CHAPTER 1

GENERAL INTRODUCTION
INTRODUCTION

Work is a central part of life for many working-age adults. Many of them devote much time to their work, and it is often a source of identity (Hulin, 2002; Judge & Kammeyer-Mueller, 2012). Work provides people with many benefits. Not only as it may provide an income, work also structures time, provides social relations to others in society, gives purpose and meaning to life, and allows one to develop skills and contribute to society (Cramm, Finkelflügel, Kuijsten, & van Exel, 2009; Eggleton, Robertson, Ryan, & Kober, 1999; Jahoda, 1982; Hulin, 2002; Lysaght, Cobigo, & Hamilton, 2012). The Universal Declaration of Human Rights of the United Nations (UN General Assembly, 1948) emphasizes that employment is a human right and a fundamental need. This also applies to people with intellectual disabilities (United Nations, 2006). For people with intellectual disabilities work may be even more important as it provides access to a socially valued role and opportunities for social inclusion (Hall, 2009; Lysaght et al., 2012; Novak, Rogan, & Mank, 2011; Tyree, Kendrick, & Block, 2011).

These days, many people with intellectual disabilities are involved in work, in either integrated or sheltered employment settings (Open Society Institute [OSI], 2005; Verdonschot, De Witte, Reichrath, Buntinx, & Curfs, 2009). Considering the significance of work in people’s lives, it is desirable that their work enables them to flourish, and that it makes a positive contribution to well-being. Awareness for their work-related well-being is essential.

Over the past years, considerable attention, both in research and practice, has been paid to the employment situation of people with intellectual disabilities. This has largely focused on participation in regular employment, and on objective indicators of success, such as employment rates, and/or the distinction between integrated and sheltered employment (e.g. Beyer, Brown, Akandi, & Rapley, 2010; Eggleton et al., 1999; Ellenkamp, Brouwers, Embregts, Joosen, & Van Weeghel, 2016; Holwerda, Van der Klink, De Boer, Groothof, & Brouwer, 2013). However, awareness of general and work-related well-being of people with intellectual disabilities can not be complete without paying attention to subjective well-being at work (Judge & Klinger, 2008; Lysaght et al., 2012). Only limited research attention has been devoted to this. In order to provide people with intellectual disabilities with adequate support, it is essential to learn more about what constitutes a good workplace and take account of their own perspectives. This has however been largely overlooked in research thus far (Jahoda, Kemp, Riddell, & Banks; Lysaght et al., 2012). This study aims to fill this void by focusing on job satisfaction of people with intellectual disabilities, and the factors that are associated with it, from their perspective.
JOB SATISFACTION

Job satisfaction is one of the most studied subjects in industrial/organizational psychology (Judge & Church, 2000; Spector, 1997). It has been defined in many ways, most often as ‘a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience’ (Locke, 1976, p.1300; Judge & Klinger, 2008). It is considered as an indicator for work-related well-being, or a personal outcome, indicative of subjective quality of life within the work domain (Cummins, 2005; Spector, 1997). Moreover, job satisfaction is relevant for the enhancement of overall well-being of both individuals with and without disability. Theory suggests one’s job experiences may spill-over into other aspects of life and affect satisfaction with life (Cummins, 2005; Judge & Klinger, 2008; Judge & Watanabe, 1993; Heller, Watson, & Ilies, 2004; Schalock, Bonham, & Marchant, 2000). As such, enhanced job satisfaction is a significant goal for people with intellectual disabilities. Paying attention to their job satisfaction reflects good treatment at work and a concern for their well-being (Spector, 1997).

Job satisfaction also merits attention from a utilitarian or organizational point of view (Spector, 1997). It has been associated with various employee attitudes and behaviours, such as job performance, counterproductive behaviour, absenteeism and voluntary turnover (Spector, 1997; Judge & Klinger, 2008; Fritzsche & Parrish, 2005). Particularly for workers with intellectual disabilities, associations have been found between job satisfaction and job retention (tenure) and satisfaction in the work environment (Chiocchio & Frigon, 2006; Fornes, Rocco, & Rosenberg, 2008). Awareness for job satisfaction is therefore considered relevant for both individual functioning and well-being of employees, as well as organizational effectiveness, and hence it is central in many organizational issues, ranging from job design to supervision. For people with intellectual disabilities awareness of job satisfaction and the factors associated with it may be particularly important. In order to comprehend how people with intellectual disabilities can be supported at work, and provide them with a suitable work environment, an understanding of their job satisfaction is essential. Not only can it be used to evaluate employment situations and support effectiveness, insight into the factors that may predict variations in job satisfaction also makes it possible to actively focus on the enhancement of their work-related well-being. In order to be able to do so, enhanced knowledge of the factors that play a role in job satisfaction of people with intellectual disabilities is needed.

Many variables have been associated with job satisfaction, and various theories exist that help explain how job satisfaction is formed (e.g., see Fritzsche & Parrish, 2005; Spector, 1997; Judge & Klinger, 2008). Research among non-disabled workers indicates that job satisfaction is associated with situational characteristics (e.g. the employment setting, job characteristics, and the social or physical work environment), personal characteristics (e.g.
dispositions, expectations and demographics), and the fit between the employee and his work environment (Fritzscbe & Parrish, 2005; Judge & Klinger, 2008; Kristof-Brown, Zimmerman, & Johnson, 2005; Spector, 1997). Research literature points to the importance of taking an integrative approach to job satisfaction, that accounts for both personal and situational characteristics, as well as the interaction between the two (e.g. Brief, 1998; Judge, Bono, & Locke, 2000; Judge & Kammeyer-Mueller, 2012; Lent & Brown, 2006).

It has been suggested that people with disabilities like their jobs for many of the same reasons as nondisabled employees (Flores, Jenaro, Orgaz, & Martín, 2011; Goode, 1989; McAfee, 1986; Moseley, 1988; Parent, Kregel, & Johnson, 1996). The personal and situational characteristics that have been found to be associated with the job satisfaction of nondisabled workers, may therefore be relevant for people with intellectual disabilities as well (Chiocchio & Frigon, 2006; Flores et al., 2011). However, their disability, and hence particular characteristics, background and (work-) experiences may affect their perceptions of the workplace, and their expectations. Personal and situational characteristics may hence be related to their job satisfaction in a different way, and additional variables may need to be taken into account (McAfee & McNaughton, 1997). It is not evident that the findings in mainstream industrial and organizational psychology are readily applicable to the employment situation of people with intellectual disabilities. Hence specific research is needed among people with intellectual disabilities, that explicitly incorporates their own perspectives on job satisfaction. Nevertheless, even though work and feelings of satisfaction about the job are important to workers with intellectual disabilities, thus far little research has been devoted to job satisfaction of people with (intellectual) disabilities (McAfee & McNaughton, 1997; Moseley, 1988). Current insight into the factors that may predict job satisfaction of people with intellectual disabilities is limited and incomplete. Enhanced insight into the role of both personal and situational characteristics in their job satisfaction is essential for providing adequate employment support, and for making the right decisions regarding job selection and workplace accommodations.

In order to understand how people with intellectual disabilities can be supported at work, and to select and design work environments that enhance their job satisfaction, an overarching comprehension is needed of the elements that are related to job satisfaction. Current research does not sufficiently contribute to a comprehensive understanding of the personal and situational elements associated with job satisfaction of people with intellectual disabilities, and could contribute from the theoretical advancements that have been made in mainstream research, using an integrative approach.
PEOPLE WITH INTELLECTUAL DISABILITIES
Consistent with a social-ecological focus, intellectual disability has come to be seen not just as a significant limitation in intellectual and adaptive skills; rather, it is viewed as a problem of the whole person in his or her life situation that impacts health, community participation, and the roles that the person plays in society (Buntinx & Schalock, 2010; Luckasson & Schalock, 2013; Tassé et al., 2012). In line with this, in the Netherlands, people have been referred to care organizations for people with intellectual disabilities when they have IQ-scores below 70 or between 70 and 85, combined with significant limitations in one or more domains of adaptive functioning (Moonen & Verstegen, 2006). The current study includes people with moderate intellectual disabilities (IQ: 35-50), mild intellectual disabilities (IQ: 50-70), and borderline intellectual functioning (IQ: 70-85), accompanied by limitations in adaptive functioning, that receive support from a Dutch organization for people with intellectual disabilities.

This study focuses on people with intellectual disabilities that have significant limitations in the work domain, and are in need of ongoing supports. According to the Dutch social security system, all subjects have been declared (fully or partially) ‘arbeidsongeschikt’, which, in line with Van Hal (2013), will be described as “not able to perform paid work due to health related complaints” (p.10). Despite their limitations, all subjects are involved in work. Their work, which can be described as activities aimed at the production of goods and services, is however unpaid.

EMPLOYMENT SITUATION
OF PEOPLE WITH INTELLECTUAL DISABILITIES
A prominent characteristic, that distinguishes the employment situation of people with intellectual disabilities, is the fact that besides integrated employment, which takes place in a community setting, “(…) in the general labour market where the proportion of workers with disabilities does not exceed the natural proportions in the community (…)” (Migliore, Mank, Grossi, & Rogan, 2007, p.7), there is also the possibility of sheltered employment. This includes for example sheltered workshops, day activity centres, and vocational rehabilitation centres (Metzel, Boeltzig, Butterworth, Sulewski, & Gilmore, 2007; Migliore et al., 2007; Open Society Institute [OSI], 2005; Verdonschot, et al., 2009) and can be described as “employment in a facility where most people have disabilities, with ongoing work-related supports and supervision” (Metzel et al., 2007, p.151).

Both in integrated and sheltered employment providing adequate support to people with intellectual disabilities is important in order to allow them to fully realize their potential. While in sheltered employment support is ongoing, in integrated employment intensity of support, provided by job-coaches or co-workers, may vary greatly depending on
the needs of the employee. A key concern in employment support of people with intellectual disabilities, that is reflected in various methods (e.g. supported employment, customized employment, job carving), is matching the capabilities of the individual with the demands of the environment (Nietupski & Hamre-Nietupski, 2000; Wehman, Inge, Revell, & Brooke, 2007). However, although finding a good fit consistent with the individual’s aspirations and talents is indispensable, this may not be sufficient for success in a workplace (Jahoda et al., 2008). Uncertainties still exist on how to best support and accommodate people with intellectual disabilities in the workplace, and it has been suggested that employment support of people with intellectual disabilities can clearly be improved (Cardol, Speet & Rijken, 2007; Kirsh et al., 2009).

The distinction between integrated and sheltered employment is an important and current issue. Historically, for people with intellectual disabilities work took place in sheltered settings (Kröber & Van Dongen, 2003; Wehman, Brooke, & Revell, 2007). Over the past years there has been an increasing emphasis on offering integrated employment opportunities to people with intellectual disabilities. Research indicates that many people with intellectual disabilities aspire to work in an integrated employment setting (Holwerda et al., 2013; Migliore et al., 2007). Disability organizations have repeatedly stressed the importance of full employment participation of people with intellectual disabilities in order to enhance their well-being (e.g. National Disability Rights Network [NDRN], 2011), and motivated by the idea of non-discrimination and social inclusion, policies and legislation are increasingly directed towards enhancing participation. The United Nation’s ‘Convention of human rights for people with disabilities’ (2006) and the Lisbon Treaty of the European Union (2007) emphasize the need for governments to create equal employment opportunities for people with and without disabilities. Despite legislation and policy documents, there is still a significant difference between the employment situation of people with and without disabilities. Although many people with intellectual disabilities have found their way into employment, employment rates tend to be low compared to those of people without disabilities (Ellenkamp et al., 2016; Nijhuis, 2011), the struggle to maintain a job is a common problem (Holwerda et al., 2013), and the amount of people with intellectual disabilities working in integrated employment settings still falls far behind on the number of people in sheltered employment (Migliore et al., 2007; Verdonschot et al., 2009). In the Netherlands, the recent ratification of the UN Convention (January 21, 2016) and the Participation Act (Participatiewet, 2015) reflect important steps in bringing ideas with respect to inclusion within the domain of work further into practice.

Inclusive employment for people with intellectual disabilities is also an important theme in intellectual disabilities research. In this respect, much attention has been paid to objective outcomes, such as placement rates, number of hours worked, and/or the classification of work, as sheltered or integrated employment (Lysaght et al., 2012). Research
findings point to positive outcomes for people with intellectual disabilities in integrated employment settings, particularly in terms of for instance opportunities for personal growth, autonomy, financial outcomes, and quality of life (Jahoda et al., 2008; Migliore, et al., 2007). Yet, other studies did not find different outcomes for people with intellectual disabilities in integrated and sheltered employment (e.g. Beyer et al., 2010), and concerns have been raised about integrated employment as well, for instance regarding lack of reciprocal or supportive social relationships, isolation and hostility, pointing to lack of social inclusion (Jahoda et al., 2008; Migliore et al., 2007; Migliore, Grossi, Mank, & Rogan, 2008; Hall, 2004). It has been suggested that working in an integrated employment setting does not automatically imply that subjective well-being of people with intellectual disabilities is improved and that satisfaction is achieved (Chiocchio & Frigon, 2006; Lysaght et al., 2012).

Successful participation of people with intellectual disabilities within the domain of work requires awareness of subjective well-being. It is increasingly recognized that, to enhance understanding on how positive outcomes can be achieved for workers with intellectual disabilities, and move practice forward, it is important to look beyond the workplace as a homogeneous independent variable, and instead, focus on what takes place within a workplace. Moreover, it is essential to acknowledge the perspective of people with intellectual disabilities themselves, which has been largely overlooked thus far (Jahoda et al., 2008; Lysaght et al., 2012). To truly provide people with intellectual disabilities with a good workplace, with adequate support and just and favourable work conditions, which they are entitled to, insight is needed into how they experience their workplace and how they can derive satisfaction from it.

Considering the above, although the distinction between integrated and sheltered employment is a recurrent theme in intellectual disabilities research, in this study we wish to focus on an underlying issue, namely the job satisfaction of people with intellectual disabilities. The distinction between integrated and sheltered employment will therefore not be the main focus, yet will be considered from the perspective of job satisfaction and the factors associated with it. For that reason, subjects are included from both integrated and sheltered employment settings.

**AIM OF THE CURRENT STUDY**

This thesis aims to reach a comprehensive understanding of the factors that play a role in relation to job satisfaction of people with intellectual disabilities. This is formulated into the following research question: Which factors are associated with job satisfaction of people with intellectual disabilities? To answer this question, we will focus on the perspective of people with intellectual disabilities themselves. As this research is about people with intellectual
disabilities, involving them is important, so that they can share their knowledge and views (e.g. Roeleveld, Embregts, Hendriks, & Van den Bogaard; Schuurman, Speet, & Kersten, 2004; Van Hove, 2014; Van Hove, 2014; Verdugo, Schalock, Keith, & Stancliffe, 2005). Furthermore, research among people without intellectual disabilities points to the importance of taking an integrative approach to job satisfaction, incorporating both personal and situational characteristics. The dynamic interaction between the individual and the environment is also a key issue in employment support of people with intellectual disabilities. To reach a comprehensive understanding of job satisfaction, and reflect the actual situation of employment support, it is therefore considered necessary to use an integrative theoretical framework, that provides an understanding of both selectable or alterable environmental characteristics, as well as personal characteristics, and the interaction between them. Furthermore, in line with current developments in the intellectual disabilities field, we have chosen a framework that is consistent with positive psychological insights (Shogren, 2014).

Based on the above, two different theoretical perspectives have been chosen for this study, that are both, for different reasons, relevant in order to enhance our understanding of job satisfaction of people with disabilities and the factors that are associated with it. The first perspective focuses on job characteristics. Selection and design of work-environments are critical aspects of work-related support for people with intellectual disabilities (Ellenkamp et al., 2016; Nietupski & Hamre-Nietupski, 2000). Modeling the characteristics of the job of people with intellectual disabilities is often needed to ensure person-environment fit. Job characteristics are also considered important for job satisfaction, consistently positive associations between job characteristics and job satisfaction have been reported (Judge & Klinger, 2008). A key question therefore is, how work environments ought to be designed in order to allow people with intellectual disabilities to flourish at work and feel satisfied with their job. The job demands-resources model (JD-R) model (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) is a theoretical model, that provides insight in the relationship between job characteristics and employee well-being. It has proven useful in examining a broad set of outcomes, including job satisfaction (e.g. Bakker, Demerouti, De Boer, & Schaufeli, 2003; Bakker, Demerouti, & Verbeke, 2004; Bos, Donders, Bouwman-Brouwer, & Van der Gulden, 2009; Nielsen, Mearns, Mathiesen, & Eid, 2011). The JD-R model assumes that, although every occupation may have its own specific job characteristics, these characteristics can be classified in two general categories: job demands and job resources. Within the JD-R model, the choice of specific job demands and job resources to be included in a study is dependent upon the study context. This makes the model applicable in a wide variety of occupational settings, including the employment settings of people with intellectual disabilities, for which it has been used successfully before (Flores et al., 2011). This is also consistent with our desire to focus on the perspective of people with intellectual disabilities,
as it allows us to include those characteristics that people with intellectual disabilities themselves consider relevant. Furthermore, the JD-R model allows for the inclusion of personal characteristics, which makes it possible to obtain a more comprehensive understanding of job satisfaction of people with intellectual disabilities. This study will apply the JD-R model to investigate the associations between job characteristics (i.e. job demands and job resources), personal characteristics (i.e. personality), and job satisfaction of people with intellectual disabilities.

The second perspective is based on self-determination theory (SDT; Deci & Ryan, 2000), and focuses on motivation. When it comes to work for people with intellectual disabilities, and finding the factors that play a role in optimal job satisfaction, it is essential to pay attention to what people with intellectual disabilities want and care for themselves. Work is more likely to be an experience that is indeed satisfactory, and that contributes to general well-being and successful employment participation, when it fits an individual’s needs and when he is motivated. Both meeting the needs of people with intellectual disabilities and motivation have been brought forward as key issues in employment support (Andrews & Rose, 2010; Chiocchio & Frigon, 2006; Eggleton et al., 1999; Hensel, Stenfert Kroese, & Rose, 2007; Holwerda et al., 2013; Lysaght et al., 2012; Melchiori & Church, 1997; Pedlar, Lord, & Van Loon, 1990). Fulfilment of needs and motivation are also both addressed by SDT. SDT is a theory of motivation, concerned with supporting individuals’ natural or intrinsic tendencies to behave in effective and healthy ways. The theory addresses several facets of motivation and human functioning. This includes the fulfilment of the basic psychological needs for autonomy, competence and relatedness (i.e. essential nutriments for optimal functioning, and underlying motivational processes), and the reasons behind people’s behaviour, which refers to the quality of people’s motivation (i.e. autonomous and controlled motivation). SDT has proven to be a useful theory within the domain of occupational health and well-being. Both basic psychological need fulfilment and autonomous motivation have been associated with various aspects of employee well-being and ill-being, including job satisfaction (e.g. Baard, Deci, & Ryan, 2004; Fernet, Austin, Trépanier, & Dussault, 2013; Ilardi, Leone, Kasser, & Ryan, 1993; Lynch, Plant, & Ryan, 2005; Millette & Gagné, 2008; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008; Vansteenkiste, et al., 2007). SDT’s merits are beginning to be used within the intellectual disabilities field (e.g. Farrell, Crocker, McDonough, & Sedgwick, 2004; Frietlink, Schuengel, Kroon, and Embregts, 2015). SDT has, to our knowledge, not been applied before within the work context for people with intellectual disabilities. This study will apply the SDT to the field of employment of people with intellectual disabilities, by examining the association between job satisfaction and two different facets of motivation, that is (1) fulfilment of basic psychological needs at work and (2) quality of work motivation.
Both the JD-R model and SDT offer a compelling, positive psychological framework for identifying variables related to job satisfaction of people with intellectual disabilities. What’s more, besides offering two different perspectives, the theories are also complementary to each other. They offer, in conjunction, a more complete view on the processes that are relevant for job satisfaction of people with intellectual disabilities, by explaining how job characteristics may be related to fulfillment of needs and job satisfaction. The JD-R model proposes that job resources are related to well-being and attitudinal outcomes, as a result of a motivational process (Bakker & Demerouti, 2007; Demerouti et al., 2001), and assumes that job resources may motivate employees by fulfilling the basic human needs for autonomy, competence and relatedness, as defined within SDT. The mediating role of basic psychological needs in the relationship between job resources and well-being, has recently been shown in studies among non-disabled employees (Boudrias et al., 2011; Fernet et al., 2013; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). In this study we will investigate whether these assumptions also apply to job satisfaction of people with intellectual disabilities. The combination of both perspectives, the JD-R model and SDT, may thus give us a deeper, more comprehensive understanding of how people with intellectual disabilities enjoy their work and how that translates into their job satisfaction.

OUTLINE OF THE THESIS

First, in Chapter 2, a review of the literature will summarize previous research and highlight the remaining problems in understanding the important factors related to job satisfaction of people with intellectual disabilities. In Chapter 3 a qualitative study is described in which a group of people with intellectual disabilities is asked to share their perspective on themes relevant to their job satisfaction using the photovoice method. The results of Chapters 2 and 3 are implemented in a quantitative study, which is described in the following chapters. In Chapter 4 we examine the associations between job satisfaction and perceived job characteristics, using the JD-R model. Personality traits (i.e. neuroticism, extraversion, conscientiousness) are added to the model to allow for a more complete understanding of the factors associated with job satisfaction of people with intellectual disabilities. Other personal characteristics (gender, age, intellectual disability level) and the distinction between integrated and sheltered employment are added as control variables. In Chapter 5 the basic psychological needs for autonomy, relatedness, and competence, as defined within SDT, are introduced, and the two theoretical frameworks are brought together. We investigate how job characteristics, as defined within the JD-R model, may be related to fulfillment of needs, as defined within SDT, and how both are, in combination, related to job satisfaction of people with intellectual disabilities. Chapter 6 describes an explorative study, examining the quality of work motivation of people with intellectual disabilities, in association with job satisfaction, using the concepts of autonomous and controlled motivation of SDT. Finally, in Chapter 7 the findings will be discussed, and recommendations for research and practice will be presented.
REFERENCES


