

THE BLACK DEAF PERSON IN HIS WORK SITUATION

by

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(i)

DECLARATION

I declare that The Black Deaf Person in his Work Situation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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NOVEMBER 1994

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(iii)

#### SUMMARY

An exploratory study was undertaken to research the effect of hearing impairment on employment and socialisation of black hearing impaired persons and the role of social workers and job placement officers in supporting these hearing impaired persons in their work situation.

The Council and Affiliates should disseminate information on the effect of deafness on employment to the public and also embark on social work services to Deaf employees.

Future socio-demographic data with a central register of interpreters and post-lingually hearing impaired employees should be embarked on by the Council as well as the effect of preparation of the hearing impaired for the open labour market and environmental barriers on their employment opportunities.

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## CHAPTER 1

### INTRODUCTION AND ORIENTATION

#### 1.1 PROBLEM FORMULATION

The extent to which deafness is bound to influence the individual is a highly individual aspect which is dependent on various factors, such as, which part of the hearing mechanism of the ear is impaired, the degree of hearing loss, the age of onset of deafness and whether one or both ears are affected.

Speech and hearing acquisition are probably the most difficult and complex tasks facing a Deaf person which may only be corrected with parent involvement, the early identification of deafness and earliest fitting of a hearing aid, intensity of teaching effort and the use of residual hearing capacity of the deaf person.

Adjustment problems of hearing impaired persons are not only concerned with the development of an adequate personality structure but also with communication skills as well as the stigma attached to deafness.

Employment problems of the Deaf do not necessarily depend on job opportunities, employers attitudes, stereotyping and the degree of hearing loss. They are also dependent on training and preparation for the open labour market, job ethics and adequate manual and written communication skills.

As a social worker employed by the South African National Council for the Deaf over a period of ten years, I had noticed that the majority of Deaf employees are totally unprepared for the open labour market. Inadequate training, the lack of knowledge of the official languages, the inability to maintain their jobs, retrenchment or dismissal and abscondment are major problems of Deaf employees.

These problems, coupled with the effect of deafness on interaction, socialization and communication demand a thorough investigation of hearing impaired persons by social workers. Without knowledge of the special dynamics of employment, adjustment to the open labour market can be extremely stressful leading to the inability to market skills, low self esteem and the high incidence of unemployment.

Inherent in the problem of deafness is the barrier of communication which is created because of the failure to understand what is being spoken by others and also to speak intelligibly. Furthermore, the problem of communication is

complicated by the debate on which method of communication to use with the Deaf, such as, the oral approach by means of speech or manual approach by means of Sign Language.

There are no single signs used by the Deaf in South Africa which creates additional problems when formal training has to be undertaken. The acquisition of Sign Language depends on regular interaction with the Deaf, that is, informal training. Therefore, exposure to more than one sign language confuses the learner.

Although Sign Language classes have been conducted throughout South Africa, the syllabus, duration and tuition fees differ from one region to another leading to an uncoordinated effort. The formation of the South African Sign Language Committee in 1993 aimed at addressing all issues relating to Sign Language, such as the syllabus, fee structure, interpreting and one system of sign language in South Africa.

One of the basic norms fostered in society is that each person must make his contribution through work for the benefit of the community. Yet employment for Deaf persons remains a major problem. Different training courses must be available for the Deaf such as assertiveness training for employment, preparation for internal development of good interpersonal skills, broadening of their experience and world view by means of field-trips.

Social workers in the field of hearing impairment are not certain of their roles in preparation for and job placement of their client in the open labour market. How far should social workers be involved with job placement? Who should render after care service to Deaf employees and their employers? These questions could be answered by this study.

In the context of all Deaf persons facing employment problems, what is of significance in their adjustment at work are the expectations of both the Deaf employee and his employer. Both parties must learn how to cope with feelings of helplessness, rejection, resentment and mistrust : their problems may be numerous because they often have unrealistic expectations.

The major objective of this research is therefore, to explore the adjustment of the black Deaf in his work situation.

The total population of Deaf and Hard of Hearing persons is estimated at 4 028 464 in South Africa. Profoundly Deaf persons constitute 1% of the total population; namely, 402 847; severely Hard of Hearing persons constitute 3% of the total population, namely 208 539, and Hard of Hearing

persons constitute 6% of the total population, namely, 3 417 078 (Central Statistics Services, 1994).

The total population of Deaf and Hard of Hearing persons in PWV Region is estimated at 6 869 103 of which 686 910 is profoundly deaf, 206 073 is severely hard of hearing and 412 146 is Hard of Hearing.

There are 36 schools for the hearing impaired in South Africa of which 30 cater for profoundly Deaf children and only 6 cater for the Hard of Hearing child. The PWV Region has 10 schools and only 3 of these schools cater for Hard of Hearing children (S.A. National Council for the Deaf, 1994).

According to the South African National Council for the Deaf (1994) there are 11 welfare organisations in South Africa rendering social work services to the Deaf and Hard of Hearing. The PWV region has 6 such organisations of which 5 are situated in the Witwatersrand area. Other resources available to the hearing impaired in the PWV Region are 14 Clinical Facilities adjacent to provincial hospitals, one Home for the Aged Deaf and Deaf Blind, 3 Church Services and 5 Social\Sports clubs.

## 1.2 MOTIVATION

The researcher has been employed by the South African National Council for the Deaf for the past seventeen years observed during the ten years working directly with the Deaf clients (1976 - 1986) that black Deaf persons experienced problems within their work situation.

The researcher conducted a study amongst black Deaf school leavers in 1981 to ascertain problems they experienced when they left school and are being integrated into the community. The study showed that the lack of legal documents, communication skills and finance resources were listed as problems that led the Deaf school leaver to be unemployed. A national survey was also undertaken by social workers employed within the field of hearing impairment in 1983.

The findings of this survey confirmed the researcher's findings that Deaf persons were experiencing problems in finding employment. Prinsloo (1983:5) also found that major problems experienced by black Deaf employees were inadequate training, the lack of knowledge of official languages, poor communication between Deaf employees and their employers as well as ignorance of their rights as employees.

Social workers in this field have been used as untrained Job Placement Officers on aspects such as, marketing of Deaf

employees, creation of jobs, labour laws and organizational structures.

In return when the client encounters problems either with their employers or trade unions, social workers were unable to help. Engelbrecht (1989:14) says that the problems are compounded by the fact that the work and living conditions of disabled persons in general have never been extensively addressed.

The problems experienced by respondents in the survey by Prinsloo (1983) appear to indicate a relationship between education and employment. Hughes, Savill, Dempster and Robbin (1977:131) acknowledge that vocational programmes and good rehabilitation services play a major role in the employment services of the Deaf.

Mthembu (1985:4) also found that the lack of knowledge of official languages was further highlighted by black Deaf persons as a contributory factor toward black Deaf persons inability to apply and complete application forms for employment.

There are thirty six schools for the Deaf in South Africa. Seventeen of these schools were registered under the Department of Education and Training. The majority of schools for the black Deaf that is, twelve, were situated in the former Independent and Self-Governing States and they are all residential schools. There were only two schools for the black Deaf that were situated in the Witwatersrand area, namely, Sizwile in Soweto and Katlehong in Germiston (South African National Council for the Deaf, Address List, Diary, 1993).

There were also two schools in the Witwatersrand area which were open to black Deaf children namely, MC Kharbai School which was registered under the House of Delegates and it had always been open to other racial groups. St Vincent School for the Deaf was registered under the Transvaal Education Department and it has been a non-racial school run by the Catholic Church. Black Deaf children have however, been officially admitted when the Transvaal Education Department declared the school a Model C. With the new political dispensation in South Africa all schools have been open to all Deaf children from all cultural groups from the beginning of 1994.

MC Kharbai School provides primary education although they have begun secondary education that is, up to Standard 7. They also provide post-tertiary education in technical drawing and motor mechanics. St Vincent School admits Deaf children from the age of two and provides primary to high school education. Career education is introduced at

## Standard 6.

Sizwile and Katlehong Schools are primary schools and they follow the career education programme prescribed by the Department of Education and Training up to Standard 6. Both these schools have no facilities for high school education. Insufficient facilities exist in South Africa for secondary education for the black Deaf. Secondary education is a right for every individual in South Africa.

At the 31st Biennial Conference the South African National Council for the Deaf was urged to negotiate with relevant Education Departments to provide secondary education as a matter of urgency so that all hearing impaired persons can aspire to a better standard of living (South African National Council for the Deaf, 1993:3).

Since secondary education has not been fully accommodated in Schools for the black Deaf, tertiary education has not been given attention either. Niewenhuis (1985:42) says that further training after secondary education has not been examined for the Deaf in South Africa. Most Deaf pupils do not have the ability to receive instructions at institutions for the hearing because of language deficiency. Therefore, if further training has to be provided at these institutions, instruction should be given by teachers of the Deaf.

Deaf employees who want to be employed in the modern technological and industrial world will have to study further in order to qualify for these jobs. This again underlines the importance of tertiary education for the Deaf so that they can attain higher positions in the industrial world (Niewenhuis, 1985:42).

The linguistic situation in the South African black Deaf population should be looked at in terms of their socio-cultural and educational contexts. There are eight different language groups which need to be considered when studying the South African black Deaf population (Herbst, 1984:3).

The political context in which South African black Deaf communities exist should be carefully examined due to its influence on the development of different signs amongst the black Deaf. Morgan (1986:75) explains that it is essential to look at the South African Deaf population in relation to the apartheid system which shaped the formation of different communities and their corresponding linguistic systems.

Schools for the Deaf have been used as a powerful political tool by the government to split the black Deaf community

into different ethnic groups. Schools for the Deaf were organized in terms of mother-tongue instruction and were divided according to the eight major language groups of the black population (Morgan, 1986:76).

In order to trace the development of each sign language used by each adult Deaf community it would be necessary to establish the nature and origin of the coded systems introduced by foreign missionaries who taught at schools for the Deaf.

The extent to which the indigenous signing systems have been influenced by foreign signing system must be investigated. The influence of foreign signing on the adult Deaf community has been revealed by a survey carried out by the South African National Council for the Deaf which showed that sixty percent of the signs used were of British or Australian origin (Morgan, 1986:80).

Morgan (1986) further states that the aim of the survey was to compile a dictionary of signs for educational purposes. The dictionary of about 1,500 signs formed the basis of a national lexicon for teaching any of the ten spoken languages via a manual code. The survey showed an obvious difference of multi-cultural diversity which does not exist either in Britain or Australia.

In an attempt to document a systematized sign language system commonly used by the Deaf in South Africa a survey was conducted amongst the Deaf, the hearing and teachers of Deaf children. Nieder-Heitmen (1980:4) found that signs used by the Deaf were crude and unsystematic and caused confusion. The different institutions involved in the care of the Deaf felt a need for a hand book on systematized sign language and compiled a hand book called "Talking To the Deaf".

"Talking to the Deaf" however, did not create an effective means of communication between Deaf and hearing people because it did not formalize sign language and acknowledge the Deaf culture. The need for a single and comprehensive text on the signs used by the Deaf in Southern Africa was recognized when a coordinated research was undertaken in 1988 and produced a dictionary of South African signs in 1992 (Penn, 1992:4).

The research undertaken by Penn (1992) identified 12 Sign Language dialects in South Africa. These include different regional signs. This, however, does not cause isolation amongst the users of the dialects as the grammar, idioms, accents and emphasis of the language remains the same.

Social workers in the care of the Deaf are usually in a

difficult position because they are neither involved in the education of the Deaf nor do they receive in-service training of all the dialects of sign language. Mthembu (1983:4) found that social workers are exposed to all the dialects of sign language and have to master them throughout their daily contact with their Deaf clients. Communication breakdown usually happens and the tendency is to use the method of communication used by hearing people.

Frustration, hopelessness and anxiety are general feelings expressed by social workers in their first encounter with Deaf persons. Geddes (1989:5) explains her first encounter with a Deaf person as follows : He was making the strangest gargling throat sounds and simultaneously signing with his hand. I was praying that someone would make me understand what he was trying to say as my knees were shaking with fear.

### 1.3 OBJECTIVES

The objectives of this research are :

1.3.1 To study the effect of hearing impairment in the work situation

1.3.2 To ascertain employment problems experienced by hearing impaired persons

1.3.3 To investigate preparation for the open labour market received by hearing impaired persons from schools and their employers

1.3.4 To establish the effect of deafness on socialization of Deaf persons and on employment

1.3.5 To ascertain the nature of supportive services offered to Deaf and Hard of Hearing persons in a work situation and its relevance to the role of a social worker and job placement officer.

### 1.4 ASSUMPTIONS

1.4.1 A general feeling of inadequacy in the work situation is felt by hearing impaired employees due to the inability to hear and follow conversation and instructions

1.4.2 Job opportunities of hearing impaired persons is hampered by limited career options and inadequate training programmes.

### 1.5. RESEARCH DESIGN

Explorative research Polansky (1981); Grinnell (1982) was

chosen for this study for the following reasons :

1.5.1 An extensive investigation of relevant literature to build on the research of others was undertaken

1.5.2 The area under study by this research is not well developed in South Africa, therefore, a foundation of general ideas and tentative research with more precise and complex research designs will be built (Grinnell, 1982:225)

1.5.3 It facilitated the examination of a limited number of respondents from a much larger population group

1.5.4 It involved systematic procedures for obtaining empirical observations and the analysis of data and utilized a variety of data collection procedures

This fits the researcher's purpose in wishing to describe the characteristics of black hearing impaired persons in the open labour market and thereafter present the data systematically.

## 1.6 METHODS USED IN THE EMPIRICAL STUDY

### 1.6.1 Literature study

An extensive investigation of literature study was undertaken in lieu of objective 1.3.1 and included :

- \* Demarcation of hearing impairment
- \* The effect of hearing impairment on communication as well as speech and language development
- \* The effect of hearing impairment on social, emotional, sociological and cultural development
- \* The preparation of black hearing impaired persons for the open labour market
- \* The realities of the open labour market on black hearing impaired persons.

1.6.1 The literature studied came mostly from America and England. The following countries literature was also studied :

- \* Australia
- \* Brazil
- \* Norway
- \* Scotland
- \* South Africa

The following disciplines were covered in the literature study :

- \* Education
- \* Social work
- \* Audiology
- \* Communication
- \* Sociology
- \* Psychology
- \* Labour laws
- \* Employee assistance programme
- \* Employment

#### 1.6.2 The structured interview schedule

The method of data collection used in this study was a structured interview schedule prepared in English and then translated into sign language by a Deaf interpreter. This was undertaken in lieu of objectives 1.3.2 & 1.3.5.

The structured interview schedule contained open-ended and closed-end questions. The different sections of the structured interview schedule focussed on the following :

- \* Section A : Identifying details
- \* Section B : Employment history
- \* Section C : Preparation for the open labour market
- \* Section D : Effect of hearing impairment on socialisation
- \* Section E : Supportive services

#### 1.7 SAMPLE AND SAMPLING METHODS

Availability sampling was used. Accidental snowball sample of the population of the 30 black Deaf employees, 1 black Hard of Hearing employee and 19 black Deaf job seekers in the Witwatersrand area was selected because of their availability and accessibility. After acquiring data of the sample, quota sampling was used to separate the sample into strata of 31 employed, 11 unemployed and 8 never employed adult hearing impaired persons.

The sample was drawn from the following sources :

- \* Thirty five black Deaf respondents out of a total of fifty members of the The Silent Ad Hoc Committee in Johannesburg
- \* Ten out of fifteen members of the The Katlehong Club

for the Deaf in Katlehong

\* Five out of 10 members of The Association of the Hearing Impaired in Soweto.

Only members of these organizations were used as respondents because committee members could not constitute a sample.

These three sources have the same objectives, namely, to serve the black hearing impaired but they have different names because they are located in different geographical areas. They were used as resources for the following reasons :

\* Personal interviews were conducted and an interpreter residing in Tembisa was used who could conduct interviews only in and around the Witwatersrand area for practical reasons

\* The researcher depended on those respondents who were accessible and willing to participate in the research project.

#### 1.8 THE PROCEDURE

Selection and definition of the population from which the sample was to be drawn was first undertaken.

Thereafter, the following procedures were adopted for this study :

1.8.1 The literature study was undertaken which enabled the researcher to base the content of the interview schedule on the information derived from it

1.8.2 A list of names of respondents was obtained from the records of social workers employed by the SA National Council for the Deaf in Soweto and East Rand areas

1.8.3 A structured interview schedule was then constructed by the researcher

1.8.4 A pilot study of five black Deaf persons who were not included in the study was undertaken to test the reliability of the schedule

1.8.5 A Deaf interpreter was then identified from the sign language board which conducted sign language research under the Human Science Research Council

1.8.6 A personal visit to the interpreter's place of employment in Johannesburg was undertaken on the 6th January 1992 to request his participation during interviews of

respondents

1.8.7 An in-service training of three hours was undertaken on the 21st January 1992 to orientate the interpreter about the purpose of this study and interviewing skills

1.8.8 Subsequent visits were undertaken every Saturday for 5 months (February - June 1992) at the office of the Silent Ad Hoc Committee to individually interview thirty five respondents

1.8.9 The social worker employed by the S A National Council for the Deaf arranged the appointment of the ten respondents of Katlehong Club. Individual interviews were conducted on four successive Fridays when the Club was holding general meetings

1.8.10 The five members of the Association for the Hearing Impaired in Soweto were individually interviewed at their homes during August 1992. Appointments were also made by a social worker on behalf of the researcher.

#### 1.9 VALIDITY AND RELIABILITY OF MEASURING INSTRUMENTS

Grinnell (1982:112) refers to validity as "the degree to which an instrument is doing what it is intended to do and it may have several purposes which vary in number, kind and scope".

The following aspects were used to assess validity of the research design of this study :

##### 1.9.1 Rational approach used which involve

\* clarity of the definitions used like the research design which was explorative in nature; measuring instrument (interview schedule) used because face to face interview was required to meet the hearing problems of the respondents; sampling method used (snowball sampling) due to insufficient number of respondents available to the researcher.

##### 1.9.2 Sequential steps taken by the researcher involving

\* undertaking literature study construction of the measuring instrument; selection of the sample and sampling procedures and procedure adopted in gathering data.

##### 1.9.3 With regard to reliability the following aspects were used as measuring tools :

\* Immediate re-test with the same measuring instrument like when the schedule was administered to five black Deaf

persons who were not included in the study

\* Delayed re-test with the same test that is, the same schedule was administered to respondents at interval times.

#### 1.10 DURATION OF THE STUDY

The hearing impaired job seekers and employees were interviewed individually either on a Friday, Saturday or a Sunday. Each interview took approximately two hours. Interviews were conducted on these days because that was the only time respondents were available.

Thirty five respondents who were members of the Silent Ad Hoc Committee were interviewed individually at their office in central Johannesburg. Interviews were conducted for twenty one successive Saturdays between 8 February and 27 June 1992.

Ten respondents from Katlehong Club for the Deaf were interviewed individually at Katlehong Town Council's Hall where they held their meetings. Interviews were conducted for four successive Fridays between the 3rd and 24th July 1992.

Five respondents from the Association for the Hearing Impaired were interviewed at their Homes in Soweto. Interviews were conducted for two successive Sundays between 9th and 16th August 1992.

#### 1.11 SHORT-COMINGS AND LIMITATIONS

The following are short-comings and limitations of this study :

1.11.1 An interpreter was used to interview Deaf persons in sign language because of the researcher's lack of expertise in sign. Some distortion may have taken place in the interpretation of the responses which may distort the findings

1.11.2 The lack of literature in South Africa on the effect of deafness on employment limited the researcher's comparison with previous research studies, therefore overseas literature and research studies were used

1.11.3 The sample studied was small and not representative of the Deaf community in South Africa. Generalization and comparison is therefore not feasible

1.11.4 The sample studied represented only one racial group in South Africa, namely, the Black Hearing impaired, whose cultural, socio-economic and educational background

differed from other racial groups, therefore, the findings pertain to one racial group only

1.11.5 The availability sampling was used and more male respondents were at the disposal of the research. The sample was therefore unequally represented in gender.

## 1.12 DEFINITION OF CONCEPTS

The following are key concepts used in this study :

1.12.1 Age of onset of Deafness denotes three types of Deaf people classified in accordance to their level of language acquisition, namely, pre-lingual (between 0 - 3 years), post-lingual (5 - 18 years) and post vocational (over 18 years) (Hatting, 1987:17).

1.12.2 -Contracted out model denotes a written agreement between companies and social work agencies for the Deaf for provision of employee assistance programmes and other related services.

1.12.3 DEAFNESS is defined under the following headings :

### \* Deaf

They are the majority of hearing impaired people who are mildly to mildly-severely hard of hearing ( $\pm 45$  dB -  $\pm 65$  dB), as well as all who are severely ( $\pm 66$  dB -  $\pm 85$  dB) or profoundly deaf ( $\pm 86$  dB) and who accept and use Sign Language as their first or natural language. They view themselves as belonging to a different and separate minority cultural group.

### \* Hard of Hearing

They are the minority of hearing impaired people who are mildly to mildly-severely hard of hearing ( $\pm 45$ dB -  $\pm 65$  dB) as well as those who are partially hearing ( $\pm 30$  dB -  $\pm 45$  dB) and who accept and use spoken language as their first or natural language. The majority identify primarily with the hearing world.

1.12.4 Hearing impairment denotes a generic term which identifies three types of persons with hearing problems, namely, pre-linguistic, post-linguistic and hard of hearing. These three types of deaf persons are discussed in detail in chapter II. Deafness and hearing impairment are used interchangeable.

1.12.5 Oral techniques denote instructions given to the Deaf person in speech and writing. The Deaf person in turn

communicates in speech, speech-reading, writing and reading.

1.12.6 Social fluency skills denote an ability to readily command relationships with human beings using either speech or writing.

1.12.7 The South African National Council for the Deaf denotes a registered welfare organization under the Fund Raising Act No. 109 of 1978 and the National Welfare Act No. 100 of 1978 dealing with problems related to deafness.

The South African National Council for the Deaf and the Council are used interchangeable.

1.12.8 Total communication denotes a simultaneous use of speech, speech-reading, fingerspelling, writing and sign language as a method of communication to the Deaf. Total communication and combined methods are used interchangeable.

1.12.9 Vocational training denotes post-school training which is divided into two sections, namely :

\* Tertiary training at a level higher than senior secondary school (Std. 10).

The training can be obtained at both university and non-university training institutions for which the entrance requirement is a matriculation, senior, an ordinary senior school leaving certificate of equivalent qualification

\* Pre-tertiary training occurs outside or within the ordinary school context and in most cases before a standard ten qualification has been obtained. The training can be formal, informal, or combinations of these two. The training concerns those persons who are not in possession of a standard ten qualification, who in some instances are no longer of school going age or are no longer part of the organized secondary education.

## 1.13 PRESENTATION OF CONTENTS

This dissertation is divided into four parts as follows :

\* Chapter 1 contains the orientation and introduction

\* Chapter 2 and 3 outlines the relevant previous research and theoretical background which are discussed synoptically with the aid of literature study

\* The design of the empirical investigation and the results of the research as a whole are given in chapter 4 and 5.

\* The last chapter contains the conclusions and recommendations.

## CHAPTER 2

### LITERATURE STUDY ON THE EFFECT OF DEAFNESS ON SOCIALISATION AND EMPLOYMENT

The literature study is presented in chapter 2 and 3. Chapter 2 is dealt with under the following three main headings :

- \* The effect of deafness on communication, speech as well as language development in relation to the work situation
- \* The realities of the open-labour market on black hearing impaired persons
- \* The preparation of black hearing impaired persons for the open labour market.

Chapter III has two main divisions, that is :

- \* The effect of hearing impairment on emotional, sociological and cultural development
- \* Strategies that could be employed to counteract employment problems of the Deaf.

#### 2.1 THE EFFECT OF DEAFNESS ON COMMUNICATION, SPEECH AND LANGUAGE DEVELOPMENT IN RELATION TO THE WORK SITUATION

The extent to which deafness is bound to influence the Deaf person is highly individual. It depends on a number of factors such as the impairment of the hearing mechanisms of the ear, the degree of hearing loss and the age of onset of deafness.

Impairment of the hearing mechanisms of the ear is used as a starting point in classifying hearing impairment into conductive or sensori-neural pathology. Hatting (1987:18) says that these two pathologies of hearing impairment determine the possibility of surgical or medical treatment and the use of a rehabilitation programme such as the use of a hearing aid.

2.1.1 The effect of conductive and sensori-neural loss on employment

2.1.1.1 Conductive hearing loss

Conductive hearing loss can either be congenital or acquired. It either causes a lesion of the attic wall, deficiency of the ossicular chain, discontinuity of the

incus of the ear or failure of the outer rim of the billa mella of the ear to develop (Jaffe, 1977:291).

Conductive hearing loss is often reversible which implies either hospitalization or regular medical treatment. Jaffe (1977:294) says that the abnormalities of conductive hearing loss can often be rectified surgically with a favourable prognosis for improvement of hearing.

Conductive hearing loss can cause hearing loss of  $\pm 10$  to  $\pm 60$  decibels. According to Jaffe (1977:633) this decibel leads either to lack of perception of faint sound; articulation disorder or difficulty in understanding faint speech beyond 3-5 meters in distance.

Restrictions of certain jobs are imposed to those Deaf persons with a loss of  $\pm 40$  -  $\pm 60$  decibel because of the demand of, the nature of work that needs to be done.

Deaf persons with a hearing loss of  $\pm 40$  -  $\pm 60$  decibels are unable to do jobs requiring either vocal communication such as a receptionist or the use of a telephone (Ward, 1982:236).

#### 2.1.1.2 Sensory neural loss

Sensory-neural loss can also be congenital or acquired. This condition occurs when damage has been sustained by the sensory end organ or cochlea hair cells or when there is dysfunctions of the auditory nerve (Schubert, 1980:43).

It is irreversible resulting either in a sudden hearing loss or progressive sensory-neural loss. According to Jaffe (1977:477) sudden hearing loss results into profound sensory-neural loss. However, if the cochlea has been affected a fluctuating loss occurs which affects the lower frequencies. On the other hand, a progressive hearing loss results into a drop of over  $\pm 15$  decibels with no return to best level of hearing over a series of subsequential tests.

Sensory-neural loss causes hearing loss between  $\pm 70$  -  $\pm 90$  decibel. Hearing loss of  $\pm 70$  -  $\pm 90$  decibel leads either to voice and articulation disorder or problems in distinguishing consonants (Jaffe, 1977:633).

Voice and articulation disorder is concerned with speech that is, moulding of speech sounds into words and voice production. A person suffering from sensory-neural loss is characterized by a slow, dull, monotonous and weak speech pattern (Jaffe, 1977:634).

The society in general associates success with the ability to communicate through speech. A Deaf employee suffering

from sensori-neural loss is seen as a failure because he cannot obtain an acceptable standard of communication. Merrill (1978:29) points out that under-employment, (holding positions which offer little challenge to their intelligence, ability and education) is of great concern to profoundly Deaf employees.

#### 2.1.2 The effect of the degree of hearing loss on employment

The degree of hearing loss is used to classify hearing impairment as well as to assess the level of speech and language development. This classifies hearing impairment into either partial or total deafness as well as assess any residual hearing left and if so, whether the high, middle or low frequencies has been affected (Keysers, 1984:6).

The degree of hearing loss also takes into account the extent to which impaired hearing results in communication disorder that is, poor speech and language. The degree of hearing loss has different consequences on an individual's perception of speech sound, his understanding of normal conversation and his development of language (Webster, 1986:150).

The working environment requires good spoken and written communication skills to counteract communication problems. Hatting (1987:48) says that it is for this reason that a Deaf person with poor speech and language is unable to undergo in-service training and to be employed in semi- and skilled jobs.

##### 2.1.2.1 Deafness acquired before language

Any form of deafness acquired before language acquisition has an effect on speech and language development. A Deaf person with either mild or severe hearing loss is likely to have poor vocabulary or an under-developed cognitive framework which is responsible for verbal sequences (Conrad, 1979:184).

Those Deaf employees who fall under pre-verbal and pre-lingual categories usually experience developmental lag in mastering written languages. Frisina (1979:99) says that hearing loss acquired before the age of three years results into lack of knowledge of grammar due to the inability to read and write. Frisina (1979) further found that the written language structure of Deaf children to be essentially similar to those of hearing children who are developmentally retarded. This developmental lag persists into adulthood.

Good written communication skills are needed by hearing

impaired employees in their working environment to counteract communication problems. Ward (1981:238) explains that the ability to read and write is required by Deaf employees for training especially in semi- and skilled jobs and in day to day communication with their colleagues.

The degree of hearing loss influences the availability of jobs to those who are severely and profoundly deaf. Employees with a severe to profound deafness are likely to keep their jobs for a significantly longer period because of their difficulties in securing and changing jobs (Michael, 1970:123).

#### 2.1.2.2 Deafness acquired after acquisition of speech and language

Post-lingual deafness enables one to acquire speech and language naturally. However, if the hearing is severely defective special instruction is needed to assist with the acquisition of speech and communication skills.

Post-lingual deafness that is, deafness acquired after speech or language development will have little effect on language although it will affect communication if it is severe or profound. Jaffe (1977:632) points out that severe to profound acquired deafness usually leads to speech deterioration if structured therapy is not implemented.

Structured therapy facilitates the ability to read and to articulate which enables a person with acquired deafness to use speech effectively. If a person with acquired deafness is not given the opportunity to learn to communicate verbally he will not be released from his loneliness (Keyers, 1984:12).

An employee with acquired deafness irrespective of the degree of hearing loss will be more worried about his deafness and the work he is doing. Hughes, et al (1977 : 131) argue that those employees with acquired hearing loss are worried about their ability to lip-read or to cope with the challenges of deafness or with the nature of their jobs or positions they are holding as well as with promotional prospects.

#### 2.1.3 The effect of the age of onset of hearing loss on employment

The age of onset of hearing loss is usually used to classify the hearing impaired persons according to their levels of language acquisition. The classification of two distinct groups are based entirely on the on-set of hearing loss, that is, the congenitally deaf or the adventitiously deaf (Keyers, 1984:6).

### 2.1.3.1 Congenitally deaf

The age of onset of deafness plays an influential role in the employment of Deaf people. The born-deaf group has a more favourable occupational distribution than the adventitiously deaf group. However the highest rate of professional and technical employment is amongst the adventitiously deaf group (Schein & Delk, 1974:83).

### 2.1.3.2 Adventitiously deaf

The adventitiously Deaf employee has an advantage over the congenitally Deaf employee because of his language skill and his academic achievement. According to Johnson, Liddel and Erting (1989:1) a congenitally Deaf person fall far behind an adventitiously Deaf person in reading, spelling, vocabulary, mathematics and social studies because of his language related problem and the general inferior education of the Deaf.

However, the adventitiously Deaf employee encounters problems using lip-reading to communicate. Luey (1980:255) is of the opinion that lip-reading is no substitute for hearing because most of the motor movements involved in sound formation occur within the mouth. Some of the sounds of spoken language are either obscure or invisible therefore good vision, light and knowledge of language as well as the ability to concentrate is necessary.

Deafness irrespective of the age at which it is acquired results in communication problems. The obvious effect of a communication barrier is the inability to understand what others say and to speak intelligibly (Savage, Evans & Savage, 1981:55).

The adventitiously Deaf employee will gain information from lip-reading which will depend on the severity of his hearing loss. An adventitiously Deaf person will use lip-reading as a substitute to hearing provided his hearing loss is in the region of  $\pm 90$  decibel (Lutman, 1983:132).

The congenitally Deaf employee on the other hand according to Hoeman and Hoeman (1981:7) will always use sign language or gestures as his primary mode of communication irrespective of the level at which he functions.

The age of onset of hearing loss further classifies hearing impaired employees into three levels of language acquisition. Hatting (1987:17) identifies three main groups of hearing impaired employees, that is, those who lost their hearing before one year (pre-verbal), those that lost their hearing after three years (pre-lingual) and those that lost their hearing after eighteen years (pre-vocational).

## 2.2 THE REALITIES OF THE OPEN LABOUR MARKET ON BLACK HEARING IMPAIRED PERSONS

Problems hearing impaired persons experience in the open labour market can be understood better by looking at the transitional period when they leave school and they are integrated into the work situation and the period of adjustment within their work environment.

### 2.2.1 The transitional period between leaving school and being employed

The transitional period and skills necessary for success in the open labour market may vary from one Deaf person to the other. Bullis and Reiman (1989:232) conclude that the content of transitional or preparation programme will vary according to the individual's level of hearing impairment as well as their cognitive abilities.

Effective intervention must therefore take into account the requirement of industries as well as the unique characteristics of the persons' deafness.

Schools for the Deaf play an important role in the transitional process because they lay a foundation for successful transition from school to work through their vocational education.

Allen, Rawlings and Schildrother (1989:62) point out that vocational education involves varied activities ranging from skills training, assessment for employment and actual placement in the open labour market.

The lifespan development of an individual is divided into five developmental stages namely infancy, childhood, adolescence, early adulthood and late adulthood. Santrock (1986:10) points out that age is placed on these developmental life cycle to provide an idea of time in which these periods first appear and disappear in order to understand the number of periods in the life cycle.

Early adulthood is the period when Deaf adults usually leave school. It is an important transitional period between schooling and actual employment. This is also the time when a school leaver should make and implement decisions regarding his career choice and economic independence (Gerdes, Moore, Oche & Van Ede, 1988:10).

Deaf school leavers undergo developmental changes during this transitional period. A support system which should help them to sustain these developmental changes are essential if they have to transform these changes into goal directed actions. Egan and Cowan (1979:30) cite two basic key

dimensions that serve to sustain these developmental changes, namely, basic human support like a family and working knowledge like vocational skills.

Basic human support influences a Deaf school leavers' work adjustment and career choice. The family exert influence on work competency, work goals and initial career decision of a Deaf adolescent. Individual family service programmes must focus on both the Deaf school leaver and his family before he is discharged from school if developmental changes are to be transformed into goal directed actions (Allen, et al, 1989:6).

Working knowledge also plays a major role during the transitional period of a Deaf youth. The working knowledge acquired during summer or week-end jobs expose the Deaf youth to skills, responsibilities and roles they will need when they enter the job market (Allen, et al, 1989:120).

Choosing and preparing for an occupation is one of the major tasks of a youth because it is at this stage that a vocational self-concept begins to emerge. Gerdes, et al (1988:301) explain that failure to discover an occupation which is congruent with one's abilities, interests and values or making an unrealistic decision may lead to a postponement of planning, role confusion, unsatisfactory choice of occupation and even identification with a non-work sub-culture.

Unemployment like illiteracy is in some instances a cultural pattern transmitted within families. Bannerman, Miller and Montgomery (1989:5) found in their study that 14% of unemployed teenagers have unemployed fathers and 19% came from homes where no one is in full employment.

Placement in the open labour market for Deaf school leavers requires one to look for possible objections the employer may have because some of these objections are reasonable. Deaf school leavers should be placed in jobs they can do or cope, therefore, one should match their abilities to the demands of the job and tasks required to enable them to adapt to the new environment and work mates (Hughes, et al, 1977:130).

Two major problems are usually reported by Deaf employees during the period preceding their first employment that is, inability to look for and find employment and termination of service. Allen, et al (1989:134) report in their study that 7% of Deaf school leavers could not look for employment because of transportation problems, 5% reported that there was no one to help them to find employment and 8% said that there were no job opportunities. With regard to termination of service the majority of Deaf employees left their jobs

because of job dissatisfaction, 23% had relationship problems with their supervisors and 21% were employed on a temporary basis.

Mthembu (1981:19) found that 60% of black Deaf school leavers were employed within a year they left school. Those 40% of Deaf school leavers who were unemployed gave the following reasons for their inability to find jobs :

- \* Sixty percent reported that they had no legal documents like an identity document which was needed for registration as permanent employees

- \* Twenty percent said that they had difficulty in communicating with employers during job seeking

- \* None of the Deaf school leavers regarded deafness as a barrier to employment.

An important tool during the transitional period of a Deaf school leaver is the assistance he receives to obtain and maintain a job. Various resources can be used to help a Deaf school leaver like a school counsellor and social workers (Allen, et al, 1989:131).

2.2.2 The adjustment period within the working environment

Employment provides hearing impaired persons with the opportunity for social interaction, collective and regular activities as well as personal status and identity.

According to Boone and Long (1988:3) employment for a Deaf person goes beyond money or other tangible benefits. It represents an integral component of independence and full integration into the society.

However, in the process of gaining full social and economic emancipation the Deaf person undergoes obstacles caused by his deafness. Difficult as it may be for the able-bodied person to secure and retain employment in our modern competitive industry the individual possessing a physical disability labours under additional handicaps (Engelbrecht, 1959:48).

The primary obstacle hearing impaired persons encounter in securing employment is usually entry into the open labour market. Job seeking for the Deaf is often compounded by difficulties in communication, poor understanding of the job seeking process and the negative attitude of the employer (Boone, et al, 1988:58).

Two major obstacles usually reported by Deaf employees once

they are employed are the attitude of employers and environmental barriers (Bannerman, et al 1989:26).

#### 2.2.2.1 Attitude of employers

According to Mitchel (1987:6) employers are usually reluctant to employ Deaf employees because of their inability to understand instructions.

Like members of other minority groups Deaf people suffer from those employers who do not understand the implications of hearing loss. Dethlets (1987:54) says that the myth about Deaf people circulate widely in the open labour market such as Deaf people cannot work with machines, deafness is the same irrespective of the degree and onset of hearing loss and all Deaf people can lip-read.

The possible objections of employers in employing Deaf people should be carefully considered because it may be reasonable within the context of the work that should be done. Hughes, et al (1977:133) however, found that other objections may arise from prejudice based on fear of the unknown like how to communicate with the Deaf employee.

The lack of knowledge of the effect of deafness by employers plays a dominant role in their problem of employment. Schein, et al (1974:89) found in a study they conducted that employers rated deafness to be worse than tuberculosis and a person on a wheelchair. As a result they were reluctant to hire Deaf employees in production or managerial positions.

Employers have excluded Deaf employees from various activities in the open labour market because of their assumption that the ability to hear is necessary for such activities. Promotion usually ceases from the supervisory level because of the believe that the Deaf person lacks interpersonal skills (Northern & Downs, 1978:27).

Occupational stereotyping of hearing impaired employees should not be seen as solely the responsibility of employers. Moccia (1981:20) cites in a study of 30 hearing impaired employees that their attitude played a dominant role in that they viewed more interesting and higher prestige jobs as suitable only for hearing people.

#### 2.2.2.2 Environmental barriers

What are these environmental barriers hearing impaired employees encounter in the open labour market which restrict their job opportunities? Initial interviews of disabled persons usually create a barrier because in most instances employers overemphasized inappropriately their physical incapacities and differences (Bookey, 1989:24).

Gender, age and race are other determinants of restrictions for job opportunities for Deaf employees.

Merrill (1987:25) says that in America young female Deaf and black employees have a substantially higher rate of unemployment than their white counterparts. Prinsloo (1983:6) found in her survey that in South Africa black Deaf employees also have a higher rate of unemployment than white Deaf employees.

The principal occupation available for hearing impaired persons also puts a barrier toward employment. Black Deaf employees in South Africa tend to be absorbed into clothing or leather work industries or they do manual work. Those Deaf employees with a higher standard of education do clerical work (Cumming, 1974:21).

A Deaf person also strives to obtain a highly paid job which is consistent with his skills, interest and training. However, the type of work he will do is highly dependant on vocational training available at schools for the Deaf (Cumming, 1974:20).

Communication within the work environment poses another challenge. One to one communication can be overcome through the provision of an interpreter however, when it entails staff meetings, conferences, inter-branch meetings or training sessions difficulties are encountered when several people are trying to provide information due to limited interpreting services (Duff, 1993:12).

Modern industrial development results in certain technological improvements which may aggravate the position of a Deaf employee in certain industries. Engelbrecht (1959:50) says that radio and telecommunication has been used to an increasing degree in large factories disqualifying Deaf employees due to their inability to hear.

The socio-economic status of Deaf employees also plays a major role in promoting low income and unemployment. Barnatt and Christiansen (1985:28) explain that although differences between Deaf and hearing workers' educational levels have become smaller, differences in the quality of their education remain the same. As a result it is difficult for them to qualify for white collar jobs. Hatting (1987:48) found that South African black Deaf persons do not have secondary education which results in poorer position with low income than hearing people.

Employment and income are two complex dimensions which are further complicated by variations in the economy. It is for this reason that other segments of the population like women, black people and disabled people have a substantially

higher rate of unemployment (Merrill, 1978:26).

Certain adjustments within the working environment and co-operation of the staff are some of the changes that have to be made when employing Deaf people. Making a Deaf employee feel at home, providing an interpreter or assistive devices like a flashing alarm and supportive services of a counsellor are some of the changes required to ensure adaptation of a Deaf employee (Herbst, 1980:11).

South African labour market is also tailored to the disadvantage of hearing impaired employees. The Factories, Machinery and Building Work Act No 3 of 1983 regard Deaf employees a risk factor because of their deafness. There is no compensation in respect of hearing loss caused by industrial noise and there is no governmental budget for expenditure for interpreters to assist employers (Hatting, 1987:477).

Environmental noise especially from industry and mining is a known cause of deafness. Legislation for the control of the noise industry and for the protection of hearing is far advanced in South Africa and it is supported by industry and employers of most of the relevant risk sources (Opt'Hof, 1990:44).

The Factories Act No 3 (1983) seeks to ensure that the hearing of persons employed in certain specified activities is preserved. Kielblock (1988:59) highlights the regulation (b)17 of this Act which covers audiometry, noise zoning, noise abatement, hearing conservation and hearing protection devices for those specified activities as means of hearing conservation.

Despite the protection offered by laws the court still emphasise that there is no obligation on the employer to keep the incapacitated employee indefinitely if that employee who contracts an infection which leads to deafness and inability to perform his duties effectively (Masutha, 1991:7)

There are other statutes governing labour practices in South Africa that protect the interest of employees such as the Wage and Regulations Act No 5 of 1957, the Manpower Training Act No 39 of 1990 and the Basic Conditions of Employment Act No 3 of 1983. Masutha (1991:2) says that the Wage Act provides for regulation of wages and conditions of employment by a wage board, the Manpower Training Act regulates conditions of apprenticeship and training and the Basic Condition of Employment Act sets out certain statutory entitlements such as paid holidays, sick leave or maximum working hours.

Hearing impaired employees may themselves also contribute to the high incidence of unemployment. Hearing impaired persons are relatively field dependent as compared to normal people and they prefer to work in groups rather than alone. The disadvantage of field dependency is that a high discipline and low participation managerial style must be applied (Parasnis & Long, 1979:887).

Many Deaf employees who enter the open labour market usually are unable to deal with rapid modern technological changes. These Deaf employees lack experience and occupational skills and therefore need further training to keep pace with the employment market (Connolly, 1988:204).

Unemployment irrespective of whether one is disabled or able-bodied is experienced as a form of failure. Bookey (1989:24), says that in many jobs available in the open labour market job seeking involves stress, physical danger, burn-out, loss of dignity and competition.

Despite all problems hearing impaired employees encounter they have turned out to be less prone to accidents than hearing workers. According to Ward (1981:236) hearing impaired workers have fewer injuries, they are safe workers and lose fewer working days than hearing workers.

Research has also shown that hearing impaired employees are not likely to be unemployed by virtue of their hearing impairment. Lamon and Harris (1982:40) found that out of 20 Deaf persons who were unemployed 4 describe themselves as unemployed and only 2 indicated deafness as a barrier for employment.

Future planning by the educational system on employment trends and its implication to Deaf persons is important. Vernon and Makowsky (1969:8) indicate that unless educational planning takes place unemployment amongst Deaf workers will within ten years be approximately seventy per cent and the remaining thirty per cent will end up in various unskilled and manual positions.

Very little research has been undertaken on the effect of hearing loss in a working situation. It is surprising that so little is written about Deaf person's experience in employment, how they manage their work, the kind of communication strategies they use and how they cope with meetings (Lamon, et al, 1982:40).

### 2.3 THE PREPARATION OF BLACK HEARING IMPAIRED PERSONS FOR THE OPEN-LABOUR MARKET

#### 2.3.1 Training for work

Adjustment problems of hearing impaired employees are seen as being concerned with their adequate personality development whilst their success in the open labour market depends on their ability to communicate and the training they received at school. Michael (1970:12) explains that problems of employment of Deaf people relate to training and preparation for work, work attitude and morale as well as occupational structure.

Failure of the educational system to provide Deaf school leavers with adequate qualification and preparation for work has far reaching effect in a work situation than their personality structures. Job opportunities and in-service training depend on good communication and literacy skills which many a time hearing impaired employees are at a disadvantage (Hatting, 1987:48).

2.3.2 An adequate means of communication for acquiring language

The fundamental problem in the education of hearing impaired persons is their need to acquire adequate communication which will enable them to develop language. However, there is disagreement amongst educators over the manner in which deaf people should be taught.

Heimgartner (1982:17) says that two basic techniques for educating Deaf persons are used, that is, oralism and total communication.

Heimgartner (1982:18) defines oralism as, "a communication technique limited to speech, that is, speech reading, writing, reading and amplification by hearing aids"

The oralist believes that hearing impaired persons live in a hearing world therefore, they must learn only those tools that are routine and standard in the hearing environment.

Total communication on the other hand encourages the use of sign language which influences the personality and language acquisition of hearing impaired persons.

Savage, et al (1981:3) define total communication as, "an advocate for the additional use of finger-spelling and signs besides speech reading, writing and reading".

Oralism encourages speech reading as its basis for effective communication. Speech reading is the description of perceptual and intellectual process by which a skilled Deaf person can understand speech when relying on senses other than audition (Stein, Minder & Jabaley, 1981:19).

The extent to which a Deaf person can gain information from speech reading depends on the severity of his hearing loss. The hearing loss in the region of +90 decibel is regarded as the limit of useful hearing for speech (Savage, et al, 1981:49).

Understanding speech in a noisy working environment is very difficult for a Deaf employee who solely depends on speech reading as his primary mode of communication. Summerfield (1979:328) explains that a Deaf employee in a noisy environment is able to identify between 3 and 4 words out of 10 in a sentence correctly.

Solid language base that is, syntax and vocabulary which enables one to fill in by guessing the word one cannot lip-read is of importance in mastering speech reading. However, 40% to 60% of the sounds of many languages look alike on the lip therefore a Deaf employee who lacks the language base to fill in the gaps understands very little (Vernon, et al, 1969:7).

Speech reading problems arise in the comprehension of complex text and not in decoding print to sounds. The majority of Deaf people are functionally illiterate and their command of language is very low. Therefore, communication by speech reading is a severely limited outlet for the majority of them (Vernon, et al, 1969:77).

Total communication on the other hand encourages finger-spelling and sign language as additional mode of communication. Finger-spelling is based on manual symbols which correspond to individual letters. Savage, et al (1981:55) define finger-spelling as, "a visual manual medium of communication which uses hand and finger shapes that have one-to-one equivalence with the alphabetical symbols of written language".

Finger-spelling in a work situation can be used as a mode of communication between the hearing and Deaf employee provided the 26 handshapes are learnt and the learner is able to spell. Lloyd (1976:465) however, found that even though an average employee can learn to fingerspell learning to perceive and read finger-spelling is difficult.

Higgins (1980:61) defines sign language as, "a concept-based language of signs which has a different structure from English. Signs are composed of various movements of the hands in relation to one another and to the body in which the hands assume distinctive configurations".

The recognition that the Deaf population are a minority group with their own culture and unique language has resulted in a recent move towards bilingual education for the Deaf. Deaf persons like hearing non-English speaking

persons need to acquire both the first language of their particular community as well as English. The implementation of bilingual education programme for black Deaf persons addresses the need for them to acquire sign language, a spoken vernacular and English (Morgan, 1986:47).

Deaf persons who acquire sign language during childhood show good command of written language. Those Deaf persons who acquire sign language during early childhood show much more consistent grammar and a richer command of the written language than those who acquire sign language later in life (Johnson, et al 1989:11).

The disadvantage of using sign language is that most hearing people do not know sign language. Morgan (1986:54) says that hearing people would need to learn sign language and it is not certain how long it will take them to achieve sufficient proficiency in sign language.

Schools for the Deaf under the Department of Education and Training use combined method as a teaching method. Combined method which is a simultaneous use of speech, speech reading, signing, finger-spelling and writing is the policy of the Department of Education and Training (Bornman, 1983:41).

Both oral and total communication stress writing and reading as other components of communication skills. However, any form of deafness acquired before language acquisition has an effect on language development. Webster (1986:154) maintains that mild hearing loss acquired early in life results in poor vocabulary and limited range of words. Severe hearing loss results in difficulty in using complex sentences, passive tense and proper word order (Jaffee, 1977:636).

One way in which researchers have sought to understand the development of meaning of language in children is through vocabulary growth, that is, counting how many words the average child at a particular age is likely to have. Davis (1974:347) shows in a study that Deaf children are far behind in comparison with hearing children over a range of concepts relating to time, quantity and space.

Some of the words are never used by Deaf people even at adulthood. Deaf adults tend to use the same words regardless of age which indicates a failure to develop sophisticated and diversified semantic of language (Luterman, 1986:141).

Deaf persons do develop simple language and they are also able to formulate semantic categories if extensive interpersonal communication is provided. Severely and profoundly Deaf persons with listening devices and visual

inputs do develop simple sentences which begin with central codes (Luterman, 1986:140).

The question to ask is, how best should communication with the Deaf be developed, that is, through oral approach or by means of sign language, finger-spelling or visual aids? Trybus (1979:4) indicates that total communication which stresses the right of a Deaf person to communicate with whatever method should be largely accepted throughout the world.

### 2.3.3 Vocational training and in-service training

Training and preparation for work are prerequisites for employment because jobs available for functionally illiterate employees are limited. Vernon, et al (1969:8) insist that the educational system of the Deaf should be planned in such a way that it suits industrial needs otherwise unemployment amongst the Deaf will approximate 70% with 30% being employed in unskilled and manual jobs.

One of the objectives of education for the Deaf outlined by the Department of Education and Training is the provision of training for gainful employment in the open labour market. Bornman (1983:6) found that schools for the Deaf are not certain whether vocational training should be part of the school programme or should it form part of the in-service training in the open labour market. Nevertheless, there should be some form of pre-vocational training in all schools in order to prepare the pupils for various work situations.

It is important to understand the meaning of vocational training as perceived by educators of the Deaf. Allen, et al (1989:62) define vocational training as "a large number of activities ranging from vocational training, life skills programme and assessment to work experience".

School education is in most cases inadequate preparation for a career in professional life unless further education is received. Vocational training is seen as post-education aimed at preparation for the open labour market. Coetzee, Geggys and Human (1984:1) divide vocational training into tertiary and pre-tertiary training. Tertiary training is regarded as training at a level higher than senior secondary level and is obtained either at University or non-university training institutions. Pre-tertiary training concerns those persons who are not in possession of a standard ten qualification or who are no longer of school age. The training occurs outside the normal school context.

How should the curriculum in education of the Deaf be structured to ensure that vocational training is offered to

black Deaf children? Bornman (1991:9) explains that at senior secondary phase general and vocationally oriented education should be introduced to prepare students for tertiary and post-school education. Religious instruction guidance, engineering field (electro, mechano and civil technologies), enterprise management (accounting, typing and office administration), art education (art, music, drama and dance), agricultural science (animal and plant production) and home economics (food and clothing technologies) are subjects that should be offered.

Bornman (1991) further gives an explanation of a holistic approach in which the technical moulding of pupils is introduced during the primary phase. It is followed by mastering of basic skills which underlay technical work like care and use of tools, measuring, sawing and drilling at the transitional phase, that is, standard 4. At junior secondary level, the pupils may then select a specific direction of study for the senior secondary phase in accordance with their interest and aptitudes.

Independent living skills also form part of vocational training for the Deaf. Olive (1983:3) indicates that independent living skills involve an exposure to those skills that are essential to everyday living like time management, self-care, maintenance of the home, opening an account, consumer education, use of public service, learn how to travel and budget.

Independent living skills programmes are also concerned about provision of service which assist Deaf persons to prepare themselves for a job. Olive (1983:5) advises that a life skill programme for the open labour market should include concepts such as money - time, work habits, self discipline, self responsibility and attitudes and social skills. The programme should provide the student with knowledge of a wide range of jobs and their requirements as well as work skills to ensure that they have the abilities to pursue the necessary training for entrance into selected occupations (Kritz, 1979:4).

Social development is another goal of the education of the Deaf which promotes mental health. Hummel (1984:263) clarifies social development programmes as stressing attending, spontaneous interaction communication and social fluency skills which should be taught to prepare Deaf pupils to communicate effectively in the society.

Preparation for the open labour market also form part of the programme outside agencies working with the Deaf. Outside agencies aim to equip Deaf school leavers and job seekers with working knowledge necessary for them to cope effectively with current industrial challenges (Egan &

Cowan, 1979:30).

Outside agencies must provide services for Deaf school leavers to help them with job placement and adjustment within their working environment. Sutcliffe (1971:37) points out the first requirement a Deaf school leaver requires when he leaves school that is, a job so that he can be self-supporting. Outside agencies are to arrange job placement through co-operation with parents of the Deaf, schools for the Deaf, job placement officers and social workers of the Deaf.

Most Deaf persons are educated in residential schools for the Deaf and they usually come home during holidays and week-ends. Once they leave school and they enter the hearing world, communication with their families and employers become a problem because of a lack of understanding of each other's communication methods. Barclay (1982:43) suggests that social service organizations for the Deaf have a responsibility of creating, stimulating and supporting networks in the community which should meet social problems of the Deaf and adjustment in their working environment.

Job placement of the Deaf vary from sheltered employment to free competition in the open labour market. The services of trained job placement officers are of great importance in the light of the supply of information, creation of a climate for a favourable job situation and opportunities as well as support to the employer. Social workers should play an important role in the development of job placement officers (Hatting, 1987:70).

Another major function of social service organisations for the Deaf is provision of skills training programme to improve a Deaf person's ability to do the job efficiently. A work seeker should be taught assertiveness, a positive self-image and to be able to present himself for a job in such a way that his abilities outweigh his disability (Asmall, 1984:8).

Due to communication problems and special educational methods required to teach a Deaf person, it is difficult for him to undergo regular in-service training and to rely on those skills he acquired at school. Regular life skills programme is needed which should be offered by outside agencies for the Deaf and it should be combined with counselling (Vernon et al, 1969:9).

#### 2.4 FAILURE OF THE EDUCATION OF THE DEAF IN PROVIDING ADEQUATE PROGRAMMES TO MEET INDUSTRIAL NEEDS

The education of Deaf children is generally inferior when compared to the education of hearing children. Johnson, et al (1989:1) cite that Deaf children fall far behind their hearing peers in reading, spelling, vocabulary, mathematics and social studies.

Various reasons are given for the poor or inferior education of the Deaf. Inter alia, lack of acquisition of language by Deaf children and attitudes of educators of the Deaf (Johnson, et al, 1989:3).

Academic rather than vocationally orientated programme is seen as another failure of deaf education. The current emphasis of Deaf education is on academic qualification whereas, the national requirement in the open labour market is for technically qualified persons (Engelbrecht, 1989:41).

Preparation for successful work placement and effective work performance should be a major aim of education of the Deaf. However, the various Departments of Education in South Africa regard vocational training programme of disabled students as not part of the function of their departments (Engelbrecht, 1989:49)

Vernon, et al (1969:6) further state that the majority of Deaf people enter manual labour because they have no opportunity to engage in higher level of employment. This is due primarily, to the failure of the educational system to provide Deaf people with a chance to develop intellectually and vocationally.

The psychological development of hearing impaired persons reveal a normal distribution of intelligence and cognitive capacity. However, his full development will depend on whether his lack of speech is seen as an absence of cognitive progress or his lack of acquisition of language reflect his intellectual capacity rather than seeing his problem as lack of exposure to language through hearing (Vernon, et al, 1969:1).

Educational services to the black hearing impaired is inferior to those provided to other racial groups. Mokgare (1980:6) identifies the weaknesses in the education of the black Deaf as tied up with the apartheid policy as well as the general problems in black education in South Africa. The government seem to have no justification to educate the Deaf while a large proportion of the population remains illiterate.

The concern about the quality of vocational education in schools for the Deaf is at present being scrutinized in order to make adjustments which will meet the needs of Deaf

people and current trends in technology. Schools for the Deaf in America are questioning their programmes to establish whether the present equipments are suitable for vocational training and employment in modern industry (Connolly, 1988:204).

The Department of Education and Training has also scrutinized its vocational education to meet the demands of modern industry. Bornman (1992:1) says that in view of the shortcomings of the present system of technical education it has been decided to develop a new model for career education that can be applied to all career direction, satisfy community, pupils and employers needs.

Schools for the Deaf have also introduced social development and social skills programmes to improve social skills of the Deaf. According to Carney (1983:3) skills training programmes involve an exposure to skills that develop a functional knowledge of the environment as well as the functional interaction with the environment on a daily basis.

Another important aspect which contributes to the failure of education of the black Deaf is lack of community resources to facilitate early detection of hearing loss. There is a great need for such centres to be part of a multi-dimensional service approach whereby early identification of deafness, parent counselling, pre-school training, education and mental health services may assist the black Deaf person in achieving more favourable educational standard (Anderson, 1972:128).

While there are other identifiable skills which facilitate teaching it is the teacher's creativity which is most important in the educational process because of the interpersonal relationship within the teaching-learning environment. However, hearing impairment resist the establishment of this special teacher-student relationship (Bess, Freeman & Sinclair, 1981:217).

The present situation in education of the Deaf fall between two sections that further contributes to its failure. Bannerman, et al (1989:2) cite two professions who teach Deaf school leavers, a career teacher who knows about deafness but little of professional vocational guidance and a well-trained occupational guidance practitioner who cannot communicate with them.

## 2.5 SUMMARY

The effect of deafness in the open labour market was explored in this chapter. Communication problems arising from speech and language deficiency were highlighted as well

as attitudes of employers and environmental barriers. Problems hearing impaired employees experience during job seeking period and within the working environment were also explored.

The preparation hearing impaired persons received at school and at work were also highlighted ending this chapter the failure of the education of the Deaf in providing adequate programmes to meet industrial needs.

## CHAPTER 3

THEROTICAL STUDY ON THE IMPACT OF DEAFNESS ON PSYCHO-SOCIAL  
DEVELOPMENT OF DEAF PERSONS AND EMPLOYEE ASSISTANCE  
PROGRAMMES FOR THE DEAF

The impact of deafness will be discussed under the following headings namely :

\* The effect of hearing impairment on emotional, sociological and cultural development of deaf people

\* Strategies that could be employed to counteract employment problems of the Deaf and the Hard of Hearing.

3.1 'THE EFFECT OF HEARING IMPAIRMENT ON EMOTIONAL SOCIOLOGICAL AND CULTURAL DEVELOPMENT OF DEAF AND HARD OF HEARING PEOPLE

3.1.1 Emotional development of deaf persons

Deaf people have been encouraged to deny their deafness. The encouragement is usually transmitted from professionals to parents at the time when parents are still traumatised by the impact of having a hearing impaired child. The tragedy of this denial of deafness is that it leads the Deaf to think that it is wrong to be Deaf and as a result develop an inferiority complex (Vernon, et al, 1969:4). Boothroyd (1982:61) adds that the inability to hear the tone of voice also has a significant effect on the deaf's perception of himself and others.

The frustration tolerance level of hearing impaired persons is suggested by research studies to be adequate. However, the social attitude usually associate hearing impairment with psychotic and neurotic reactions as well as withdrawal tendencies. Kuhl (1981:620) cites inappropriate, impulsive and explosive outbursts as labels frequently associated with emotional behaviour of hearing impaired persons. Jacobs (1980:18) further states that due to this negative perception of hearing impairment employers usually give hearing impaired employees low-grade work with little chance of promotion.

Generally, research supports that the prevalence of emotional disorders are three to six times higher amongst Deaf persons than amongst the hearing. Stein, et al (1981:16) found in their study that 24% of adult Deaf were severely disturbed emotionally and 7% had behavioural problems. These emotional and behavioural problems were associated with the lack of adequate communication skills.

The majority of researchers describe Deaf people as neurotic and emotionally immature. Beaudion (1984:36) and a few others describe them as more constructive than hearing people, having equal intellectual abilities, adjusting better to a new environment and demonstrating normal emotional maturity.

Hearing impaired people have developed special defence mechanisms which enable them to withstand pressures which could cause severe emotional and behavioural disorders. Deaf people use splitting (which is a cultural defence mechanism to keep Deaf people as a separate cultural group) as a defence mechanism to manage the aggression and hostility of hearing people (Beaudion, 1984:188).

Hearing impaired people have to handle adjustment problems throughout their lives. Therefore, how he will behave and see himself is influenced by his ability to integrate his disability with his family and the society in general. According to Ballantine (1981:53) parents' reaction to the diagnosis of deafness, the education of the Deaf and relationship with siblings are influential factors that enable a Deaf person to accept his\her deafness and promote emotional maturity.

Once the diagnosis of deafness has been confirmed most parents tend to pass through a mourning period which manifests as a process of denial, anger, depression and acceptance which could affect the emotional development of Deaf children. During the initial emotional turmoil much time is often lost and delays are encountered in both parents and Deaf children attending therapy which greatly contribute to their adjustment later in life (Ross, 1982:119).

There are various problems Deaf children encounter because of their deafness. Deaf children are often made fun of by children who do not comprehend the effect of deafness. As a result, Deaf children learn to defend themselves as they encounter these situations (Griffen, 1980:11).

Much of the constraints of emotional developmental problems of deafness is attributed to society and professionals. Stevens (1989:23) highlights the negative attitudes of the professionals responsible to create community institutions which may conflict with the aims of empowering disabled persons.

### 3.1.2 Sociological aspects of being deaf

The social problems of hearing impaired persons is not unique to the Deaf but it is also shared by a number of disadvantaged groups. Powell and Finitzo-Hiebert (1985:103)

cite academic retardation, immaturity, impulsiveness, attention to the here and now rather than the future and restricted vocational achievement as common characteristics of both hearing impaired persons and poor individuals.

Hearing impaired persons irrespective of academic and socio-economic status are relegated to second class citizenship. Vernon, et al (1969:4) explain the reason for this inequality which can be understood by examining the sociological relationships of the minority and majority cultural groups. The culture of the majority usually exaggerate the importance of power, domination and human affairs and perceive racial, religious minorities and disabled people as deserving an underprivileged status.

Societal attitudes are one of the most crippling problems in integration of hearing impaired persons into the broader community. Wilcox (1987:164) points out that Deaf people are judged as crazy, stupid and evil because of their language and behaviour which is different from hearing people.

Hearing people's attitudes and lack of understanding of deafness also contribute to Deaf people's adjustment problem into the hearing community. Sainsbury, Lloyd and Evans (1986:291) see the hearing community's response to deafness as ranging from interest, sympathy or help to embarrassment, lack of interest and fear.

The reviewing of the socialisation pattern and communication integration amongst hearing impaired persons indicate important findings. An adequate level of effective personal contact with close to three-quarters of hearing impaired persons interviewed, have close friends and reported regular socialisation (Furth, 1973:78).

One over-riding factor characterizing progress of a minority group is the degree of its participation and influence in major social institutions. Mocke (1980:8) believes that if the hearing people who represent the linguistic majority can accept sign language as the native language of the Deaf it will increase their participation in societal matters.

The problem of social integration of hearing impaired people into the broader community is, how to break isolation, negativism and ignorance of hearing people. Stevens (1989:2) suggests that societal attitudes should be tackled so that society can take responsibility of the needs of the minority group and its less productive members.

### 3.1.3 Cultural development of deaf persons

The term culture includes every aspect of activities in

which members of a society engage. Stein, et al (1981:180) define culture as, "consisting not only of people, things, behaviour or emotions but it can be described as what people in a community have to learn".

In terms of the definition of Stein, et al (1981) Deaf people have to learn to adapt their communication skills to suit the hearing people because they were seen as failures as they could not communicate by means of speech. Ross (1989:3) says that because of communication problems the deaf community or culture evolved with customs, morals and institutions which differed from those of the larger hearing society. Wilcox (1987:31) goes on to say that many Deaf people do not only share a common culture and language but a common heritage of oppression. The Deaf community is defined by Hynes (1988:10) as, "a community of hearing impaired people, who because of their impairment have certain problems in common".

What are some of the those problems that have led to the emergence of deaf culture? Quigley (1984:192) mentions sign language as the greatest common factor that binds Deaf people together as a distinct group. Language determines what is acceptable as it teaches a person how to operate within an organisation of people and also lays down acceptable behavioural standards. Language provides members of a community with means to judge acceptability as well as values, norms and customs to those who are still growing up (Stein et al, 1981:181).

A person who does not respond to verbal command usually arouses ill-feeling due to communication breakdown. A Deaf person's experience with the hearing world is characterised by frustration, anger and accusation because of the failure to respond to conversation (Beaudion, 1984:38).

The hearing community has traditionally sought to make Deaf people as near to hearing people as possible due to the fact that it is too audio-dependent. It is for this reason that the hearing community has failed to accept deafness as a communication disability and that the Deaf may not want or be able to communicate fluently in the language of the majority (Jacobs, 1980:18).

Eye contact is another important norm which causes conflict within the hearing and Deaf culture. According to Stein, et al (1981:191) when hearing people are communicating, eye contact or lack of it is used to express respect, attention, boredom and pre-occupation. Due to the fact that sign language is visually dependent, lack of eye contact is interpreted as communication breakdown.

Another important feature of Deaf culture is that deafness

as a disability is not the determining factor for acceptance. Pre-lingually Deaf people not only discriminate against the hearing but also against postlingually Deaf persons. Strict prerequisites for acceptance of hearing people into the Deaf culture are laid down by the prelingually Deaf people such as, whether sign language is your primary language, whether your parents are Deaf or whether you attended a residential school for the Deaf (Beaudion, 1984:188). Luey (1980:259) adds another common misconception : that a postlingually Deaf person is like other Deaf people and can find a new community in a society of prelingually Deaf people. The first barrier a postlingually Deaf person will encounter is language, followed by different life experience, attitudes and culture.

Another controversial issue of the deaf culture is that speech is regarded as taboo within their community. Amongst the congenitally Deaf speaking is not considered an appropriate behaviour because it is impossible to speak and sign simultaneously as the grammar and word order are different. The postlingually Deaf persons find it difficult to adjust to the Deaf culture because speech is their most valuable means of communication (Hynes, 1988:4).

Hearing children usually come from established cultures with their own traditions, customs, literature, music and language. However, Deaf children are assimilated into Deaf culture rather than being born into it due to the fact that 90% of them are born to hearing parents who first expose them to their spoken language. Only Deaf children of Deaf parents are born into Deaf culture (Quigley, 1984:192).

Schools for the Deaf are regarded as an important tool of assimilation into the Deaf culture. Most prelingually Deaf children are educated in residential schools returning home only on week-ends and holidays. Even after they have left school, the primary social relationships and customs they have acquired are maintained due to the communication problem and prejudice they encounter in the hearing community (Brien, 1981:14).

Deaf people unlike the hearing live in two worlds, that is, the Deaf community and the hearing community. Mocke (1980:8) contends that to facilitate integration into the broader hearing community the Deaf have to be taught speech but sign language should be given priority.

Sign language particularly in South Africa has not been accepted and recognized as a language of the Deaf. Mocke (1980:8) goes on to say that hearing people of South Africa who represent the linguistic majority should accept sign language as the native language of Deaf people.

If South African society accept sign language as a language of the Deaf it would mean changes in the present services that is, using sign language in major social institutions. It will be difficult to accept Deaf people as a cultural minority group because of the low number of prelingually Deaf people therefore, the society will have to be re-orientated to ensure that the Deaf are freed from disadvantaged groups (Brien, 1981:18).

Adolescence is a critical stage for acceptance of deafness and identification with the Deaf community. Despite the fact that Deaf people have been encouraged to deny their deafness they are able to accept their disability and identify with the Deaf community (Katz & Katz, 1983:53).

Nevertheless, total segregation between the Deaf people and the hearing world should not be encouraged because Deaf people remain economically and socially dependent on the hearing world (Ballantine, 1981:54).

In conclusion, for a typical Deaf youngster acceptance of deafness means an implicit commitment to the Deaf community. He therefore, sees himself as a member of a definitive social group. The sense of belonging is valuable to the maintenance of a stable personality (Furth, 1973:80).

### 3.2 STRATEGIES THAT COULD BE EMPLOYED TO COUNTERACT EMPLOYMENT PROBLEMS OF THE DEAF AND THE HARD OF HEARING

One of the basic social norms fostered in our society is that each person must make his contribution through work for the general benefit of the community. Yet employment for disabled persons remains a problem. The strategies that could be used to counteract employment problems will be discussed in the following sub-section.

#### 3.2.1 Historical development of employee assistance programmes in South Africa

Employee assistance programmes began to emerge in South Africa in the early 1980's. According to Maiden (1992:2) employee assistance programmes in South Africa were modeled after programmes in the United States and were introduced to South African organisations by social workers and psychologists who had studied these programmes.

The employee assistance programme was established in South Africa for the following reasons (du Plessis 1991:35) :

- \* Some programmes were formed to seek alternative ways of managing poor performance
- \* Other programmes were set up to express the concept

of social responsibility that is, ways in which business could be more socially responsive to employees and to communities in which they operate.

The historical development of employee assistance programme in South Africa can be better understood by examining the development of occupational social work. Terblanche (1992:18) highlights the first introduction of assistance to employees in the industrial context by the Chamber of Mines, followed by the South African Railways, Iron and Steel Corporation of South Africa, SASOL and then the South African Defence Force.

With regard to employee assistance programmes a major development may be attributed to the Chamber of Mines of South Africa. The Chamber of Mines of South Africa appointed a consultant in 1983 to carry out a feasibility study on employee assistance programme and in 1986 the concept was accepted in principle. The first two of seven counselling centres were introduced in two of the main mining areas in the country and today this service consists of a professional staff exceeding a hundred people ((Terblanche, 1992:19).

### 3.2.2 A macro model employee assistance programme for hearing impaired employees

Evolution of services from micro to macro practice is inherent in basic social work theory. Man is viewed in relation to his environment and it is within his interaction with his environment that problems occur. du Plessis (1992:30) cites the workplace as an excellent example of a functional\geographical community which impacts directly on individuals and groups with a great deal of opportunity for macro intervention.

#### 3.2.2.1 Employee assistance programme for potential deaf school leavers

Education of the Deaf has been stressed as an important component of preparation of Deaf persons for the open labour market. Therefore, close liaison with schools for the Deaf should be maintained to ensure that social work services are provided at crisis points that is, when deafness is diagnosed for the first time, during adolescent period and when a Deaf person start working (Ward, 1982:114).

Social work intervention particularly to potential Deaf school leavers should concentrate on independent living skills geared toward adjustment within the working environment. Asmall (1984:9) suggests an assertiveness training programme to improve disabled school leavers' self image and presentation of themselves during interviews.

Assistance should also be given during the introduction of career choice to ensure that Deaf school leavers' are exposed to information about the various jobs. Johns (1993:14) suggests visits to employers, gathering of information about qualifications needed for the various careers, organising educational talks by experienced Deaf workers and liaising with institutions which offer further education as major functions of a social worker.

A skills training programme which aims at enabling a Deaf school leaver to function effectively in a job should also be designed. Olive (1983:10) views the content of this programme to include the following concepts :

- \* self discipline and responsibility
- \* work ethics
- \* location and use of public transport and buildings
- \* service contract and termination of service
- \* labour laws
- \* self care
- \* renting or buying a house
- \* drug and alcohol awareness
- \* consumer education
- \* deaf culture.

Interpreting services should be available to facilitate communication between the Deaf school leaver and his prospective employer especially during the transitional period. Mitchell (1987:18) recommends interpreters to be provided during recruitment process and training sessions. They are further needed at appraisal, promotional, disciplinary and grievances proceedings.

School problems are usually varied and complex and a social worker as a member of a multi-professional team plays an important role by providing intervention strategies that could solve these complex problems. A social worker must select appropriate models for intervention in order to deal with diverse problems and situations he will encounter when practising in South African schools. Addressing local problems like poverty, illiteracy and linking the school with community resources should form part of his intervention strategies (Mabetoa, 1990:2).

### 3.2.2.2 Employee assistance programme by employers

Employee assistance programme should also respond to adjustment problems once Deaf persons are employed. Taylor (1987:54) cites two basic steps that must be the responsibility of employee assistance programme namely, a policy document endorsing that services will be accessible to all individuals with special needs irrespective of any disability and access. This will also involve the use of telephones or teletypewriters which are telecommunication devices that enable a Deaf person to send and receive messages transmitted over telephone lines.

Various techniques can be used by a social worker to facilitate communication between hearing impaired employees and their supervisors. Small group sessions of supervisors and co-workers to explain communication methods of the Deaf can be held. The following communication techniques should be taught to them :

- \* A gentle tap on the shoulder of the Deaf employee or a wave should be used to draw his attention before speaking to him
- \* Looking directly at the Deaf employee when speaking
- \* Maintaining eye contact to convey the feeling of direct communication
- \* Speaking slowly and clearly without yelling, exaggerating or over-pronouncing
- \* Placing nothing in or near the mouth when speaking
- \* Using body language and facial expression to facilitate communication
- \* Using open-ended questions that must be answered by more than yes or no
- \* Providing an interpreter when there is a communication breakdown (Taylor, 1987:56).

Communication needs include understanding a sign language interpreter or speaking through an interpreter, reading the lips of a lip-reader and reading written notes provided by a note-taker. Provision of hearing aids communication that is, sign language interpreters, lip-readers, note-takers and operators of computerized transcription in meetings and

training sessions is necessary as part of assistance to the employee (Moore, 1992:3).

Kielblock (1988:26) identifies the following tasks of the employee assistance programme team :

- \* Hearing conservation programme especially in noise induced industries like mines
- \* Education programmes convincing employees that noise can lead to hearing loss
- \* Wearing of hearing protection devices by employees in noisy areas to preserve hearing.

Deafness directly affects the interaction between an individual and his environment and as such the employee assistance programme practitioner in his encounter with a hearing impaired employee will perceive that his usual methods of communication and establishing relationships are ineffective. du Plessis (1991:28) suggests contracted-out-models in which companies purchase the services of outside agencies to run their programmes for the hearing impaired. In Lueys' (1980:255) opinion outside agencies are able to deal with three levels of hearing impaired employees that is, prelingually and postlingual employees as well as hard-of-hearing employees. The employee assistance programme practitioner still has a major role to play in keeping the hearing impaired employee on the job like ensuring that deadlines are met and service contracts are adhered to and to ensure that services like staff meetings and training programmes are accessible (Harper, 1992:110).

At a curative level one of the key activities that should be addressed is the duration and nature of treatment of ear diseases and hearing loss. Screening tests for hearing loss, provision of drugs to treat otitis media (middle ear infection) and regular hearing tests should form part of the curative health programme (Opt'Hof, 1990:39).

### 3.2.2.3 Employee assistance programme by welfare organisations

Outside agencies working with the Deaf render services to the hearing impaired in the work force because presently there are very few employers who offer employee assistance programme. According to Danek, Seay and Collier (1989:38) such a service should comprise of a multi-disciplinary team of a school psychologist, vocational teacher, interpreter and employment training specialists like a job placement officer or a social worker.

A variety of service delivery models for the employment

training of Deaf employees such as work adjustment training, supported employment and time-limited transitional employment should be shared by the welfare organisation and the state. Danek, et al (1989:37) recommend supported employment and time-limited transitional programmes for the lower functioning Deaf employees who enter the open labour market without a diploma or for those Deaf adults who are unable to obtain or keep jobs to be undertaken by welfare organisations. Supported employment programmes should receive on-going state funding throughout the employment of a disabled person whilst time-limited transitional programmes have a definite time scale.

Cultural influences together with the accompanying traditional customs, norms and values cannot be ignored within the work situation because of its impact on the mental and social development of a person. Moema (1992:54) points out that a cultural programme must educate the work force about the value of different cultures if stability of the work force in South Africa is to be maintained.

It is not possible to understand Deaf people until sign language is acquired. Kyle and Pullen (1988:57) found that sign language can be acquired when contact with Deaf culture is maintained. Therefore, another programme educating employers about Deaf culture should be designed. Videos documenting differences between deaf and hearing society in matters of politeness, conversational customs, interpersonal space, compliments and insults should be provided to employers (Rutherford, 1988:137).

The society in general is unable to cope with and accommodate various disabilities. Confrontation with incidents of disability, mobilization of resources, lobbying, advocacy and social action are strategies to be employed to combat attitudes by outside agencies like the South African National Council for the Deaf (Stevens, 1989:23).

### 3.2.3 The role of the government on policy formulation

Provision of health care by state departments should form part of the hearing conservation programmes. Harper (1992:110) suggests a team approach to address policy issues and putting policy into action and increasing health care costs. There are a number of facets to the execution of the hearing conservation programme which involve several departments. Each state department is responsible for co-ordinating activities of this programme which involve noise level measurements, adherence to noise standard and design specifications, monitoring the wearing and distribution of hearing protection devices and audiometry (Kielblock, 1988:10).

An Award system to give recognition to companies that give full and fair consideration to the Deaf employee should be launched by the Government and Organisations that work for the deaf. Awards should be given to companies that :

- \* Keep disabled employees who acquired disability and those who have been rehabilitated or received the necessary training

- \* Provide equal opportunities for Deaf workers for training, career development and promotions

- \* Modify equipment to suit various disabilities or use special aids to facilitate the work and adapt their premises so that their buildings are accessible (Ward, 1981:237).

Hatting (1987:20) concludes that although South Africa does not have a general human rights charter, there is good reason to address disabled persons condition with regard to the development of a health policy for the care of the disabled.

### 3.3 PRACTICAL PROBLEMS EXPERIENCED BY DEAF PERSONS AND THEIR FAMILIES

Changes in parent behaviour alter the environment of the child and affects his development. Parents reactions (negative or unconstructive) once deafness is diagnosed could have a serious effect on the Deaf child's' emotional development. The most serious effect of the reaction of parents are felt in the area of social and emotional development and discipline (Boothroyd, 1982:66).

It should not be assumed that only deafness has the most disastrous effect on a Deaf person's adjustment later in life. The emotional climate in which the Deaf person lives including his own self concept, attitude and sentiments of people around him can contribute greatly to his adjustment later in life (Ross, 1982:118).

There are various problems or hardships that Deaf children encounter because of their hearing impairment. Griffin (1980:11) found that Deaf children are often made fun of by other children who do not comprehend the meaning of deafness. Deaf children learn early in life to defend themselves.

The over-protectiveness of the mother towards her Deaf child, the rejection of the father and the jealousy of the siblings are features found in a number of families with Deaf children. Children are often primitive in their feelings about the one who is different and they may turn

against him. The mother may project the blame for the child's deafness on to her husband or vice-versa causing marital disharmony (Ross, 1979:55).

The capacity to learn a first language is most readily available during the first few years of a child's life. However, parents and siblings of Deaf children seldom have the communication skills or the knowledge and experience required to provide them with an accessible context for the acquisition of either a natural language or the cultural understanding and experience available to hearing children (Johnson, et al, 1989:1).

Many of the difficulties involved in integration of Deaf persons into the broader community stems from lack of understanding. In Higgins' (1980:153) view Deaf persons had to develop effective strategies to cope like maintaining nothing has happened, pretence, being alert, sitting silently in a crowd, avoiding hearing people, disclosing their deafness and relying on a hearing person.

Communication problems between Deaf persons and their families have been reported repeatedly by both parents. Mthembu (1981:17) found in her study that 90% of Deaf children had problems in understanding speech, 70% had problems in using lip-reading and 50% had problems in using sign language with their families. On the other hand, only 30% of parents were aware that their children had speech problems and 90% could not understand sign language.

Families of Deaf persons usually experience financial problems when their children have left school because in most instances their children are unemployed. Mthembu (1981:18) found that 60% of parents experienced financial problems when their children have left school and are unemployed.

Families of Deaf persons should be helped to direct their energies appropriately. Blumberg (1980:15) encourages parents to accept the situation soon so that the siblings can learn to adapt themselves to deafness and the situation will return to normal.

Despite problems Deaf persons and their families experience they are able to support their Deaf children without support from the community. Ross (1982:119) cites positive feelings often present in some families towards their Deaf children. The support and encouragements they give to their Deaf children is enormous and it has helped Deaf persons to adjust better in the hearing community.

### 3.4 SUMMARY

Chapter 3 explored the impact of deafness on emotional, sociological and cultural development of Deaf and Hard of Hearing persons. Strategies that could be employed to counteract employment problems of the Deaf and Hard of Hearing were further explored.

These strategies highlighted a macro model employee assistance programme which should be implemented by schools for the Deaf, employers, outside agencies working with the Deaf and the government.

In the next chapter, the empirical research methodology is explained.

## CHAPTER 4

## ORIENTATION TO RESEARCH METHODOLOGY

The following is dealt with in this chapter :

- \* Objectives of the study
- \* The assumptions made by the researcher
- \* The research design chosen
- \* The measuring instrument
- \* The sample
- \* The procedure and finally the statistical method used to analyze the results.

## 4.1 OBJECTIVES OF THE INVESTIGATION

The objectives of the investigations are :

- 4.1.1 To undertake a literature study on the effect of hearing impairment in a work situation
- 4.1.2 To ascertain employment problems experienced by hearing impaired persons
- 4.1.3 To investigate preparation for the open labour market received by hearing impaired persons from schools and their employers
- 4.1.4 To establish the effect of hearing impairment on socialization of Deaf persons and on employment
- 4.1.5 To ascertain the nature of supportive services offered to Deaf and Hard of Hearing persons in a work situation and its relevance to the role of a social worker and job placement officer.

## 4.2 ASSUMPTIONS

- 4.2.1 A general feeling of inadequacy is felt by hearing impaired employees due to the inability to hear and follow conversation and instructions
- 4.2.2 Job opportunities of hearing impaired persons is hampered by limited career options and inadequate training programmes.

### 4.3 RESEARCH DESIGN

Exploratory research design was chosen for this study which according to Grinnell (1982:225) is used when the area under study is not well developed and no sound theories have been put forward. This fitted the description of the area which was studied. The main aim of this study was to explore the effect of hearing impairment on employment and socialisation so that a foundation of general ideas are built and tentative theories which can be explored later are suggested.

### 4.4 METHODS USED IN THE EMPIRICAL STUDY

#### 4.4.1 The literature study

An extensive investigation of relevant literature which was published, and unpublished was an important first step of the research methodology although the absence of literature and research studies of the South African situation was a drawback.

#### 4.4.2 An interview schedule

A structured interview schedule was used due to respondents hearing problem and language limitation. Bailey (1982:115) says that a structured interview schedule enabled the researcher to explain the goals of the study and in clarifying misunderstanding of questions in a face to face situation with the help of an interpreter which overcame respondents language limitation and poor education background.

The interview schedule was written in English and translated into sign language during interviews. Open and closed ended questions were used for the following reasons :

- \* Respondents were able to answer complex issues adequately because they were simplified during interviews
- \* Respondents views and attitudes were elicited
- \* All scales of variables were measured that is, ordinal, nominal interval and ratio (Bailey, 1982:127).

The structured interview schedule included as Appendix 1 was formulated by the researcher to achieve objectives of the research and to assess assumptions. The different sections of the interview schedule focussed on the following :

- \* Section A : Identifying details
- \* Section B : Employment history

Objective 1.3.2 was explored by questions 12 - 26

\* Section C : Preparation for the Open Labour Market

Objective 1.3.3 was explored by questions 27 - 38

\* Section D : Effect of hearing impairment on socialisation

Objective 1.3.4 was explored by questions 39 - 55

\* Section E : Supportive services

Objective 1.3.5 was explored by questions 56 - 65.

4.4.3 Validity and reliability of the Measuring Instrument

4.4.3.1 Validity and reliability

Two aspects were used to assess validity namely, rational approach used by the researcher and sequential steps taken to collect data.

Reliability was also assessed by two aspects namely, immediate re-test and delayed re-test using the same measuring instrument.

#### 4.5 THE SAMPLE AND SAMPLING METHODS

The population of this study consisted of similar clusters but with heterogeneous characteristics like different degree of hearing loss, different age at which deafness was acquired, different educational level and socio-economic status.

The degree of hearing loss and the age of onset of deafness had an impact to respondents' understanding of concepts which were used in the structured interview schedule. Those respondents who were born deaf or acquired deafness before language acquisition showed limited understanding of concepts which had to be explained during interviews and thus prolonged interviews.

Due to the fact that the researcher did not know the total size of the population that was studied problems were encountered in identifying only employed respondents therefore, job seekers were also included in the study because they were in a similar position to experience the same effect of deafness on employment.

All respondents had hearing loss of different degree

(profoundly and hard of hearing) and were selected from a minimum age of 16. Although respondents were of mixed gender, males were in the majority because they were at the disposal of the researcher as availability sampling was used. All respondents agreed to participate in the study.

Snowball sampling was also used because sufficient number of respondents were not available from the names drawn from the caseloads of social workers employed by the South African National Council for the Deaf. Therefore, those respondents who were interviewed were used as informants of other qualifying respondents (Bailey, 1982:100).

In total, 50 black Deaf job seekers and employees were interviewed who resided within the Witwatersrand areas between the months of February and August 1992.

The sample was drawn from the following sources :

- \* Thirty five respondents out of a total of 50 members of the Silent Ad Hoc Committee
- \* Ten out of 15 members of the Katlehong Football Club for the Deaf
- \* Five out of 10 members of the Association for the Hearing Impaired in Soweto.

#### 4.5.1 Characteristics of the three population groups

\* Silent Ad Hoc Committee is an informal organisation of black Deaf persons. It serves as a recreation and support group for profoundly Deaf persons who reside within the Witwatersrand and Vaal Triangle areas. This Committee has an office in central Johannesburg and it meets every Saturday to organize activities of their soccer club which is registered under the Johannesburg football Association. It has an Executive Committee comprising seven members. Members use sign language as their first language.

\* Katlehong Club for the Deaf was established by a social worker of the South African National Council for the Deaf in 1990. The club is presently composed of 20 males who have formed a soccer club and 10 females who have formed a volleyball club. The club comprises profoundly Deaf people who use sign language as their first language. Members of this club reside either in Katlehong or Thokoza Townships in the East Rand area. The club has not yet formed an Executive Committee but it has a Deaf person who acts as a spokesman for the club. Members were meeting every first Friday of the month for their meetings at the time of this study.

\* The Association for the Hearing Impaired is a legally constituted body comprised of both hearing and deaf members. The membership consists of :

\* Three hearing parents of Deaf children

\* Five ordinary hearing members from the community of Soweto

\* Six profoundly Deaf and one Hard of Hearing person who use both sign language and speech as their first language.

The Association registered itself as a non-profit organisation in January 1993. The seven Board of Directors consists of two Deaf persons, two parents of Deaf persons and three members from the community of Soweto.

#### 4.6 DURATION OF THE RESEARCH

The hearing impaired job seekers and employees were interviewed individually at three different places. Each interview lasted for approximately two hours. It took six months to interview the respondents.

#### 4.7 ANALYSIS OF FINDINGS

Analysis of data means breaking down the data into constituent parts to obtain answers to research questions. Analysis of data involves categorizing, ordering, manipulating and summarizing data whilst statistics manipulates and summarizes numerical data to be able to make comparisons (Kerlinger, 1986:125).

In accordance to Kerlinger's (1986) explanation of analysis of data, the following steps were adopted in this study :

\* Data reduction was used for close-ended questions which were assigned a code to each answer. Nominal measurement which consisted of mutually exclusive and exhaustive categories was used for open-ended questions. These categories were described by descriptive terms. Thereafter, data was summarized by means of flow charts.

Polansky (1981:202) says that statistics in general used in social work can be divided into three groups that is, descriptive and inferential statistics and combination of both descriptive and inferential statistics. The researcher used the descriptive statistics because for the following reasons :

- (a) It uses simple tools that condense and summarize data
- (b) It suits the purpose of this study namely, to describe

data collected to tell problems hearing impaired persons encountered in the open labour market as well as the effect of deafness on socialization and communication.

\* Selection of statistical procedures were also done that is, categorizing data (data consisted of totals or frequencies for each category) and differences versus relationship (data concerned with whether there were differences between the quota sample). Selection of statistical procedures were fundamental to the way data was seen by the researcher and in the way that these statistical procedures helped the researcher to interpret the data (Howell, 1989:6)

\* Data was presented in tables, figures and percentages.

Bivariate analysis which involved the use of cross tabulation to facilitate the making of comparison between variables that is, comparison between employed, unemployed and never employed respondents were also used.

#### 4.8 SUMMARY

In this chapter an explanation of the research design used in this study was given. A statement of the problem to be investigated was made followed by the objectives to be attained and assumptions developed by the researcher through acquisition of necessary data.

The specific type of research design chosen for the study was discussed together with details of measuring instruments and the procedure followed. Particulars of the sample and sampling method were given and finally the analysis of data to test the significance of the findings obtained was outlined.

In the next chapter the analysis of the data is explained.

## CHAPTER 5

## EMPIRICAL FINDINGS

In this chapter the results of the empirical study are detailed. The results have been interpreted and processed according to the findings of the theoretical literature detailed in chapter 2 and 3.

## 5.1 EMPLOYMENT STATUS OF RESPONDENTS

According to the information that became available as a result of the research, the respondents fell into four categories, namely :

\* Employed that is, those that were employed at the time of the interview

\* Recently unemployed that is, those that had lost their jobs over a period of a year at the time of the interview

\* Long been employed that is, those that were employed but had been unemployed over a period of five years at the time of the interview

\* Never been employed that is, those that were never employed since they left school at the time of the interview.

To facilitate the analysis of the data three sets of respondents were categorized namely :

\* Employed respondents (thirty one)

\* Unemployed respondents over a period of five years although previously employed (eleven)

\* Never been employed respondents (eight).

Forty eight out of fifty respondents were literate of which forty one were educated in schools for the Deaf and seven were educated in ordinary schools for the hearing. Two respondents who were illiterate were attending literacy classes in a school for the Deaf at the time of this research.

## 5.2 CHARACTERISTICS OF RESPONDENTS

Identifying details of respondents were established because they would assist social workers employed by the South African National Council for the Deaf in locating respondents when an intervention programme is being designed to counteract their employment problems.

Question one in the structured interview schedule is not reflected in the empirical findings because it would identify respondents' names and as such confidentiality would not have been maintained. With regard to question three, only respondents' place of abode is reflected for reasons of confidentiality.

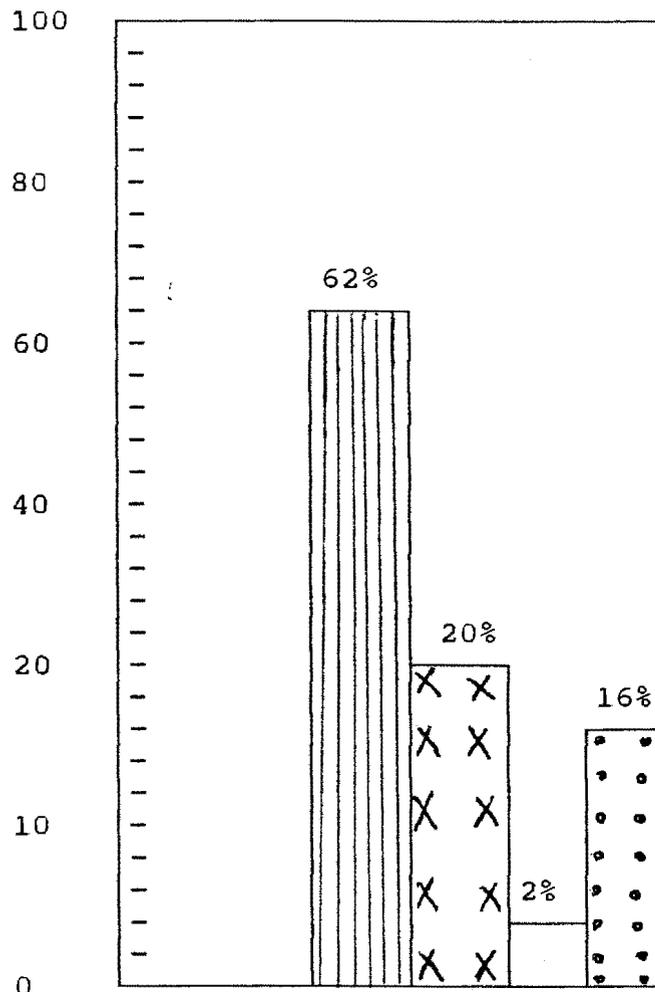
Age sixteen was selected as the minimum age in this study because some Deaf children are discharged from their schools at this age particularly when secondary education or post-tertiary education is unavailable in those schools. The three respondents who fell between the age group of 16 - 20 were nineteen years old, had minimal schooling and left school when they were sixteen years old. The maximum age of respondents was forty years.

The identifying particulars of respondents are as follows :

#### 5.2.1 Employment status of respondents

Responses to question 12 in the schedule is presented in figure 5.1

Figure 5.1 : Employment status of respondents



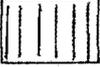
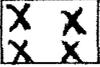
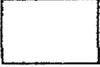
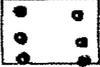
	Employed
	Recently out of employment
	Long been out of employment
	Never been employed

Figure 5.1 shows that of the 50 respondents interviewed, 31 (62%) were employed, 10 (20%) had been unemployed over a period of a year, 1 (2%) was unemployed over a period of five years and only 8 (16%) have never been employed in their life. Two of these respondents who had never worked in their life left school three years ago, four left school four years ago and two left school five years ago.

The majority of respondents were employed. This confirms Wards' (1981) findings that hearing impairment is not likely to cause unemployment.

#### 5.2.2 Age Group and employment status

The findings reflected in figure 5.1 is used as the basis for the analysis of the ages of the respondents. Recently and those unemployed for five years were combined into one category of unemployed respondents.

Under age 16 is usually associated with school going and beyond sixteen as the economically productive age. Question 2 which is represented by the following table reflect ages of respondents who either had to give their dates of birth or their ages. Respondents in this study were 16 years of age and over.

Table 5.1 : Age group and employment status

Age Grouping	Employed		Unemployed		Never employed		Total	
	n	%	n	%	n	%	n	%
16 - 20	1	2	-	-	2	4	3	6
21 - 25	13	26	5	10	4	8	22	44
26 - 30	7	14	6	12	2	4	15	30
31 - 35	6	12	-	-	-	-	6	12
36 - 40	1	2	-	-	-	-	1	2
41 - 45	-	-	-	-	-	-	-	-
46 - 50	1	2	-	-	-	-	1	2
51 - 55	1	2	-	-	-	-	1	2
56 - 60	1	2	-	-	-	-	1	2
61 & over	-	-	-	-	-	-	-	-
Total	31	62	11	22	8	16	50	100

None (74%) of the respondents were between 16 and 80 years old. The majority (62%) of the respondents were employed and (26%) 13 of this group were between 21 and 25 years old.

Of the 11 (22%) unemployed respondents none of them were younger than 21 years or older than 30 years of age.

Of the 8 (16%) respondents who had never been employed, the majority (8%) were younger than 25 years.

A picture emerges of employed respondents older than 31 years which fits the typical profile of a matured adulthood period in terms of employability, productivity and stability in the open labour market.

Secondly, according to Santrock (1986) the findings also indicate that unemployment occurred predominantly during early adulthood which is a period of entry into an occupation, economic independence, experimentation, physical performance and good health and preliminary selection of goals.

### 5.2.3 Place of abode

The following table represents question 3 in which only places of abode are reflected.

Table 5.2 : Place of abode of respondents

Place of Abode	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Parents	15	30	3	6	5	10	23	46
Another family	-	-	-	-	-	-	-	-
Relatives	2	4	2	4	1	2	5	10
Rented room	3	6	2	4	2	4	7	14
Other	2	4	2	4	-	-	4	8
	9	18	2	4	-	-	11	22
<b>Total</b>	<b>31</b>	<b>62</b>	<b>11</b>	<b>22</b>	<b>8</b>	<b>16</b>	<b>50</b>	<b>100</b>

The following information may be derived from table 5.2 :

(i) Twenty three (46%) of the respondents lived with their parents of which 15 (30%) were employed

(ii) Twelve (24%) respondents lived with other family members like uncles or aunts or with the extended family members

(iii) The remaining fifteen (30%) respondents either rented a room or bought their house or lived in a hostel

(iv) None of those respondents who had never been employed had actually lived independently from their families and they were all unmarried.

Out of 5 respondents who were married, three had bought their own houses. The remaining two were living with their paternal parents. The other respondent who had bought his own house was single and was hard of hearing. The four respondents who owned their houses were employed.

The need for accommodation is evidenced in table 5:42 in which shelter is also indicated as a priority need.

#### 5.2.4 Names of current employers

Question 4 was also open ended and rendered particulars of respondents' current employers. Only respondents who were employed at the time of this study completed this question.

The following names of current employers were obtained :

- \* Sizwile School for the Deaf had employed eight respondents
- \* B Kruger and Company
- \* Pick 'n Pay Supermarket
- \* Checkers
- \* B.E.F. Transport
- \* Katlehong School for the Deaf had employed three respondents
- \* Chet Company
- \* Sanlic International
- \* Epol (Pty) Roodepoort
- \* Edenvale Tiling
- \* Kempton Park Spray Painting and Panel Beating
- \* Boksburg-Benoni Hospital
- \* Baragwanath Hospital
- \* Equity Clothing Manufacturer
- \* O.K.-Bazaars
- \* Bosman Kitchen
- \* B.M.W. Motors
- \* Elandsfontein Hospital
- \* Twins Pharmacy
- \* Sentraal in Wadeville
- \* Pilot Transport Company

#### 5.2.5 Gender of respondents

The following table representing question 5 shows the gender of respondents.

Table 5.3 : Gender of respondents

Gender	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Male	20	40	9	18	5	10	34	68
Female	11	22	2	4	3	6	16	32
Total	31	62	11	22	8	16	50	100

As shown in table 5.3 the majority of respondents were males.

#### 5.2.6 Types of hearing loss

The table below represents question 6. Type of hearing loss and the age of onset of hearing loss usually determines the method of communication used by respondents.

Figure 5.4 : Type of hearing loss

Type of hearing loss	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Profoundly deaf	30	60	11	22	8	16	49	98
Hard of hearing	1	2	-	-	-	-	1	2
Total	31	62	11	22	8	16	50	100

Information derived from the above table shows that the majority of respondents were profoundly deaf.

#### 5.2.7 Age of onset of hearing loss

The age of onset of hearing loss determine the capacity to acquire speech. Those who were born deaf find it difficult to acquire speech in comparison to those who became deaf after speech and language acquisition.

Webster (1986); Hatting (1987) and Mthembu (1988) categorize deafness associated with ages between 0 - 3 as prelinguistic deafness. Jaffe (1979) and Hatting (1987) associate ages between 4 - 15 as post linguistic deafness.

The following table represents question 7.

Table 5.5 : Age of onset of hearing loss

Age of Onset of Hearing Loss	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
0 - 3	16	32	6	12	5	10	27	54
4 - 7	10	20	2	4	1	2	13	26
8 - 11	5	10	2	4	2	4	9	18
12 - 15	-	-	1	2	-	-	1	2
16 - 19	-	-	-	-	-	-	-	-
20 - 23	-	-	-	-	-	-	-	-
24 - 27	-	-	-	-	-	-	-	-
28 - 31	-	-	-	-	-	-	-	-
32 - 35	-	-	-	-	-	-	-	-
36 & over	-	-	-	-	-	-	-	-
Total	31	62	11	22	8	16	50	100

The following information may be derived from table 5.5 :

(i) Slightly more than half (54%) of the respondents were either born deaf or lost their hearing before the age of 3

This group could be classified as prelingual (Webster (1985); Hatting (1987) and Mthembu (1988)) and is expected to be unable to use speech as their primary mode of communication.

(ii) Forty six per cent of the respondents (23) lost their hearing above the age of 3, but before the age of 16.

This group can be classified as post-lingual (Jaffe (1977) and Hatting (1987)) and they are expected to use speech although it may not be their primary mode of communication.

#### 5.2.8 Methods of communication used by respondents

The following table representing question 8 illustrates the various communication methods used by respondents which were either taught to them such as fingerspelling or acquired naturally like speech and gestures.

Table 5.6 : Methods of communication used by respondents

Methods of Communication	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Speech only	-	-	-	-	-	-	-	-
Lip-reading only	-	-	-	-	-	-	-	-
Speech and lip-reading	2	4	4	8	-	-	6	12
Gestures	1	2	1	2	-	-	2	4
Sign language	9	18	1	2	3	6	13	26
Combined method	19	38	5	10	5	10	29	58
Other	-	-	-	-	-	-	-	-
Total	31	62	11	22	8	16	50	100

The majority of respondents used combined methods, (speech, lip-reading, fingerspelling and sign language) as a primary mode of communication. Only 7 (14%) of these respondents said they also used writing as a substitute form of communication.

Five of those respondents who used speech and lip-reading became deaf after they had acquired speech. Only one respondent who use speech and lip-reading was born with a hearing problem and was hard of hearing. Speech then became the predominant mode of communication for these respondents as evidenced by literature. This confirms Jaffe's (1977) view that deafness acquired after speech does not affect the ability to use speech as a primary mode of communication.

### 5.2.9 Type of school attended

The ordinary school would either have a special classroom for Deaf children with a teacher of the Deaf or the Deaf children could be in the same classroom with hearing children but with an interpreter.

Ordinary and mainstreaming schools in the context of this study mean schools for hearing children.

Table 5.7 : Type of school attended

Type of School Attended	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Ordinary school	4	8	2	4	1	2	7	14
School for the deaf	27	54	9	18	5	10	41	82
Main-streaming	-	-	-	-	-	-	-	-
Never attended any school	-	-	-	-	-	-	-	-
Other	-	-	-	-	2	4	2	4
Total	31	62	11	22	8	16	50	100

It can be deduced from the above table that the majority of respondents (82%) attended schools for the Deaf.

Those 2 (4%) respondents who had never been employed attended literacy classes in a school for the Deaf.

### 5.2.10 Educational qualifications

The following table representing question 10 indicates the educational qualification of the respondents.

Table 5.8 : Educational qualifications

Educational Standard	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Sub A - Std 2	8	16	2	4	4	8	14	28
Std 3 - Std 6	21	42	8	16	2	4	31	62
Std 7 - Std 10	1	2	1	2	-	-	2	4
Technical	-	-	-	-	-	-	-	-
University	1	2	-	-	-	-	1	2
No qualifications	-	-	-	-	2	4	2	4
Other	-	-	-	-	-	-	-	-
Total	31	62	11	22	8	16	50	100

The following information may be derived from table 5.8 :

(i) The majority of respondents (31) have only primary education of which 21 (42%) were employed

(ii) The only two respondents who have no education had never been employed.

Question 11 requested respondents to indicate whether their qualification was technical or professional, one respondent indicated that he has an honours degree in Industrial Psychology and is hard of hearing. He attended an ordinary school for the hearing.

### 5.3 EMPLOYMENT PROBLEMS

#### 5.3.1 Employment period

Employment history of hearing impaired persons is influenced by the degree of hearing loss and the age at which deafness was acquired although deafness as a disability does not prevent a hearing impaired person from being employed.

The employment history of respondents was investigated because of its relevance to the second objective of this study as described in chapter 1.

Those respondents who were employed as well as those who had lost their jobs were asked to answer questions 13 - 25 in the schedule which pertains to their employment history.

The following table represents question 13 which was open ended.

Table 5.9 : Employment period

Period of Employment	Employed		Unemployed		Total	
	n	%	n	%	n	%
0 - 11 mths	4	10	8	19	12	29
1 - 2 yrs	8	19	1	2	9	21
3 - 5 yrs	9	22	-	-	9	21
6 - 8 yrs	5	12	1	2	6	14
9 - 11 yrs	1	2	1	2	2	5
12 - 14 yrs	-	-	-	-	-	-
15 - 17 yrs	2	5	-	-	2	5
18 - 20 yrs	2	5	-	-	2	5
21 - 23 yrs	-	-	-	-	-	-
24 & over	-	-	-	-	-	-
Total	31	75	11	25	42	100

The following information may be derived from table 5:9 :

The majority of respondents (12) had been employed for less than a year of which 8 had lost their jobs

This concurs with Allen, et al's (1989) findings that failure to maintain jobs for a long period was a characteristic of Deaf persons.

### 5.3.2 Employment status

Question 14 is represented by the following table.

Table 5.10 : Employment status

Employment Status	Employed		Unemployed		Total	
	n	%	n	%	n	%
Permanent	25	60	6	14	31	74
Temporary	6	14	4	10	10	24
Probation	-	-	1	2	1	2
Piece - job	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total	31	74	11	26	42	100

Table 5.10 indicates that the majority of employed respondents (25) were employed permanently.

When the unemployed respondents were employed, the majority of them (6) were also employed permanently

Those 10 (24) respondents who were employed temporarily had been employed for less than a year.

Findings of the above table confirm Ward (1981) and Mthembu's (1981) views that although Deaf people are unable to maintain their jobs for a long period, deafness as a disability does not necessarily lead to unemployment.

Question 15 requested respondents to explain their employment status.

The following reasons were given by employed respondents :

\* Temporary

(i) They were employed as classroom aids at the time of the study in schools for the Deaf until such time their posts were subsidized by the Department of Education and Training. Their posts could then become permanent.

He was employed for two months at the time of the study and his probational period would expire after three months and his post would then become permanent.

The following reasons were given by those who were unemployed;

\* Temporary

(i) They were employed as casual workers in a Supermarket store but at the time of the study they were unemployed

(ii) They were called in whenever jobs were available.

### 5.3.3 Type of work done by respondents

The hearing impaired have a very limited choice of professions which is further aggravated by the poor quality of vocational training they receive at schools for the Deaf.

Table 5.11 represents question 16 in the schedule.

Table 5.11 : Types of work done by respondents

Types of work	Employed		Unemployed		Total	
	n	%	n	%	n	%
Welding	3	7	1	2	4	10
Shoe repairs	-	-	-	-	-	-
Knitting\crocheting	1	2	-	-	1	2
Bricklaying	1	2	-	-	1	2
Tailoring\dress-making	5	12	2	5	7	17
Leatherwork	-	-	-	-	-	-
Gardening	4	10	-	-	4	10
Woodwork	2	5	1	2	3	7
Hair-dressing	-	-	-	-	-	-
Computer	-	-	-	-	-	-
Typing	-	-	-	-	-	-
Technical	-	-	-	-	-	-
Professional	1	2	-	-	1	2
Other	14	28	7	17	21	42
Total	31	74	11	26	42	100

According to table 5.11 it appears that :

(i) Just above half (21) of the respondents were doing "other" types of work like panel beating and spray painting 6 (14%); tile fitting 2 (4%); cleaning of offices 7 (17%); tea making 1 (20%); tyre repairing 3 (7%); classroom aids 2 (5%) and personnel work 1 (2%)

(ii) Seventeen percent (7) were doing either tailoring or dressmaking work

(iii) Ten percent (4) were employed as welders or gardeners respectively.

Only one person indicated in response to question 17 (whether he was employed in the technical or professional field) that he was employed as a Personnel Manager.

#### 5.3.4 Same type of work done by respondents

The following table representing question 18 illustrates whether respondents have been doing the same type of work ever since they have been working. The occupation of jobs is regarded as tenuous on account of incompatibility between the needs of the hearing impaired and the conditions in the workplace.

Table 5.12 : Same type of work done by respondents

Same work done	Employed		Unemployed		Total	
	n	%	n	%	n	%
Yes	24	57	8	19	32	71
No	7	17	3	7	10	24
Total	31	74	11	26	42	100

Table 5.12 shows that the majority of respondents (71%) have been doing the same type of work ever since they have been employed.

According to tables 5.4 and 5.9 the majority of respondents were profoundly deaf and they were employed for less than a year. The findings showed that the degree of hearing loss influenced the availability of jobs within the open labour market confirming Michael's (1970) views that profoundly Deaf employees keep the same jobs for a significantly longer period of time.

Those 10 respondents who said that they had done other type of work were asked in question 19 to explain the work they had done.

The following type of work was done by these respondents :

- \* Plumbing
- \* Hairdressing
- \* Teaching
- \* Tile fitting
- \* Shoe repairing in his own shop

#### 5.3.5 Methods used to find jobs

Classified advertisements uses two official languages in South Africa namely, English and Afrikaans. Entry into the open labour market is the primary obstacle in securing employment by Deaf persons.

The following table representing question 20 illustrates how respondents found their present or previous jobs.

Table 5.13 : Methods used to find jobs

Methods	Employed		Unemployed		Total	
	n	%	n	%	n	%
Advertisement	2	5	1	2	3	7
Help of friend\ family member	13	31	4	10	17	40
Help of a professional	6	14	-	-	6	14
Own accord	10	24	6	14	16	39
Other	-	-	-	-	-	-
<b>Total</b>	<b>31</b>	<b>74</b>	<b>11</b>	<b>26</b>	<b>42</b>	<b>100</b>

The following information may be derived from table 5.13 :

(i) The majority of respondents (40%) were either helped by their friends or their families to find jobs. Networking amongst friends of families seem to play a dominant role in job seeking and placement

(ii) The second largest group (16 39%) found jobs on their own accord

(iii) Only 3 (7%) used classified employment advertisements in a newspaper to find jobs.

The majority of respondents could not use classified employment advertisements because of their lack of knowledge of the official languages. According to Prinsloo (1983) the lack of knowledge of official languages contributes to unemployment amongst the black Deaf.

#### 5.3.6 Methods of communication used on the job situation

Question 21 is reflected by the following table and indicates the methods of communication used by employers during the initial job interviews when the respondents have been employed.

Table 5.14 : Methods of communication used on the job situation

Methods	Employed		Unemployed		Total	
	n	%	n	%	n	%
Speech	3	7	2	5	5	12
Writing	7	17	8	19	15	36
Help of an interpreter	2	5	1	2	3	7
Gestures	6	14	-	-	6	14
Other	13	31	-	-	13	31
Total	31	74	11	26	42	100

According to table 5.14 the following information may be deduced :

- (i) Thirteen (31%) respondents were not orientated to their job situation
- (ii) Just about half (15) respondents were orientated to their job situation through writing
- (iii) Interpreting through the assistance of a skilled sign language user was used only in three (7%) instances.

These findings show that the majority of respondents were not orientated to their job situations. These respondents (according to table 5.6) used a combined method of communication of which writing was not the dominant method they used. Sign language was instead used and which is unknown by the majority of employers. According to Morgan (1986) sign language as a dominant method of communication is a disadvantage because most employers do not know it.

Writing was used to orientate respondents to their job situation. Ward (1981) and Prinsloo's (1983) found also that the ability to read and write is a major tool of communication between the employer and the Deaf employee.

### 5.3.7 Explanation of working conditions by employers

It is of the utmost importance that the employee is fully informed of working conditions, expectations and rules at the workplace and orientated to the organisational structure and promotional prospects.

Question 22 pertains to table 5.15

Table 5.15 : Explanation of working conditions by employers

Working Condi- tions	Employed				Unemployed				Total			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Starting\ finishing time	30	71	1	2	10	24	1	2	40	95	2	5
Tea\lunch Leave	30	71	1	2	7	17	4	10	37	88	5	12
regula- tions	26	62	5	12	6	14	5	12	32	76	10	24
Termina- tion of	26	62	5	12	6	14	5	12	32	76	10	24
service Grievances	14	33	17	41	1	2	10	24	15	36	27	64
pro- cedures	12	29	19	45	5	11	6	14	17	41	25	60
Wage\ negoti- ation	19	45	12	29	6	14	5	12	25	60	17	41
proce- dure	19	45	12	29	6	14	5	12	25	60	17	41
Fringe benefits	12	29	19	45	6	14	5	14	18	43	24	57
Organisa- tional struc- ture	16	39	15	36	6	14	5	14	22	52	20	48
Promo- tional prospect	9	22	22	52	3	7	8	19	12	29	30	72
Other	-	-	-	-	-	-	-	-	-	-	-	-
Total *N	168	401	111	264	50	117	49	121	218	520	160	383

\* N is equal to more than forty two because more than one answer was possible.

The respondents were orientated to the working conditions as follows :

(i) Starting\finishing and tea\lunch time as well as leave regulations were known to the majority of the respondents

(ii) The least known working regulation was promotional prospects

(iii) More than half (27) did not know how to terminate their service

(iv) Sixty percent (25) did not know grievance procedures

(v) Fifty seven percent (24) did not know their fringe benefits

(vi) Half of the respondents knew their organisational structures.

Question 23 was open-ended and was answered by those eleven respondents who were unemployed at the time of the study. Respondents had to give names of their previous employers in order to gather statistical data of employers who have employed Deaf persons.

The following names of previous employers were given :

- \* Jane Milano
- \* K & R Clothing
- \* Baragwanath Hospital
- \* Sterkfontein Hospital
- \* Siphwe Salon
- \* Cash and Carry
- \* Lebowa Government
- \* Efata School for the Deaf
- \* Maxwell Engineering
- \* M.E.C. Mining
- \* Dairy Park

#### 5.3.8 Period of never being employed

Training offered by schools for the Deaf play an important role in assisting the Deaf in job seeking because of the foundation they lay in preparing the Deaf with skills and roles needed to enter the open labour market. The ability to look for and find employment is a basic skill needed to be able to enter the open labour market.

The following table representing question 24 was answered by those respondents who had never been employed at the time of this research.

Table 5.16 : Period of being never employed

Period of being Unemployed	Unemployed	
	n	%
1 - 3 yrs	3	38
4 - 6 yrs	4	50
7 - 9 yrs	1	12
10 - 12 yrs	-	-
13 and over	-	-
Total	8	100

The following information may be derived from table 5.16 :

(i) Half (4) of the respondents were unemployed for up to six years

(ii) Thirty eight percent (3) of respondents were unemployed for between three and less years

(ii) Only 1 (12%) respondent had been unemployed for seven years

These eight respondents were asked in question 25 to explain the attempts they had made to look for employment.

The following responses were given :

(i) One said that he looked at employment classifications in newspapers

(ii) Three said that they went around to factories for personal interviews

(iii) Four said that they also used deaf friends who were employed.

The characteristics of the eight respondents were :

(i) Their age group ranged between 16 - 30 years

(ii) Five of these respondents were males and they were profoundly deaf. Four of these males were born deaf and the other acquired deafness after the age of 3 years

(iii) The three remaining respondents were females. Two of these respondents acquired deafness after the age of 3 years and the remaining respondent was born deaf

(iv) The majority of these respondents (4) had only achieved standard 2 and only 2 of these respondents had achieved standard 6

(v) The 2 remaining respondents never went to school but they had been attending literacy classes for almost a year at the time of this study.

These eight respondents were asked (question 26) to give reasons for the failure to finding jobs.

#### 5.3.9 Reasons for failure to find jobs

(i) Five said that employers wanted certificates to prove qualifications

(ii) Three respondents said that they were unable to read or write English therefore they could not follow instructions given by employers.

Lack of training and communication appears to be the primary reason for unemployment as found by Mthembu (1981); Boone, et al (1988) and Allen, et al's (1989).

#### 5.4 VOCATIONAL TRAINING AS WELL AS IN-SERVICE TRAINING UNDERWENT BY RESPONDENTS

Preparation for the open labour market by Schools for the Deaf determines the type of work deaf employees will do as well as their distribution in various industries.

Preparation for open labour market was investigated because of its relevance to the third objective of this study described in chapter 1.

Vocational training in the context of this study meant a particular occupation or skill acquired through training.

Vocational training is important for the following reasons :

\* To compare their job status with the training they received

\* To determine whether respondents were employed in that specific occupation in which training was received

\* To identify occupations which were not covered by vocational training in order to advise schools for the Deaf about training programmes that may be explored in the future.

#### 5.4.1 Whether vocational training was received

The following table represents question 27 in the schedule.

Table 5.17 : Vocational training received

Number	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Yes	27	54	8	16	6	12	41	82
No	4	8	3	6	2	4	9	18
Total	31	62	11	22	8	16	50	100

The majority of respondents (82%) did receive vocational training.

For the purpose of this study professional is regarded as engagement in an activity that requires special training and competency and technical as engagement in an activity that is practical or mechanical.

#### 5.4.2 Types of vocational training received

Vocational training received by respondents determine the occupations into which the respondents will be employed and it will affect their employment status.

The 41 respondents in table 5.17 had to specify (question 28) the nature of the training they received. This is reflected in the next table.

Table 5.18 : Types of vocational training received

Vocational Training	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Welding	4	10	3	7	1	2	8	20
Shoe repair	1	2	-	-	-	-	1	2
Knitting\ crocheting	4	10	-	-	2	5	6	15
Bricklaying	1	2	-	-	-	-	1	2
Tailoring\ dressmaking	4	10	-	-	-	-	4	10
Leatherwork	1	2	-	-	-	-	1	2
Gardening	3	7	-	-	-	-	3	7
Woodwork	4	10	2	5	1	2	7	18
Hair- dressing	-	-	-	-	-	-	-	-
Computer	-	-	-	-	-	-	-	-
Typing	-	-	-	-	-	-	-	-
Profess- ional	1	2	-	-	-	-	1	2
Office work	-	-	-	-	-	-	-	-
Technical	-	-	-	-	-	-	-	-
Other	4	10	3	7	2	5	9	22
Total	27	65	8	19	6	14	41	100

The following information may be derived from table 5.18 :

(i) The majority of respondents (9/22%) received "other" type of vocational training namely, painting (3/7%), motor mechanic (2/5%), book binding (2/5%), pottery and laundry of which both had (1/2%) respectively

(ii) Eight (20%) the second largest group were trained as welders

(iii) The third largest group, (7/18%) were trained as carpenters

(iv) None of these respondents were trained as hairdressers, computer operators or programmers, typist, clerks or technicians

(v) One respondent obtained a Degree in Industrial Psychology.

Although 6 (15%) respondents received vocational training in knitting\crocheting, only 1 (2%) was employed in that industry.

#### 5.4.3 Vocational training institutions where respondents were trained

The 41 respondents in table 5.17 were also asked (question 29) to indicate where they were trained.

Table 5.19 Training Institutions where training was received

Employed	Unemployed	Never employed
Bartimea	-	-
Bosele	-	-
Dominican	Dominican	Dominican
Germiston Training Centre	-	-
Katlehong	-	Katlehong
Kutlwanong	Kutlwanong	Kutlwanong
Sizwile	St Joseph	-
St Phillips College	St Thomas	-
Thiboloha	-	-
University of the North	-	-
Vuleka	Vuleka	-
Wittebome	-	-
Zisize Training Centre	-	-

Pupils of the same institution are sometimes found amongst the employed, unemployed and never employed.

Only 3 institutions from the above list did not specifically cater for the Deaf, these institutions are :

- \* St Phillips College
- \* Germiston Training Centre
- \* University of the North

St Phillips College and Germiston Training centre offered basic vocational training in knitting or welding and the University of the North offered tertiary education.

It is therefore deduced that the employment status was influenced by factors other than training alone.

#### 5.4.4 Duration of vocational training

These 41 respondents were asked to indicate (question 30) the duration of vocational training with a view to assessing the quality of training received.

The duration of vocational training determines the quality of the training received by respondents. The Manpower Training Act 1990 No 39 requires that a person should have standard 7 to qualify for apprenticeship. Schools for the Deaf under the Department of Education and Training introduces basic vocational training in Standard 2 and specific careers in standard 5.

Table 5.20 : Duration of vocational training

Duration of Vocational Training	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
0 - 11 mths	10	24	4	10	4	10	18	44
1 - 2 yrs	5	12	2	5	2	5	9	22
3 - 5 yrs	10	24	2	5	-	-	12	29
6 - 8 yrs	2	5	-	-	-	-	2	5
9 & over	-	-	-	-	-	-	-	-
Total	27	65	8	20	6	15	41	100

The following information may be derived from table 5.20 :

(i) The majority of respondents (18) categorically stated that their vocational training lasted for less than a year implying that their training was basic

(ii) Less than a quarter (12) of respondents' vocational training lasted for a maximum of five years in woodwork implying that the training that they received was intensive

(iii) None of the respondents' vocational training lasted for longer than 8 years. Duration as such could have been due to the incapacity of the respondents.

Fourteen respondents who underwent vocational training for a year had passed Std. 2 and they were trained in gardening, knitting\crocheting, laundry, pottery, book binding and leather-work. Only 4 (10%) of these respondents had passed Std. 5 and they were trained in shoe repair, bricklaying and tailoring\dressmaking implying that the training they received was basic.

Nine respondents who passed Std 6 underwent vocational training that lasted two years. They were trained in welding, tailoring\dressmaking and painting.

This group received better education than the first group because they reached a higher educational qualification which however did not meet the pre-requisite for apprenticeship and technical training.

Only 12 (29%) of these respondents with Std 6 received vocational training for a maximum of 5 years and they were trained in woodwork.

Only 1 respondent who received vocational training for a maximum of 5 years had passed matriculation before hand. He was a hard of hearing person who completed an honours degree in Industrial Psychology. Matriculation was pre-requisite for admission into this degree.

Those 2 (5%) respondents who underwent vocational training for a maximum of 8 years had passed standard 7 and they underwent an apprenticeship in motor mechanics. These respondents first received training in schools for the Deaf for three years. They were then placed on apprenticeship for 5 years.

#### 5.4.5 Persons who suggested careers

Parents usually exert influence on initial career decisions and work goals of their children. However, due to the fact that most Deaf children are educated in residential schools far away from their homes they are unavailable for consultation and guidance.

These 41 respondents were required to indicate (question 31) those persons who suggested careers for them.

Table 5.21 : Persons who suggested careers

Persons	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Teacher	16	39	7	18	6	15	29	72
Parent	5	12	-	-	-	-	5	12
Friend	1	2	-	-	-	-	1	2
Yourself	5	12	-	-	-	-	5	12
Other	-	-	1	2	-	-	1	2
Total	27	65	8	20	6	15	41	100

Table 5.21 shows that in the majority of cases (72%) teachers suggested a career choice. Their parents advised 5 (12%) respondents. Five (12%) respondents chose their own career. In only 2 (5%) cases did a friend and a neighbour respectively advised the respondents.

It appears that teachers in schools for the Deaf have a great influence over occupational choice of respondents unlike their parents who played a minimal role. All those respondents who said that their teachers played a dominant role in their career choice attended residential schools for the Deaf.

#### 5.4.6 Satisfaction with career choice

These 41 respondents were asked (question 32) to indicate whether they were satisfied with the choice of vocational training they received.

Table 5.22 : Satisfaction with career choice

Satis- fied	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Yes	17	41	6	15	4	10	27	66
No	10	24	2	5	2	5	14	34
Total	27	65	8	20	6	15	41	100

Table 5.22 indicates that the majority of respondents (66%) were satisfied with their career choice of which the majority (41%) were employed.

Of those (72%) respondents whose career choice was suggested by their teachers, 12 (29%) were satisfied with their career choice and only 3 (7%) were dissatisfied. These 3 respondents were employed as welders and as a carpenter.

The remaining 5 respondents who were satisfied with their career choice chose their own careers.

Those 14 respondents who were dissatisfied with their career, 7 (18%) were advised by their teachers, 5 (12%) by their parents and the remaining 2 (5%) were advised by a friend or a neighbour respectively.

#### 5.4.7 Reasons given by respondents of satisfaction or dissatisfaction

The respondents were asked to give reasons (question 33) for the responses they gave.

The following reasons were given by the 27 respondents who said that they were satisfied with their career choice :

- (i) Eight respondents said that they are earning a living out of their career choice
- (ii) Seven said that they enjoy their career
- (iii) Five said that they find their career rewarding
- (iv) Four said that they have used the skills they acquired to start their own business
- (v) Three said that they found good jobs as a result of the skills they have acquired from their training.

The following reasons were given by the 14 respondents who were dissatisfied about their career choice;

- (i) Seven were trained as welders and they indicated that it affects their eyes
- (ii) One who was doing wood work complained that the dust is affecting his eyes
- (iii) Five had no qualifications because their training was basic.

#### **5.4.8 Training received by the respondents in life skills**

Training in different life skills to apply for a job in the open labour market to maintain a job and to conduct one-self in the job situation is imperative as it would facilitate the chances of the person to be successful in job seeking and to negotiate his conditions of service.

All 50 respondents had to indicate (question 34) whether they received training on work habits from school.

Table 5.23 : Nature of life skills in which training was received

Work Habits	Employed				Unemployed				Never Employed				Total			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
How to look for a job	25	50	6	12	6	12	5	10	2	4	6	12	33	66	17	34
How to apply for a job\complete a form	10	20	21	42	1	2	10	20	1	2	7	14	12	24	38	76
How to prepare oneself for an interview	20	40	11	22	8	16	3	6	1	2	7	14	29	58	21	42
Self discipline and responsibility	12	24	19	38	6	12	5	10	2	4	6	12	20	40	30	60
Productivity	18	36	13	26	7	14	4	8	3	6	5	10	28	56	22	44
Salary promotion	7	14	24	48	3	6	8	16	2	4	6	12	12	24	38	76
Service contract such as leave regulations	6	12	25	50	5	10	6	12	-	-	8	16	11	22	39	78
Budgeting	13	26	18	36	8	16	3	6	2	4	6	12	23	46	27	54
Labour laws such as Workmen's Compensation Act	6	12	25	50	2	4	9	18	1	2	7	14	9	18	41	82
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total*N	117	234	162	324	46	92	53	106	14	28	58	116	177	354	273	546

N\* is equal to more than fifty because more than one answer was given.

Respondents received training in the following life skills :

(i) The majority (66%) of respondents were trained on how to look for a job

(ii) Twenty nine (58%) were trained on how to prepare themselves for interviews

(iii) Twenty eight (56%) respondents were trained on how to maintain productivity

Respondents were not trained in the following life-skills :

(iv) Forty one (82%) did not receive training on labour laws

(v) Thirty nine (78%) did not receive training on service contract

(vi) Thirty eight (76%) did not receive training on how to apply for a job\complete an application form as well as salary promotion

(vii) Above half (27%) did not receive training in budgeting.

Although respondents were trained to look for a job they were not prepared for entry into the open labour market. Entry into the open labour market was cited by 3 respondents who have never worked as one of the reasons for failure to find jobs. A need for life skills programme is indicated by Kritz (1979) and Olive (1983) as an important strategy for preparation of hearing impaired persons for the open labour market.

#### 5.4.9 In-service training received

In-service training in the context of this study meant training offered by employers in preparation for a job or to improve performance on the job (question 35).

In-service training is important to expand the employees understanding of the job requirements and context in which the job is performed as well as to improve the skills required to perform the job.

Figure 5.24 : In-service training received

In-service Training Received	Employed		Unemployed		Total	
	n	%	n	%	n	%
Yes	10	24	2	5	12	29
No	21	50	9	21	30	71
Total	31	74	11	26	42	100

The majority of respondents (30) did not receive in-service training in their work situation confirming Vernon et al's (1969) findings that deaf employees do not receive in-service training in their job situation.

Those (12) respondents who received in-service training from their employers were asked to specify the type of in-service training they received (question 36).

They were trained as follows :

Seventeen percent (2) received in-service training on computer programme and operation. In addition, 10 (83%)

respondents received in-service training on gardening, woodwork, tiling, literacy class in English, merchandise, parking, shoe repairing, tyre repairs and general assistance in a store room.

#### 5.4.10 Methods of communication used by employers during in-service training

The method used to communicate with the hearing impaired employee will determine the effectiveness of the training programme.

The same respondents were also asked (question 37) to specify the method of communication used by employers during in-service training.

Table 5.25 : Methods of communication used by employers during in-service training

Method of Communication	Employed		Unemployed		Total	
	n	%	n	%	n	%
Speech	2	17	-	-	2	17
Writing	5	41	2	17	7	58
Sign language	-	-	-	-	-	-
Visual aids	2	17	-	-	2	17
Other	1	8	-	-	1	8
Total	10	83	2	17	12	100

The majority (7) of employers used writing during in-service training.

Seventeen percent (2) of employers used speech and none used sign language as a method of communication.

According to table 5.6 these respondents who received in-service training were primarily trained by means of writing although writing was not their preferred method of communication. These respondents used combined method which included speech, writing and sign language. The latter being their preferred mode of communication.

Despite the fact that most employees used writing as a primary mode of communication, other methods were used to supplement writing like visual aids, miming and gestures which facilitated communication.

#### 5.4.11 Ability to follow instructions\lectures during in-service training

Those respondents who underwent in-service training were again asked (question 38) whether they understood instructions or lectures during in-service training irrespective of which method of communication that was used.

The following responses were given :

All respondents were able to follow instructions\lectures during in-service.

Table 5.15 and responses from question 38 showed that writing was mostly used by employers when communicating with respondents. Good written communication skills was required to promote communication between employers and respondents. Hatting (1987) view writing as an important communication tool when Deaf employees receive in-service training.

#### 5.5 EFFECT OF HEARING IMPAIRMENT ON SOCIALIZATION OF RESPONDENTS

The attitude of society, professionals and reactions of parents of hearing impaired children contribute to Deaf people's adjustment problems into the hearing community as well as their emotional immaturity. The inability to communicate by means of speech is seen by the hearing community as a failure as a result, the Deaf culture evolved with customs, morals and institutions which differed from the larger society.

The effect of deafness on socialization of respondents was also investigated because of its relevance to the fourth objective of this study.

Socialisation in the context of this study meant the building and maintenance of relationships with families, friends and employers in the community of which the hearing impaired person is a member.

#### 5.5.1 Ability of families to communicate with respondents

Communication between respondents and their families is important for normal emotional development of a Deaf person as well as his ability to integrate his disability with society and acceptance of his disability.

The following table illustrates (question 39) the ability of families to communicate with respondents according to the perception of the respondents.

Table 5.26 : Ability of families to communicate with respondents

Ability	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Yes	27	54	9	18	6	12	42	84
No	4	8	2	4	2	4	8	16
Total	31	62	11	22	8	16	50	100

According to these findings the majority (84%) of families were able to communicate with respondents.

The ability of families to communicate with respondents was significant as respondents felt understood and accepted. The reaching out of respondents' families made them feel important. Ballantine (1981) found that parents' reactions to deafness influences their acceptance of their disability and promote emotional maturity.

Those 8 (16%) respondents who said that their families were unable to communicate with them gave the following reasons :

(i) Six percent (3) of respondents said that their families did not like deaf people

(ii) Ten percent (5) of respondents said that their families were unwilling to communicate in sign language, instead they used speech.

These families perhaps were unwilling to communicate with their children or they were rejecting them because of difficulty to acquire sign language. Johnson, et al (1989) found that some parents lack the knowledge or communication skill of the deaf due to the fact that they are hearing and they have no experience of deafness. Ross (1982) found that negative reactions of parents lead to emotional immaturity and adjustment problems later in life.

#### 5.5.2 Methods used by families to communicate with respondents

Those 42 respondents who indicated that their families did communicate with them were asked (question 40) to specify the method of communication used by their families.

The methods used by families to communicate with respondents

are important because it conveys acceptance of deafness and its culture and promotes healthy relationship with respondents.

The above methods can be used individually or more than one method can be used simultaneously.

Table 5.27 : Methods used by families to communicate with respondents

Methods Used	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Speech	12	29	4	10	1	2	17	41
Sign language	7	17	3	7	1	2	11	26
Gestures	5	12	2	5	4	9	11	26
Writing	3	7	-	-	-	-	3	7
Other	-	-	-	-	-	-	-	-
Total	27	65	9	22	6	13	42	100

Methods used by the families to communicate with the respondents were as follows :

(i) Whilst 41% of families used speech only 12% of respondents used this method of communication which was combined with lip-reading and never used in singular

(ii) Sign language was used by 26% of families which showed significant difference from the percentage of respondents who used sign language

(iii) Twenty six percent of families used gestures against 4% of respondents who used this method

(iv) Writing was used by 7% of families whilst on the other hand 14% of respondents used this method as a substitute form of communication.

The method of communication used by families form part of the combined method used by the majority of respondents which stresses sign language, finger-spelling, speech reading and writing to be used simultaneously.

### 5.5.3 Family members who were able to communicate with respondents

Question 41 explored which family members were able to communicate with the respondents.

Table 5.28 : Family members who were able to communicate with respondents

Family Members	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Mother	8	19	4	10	3	7	15	35
Father	3	7	2	5	2	5	7	17
Spouse	5	12	-	-	-	-	5	12
Sister	5	12	2	5	-	-	7	17
Brother	3	7	1	2	-	-	4	10
Children	3	7	-	-	-	-	3	7
Other	-	-	-	-	1	2	1	2
Total	27	64	9	22	6	14	42	100

The following information may be derived from table 5.28 :

(i) The majority of mothers (15) tried to communicate with respondents

(ii) All 5 (12%) spouses of married respondents were able to communicate with one another. All five married Deaf persons

(iii) Only 7 fathers and sisters respectively of respondents were able to communicate with them;

(iv) Only 1 extended family member was able to communicate with respondent, that is, an uncle.

Family members who communicated in either sign language or gestures were spouses, siblings, children and mothers of respondents. Speech was used by fathers and sisters of respondents. Of these 17 respondents whose families used speech, 1 was hard of hearing and was able to lip-read.

The other 6 respondents acquired deafness after speech development and were also able to lip-read. The remaining 10 respondents were born deaf and were unable to lip-read.

The findings indicated that the majority of families tried to communicate with the respondents contradicting Johnson, et al's (1989) finding that families of Deaf persons do not have the communication skills or knowledge required to communicate with Deaf persons.

The 8 respondents who said in table 5.26 that their families were unable to communicate with them must live very isolated

lives. Boothroyd (1982) found that the most serious effect of negative reactions of parents toward their Deaf children are felt in the area of social and emotional development.

#### 5.5.4 Communication by employers

Deafness irrespective of its severity has different consequences on an individual's perception of speech, his understanding of normal conversation and his development of language.

Provision of hearing aids communication which include interpreters, lip readers and note-takers should be available to facilitate communication between employers and hearing impaired employees.

Employers in the context of this study refers to a person who employed respondents like a Director or Manager.

The following figure represents question 43 which illustrates whether employers were able to communicate with respondents.

Table 5.29 : Ability of employers to communicate

Ability to communicate	Employed		Unemployed		Total	
	n	%	n	%	n	%
Yes	25	59	4	10	29	69
No	6	14	7	17	13	31
Total	31	73	11	27	42	100

The majority of employers (69%) were able to communicate with respondents.

Those 13 employers who could not communicate with respondents directly (question 46) used hearing colleagues to act as interpreters.

With regard to question 44 and 45 as to who were those employers who could communicate with respondents and the method of communication they used, it was found that :

- (i) Fifteen colleagues were able to communicate with respondents using sign language
- (ii) Ten supervisors were able to communicate with respondents using writing

(iii) Only 4 foremen were able to communicate with respondents using gestures

(iv) No employer was able to communicate with respondents.

A picture emerges whereby non-verbal communication which comprises gestures and sign language became the dominant method of communication between respondents and others in the work situation. Hammermesiter and Timms (1989) and Savage, et al (1981) also found that Deaf persons naturally use their hands and gestures to communicate expressive information to hearing people because of inadequate verbal language.

#### 5.5.5 Attendance of staff meetings\social gatherings by respondents

Integration of hearing impaired persons into their work situation is characterized by the degree of their participation in activities of their employers as well as social interaction with their colleagues.

Respondents who were employed were requested to indicate whether they attended either staff meetings or social gatherings at work (question 47).

Table 5.30 : Attendance of staff meetings\social gatherings by respondents

Attendance	Employed		Unemployed		Total	
	n	%	n	%	n	%
Yes	19	45	3	7	22	52
No	12	29	8	19	20	48
Total	31	74	11	26	42	100

Just over half of respondents (52%) attended either staff meetings or social gatherings. However, the majority of these respondents were employed at the time of this study.

The reasons given by the 20 (48%) for not attending were as follows :

(i) Eight indicated that they did not understand the content of discussions at these meetings

(ii) Four did not understand meeting procedures

(iii) Six indicated that nobody at these meetings or social gatherings explained their purpose

(iv) Two stopped attending social gatherings because they associated social gatherings with drinking liquor.

It is significant that 20 stopped attending staff meeting\social gatherings due to their inability to hear. Provision of hearing aids communication (note-takers and interpreters) suggested by Moore (1992) in meetings\social gatherings to counteract hearing problem of hearing impaired employees in their work situation is evident.

#### 5.5.6 Feelings displayed at staff meetings\social gatherings

Lack of communication within the work environment creates anxiety and unhappiness amongst hearing impaired employees as it affects their degree of participation in activities of their employers as well as their attitudes.

The 22 (52%) respondents (question 48) had to indicate their feelings at staff meetings\social gatherings.

Table 5.31 : Feelings displayed at staff meetings\social gatherings

Feeling Displayed by Respondents	Employed		Unemployed		Total	
	n	%	n	%	n	%
At ease	2	9	-	-	2	9
Uneasy	5	22	-	-	5	22
Lonely	1	5	-	-	1	5
Isolated	1	5	-	-	1	5
Ignored	2	9	-	-	2	9
Angry	2	9	-	-	2	9
Happy	1	5	1	5	2	9
Bored	5	22	2	9	7	32
Sad	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total	19	86	3	14	22	100

It can be deduced that :

(i) Most (82%) respondents felt negatively about staff meetings and social gatherings

(ii) Thirty two felt bored at either staff meetings or social gatherings

(iii) Twenty two per cent (7) of respondents also felt uneasy

(iv) Forty one percent (9) felt lonely, isolated, ignored and uneasy

(v) Only (18%) 3 had positive feelings about staff meetings and social gatherings.

The majority of respondents displayed negative attitude towards staff meetings and social gatherings which affected their degree of participation in job related activities and their adjustment. Ross (1982) confirms that the climate in which Deaf people live contribute greatly to their emotional and adjustment problems.

**5.5.7 Socialization with friends and others**

Despite problems hearing impaired persons experience regarding communication and adjustment problems, they display adequate socialization pattern with their friends.

Respondents had to indicate whether they have friends (question 50).

Figure 5.32 : Friends of respondents

Friends	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Yes	31	62	11	22	6	12	48	96
No	-	-	-	-	2	4	2	4
Total	31	62	11	22	8	16	50	100

The majority of respondents indicated that they have friends. It is therefore presumed that they were able to establish relationships with friends confirming Furth's (1973) findings that Deaf people have close friends.

Those respondents who had friends indicated who their friends are (question 51).

**5.5.8 Hearing status of friends**

Table 5.33 : Hearing status of friends

Composi- tion	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Deaf only	11	23	3	6	2	4	16	33
Hearing only	2	4	-	-	-	-	2	4
Deaf and hearing	18	38	8	17	4	8	30	63
Other	-	-	-	-	-	-	-	-
Total	31	65	11	23	6	12	48	100

Six respondents instead of 8 were recorded in table 5.33 and 5.34 because two respondents had indicated that they did not have friends.

The majority of respondents (30) had both Deaf and hearing friends.

A quarter of respondents (16) had only Deaf friends.

The following reasons (question 52) were given for the choice of friends :

(i) Deaf only

- \* They have been in the same school with Deaf friends;
- \* It is difficult to communicate with hearing friends

(ii) Hearing only

- \* Deaf friends are not liked because they gossip;

(iii) Deaf and Hearing

- \* They liked both Deaf and hearing friends
- \* Hearing friends helped respondents to associate with other people.

#### 5.5.9 Methods of communication used with friends

Methods of communication used with friends differ from those used with families and employers due to the fact that respondents are free to use their preferred method of communication.

The methods of communication used with friends (question 53) were explored.

Table 5.34 : Methods of communication used with friends

Methods of Communication	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Speech	7	15	2	4	-	-	9	19
Writing	4	8	-	-	-	-	4	8
Gestures	3	6	1	2	3	6	7	15
Sign language	15	32	8	17	3	6	26	54
Other	2	4	-	-	-	-	2	4
Total	31	65	11	23	6	12	48	100

The following information may be derived from table 5.34 :

According to the above about half (26) of the respondents used sign language when communicating with their friends. Johnson, et al (1989); Hoemann and Hoemann (1981) and Beaudion (1984) say that when Deaf people are with their friends they prefer to communicate in sign language.

Only 9 respondents used speech when communicating with their friends.

The reasons the two respondents gave for not having friends were the following (question 54) :

One's friend passed away. The other respondent did not know of deaf persons in his area with whom he could be friends. This is an indication of the isolation of these respondents.

#### 5.5.10 Methods used to make hearing people aware of respondents hearing problems

Acceptance of deafness requires acknowledgement of the disability and the ability to make hearing people aware of the disability due to the fact that it is not visible.

The methods used by respondents to make hearing people aware of their deafness were explored (question 55).

Table 5.35 : Methods used to make hearing people aware of respondents hearing problem

Methods	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Openly disclose one's hearing problem	16	32	10	20	6	12	32	64
Pretence	6	12	-	-	1	2	7	14
Sit silently	7	14	1	2	1	2	9	18
Avoiding hearing people	2	4	-	-	-	-	2	4
Other	-	-	-	-	-	-	-	-
Total	31	62	11	22	8	16	50	100

The following information may be derived from table 5.35 :

(i) Sixty four per cent (32) of respondents openly disclosed their hearing problem to hearing people

A picture emerges of respondents who accepted and identified themselves with deafness. Acceptance and identification with deafness is the typical profile of an implicit deaf community which sees itself as a separate cultural group. This view is confirmed by Quigley (1984); Beaudion (1984); Furth (1973); Hoeman and Hoeman (1981) and Johnson, et al (1989).

(ii) The 13 respondents who disclosed negative reactions varying from sitting silently in a crowd of hearing people to pretence confirmed research studies that deaf people deny their deafness (Vernon, et al (1969); Stevens (1989) and Stein, et al (1981)

(iii) The two respondents handled the problem negatively by avoiding hearing people.

#### 5.6 PROBLEMS EXPERIENCED AND NATURE OF SUPPORTIVE SERVICES RECEIVED BY THE RESPONDENTS

The nature of the variety of problems experienced by the hearing impaired indicate the need for supportive services required to help them to deal with their problems adequately.

The nature of supportive services received by respondents was investigated. It is relevant to the fifth objective.

#### 5.6.1 Problems respondents experienced since they left school

The nature of problems respondents experienced since they left school (question 56) were explored.

The problems respondents had to describe in the context of this research had the following meaning :

- (i) Documentation : inability to obtain birth certificate or identity document;
- (ii) Finance : lack of money;
- (iii) Communication : inability to communicate either with families, friends or employers;
- (iv) Strained relationship with family members : conflict with family members;
- (v) Usage of public transport : lack of knowledge of public transport routes and obtaining either bus or train ticket;
- (vi) Employment : inability to get a job;
- (vii) Accommodation : overcrowding, lack of shelter or inability to buy own house;
- (viii) Medical : any illness that leads to either contact with a medical practitioner or admission to a hospital;
- (ix) Clothing: lack of or sufficient clothes;
- (x) Food : lack of food;
- (xi) Alcohol\drugs : abuse of either alcohol or drugs;
- (xii) Usage of public place : communication barrier, lack of knowledge of procedures in opening a bank account or posting items at the post office;
- (xiii) Building\maintaining an intimate relationship : the inability to form or maintain a relationship with the opposite sex;

Table 5.36 : Problems respondents experienced since they left school

Problems	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Document- tation	11	22	9	18	8	16	28	56
Finance	15	30	8	16	8	16	31	62
Communi- cation	9	18	5	10	6	12	20	40
Relation ship with family members	7	14	4	18	4	8	15	30
Usage of public transport	8	16	5	10	8	16	21	42
Employment	17	34	11	22	8	16	36	72
Accommo- dation	11	22	6	12	3	6	20	40
Medical	10	20	5	10	4	8	19	38
Clothing	5	10	7	14	3	6	15	30
Food	4	8	11	22	5	10	20	40
Alcohol\ drugs	4	8	11	22	5	10	16	32
Legal	5	10	6	12	2	4	13	26
Usage of public places	8	16	10	20	8	16	26	52
Building an intimate relation ship	4	8	6	12	1	2	11	22
Other	2	4	1	2	2	4	5	10
Total *N	120	240	103	206	73	146	296	592

\* n is equal to more than 50 because more than one answer was possible.

The following information may be derived from the above table :

(i) The majority (72%) of respondents experienced employment problems

(ii) Sixty two percent (31) experienced financial problems

(iii) Fifty six percent (28) experienced documentation problems

(iv) Fifty two percent (26) had problems in terms of usage of public places

(v) Almost a quarter (16) of respondents had drinking or drug abuse problems

(vi) More frequent problems experienced by respondents were communication, accommodation and food.

With regard to the detailed account of problems respondents experienced (question 57) the following information was derived :

(i) Documentation

Thirty two percent (16) said that they did not understand the procedure of applying for an identity document;

Sixteen percent (8) had no identity document when they left school

Eight percent (4) had no birth certificates which they had to use when applying for an identity document.

(ii) Finance

Forty percent (20) said that inspite of being employed their salaries were too low to meet all their expenses

Twenty two percent (11) said that their families could not afford to maintain them since they were unemployed.

(iii) Communication

Thirty percent (15) could not communicate effectively with hearing people after acquiring deafness.

Ten percent (5) said that they could not communicate with hearing people because they did not know sign language.

(iv) Relationships

Fourteen percent (7) said that their relationship with their fathers was bad but they could not give reasons when asked to explain why their relationship was bad

Ten percent (5) said that they had bad relationship with their siblings.

(v) Use of drugs\alcohol

Six percent (3) said that they had conflict with their parents because they abused alcohol.

(iv) Usage of public transport

Thirty eight percent (19) were unable to use public transport because they did not know the public routes

One (2%) had problems with either the purchase of a bus ticket or was afraid to use public transport on his own.

(vi) Employment

Twenty percent (10) said that they struggled to get jobs because employers were reluctant to employ them because of their deafness

Sixteen percent (8) could not get jobs after being dismissed or retrenched

Twenty four percent (12) experienced conflict with their employers and colleagues due to communication problems.

(vii) Accommodation

Twelve percent (6) had problems in getting jobs after they acquired deafness

Twenty two percent (10) were living in over-crowded conditions at their homes or had nowhere to live since they were originally not from the Witwatersrand area

Ten percent (5) could not buy their own homes because their salary was low.

(viii) Medical

All 19 (38%) said that the major problem they experienced when they were sick was communicating with medical staff and understanding hospital or clinic procedures.

(ix) Clothing

Ten percent (5) could not afford to buy themselves clothes even though they were employed and six percent (3) respondents said that their families could not afford to buy clothes for them because they had other siblings to maintain.

Fourteen (75) said that their families were refusing to buy clothes for them because they were unemployed.

(x) Food

All 20 (40%) said that due to the fact that they were not working they could not contribute financially to their families. In return their families could not afford to buy them food.

(xi) Alcohol\drugs

All 16 (32%) said they were abusing liquor or drugs, that is dagga.

(xii) Legal

All 13 (26%) said they were either acquitted or sentenced for criminal offences involving theft, vagrancy and rape.

(xiii) Usage of public places

Twenty six percent (13) had problems with using postal procedures, that is, posting money and parcels and registering items as well as opening a banking account.

(xiv) Building an intimate relationship

Sixteen percent (8) had problems in initiating and maintaining a relationship

Six percent (3) indicated that they could not communicate effectively with their partners.

(xv) Other

Those 5 (10%) with "other" problems, said they experienced marital problems, lack of understanding procedure of lobola, unable to understand television programmes and unable to read and write.

#### 5.6.2 Nature of Problems solved by respondents

It is accepted that hearing impaired persons do have problem-solving capacity. For this reason the solution to the kind of problems that they experienced as indicated in table 5.36 were explored in the following table (question 58).

The following information may be derived from table 5.36 and comparison of table 5.37 :

Table 5.37 : Nature of problems solved by respondents

Problems	Employed				Unemployed				Never Employed				Total			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Documentation	11	22	-	-	7	14	2	4	6	12	2	4	24	48	4	8
Finance	10	20	5	10	2	4	6	12	2	4	6	12	14	28	17	34
Communication	5	10	4	8	3	6	2	4	3	6	3	6	11	22	9	18
Relationship with family members	4	8	3	6	2	4	2	4	2	4	2	4	6	12	7	14
Usage of public transport	8	16	-	-	4	8	1	2	5	10	3	6	17	34	4	8
Employment	17	34	-	-	6	12	5	10	-	-	8	16	23	46	13	26
Accommodation	5	10	6	12	1	2	5	10	2	4	1	2	8	16	12	24
Medical	8	16	2	4	4	8	1	2	4	8	-	-	16	32	3	6
Clothing	4	8	1	2	5	10	2	4	2	4	1	2	11	22	4	8
Food	4	8	-	-	3	6	8	16	2	4	3	6	9	18	11	22
Alcohol/drugs	2	4	2	4	2	4	7	14	3	6	-	-	7	14	9	18
Legal	5	10	-	-	6	12	-	-	2	4	-	-	13	26	-	-
Usage of public places	6	12	25	50	2	4	9	18	1	2	7	14	9	18	41	82
Building an intimate relationship	3	6	1	2	3	6	3	6	1	2	-	-	7	14	3	6
Other	-	-	2	4	-	-	1	2	2	4	-	-	-	14	3	6
Total*N	91	182	29	58	57	102	52	104	41	82	32	64	179	384	140	280

N\* is equal to more than fifty because more than one answer was given.

(i) Documentation

Of the 28 who experienced documentation problems, 24 (48%) were able to solve them

(ii) Finance

Of the 31 who experienced financial problems (14) 28% were able to solve those problems

(iii) Communication

Of the 20 who had communication problems 11 (22%) were able to solve them

(iv) Relationship with family members

Of the 15 who experienced relationship problems with their families 6 (12%) were able to resolve those problems

## (v) Usage of public transport

Of the 21 who had experienced problems in using public transport, 17 (34%) were able to solve them

## (vi) Employment

Of the 36 who had experienced employment problems, 23 (46%) were able to solve them of which 17 (34%) were employed respondents. Of the 11 unemployed respondents, 6 (12%) managed to find employment although they later on lost those jobs

## (vii) Accommodation

Of the 20 who experienced accommodation problems, only 8 (16%) were able to solve them of which the majority (5) were employed

## (viii) Medical

Of the 19 who had medical problems 16 (32%) were able to solve them

## (x) Clothing

Of the 15 who experienced problems with clothes 11 (22%) were able to solve them

## (x) Food

Of the 20 who had problems with food 9 (18%) were able to solve them of which the majority 4 (8%) were employed

## (xii) Legal

All (13) the respondents who had legal problems were able to solve them

## (xiii) Usage of public places

Of the 26 who experienced problems in using public places, 9 (18%) were able to solve them

The respondents solved the problems in the following manner (question 59)

## (a) Documentation

All respondents said that either their families or friends helped them to apply for identity documents and birth certificates

## (b) Finance

Those respondents who were working said that their financial problems were solved when they earned salaries

## (c) Communication

Respondents said that they had to teach their families and friends sign language which solved their communication problem

## (d) Relationship with family members

Family meetings were held to resolve the conflict between respondents and their parents

## (e) Usage of public transport

All respondents said that they taught themselves how to use public transport by learning the route

## (f) Employment

Fifteen respondents said that they went to the office of the Silent Ad Hoc Committee where they were given letters to look for work. Sixteen respondents said that they looked for employment on their own

## (g) Accommodation

Four respondents said that they bought their own house

Other respondents said that they left home and either stayed with families or rented a room or in a hostel

## (h) Medical

The problem was solved by going to the hospital

## (i) Clothing

All those working respondents said that when they started working they were able to buy themselves clothes. Those respondents who are unemployed said that their families are buying clothes for them

## (j) Food

Respondents said that they went to a Welfare Organisation which gave them food parcels

## (k) Alcohol\drugs

Respondents said that they sought professional help whilst

others said that their families had a serious talk with them

(l) Legal

Respondents said that they were able to get a legal representative whilst others said that social workers helped them in Court by getting interpreters

(m) Usage of public buildings

Respondents said that families and friends taught them how to use a post office and a bank

(o) Other

Respondents said that they attended literacy classes to improve their English.

**5.6.4 Persons who helped respondents to solve their own problems**

Families of hearing impaired persons play a dominant role in helping them to cope with their problems and in enhancing their problem-solving capacities. Persons who helped respondents with their problems were explored in the following table (question 60).

Figure 5.38 : Persons who helped respondents to solve their own problems

Persons who helped Respondents	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Mother	8	16	3	6	2	4	13	26
Father	2	4	3	6	1	2	6	12
Sister	2	4	-	-	2	4	4	8
Brother	2	4	2	4	2	4	6	12
Aunt	-	-	-	-	1	2	1	2
Uncle	-	-	-	-	-	-	-	-
Grandmother	5	10	1	2	-	-	6	12
Grandfather	1	2	-	-	-	-	1	2
Friends	4	8	-	-	-	-	4	8
Other	7	14	2	4	-	-	9	18
Total	31	62	11	22	8	16	50	100

The following information may be derived from table 5.38 :

(i) The majority of respondents (13) used their mothers' as a source of problem solving

(ii) Twelve percent (6) of respondents respectively used their fathers', brothers' and grand mothers' as a source of problem solving

(iii) The family of the respondents were mostly (82%) used rather than community resources like the Silent Ad Hoc Committee, social workers and teachers of the Deaf.

#### 5.6.4 Job Related problems

Hearing impaired employees experience a unique set of problems in the work place that could affect their performance on the job like the inability to answer a telephone. For this reason, supportive programmes geared towards their adjustment in the work situation is of vital importance. Job related problems were explored in the following table (question 61).

Table 5.39 : Job related problems

Job Related Problems	Employed		Unemployed		Total	
	n	%	n	%	n	%
Wages\salary too low	19	45	11	26	30	71
Unhappy with type of work done	10	24	9	21	19	45
Unhappy with working conditions	15	36	7	17	22	52
Building inaccessible	30	71	11	26	41	98
Communication	15	36	7	17	22	52
Relationship with colleagues						
\Management	5	12	5	12	10	24
Labour disputes	13	31	10	24	23	55
Injuries at work	6	14	6	14	12	29
Retrenchment\dismissal	8	19	8	19	16	38
Other	1	2	-	-	1	2
Total *N	122	290	74	176	196	466

\* N is equal to more than forty two because more than one answer was possible.

From the above table the following information can be deduced :

(i) The majority of respondents (41) said that the building in which they worked was unfriendly that is, no flashing light when a person knocks on the door or when there is fire

(ii) Seventy one percent (30) respondents indicated that their wages\salaries were too low

(iii) More than half (23) of respondents had experienced labour disputes like strikes whereby their jobs were lost, they were intimidated and no explanation was given by Unions about the purpose of the strikes

(iv) Equally as many (52% 22) respondents were either unhappy with their working conditions or were experiencing communication problems

(v) More than a quarter of respondents were either unhappy with the type of work they were doing or were retrenched\dismissed from their work

(vi) Less than a quarter of respondents were either injured at work or were encountering relationship problems with their colleagues\management.

Physical accessibility, (that is, friendly (or equipped) with equipment to facilitate communication, was the dominant problem encountered by respondents in the open labour market as described by Hatting (1987). This is attributed to the fact that the National Building Regulations make no provision for minimum standard equipment with which to equip a building with visual facilities to accommodate deaf persons as employees.

Relationship problems with colleagues\management was minimally experienced by respondents contradicting the work of Lamon & Harris (1982) who found deafness as having adverse effect on relationships in the work situation.

Unpleasant working conditions, low wages\salaries, retrenchment, dismissal, communication problem and labour disputes constituted reasons that led respondents to resign from their jobs. Prinsloo (1983) confirms this finding in her survey.

#### 5.6.5 Persons who helped respondents to solve job related problems

Employers and organisations working with the deaf are seen as resources in assisting hearing impaired employees with their job related problems. Persons who helped respondents

to solve their job related problems were then explored in the following table (question 62).

Table 5.40 : Persons who helped respondents to solve job related problems

Persons Used	Employed		Unemployed		Total	
	n	%	n	%	n	%
Supervisor	8	19	3	7	11	26
Social worker	5	12	-	-	5	12
Teacher	3	7	-	-	3	7
Hearing friend	6	14	2	5	8	19
Deaf friend	5	12	3	7	8	19
Unionist	1	2	1	3	2	5
Family	3	7	2	5	5	12
Lawyer	-	-	-	-	-	-
Work placement officer	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total	31	73	11	27	42	100

The supervisors in the work situation were used by the majority of respondents (11) to solve job related problems like wages, type of work done, working conditions and injuries.

Nineteen percent (8) of respondents used either hearing or deaf friends to solve their job related problems respectively like relationship with colleagues\management and working conditions.

None of the respondents used either a Lawyer or a Work Placement Officer as a resource for problem solving.

Twelve percent (5) of respondents either used a social worker or their families respectively to solve their job related problems like labour disputes, inaccessibility of the building and wages\salaries.

The least used persons to solve job related problems were the Unionist to solve retrenchment\dismissal problems.

#### 5.6.6 Persons to help unemployed respondents

Social workers working with the deaf are generally regarded as playing a dominant role in job placement of hearing impaired persons. For this reason, those 10 respondents who

were unemployed were asked to indicate persons who should help them to find employment in the following table (question 63).

Table 5.41 : Persons to help unemployed respondents

Persons to help	Unemployed		Never Employed		Total	
	n	%	n	%	n	%
Teacher	-	-	-	-	-	-
Social worker	4	37	4	50	8	4
Work placement officer	2	18	-	-	2	11
Family	3	27	2	25	5	26
Other	2	18	2	25	4	21
Total	11	100	8	100	19	100

The majority (8) indicated that social workers were requested to help them with job placement. Ward (1978) and Dale (1984) say that finding employment for deaf job seekers is generally accepted as a major role of a social worker.

#### 5.6.7 Other forms of help needed

Employment of hearing impaired persons does not manifest itself as the only problem experienced but there are other secondary problems that add to the situation. Respondents were asked in the following table to indicate other forms of help needed (question 64).

Table 5.42 : Other forms of help needed

Other Forms of Help Needed	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Food	-	-	1	2	6	2	7	3
Shelter	18	36	5	10	1	2	24	48
Training	25	50	11	22	8	16	44	88
Counselling	5	10	5	10	1	2	11	22
Other	1	2	1	2	2	4	4	8
Total *N	49	98	23	66	18	36	100	200

\* N is equal to more than 50 because more than one answer was possible.

According to the above the following is deduced :

- (i) Eighty eight percent (44) of respondents said that they needed further training;
- (ii) Forty eight percent (24) needed shelter of their own
- (iii) A quarter needed food
- (iv) Only 9 respondents who were employed said that they did not need other form of help.

#### 5.6.8 Persons to help with other forms of problems

Respondents were asked to indicate whom they regarded as resourceful people who should help with other forms of help in the following table (question 65).

Table 5.43 : Persons to help with other forms of problems

Persons to help	Employed		Unemployed		Never Employed		Total	
	n	%	n	%	n	%	n	%
Social worker	4	10	1	2	4	10	9	21
Family	8	18	2	5	2	5	12	29
Hearing friends	2	5	1	2	-	-	3	7
Deaf friends	10	24	6	14	2	5	18	43
Other	-	-	-	-	-	-	-	-
Total	24	57	10	23	6	20	42	100

Figure 5.43 indicates that :

- (i) The majority (18) of respondents chose Deaf friends to help them with other problems they experienced.
- (ii) Twenty nine percent (12) chose their families to help with other problems they experienced
- (iii) Twenty one percent (9) chose social workers to help them. The majority of these respondents were employed.

The reason might be that respondents do not know the role of a social worker and in most cases social workers are not fluent in sign language.

#### 6. SUMMARY

Chapter 5 analyzed the results of the empirical study in detail. The results are interpreted according to the objectives of this study and theoretical literature.

The characteristics of respondents are first analyzed, followed by employment problems, nature of vocational training and in-service training received by respondents, effect of hearing impaired on socialisation of respondents and nature of supportive services received by respondents.

In the next chapter, the conclusions and recommendations are given.

## CHAPTER 6

## CONCLUSION AND RECOMMENDATIONS

This chapter deals with the conclusions and recommendations and evaluates the importance of the findings of this study and their relevance to social work practice. All respondents had hearing loss of different degree and was selected from the Silent Ad Hoc Committee (35), Katlehong Football Club (10) and Association for the Hearing Impaired (5).

Snowball sampling was used from the names drawn from the caseloads of social workers employed by the South African National Council for the Deaf. In total, 50 black Deaf job seekers and employees were interviewed within the Witwatersrand areas. Thirty one (62%) were employed, eleven (22%) were unemployed and 8 (16%) were never employed.

The findings are not representative of all Deaf job seekers and employees in South Africa due to the small sample size. This was due to the fact that the research was confined to the Witwatersrand area as well as to black Deaf persons.

A literature study was used to achieve objective 6.1.1 and an interview schedule was used to achieve objectives 6.1.2, 6.1.3, 6.1.4 and 6.1.5.

## 6.1 THE OBJECTIVES

### 6.1.1 Objective one :

**To study the effect of hearing impairment in a work situation.**

A literature study was undertaken to study this objective. The findings were presented under the following nine headings :

#### 6.1.1.1 The effect of deafness on communication, speech and language development in relation to the work situation.

The extent to which hearing impairment is bound to influence an employee in a work situation is a highly individual matter and depends on a number of factors such as, the impairment of the mechanisms of the ear, the degree of hearing loss, the age of onset of deafness, the attitudes of both employer and the Deaf employee and environmental barriers within the job situation.

The following four aspects were covered in this heading :

\* The effect of conductive hearing loss in a work situation

Conductive hearing loss is either congenital or acquired and causes hearing loss of  $\pm 10$  to  $\pm 60$  decibels. According to Jaffe (1977) this decibel leads to inability to perceive faint sound like speech or difficulty to speak fluently and coherently.

Employees suffering from conductive hearing loss are unable to do jobs that require understanding of speech. Ward (1982) found that jobs that require either vocal communication or the use of a telephone cannot be done by employees suffering from conductive hearing loss.

Restrictions of certain jobs are imposed on employees suffering from a hearing loss of  $\pm 10$  -  $\pm 60$  decibel due to the nature of the job which requires understanding of faint speech beyond 3-5 metres in distance. According to Ward (1982) jobs that require either vocal communication or the use of a telephone like receptionists cannot be done by employees suffering from hearing loss of  $\pm 10$  -  $\pm 60$  decibel.

\* The effect of sensory-neural loss in a work situation

Sensory-neural hearing loss is also congenital or acquired and leads to irreversible sudden hearing loss or progressive sensory neural loss. This type of hearing loss causes hearing loss between  $\pm 70$  -  $\pm 90$  decibel and is profound. Profound hearing loss leads to speech disorders and language problems.

According to Jaffe (1971) an employee with sensory-neural loss has a slow, dull and monotonous speech and he is viewed as a failure in the open labour market because of his failure to acquire an acceptable standard of communication. In return, he is usually given jobs that offer little challenge to his intelligence, ability and education (Merrill, 1978).

\* The effect of the degree of hearing loss on employment

The degree of hearing loss takes into account the extent to which it has affected speech and language. Webster (1986) points out that the degree of hearing loss affects speech and language acquisition as well as the understanding of normal conversation.

The degree of hearing loss leads to either mild, severe or profound deafness and its effect on speech and language acquisition will depend on the age at which it was acquired.

An employee with severe or profound hearing loss which was acquired before language is likely to have poor vocabulary and grammar due to the inability to read and write (Frisina 1979).

Due to the fact that written language is needed in the open labour market to impart knowledge, employees with severe or profound hearing loss are unable to undergo in-service training or to be employed in skilled jobs because of their inability to read and write (Ward 1981).

Severe or profound deafness also influences the availability of jobs due to the problem it creates in entering the open labour market because of communication breakdown. Michael (1970) found that such employees are likely to keep their jobs for a significantly longer period because of their difficulties in securing and changing jobs.

Post-lingual deafness especially if it is severe or profound will have little effect on written language but it will affect communication because of the failure to follow and understand conversation. Such employees according to Hughes, et al (1977) will be worried about their jobs especially if the nature of their jobs they are doing require verbal communication.

\* The effect of the age of onset of hearing loss in a work situation

The age of onset of hearing loss affects the mode of communication hearing impaired employees will use. Congenitally Deaf employees usually use sign language or gestures as dominant modes of communication whilst adventitiously Deaf employees use speech and lip-reading as their primary mode of communication.

Morgan (1986) argues that generally, hearing employers do not know sign language and as such congenitally Deaf employees encounter communication breakdown in a work situation if they use sign language.

On the other hand, the adventitiously Deaf employee also encounters communication problems using lip-reading to follow conversation (Leuy 1980) because some of the sounds of the spoken language are either the same, obscure or invisible.

Schein & Delk (1974) point out that congenitally Deaf employees have a more favourable occupational distribution in the open labour market than adventitiously Deaf employees because of their ability to accept and identify themselves with the Deaf culture.

However, because of language related problems and inferior

education of the congenitally Deaf employee, the adventitiously Deaf employee has the highest rate of professional and technical employment. Johnson, Liddel and Erting (1989) point out that congenitally Deaf employees have inferior employment status and low salaries.

6.1.1.2 The realities of the open labour market on black hearing impaired persons

In order to understand the realities of the open labour market on respondents the following two aspects were investigated :

\* The transitional period between leaving school and being employed

The transitional period usually lay a foundation to deaf school leavers because of the preparation and skills acquired to enter the open labour market. Schools for the Deaf according to Allen, et al (1989) prepare Deaf school leavers through vocational education involving various activities such as skills training, employment assessment and actual placement in the open labour market.

This transitional period also plays an important role in career choice of Deaf school leavers and future employment in the open labour market. Gerdes, et al (1988) explain that failure of the Deaf school leaver to discover an occupation which is congruent with his abilities, interest and values may lead to unemployment.

Allen, et al (1989) further point out that the success of Deaf employees in the open labour market also depends on the working knowledge they will acquire during this transitional period if they are encouraged to undertake holidays or week-end jobs because they are exposed to skills, responsibilities and roles needed by employers.

The families of Deaf school leavers also exert influence during this period as their influence can either expose them to work ethics or to non-work subculture. Bannerman, et al (1989) found that 14% of unemployed Deaf youth came from families who were unemployed.

\* The adjustment period within the working environment

The primary obstacle Deaf employees encounter in securing employment is usually entry into the open labour market. Boone, et al (1988) cite communication, poor understanding of the job seeking process and negative attitude of employers as obstacles in securing employment.

The negative attitude of employers and environmental barriers are also two major obstacles reported by Deaf

employees once they secure employment. Reluctance to employ Deaf employees because of their inability to understand instructions (Mitchel 1987), prejudice based on the fear of the unknown like how to communicate with Deaf employees (Dethlets 1987) and lack of knowledge of the effect of deafness (Schein, et al 1974) are major causal factors of negative attitude of employers.

The following environmental barriers are encountered by Deaf employees :

\* Gender, age and race restrict job opportunities for Deaf employees. Young female and black Deaf employees have a higher rate of unemployment than their white counterparts (Merrill 1978 and Prinsloo 1983 respectively)

\* Socio-economic status of Deaf employees influences their employment status and salary structure

Black Deaf employees are usually employed in poorer position with low income because of their quality of education (Hatting, 1987)

\* Adaptation of the working environment must be undertaken when Deaf employees are absorbed into the open labour market. Provision of an interpreter or assistive devices like a flashing alarm and outside supportive services are some of the changes that have to be effected when employing Deaf employees (Herbst, 1980).

6.1.1.3 The preparation of black hearing impaired persons for the open labour market

The following three aspects were investigated in order to ascertain preparation of hearing impaired employees for the open labour market :

\* An adequate means of communication for acquiring language

The fundamental aim of the education of the Deaf is to give Deaf employees adequate communication skills and good written language. Two basic techniques are used by schools for the Deaf to achieve this aim namely, oralism and total communication (Heimgartner, 1982).

The oralism encourages speech reading as the basis of effective communication in order for the Deaf to master speech which is the standard tool of communication in the open labour market (Stein, et al 1981).

Total communication on the other hand encourages fingerspelling and sign language as additional modes of communication. Total communication enables the

implementation of bilingual education which addresses the need for Deaf employees to acquire sign language and English (Morgan, 1986).

Both oral and total techniques stress writing and reading as other components of communication skills essential for day to day communication in the open labour market.

\* Vocational training and in-service training

Vocational training forms part of preparation of black deaf employees for various work situation ranging from career choice, life skills acquisition, assessment and work experience (Allen, et al 1989).

Bornman (1991) outlines the vocational training received by the black hearing impaired which introduces them to the technical field during primary education. Thereafter, they are taught basic skills like care and use of tools, measuring, sawing and drilling in standard 4 and followed by the selection of specific career in accordance with their interest and aptitude at senior secondary level.

Preparation of the black hearing impaired is also undertaken by outside agencies who equip them with working knowledge to effectively deal with challenges of the open labour market. Outside agencies working with the Deaf provide job placement services to assist hearing impaired job seekers and employees to adjust within their working environment (Sutcliffe, 1971).

Job placement of black hearing impaired vary from sheltered employment to free competition in the open labour market. Hatting (1987) outlines the following preparation given to the black hearing impaired :

- \* Supply of information regarding job opportunities
- \* Creation of a favourable climate within the job situation
- \* Support to the employer
- \* Failure of the education of the Deaf to provide adequate programmes to meet industrial needs.

Generally, the education of the Deaf is inferior when compared to the education of hearing children. It should be pointed out that the major contributory factor to this status quo is lack of acquisition of language by Deaf children (Johnson, et al, 1989).

Schools for the Deaf also contribute because they place emphasis on academic rather than vocational training due to

the fact South African Departments of Education regard vocational training of disabled persons as not part of their function (Engelbrecht 1989).

Mokgare (1980) identifies the weaknesses in the education of the black Deaf as tied up with the old apartheid policy which saw no justification of educating the black Deaf while a large proportion of the population is illiterate.

Anderson (1972) cites lack of community resources to facilitate early identification of hearing loss in black communities playing an important role in the poor standard of education of the black Deaf.

6.1.1.4 The effect of hearing impairment on emotional, sociological and cultural development of Deaf and Hard of Hearing people

\* Emotional development of Deaf persons

Due to the fact that Deaf people have been encouraged to deny their deafness, it has led them to think that it is wrong to be Deaf. Vernon, et al (1969) argue that this has led the Deaf to develop an inferiority complex.

How a Deaf person behaves and sees himself is influenced by his ability to integrate his deafness with this family. According to Ballantine (1981) factors such as parents' reaction to deafness and his relationship with his siblings will either promote or retard his emotional maturity.

Societal attitudes also place a major constraint on the healthy emotional development of the Deaf. Jacobs (1980) and Stevens (1989) highlight negative attitudes of hearing people contributing to the adjustment problem of the Deaf.

\* Sociological aspects of being deaf

Hearing impaired persons are regarded as second class citizens because of their deafness. This is due to the fact that hearing people who are in the majority exaggerate their power and dominance over the disabled persons who are in the minority (Vernon, et al 1969). Therefore, hearing impaired employees irrespective of their academic or socio-economic status are given low-grade work (Jacobs 1980).

Despite sociological problems hearing impaired persons experience they display an adequate level of effective personal contact with their hearing friends (Furth 1973).

(iii) Cultural development of Deaf persons

Due to communication problems experienced by Deaf persons, the Deaf culture evolved with customs, morals and

institutions different from the larger hearing society (Ross 1989).

The following aspects constitute the Deaf culture :

- \* Sign language
- \* Lack of eye contact which expresses communication breakdown
- \* Deaf parents
- \* Attendance in residential schools for the Deaf
- \* Speech is regarded as taboo.

6.1.1.5 Strategies that could be employed to counteract employment problems of the Deaf and Hard of Hearing

The strategies are discussed in the following three sections :

- \* Employee assistance programme for potential Deaf school leavers

Employee assistance programme for Deaf school leavers should concentrate on independent living skills to assist them to adjust within their working environment (Ward 1982).

The independent living skills programme should cover the following aspects :

- \* Assertiveness programme to improve school leavers' self image and presentation of themselves during interviews (Asmall 1984)
- \* Career information and choice which should be supplemented by visits to employers, organisation of educational talks by Deaf workers and liaison with training institutions (Johns 1993)
- \* Work related programme which should include self discipline and responsibility, work ethics, location and usage of public transport, service contract and termination of service, labour laws, renting or buying a house, drug and alcohol awareness, consumer education and Deaf culture (Olive 1983)
- \* Interpreting services to facilitate communication during recruitment process, explanation of work procedures, training courses, appraisal and promotion, discipline and grievances proceedings and trade union meetings (Mitchell 1987).
- \* Employee assistance programme by employers

This programme should facilitate adjustment of Deaf employees. It should cover the following aspects :

- \* A policy document endorsing services to be accessible to individual disabled employee (Taylor 1987)
- \* Communication skills programme aimed at supervisors and colleagues explaining basic communication techniques of the Deaf (Taylor 1987)
- \* Provision of interpreters, lip-readers and note-takers during staff meetings and training sessions to facilitate communication (Moore 1992)
- \* Hearing conservation programme geared toward the hearing work force with special emphasis on education and wearing of hearing devices in noise induced areas (Kielblock 1988)
- \* Contracted out programmes to deal with personal problems of Deaf employees to counteract communication problems (du Plessis 1991)
- \* Screening tests for hearing, provision of drugs to treat ear diseases and regular hearing tests should form part of the health programme (Opt'Hof 1990).
- \* Employee assistance programme by welfare organisations

Welfare organisations render services to Deaf employees because presently there are few employers who offer employee assistance programme to them. The programme should also cover the following aspects :

- \* Supported employment and time-limited transitional programme for the lower functioning Deaf employees who enter the open labour market without skills (Danek, et al 1989)
- \* Cultural programmes to educate the work force about the Deaf culture (Moema 1992)

#### 6.1.1.6 The role of the government on policy formulation

The following are the roles of the government in facilitating policy formulation :

- \* Putting policy into action to ensure that industries adhere to the hearing conservation programme (Harper 1992)
- \* Giving awards to companies that give full and fair consideration to Deaf employees.

Objective one was achieved.

### 6.1.2 Objective two

#### To ascertain employment problems experienced by hearing impaired persons

This objective was covered by questions 1 to 26 in the interview schedule and they are discussed under the following headings :

##### 6.1.2.1 Characteristics of hearing impaired respondents

###### \* Age

The majority of employed respondents 13 (26%) were between 21 and 25 years of age and only 3 (6%) were over 40 years of age. The employed respondents fitted the profile of a mature adulthood in terms of employability, productivity and stability in the open labour market.

None of the unemployed respondents were younger than 21 or older than 30 years of age implying that these respondents were in their early adulthood.

The majority (8%) of never employed respondents were younger than 25 years of age. The findings of unemployed and never employed respondents indicated that unemployment occurred predominantly during early adulthood which is an important period to enter the open labour market

###### \* Employment status

The majority (62%) of respondents were employed whilst 11 (22%) were unemployed and only 8 (16%) had never been employed. This finding suggested that respondents were able to find employment despite their deafness. This confirms Ward's (1981) findings that deafness is not likely to cause unemployment

###### \* Place of abode

The majority 23 (46%) of respondents were living with their parents irrespective of their employment status. Only 4 (8%) employed respondents had owned their houses.

The other 12 (24%) respondents lived with their families like uncles, aunts and cousins and only 11 (22%) had either rented a room or lived in a hostel.

This finding revealed that 35 (70%) respondents were actually living with their families implying that their families played a major role in the provision of accommodation.

###### \* Gender

The majority (68%) of respondents were males due to the fact that availability sampling was used and males were at the disposal of the researcher.

\*           Types of hearing loss

Ninety eight per cent (49) of respondents were profoundly deaf and only (12%) was hard of hearing and he was employed.

This implies that these 49 respondents used sign language as their primary mode of communication.

\*           Age of onset of hearing loss

Slightly more than half (54%) of the respondents were either born deaf or lost their hearing before the age of 3 implying that they were unable to use speech as their primary mode of communicate or to use written language adequately.

Forty six per cent (23) of the other respondents had lost their hearing above the age of 3 but before the age of 16 implying that they were able to use speech or had better written language skills. Due to the fact that the majority (26%) of these respondents lost their hearing between the age of 4 - 7 they were admitted to schools for the Deaf and learned sign language which influenced their primary mode of communication.

\*           Methods of communication used by respondents

Combined method (speech, lip-reading, fingerspelling and sign language) was used by the majority (58%) of respondents. Only 7 (14%) of these respondents could also use writing as a substitute form of communication.

Sign language alone was used by 13 (26%) respondents and only 6 (12%) used speech and lip-reading as primary modes of communication due to the fact that they had acquired deafness later in life.

This finding indicated that the majority (88%) of respondents used either sign language or gestures as their primary mode of communication and they needed interpreting services to facilitate their communication with their employers.

#### 6.1.2.2 Education

\*           Type of school attended

Schools for the Deaf were attended by the majority (82%) of respondents whilst only 7 (14%) attended ordinary schools for the hearing.

The 6 respondents who used speech and lip-reading as their primary mode of communication attended ordinary schools and they had acquired deafness between the ages of 8 - 11 which helped them to integrate within the hearing environment.

\* Educational qualifications

The majority (62%) of respondents had only primary education of which 21 (42%) were employed and they attended schools for the Deaf.

Of those 6 respondents who attended ordinary schools, only 2 (4%) had acquired secondary education and the remaining 4 had only pre-primary education. Their attendance to these schools did not help them to acquire better education.

Only 1 (2%) had university education and he was hard of hearing.

Although schools for the Deaf were unable to provide higher educational qualifications to respondents those respondents who attended those schools had higher educational qualifications than the majority of those who attended normal schools. Inability to hear and follow conversation could be attributed as a major causal factor to their poor educational qualification.

The information gathered from questions 12 - 26 in the schedule rather had direct bearing on this objective.

6.1.2.3 Employment problems

\* Employment period

The majority (29%) of respondents had been employed for less than a year of which the majority (19%) were unemployed at the time of this study and only 2 (4%) were employed for over a period of six years. This means that these respondents were unable to maintain their jobs for a longer period confirming Allen, et al (1989)'s findings that failure to maintain jobs is a characteristic of unemployed respondents.

The majority (22%) of employed respondents were employed for less than five years and 10 (20%) were employed for over a period of six years. This finding indicated that once respondents were able to enter the open labour market they were able to maintain their jobs.

\* Employment status

The majority (74%) of respondents were employed permanently. Even the majority (14%) of those unemployed respondents had also been employed permanently before they lost their jobs.

Of the 8 (19%) unemployed respondents who were employed for less than a year, the majority (6 14%) were employed permanently when they lost their jobs implying that they had managed to complete their probational period of three months like any other hearing employee.

Of the 10 (24%) respondents who were employed temporarily, 6 (12%) were employed for less than a year and their status quo had to do with either the regulations of their working condition or the type of work they were doing. Deafness, as a disability was never mentioned as a causal factor confirming Ward (1981) and Mthembu's (1981) findings that deafness as a disability does not necessarily lead to unemployment.

\* Type of work done

The majority (42%) of respondents were doing "other" types of work like panel beating and spray painting, tile fitting, cleaning of offices, tea making, tyre repairing, class room aids and personnel work.

The only 2 (5%) respondents with secondary education were doing either panel beating and spray painting or personnel work implying that they were employed in semi-skilled and skilled work. The respondent who was doing panel beating and spray painting was profoundly deaf and was unemployed at the time of the study. None of the profoundly Deaf respondents were doing either technical or professional work which had a bearing on their staff and salary structures.

The remaining 19 respondents who were doing "other" types of work had primary education which did not enable them to also acquire white collar jobs.

Tailoring\dressmaking was done by 7(17%) respondents who had pre-primary education (Sub A - Std 2) and 2 of these respondents were unemployed.

Ten percent (4) were employed as welders or gardeners respectively. Seven per cent (3) were employed as carpenters. The 4 welders and 3 carpenters as well as one respondent who was a gardener had primary education. Four per cent (2) of these respondents who were employed as a welder and a carpenter respectively were unemployed at the time of this study.

The remaining 3(7%) respondents with pre-primary education were doing knitting\crocheting, gardening and bricklaying and they were all employed irrespective of their educational qualifications.

The findings from this section of the empirical study revealed that the majority of respondents were employed in unskilled jobs which did not necessarily require higher

academic qualifications but rather practical skills. Therefore, their lower academic qualifications did not prevent them from acquiring jobs. However, it had a bearing on their employment status and low salaries.

The findings also revealed that respondents employed as tailors\dressmakers, welders and carpenters are likely to be unemployed implying that respondents encountered problems entering these industries.

It was also found that the majority (71%) of respondents have been doing the same type of work ever since they entered the open labour market implying that they had difficulty in changing jobs once they enter the open labour market due to deafness. Deafness played a major role in the availability of jobs in the open labour market confirming Michael's (1970) views that Deaf employees keep the same jobs for a longer period of time.

\* Methods used to find jobs

The majority (40%) of respondents used either their friends or families to find jobs due to communication problem. Entry into the open labour market therefore, presented itself as a major problem to respondents because they could not communicate with their prospective employers.

Inability to read and write English also prevented respondents to enter into the open labour market as only 3 (7%) could use advertisement in newspapers as a means to find jobs. Their lower academic qualifications also contributed to their problem. Good written language skills could have assisted respondents to enter the open labour market as it could have facilitated communication with their employers.

\* Methods of communication used on the job situation

Writing was used by the majority (36%) of employers to orientate respondents to their job situation. Writing therefore, is not only used to enter the open labour market but also within the job situation.

Due to the fact that 31% of respondents could not read and write, they were not orientated to their job situation because speech nor writing could not be used by these respondents. These respondents used sign language as their dominant mode of communication and only 3 (7%) employers could meet their needs by using an interpreter.

This finding showed that sign language as a mode of communication in the open labour market does not facilitate communication. Writing can be used by respondents to counteract their communication problem with their employers.

Therefore respondents were not fully prepared for the open labour market.

\* Explanation of working conditions by employers

The majority (72%) of respondents did not know their promotional prospects because they were not explained to them.

Termination of service was not explained to 64% of respondents whilst 60% were also not given an explanation of grievances procedures and 57% did not know their fringe benefits. Inability to be orientated to their job situation due to lack of knowledge of written language contributed to the ignorance of the above mentioned working conditions.

Although these working conditions did not affect their daily activity in the job situation it had an impact on expectations from both parties and adherence to rules and regulations which might easily lead to conflict. Academic qualification of respondents as discussed earlier allowed them to acquire jobs but it had a disastrous effect on the working environment which could have led to poor performance and unhappiness.

\* Period of being never employed

The majority (50%) of never employed respondents had failed to find employment since they left school for a period of up to six years which is a very long period. These respondents used their Deaf friends as a means to find employment.

The method used by these respondents proved to be fruitless and it also revealed lack of preparation for the open labour market because respondents could not use other methods like advertisement. Therefore, entry into the open labour market proved to be a major problem. These respondents had pre-primary education.

The 3 (38%) respondents who had failed to find employment for a period of less than three years had actually went around to factories for personal interviews. This method still did not enable these respondents to enter the open labour market despite the fact that they (2) had better academic qualification (primary education). The other respondent did not have formal education.

\* Reasons for failure to find jobs

The 5 respondents, 1 of which had been unemployed for a period of less than nine years could not find employment because they could not produce certificates which were required by employers to prove their qualifications. The

other 4 respondents had been unemployed for less than seven years. Poor qualifications definitely had an impact on respondents chances to enter the open labour market.

Inability to read and write English presented a problem to the other 3 (38%) respondents who had used personal interviews to enter the open labour market because they could not follow instructions of employers. Education in this instance proved to be a contributory factor to the unemployment of these respondents.

Findings from this section of the empirical study was achieved in the sense that it described how communication, inability to read and write and poor academic qualifications contributed to unemployment of respondents. Three characteristics of respondents and their respective problems were also described.

Objective two was therefore achieved.

#### 6.1.3 Objective three

To investigate preparation for the open labour market received by hearing impaired persons from schools and their employers

The content of this objective was covered by questions 27 to 38 in the schedule.

These questions together with findings are discussed under the following headings :

##### 6.1.3.1 Vocational training

###### \* Vocational training received

Forty one (82%) respondents received vocational training of which 27 (54%) were employed, 8 (16%) were unemployed and six (12%) were never employed.

These respondents received the following vocational training :

Eight (20%) as welders, seven (18%) in woodwork, six (15%) in knitting and crocheting.

The others were trained in shoe repair, bricklaying, tailoring\dressmaking, leather work, painting, motor mechanic, book binding, pottery, and laundry. One had a degree in industrial psychology.

The institutions where respondents received their vocational training was mostly schools for the Deaf. Only three

institutions which were either training centres or a university for hearing people offered training to respondents.

With regard to the duration of vocational training respondents received which determined the quality of their training, the following was found :

The majority (44%) categorically stated that their vocational training lasted for less than a year implying that their training was basic and did not fully prepare them to compete with other employees in the open labour market. The majority 14 (28%) had pre-primary education which could have contributed to their poor quality of training.

Twelve's (29%) vocational training lasted for a maximum of five years implying that their training was intensive and it should have given them sufficient skills to compete in the open labour market. Two (5%) of these respondents was unemployed and never been employed irrespective of their intensive training.

#### 6.1.3.2 Career choice

The majority's (72%) career choice was suggested by teachers. Sixteen (39%) were employed, 7 (18%) were unemployed and 6 (15%) were never employed.

Five (12%) careers were suggested by parents and respondents respectively. All these respondents were employed.

The majority (66%) were satisfied with their career choice of which 17 (41%) were employed, 6 (15%) were unemployed and 2 (5%) were never employed.

Of those 29 (72%) respondents whose career was suggested by their teachers, 12 (29%) were satisfied with their career choice despite the fact that 5 of these respondents were unemployed. Only 3 (7%) were dissatisfied with their career choice, 7 (18%) were suggested by their teachers, 5 (12%) by their parents and 2 (5%) by a friend and a neighbour respectively.

The following reasons led to the dissatisfaction of career choice :

- \* Seven (18%) were working as welders and complained of the fire which affected their eyes
- \* Five (12%) could not acquire certificates after training because the training they received was basic
- \* One (2%) was working as a carpenter and complained of the dust which was affecting his health.

The reasons given by the majority of respondents for the dissatisfaction of career choice had to do with the working environment and not so much about the career choice.

#### 6.1.3.3 Training in life skills

The majority (66%) were trained on how to look for a job and 58% were trained on how to prepare themselves for interviews. Forty five (90%) were employed, 14 (28%) were unemployed and 3 (6%) were never employed respectively. However, 76% were not trained on how to apply for a job or complete application forms of which 21 (42%) were employed, 10 (20%) were unemployed and 7 (14%) were never employed.

Although respondents were trained to look for a job they were never given skills to enter the open labour market which then explained why entry into the open labour market presented itself as a major problem.

The majority (82%) were not trained on labour laws of which 25 (50%) were employed, 9 (18%) were unemployed and 7 (14%) were never employed. Thirty nine (78%) were not trained on service contract whilst 27 (54%) were not trained on budgeting.

Of the 39 respondents who were not trained on service contracts, 25 (50%) were employed, 6 (12%) were unemployed and none from those who were never employed.

Not only were respondents not given skills to enter the open labour market but also skills to deal with job related problems like labour disputes.

#### 6.1.3.4 In-service training

The majority (71%) did not receive in-service training from their employers implying that they were not given skills to expand their knowledge of their job requirement nor to improve their performance. These respondents had to rely on skills they acquired at school.

Of the 12 (29%) who received in-service training, 2 (17%) were trained in computer programmes and operation and 10 (83%) were trained in gardening, woodwork, tiling, literacy in English, merchandise, parking, shoe repairs, tyre repairs and general assistance as a storeman. The majority (24%) of these respondents were employed.

Writing was used as the method of communication by the majority (58%) of employers during in-service training. Speech and visual aids were used by 2 (17%) employers respectively. None of the respondents used sign language.

All the respondents were able to follow instructions or lectures which were given in writing. These respondents were able to read and write despite the fact that 11 were profoundly deaf. Knowledge of written language played a major facilitating role within the open labour market which should be given special attention during preparation of Deaf persons for the open labour market.

Objective three investigated the type of preparation respondents received, namely, vocational training which was geared toward career choice. It further investigated the quality of the vocational training respondents received which explained why they could not be employed in skilled jobs.

Preparation respondents received from their employers was also investigated. Therefore, this objective was achieved.

#### 6.1.4 Objective four

**To establish the effect of deafness on socialisation of deaf persons and on employment**

The questions 39 - 55 in the schedule pertained to this objective. The content of these questions were covered under the following headings :

##### 6.1.4.1 Communication at home

\* ability of families to communicate with respondents

The majority (84%) of families were able to communicate with respondents of which 27 (54%) were employed, 9 (18%) were unemployed and 6 (12%) were never employed. This implied that respondents felt understood and accepted which was important for their emotional maturity.

Of the 8 (16%) whose families could not communicate with them, 5 (10%) were unwilling to communicate in sign language and 3 (6%) did not like deaf people. As a result, these respondents felt rejected and affected their relationship and interaction with their families.

The majority (41%) of families used speech to communicate with respondents of which 12 (29%) were employed, 4 (10%) were unemployed and 1 (2%) was never employed.

Sign language and gestures were used by 11 (26%) families respectively. It was also found that gestures were used by the majority (9%) of families with respondents who were never employed.

Usage of sign language conveyed acceptance of deafness and

its culture to the 26% respondents leading to healthy relationships and better communication.

Mothers of respondents were in the majority (35%) who actually communicated with respondents in sign language and speech.

Fathers and sisters were the second largest group (7 17%) who tried to communicate with respondents in speech. None of the siblings tried to communicate with those respondents who were never employed indicating relationship and communication problems especially in the area of social interaction.

#### 6.1.4.2 Communication at work

The majority (69%) of employers were able to communicate with respondents of which 25 (59%) were employed and only 4 (10%) were unemployed.

However, 15 colleagues could communicate with respondents in sign language while 10 supervisors used writing. The employers that is, directors and managers could not communicate with respondents.

Twenty two (52%) respondents attended either staff meetings or social gatherings of which the majority (45%) were employed.

The following reasons were given by the 20 (48%) respondents who did not attend either meetings or gatherings :

- \* Eight could not understand the content of discussions at meetings

- \* Six did not have a person who could explain the purpose of these meetings\gatherings

- \* Four did not understand meeting procedures.

The findings showed that inability to hear and follow conversation affected group interaction and socialisation of respondents which then had an impact on participation of respondents in work related gatherings.

The feelings respondents displayed at these meetings or gatherings indicated the effect of deafness in the work situation which created anxiety and unhappiness.

The majority (82%) of those respondents who attended these meetings\gatherings displayed negative feelings ranging from boredom, anger, isolation, and loneliness. Only 3 (18%) displayed positive feelings like happiness and easiness.

The working environment under which respondents were employed became counterproductive to their emotional development.

#### 6.1.4.3 Socialisation of respondents

Despite the fact that respondents had communication problems the majority (96%) were able to establish personal relationships with their friends.

Only 2 (4%) could not make friends because of their deafness and they were never employed. Isolation was experienced by these respondents.

The composition of friends of the respondents revealed their degree of socialisation with hearing people. The majority (63%) had both Deaf and hearing friends. It also indicated that these respondents had the need to maintain relationships with their deaf counterparts thus maintaining their identity with the Deaf culture.

The second largest group 16 (33%) had only Deaf friends and reasons given by these respondents (communication problems and long-term relationships established at school) indicated the close relationships these respondents had established due to their hearing problem.

Of the 48 (96%) respondents who had friends, 26 (54%) used sign language to communicate with their friends indicating the need to communicate in their own language.

Speech was used by only 9 (19%) respondents who were never employed. The least used method of communication was writing.

The ability to acknowledge deafness is of great importance to the Deaf community as it signifies a sense of belonging. It was found that the majority (64%) openly disclosed their deafness to hearing people implying acceptance of deafness. This had an impact on their emotional development as it brought a sense of belonging.

However, 13 (26%) disclosed negative reactions varying from sitting silently in a crowd of hearing people to pretending. This implied that these respondents denied their deafness which affected their self-image and ego.

Socialisation amongst friends were also found to be problematic because of communication problem. Those 33% respondents who could not use speech preferred to have only Deaf friends to avoid communication problems.

This objective established that deafness does have an effect on socialisation of respondents in areas of communication

and participation in activities within their working environment. Positive reactions by hearing people like reaching out to them, using sign language to communicate with them and provision of interpreters to facilitate communication promoted healthy relationships and emotional maturity and stability.

#### 6.1.5 Objective Five :

To ascertain the nature of supportive services offered to deaf and hard of hearing persons in a work situation and its relevance to the role of a social worker and job placement officer

Questions 56 - 65 in the schedule pertained to this objective.

The content of the questions were covered in the empirical chapter, pages 96 -111 under the following headings :

##### 6.1.5.1 Problems respondents experienced since they left school.

Employment was experienced by the majority (72%) of respondents. Although 62% of respondents were employed 17 (34%) had experienced this problem but they were able to solve it. Of the 11 respondents who were unemployed, 6 (12%) were able to find employment but they subsequently lost those jobs implying that they had difficulty in maintaining them.

Finance was problematic for 31 (62%) respondents of which 15 (30%) were employed, 8 (16%) were unemployed and 6 (12%) were never employed. Those 15 employed respondents said that the low salaries they received could not meet their expenses.

Documentation was the third largest problem (56%) experienced by respondents of which 11 (22%) were employed, 9 (18%) were unemployed and 8 (16%) were never employed. Sixteen (32%) of these respondents did not understand procedures of applying for identity documents, 8 (16%) had no identity documents and 4 (8%) had no birth certificates. However, 24 (48%) of these respondents were able to solve their documentation problems through the assistance of their families and friends.

Usage of public transport was problematic for 21 (42%) of which 8 (16%) were employed, 5 (10%) were never employed. Lack of knowledge of the public routes contributed to the status quo of these respondents. Seventeen (34%) respondents were able to solve this problem by learning public routes.

Communication, accommodation and food was experienced by 20 (40%) respondents respectively.

Teaching their families and friends sign language enabled 11 (22%) respondents respectively to communicate with them. Conflict with their fathers and siblings was pointed out as causing bad relationship within families. Only 6 (12%) were able to resolve their conflicts with their families by holding family meetings.

Persons who assisted respondents with their problems also presented problems. The majority (26%) of mothers assisted them in contrast to only 6 (12%) fathers.

Twelve (24%) siblings assisted respondents with their problems whilst 7 (14%) grandparents also helped.

Community resources like the Silent Ad Hoc Committee, social workers and teachers of the Deaf only assisted 9 (18%) respondents implying that families of respondents played a major supportive role.

#### 6.1.5.2 Job related problems as experienced by respondents

An unfriendly working environment, that is, no flashing light when a person knocks on the door or when there is fire as well as lack of telephone modules for the Deaf was experienced by the majority (98%) of respondents.

Thirty (71%) respondents experienced low wages whilst labour disputes were experienced by 23 (55%).

Equally as many respondents 22 (52%) were either unhappy with their working conditions or had communication problems. Unhappiness with the type of work respondents were doing was experienced by 19 (45%) whilst 16 (38%) were retrenched or dismissed.

The least experienced problem was injuries at work which only occurred to 12 (29%) respondents.

Supervisors were in the majority (26%) who assisted respondents with their job related problems like low wages\salaries, type of work done and injuries.

Twelve per cent (5) of respondents used social workers or their families respectively to solve labour disputes, unfriendly environment and low wages\salaries.

Hearing and Deaf friends were equally used by 8 (19%) respondents to solve relationship and working condition problems.

Only 2 (5%) respondents used unions to solve their retrenchment or dismissal problems.

Social workers were requested by all the 8 (16%) respondents who had never worked implying that their roles are perceived as facilitating entry into the open labour market through job placement.

Families of respondents were requested by 5 (26%) respondents implying that they are also perceived as role players in job placement. Social workers then have to play a major supportive roles to these families to strengthen their coping capacities.

#### 6.1.5.3 Other forms of help needed by respondents

Training was needed by the majority (88%) of respondents implying the need for further acquisition of skills to compete in the open labour market. This pointed to the role of the job placement officer.

Shelter was needed by 24 (48%) and counselling by 11 (22%) respondents which implied areas of intervention by a social worker in order to meet the needs of respondents.

The choice of persons to assist respondents with other forms of help however showed that the majority (43%) chose deaf friends because of communication problems. Social workers are hearing and are perceived as unskilled sign language users. Ten (24%) of these respondents were employed, 6 (14%) were unemployed and only 2 (5%) were never employed.

Families of respondents were chosen by 12 (29%) respondents of which employed respondents were in the majority (18%). Social workers were requested by 9 (21%) respondents of which 4 (10%) were employed, 1 (2%) was unemployed and 4 (10%) were never employed.

This objective was reached.

## 6.2 CONFIRMATION OF ASSUMPTIONS

Two assumptions were formulated which will be discussed separately.

### 6.2.1 Assumption One :

A general feeling of inadequacy in the work situation is felt by hearing impaired employees due to the inability to hear and follow conversation and instructions.

This assumption was confirmed because of the following findings :

\* A general feeling of inadequacy was expressed by respondents due to failure of employers to orientate them about working conditions and expected performance on the job. Employers could not communicate with respondents due to deafness and lack of knowledge of written language skills

\* A feeling of inadequacy was also expressed due to communication problem caused by inability to hear when respondents could not take up their problems with top management

\* Inability to follow conversation and to understand discussion during staff meetings and social gatherings led to feelings of inadequacy because respondents could not participate in job related activities.

Due to communication problems the majority of respondents could not be orientated to their work situation, resulting in a lack of knowledge of their working conditions, expectation and rules of their employers. Unhappiness with their working conditions, salaries or wages, type of work they were doing and promotions were expressed by respondents. Feelings of inadequacy were expressed due to the fact that respondents could not take up their work related problems with their employers. Some respondents subsequently lost their jobs.

#### 6.2.2 Assumption Two :

**Job opportunities of hearing impaired persons is hampered by limited career options and inadequate training programmes.**

This assumption is confirmed because of the following findings :

\* The majority of respondents were trained either in manual or technical skills which influenced their career path as they were employed in a practical or technical field

\* The majority of respondents did not receive in-service training to improve their skills and acquire skills. As a result, respondents had no opportunity of engaging in other careers.

### 6.3 RECOMMENDATIONS

Based on the findings of this research, the following recommendations are made on how social work as a helping profession can make a more significant contribution towards enhancing Deaf employees to adjust within their job situation.

#### 6.3.1 Professional education

The South African National Council for the Deaf should collect and disseminate information to affiliates and professionals on knowledge of the effect of deafness on employment.

In-service training programmes for social workers and job placement officers should include the following content :

- \* Culture of the Deaf
- \* Communication methods with the Deaf for employers to communicate with the Deaf in the work situation covering aspects such as how to communicate through speech, gestures and writing.
- \* Sign language
- \* Roles of social workers and job placement officers in relation to employment of hearing impaired persons
- \* The nature of supportive services to be offered to Deaf school leavers, job seekers and employees and their families.

The Council should encourage Deaf persons to train as social workers and auxiliary workers to counteract communication problems experienced between hearing social workers and their clients. Deaf social workers can also assimilate more easily in the Deaf culture than hearing social workers because of common life experience, language and customs.

Data on trained interpreters in labour laws, service contracts and other job related issues should be compiled and disseminated to affiliates by the Council to ensure that interpreters are knowledgeable about labour related issues. The training programmes for social workers and interpreters must be developed and offered by the Council and a central register be kept of those persons who have qualified.

The Council should accordingly develop an in-service training programme especially on sign language, culture of the Deaf and independent living skills and then train affiliates and prepare Deaf persons for the open labour market and employee\employer assistance programmes.

National and regional conferences should be held with the Deaf, specialists like unions, employers associations and affiliates, on labour laws and job creation to develop theory and intervention skills required to work with Deaf school leavers, job seekers and employees and employers.

### 6.3.2 Community education

The Council should also disseminate information on deafness to employers, industrial councils, employers associations, unions, Department of Manpower, families of the Deaf and the general public. The information should include the effect of the degree and the age of onset of deafness on language and communication skills, suggestions on how to communicate with the Deaf and available assistive devices of the Deaf to facilitate communication. The importance of labour relations are essential for facilitating entry of Deaf persons into the open labour market as well as adjustment within the work environment.

Social workers working with the Deaf can also disseminate information on deafness to other professionals in the community through written articles, books, lectures, radio talks and television appearances and by participating in forums where labour relation issues and employment are discussed.

Collaboration is needed between The South African National Council for the Deaf and social workers and social systems such as schools for the Deaf, unions and employers. The following should be the purpose of collaboration with these social institutions :

#### Schools for the Deaf

- \* To share relevant information and skills acquired from regular research and experience
- \* To give regular feedback on skills Deaf school leavers require to meet industrial changes
- \* To arrange week-end and holiday jobs for school leavers to socialise and prepare them for the open labour market
- \* To keep statistical data of Deaf school leavers so as to impart that information to social workers so that a follow up is maintained to ensure continuity of after care service.

#### Unions

- \* To empower Unions with knowledge on deafness and communication skills of hearing impaired person to enable them to understand hearing impaired employees
- \* To work out a referral system of Deaf employees to unions for labour issues and to agencies for the Deaf for personal problems.

#### Employers

\* To identify industries suitable for the employment of both the Deaf and the Hard of Hearing and thereafter focus on those industries with regard to educating them on communication skills and assistive devices to ensure that the working environment is friendly

\* To contract with these industries for employee assistance programme due to the unique problems hearing impaired employees encounter because of communication difficulties. This will ensure better integration of hearing impaired employees in the open labour market

\* To closely co-operate with training institutions for the Deaf and the labour market to ensure that the labour market is prepared for the Deaf school leaver regarding communication techniques, assistive devices and effect of deafness on employment.

The South African National Council for the Deaf should disseminate information about the various careers and their qualifications and then educate and prepare vocational guidance teachers at schools. The Council should also liaise with training institutions through distribution of pamphlets, visits and meetings organise feedback meetings on training needs of the Deaf and educational talks on practical problems experienced in the open labour market by Deaf workers to empower vocational guidance teachers.

#### Welfare Organisations

A social worker should be attached to every school for the Deaf and should use individual, group and community work methods particularly to prepare school leavers for the open labour market.

The following should be the role of this social worker :

To design and conduct independent living skills training programmes aimed at enabling a Deaf person to function effectively in the open labour market.

This programme should be incorporated in the syllabus so that it prepares and equip the person for independence. The programme should cover the following aspects about the work situation :

\* Preparation for entry into the open labour market like a job seeking process (ways to look for a job, application for employment and preparation for an interview)

\* Orientate the school leaver to the following job related issues.

\* The service contract like starting\finishing time tea\lunch time, fringe benefits, promotional prospects,

leave regulations, grievances and disciplinary procedure and retrenchment\dismissal procedures

- \* The nature of labour laws and the roles of unions
- \* Work ethics in the work place
- \* Assertiveness to empower the individual to deal with his problem
- \* Assistive devices like flashing lights and telephone models for the deaf to inform them about the use and availability of these devices.

To liaise with those welfare organisations dealing with the Deaf to give statistical data of school leavers as well as refer them for placement in the open labour market

To design a programme to families of Deaf school leavers to prepare them for the re-integration of their children into their homes.

In the case of residential schools for the Deaf, the social worker should liaise with welfare organisations working with the Deaf to ensure that families are prepared for the return of their children to their homes.

These residential schools are usually far away from the families of Deaf children with the result that children do not regularly visit their families during school holidays.

### 6.3.3 Social work services

Identification and diagnosis of hearing impairment should be given priority by clinical facilities within hospitals and child care clinics.

The Council has adopted a strategy of establishing regional offices as sub-branches in the 9 regions of South Africa. There are already 2 regional offices operating in the Gauteng and Western Cape Regions. Two more regional offices in the Eastern and Northern Transvaal will be established in the near future.

The Council devised the following functions for these regional offices :

- \* To co-ordinate services for affiliates within specific regions
- \* To develop non-existing essential services such as schools for the Deaf

- \* To implement national programmes for the benefit of the Deaf
- \* To implement regional programmes which are needed for the Deaf
- \* To undertake a programme of promoting public awareness on deafness
- \* To lobby and negotiate with the regional governments on issues affecting the Deaf.

Regional offices are sub-branches of the Council whilst affiliates are autonomous bodies operating on local level.

The following specific functions of the regional offices are recommended by the researcher :

- \* To liaise with clinical facilities within hospitals and child care clinics for early identification\diagnosis of hearing loss and treatment of ear diseases
- \* To establish a referral system of post-lingually Deaf\Hard of Hearing employees in clinical facilities, affiliates and schools for the Deaf to train them to cope with their hearing impairment in the job situation
- \* To organise regional conferences with relevant parties about employment of the Deaf
- \* To liaise with schools for the Deaf to ensure continuity of services to Deaf school leavers and their employers through correspondence, visits and meetings
- \* To liaise with welfare organisations for the Deaf to co-ordinate these services in the regions and initiate them in areas where no such service exist
- \* To contract out their services to employers like screening programmes, life skill programmes and interpreting services.

There are thirty seven social workers employed by seven Affiliates, the Council and Deaf Church Congregations in South Africa. They are situated in urban areas implying that families of hearing impaired persons in rural areas are not served by these agencies.

Establishment of regional offices to service the whole community in that region - urban and rural, employment of social workers and job placement officers, training and employment of Deaf auxiliary workers should be attended to urgently by the Council.

#### 6.3.4 Future research

##### \* Socio-demographic data

As there is little data available on employment of hearing impaired employees the Council in collaboration with employers in the industry, the government and social work agencies for the Deaf could contribute toward establishing socio-demographic data such as the number of Deaf school leavers that have to be prepared for the open labour market each year, characteristics of Deaf job seekers and employees, that is, educational qualifications, degree of hearing loss, preparation they received for the open labour market and those that need training on independent living skills, number of hearing impaired employees placed in jobs and those that lost their jobs within a year, number of Deaf employees treated under the employee assistance programme as well as help given to employers to be able to evaluate the effectiveness of this programme.

A central register should be kept by the Council to register these people with follow-up studies done by the Council and social work agencies.

##### \* Preparation for the open labour market

On account of the findings of the study that the majority of employees were not prepared for the open labour market a research study should be conducted to explore how prior preparation for the open labour market by means of training sessions could promote their adjustment in their job situation.

The Council should design the programmes and thereafter the programmes should be presented to job seekers on a weekly basis by the social worker to be able to evaluate regularly. A control group should be used and follow up studies of at least two years be undertaken.

##### \* Environmental barriers affecting employment of deaf persons.

This investigation revealed that deafness per se as a disability does not lead to unemployment, but environmental barriers like inaccessibility of the building, inability to read and write, low wages/salaries, retrenchment/dismissal, inability of the employer to communicate with the hearing person and poor educational qualifications contributed to their unemployment.

An exploratory study on a representative scale should be undertaken on each of these factors to explore their effect on Deaf employees and on employment.

APPENDIX A

INTERVIEW SCHEDULE

1. SECTION A : IDENTIFYING DETAILS

1. NAME : \_\_\_\_\_

2. DATE OF BIRTH/AGE : \_\_\_\_\_

3. RESIDENTIAL ADDRESS :

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLACE OF ABODE \_\_\_\_\_ IN PARENTS HOME \_\_\_\_\_  
RESIDENT WITH (ANOTHER FAMILY) \_\_\_\_\_  
RELATIVES \_\_\_\_\_ RENT ROOM \_\_\_\_\_  
OTHER \_\_\_\_\_

4. NAME AND ADDRESS OF CURRENT EMPLOYER

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. GENDER : MALE  FEMALE

## 6. Type of Hearing loss

- (a) profoundly deaf
- (b) hard of hearing

## 7. Age of onset of hearing loss : \_\_\_\_\_

## 8. The method/s of communication you are using :

- (a) speech only
- (b) lip-reading only
- (c) speech and lip-reading
- (d) gestures
- (e) sign language only
- (f) combined methods (speech,  
lip-reading, fingerspelling  
and sign language)
- (g) Other, please be specific
- 
- 

## 9. The type of school attended

- (a) ordinary school
- (b) school for the deaf
- (c) mainstreaming
- (d) never attended any school

(e) Other, please be specific

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10. Please state your qualification :

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11. If qualification is stated as TECHNICAL or PROFESSIONAL, please be specific :

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2. SECTION B - EMPLOYMENT HISTORY

12. Employment Status :

- (a) employed
- (b) recently out of employment
- (c) long been out of employment
- (d) never been employed

(e) Other, please be specific

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13. Since when have you been/were employed at your present or last job?

Please be specific

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14. Employment Status at your present job or last job

- (a) permanent
- (b) temporary
- (c) probationary
- (d) piece jobs
- (e) Other, please be specific

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15. If your answer to question 13 is B - E, please explain in detail your employment status

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16. What type of work are you or were you doing?

- (a) welding
- (b) shoe repairs
- (c) knitting/crocheting
- (d) bricklaying
- (e) tailoring/dressmaking
- (f) leather work
- (g) gardening
- (h) woodworking
- (i) hairdressing
- (j) computer
- (k) typing
- (l) domestic work
- (m) technical
- (n) professional
- (o) other, please be specific

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17. If TECHNICAL OR PROFESSIONAL, please be specific

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18. Have you been doing this type of work ever since you were employed?

YES	<input type="checkbox"/>
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NO	<input type="checkbox"/>
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19. If NO, please explain the type of work you have done previously and for how long?

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20. How did you find this job, or your last job? tick the appropriate answer

- (a) advertisement in mass media
- (b) help of a friend/family member
- (c) help of a professional  
e.g a social worker
- (d) own accord

(e) Other, please be specific

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21. How was/were the job interview/s conducted?

- (a) speech
- (b) writing
- (c) With the help of an interpreter

(d) gestures

(e) other, please be specific

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22. Were the following working conditions explained to you during the interview?

(a) starting and finishing times

(b) tea/lunch time

(c) leave regulations

(d) termination of service

(e) grievance procedures

(f) wage/salary negotiation procedure

(g) fringe benefits

(h) organisational structure

(i) promotional prospects

(j) Other, please be specific

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23. If you have been employed before please give name/s of previous employer/s?

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24. If you have never been employed how long have you been out of employment?

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25. What attempts have you made to look for a job? Please explain

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26. Why are you unable to get a job? Please explain

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**3. SECTION C - PREPARATION FOR THE OPEN LABOUR MARKET**

27. Did you receive vocational training when you were at school?

YES	
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NO	
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28. If yes, which specific training did you receive?

- (a) welding
- (b) shoe repairs
- (c) knitting/crocheting
- (d) bricklaying
- (e) tailoring/dressmaking
- (f) leather work
- (g) gardening
- (h) woodworking
- (i) hairdressing
- (j) computer
- (k) typing
- (l) professional
- (m) office work
- (n) technical
- (o) other, please explain

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29. Where did you receive this training? Please explain.

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30. How long was the training? please be specific

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31. Who suggested the career for you?

- (a) teacher
- (b) parent
- (c) friend
- (d) yourself

(e) Other, please explain

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32. Are you satisfied with the type of career, you chose/was chosen for you

YES	<input type="checkbox"/>
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NO	<input type="checkbox"/>
----	--------------------------

33. If YES OR NO, Please explain

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34. Did you receive training in any of the following work habits ,

- How to look for a job
- How to apply for a job\  
complete a form
- How to prepare oneself  
for an interview
- Self discipline and  
responsibility
- Productivity
- Salary promotion
- Service contract such as  
leave regulations
- Budgeting
- Labour Laws such as  
Workmen's Compensation
- Other please be specific

YES	NO

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35. Have you ever received in-service training in your job situation?

YES	
-----	--

NO	
----	--

36. If YES, what type of training did you receive and for how long? Please explain

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37. Which methods of communication were used during training?

- (a) speech
- (b) writing
- (c) sign language
- (d) visual aids
- (e) Other, Please explain

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38. Did you follow the instructions/lectures during training sessions?

YES	<input type="checkbox"/>
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NO	<input type="checkbox"/>
----	--------------------------

4. SECTION D - EFFECT OF HEARING IMPAIRMENT ON SOCIALIZATION

39. Is your family able to communicate with you?

YES	<input type="checkbox"/>
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NO	<input type="checkbox"/>
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40. If YES, which methods of communication do they use?

- (a) speech
- (b) sign language
- (c) gestures
- (d) writing
- (e) other, please be specific

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41. Who in your family is able to communicate with you?

- (a) mother
- (b) father
- (c) spouse
- (d) sister
- (e) brother
- (f) children
- (g) other, please be specific

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42. If NO, why is your family unable to communicate with you? Please explain

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43. Is/was your employer able to communicate with you?

YES	<input type="checkbox"/>
-----	--------------------------

NO	<input type="checkbox"/>
----	--------------------------

44. If YES, which methods of communication do they use\did they use

- (a) speech
- (b) sign language
- (c) gestures
- (d) writing
- (e) other, please be specific

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45. Who in your work situation is/was able to communicate with you

- (a) colleague/work mate
- (b) supervisor
- (c) Manager
- (d) Foreman

(e) other, please be specific

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46. If NO, how do/did you communicate with your employer? Please explain

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47. Do/did you attend staff meetings/social gatherings?

YES	
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NO	
----	--

48. If YES, how do/did you feel at these meetings/ social gatherings

- (a) at ease
- (b) uneasy
- (c) lonely
- (d) isolated
- (e) ignored
- (f) angry
- (g) happy
- (h) bored
- (i) sad

(j) other, please be specific

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49. If NO, why do/did you not attend these meetings/social gatherings? Please explain

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50. Do you have friends?

YES	<input type="checkbox"/>
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NO	<input type="checkbox"/>
----	--------------------------

51. If YES, are your friends composed of

(a) deaf persons only

(b) hearing people only

(c) deaf and hearing people

(e) other, please be specific

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52. Please state reasons for whatever choice of friends

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-----

53. Which methods of communication do you use with your friends?

- (a) speech
- (b) writing
- (c) gestures
- (d) sign language
- (e) other, please be specific

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54. If NO, why do you not have friends?  
Please explain

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55. How do you make hearing people aware of your hearing problem?

- (a) openly disclose one's hearing problem like using gestures
- (b) pretence for example, smiling in agreement
- (c) sit silently
- (d) avoiding hearing people

(e) other, please be specific

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5. SECTION E SUPPORTIVE SERVICES

56. Which of the following problems that you have experienced ever since you left school relate to your hearing problem?

- |  |                          |
|--|--------------------------|
| (a) documentation such as I.D.                       | <input type="checkbox"/> |
| (b) finance  | <input type="checkbox"/> |
| (c) communication                                    | <input type="checkbox"/> |
| (d) relationship with family members                 | <input type="checkbox"/> |
| (e) usage of public transport                        | <input type="checkbox"/> |
| (f) employment                                       | <input type="checkbox"/> |
| (g) accommodation                                    | <input type="checkbox"/> |
| (h) medical  | <input type="checkbox"/> |
| (i) clothing   | <input type="checkbox"/> |
| (j) food   | <input type="checkbox"/> |
| (k) alcohol/drugs                                    | <input type="checkbox"/> |
| (l) legal  | <input type="checkbox"/> |
| (m) usage of public places<br>e.g post office        | <input type="checkbox"/> |
| (n) building/maintaining an intimate<br>relationship | <input type="checkbox"/> |

(o) other, please be specific

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57. Please explain the problem you are experiencing/have experienced in detail

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58. Which of the above problem(s) were you able to solve?

- (a) documentation such as I.D.
- (b) finance
- (c) communication
- (d) relationship with family members
- (e) usage of public transport
- (f) employment
- (g) accommodation
- (h) medical
- (i) clothing

- f) food
- (g) alcohol/drugs
- (h) legal
- (i) usage of public places  
e.g. post office
- (j) building/maintaining an intimate  
relationship
- (k) other, please be specific  
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59. How did you solve your problem(s)?  
please explain

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60. Who helped you to solve your problems in the  
past?

- (a) mother
- (b) father
- (c) sister
- (d) brother
- (e) aunt
- (f) uncle
- (g) grandmother
- (h) grandfather

(i) friends

j) other, please be specific

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61. Do/did you experience any of the following problem(s) at your present/last job? (tick the appropriate answer)

(a) wages/salary too little

(b) unhappy with type of work you were/are doing

(c) working conditions such as no pension fund

(d) building not accessible like no flashing lights

(e) communications

(f) relationship with colleagues/management

(g) labour disputes like strikes

(h) injuries at work

(i) retrenchment/dismissal

(j) other, please be specific

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62. Who is helping/helped you to solve your job related problems?

- (a) Supervisor/Manager
- (b) social worker
- (c) teacher
- (d) hearing friends
- (e) deaf friends
- (f) unionist/floor steward
- (g) family
- (h) lawyer
- (i) work placement officer
- (j) other, please be specific

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63. If you are unemployed/have never been employed, who should help you to get a job?

- (a) teacher
- (b) social worker
- (c) work placement officer
- (d) family
- (e) other, please be specific

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64. Which other form of help do you need?  
Please indicate the help needed in terms of priority

	VERY URGENT	URGENT	NOT URGENT
(a) food			
(b) shelter			
(c) training			
(d) counselling e.g. marital counselling			

(a) food

(b) shelter

(c) training

(d) counselling e.g. marital counselling

(e) other please explain

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65. Who should offer other form of help needed?

(a) social worker

(b) family

(c) hearing friends

(d) deaf friends

(e) Other, please be specific

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