

Vocational Training and Vocational Placement of Hearing Impaired

Asst. Prof. Juliana Jecinth R. B.^{1*}

ABSTRACT

Vocational training is an important component of the vocational rehabilitation process and is a step following vocational guidance. The main objective of the study was to find out the differences in the dimensions of vocational skills of the hearing impaired, between the employed and the unemployed adults and in regards to on the job training and pre service training. The study also emphasis on finding the differences in vocational skills of employed and unemployed men and women. The tools used for the study are proforma to collect general information and a Self-developed questionnaire for measuring the vocational functioning of the hearing-impaired adults. The sample selected for the study is total of 25 hearing impaired adults. In that 9 hearing impaired adults are employed (on the job training – 4 adults and pre service training -5 adults) and 16 hearing impaired adults are unemployed (on the job training -4 adults and pre service training -12 adults). Mean, SD and ‘t’- test scores are analyzed using statistical analysis.

Keywords: Vocational Training, Vocational Placement, Hearing Impaired

Work is an essential part of man’s life, since it is that aspect of his life which gives him status and binds him to society (Brown, 1954). Work can include paid or voluntary employment; it can be accomplished in the market or at home; it can concern a person’s livelihood or his or her use of leisure time. Whenever and however, it is accomplished, for most people work is the single most influential element in their environment. Work is the integral part of identity. The unemployed are often excluded from important activities and roles within the social group (Obermann 1980). Our readiness to accept any disabled person’s right to work on whatever terms he can offer must be seen as the touch-stone of our acceptance of him as a full member of the human race.

The aim of vocational training programme is to offer the hearing-impaired employed opportunities for training and work experience that will improve their prospects of obtaining a satisfactory permanent job and providing a constructive alternative to unemployment. Job placement process enables hearing impaired to successfully prepare for and to keep jobs that they want. The predominant objective for most young handicapped people is to get a job. Limited occupational knowledge, available work opportunities, and academic success

¹Department of Psychology, JAIN (Deemed-to-be University), Whitefield, Bangalore

*Corresponding Author

Received: August 10, 2022; Revision Received: May 22, 2023; Accepted: May 25, 2023

Vocational Training and Vocational Placement of Hearing Impaired

seemed to be strongest factors affecting job placement of handicapped students. One serious problem for deaf persons is the reduced number of unskilled and semi-skilled jobs available today (Joiner, et al, 1968). The changes in the job market demands a need for increased occupational opportunity awareness among deaf students. The demands of today's technological society limit vocational success for people saddled by deafness and their consequent under education. The deaf have the same intelligence as the hearing. Despite this, they are frequently forced to do manual labour rather than appropriate professional or technical work (Mindel & Cayvernon, 1971).

Most sheltered workshops for the deaf, appear to have financial problem and experience difficulty in obtaining work for their trainees though some have developed their own product lines quite successfully. These workshops are necessary as part of the employment provision for the hearing impaired, but greater flexibility is needed to make possible a transfer to open employment for those who are capable and to enhance the job satisfaction. Deaf people are also people and their talents and accomplishments will vary. In seeking open employment, the hearing impaired do not differ from the normal population, neither do they seek different forms of satisfaction. The problems faced by hearing impaired under employment and unemployment frustrates them in seeking occupational goal. This frustration is extended by low expectation on the part of parents, professions and the individual himself. It appears that the deaf and hard of hearing population, despite a normal distribution of intelligence and aptitudes, continues to be more at risk of lower of completion of postsecondary education (Stinson & Walter, 1997) and higher rates of unemployment and underemployment than the hearing population.

Other than personal competence drive, there seems to be no single determinant of success for the deaf people in professional employment. Skill in speech and lip reading was a frequent factor, but there was number of the respondents who never held them and more who were not particularly skilled.

Need for the study

The ultimate goal in career/vocational education is to reach maximum self-sufficiency this independence can only truly be achieved through appropriate and meaningful employment.

In recent trend, there is a high level of unemployed hearing-impaired adults because many people in India still tend to believe that the disabled are incapable and unproductive which is a misconception. To erase this, the government of India has been carrying out programmes and schemes to integrate them in the national mainstream so that they could make use of their intrinsic talents and lead a respectful life.

In India the vocational rehabilitation centres have an important role in the training and placement of the handicapped persons. In relevance to these issues, in this study we have selected a particular training centre and studied the extent to which the training received by the clients has helped those individuals in the vocational functioning during the training programme and the relationship with placement and their particular job.

Statement of the problem

Rehabilitation of the hearing impaired includes vocational training and placement for enabling them to be economically independent. This study tends to find out the relationship between vocational training and placement of the hearing impaired.

REVIEW OF LITERATURE

Vocational training programmes for hearing impaired:

About 60% to 80% of deaf persons in the workforce reported that they were not following the trade for which they were originally trained (Lunde and Bigman, 1959). As a result, it has been suggested that vocational training programmes change their focus from specific skills training to one that provides students with more informational and work skills (Lerman and Gailfoyle, 1970). Additional support for this notion comes from the fact that these traditional jobs are being phased out without growing technology and with the general shift in the employment to service-type positions.

Vocational rehabilitation and placement for hearing impaired:

Pitts (1980) found that, for state vocational rehabilitation clients, successful rehabilitation closures were significantly correlated with level of placement, achievement of employment goals, and amount of time in employment prior to closure. Pitts found no significance between rehabilitation outcome and hearing impaired background.

Job satisfaction in hearing impaired:

With regards to job satisfaction the majority of deaf people studied typically have given positive response, or atleast have not openly expressed dissatisfaction. A study by (Bhatt Usha, 1963) has suggested that a significant number of deaf workers (45%) prefer to work only with hearing individuals, while a nearly equal number (41%) expressed no preference as to hearing status of their co-workers. Only a small percentage (11%) of the sample studied expressed a distinct preference for working only with deaf individuals. More than 50% who preferred not to work with other deaf people gave reasons that could be regarded as prejudicial in nature.

METHODOLOGY

Objective:

- To find out the dimensions of vocational skills of the hearing-impaired adults during the training period.
- To study the vocational skills between employed and unemployed.
- To study the vocational skills of the employed and unemployed adults regard to,
 - On the job training
 - Pre service job training
- To study the relationship among the components of vocational skills between employed and unemployed.

Hypotheses

- There is no significant difference in the vocational skills of the employed and unemployed.
- There is no significant difference in the vocational skills of the employed in regard to on the job training and preservice job training.
- There is no significant difference in the vocational skills of the unemployed in regard to on the job training and preservice job training.
- There is no significant difference in the vocational skills between the employed men and employed women.
- There is no significant difference in the vocational skills between the unemployed men and unemployed women.

Vocational Training and Vocational Placement of Hearing Impaired

Sample selected

The subjects for the study considered trainees who were from Kanyakumari district, Tirunelveli district and Ramnad district. Purposive sampling is used as the study needs only hearing-impaired individuals. Total of 25 samples are selected for the study. Out of which 9 are employed (3 girls, 6 boys) and 16 are unemployed (5 girls, 11 boys).

Tools used:

The instruments used were the following:

1. Proforma to collect general information
2. Questionnaire used for measuring the vocational functioning of the hearing impaired adults.

The proforma was administered to the trained to collect the general information such as age, sex, training duration, area in specialization, type of training and present employment. In addition to the proforma, the researcher has also used a questionnaire which has ten basic vocational skill areas. Each item contains 3 to five sub items. These 10 basic items are further divided into four major dimensions namely, academic skill, sensory development, personality dimension and job skill.

Dimension	Basic items
Academic skill	Language Symbolic operation
Sensory development	Sensory motor development Visual processing Auditory processing
Personality	Personal appearance Social emotional development Behaviour in interpersonal situation
Job skills	Job performance Work characteristics

The reliability of the questionnaire was calculated by the split half method and was found to be 0.91. Scoring was done to the questions as per the key devised by the researcher. The scores were in the five point rating scales.

The rating scale based on the following 5 points:

- Excellent : exceeds expectations for employability
Good : meets expectations for employability
Fair : meets most expectations for employability
Poor : less than adequately meets expectations for employability
Unsatisfactory : does not meet expectations for employability.

Collection of data

The general information is collected through the proforma design for the study. In addition to this information, interviews with the trainer were conducted by the investigator in respect of the questionnaire on vocational skill areas.

Vocational Training and Vocational Placement of Hearing Impaired

Data analysis:

The required data for the study on the vocational training and vocational placement of hearing impaired adult were collected by administering the questionnaire on vocational skill area. Mean, standard deviation and t-test was analysed by using SPSS software.

RESULTS AND DISCUSSION

Descriptive analysis:

Description of the employed samples

Employed	Number
Total	9 (25)
On the job training	4 (9)
Pre service job training	5 (9)
Girls	3 (9)
Boys	6 (9)

Description of the unemployed samples

Unemployed	Number
Total	16 (25)
On the job training	4 (9)
Pre service job training	12 (9)
Girls	5 (9)
Boys	11 (9)

Differential analysis:

Hypothesis: 1 There is no significant difference in the vocational skills of employed and unemployed.

Table: 1 Four dimension of the vocational skill of employed and unemployed

<i>Dimensions</i>	<i>Employed mean</i>	<i>Unemployed mean</i>	<i>S.D</i>	<i>'t'</i>
<i>Academic skill</i>	64.4	50	15.54	*2.23
<i>Sensory development</i>	62.2	55	16.49	1.04
<i>Personality dimension</i>	67.4	56.7	17.5	1.22
<i>Job skill</i>	56.7	52.5	15.37	0.66

Level of significance *.05

The above table shows that there is no significance difference in sensory development, personality dimension and job skills. Therefore the hypothesis is accepted in these areas. As there is a significant difference in the academic skill dimension between employed and unemployed at 5% level, the hypothesis is rejected.

This may be due to the reason that the basic education is not considered as a criteria for their admission in the training centre. So the trainee's qualification is ranging from V to X std., which has an impact on the development of the vocational skills.

Hypothesis 2: There is no significant difference in the vocational skills of the employed in regard to, on the job training and pre-service training.

Vocational Training and Vocational Placement of Hearing Impaired

Table: 2 Four dimension of the vocational skill of the employed in regard to on the job training and pre service training

<i>Dimensions</i>	<i>Employed</i>		<i>S.D</i>	<i>t'</i>
	<i>On the job training</i>	<i>Pre service job training</i>		
	<i>mean</i>	<i>mean</i>		
<i>Academic skill</i>	7.5	5.6	.94	*3.02
<i>Sensory development</i>	10.5	8.4	1.30	*2.41
<i>Personality dimension</i>	11.0	9.4	.86	*2.81
<i>Job skill</i>	6.0	5.4	.68	1.30

*.05 level

The table 2 indicates that there is a significant difference at 5% level in academic skill, sensory development and personality dimension of the employed who had received on the job training and preservice job training.

In job skill there is no significant difference between the two types of training. Therefore, the hypothesis is accepted. This may be due to the fact that both are employed in the jobs in which they are trained and hence the job skills will be the same.

Hypothesis 3: There is no significant difference in the vocational skills of the unemployed in regard to on the job training and preservice job training.

Table 3: Four dimension of the vocational skill of the unemployed in regard to on the job training and pre service job training

<i>Dimensions</i>	<i>Unemployed</i>		<i>S.D</i>	<i>t'</i>
	<i>On the job training</i>	<i>Pre service job training</i>		
	<i>mean</i>	<i>mean</i>		
<i>Academic skill</i>	5.75	4.75	.88	1.92
<i>Sensory development</i>	9.00	8.00	1.07	1.72
<i>Personality dimension</i>	10.0	8.00	.90	*3.85
<i>Job skill</i>	6.50	4.90	1.19	*2.31

*.05 level

There is a significant difference in personality dimension at 5% level and in job skill there is a significant difference at 5% level. Therefore, the hypothesis is rejected in these areas.

On the job training, a real situation is provided which makes them awake of the social expectations and requirements. So, the personality dimension and the job skill are formed and moulded. Whereas in the case of pre-service job training, the trainees are taught in a segregated set-up which affects the personality development with special reference to social interaction.

Vocational Training and Vocational Placement of Hearing Impaired

Hypothesis 4: There is a significant difference in the vocational skills between the employed man and employed women.

Table 4: Four dimensions of the vocational skill of the employed men and women

<i>Dimensions</i>	<i>Employed</i>		<i>S.D</i>	<i>t'</i>
	<i>Men mean</i>	<i>women mean</i>		
<i>Academic skill</i>	7.00	5.33	1.11	2.15
<i>Sensory development</i>	10.33	7.33	1.22	*3.45
<i>Personality dimension</i>	10.67	9.00	.87	*2.69
<i>Job skill</i>	6.83	5.83	1.16	1.83

As per the hypothesis there is no significant difference in academic skill and job skill and it is accepted. But there is a significant difference in sensory development at 5% level and in personality dimension there is a significant difference at 5% level. Therefore, the hypothesis is rejected in these areas. So the personality and the sensory development are both found to vary in the employed men and women. This might be due to the fact that, what kind of job they get and how much it suits their liking and training.

Hypothesis 5: There is no significant difference in the vocational skills between the unemployed men and women.

Table 5: Four dimensions of the vocational skill of the unemployed men and women

<i>Dimensions</i>	<i>Unemployed</i>		<i>S.D</i>	<i>t'</i>
	<i>Men mean</i>	<i>women mean</i>		
<i>Academic skill</i>	4.82	5.41	0.95	1.18
<i>Sensory development</i>	8.18	8.83	1.09	1.24
<i>Personality dimension</i>	8.72	8.40	1.92	0.33
<i>Job skill</i>	5.09	5.60	1.94	0.52

The table indicates that there is no significant difference in any of the four dimensions of the vocational skill of the unemployed men and women. Therefore, the hypothesis is accepted. Since both men and women included in this group are unemployed, there is no difference that are noted as they both are still trying to develop their skills and find an employment.

SUMMARY AND CONCLUSION

Work is recognised as an important part of man's life. It gives him the status as a contributing member of the society. Work is an integral part of identity. It can include paid or voluntary employment. The basis for the development of employment potential in the handicapped lies mainly in the vocational training programmes open to them. Vocational training has pioneered the way for many handicapped young people to obtain necessary qualifications and skills for employment.

Vocational Training and Vocational Placement of Hearing Impaired

The area of vocational skills includes the pre-requisite and requisite skills necessary for a handicapped adult to select, obtain and maintain appropriate employment. The ultimate goal in career/vocational education is to reach maximum self-sufficiency. This independency can truly be achieved only through appropriate and meaningful employment. In India, there are few existing centres and some more centres are rising up to vocational training facilities for the hearing impaired either in company with hearing workers or in sheltered workshops.

With consideration to this concept, the investigator desired to work on the limited- area, and give some recommendations which would help to produce more economically independent hearing impaired as well equal employers rather than an unemployed population. The researcher selected a particular training centre and studied the extent to which the meaning received by the clients has helped those individuals in the vocational functional during the training programme and the relationship with placement.

The researcher collected the general information through the proforma and in addition to this information, interview with the trainer were conducted by the investigator in respect to the questionnaire on vocational areas. On the job training, a real situation is provided which makes them aware of the social expectations and requirements. So, the personality dimension and the job skill are formed and moulded. The overall results shows that there is significant difference in employed in job training and pre service training in all the vocational skills except for job skills. On the job training, a real situation is provided which makes them aware of the social expectations and requirements. So, the personality dimension and the job skill are formed and moulded.

REFERENCES

- Brown, J.A., (1982). In Hutchinson, work preparation for the handicapped, London, Croom Helm.
- Joiner, L., et al (1968). Education of deaf children, Texas, Industrial Oaks Boulevard.
- Mindel, D., Cay, V. (1971). They grow in silence, Maryland, National Association of the deaf.
- Obermann, E.C., 1980. A history of vocational rehabilitation in America. Minneapolis (MN): Ayer Co. Publishers.
- Stinson, M., & Walter, G. (1997). Improving retention for deaf and hard of hearing students: What the research tells us. *Journal of the American Deafness and Rehabilitation Association*, 30(4), 14-23.
- Bhatt Usha, 1963, The Physical Handicapped in India, Poona, Watchman publishing House.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Juliana, J.R.B. (2023). Vocational Training and Vocational Placement of Hearing Impaired. *International Journal of Indian Psychology*, 11(2), 1230-1237. DIP:18.01.132.20231102, DOI:10.25215/1102.132