INFLUENCE FACTORS OF PROFESSIONAL ORIENTATION OF DEAF PEOPLE IN BOSNIA AND HERZEGOVINA

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Original scientific paper
DOI:10.21554/hrr.091714

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Received: 22.06.2017
Accepted: 26.08.2017

ABSTRACT

This paper presents the research of attitudes of deaf people and educational workers in order to determine and isolate factors that influence the efficiency of professional information process and the professional orientation of deaf people. The first subsample consisted of deaf participants who have completed the process of professional orientation and rehabilitation, and the other subsample of educational workers, who work at professional training of deaf people. Factor analysis was used to evaluate the results. Based on the results of the research, three essential factors were isolated, which indicate that there are gaps in the implementation of professional orientation of deaf population, which also points to the strategy of action in order to improve its effectiveness.
Key words*: professional information, professional orientation, educational workers, deaf people*

INTRODUCTION

Due to heterogeneous characteristics, in terms of different types of hearing impairment and other psycho-social factors, people with hearing impairment can also be characterized as people with communication problems, and as such, people with some kind of social isolation. Social isolation can be alleviated and competence can be improved with adequate work socialization, or adequate choice of profession, where deaf people will be able to work and provide for themselves. Work integration is conditioned by greater social engagement of every individual, including the deaf people, which can improve communicational skills in relation to deaf people society and vice versa. According to Boutin (2010), hearing impairment significantly affects communication, educational achievement and social interaction of deaf people. The mode of communication of deaf people most often determines their form of education and vocational training, with the basic problem being a limited choice of jobs offered to deaf pupils during professional orientation procedures, resulting in a low employment rate, as well as low paid jobs which are inconsistent with their acquired professional qualifications. Vocational training for the deaf children in Bosnia and Herzegovina is carried out within their high school education and specialized centers for education and rehabilitation of deaf children, as stated by Gersten et al. (2001), the support of the management in educational institutions has a strong influence on the quality of work in educational and professional rehabilitation. The choice of high school and profession is carried out through a professional orientation procedure. Professional orientation leads to directing the individual into the profession that best suit individual differences and abilities, specific psychophysical demands of the workplace and educational programs of individual schools. In order for this process to be successful, it is necessary to direct the deaf individual towards those professions that correspond to her/his psycho-physical abilities acquired knowledge and expressed interests.

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However, when conducting an evaluation, there is a tendency to ignore the individual qualities of the deaf person, and mainly take into account the hearing impairment (Punch et al., 2004). Professional counseling is aimed at informing people about occupations that fit theres psycho-physical abilities and needs of the labor market. Well informed pupils, have a greater degree of freedom when choosing a profession, as well as recognition of their own professional interests. If professional informing is not a continuous process, adequately providing enough information to deaf children about their possibilities within certain occupations, it may result in a wrong choice of profession. Although the process of professional orientation of deaf children requires the involvement of both educational and profit sector, in order to ensure a good quality of occupations and their later employment, in practice, this type of procedure often does not exist. Kramer (2008) cites the effectiveness of the implementation of protocols for the professional development of deaf people, which directly involve a number of experts, headed by an audiologist, who conducts an evaluation of job positions for the deaf, assesses their psycho-physical abilities and opportunities, and makes a recommendation for their guidance, based on interests that best match the profile of that deaf person, with the ultimate goal of finding and retaining the right job. Stauffer and Boone (2007) talk about difficulties in the professional rehabilitation process of deaf people, which relate to inadequate communication skills associated with an inefficient educational system, resulting in insufficient practical work and acquired work experience, as well as limited family support. Research by Parasnis et al. (1996) and DeCaro et al. (2001), which included parents of deaf children and professionals engaged in vocational training, on the occupational competencies of deaf children, indicated that participants expressed the opinion that deaf people have reduced ability to perform certain occupations, and participants showing a tendency to limit the scope of occupations which this population can perform. Studies by Schroedel and Carnahan (1991) show that parents of deaf children express the views that deafness limits their choices, as well as their working abilities, and that their deaf children cannot be as successful as their hearing peers. With a strong competition in the labor market, deaf people, according to Danermark (2005), represent a vulnerable group, taking into account the challenges of finding and keeping a job. Punch et al. (2004) state that young deaf people may have difficulty choosing an adequate occupation, which is why they need to have high quality selection and career planning in order to minimize potential short comings and to avoid unemployment or low employment rates, which are characteristic for a high percentage of deaf people (Bullis et al., 1990, Schildroth et al., 1991), with which MacLeod-Gallinger (1992) and Schroedel and Geyer (2000) agree, while Luft (2000) and Winn (2007) state that deaf people often earn less money and have less opportunities to progress in the workplace than their hearing peers. These studies indicate that it is necessary to examine factors that have a direct impact on the process of professional orientation of deaf people, in order to be able to act and enable deaf people with good and efficient professional training.

Objective of research: To determine the factors that influences the process of professional orientation of deaf people

METHODS

Sample of participants

A sample consisted of deaf participants (n = 47), ages 18 to 65, who completed vocational training processes, and whose degree of hearing loss was above 80 decibels. The second subsample (n=39) consisted of participants from the vocational-educational system, who conduct professional orientation of deaf people.

Measuring instruments and research methods

For this research, a system of variables was used to examine the opinions of the participants about the professional orientation of deaf people. The data was obtained by direct examination of deaf participants and educational workers, using the method of guided interview.

Descriptive characteristics of the research sample

The subsample of deaf people consisted of participants who attended specialized centers for education and rehabilitation of hearing and speaking, located in Sarajevo, Tuzla and Banja Luka. Gender structure of deaf participants was in proportion of 57.4% male and 42.6% female participants. Deaf participants were born in the period from 1961 to 1970 (31.9%), from 1971 to 1980 (34%), from 1981 to 1990 (25.5%) and from 1991 to 1995 (8.5%). The structure of participants compared to their professional qualifications consisted of deaf participants with a high school degree (87.7%) and low-skilled workers (12.3%).

The subsample of educators consisted of workers from the centers attended by the deaf people, and consisted of 20.5% male and 79.5% female participants. Participants were born in the period from 1961 to 1970 (51.3%), from 1971 to 1980 (43.6%) and from 1981-1990 (5.1%). The structure of participants in regards to their vocational training was educational workers with higher degree of education.

Table 1. Structure of subsample of participants in relation to gender, age and professional qualifications

Variables		Representation of deaf participants		Representation of educational workers	
		f	%	f	%
Gender of participants	Male	27	57,4	8	20,5
	Female	20	42,6	31	79,5
Age of participants	1961-1970	15	31,9	20	51,3
	1971-1980	16	34,0	17	43,6
	1981-1990	12	25,5	2	5,1
	1991-1995	4	8,5	-	0
Professional qualifications of participants	Not qualified	7	12,3	-	0
	Secondary school	40	87,7	-	0
	High education	-	-	39	100

RESULTS AND DISCUSSION

Using the intercorrelation analysis, the classification of variables and determination the correlation between individual variables in the entire measuring space was made, based on the covariance test of applied variables, with a statistical significance at the level p = 0.00, with the value of Bartlett's Test of Sphericity and Chi-Square of 137,205, with a total KMO of 0.687. Table 2 shows the values of the common variability, where it is seen that there are three significant values that exhaust 54.18% of the overall system variability, from the ten variables of assessment of processes and procedures of professional orientation of deaf people. The first unique value of 2.458 exhausts 24.58% of the total system variance, and the last extracted value according to this criterion is 1.078%.

Table 2. The inherited values of isolated components of the main body

Factors	Lambda	% Variance	Cumulative %
1	2,458	24,58	24,58
2	1,882	18,82	43,40
3	1,078	10,79	54,18

By checking the first major component of the measurements of educational pedagogical and deaf participants, it is noted that the largest parallel and orthogonal projections are reflected in the variable "Deaf people are well-coordinated to perform the chosen occupation". By inspecting the content of the variables that define this factor, it can be noted that in order to achieve a good professional orientation, it is necessary that the deaf people are well informed about offered professions, are satisfied with their choice of occupation and have fulfilled the requirement of expertise. In relation to such results, this factor is called Professional Information Factor. Insufficient information and education can very often lead to wrong decisions regarding the possibilities and abilities of a deaf child. Creating assumptions about the limited capacity of deaf children can lead to their unequal position when choosing a job and continuing education. The type of work and employment that deaf workers achieve is to a large extent conditioned by professional orientation and guidance, as stated by DeCaro et al. (2001), deaf people can be characterized as culturally homogeneous groups in relation to the type of occupation that they consider appropriate. The same authors state that even in culturally different countries, deaf people receive consistently similar recommendations on professional abilities, based on the views of the employer and the hearing environment.

Capella (2003) states that deaf employees are more involved in jobs that require low level of education, as opposed to hearing employees who take jobs requiring a higher level of education, as confirmed by Schroedel and Geyer (2000), which show that 13-15% of deaf people have a higher level of education than it is required for that work position.

Table 3. First inherited value - first overview of the measurement

Variables	PAP	ORP
Deaf persons are well directed for the work in the chosen profession	0,805	0,813
Deaf persons are satisfied with their education	0,763	0,761
Deaf persons are well informed on professions in the process of professional orientation	0,644	0,677
Deaf persons are satisfied with the choice of profession	0,550	0,548
Every deaf person should be employed under the condition that that person fulfils the requirements of that job	0,504	0,490

By inspecting content of variables, it can be noticed that the impact of communication, degree of hearing impairment and school achievements are crucial for the ultimate choice of deaf children, where linguistic and communication difficulties, that occur between deaf children and hearing community can contribute to directing deaf children to occupations that are not in accordance with their interests and psycho-physical abilities. By looking at the parallel and orthogonal projections it can be concluded that the coefficients are extremely high, so we can safely claim that adequate diagnostic procedures are necessary for a successful realization of professional orientation, and this factor is called the Diagnostic Factor.

Table 4. Second inherited value - the second overview of the measurement

Variables	PAP	ORP
The level of communicating skills has the greatest influence in the choice of profession	0,779	0,784
Level of hearing damage has the most influence in the choice of profession	0,751	0,734
School success has the greatest influence in the choice of profession	0,700	0,718

The third overview of the measurements point out to the fact that deaf people are unjustifiably directed to a small number of occupations and that deaf students are not offered an adequate choice of occupations, and this factor is called a Corrective factor. Training deaf people for expert occupations, completed third or fourth degree of education does not meet the needs of the labor market. Capella (2003) points out that deaf people are mostly employed in workplaces requiring a low level of education, that they are engaged in jobs requiring physical work, and significantly less in expert, technical and managerial jobs. New labor market demands and technology advancements are constantly changing and demanding new skills from deaf workers, while at the same time there is an increasing economic instability and reduced demand for jobs that they are trained for. The largest percentage of deaf and hard of hearing people in BiH have completed vocational training as a tailor, locksmith, shoemaker, jobs that have almost become neglected due to advances in technology. In addition, there is a lower formal level of education in relation to the rest of the population, where 20.22% of deaf people in BiH have only completed elementary school (Hasanbegović et al., 2013).

Table 5. Third inherited Value - Third overview of the measurement

Variables	PAP	ORP
Deaf persons are unjustifiably directed into limited number of professions	0,725	0,707
Adequate choice of profession is not given to deaf pupils	0,691	0,715

CONCLUSION

Lack of work experience and long term unemployment are the main characteristic of the work-age deaf population in Bosnia and Herzegovina, where in the process of professional orientation and guidance of deaf children there is no adequate education and training plan that follows the needs of the labor market. Insufficient professional information for the deaf population is singled out as the main cause of inadequate choice of occupation, reasons for this, is not seeing the overall psychophysical capabilities of deaf people, but only seeing the hearing impairments and preferred communication modes, as limiting factors for the choice of occupation. Corrective factor has isolated all the insufficiencies in the process of professional orientation of deaf people, which refers to their unjust orientation into a limited number and limited choices of occupation, which indicate that it is necessary to carry out a series of corrective actions, in a way to respect the individual psychophysical abilities of the deaf pupil, employment opportunities and the needs of the labor market.

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