in the establishment of the questionnaire on "employability of persons with

physical and mental disabilities", the study was prepared on the basis of domestic and foreign employment literature on persons with physical and mental disabilities, taking into account the relevant domestic laws and regulations and the relevant provisions on the implementation of employment counseling for persons with physical and mental disabilities. And in line with the concept and development trend of employment to modify, add the title, and summed up a number of close employment-related aspects, including three levels, four situations, five factors, three levels refers to the lack of employment, employment, unemployment of persons with physical and mental disabilities face problems and the needs of services, Four scenarios refer to training courses that have been attended by persons with physical or mental disabilities, including special schools, or general schools, or training courses for redevelopment institutions, or persons with disabilities who have not participated in any training courses at home.

Five factors refer to the impact of family, transportation, medical care, rehabilitation, employment and other factors on employment. According to the literature discussion, in the scale, there are three parts, the first part is the personal basic data, which is the self-variant of this study, and the second part is the connotation of the service of school planning vocational Counseling course. The third part is a survey on the service of vocational counseling employment after school leaving. The first part of the personal basic data: mainly includes the four kinds of self-variables discussed in this study, including: personal factors, family background factors, school education factors and career development and training factors, a total of 52 questions. The second part is to explore a total of 16 items collected in the school vocational Counseling course, and the third section is to explore a total of 54 items for the employment of vocational counselling after leaving school. Then through the project analysis and factor analysis, the topic of exploring the Employment Service scale of persons with physical and mental disabilities was screened.

Finally, this study leads to a total of seven factors, Factor I. for schools to provide vocational guidance curriculum education Services, factor II. for career evaluation services, factor III. for career counselling services, factor IV. for vocational training services, factor V. for job placement services, factor VI. for improving quality of life services, and factor VII. for unemployment support services. The factor analysis method used in the study tested the constitutive validity of the original topic, and the variation amount that could be explained by the factors of Employment Service scale was 68.81% to 76.85%, and the average amount of variation that could be explained was 73.23%. Therefore, it is shown that

the scale prepared by this study will have good texture validity.

2.4 Statistical Methods

This study will describe the current situation of persons with physical and mental disabilities in employment services in Taiwan by means of narrative statistical methods such as average and standard deviation. In addition, the One-Way Repeated Measurement ANOVA ANOVA test is also used to verify whether the average level of employment services will also be different. The multivariate analysis of variance of single factor (MANOVA) was used to verify the difference between personal factors, family background factors, school education factors, career development and training factors of people with physical and mental disabilities. Finally, the evaluation (explanation) model of employment Service is established by using the most appropriate scale categorical regression model as an explanatory variable for employment services in an attempt to use 14 potential variables for persons with physical and mental disabilities.

3. Empirical Results

3.1 Descriptive Statistics

In table 2, the descriptive statistics have (i) personal factors; (ii) Family background factors; (iii) School education factors, and (iv) Workplace development and training factors, with a total of 14 potential variables. The part I are the personal factors. The main include: 1. Sex: Male accounts for 62.73% (101 persons), while women account for 37.27% (60 persons). 2. Obstacle level: Mild below accounted for 15.53% (25 persons), moderate for 17.39% (28 persons), severe for 55.9% (90 persons), extremely

severe for 11.18% (18 persons). 3. Consolidation of other obstacles: the consolidation of other obstacles accounted for 13.04% (21 persons), with no consolidation of other obstacles for 86.96% (140 persons). 4. The formation of visual impairment: the birth of 36.65% (59 persons), the acquired for 63.35% (102 persons), which in turn is 29.19% (47 persons) of the number of persons who have undergone obstacles after leaving school. 5. Use of assistive devices: 39.75% (64 persons) were not used, and 60.25% (97 persons) were used the assistive devices.

Part II is the family background factor. Of these, 1. Marital status: Unmarried accounted for 33.54% (54 persons), while married accounted for 66.46% (107 persons). 2. Socio-economic status: 3% of the high socio-Economic Community (6 persons), with 7.45% (12 persons) of the community, and 88.82% of those with low socio-economic status (143 persons). This shows that the number of persons with physical and mental disabilities is mainly low level of social and economic strata. Part III is the school education factor. 1. Education level: The country is less than 19.25% (31 persons), the country accounts for 29.81% (48 persons), high school (grade) accounted for 38.51% (62 people), college content accounted for 12.42% (20 persons). 2. School nature: Special schools accounted for 44.1% (71 persons), general school general classes accounted for 42.24% (68 persons), general school special classes accounted for 13.66% (22 persons), to read in special schools and general school general classes mostly. 2. Graduation: 72.05% (116 persons) of those who graduated from the school, accounting for 27.95% (45 persons).

Table 2. Descriptive Statistics

Variable	Term	Statistic	
		Person	Proportion (%)
Part I. Personal factors			
1. Sex	male	101	62.73
	women	60	37.27
2. Obstacle level	mild below	25	15.53
	moderate	28	17.39
	severe	90	55.90
3. Consolidation of other obstacles	extremely severe	18	11.18
	yes	21	13.04
4. formation of visual impairment	no	140	86.96
	birth	59	36.65
5. Use of assistive devices	acquired	102	63.35
	not used	64	39.75
	used	97	60.25
Part II. Family background factors			
1. Marital status	unmarried	54	33.54
	married	107	66.46
2. Socio-economic status	high	6	3.73
	middle	12	7.45
	low	143	88.82
Part III. School education factors			
1. Education level	elementary school (less than)	31	19.25
	middle school	48	29.81
	high school	62	38.51
	college (more than)	20	12.42
	special school	71	44.10
2. School nature	general classes in general school	68	42.24
	special classes in general school	22	13.66
3. Graduation	yes	116	72.05
	no	45	27.95
Part IV. Workplace development and training factors			
1. Current state of work	unemployment	72	44.72
	employment	89	55.28
2. Formal vocational training has been attended	never	116	72.05
	has been	45	27.95
3. Participation in Informal vocational training	never	126	78.26
	has been	35	21.74
4. Willingness to participate in vocational training in the future	wish	88	54.66
	no	73	45.34

Table 3. Various employment service factors as a percentage of the overall total for the selected items in the scale of the evaluation

Scaled score of employment service	No 1 point	Little 2 point	Moderate 3 point	Full 4 point	Very Full 5 point
I. schools to provide vocational guidance curriculum education Services	1.27	65.82	32.91	0.00	0.00
II. career evaluation services	1.49	82.84	15.67	0.00	0.00
III. career counselling services	5.97	71.64	22.39	0.00	0.00
IV. vocational training services	6.72	72.39	20.90	0.00	0.00
V. job placement services	2.99	79.85	16.42	0.75	0.00
VI. improving quality of life services	0.00	84.33	15.67	0.00	0.00
VII. unemployment support services	1.49	84.33	14.18	0.00	0.00

Table 4. Mean, standard deviations of various employment services and results of One-Way Repeated Measurement ANOVA

Demand Project for Employment Service	Mean	Standard Deviations	One-Way Repeated Measurement ANOVA
I. schools to provide vocational guidance curriculum education Services	2.35	0.42	3 = 4 > 2 = 5 = 6 = 7 F-statistic = 8.86**
II. career evaluation services	2.22	0.42	
III. career counselling services	2.33	0.53	
IV. vocational training services	2.32	0.52	
V. job placement services	2.27	0.52	
VI. improving quality of life services	2.19	0.37	
VII. unemployment support services	2.19	0.48	

NOTE:** indicates significance at the 5% level.

Table 5. The key influencing factors of employment services

Method	MANOVA		ANOVA						
	Wilks' Λ	p-value	d.f.	occupational evaluation services	career counselling services	vocational training services	employment placement services	improve the quality of life	unemployment service
sources of variance				F- statistic (p-value)	F- statistic (p-value)	F- statistic (p-value)	F- statistic (p-value)	F- statistic (p-value)	F- statistic (p-value)
the school nature	0.79	0.014	2	2.58 (0.080)	3.13 (0.048)	4.27 (0.016)	3.48 (0.034)	3.28 (0.041)	2.38 (0.098)
vocational training	0.86	0.012	1	12.87* (0.000)	5.45 (0.021)	8.08* (0.005)	3.14 (0.079)	3.78 (0.054)	5.53 (0.020)
Employment state	0.85	0.002	1	11.20* (0.001)	9.80* (0.002)	15.16* (0.000)	8.41* (0.004)	5.88 (0.017)	1.73 (0.190)

NOTE:** indicates significance at the 1% level.

Table 6. Important assessment variables for various employment service factors and their evaluation models

Important variable	R	BETA	Important index	F- statistic	p-value	R ² adj. R ²	F- statistic
Part I. career counselling services							
1. visual impairment formation	0.89	0.78	0.85	239.48**	0.000	0.81	34.03**
2. the school nature	0.21	0.11	0.03	5.60**	0.020	0.79	
Part II. occupational evaluation							
1. visual impairment formation	0.89	0.77	0.83	240.04**	0.000	0.82	
2. the school nature	0.18	0.10	0.02	4.79**	0.031	0.79	32.85**
3. sex	0.17	0.09	0.02	4.18**	0.043		
Part III. vocational training							
1. visual impairment formation	0.89	0.78	0.85	236.45**	0.000	0.81	31.90**
2. the school nature	0.20	0.11	0.03	4.89**	0.029	0.79	
Part IV. employment placement							
1. visual impairment formation	0.89	0.78	0.85	236.12**	0.000	0.81	31.75**
2. the school nature	0.21	0.11	0.03	5.52**	0.020	0.79	
Part V. improve the quality of life							
1. visual impairment formation	0.89	0.78	0.85	236.04**	0.000	0.81	31.81**
2. the school's nature	0.20	0.11	0.03	5.37**	0.022	0.79	
Part VI. unemployment service							
1. visual impairment formation	0.89	0.77	0.85	237.03**	0.000	0.81	31.17**
2. the school's nature	0.20	0.11	0.03	4.92**	0.028	0.79	
Part VII. schools vocational counseling Service							
1. the degree of obstacle	-0.88	-0.68	0.69	241.37**	0.000		
2. use of assistive devices	0.71	0.20	0.16	20.43**	0.000	0.86	
3. sex	0.45	0.17	0.09	24.51**	0.000	0.85	92.43**
4. the school nature	0.23	0.18	0.05	30.34**	0.000		

NOTE:** indicates significance at the 5% level.

Part IV is workplace development and training factors: 1. Current state of work: 44.72% (72 persons) of unemployment, compared with 55.28% of employment (89 persons). 2. Formal vocational training has been attended: 27.95% (45 persons) have participated in vocational training with government subsidies and have not participated in 72.05% (116 persons). Most of the persons with physical and mental disabilities in the country are less involved in vocational training organized or subsidized by the government. 3. Participation in informal vocational training: 21.74% (35 per cent) of non-governmental subsidized vocational training has not participated in 78.26% (126 persons). Most persons with physical and mental disabilities have not participated in vocational training held or subsidized by non-governmental bodies. 4. Willingness to participate in vocational training in the future: 54.66% of those willing (88 persons), compared with 45.34% (73 persons) who are not willing to do so.

3.2 Basic Analysis of Employment Services

In this paper, the employment service for persons with physical and mental disabilities will be analyzed by seven factors such as vocational counseling course education service, vocational evaluation service, vocational counseling service, vocational training service, job placement service, improvement of quality of life service, and unemployment support service. The main assessment is based on no (1 points), slightly services (2 points), moderate service (3 points), full service (4 points) and very full (5 points) and other five scales, the results are collated into tables 3 and 4, respectively, table 3 for the various employment services in the rating scale selected items as a percentage of the total sample (%), table 4 is the result of the analysis of the average, standard deviation and One-Way Repeated Measurement ANOVA of each employment service. From the total sample number of the items selected in table 3, the extent of these seven employment service factors is generally mostly the option of a slight service (to 2 points) or a moderate service (to 3 points). Table 4 is a description of the potential factors in the employment service scale of the research tools presented in this study. The average level of services included in school career counselling is 2.35 (S.D. = 0.42), but this part does not include samples of visual impairment that occur after leaving school because of various factors. The average level of career counselling services is 2.22 (S.D. = 0.42), the average degree of career counselling services is 2.33 (S.D. = 0.53), the average degree of vocational training services is 2.32 (S.D. = 0.52), and the average degree of employment placement services is 2.27 (S.D. = 0.52), the average degree of improvement of quality of life services is 2.19 (S.D. = 0.37) and the average degree of

unemployment support services is 2.19 (S.D. = 0.48). From the table 4, it was found that the average degree of occupational services for persons with physical and mental disabilities in the country was skewed between 2 and 3 in favour of 2, indicating that the average level of employment services currently provided by persons with physical and mental disabilities in the country was skewed towards the average of a slightly better service.

Finally, as a result of the One-Way Repeated Measurement ANOVA test in table 4, the estimated F statistical value equal to 8.86 (p-value = 0.0001) can be found at a significant level of 5%, so it is found that two averages, such as career counselling services and vocational training services, will be significantly higher than career counselling services, job placement services, average of four improvements in quality of life services and unemployment support services.

3.3 Influencing Factors of Employment Services

This study will first be based on multivariate variation analysis of single factor (MANOVA), the verification of each potential variable and career guidance evaluation services, career counselling services, vocational training services, employment placement services, the relationship between the dependent changes of six employment services, such as improving quality of life services and unemployment support services. Sex (Wilks' $\Lambda=0.96$), barrier levels (Wilks' $\lambda=0.84$), combined barriers (Wilks' $\Lambda=0.96$), visual impairment formation (Wilks' $\Lambda=0.97$) and use of assistive devices (Wilks' $\Lambda=0.95$) are found in five personal factors; marriage (Wilks' $\Lambda=0.93$) and socio-economic status (Wilks' $\Lambda=0.98$) and other two family background factors; educational attainment (Wilks' $\Lambda=0.93$) and graduation (Wilks' $\Lambda=0.92$) and other two educational and school factors; and informal vocational training (Wilks' $\Lambda=0.92$) and willingness to participate in training There are 11 variables in two career development and training factors, such as Wilks' $\Lambda=0.95$, which are not significantly different in the use of MANOVA and six employment services estimated Wilks' Λ .

In the "nature of school" section of the education and school factors, the estimated Wilks' Λ value is 0.79, η^2 equal to 0.0111, p-value = 0.0140 thus reaching a significant level, and in further testing with a one-way ANOVA found that the nature of the school does not affect access to employment services for persons with physical or mental disabilities. In the field of workplace development and training, the estimated Wilks' Λ value is taken into account in the "formal vocational training" factor 0.86, η^2 for 0.140, p-value = 0.0120 also reached a significant level, in the further one-way ANOVA results found that the main sources of variance are "career guidance assessment services" and "vocational training

services" and other two items, To support the average score of a significant number of participants in vocational training who have received more counselling and evaluation services and vocational training services.

3.4 Evaluation Model of Employment Services

In this study, 14 potential variables from four factors in table 2 were used as explanatory variables and analyzed in the category regression model (categorical regression models) to clarify which potential variables were the key assessment (explanation) elements of the seven employment service factors and to establish the model of their evaluation, which is to establish an important assessment (explanation) model for seven employment service factors, such as career counselling, career evaluation, vocational training, job placement, improvement of quality of life, unemployment support and school career counselling, respectively, and to understand which variables can be used as important assessments or predictors of these employment services. Table 5 provides an assessment (explanation) model for various employment service factors, including: Selected important assessment (explanation) variables, BETA values, F statistical values, importance pointers and pattern determination coefficients (R^2), adjusted determination coefficients (adj. R^2) and F statistical values, etc., that is, the seven evaluation models established separately (Part I to part VII) and its explanation (assessment) variables, as detailed below:

Part I of Table 6 is the evaluation model of career counselling services: The F statistical value estimated from the model is 34.03, p-value = 0.000, at a significant level of 5%, at a significant level, and $R^2=0.81$, adjusted $R^2=0.79$ with a higher value of up to 0.8, the representation pattern has considerable explanatory power, so it is found that these two variables as an explanation (evaluation) variable for the career counseling service will have a considerable explanation (evaluation) ability, that is, the visual impairment of the formation of the BETA value of 0.78 (F-statistic =239.48, p-value =0.000) and the BETA value of the school nature is 0.11 (F-statistic =5.60, p-value = 0.020). Support for visual impairment formation is the importance of career counselling services the indicator has a coefficient of up to 0.85, indicating that visual impairment formation in the assessment or explanation of career counselling services is a important factor.

The part II is the evaluation model of occupational evaluation: the F Statistical value estimated is 32.85, p-value = 0.000, at a significant level of 5%, and the $R^2=0.82$, adjusted $R^2=0.79$ has a higher value more

than 0.8, and the representation pattern has a considerable explanation (evaluation) ability, it is found that the use of three variables as an explanation (evaluation) variable for the tutorial evaluation service has a significant explanation (evaluation) ability, that is, the BETA value of visual impairment formation is 0.77 (F-statistic =240.04, p-value =0.000), the BETA value of the school nature is 0.10 (F-statistic =4.79, p-value = 0.031), the BETA value of the gender is 0.09 (F-statistic=4.18, p-value =0.043). Visual impairment formation is the objective importance of the evaluation service. The estimated value is 0.83, visual impairment formation in the explanation (evaluation) of the career evaluation service is a important factor.

The part III is the evaluation mode of vocational training: the F statistical value estimated from the established model is 31.90, p-value = 0.000, which is significant at a significant level of 5%, and the $R^2=0.81$, adjusted $R^2=0.79$ has a higher value of up to 0.8 representation pattern with a considerable explanation (evaluation), it was found that the use of these two variables as an explanation (evaluation) variant had a considerable explanatory (evaluation) capability for vocational training services, that is, the BETA value for visual impairment formation was 0.78 (F-statistic =236.45, p-value =0.000) and the BETA value of the school nature was 0.11 (F-statistic =4.89, p-value = 0.031). Visual impairment formation can be the importance of vocational training services. The estimated value is 0.85, visual impairment formation in the explanation (evaluation) of vocational training services is a important factor.

Part IV is the evaluation mode of employment placement: the F statistical value estimated from the established model is 31.75, p-value = 0.000, at a significant level of 5%, and the $R^2=0.81$, adjusted $R^2=0.79$ has a higher value of up to 0.8, and the representation pattern has a considerable explanation (evaluation), it was found that if the two variables were used as an explanation (evaluation) variant for the Employment placement Service had a considerable explanatory (evaluation) capability, that is, the BETA value of the visual impairment formation was 0.78 (F-statistic =236.12, p-value =0.000) and the BETA value of the school nature was 0.11 (F-statistic = 5.52, p-value = 0.020). Visual impairment formation can be the importance of the employment placement service The estimated value is 0.85, so the innate acquired in the explanation (evaluation) of the Employment placement Service is a very important factor.

Part V is the evaluation model to improve the quality of life: the F statistical value estimated from the established model is 31.81, p-value= 0.000, which is

significantly at a significant level of 5%, and $R^2 = 0.81$, adjusted $R^2 = 0.79$ has a higher value more than 0.8, or the representation pattern has considerable explanation (evaluation) ability, so it is found that if these two variables as explanation (evaluation) variable for the improvement of quality of life services have the considerable explanation (evaluation) ability, that is, the BETA value of visual impairment formation is 0.78 (F-statistic = 236.04, p-value = 0.000) and the BETA value of the school nature is 0.11 (F-statistic = 5.37, p-value = 0.022). Support for the importance of visual impairment in the service of improving quality of life the pointer is estimated to be 0.85, visual impairment formation is a important factor in assessing or interpreting improved quality of life services.

Part VI is the evaluation model of unemployment service: The F statistical value estimated from the established model is 31.17, p-value = 0.000, which is significant at a significant level of 5%, and the $R^2 = 0.81$, adjusted $R^2 = 0.79$ has a higher value more than 0.8, and the representation pattern has a considerable explanation (assessment), it was found that if two were used as explanations (assessment), the variant had a significant explanatory (assessment) capability for unemployment support services, that is, the BETA value for visual impairment formation was 0.78 (F-statistic = 237.03, p-value = 0.000) and the BETA value of the school nature was 0.11 (F-statistic = 4.92, p-value = 0.028). Support for visual impairment formation can be the importance of unemployment services the estimated value is 0.85, visual impairment formation in the explanation (assessment) of occupational assessment services is a important factor.

Part VII is the evaluation model of school vocational counseling service: The F statistical value estimated in the model is 92.43, p-value = 0.000, at a significant level of 5%, and the $R^2 = 0.86$, adjusted $R^2 = 0.85$ has a higher value more than 0.8, and the representation pattern has a considerable explanation (assessment) capacity, so it was found that four of the explanations (assessment) of the variant had a significant explanation (assessment) ability for the school career counselling service, that is, the BETA value of the obstacle level was -0.68 (F-statistic = 241.37, p-value = 0.000), and the BETA value used by the auxiliary was 0.20 (F-statistic = 20.43, p-value = 0.000), the BETA value of the sex is 0.17 (F-statistic = 24.51, p-value = 0.000) and the BETA value of the school nature is 0.18 (F-statistic = 30.34, p-value = 0.000). The importance of the degree of obstacle to school vocational counseling service (estimated value: 0.69) is the important factors in supporting the assessment or explanation

of quality of life services with the degree of impairment.

Finally, the results of the comprehensive in table 6, show that the visual impairment is the main and the nature of the school as a supplement, these two variables can be used as career counseling, career evaluation, vocational training, job placement, improve the quality of life and unemployment support and other six kinds of employment services of the major assessment (explanation) variable. In addition, it has been found that the degree of obstacle is mainly supplemented by complementary use, which can be used as a variable to assess (explain) the school career counseling service. The seven types of regression models established by the institute will have a high assessment (explanation) capability, as the coefficient of determination or the coefficient of adjusted determination for the model is around 0.8 (above).

4. Conclusions

This study found that visually impaired people have not yet reached a satisfactory level of access to only part of the service in Taiwan, and therefore considered it necessary to review and improve the employment service system. We support significant differences in the level of employment services for visually impaired people under different background conditions such as personal and disability, family and background, education and school, and workplace development and training (H1). Among them, the two services, such as vocational counselling and vocational training in schools, have a higher level, while the four employment services, such as vocational counselling assessment, job placement, quality of life and unemployment assistance, have a lower level, so it is appropriate to strengthen the improvement. We also support that visually impaired people will differ from each other in the level of employment services, i.e. for the results of the assessment of employment services, such as job evaluation, vocational counselling, vocational training, job placement, improvement of quality of life and unemployment, and the service level of the visually impaired will differ significantly from one another. (H2)

Secondly, it was found that "the nature of school attendance", "formal vocational training" and "current working status" were important factors affecting employment services for visually impaired persons in Taiwan. In addition, it is supported to the two variables of visual impairment formation and the nature of school attendance as the evaluation variables of six employment services, namely, vocational counselling, assessment, training, placement, quality of life improvement and unemployment, while the degree of barrier and use

of assistive devices are the evaluation variables for vocational counselling services. This paper supports the application of category regression model for the evaluation of employment services for visually impaired persons, that is, the use of background conditions of visually impaired persons to establish an effective employment service assessment (explanation) model, can provide the individual assessment criteria and theoretical basis for employment services for future visually impaired persons (H3).

Finally, from the results found that the level of employment services for visually impaired people, with the level of job counselling assessment, job placement, quality of life and unemployment assistance services are lower, it is suggested that the relevant authorities in Taiwan area can review the existing employment service system such as employment placement and unemployment assistance in the future. To review the employment quota policy of defect and improvement, and in the relevant planning and training content, it can be fully planned in conjunction with the individual conditions of visually impaired persons, with the assistance and service of professional service teams and dedicated training centres, in order to provide a more appropriate employment service system.

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