

The Role of Socio-Psychological Skills in Enhancing the Effectiveness of Voluntary Work and Improving the Quality of Life for Children with Intellectual Disabilities.
“The Example of Al-Manar Association for the Promotion of People with Special Needs and Children with Autism”

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Abstract

This study examines the impact of socio-psychological skills on enhancing volunteer work effectiveness at Al-Manar Association for children with intellectual disabilities and autism. The association provides services like diagnosis, rehabilitation, recreational activities, and vocational training. Volunteers demonstrated strong skills in communication, empathy, decision-making, and stress management, fostering positive relationships with children and their families. A strong correlation was found between these skills and the effectiveness of voluntary work, improving children's motor, cognitive, and social skills, while boosting their self-confidence and overall quality of life.

Keywords: Socio-Psychological Skills; Voluntary Work; Quality of Life; Children with Intellectual Disabilities.

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1. INTRODUCTION

Children with intellectual disabilities, like other children, need support, acceptance, and understanding, with the importance of making additional efforts to help them develop their weak skills and abilities, and enable them to gain independence and rely on themselves as much as possible. These efforts are complemented by the presence of loving individuals surrounding them, such as family members, teachers, and specialists, who cooperate in applying effective and organized methods and procedures with them.

They represent a group in need of special care and quality services that help them cope with life circumstances. They also need social support that creates psychological harmony, leading to a good quality of life impacting their health, psychological, and social aspects.

However, the life of children with intellectual disabilities is primarily the result of their interaction with their surrounding environment. The surrounding factors are considered a significant influence on their quality of life, taking into account their conditions and circumstances, and working to help them overcome the challenges of their disabilities. This is achieved through the establishment of care centers and pedagogical institutions that provide rehabilitation opportunities and facilitate their integration into life. Appropriate institutional services and social support for individuals with intellectual disabilities are essential aspects of their care, creating an environment conducive to their social inclusion, helping them with self-adaptation, psychological, and social development, enabling them to become aware of themselves, achieve independence, and communicate effectively with others.

Despite the resources provided by the Algerian state, people with special needs still face many difficulties and obstacles due to the nature and severity of their disabilities, especially children with intellectual disabilities. Issues related to their psychological, social, educational, and professional care hinder the improvement of their living conditions. There is a shortage of specialized centers in many areas, and in some regions, these centers are completely absent. Sometimes, distances between them are too great, particularly in southern areas, where residents are unable to travel to these centers due to their health and financial conditions, as well as the severity of their disabilities, which require follow-up at their place of residence. This has prompted the families of these individuals to find alternative solutions, leading to the idea of establishing specialized associations that care for their children and meet their needs. This idea became a reality in the case of children in the municipality of Ain Aminas, located 240 km away from the Illizi Wilaya, where a pedagogical center for children with intellectual disabilities exists. Since the number of children with intellectual disabilities is increasing, the association "Al-Manar for the Promotion of People with Special Needs and Children with Autism" was established to monitor and improve the conditions of this group, as well as provide early diagnosis for certain cases to rehabilitate and care for them.

The association was founded purely on a voluntary basis, setting goals for the benefit of this group, trying to reach and achieve them. The volunteers, both members and participants, believe that voluntary work in caring for people with special needs is a type of social service that believes in the child's ability to adapt and interact with society, contributing to development and production. Voluntary work promotes creativity and innovation in tasks, helps reduce the intensity of social issues, raises awareness about the circumstances of the community, and reduces costs. Voluntary work also has a special

dimension for the association itself, as it connects it to the broader community and provides volunteers with experience in their field of activity. Volunteers also invest their time in a fruitful and effective way by serving these groups and their community while earning the reward of helping and kindness.

Thus, the association and its volunteers are seen as the hope that shapes a better life for children with intellectual disabilities, offering them an opportunity to create a supportive environment to overcome difficulties, meet their needs, integrate them into society, and improve their quality of life.

However, it is impossible to discuss the quality of life for children with intellectual disabilities without considering the lives of those in their circle of interactions. The process of mutual influence is of great importance. Here, we focus on the volunteers themselves to understand the motivations behind voluntary work, which include a set of performances, behaviors, actions, and tasks they undertake with these children, as well as the socio-psychological skills they acquire to help them take on more responsibility, develop the ability to resist negative pressures, adapt positively, and become capable of dealing effectively with the demands of this group, while also achieving psychological satisfaction and self-contentment. Therefore, our research question asks: Is there a strong relationship between volunteers' psychosocial skills and their effectiveness in organizational volunteering and improving the quality of life for children with intellectual disabilities?

We proposed the following hypothesis to answer the research question:

There is a strong relationship between volunteers' psychosocial skills, enhancing their effectiveness in organizational volunteering and improving the quality of life for children with intellectual disabilities.

2.Objectives of the study

-To identify the existence of a strong relationship between volunteers' psychosocial skills and enhancing their effectiveness in organizational volunteering and improving the quality of life of children with intellectual disabilities.

-Reviewing the experience of volunteers working with people with disabilities and focusing on their psychosocial skills as a critical factor for the success of volunteer work.

3.Importance of the study

Scientific importance: Where the scientific importance stands out in terms of presenting the topic, looking at the theoretical heritage and addressing the topic, whether in terms of the study sample represented by children with special needs, and the importance of volunteer work.

Practical importance: The scientific importance emerges from the applied aspect and the results obtained in that it provides a program for volunteer work institutions, and the study sample is children with special needs.

4. Concepts of the Study

Voluntary Work:

Voluntary work refers to any activity that an individual engages in spontaneously, without coercion, and without expecting material compensation. It involves giving time, effort, or money, or a

combination of these, with the intention of benefiting others, whether individuals, groups, or society. (Borni, 2020, 68)

Institutional Voluntary Work:

Institutional voluntary work is the collective effort of a group of people who choose to establish a charitable organization recognized by the state, with the aim of collaborating to provide assistance to community members in a specific area or across various fields. This makes it more impactful and organized than individual voluntary work. (Ben Hassi, 2021, 124)

Operational Definition of Voluntary Work:

This refers to the work and activities carried out by the members and participants of the association, aimed at assisting children with special needs and intellectual disabilities in various areas, promoting their social integration, and improving their quality of life, all without monetary compensation.

Socio-Psychological Skills:

These are the abilities that allow an individual to behave in a positive, appropriate manner, enabling effective interaction with the demands and challenges of daily life. (WHO, 1997)

Operational Definition of Socio-Psychological Skills:

These are the skills and behaviors adopted by the members and participants of the association to interact with themselves and children with intellectual disabilities in order to achieve a good quality of life and accomplish the association's goals.

Dimensions of Socio-Psychological Skills:

In 1993, the World Health Organization (WHO) and UNESCO identified ten socio-psychological skills, which we use to assess an individual's acquisition of these skills:

1. Problem-Solving Skill

This is the process through which an individual works to overcome obstacles that prevent them from achieving their desired goal.

2. Decision-Making Skill

The ability to choose the best decision from among several available alternatives.

3. Creative Thinking

This skill helps an individual respond flexibly and adaptively to daily situations.

4. Critical Thinking

This involves the ability to gather, analyze, organize, interpret, deduce, and evaluate arguments, information, social and cultural influences, and experiences in a creative, scientific, and objective way. It allows for insightful conclusions that inform sound decision-making.

5. Effective Communication

The ability to form and maintain friendly relationships, which are important for social and mental well-being.

6. Effective Interpersonal Relationships

This is the ability to communicate with others in a way that builds positive relationships.

7. Self-Awareness

An individual's awareness of their own strengths, weaknesses, and self-esteem.

8. Empathy for Others

The ability to imagine oneself in someone else's position and feel their emotions.

9. Emotion Management

The control or regulation of one's emotional impulses and motivations.

10. Stress Management



The efforts an individual makes to control, reduce, manage, or endure stressors that exceed their personal capacity.

Quality of Life :

- The individual's perception of their life situation in the context of the culture and value systems they live in, and the extent to which this aligns with their goals, expectations, values, and interests related to physical health, mental state, level of independence, social relationships, personal beliefs, and their relationship with the environment in general. (WHO, 1997)
- The International Association for the Scientific Study of Intellectual Disabilities (IASSID) focused on five principles in its definition of quality of life, considering their applicability to individuals with disabilities:
 1. It involves the same factors and relationships, whether for those with disabilities or those without.
 2. It is experienced when our needs are met and when we have the ability to enrich our lives in various domains.
 3. It includes both objective and subjective factors, but is primarily based on the individual's perception and experience of their quality of life.
 4. It is based on the individual's needs, choices, and ability to regulate their behavior (self-efficacy).
 5. It involves multiple factors, influenced by individual, social, and environmental variables. (Zatout, 2013, 27)

Operational Definition of Quality of Life:

The sense of satisfaction and happiness that a child with intellectual disabilities feels in different aspects of their life, including emotional stability, physical and mental health, social integration, given their circumstances and capabilities, and the improvement of their environmental and family conditions.

Children with Intellectual Disabilities:

The American Association on Mental Retardation (AAMR) defines intellectual disability as a significant limitation in intellectual functioning, which is below average, and is accompanied by deficiencies in two or more of the following adaptive skill areas: communication, self-care, home living, social skills, use of community resources, self-direction, health and safety, academic and functional skills, leisure activities, work skills, and independent living. This must manifest before the age of 18.

Operational Definition of Children with Intellectual Disabilities:

All children registered with the association, based on a medical certificate from a specialist in mental disorders, who suffer from an intellectual disorder that prevents them from participating fully and effectively in society on equal terms with other children, aged between 1 and 22 years, both male and female.

Association Definition:

The "Al-Manar Association for the Promotion of People with Special Needs and Children with Autism" is a local association established on May 23, 2022, in the municipality of Ain Aminas, Illizi Province. It consists of ten members, who are parents of children with special needs, in addition to volunteer assistants. Everyone works entirely on a voluntary basis.

The association received both moral and financial support from the local provincial and municipal authorities to help it start its activities and take care of children from this group. Subsequently, a headquarters was allocated and then adapted to suit the needs of this group. The association also received financial support from the Social Solidarity Agency (ADS) to equip the headquarters with office supplies, heating and cooling devices, educational materials, psychological tests, and recreational and educational toys. The association also received a number of manual and electric wheelchairs

for people with special needs in the region from the Directorate of Social Affairs, as well as office supplies from the Directorate of Youth and Sports

The association has assigned a group of educators to monitor and teach the children, as well as two orthophonists, a psychologist, and a specialist in motor and sensory-motor rehabilitation. It has also sought to provide regular monitoring by a general practitioner and a nutrition specialist.

Currently, the association has 74 registered children, both male and female, ranging in age from one to 22 years.

Table 1. Cases at the Association (From the Registration Records)

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Number	Name	Gender	Age in years	Type of disorder	Number	Name	Gender	Age in years	Type of disorder
01	Z. K	Female	10	Autism Spectrum Disorder	19	A . Y	male	06	Autism Spectrum
02	S. Z	Male	10	Autism Spectrum Disorder	20	S. A	male	12	Autism Spectrum
03	A . B	Male	09	Autism Spectrum Disorder	21	H. G	female	10	Autism Spectrum
04	S. Q	Male	09	Autism Spectrum Disorder	22	S. H	female	03	Down syndrome
05	M. Z	Male	18	Autism Spectrum Disorder + Intellectual Disability	23	H. Z	female	08	Down syndrome Autism Spectrum
06	A . B	Female	22	Autism Spectrum Disorder + Intellectual disability	24	Q. D	female	22	Down syndrome
07	A . A	Female	16	Intellectual disability	25	A . F	female	12	Down syndrome
08	H. A	Male	10	Autism Spectrum Disorder	26	B. F	female	03	Down syndrome
09	B. A	Male	12	Autism Spectrum Disorder	27	M. G	male	06	Down syndrome
10	F. S	Female	16	Autism Spectrum Disorder + Intellectual disability	28	T. G	male	03	Cerebral palsy
11	Q. Y	Male	07	Autism Spectrum Disorder	29	A . B	male	09	Cerebral palsy
12	T. B	Male	12	Autism Spectrum Disorder	30	T. S	female	01	Cerebral palsy



13	B. A	Male	06	Autism Spectrum Disorder	31	M. A	male	03	Cerebral palsy
14	A . S	Male	13	Autism Spectrum Disorder	32	L. L	male	03	Cerebral palsy
15	J. A	Male	04	Autism Spectrum Disorder	33	T. H	female	10	Children of hemoon
16	R. L	Female	10	Autism Spectrum Disorder	34	T. F	female	03	Children of the moon
17	H. J	Male	10	Autism Spectrum Disorder	35	M. D	male	09	Motot disability
18	L. H	Male	07	Autism Spectrum Disorder	36	T. N	female	10	Motor disability
The remaining cases are up to 74	38 cases			Male+ female 06 to 13 Xeroderma pigmentosum (Children of the Moon)	Various development disorder				

5. Areas of Volunteer Work in the Association Directed Toward Children

5.1 Field of Diagnosis and Health/Psychological Follow-up

- The association appointed orthophonists to examine and assess the cases of children with intellectual disabilities, who then follow up and treat them in terms of speech.
- A psychologist is designated for the psychological and family follow-up of these children, along with organizing training sessions for their mothers and training the caregivers assigned to them.
- Regular check-ups by the general practitioner from the school health service.
- Follow-up by a nutritionist.
- Application of psychological tests for initial assessment and for evaluating therapeutic progress.

- Monitoring of ten cases of learning difficulties, with a special department established for them at the association under the supervision of a psychologist.

5.2 Field of Motor and Sensory-Motor Rehabilitation

- Children with motor disabilities and intellectual disabilities who have motor issues benefit from a rehabilitation specialist at the local healthcare institution for their cases.
- A room at the association's headquarters is equipped with tools to aid in motor and sensory-motor rehabilitation.

5.3 Sports Field

- Children registered with the association join sports clubs, such as a boxing club and a judo club.

5.4 Recreational Field

- The association's headquarters is equipped with recreational games in its courtyard, along with educational pedagogical games.
- The association participates in local activities showcasing the children's work.
- The association organizes trips for the children.
- Celebrations of national, international, and religious events, as well as the children's birthdays.

5.5 Vocational Training Field

- The association is in the process of signing an agreement with vocational training institutions to open opportunities for older, non-school-going children to learn trades that will assist them professionally in the future.

6. Achievement of Social-Psychological Skills Components by Association Members in Volunteer Work

When applying the components of social-psychological skills to the activities and work carried out by the association's members, we find



that they addressed many important and sensitive points. The skills are as follows:

Problem-Solving Skill:

The association faced many challenges in its early stages, starting with financial difficulties, as it did not directly benefit from the 3% allocated to local associations. However, after many attempts, a significant amount of funding was allocated from the municipality's total budget by the local authorities, and the association has continued to benefit from it annually.

Additionally, the lack of a dedicated space to accommodate and diagnose the cases for health and psychological follow-up was a major obstacle. However, after immense efforts by its members and supporters, the Youth and Sports Directorate allocated one of its old premises to the association under partial management. This building includes more than seven rooms, a large bathroom, and a spacious courtyard, all of which were renovated to meet the specific needs of the children in terms of health, cleanliness, and safety.

Decision-Making Skill:

The association has had many notable instances where they chose what was best and most beneficial for children with special needs in general, and children with intellectual disabilities in particular. They chose to move beyond the typical model of associations that only focus on public appearances and activities during national and religious occasions. Instead, their efforts have been concentrated on improving the child's health and psychological conditions, aiming to achieve a high level of social integration, physical rehabilitation, and cognitive development.

Creative Thinking Skill:

This skill manifested in the participation of the association's volunteers and members, who contributed ideas that helped the

association achieve its goals in a qualitative and precise manner. These efforts have led to real-world achievements, ensuring that the group benefits fully. Ideas were implemented in ways that serve the association's work and the best interests of the disabled child, such as applying specialized psychological tests in the process of diagnosis, assessment, and performance evaluation.

Critical Thinking Skill:

This skill appeared in the analysis of previous experiences from similar associations, using these insights to improve successful methods, bringing in both individual and institutional expertise, and generalizing them in the association's management. Additionally, it involved avoiding past mistakes and shortcomings.

Effective Communication Skill:

The association has signed several agreements with governmental institutions to achieve multiple successes and expand its activities and areas of focus. These include signing a contract with the Youth Institutions Bureau under the Directorate of Youth and Sports, granting the association a space to use under partial management of youth and sports premises. The agreement also includes participation in activities organized by the directorate and benefiting from the privileges provided by them.

- The association signed an agreement with the Social Development Agency (ADS), under the Ministry of Social Solidarity, to benefit from material aid provided to associations and to enable the association to use local statistics in the fields it works on.
- An agreement was signed with the Ain Aminas Hospital to provide medical follow-up in all specialties for children registered with the association, as well as newly registered children.

- The association established a partnership with the local boxing and judo sports clubs to integrate and train children in acquiring hobbies and defensive techniques.
- The association signed an agreement with the Public Transport Company for urban and suburban transportation to allocate a bus for transporting children between their homes and the association's premises.
- The association communicated with similar associations in other regions and countries to exchange knowledge and experiences, benefiting from the latest treatments and modern psychological tests.
- A twinning agreement was signed with the "El Rahma Center" in Tunisia to exchange knowledge and experiences, organize training sessions in both countries, and follow up on cases through the center's specialists.
- The association collaborates with private and national companies to provide direct services to the association and the children's families, or indirect services such as hospitality (transport, accommodation, meals) when hosting specialists, trainers, or lecturers.

Effective Interpersonal Relationships Skill:

This skill focuses on creating a positive atmosphere by organizing training sessions for mothers, holding lectures on topics relevant to this group, and providing free medical checkups through specialized medical convoys that conduct exams at the association's premises or visit patients at home if they are unable to come.

Self-Awareness Skill:

This skill emerged through the determination of the association's members to continue the association's existence despite the difficulties and obstacles they faced. They believed in their abilities to achieve

what they set out to do by creating a better environment for these children. They realized that change doesn't come easily and that they must stick to their principles, as their ideas have strength in their content. They united and reached beyond what they had expected.

Empathy Skill:

The presence of this skill is the foundation of the association's establishment in its unique form to support this sensitive group. Without empathy, the feeling of solidarity and volunteering to help improve their situation would not have emerged.

Emotion Management Skill:

The association's volunteer members tried to control their feelings of heartbreak and sorrow towards the children, as they represent their parents before they are founding members of the association. They managed their emotions and impulses that could have prevented them from advancing for the betterment of their children and the children of the region.

Stress Management Skill:

Despite the many challenges and obstacles that the association's members faced, both material and moral, they remained steadfast in their efforts to achieve a better life and create a bright future for these children.

7. Psychosocial Skills of Volunteers and Their Relationship with Institutional Volunteer Work

Volunteering is a positive phenomenon found in most societies, taking the form of individual or institutional efforts where time, effort, or money is given freely, without coercion, to serve a community. In this, the volunteer engages in activities and tasks that have a positive impact on the organization they are volunteering for.

The volunteer work of the "Al-Manar Association for the Promotion of Persons with Disabilities and Children with Autism" highlights the role of associations in serving their communities, particularly in

supporting persons with disabilities and children with intellectual disabilities. The presence of social service institutions and the establishment of cooperation and social solidarity principles provide reassurance to individuals about their future and the future of their families, as they are susceptible to weakness, crises, and risks that they cannot face with their own resources. Solidarity between individuals creates guarantees for providing support and assistance in emergencies for the members of the community, fostering good practices and traditions (Talbi& Talib, 2018, 198).

The focus on the association’s role in serving persons with disabilities and children with intellectual disabilities is crucial because of its fruitful outcomes for them. The key results of volunteer work with people with disabilities include volunteers forming positive attitudes toward disabled individuals, as opposed to the prevalent negative societal view of them (Fictenm, Schipper & Cutler, 2005).

Empathy for the issue of disability is one of the most significant gains of volunteer work in this field, as volunteers themselves become advocates for disability rights, defending the cause as parents do. This is due to their direct exposure to the issues, needs, and daily struggles of people with disabilities (Durham, 2010).

Members and affiliates of the association have changed many classical concepts about the work of associations, as most are seen as seeking financial aid from the government without making significant efforts, engaging only in activities related to national events. Despite the many areas where associations need to intervene, especially those specializing in specific fields like the environmental, social, and economic sectors, there is often a lack of presence in awareness-raising campaigns. However, the efforts of this association corrected those misconceptions by instilling values of giving, selflessness, and empathy toward the disabled, advocating for them and their rights.

This experience aligns with the findings of many studies, including (Richardson, 2003), which highlighted six essential traits that develop in volunteers after their involvement in volunteer work: a sense of the value of others, satisfaction, social integration, a tendency to help, enjoyment, and concern for others. Moreover, these volunteers have become more convinced of the abilities of people with disabilities in social, cognitive, communicative, and creative fields, which should be nurtured and developed.

Additionally, the study by (Tachibana & Watanabe, 2004) confirmed that volunteer work in centers for the disabled positively influences the attitudes of volunteers toward persons with disabilities, improving their perception of them and advocating for their rights.

It is clear to everyone that volunteering is not an easy task nor an attractive one, as it consumes the individual's time and energy and adds burdens that they may not need. However, the feeling of providing help to those in need brings happiness and mental comfort to the volunteer, making them forget all the hardships, difficulties, and sacrifices made.

Volunteering develops an individual's mental abilities, skills, and behavioral qualifications, strengthening their personality. It provides experience and makes the volunteer more knowledgeable and aware of the society they live in and the circumstances surrounding it. The more an individual plays a social role, the more they position themselves and gain recognition within the community, expanding their circle of relationships and connections, while investing in their talents and competencies.

This is confirmed by Durham's study (2010), which found that volunteering with people with disabilities can develop societal attitudes toward them and improve their conditions. The volunteer can benefit in several areas, most notably by developing skills of empathy toward this group, a tendency to help, get closer to them, and advocate

for them. Additionally, the volunteer has the opportunity to discover their own self and capabilities.

Therefore, we conclude that having psychosocial skills in a volunteer and enhancing them increases the quantity and quality of their volunteer work, which we observed in every skill, how it was achieved, and activated in the reality of the association's work. These psychosocial skills were effective in raising the level of volunteer work among the members and affiliates of the association. This is supported by a study conducted by the World Health Organization (WHO) between 2001 and 2002, which aimed to explore and describe what institutions around the world are doing to activate life skills. The survey included fifty organizations (20 from government ministries, 16 from UN organizations, 8 from non-governmental organizations, and 6 others). The results indicated that the most frequently mentioned life skills were: handling stress and tension, effective communication skills, interpersonal skills, decision-making skills, problem-solving, self-assessment and risk evaluation, critical thinking, home and school safety, personal safety, conflict resolution, goal setting, and support (WHO, 2003).

From this, we can infer that acquiring psychosocial skills by the association's volunteers is of great importance in their work. It helps them manage their responses with positive and effective coping strategies, revealing their abilities—both personal and external. It also makes them feel a sense of achievement and pride, which enhances their self-confidence and boosts their motivation to learn and gain experience.

This was evident in scientific studies, where the results of Fictenm, Schipper & Cutler's study (2005) showed that volunteering reduces social distance, has a significant effect on mental well-being, and eases interactions with people with disabilities, regardless of the type

of disability. It also leads to changes in thoughts and beliefs about people with disabilities, developing positive attitudes toward them, as well as thoughts and emotions. The study showed that volunteers are capable of learning and evolving.

8. Achieving a Quality Life for Children with Intellectual Disabilities Through the Association's Volunteering Goals

According to the literature on the quality of life for children with intellectual disabilities, it can be summarized as the child's sense of satisfaction and happiness in various aspects of life, including emotional balance, physical and mental health, social inclusion within their conditions and capabilities, and improving their environmental and family circumstances.

We can summarize these into three dimensions: health, psychological, and social, which the association has successfully achieved through its members. These dimensions align with the established goals, some of which are:

8.1 Health Dimension

- Improvement in the speech condition of many children.
- Significant progress in the sensory-motor aspect.
- Cognitive development compared to the initial level when they first arrived.
- Diagnosis of the cases being treated and identifying the main biological causes that led to the appearance of developmental delays, such as gastrointestinal disorders, internal organ problems, general blood issues, and nerve inflammations.
- Providing a dietary plan that aligns with the child's body needs and the type of disorder.
- Providing assistive devices to help children adapt to their environment, such as providing electric wheelchairs for children with cerebral palsy.

- Achieving a high level of motor performance and restoring disrupted growth in the motor performance of children with developmental delays.

8.2 Psychological Dimension

- Parents primarily benefited from psychological follow-ups, correcting their knowledge about their children's various disorders to participate in the therapeutic program and apply responses to the child in various aspects of life.
- Achieving the child's adaptation to the surrounding educational environment and regulating their behavior to assist in the acquisition, teaching, and learning processes.
- Emotional balance and regulation, which were improved compared to their initial condition before follow-up.
- Psychological stability from being in a place other than home, where they go regularly every day.
- Feeling happiness from having colleagues and friends who share their day and activities.

8.3 Social Dimension

- Creating communication channels between the association and the child's family to assist and care for them.
- Preparing the child for community life and, in the future, for professional life.
- Helping children acquire the ability to adapt to the general system in life areas, such as adhering to instructions from administrators and following the educators' guidelines.
- Assisting the children's families in creating a more effective and family-oriented environment for the child.
- Fostering solidarity and coordination among the families of the children being cared for to ensure a better life for their children.

Thus, when a child with intellectual disabilities reaches a high level of quality of life, their behavioral performance, social integration, and cognitive development will improve, which will positively affect their environment and family. This was confirmed by the study by (Layes, 2019, 230), which found a strong correlation between the impact of the disabled child and the quality of life for the family, particularly in the emotional and adaptive dimensions of quality of life.

8. Interpretation and discussion of the results of the study

The hypothesis was realized that there is a strong relationship between volunteers' psychosocial skills and enhancing their effectiveness in organizational volunteering and improving the quality of life for children with intellectual disabilities, and this after a review of previous studies that fulfilled the hypothesis, where it came in line with the comprehensive review conducted by (Nichol, et al, 2024), this study found that volunteering enhances the social, psychological and health aspects of the volunteers themselves, especially when altruistic motivation and personal reflection arise, and the study (Venema, 2018) which addressed the role of volunteers in facilitating the social integration of people with disabilities, where it emphasized the importance of having trained volunteers to provide support and accompaniment, and all this enhancement is positively related to the category of people with special needs, which was reached by a study (Nota, et al, 2007), which included 141 people with disabilities, and found that social skills and self-determination are positively related to the quality of life for this group, as well as the importance of the safety of people and the environment surrounding them, whether it is a care center or a family home, and on the other hand, if the promotion of this effectiveness among volunteers is absent, the motivation towards volunteer work is absent, as the study (Cruz, et al, 2023)

focused on barriers to volunteering in this field, and showed that some volunteers may feel incompetent or worried about the person with disabilities, which highlights the need for organizational and social training for them.

10. Conclusion

There is always emotional sympathy towards individuals with intellectual disabilities from all people. However, when faced with their lived reality, the situation is entirely different. Therefore, solutions and alternatives must be found to change and improve this reality. Voluntary practices in the field of disability have emerged through individuals, organizations, and associations to fill the social gap created by the isolation of people with disabilities and their exclusion from public life. However, this is not enough. Attention must also be given to the volunteers themselves, as obstacles often prevent them from performing well, such as conflicts between the time of activities and their personal time, or financial struggles that lead them to focus on profit-making jobs. Many other obstacles exist, so the importance and enhancement of their voluntary work must be emphasized to encourage more dedication and contribution.

It is noticeable that most volunteer projects have provided outstanding services and yielded satisfactory results compared to paid work. This can be attributed to the role of the volunteer and their sense of the nobility of their work, their self-worth, and the value of others. They enhance their psychosocial skills and use them to the best of their ability, gaining the ability to solve problems and make decisions in the right place and time. They develop creative and critical thinking to discover new and evolving solutions and build strong bridges of effective communication and interpersonal relationships, while

maintaining self-awareness, empathy, emotional regulation, and the ability to manage stress.

All these skills are aimed at providing the best for children with intellectual disabilities, ensuring they achieve the quality of life they deserve.

8. Recommendations

- Conduct further studies on the impact of volunteer work on people with disabilities and the staff working in disability rehabilitation centers.
- Provide training for volunteers before engaging in volunteer programs with people with disabilities, covering professional, social, and psychological aspects.
- Encourage volunteer work in disability rehabilitation centers and institutions by raising awareness among youth about the importance of volunteerism in this field and motivating them to volunteer.
- Train employees working in disability centers on the roles of volunteers and how to cooperate with them to achieve the goals of volunteer work.
- Value and enhance volunteer work, offering both material and moral incentives that encourage continued charitable efforts.
- Instill volunteerism values in the socialization process through the role of the family, and ensure that educational institutions integrate volunteerism values through programs and activities.

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