

Addis Ababa University
School of Graduate Studies
Center for Gender Studies

Factors Affecting the Occupational Expectations of Women with Hearing Impairment: the Case of Addis Ababa University

By Kalkidan Getaneh

Approved by Board of Examination

.....
Chair Person	Signature	Date
.....
Advisor	Signature	Date
<i>Dr. Mulumebet Zenebe</i>	
Internal Examiner	Signature	Date
.....
External Examiner	Signature	Date
<i>Dr. Ashenafi Hagos</i>	

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Acronym and Abbreviations

AAU	Addis Ababa University
AIDS	Acquired Immune Deficiency Syndrome
CSA	Central Statistics Authority
CRPD	Convention on the Rights of Persons with Disabilities
DPOs	Disabled Persons Organization
HI	Hearing impairment
HIV	Human Immune Deficiency Virus
ILO	International Labor organization
MOE	Ministry of Education
MDG	Millennium Development Goal
MOLSA	Ministry of Labor and Social Affairs
NGO	Non- Governmental Organization
NPA	National Plan of Action
PWDs	Persons with Disabilities
SNE	Special Needs Education
TVET	Technical and Vocational Education and Training
UN	United Nations
UN/DHR	UN Declaration of Human Rights
UNDP	United Nations Development Program
WHO	World Health Organization

ABSTRACT

The overall aim of this qualitative study was analyzing the factors that affect the occupational expectation of women with hearing impairment who are attending their university education. Because of the negative perception that have been implanted within the society and lack of supportive services such as use of communication methods and counseling, students with hearing impairment are not sure whether they can assume job after they attain degree. Although both male and female groups are facing such bias in the labor market, the degrees of challenges are severe among females and this is in particular related to the denial of their right. Therefore identifying which factors are the most common to affect their occupational expectation was conducted in Addis Ababa University, Sidist kilo campus among those with hearing impairment.

Interview guide were used to answer research questions related to the attitudes of students with hearing problem with regard to their job expectation. During the interview, an in-depth discussion was carried out with 15 female students with hearing impairments. Purposive sampling was used to select the site and Available Samplings were applied to select respondents.

In the result of the study, almost all female respondents said that they may not assume job either because of scarcity of jobs, negative attitudes of employers, lack of information about job availability and lack of counseling while they are attending class. Lack of skill trainings also been reported to deter them from involving in business scheme. To resolve the factors affecting expectation problem, it is necessary and important to run development activities designed to address the particular needs of women with hearing impairment through sector-specific projects. But at the same time, it is also vital to address disability as a crosscutting issue, and to consider the needs of all sectors of a diverse population in generic development projects if the issues of concern to women with hearing impairment are not to remain as a side issue. All development staff should automatically consider and incorporate the rights and needs of women with hearing impairment into the design and application of their work, as they do regarding other marginalized and discriminated populations.

CHAPTER ONE

INTRODUCTION

The purpose of this section is to orient the reader about a brief background of the research problem, leading questions, and significances of the study.

1.1 Background of the study

The World Bank estimates that while persons with disabilities make up 10% of the world's population, they make up 20% of the world's poor. It has been estimated that one third of the 77 million children still out of school in African countries are disabled children (NPA, 2010). The same report has also estimated that fewer than 10% of disabled children in Africa attend school. Given the relationship between disability and poverty, the participation of children with disabilities in education from early ages is essential to poverty alleviation. In Ethiopia during the period 2007-2008, the enrollment of children with special educational needs in primary education (grades 1-8) was 35,177 (excluding Somali Region due to absence of data). The total number of school aged children (7-14 years) in the country was 16,050,077. Without Somali region, this number is 15,045,047 (NPA, 2010). If it is assumed that in general at least 10% of any school aged population has special education needs, the number of children in Ethiopia requiring special needs education should be about 1.5 million. The number in school is thus only about 2.3% (35,177 of 1.5 million).

As indicated in the same report even in sex segregated schools, more boys with disabilities go to schools than girls with disabilities (NPA, 2010). This seems to be the result of parents' gender preference to send their children to schools. In addition to this, girls with disabilities like hearing impaired can perform reproductive activities like taking care of their younger siblings also negatively influences parents' tendencies not to send their female children to learning centers.

Disability affects development directly and indirectly. The nature and severity of the condition affect development directly by imposing limitations on the child's functioning.

Indirectly, the disabling condition evokes emotional and social responses in the child and in significant others in the child's social environment (Wright, 1983). Other perceptions of disability influence their behavior toward the child, who perceives these behaviors. Hence, the child's development is affected both by the child's own perceptions and by others'. These reciprocal perceptions lay the ground for the socio-emotional development of the child with a disabling condition, particularly regarding self-image and attitudes toward oneself and toward others with a similar disability. Self-image and attitudes manifest themselves in self-efficacy regarding various aspects of life, including educational aspirations and occupational expectations as children reach adolescence. The level of education that youngsters aspire to achieve, the occupations they expect to hold, and the extent to which they believe they will be capable of succeeding in certain jobs, all appear to be powerful determinants of career choice and development (Read, 1994).

Researches show that gender significantly influences attitudes toward persons with disabling conditions, occupational expectations, and evaluations of people's ability to perform satisfactorily in a particular occupation (Couch & Sigler, 2001; Mennino & Brayfield, 2002; Tilleczeck & Lewko, 2001). Women with disabilities experience a high incidence of abuse-physical, emotional and sexual. Since most disabled women are hidden away in homes, this often happens within the family. The status of persons with disabilities in Ethiopia is even more tragic and severe due to the presence of diversified pre-and post-natal disabling factors. Major current problems include the lack of public understanding about the causes of disabilities. It is believed that disability is caused by religious and cultural sanctions, and therefore, women with disabilities are kept at home in fear of the stigma. Consequently, a woman with a disability does not have access to education services, information, health service, social interaction and employment. (Lakech, 2006)

Examination of gender differences in hearing impaired persons' occupational expectations and Evaluations of Occupational Competence (EOCs) is especially

important because of the difficult employment demographics for Hearing Impaired women (MacLeod-Gallinger, 1992; Sela & Weisel, 1992).

While the concept of disability is wider, the research focuses on students with hearing impairment focusing on the prospect of their access to employment and the factors that influence their attitude to the labor market and the overall community in which they reside.

1.2. Statement of the problem

On the planet we are living in, there are persons with different disabilities numbering about six hundred fifty million (ILO; 2010). From this, we can understand as they compose ten percent of the world total population. However, the Fact Sheet prepared by ILO show that these minority groups are not getting the desired attention to improve their livelihood. This in turn exposes these victims for less occupational expectations. (ILO; 2010)

In Ethiopia, the same situations are being observed among the same population. People with disabilities in Ethiopia face many barriers. These include issues related to discrimination; stigma/negative attitudes; low expectations, and low self-confidence; lack of organizational support and safety and security. Women and girls with disabilities are one of the most marginalized groups in society, being double disadvantaged based on their gender role and their disability. Access to health care, education, employment, and marriage are often limited for women with disabilities, and obstacles faced include: lower survival rates than men with disabilities, increased rates of abuse, and less access to sexual and reproductive health information and services, which result in higher maternal morbidity and mortality. In general, people with disabilities in Ethiopia (particularly women with disabilities, people with severe disabilities, people with mental health problems, and people with HIV/AIDS) do not participate equally with people without disabilities in education, training, work, recreation or other community activities. (ILO, 2010).

In this study, attempts have been made to analyze factors that affect Occupational Expectations of Women with hearing impairment; the case of Addis Ababa University. It further investigate the perception of women students with hearing impairment with regard to the mechanisms that need to be designed mainly by universities government and non-government organizations as well as stakeholders (Disability Person's Organization (DPOs), organizations working on diverse disabilities) involved in educational sector in order to alleviate the problem in a sustainable manner.

1.3. Objectives of the study

1.3.1. General Objective

This thesis generally aims at analyzing the factors that affect the occupational or career choices of women with hearing impairment in AAU Sidist kilo campus.

1.3.2. Specific objectives

The specific objectives are to:

1. Investigate how hearing impairment influences occupational choice of women with hearing impairment in AAU Sidist kilo campus.
2. Identify factors affecting future career expectation of women students with hearing impairment in AAU.
3. Look in to how educated women with hearing impairment compare themselves with male students with hearing impairment.
4. Assess the role of governmental and the private sectors in enabling people with hearing impairment assume jobs.

1.4. Significance of the study

This study helps women with hearing impairment to maintain self-esteem towards their future career and develop positive attitudes for their occupational expectation and orient them accordingly.

- The study is also useful to the policy makers on implementing the rules and regularities concerning women with hearing impairment and to stallholders so that they engaged in allowing this part of the society involving employment. Further more
- It contributes a lot to increase level of awareness of concerned researchers' to the issue of persons with hearing problems could attain a suitable employment opportunities. To break such invisibility, it is important to conduct researches on the same issues. As a result, this investigation will invite new researchers to conduct deep investigations on such life experiences.
- In addition to the purely the academic subjects , it highlights what higher educational institutions are required to render towards the hearing impaired students either independently or in collaboration with other stake holders to enable the double disadvantaged group assume job at least on equal basis compared to their counter parts.

1.5. Scope of the study

The research focuses on female graduates with hearing impairments of Addis Ababa University. Attempts will be done to analyze their perception towards their future career. All female students with hearing impairment have been included in the study. This has been considered an appropriate way of tracing the disparities of perception and the factors that affect their employment opportunities in the long run.

1.6. Limitations of the Study

The study only involves those students with hearing impairment who are attending classes in Addis Ababa University Sidist kiolo campus and yet there are similar students with mild hearing impairments in different higher educational institutions who could have been included in the study. While there were about 68 hearing impaired students in Addis Ababa University, sadist kilo campus, the research frame was limited to 15 female students with hearing impairment that were attending in 2006 E.C. This sample frame was selected statistically on the assumption that the information gathered would represent the larger students having similar disability. The second limitation is that it only took the perception of the students and disregards the opinion of departments in which they were enrolled. Although interviews were conducted and summary of responses compiled on quantitative bases, the study focused on qualitative information.

1.7. Organization of the research

This research is organized in to five chapters. The first chapter is composed of background of the study where statement of the problem; objectives; significance and scope of the study; study limitations and organization of the research are dealt with. In the second chapter literatures' that help the readers take hold of and understand important issues of the subject matter is presented. The third chapter deals with methods of study and under this chapter, research design, research setting; participants of the study and sampling techniques; data collection instruments and, role of the researcher; validity and ethical considerations were discussed. The fourth chapter deals with research findings and discussion. The gathered data was presented in the form of table for each of the variables and all raw data is interpreted using literatures.

1.8. Operational definition of concepts

Hearing Impairment: unable to hear spoken language and using sign language to communicate with others.

Empowerment: There are various scientific definitions of this term. In general, “empowerment” is used to refer to strengthening the capabilities of the person with certain disability with the aim of enabling them to better control their lives.

CHAPTER TWO

Review of related Literature

2.1 Understanding Disability

The World Health Organization (WHO) in 2001 adopted an “International Classification of Functioning, Disability and Health”, also known as ICF, as a classification of the health components of functioning and disability. Disability remains an evolving concept. Persons with disabilities include “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (UNCRPDs, Article 1) (NPA, 2010).

The World Report on Disability, published jointly by the World Health Organization and the World Bank in 2011, estimates that over one billion people, or about 15 % of the world’s population is living with a disability. This is significantly higher than previous estimates. The Report found higher disability prevalence in lower in-come countries than in higher income countries. Poor-er people, including women and older people were also found to have a higher prevalence of disability, and children from poorer households and those in ethnic minority groups were at a significantly higher risk of disability than other children.

Thus disability results from the interaction between persons with impairments and the attitudinal and environmental barriers that hinder their full participation in society.

There are four “models” or understandings about disability that have evolved over time: Charity, Medical, Social and Human Rights models. Today, the Social and Human Rights models are replacing the outdated Charity and Medical models of disabilities (NPA, 2010).

➤ **Charity Model**

The Charity model of disability views persons with disabilities as being dependent and helpless. The Charity model is often related to and reinforced by cultural and religious beliefs and practices such as the giving of alms, thus encouraging PWDs to beg and seek charity. Society has a responsibility to take care of them.

➤ **Medical Model**

The Medical model of disability views PWDs as having medical problems that require medical solutions. Society has a responsible to fix the sickness or problem of PWDs through medical rehabilitation and related service delivery.

➤ **Social Model**

The Social model of disability views PWDs as being disabled not by their impairment but by society's reaction, or lack of reaction to them. Society has the responsibility to make society inclusive, to remove barriers, end discrimination, and embrace disability as one of the diversities among human beings.

➤ **Human Rights Model**

The Human Rights model of disability complements the social model. Society and especially governments have the responsibility to promote and protect the rights of persons with disabilities through legislation and enforcement of anti-discrimination laws.

The UN, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind. The UN Convention on the Rights of Persons with Disabilities recognizes that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person.

2.2 Gender, Disability and Education

2.2.1 Gender and Disability

A woman with a disability does not have access to education services, information, health service, and social interaction as well as employment opportunities. In general, there are limited resources and coverage of social services, and people with disabilities do not even have access to these existing services. This is also exacerbated by the fact that infrastructures, like transportation, education system, health, and houses are not accessible. When it comes to women with disabilities, the case is even worse (Lakech, 2006).

Boys are preferred over girls in accessing social services. Even though there is limited data on the gender classification by disability and enrolment of education, we can observe that in primary, secondary and tertiary level more boys than girls attend school. Most Organizations consider recruiting people with disabilities as an act of “charity” not as a “right” (Lakech, 2006).

Other problems are the infrastructure of the existing environments and work places, underestimating the women's skills and jobs, lack of promotion to higher education. Those who have not gotten a chance are separated from every social interaction, without access to information and exposed to physical and sexual abuse. (Lakech, 2006)

2.2.2 Disability and Education

The great majority of children with disabilities can study in ordinary schools and classes, if there is sufficient support available. A minority of children require teaching in special classes. Blind children/students need short-term training in mobility, daily living skills, Braille reading and writing, and using technical aids. Deaf children/students need to be taught in Sign language and written languages. Children/students with

intellectual disabilities need teaching in daily living skills, communication and vocational skills. Children with multiple disabilities need individual planning and teaching.

It is generally recognized throughout the world that children need and have a right to education and Hearing-impaired children share that need and right too. The Salamanca Framework for Action (as cited in UNESCO, 2000), states that, education policies should take full account of individual differences and situations. The importance of sign language as a medium of communication among the deaf, for example, should be recognized and provision should be made to ensure that all hearing-impaired persons have access to education in their sign language. In this regard the Ethiopian Education and Training Policy (TGE, 1994) outlines the principles of special needs education by stating that all children, including the disabled and the gifted children, learn in accordance with their full potentials and needs. The Policy (Article.3.3.1), recognizing the need in identifying potentials and limitations of students at all levels, has indicated that "continuous assessment in academic and practical subjects, including aptitude tests will be conducted". Although empirical study and literature on the situation of persons with disabilities in general and on hearing-impaired persons in particular in Ethiopia are scarce, the existing few studies indicated that the negative attitude of the majority of the people and their orientation towards the inabilities rather than the potential of persons with disabilities is very prevalent (Mikre, 2000). Moreover, in Ethiopia according to the base line survey conducted by the Institute of Educational Research at Addis Ababa University, the general public have misunderstandings and misconceptions about the potential and contribution of persons with disabilities, and negative attitudes tend to be more dominant in rural areas, among people with no education and among people who are engaged in agriculture (Tirussew, et. al, 1995).

2.2.3Hearing impaired students and their Education

In spite of the low enrollment rate, the educational system in Ethiopia is far from providing schooling for all the enrolled children in general and hearing-impaired

children in particular (Tirusew, 2001). Most of the available education services in special schools and units of the deaf are even urban-based and ill-equipped with human as well as material resources (Tirusew, 1998 & 1999). Even Alpha and Hossaina schools for the deaf, which are the oldest schools for the deaf, have few facilities required for the hearing impaired students (Felekech, 2000).

Many deaf students leave school unable to read and write their mother tongue proficiently. "The average deaf student completing a secondary education program is still performing at a level similar to the average 9 or 10 year old hearing students", (Bonsa Tola, 2011).

Many deaf students are not able to communicate effectively, perhaps not even with schoolmates or members of their own family. Many parents are given confusing, contradictory information and advice when it is discovered that their children have hearing impairments; identification of a deaf child is often devastating for parents. The rate of unemployment and underemployment among deaf adults is shockingly high and their wages are often lower than those of the hearing population. They are faced with the stark choice of attending the local school, where they are likely to fail unless efforts are made to include them, or go without formal education (Bonsa Tola, 2011).

Although many questions remain unanswered, and many challenges remain to be faced in the education of children with hearing impairments, if they receive a good and suitable education, they are every bit as capable as hearing people. There is the same range of ability. They can be responsible citizens. But these things only happen if they are given opportunities (Bonsa Tola, 2011).

In Ethiopia, for many people, special needs education is only for children with disabilities. Some are aware of the diverse needs of all children, with or without obvious disabilities. Still others think that the education of children with disabilities is humanitarian activity. It all depends on the level of awareness. With these perspectives, the existing provisions in Ethiopia include boarding special schools, day special schools, special units or special classes in regular schools and preparatory programs in the form

of community based rehabilitation. These arrangements are all for children with disabilities, primarily for those who have visual, auditory, physical and mental impairments (Mamo; 2001).

- **Factors related to the child.**

As already stated, age of onset of impairment, age of discovery of impairment, degree of impairment, type of hearing loss, effective use of hearing aid, mental ability, linguistic aptitude, additional handicaps, and personality traits are some of the conditions that appear to be most closely related to the academic success of hearing-impaired child (Reed, 1984 & 1987; Heward & Orlansky, 1988). It should be understood, however, that a decibel level on the audiogram does not sufficiently reflect the degree of hardship the child experiences; nor does it offer a sufficient basis for predicting the linguistic or educational outcome (Davis, et al., 1986 cited in Sinkonnen, 1994).

In examining sources of variation in school learning, research has also consistently shown that the major variable explaining much of the difference is the students' family environment (Marjoerie-banks, 1979 cited in Tibebe, n.d.)

- **Factors related to home.**

The conditions in the home, the language in the home, deafness in the family, size of the family, relationships with siblings, guidance given to the family, ability of parents to follow the guidance, and mode of communication in the home are some of the most important factors which affect the schooling of hearing-impaired children (Reed, 1984 & 1987; Powell, et al., 1985; Webster & Wood, 1989; Haring, et al., 1994; Sinkonnen, 1994; UNESCO, 2000).

Meadow (as cited in Powel, et al., 1985) summarized a number of studies showing that, compared with deaf children of hearing parents, deaf children of deaf parents have significantly better scores on reading and writing language (with no difference on tests of speech and lip reading skills). These youngsters also have a more optional adjustment in terms of maturity, responsibility, independence, popularity, and adjustment to deafness, and motivation for work. Deaf children with hearing impaired parents have

greater impulse control than do deaf children of hearing parents (Harris, 1978 cited in Powell, et al., 1985). Harris indicated that this may result from the early use of manual communication, which provides the child with a tool for monitoring impulse. It is also believed that these differences may exist because most deaf parents welcome their deaf children and are not rendered powerless or helpless by them (Powell et al., 1985; Hallahan & Kauffman, 1988).

On the other hand, a hearing impaired child whose parents are affluent and college educated is more likely to achieve academic success than a child from a low-income, less educated family (Heward & Orlansky, 1988). In a study it also appeared that it was the mother who took the lead in determining the family's choice of mode of communication. Well educated mothers used more manual communication. However, a controversial study found that family income had no significant role in the choice of communication method (Sinkonnen, 1994).

In fact, the parents who have themselves achieved high educational attainment tend to emphasize the academic achievements of their deaf child. The gap between parental expectations and the child's performance may lead to a bitter disappointment of the parents and to a deflated self-image of the child. Hoping to create possibility of higher education and better integration for the child, high achieving and high income parents may prefer oral-only communication methods and educational mainstreaming (Sinkonnen, 1994).

The severity of the hearing loss, the age of onset of the hearing loss, the socio-economic status of the family, and hearing status of the parents were, among others, the conditions that seem to relate most closely to academic success of a hearing-impaired child.

The upper elementary level in schools for the deaf enrolls children of ages 9 or 10 to 16. Since deaf children are generally from two to four years retarded educationally, the instruction is keyed to the content subjects of the fourth through the eighth grades. The large majority of deaf children consequently do not complete the eighth grade.

- **Attitude of the community towards hearing impairment**

Many problems that hearing-impaired persons face are secondary consequences of their impairment. Hearing-impaired children, throughout their development are likely to evidence an increasing gap between what they know, think and feel on the one hand, and what they can express, negotiate and communicate about on the other. This growing gap between knowledge and communication often dislocates processes of social interaction, teaching and learning (Wood, & Wood., 1989).

Hearing-impaired students have the same social needs as other students. They need interaction with peers in academic and extracurricular activities. However, a low expectation from society about hearing-impaired children is also another related factor (Lane & Sacks, 1989; Veron & Andrews, 1990 cited in Sinkonnon, 1994). There are also indications that the social interaction between hearing and hearing impaired students is much less than that among hearing students. Part of the poor interaction may be attributed to the lack of communication skills of the hearing impaired student or to insufficient social skills, such as the ability to initiate and continue conversations or discusses playground or after-school activities. Other factors also include the teachers' attitude, the impact of the environment and the hearing students' character (Gearheart, et al., 1988).

Comparing the public attitude towards the visual and the hearing impaired many writers have also found more favorable reaction to the visually impaired than the hearing impaired. The visual impaired receive mildly favorable judgment while a more unfavorable attitude is expressed toward HI "mutes" (Barker, et al. Cited in Tirussew, et. al., 1995). There are figurative sayings and the derogatory implication of disability terms when used as metaphors in commonly accepted languages in Ethiopia (Tirussew, et. al., 1995).

Ives (cited in Tirussew, et al., 1995) has also examined the adjustment problems of the deaf and partially-hearing children. Ives stated that some patterns of behavior in the hearing-impaired do not necessarily indicate any more than a somewhat different personality structure consequent on deafness. However, when the deaf and partially-

hearing children are compared with each other, the latter seem to have markedly more adjustment difficulties than the former. According to Ives, sometimes these problems are caused by adverse home management, but in some instances they appear to be the outcome of complex communication difficulties. In two separate studies in the same article it also appeared that the hearing impaired had more negative attitudes towards deafness than the hearing. The hearing impaired seems to perceive themselves as lacking in comparison with the hearing. This results in relatively negative self-concepts (Cates, 1991 cited in Sinkkonen, 1994).

There is also evidence that deaf children of hearing parents have lower self-esteem than deaf children of hearing impaired persons parents. The hearing parents face a huge task in adjusting themselves to a new situation that requires a new communicational mode. Poor communication leaves both partners frustrated; the child feels isolated and a failure (Kirk and Gallagher, 1986; Powell, et al., 1985; Sinkkonen, 1994).

From such results, the investigators concluded that hearing-impaired persons feel themselves, in general to be in the position of a minority group which is discriminated against and held in low social regard by the majority. It is suggested by UNESCO (2000) that it is always necessary to inform the society that hearing-impaired persons can do everything except to hear. But it is certainly not easy to change old beliefs and views of man deeply rooted in society. It takes great effort, struggle and the development of new knowledge and attitudes-it demands a change in awareness!

- **Attitudes of hearing impaired persons towards gender roles**

Lewkowicz and Liben's (1998) review of the literature on gender stereotyping noted that deaf individuals tended to have stereotypic perceptions of men and women more than hearing individuals did. In addition, deaf junior high school students were more likely than hearing peers to enroll in traditional sex-appropriate educational programs (Egelston-Dodd, 1977, in Lewkowicz & Liben, 1998). In their research, Lewkowicz and Liben asked deaf and hearing children (mean age 7.2 and 8.5 years, respectively) to indicate who should be engaged in each of 15 occupations that included stereotypically

masculine, stereotypically feminine, and neutral occupations. Their results showed that deaf children expressed more stereotypic attitudes than did hearing children and that deaf girls held less stereotypic attitudes than deaf boys. Stauffer and Long (1990) found that deaf high school students held a more stereotypic and conservative approach toward men's and women's occupations than did hearing peers. Stauffer and Long's replication of previous studies conducted about a decade earlier reported that deaf males, unlike deaf females and hearing males and females, demonstrated less gender stereotyping than shown in earlier researches.

2.3 UN Convention on the Rights of Persons with Disabilities and its Optional Protocol

The UN Convention on the Rights of Persons with Disabilities (UNCPRDs) and its Optional Protocol was adopted on 13 December 2006 during the sixty-first session of the UN General Assembly (Resolution 61/106). The FDRE signed the Convention on 30 March 2007 and presented its instrument of ratification to the UN on 7 July 2010. As of July 2010 there are 146 signatories to the Convention and 89 signatories to the Optional Protocol. The Convention has been ratified by 88 countries and the European Community and there are 54 ratifications of the Optional Protocol.

“The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.” (from UN Enable website www.un.org/disabilities)

2.3.1 UN Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs), adopted by the UN General Assembly during the UN Millennium Summit in September 2000, establish a unifying set of

development objectives for the global community. Bringing together UN agencies, governments and civil society around eight key development issues, the MDGs encourage collaborative action to address development problems that impact lives of the poor and marginalized sections of society, by reducing poverty, improving health increasing educational opportunities and addressing environmental concerns.

However, nowhere in the MDGs are persons with disabilities explicitly mentioned. The World Bank estimates that while persons with disabilities make up 10% of the world's population, they make up 20% of the world's poor. Their non-inclusion in the MGDs makes it unlikely that all the MDG targets can be achieved. The UN General Assembly considered the issue and adopted on 7 October 2009 a Resolution on "Inclusion of persons with disabilities in realizing the MDGs" (NPA, 2010).

2.3.2 Ethiopia – policies, legislation

The country policies and legislation has the following points on disability

a. Constitution of the Federal Democratic Republic of Ethiopia

The Constitution of the FDRE states that "The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled" (Article 41.5) (NPA, 2010).

b. MOLSA- Developmental Social Welfare Policy (1996)

MOLSA published in November 1996 a Developmental Social Welfare Policy in order to contribute to "the creation of a social condition conducive to a healthy life and a sustainable development." The Policy in its Article 5.6 describes actions to be undertaken to enable persons with disabilities to contribute to the development of society, as well as to be self-supporting and participate in the political, economic and social life of the country.

C. Ministry of Education Special Needs Education Program Strategy

(2006)

The Ministry of Education prepared in 2006 a Special Needs Education Program Strategy. The strategy emphasizes that all children and students can learn but that many may need some form of support in learning and active participation. Providing Education for All requires identifying barriers that hinder learning, and reducing or removing these barriers in early education, schools, technical and vocational training, higher education, teacher education, and education management.

The Strategy is, therefore, directed to:

- “Implement the Education and Training Policy, and the International Principles endorsed by the government to keep up the rights of citizens to education;
- Develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs;
- Facilitate the participation of learners with special needs in technical and vocational education and other higher education institutions;
- Strengthen special needs education programs in teacher education institutions;
- Improve the supply of trained manpower and appropriate materials to schools, training and other higher education institutions.”

d. National Action Plan for Gender Equality 2006-2010

The five-year Plan was prepared by the Ministry of Women’s Affairs with the objective of promoting gender equitable development in the country. The ultimate goal of the Action Plan is to ensure equality between men and women in social, political and economic aspects of development. The Plan addresses the problems women face in seven areas, including poverty and economic development, education, health and reproductive rights, human rights and violence, decision making, environment, and institutional mechanisms.

2.3.3 Right to Employment of Persons with Disability Proclamation No. 568/2008

The Proclamation, the only proclamation of the FDRE that specifically and exclusively addresses disability rights, protects the right of persons with disabilities to employment, and prohibits discrimination as follows:

- **Protection of the Right of Persons with Disability to Employment**

“1. Unless the nature of the work dictates otherwise, a person with disability having the necessary qualification and scored more to that of other candidates shall have the right without any discrimination:

a) To occupy a vacant post in any office or undertaking through recruitment, promotion, placement of transfer procedures: or

b) To participate in a training program to be conducted locally or abroad.

Article 5 Prohibition of Discrimination

1. Any law, practice, custom, attitude or other discriminatory situations that impair the equal opportunities of employment of a disabled person are illegal.

2. Without prejudice to Sub-Article 1 of this Article, selection criteria which can impair the equal opportunity of disabled persons in recruitment, promotion, placement, transfer or other employment conditions shall be regarded as discriminatory acts.

3. When a disabled person is not in a position to exercise his equal right of employment opportunity, as a result of absence of a reasonable accommodation, such an act shall be regarded as discrimination.

4. Affirmative actions taken to create equal employment opportunity to persons with disabilities or exclusions dictated by the nature of the work may not be regarded as discrimination.

2.4 Gender Roles, Self-Esteem, and Occupational Expectations

Gender-role has a limiting effect on self-esteem and on the selection of occupations by children and adolescents. Apparently, gender-role expectations and their links to occupational expectations and self-esteem begin early and continue throughout development. In Ashton and Kimberly's (1995) investigation about occupational aspirations, both boys and girls preferred traditionally gender-appropriate occupations particularly in Africa. Although more efforts were made in the Educational sector in Africa, elementary school students reported male-appropriate and female-appropriate careers, and these in turn influenced their own career aspirations (Herring, 1998; Thiessen & Blasius, 2002). The investigation further found that both boys and girls believed that girls had lower self-esteem. Indeed, adolescent females were significantly more likely than adolescent males to state that they were "not smart enough" or "not good enough" to attain their desired careers (O'Brien, Friedman, Tipton, & Linn, 2000). Similarly, Rojewski (1996) reported that female disabled adolescents, with and without learning were more likely to aspire to lower levels of occupations compared to male counterparts. Likewise, Powell and Luzzo (1998) reported that males between the age of 15 and 19 believed that they had more control over their career decision making than did females of comparable ages. Swanson and Lease (1990) found that female high school students rated peers' general abilities to be higher than their own, whereas male students rated peers' abilities as lower than their own.

Hitchings, Luzzo, Retish, Horvath, and Ristow (1998) and Hitchings et al. (2001) found that 90% of students with learning disabilities were not actively engaged in the career development process. They had limited knowledge of the impact of their disability on their future goals. As a result, students revealed uncertainty as to whether they would reach their expressed career goals. In addition, these students believed that they had little control over the career decision-making process. Walter (1993) expressed concerns about the low level of deaf individuals' awareness about the requirements of the workplace and recommended interventions focusing on the development of work values. It can be assumed that hearing impaired students, like students with learning disabilities, may spend extensive time learning to cope with their disability, therefore

often leaving less time to explore possible career options or determine their strengths and weaknesses (Hitchings & Retish, 2000).

Research indicates that academic self-efficacy strongly predicts academic achievement and perseverance (Hackett, Betz & Casas, 1992). Adolescents' high self-efficacy in a specific occupation demonstrated a positive correlation with their willingness to choose this occupation (Tang, Foad, & Smith, 1999) and with their high career aspirations for that occupation (Nauta, Epperson, & Kahn, 1998). Low efficacy in certain occupations may contribute to individuals' premature elimination of those possible career options (Betz & Hackett, 1981) One major source of self-efficacy comprises shocking experiences provided by social models (Bandura, 1986). "Seeing people similar to themselves succeed by perseverant effort raises observers' beliefs that they, too, possess the capabilities to master comparable activities" ((Bandura, 1989), p. 3).

It is true that bias against deaf woman emerged especially with reference to occupations that required only a low level of communication. Deaf males held fewer stereotypical perceptions. However, careful examination of the existence of such a trend among Deaf populations requires longitudinal research (MacLeod-Gallinger, 1992; Sela&Weisel, 1992).

The interplay between gender and self-esteem may affect attitudes toward disability as well. Inasmuch as higher self-esteem usually correlates with more positive attitudes toward persons with disabilities (Livneh, 1982) and females often exhibit lower self-esteem than males, females may be expected to express more negative attitudes than males regarding individuals with disabilities.

- **The power of expectations**

Status attainment research has consistently shown that educational expectations are among the most important predictors of eventual socio-economic attainment (Sewell, Haller and Portes 1969; Duncan, Featherman and Duncan 1972; Haller and Portes 1973; Sewell and Hauser 1975, 1980). Within the status attainment paradigm, there are two views of the power of expectations. One view holds that expectations are essentially

achievement ambitions, and are therefore a psychological resource that individuals draw upon to decide their further schooling (Sewell and Shah 1968a, 1968b; Davies and Kandel 1981, Campbell 1983; Caplin, Choy and Whitmore 1992). Another perspective argues that expectations are realistic calculations of the prospects for future education (Alexander and Cook 1979; Jencks, 1988 Cynthia Feliciano and Rubén G. Rumbaut Crouse, and Mueser 1983). These views are not mutually exclusive, and it is likely that both help to explain why expectations are such strong influences on subsequent outcomes. Some studies have suggested that educational aspirations and expectations are more important predictors of educational attainment (Portes and Wilson 1976; Kerckhoff and Cambell 1977).

Most people tend to aspire to educational and occupational attainments that seem realistic, given what they have seen people who are similar to themselves in race, class, and gender (Flanagan 1993) achieve. However, adolescents may initially view the world idealistically, and thus see a wide range of opportunities for themselves, unconstrained by race, class or gender (Grant and Sleeter 1988). As they grow up. “The range of possibilities that seem open and real to them gradually narrows” (Grant and Sleeter 1988: p. 35). Similarly, Schneider and Stevenson (1999) find that while teenagers today are very ambitious, ambitions are often not connected to realistic planning to achieve goals. Schneider and Stevenson (1999) also examine how gender shapes educational ambitions. They find that over the past few decades, a redefinition of gender roles has resulted in both boys and girls expecting to work as adults, resulting in a shift in educational ambitions among young women, which are now more aligned with male ambitions (Schneider and Stevenson 1999).

2.5 Disability and employment

After controlling for other factors – sex, age, race/ethnicity, marital status and having children – disabled people were much less likely to be unemployed if they had had some college education or were college graduates. Moreover, this effect seemed to be greater than it was for people who were not disabled, all other things being equal. (Gillian Parker, p: 23).

Disabled students were less likely to be in full-time paid work and were, overall, somewhat less likely to have entered professional or management/administration posts (41.7 per cent compared to 44.3 per cent for non-disabled students). On the other hand, they were also less likely to enter clerical or secretarial positions (16.7 per cent compared to 18.5 per cent). Of those in employment, disabled students were significantly less likely to enter the financial sector and significantly more likely to enter 'other community, social or personal services'. There were few other obvious differences in the employment sector entered after graduation. (Gillian Parker, p: 43)

2.5.1 Employment of Deaf women and men

Even after accomplishing some stage in education, women with disabilities do not get equal opportunity for employment. This discourages other people with disability as well as the parents to invest more. There is some experience that even though not directly excluded, employers give different reasons for not recruiting individuals with disabilities. Even though a woman with a disability can work hard and become successful, most of the time it isn't considered as her own effort, people consider that others do it for her.

In poor economies particularly many hearing impaired people are not working because jobs are scarce, or the HI people were not been given the skills that the labor market needs. The families think the hearing impaired child cannot, or need not, work. Sometimes, even when the hearing impaired person has the right to training and skills, employers are reluctant to give them the job. Usually, however, once they have taken one good hearing impaired workers, they are quickly willing to take more (UNESCO, 2000).

MacLeod-Gallinger (1992) compared the employment characteristics of 4,917 deaf high school graduates to national data in the United States. A higher rate of unemployment emerged for deaf women than for deaf men, especially in data that included adults without a college education. In addition, deaf employees frequently worked in lower paying occupations than those of hearing employees. Furthermore, differences in

salary emerged between deaf and hearing workers, even in professional jobs. Deaf women in particular held positions at the lower end of the pay range, mainly due to the high rate of deaf women in administrative support (clerical) positions that were generally low-paying jobs. An interesting finding was that no difference emerged between deaf women and deaf men when overall socioeconomic status was examined. This perhaps stemmed from the relatively high socioeconomic status of teachers and counselors, occupations held by many deaf women, particularly serving the deaf population. It should be noted that MacLeod-Gallinger (1992) studied only high school graduates; therefore, her results did not represent the total deaf population.

In study conducted by Sela and Weisel (1995), the society target groups matter towards building of self-esteem. These findings suggested the influences of cultural and societal attitudes on employment, especially of women. Arguably, these findings appear to contrast with DeCaro et al.'s (2001) conclusion that deafness acts as a cultural homogenizer with regard to attitudes toward careers in different countries. It seems that even if perceptions of deaf persons' occupational options are similar across different cultures, deaf women remain at higher risk.

2.5.2 Gender and Occupational Choices

Disabled graduates were still less likely than non-disabled graduates to enter full-time paid employment and slightly more likely to be in part-time paid employment, voluntary or unpaid employment, and further training (whether combined with employment or not). Conversely, disabled graduates were more likely to be unavailable for employment or 'assumed' unemployed.

Overall there were few differences in the employment sectors that graduates entered but, as before, disabled graduates were more likely to be in 'other community, social and personal service activities' and less likely to be in the financial sector. Entry to management and administrative occupations was similar for both groups but disabled graduates were somewhat less likely to enter the professions (23.1 per cent compared to

25.8 per cent of non-disabled graduate) and more likely to enter associate professional and technical jobs (32 per cent and 27.9 per cent).

Quantitatively, differences in employment outcomes associated with disability were harder to discern than gender differences. Disabled graduates were less likely than their non-disabled peers to have paid employment, and more likely to be actively seeking work; full-time workers earned slightly less. Many disabled graduates were enhancing their prospects through further study. Paid and unpaid work is fundamentally differentiated by gender (Padavic and Reskin 2002). Societies tend to label different occupations as appropriate for males or females, and in general, women's work tends to be devalued (Padavic and Reskin 2002). Gender role socialization theories suggest that boys and girls are socialized as children to be oriented towards jobs that are deemed appropriate for their gender (Kimmel 2000; Padavic and Reskin 2002, p. 53). Padavic and Reskin (1990, 2002) argue that the opportunities and constraints facing women who attempt to enter male-dominated fields are more important than personal preferences. As opportunities and demand for workers have increased, women have made inroads into traditionally male occupations (Reskin and Roos 1990). While much of the research on gender differences in educational and occupational choices have focused on a dichotomy between "traditional" and "non-traditional" careers, recent research suggests that this framework does not adequately capture women's experiences since women may often enter "non-traditional" careers for reasons that differ from men's (Smulyan 2004). Increasingly, women are placing greater value on "traditional" masculine occupational qualities such as status and authority, while also continuing to value altruism in occupational choices (Fiorentine 1988; Marini et al. 1996). However, even if men and women end up in the same occupations, the paths into those careers may be quite different. Both men and women's future ambitions are shaped by social norms and gender role expectations (Greene and DeBacker 2004). Men tend to focus more on employment goals, while women have a more diverse set of goals, including goals for marriage and family as well as a career (Greene and DeBacker 2004). Thus, especially for women, educational and occupational decisions are often made in conjunction with choices about marriage and children (Eccles 1994; Marini et al. 1996).

Making reasonable adjustments in the workplace refers to measures or actions taken by employers to help disabled people work or to take part in training on the same basis as non-disabled individuals. Most workers with disabilities require no special adjustments and the cost for those who do is minimal or much lower than many employers believe. How the researches, Medias and other recourses portray disability can help increase awareness throughout society about the realities faced by disabled persons, reduce stereotypes, prejudices and harmful practices, and promote awareness of their capabilities and contributions. Therefore the researcher try to investigate factors that contribute to the occupational expectation of students with hearing impairment and Bring possible recommendations to point what measures should be taken by different bodies in the country to better reflect a disability perspective in national development policies and program.

CHAPTER THREE

METHOD OF THE STUDY

3.1. Research Design

Research design for this study was basically qualitative. Qualitative research can be done for multitude purposes to understand the qualities or essential nature of a phenomenon within a meticulous circumstance. It is answering what is happening and why or how it is happening. It also provides descriptive information that leads to an understanding of individuals with disability in general and that of students with hearing impairments.

According to Sally and Mohammad (2003), among reasons to use qualitative approach are that quantitative approach to disability research has resulted in overlooking the social aspect of disability. As people's perceptions are complex and dynamic only qualitative research approach should be applied. The other reason to stick to the qualitative approach is that information's with regard to disability are influenced by complexities of human behavior and the cultural embedment, tracing information could not be properly gathered by the quantitative methods. Therefore, the qualitative approach is important to understand the problem or phenomenon that is under investigation.

3.2. Participants of the Study, Study Settings and Sampling Techniques

The data has been obtained from female students who are hearing impaired at Addis Ababa University, sidist kilo campus in the belief that they have adequate information about factors that can affect occupational opportunity of female university graduates. The sampling technique that was adhered was available sampling. The main selection criteria were being female students with hearing impairment in AAU sidist kilo campus. In addition their educational level and experience of the participants' were considered. . In order to catch up the attitude of all the group sample frame has involved those that were attending 1stYear up to graduating class. The representation of female with hearing

problem was adopted to capture the perception of the group and there by reflect the attitude of themselves, that of the University, their department, the overall service as well as what is expected from the government and other stake holders involved in the educational sector

Regarding with selection of interviewees, participants were selected purposely among hearing impaired students in the University. The researcher used to conduct interview with the above respondents assuming that they would be frank to talk about their occupational prospect as a result of their exposure and experiences acquired in their college and community lives to academic world and the current labor market issues (the available job opportunity in public and private or self -business sectors).

3.3. Sample size of the population

Out of 68 hearing impaired students that were attending their education at Addis Ababa University, sadist kilo campus, about 15 students were interviewed. To make the research more consistent to the issue under investigation, only those students with hearing problem were focused on. For the interview, after close consultation with the advisor a well-organized interview guide which had had 38 closed and open ended questions were prepared. To build up clarity, after the interview guide was prepared in English, it has been properly translated in to Amharic language. Since the time given to undertake the data collection was relatively short, including the researcher, other two senior students from Sign Language Department were well oriented to undertake the interview.

The interviewee responded frankly to the interview questions using Ethiopian sign language and the interviewer translated their responses into Amharic language. Finally the researcher translated it to English language.

3.4. Data Collection Instruments

Semi Structured Interviews was the major study instrument which has been developed so as to capture the demographic, socio economic, educational as well as perception related variables. Further the role of the university in assisting hearing impaired

students mainly occupational orientation about the labor market and accessing to possible employment opportunities have been investigated.

3.5. Procedure of Data Presentation and Analysis

Qualitative data analysis is a very personal process with few rigid rules and procedures (Creswell, 2009). For this research, qualitative content analysis technique was employed to analyze the major variables that were incorporated in the interview guide and following the flow of pattern without repeating similar issue, and thereby identifying the main theme that emerged from the responses provided by respondents. I followed the following steps to analyses the data collected through interview:

First I translated the interviewed data from sign language to English language.

Second, I categorized the responses into different themes. These themes were considered as the basis for analyzing the text of interview.

Third, I assigned titles for the main themes depending on specific characteristics within the responses.

Forth, I integrated the identified responses into that falls within different themes. Finally the analyzed document was organized and written using verbal description.

3.6. Role of the Researcher

In any qualitative research the lead researcher will have the key role in keeping the quality standards of the responses through ascertaining the implication of each of the questions. Aside cross checking the responses from each participant, I have strictly and intensively involved in interviewing respondents. As I am partial hearing individual, I have gone through the sign language courses, and hence, during the time when assistants were conducting interview, I have been intensively involved in translating the issue so that assistants were equipped with similar or identical understanding of what is sought for each question. Having the knowledge of sign language was also a valuable asset that motivated me to compile the findings.

3.7. Data Cleaning/ Member Checking: Before regrouping the responses on a spreadsheet, the researcher have reviewed and checked whether all questions were attempted and the logical flow of responses were ascertained. Furthermore, the two assistants were intensively involved in reviewing the interview and the responses at the end of the discussion session on the interview day.

3.8. Ethical Considerations

At the outset assistants that were supposed to conduct interview were given orientation and reminder guidelines were attached to each interview. Among the directives stipulated, assuring the respondent that their response is only for the purpose of the researcher and all information were said to be confidential. At this point the participants should not be exposed to “risks that are greater than the gains they might derive” (Bogdan & Biklen, 1992:53) and this has been explained to all respondents and only upon their consent that the interview could take place. Thus the study was ethically sound. The informed consent includes adequate information about what type of information is expected from them, why the data is collected, what purpose it will serve, how they are expected to participate and how it will directly and indirectly affect the informants were provided on the preference of the participants. Informant were briefed on the amount of time that they will stay on the discussion, their right to withdraw in the middle of the discussion if they are not comfortable and their right to refuse to answer to questions that they did not want to answer. And at last each of interviewers promised that the participants to get access to the research.

CHAPTER FOUR: Research Findings and Discussion

The interview guide was administered to 15 female students with hearing impairment in AAU sidist kilo campus. In addition to that, the perspective of female graduates was an area of attention whether females with hearing problem are fortunate enough to assume job in the future. Since the research was focusing on the trends of employment opportunity for hearing impaired individuals, the major attention has been given to graduates who assume job or involve in private business. For students it is also believed that the policy and decision makers can have birds eye-view of what is lacking and what sounds within the legislation in the Ethiopian Law. Having said that it does not mean that the results are the last but remind other individuals to involve in a wider range of research so as to grasp the gist of the issue with regard to the employment with hearing impairments. For clarity, the findings of the research have been analyzed so as to grasp the attitudes of the sample with regard to the overall employment opportunities for hearing impaired female students. This approach has been considered a way out to ascertain whether there is guiding principle that would enable students with hearing impairment could assume job or not. In due course, responses provided by the participants have been believed to give an insight to the university in general and other policy makers in the employment Sector.

There are seven themes that have emerged across the participants from the selected area to understand the factors that are affecting the occupational expectation of the participants. These seven themes are:-

Educational challenges

Department choice

Guidance and counseling service challenges

Respondent's awareness of legislations on employment

Priorities and modifications on employment

Views to employment opportunity

Respondent's expectation from deferent stakeholders

Table 1- Demographic situation of Respondents by Variables

1	Age	11-19	4		
		20-24	10		
		25-29	1		
2	Birth place	Urban	11		
		Rural	4		
3	Mother tong	Sign language	10		
		Others	5		
4	Religion	Orthodox	7		
		Protestants	8		
		Muslim	0		
5	Present educational level of respondents	Deg, First year	4		
		Deg. 2 nd year	5		
		Deg. 3 rd year	6		
6	Level of impairment	Profound	10		
		Medium	5		
7	Onset of impairment	Before birth	7		
		After birth	8		
8	No of family members	Greater than 6	13		
		Less than 5	2		
9	Parent background	Educational	<4	7	
			>8	1	
			<12	5	
			Diploma	1	
			Degree	1	
10		Economical Parent income per month	<1000Birr	3	
			<2000Birr	5	
			<4000Birr	5	
			<8000	2	
11		Parent occupation	Guard	Mother	
	-			2	
	Mechanic		-	4	
	Teacher		1	1	
	Farmer		-	4	
	Merchant		3	1	

4.1 Educational challenges

“I was facing challenges both at primary and high school levels because I was attending in an inclusive class with no sign language translator. During my school years, I encountered several problems both from students and teachers when I was attending in the neighborhood Ordinary School.” One of the participants said.

Similarly some participant also confirmed that challenges in education started both at primary and high school level and reasons were that they were attending in inclusive school and lack of sign language knowledge were the main reasons and they were unable to gain an adequate knowledge and most of the time there had been segregation by peer group members.

Negative attitude by care givers towards joining higher educational institution have confirmed by the majority of the respondents. In addition to the family economic background, the attitude of the community also had impacted the motivation of female students to have less interest to join higher educational institution.

Women with disabilities are the poorest of the poor in the community. In a society when natural and/or man-made disasters occur, children and mothers are the most vulnerable and affected groups. Women with disabilities constitute half of them. Most of those in developing countries do not have access to social and rehabilitation services. The medical, nutritional, educational, emotional, psychological, sexual, and recreational and employment needs of girls/women with disabilities are the last in the list of priorities of family. The female is also more vulnerable to physical and mental abuse. Being a woman, belonging to a poor family and having a disability, is a triple disadvantage that she has to withstand (*Tirussew, 2005*).

With regard to the challenges they faced at the university level, most of the respondents have confirmed to face challenge. This is associated with the cultural socialization. Females are culturally accepted to stay at home and assist in household chores. Among

the types of challenges faced by the female students was absence of translators followed by inability to integrate them with the environment.

It is unfortunate to note that most children with disabilities in Ethiopia are deprived of such a supportive child-friendly environment in the earliest years of development. In the Ethiopian case there are so many written materials that focus on children with disability experience more of an emotional and social deprivation as well as neglect and rejection early in childhood. Lack of acceptance and support from the family, limitation in the range of participation with peers in the neighborhood and the community activities put children with disability at more risk to develop additional psycho-social malfunctioning. It is particularly important to underscore that if the nature of interaction at the family level is endangered, the corollary on personality development of the child will be most critical in terms of subsequent school performance and interpersonal relationships (Tirusew, 2005)

4.2 Department choice

Some respondents join their present department according to their choice because of the orientation they get from their colleague, parents or the community about job opportunity after graduation, and also it was the only department with no cost sharing, though it is untrue.

Some of those who were assigned according to their choice were reason out that the department has the best facilities in the university such as educational resource materials, trained instructors in sign language, and also the students were assumed to get good opportunities to learn together with those who can communicate in sign language within the department.

Some of them were joined the department aiming to work so that develop the sign language to the level that it tends to be the language of the community and make life of the deaf so simple and manageable.

Among the study participants, one has said the following:

“According to my experience in university education, the current stream was not my interest at the outset, rather to be channeled in skill upgrading education program was my interest but my parents were not capable to pay for the training. Equally I did not have motivation to join the sign language department. However, my father advised me to join the current stream because it was free scholarship provided by the university.”

As additional explanation, except having the chance of scholarship, her sister was negative because she wanted her labor at household level as they are the only girls to work in household chores. Further other neighboring people were disapproving saying that university education is worthless for people with hearing problem. Thus the negative attitudes of the community also contribute to the level of motivation to join the university.

Almost half of the respondents replied that they were channeled to non-preferred department. The main reason to join the Sign Language Department was that other departments were thought not to accepting them. Factors such as the enforcements by the university and the pressure from parents were also the other reasons. Although the university had some criteria to channel students to departments, the preference of students with hearing impairment seem not to be considered.

In Ethiopian, there is a general tendency to think of persons with disabilities as weak, hopeless, dependent, and unable to learn and the subject of charity. The misconceptions of causal attribution added to the misunderstandings of the capabilities of persons with disabilities have resulted in a generally negative attitude and stereotyped discernment towards them. (Tirussew, 2005)

One of the respondents Said *“I have joined the department because my family told me that they were unable to pay for the vocational school fee and they told me that sign language department is free from cost sharing fee and is best department in terms of their economic challenges and that is why I am here now.”*

Almost all the respondent argued that they were forced by the university to join the department. They mention that they were not willing to join because of the following reasons:

- Graduating from sign language is assumed to have no job opportunity and hence they did not choose it
- Some are not willing to learn sign language that they already know it
- Some were assigned to other departments but the department rejected them due to their hearing impairment and re-assigned to the sign language department with no other option.

“I assigned to the department of civil engineering but due to the absence of sign language interpreter in that department, she was unable to continue her education there and hence forced to join the present department with no other options” One respondent said.

4.3 Guidance and counseling Challenges on employment:

Guidance and counseling services was one of the factors investigated in the interview. In order to check whether students received support while they are attending university education a question was forwarded to the research participants. Accordingly, few of them have reported to receive counseling and guidance support and they have positive attitude for job opportunities because they got guidance and counseling services from their elementary school special need teachers, parents, senior students and from the members of the society while the remaining reported not to receive the required support even from their university instructors or any concerned body or unit in the university; even most of them do not aware the existence of such guidance and counseling units in the university. As a result most of them are found to afraid of their future jobless life and lose self-esteem to work with full capacity and use their potential in the community.

When we talk of support, it is not only limited to counseling and guidance but it also refers to financial source for various expenses.

For instance, among the study participants, one has said,

“After I joining the university the financial support that was extended by my parents was minimal which did not exceed to cover transport and other minor expense and this was due lack of economic capacity of my parents at household level”.

On the other way, another respondent said that parents were very eager to support her fully and this could be associated with their better educational level and better asset base or monthly income.

Among the study participants most of them believe in the positive role of guidance and counseling services as helpful in securing job opportunities and yet they are among the unfortunate to have access to. As a result of absence of the service, they added, graduates with hearing impairment will not be able to interpret their capacity or talents.

4.4 Respondent’s awareness of legislations on employment

Respondent were asked about the availability of known rules and regulation that favor women with hearing impairment based on their competence. Seven of the respondents said that no one organization has been observed, leave alone to favor this section of the society, even to treat equally as women without hearing disability. Eight of them replied that some employers favored not because they believed that the women are capable of carry out the duty assigned but the employers are in low spirit to the women with hearing impairment.

Most of the participants respond that they do not know the available laws and regulations the country formulated for the right of women employment that also being implemented for the rights of women with disability. They afraid of double discrimination imposed on them from the government bodies, the economic and political society, unless appropriate guidance and counseling is implemented and well addressed the problems of women with hearing impairment.

4.5 Priorities and modifications on employment

Having or not having friends with hearing impairment may not reflect the outcome of the research. Yet as communication barrier is the critical issue among students with hearing impairment, the opinion of students was grasped. At this juncture, even if participants don't have friends who assumed job, it is likely that they can have access to the challenges that similar individuals have faced.

Most of the participant students have friends with hearing impairment that assume job, and reported that modification did not take place in organizations where their friends who are employed are working. In this case even if there are some graduates with similar impairment who were fortunate enough to assume job, no consideration had been given by the employing organizations to address the needs of these people with HI. Reasons why modifications were not made possible most respondents gave answers such as less attention from the government side and less interest among employing organizations to hire other support providing people (interpreter) because it normally incur cost. However, respondents have a different opinion saying that females with hearing impairment are considered to have less productivity as compared to hearing employees. One participant said that even if there are some friends who assumed job, their challenges differs in accordance to the type and nature of work they are performing. According to her opinion modification made at work place requires employers to spend more cost and this cost usually is not budgeted at the outset.

From the study participants, one suggested that hiring organizations tend to give priority to females on having interest to support her. However the attitude of government and the community towards the hearing impaired is still biased according to her discussion. Another participant also said that although opportunities are limited, females usually are given priority. However, as employing organizations are part of the larger society, they too reflect the negative attitude. And this in turn will reduce the chances of women with HI to assume jobs as they expect.

Some participants reported that Some of their senior women with HI who have graduated a year or two are observed being employed in neither in private nor public

organizations because the society and the environment has not adjust itself to accommodate women with hearing impairment, as observed from the data obtained in the interview.

Most of them also mentioned that organizations to face challenges because of hiring persons with HI, because organizations might increase cost in hiring translators.

One participant said, *“All employment sectors are not willing to take the cost risk to employ sign language interpreters for their women workers with hearing impairment and also do not accept their equal capability of performance as their so called normal counter parts (women without disabilities).”*

Some the interviewee said that those employed women with hearing impairment faced series communication problems because the employers are not willing to employ sign language interpreters for their deaf workers and as a result some of them were observed to drop out their work. The interviewee suggest that there should be a law that force employers to full-fill all the necessary facilities that address the needs of women workers with hearing disability and provide equal job opportunity as their counter parts.

4.6 Views to employment opportunity

Occupational expectation of respondents on the basis of their training after graduation was described as follows:

Some of the respondents were assumed to be employed, however some expected to be employed lately, because the sign language has not yet developed and hence need to be the language of the community in order to minimize the communication barriers between the deaf and the community.

They also added that the community does not yet develop the right attitude towards people with disability in general and women with hearing impairment in particular, sign language, which is the only medium of interaction of deaf society, has not yet well develop and attain the required level in the society not to be a barrier for employment.

One respondent said that the employers in private as well as governmental organizations are not yet acquired the necessary levels of awareness of the right of people with disability to implement the country's laws of those rights of women with hearing impairment.

Many of the respondents have assured that there might be no employment opportunities and their future is likely to be dark to assume job. From participant's opinion, job opportunity is limited and securing prospect is blurred, saying that it will take too long because of lack of special consideration from the government side and the negative attitude among employing organizations. This shows that despite the efforts of the department to equip the hearing impaired students with academic knowledge, the magnitude of guidance and counseling service with regard to future career is significantly scarce or is nearly not known at all. They have reported that the absence of guidance would make them take too long to assume or may not assume job.

One respondent said, *"in relation to my impairment lack of information play a key factor as hearing impaired is unable to communicate easily without translator during job search. Even if I am not accessed to formal employment, involving in private business and sustaining my life will be impossible since I lack skill training."*

The above response reminds us about the advantages of occupational counseling/information. The deaf without occupational experience will affect the perception of career forecast or plan. Counseling is important in this case. It is necessary to explore occupational information from the deaf through field trips, work trials and other methods.

From participants, one said that, she couldn't definitely assure about her hope. Reasons she forwarded was that most females are overburdened by household chores that can play as a factor to take too long to assume job. She also added that people with hearing impaired need to be trained in skills. Similarly her expectation was that in relation to her impairment, lack of information and other support materials are the anticipated challenges. She also added saying that in spite of her success to accomplish university education, being female together with disability will create problem to secure jobs.

Majority of the participants argue that women with hearing impairment has additional difficulties to information transmitted directly through public media because the media does not recognize their need sufficiently well (30 minute air coverage per week for sign language news) which is at lunch time.

Most of the participants pointed out that the nature of their disability will also limit their job opportunity because of the negative attitude of the community thinking that hearing people are less in their capacity followed by less government consideration.

4.7 Respondent's expectation from deferent stakeholders

The majority of the respondents suggest that measures should be taken by the following bodies

Government

With regard to what is expected from the government side, some said that it should due attention to the expansion of sign language and curriculum inclusion and need to provide free scholarship/skill training followed by those who said it should increase the awareness among the community and gear its effort in implementing the policies on Hearing Impaired people. With regard to their perception about the community, they said that the community need to make them participate and work together followed by the need to change its negative attitude towards HI people in general.

Deaf associations

The perception of participants about the Associations of Hearing Impaired people, also show diverse opinion. Accordingly, respondents suggest that the associations should defend the interest of HI people, coordination, encouraging mobilizing the HI people as well as the community.

Private sectors

About their expectation from the private sector also differ. While some of them strongly support the idea that private sector should support them involve in business others said

that sectors must employ translator and consider the HI to be competent in recruitment by adopting employment criteria that suit hearing impaired.

Respondents have also said that it needs to collaborate in efforts that can support women with hearing impaired and build their capacity; importing the technology that can ease the problem of hearing impaired people at workplace as well as to provide an inclusive support packages. These have been widely explained by the majority of the respondents.

CHAPTER FIVE: CONCLUSION and RECCOMMENDATIONS

5.1. CONCLUSION

From the study we can observe that the rate of transparency is less in reviewing the situations at which students with hearing impairments are channeled to the departments. Rather than assimilating the interest of students and the University directives, most of them were placed in sign language department, which was said to disregard their interest. The Ministry of Education could have also reviewed the condition at which the students with hearing problem could be channeled to vocational/technical institutions or there could have been alternate options.

From participants' response, the sign language department, other than pure curriculum, it seems not to have a special counselor that could advise, and orient students with hearing impairment with regard to their future career opportunities. Had there been a responsible guidance and counselor, establishing a common forum that would enable to bridge these graduate either to the government, NGOs or private business sector, so that their chance to assume job could be eased. In addition, even if graduates are expected to leave the campus upon graduation, students in the sign language and other social science departments could have established a legal and permanent discussion forum that would enable them exchange possible way outs for the joblessness that they are facing after graduation. Such discussion forum not only helps them to have access to employment opportunities but also help them to exchange experiences and have access to modern communication technologies.

From the Government of Ethiopia, accessing these people to the larger media seems limited as the attitude of the larger community about the productiveness of hearing impaired graduates is predominantly negative. Because of this even the ever flourishing private entrepreneurs' couldn't absorb these graduates within the labor force. Further, as the number of HI Graduates is increasing from year to year, the extent to which the business plans coming from private investors seem less in capturing the employment consideration of these disadvantaged segments of the community. Had there been such

critical review of business plan to incorporate the youth with HI Problem, a special body responsible to monitor and follow up the employability could have been in place.

Having National Level Legislation is not an end by itself and there must be a concerted effort in reviewing the actual situation of disabled graduates in general and that of graduates with hearing impaired people in particular. Even as the positive trends are in place, a lot is expected in this sphere.

From respondents opinion most are expecting to assume job within the government sectors while only a few are ready to involve in private business. Except involving in teaching career, jobs for HI People have been said limited. Such a pessimist idea have partly emanated from less consideration by concerned bodies in accessing graduates to business start-up credit facilities in general. In spite of all the efforts either from the government or the private sector, a lot of options were not considered to address the needs of women students with hearing impairment. We cannot assume the deaf knows many of the facts related to employment that are generally understood by the hearing employees. Thus the choice of occupational objectives is often limited by the deaf lack of information. Counseling is necessary to broaden the deaf horizon in keeping with potentials.

Motivation and responsibility in relation to employment and employment irregularities should be carefully clarified and interpreted by the counselor working with the deaf adult according to the discussants.

While the above assumption holds true for advanced countries, Ethiopia as a country that doesn't have such infrastructure and yet that ratified United Nations Right Bills on Disability, the concerned sector could have ponder on to address the lack of professional counselors/guidance that work closely with students with hearing problem.

From this study we can generally conclude that there are different factors that are affecting the occupational expectation of women students with hearing impairment. These factors are Lack of family support due to lack of awareness, economical problem and societal structure, different challenges in their schooling and training centers, lack of guidance and counseling concerning their occupational expectations and future

career, problem of channeling students according to their interest in departments and this make them to learn without their motivation, lack of availability of public media which provide sufficient information hearing impaired community, economic situation of the country to address the needs of women students with hearing impairment in education and employment.

5.2. RECOMMENDATIONS.

From the findings, the researcher would like to suggest the following issues as recommendation. Although scholars do have right to investigate the issue deeply, the suggestions will highlight the measures that could be taken at each level and by different stake holders.

- The Addis Ababa University needs to be transparent in assigning or placing students to the different departments. In doing so it needs to have realistic criteria that could incorporate the interest of students with hearing impairments.
- The Sign Language Department need to assign qualified counseling and guidance officer that would help students with hearing problems to express their deep seated feelings in every aspect. These counselors could further orient graduating students with hearing impairment on how to use the available employment opportunities in the labor market.
- The Ethiopian Government need to design a strategy to lobby the private sector to access different employment opportunities to graduates with hearing impairment.
- The University through the Sign Language Department needs to establish a formidable forum that can promote the issue of employment opportunity for disabled graduates in general and to those with hearing impairment in particular.
- The Ministry of Education need to have alternate options through which hearing impaired students could be channeled to various technical and skill upgrading institutions rather than focusing on placing /assigning them to the sign language studies.

- In this regard, it is time for the Community; the University; the Association of the Deaf; the Government and the Private Sector are required to work in collaboration.
- Since graduates are encouraged to assume their own business through accessing them to credit facilities, graduates with hearing impairments also need to benefit from the same opportunity. Therefore, special credit package should be prepared by the Government concerned body (such as through Ministry of Labor and Social Affairs and others) so that they contribute to the overall developmental efforts.
- The department of Sign Language is required to access HI students to the modern communication system so that they could follow-up and update them with regard to the available job opportunities. This also could be strengthened by channeling the students to the organizations to contribute experience gaining free service and prepare entrepreneurship program mainly after the end of every educational year.
- The Government, through the Investment bureaus, should encourage private investors business plans to consider the employment opportunities for HI Graduates. Further, the monitoring and evaluation works by the concerned bureaus need to ascertain whether the issues were addressed or not.
- In order to increase and/or change the negative attitudes of the larger community with regard to the hearing impairment, the government need to consider through which the issue is given larger media coverage (national Radio, TV and Newspapers...etc).
- The Government, through the Ministry of Justice (MOJ) and Ministry of Labor and Social Affairs (MOLSA) should monitor whether the legislations and declarations of the overall Human Rights, mainly the right of deaf people have been properly implemented at all and regional levels.
- Addis Ababa University seems to lack in undertaking an empirical research on women with Hearing impairment for employment opportunities.

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Annex1

The interview guide (English)

1. Sex-----
2. Age_____
3. Place of birth_____
4. Ethnic origin_____
5. Mother tongue_____
6. Religious affiliation_____
7. Type of impairment
8. Level of impairment ----- hard of hearing (partial), deaf?
9. On set of impairment
 - A. Before birth?
 - B. After birth?
10. Number of family members living in household _____
11. Indicate the socio economic status of your parents
 - A, specify their education level
 - B, occupation
 - C, estimated monthly income of your family
12. Please specify if any of your family members has/have any disability?
13. Would you please tell us about your education or training you got so far
(kindergarten), (primary and secondary school), (vocational training etc...)
14. Please indicate the situation of your education? Some of the challenges you face when you were at primary and secondary schools?
15. Please tell us about your motivation to enter a university study program?
16. Please specify your field of study?
17. What year level are you in now?
18. Was the field of study your own choice?
If your answer is no, why do you inter in the field you were not chosen?

19. What kind of support did you get from your families about your academic choice and future career choice?
If you didn't get any family support, why do you think? _____
20. Do you think you can easily get a job in the area of your study after graduation?
If no, why do you think? _____
21. Have you received supports, orientation (guidance, training, courses) that prepare for job search?
If your answer is yes, who provided the support?
22. Do you know an organization that provides employment related guidance / counseling for university / college graduates with disability?
If yes, have you got support from this organization?
If no, what challenge do you think university or college graduates with hearing impairment face because of employment related orientation /guidance lack?
23. How useful do you think such supports will be?
24. Is there a place in the university, where you can go when you need job related information / guidance?
If no, what do you suggest to be done?
25. Do your graduate friends with hearing impairment have jobs?
If no, why do you think?
26. Do you think there are modifications made in the working place to address your friend's needs in place?
If yes, mention some?
If no, why do you think?
27. In your opinion, are employments available for graduates with hearing impairment?
If not, why do you think are the reasons?
28. Have you heard of any problems that your friends with hearing impairment face in relation to employment?
If yes, what do you think they are?
And what do you think the reasons are?

29. Do you think women with hearing impairment will face any problems in relation to employment after graduation than men?
If yes, why you feel that way?
30. Do you think it takes long time to get employed after graduation?
If yes, what do you think the reason might be?
31. Do you think organizations have any gender priorities in process of employing persons with disabilities? No priority? Priority for male? Priority for female?
Why do you think? _____
32. Do you think organizations might face some challenges because of employing persons with hearing impairment?
If yes, what are the challenges do you think? _____
33. Do you think the nature of your disability affects your job opportunities?
How if your answer is yes? _____
34. What employment plan do you have after graduating from the university?
Elaborate based on the following?
A, do you plan to be hired/employed by organization?
B, do you have a plan to create a job by yourself and become self employed?
35. Describe your expectations about your employment after graduation?(You might describe if you know any success stories of graduates with disabilities or role models?) elaborate?
36. What challenges do you expect about your employment after graduation (you might describe any stories with unjust treatment of graduates with disability)?
Elaborate _____
Why do you think? _____
37. Do you think being a woman with hearing impairment make employment opportunities more limited than being a man with hearing impairment?
If yes, why do you think? _____
38. In your opinion what measures should be taken by the following bodies in order to assist unemployed graduates with hearing impairment get job?
A, government

B, employers

C, associations of persons with disability

Finally, is there anything you would like to say before we wind up interview?

Thank you very much for your contributions!

Annex 2

The interview guide (Amharic)

1. የታ

2. እድሜ

3. የትውልድ ስፍራ

4. የመጡበት አካባቢ

5. የአፍ መፍቻ ቋንቋ

6. ሀይማኖት

7. የአካል ጉዳት አይነት

8. የአካል ጉዳት ደረጃ

ሀ. ሙሉ በሙሉ መስማት የተሳነው

ለ. በከፊል መስማት የተሳነው

9. የአካል ጉዳት ያደረገበት ጊዜ

ሀ. ከመወለዱ በፊት

ለ. ከተወለደ በኋላ

10. የቤተሠብ አባላት ቁጥር

11. ማህበራዊና ኢኮኖሚያዊ

ሀ. የት/ት ደረጃ

ለ. ስራ

ሐ. የቤተሠብ በወር ገቢ (በግምት)

12. ከቤተሠብ አባላት ውስጥ አካል ጉዳተኛ አለ? ይግለፁ

13. ከዚህ በፊት ያገኙት ት/ት ወይም ስልጠና ካለ ይንገሩኝ

(የማህለ ህፃናት ት/ት), (የ1ኛ ደረጃ ወይም የመሳሰሉት ካላ ይግለፁ)

14. እባክዎ በት/ት ቤትዎ ያጋጠሞዎት ትግሮች ፈተናዎች ካሉ ይግለፁልኝ

(1ኛ ደረጃ ት/ት ላይ) (2ኛ ደረጃ ት/ት ላይ)?

15. ወደ ዮኒቨርሲቲ ት/ት ለመግባት የነበርዎ ተነሳሽነት ምን ይመስል ነበር?

ሀ. ያበረታታዎት የቤተሠብ አባል ነበር ?

ለ. የተቃወምዎ የቤተሠብ አባል ነበር ?

16. የተቃወምዎ የቤተሠብ አባል ወይም ጓደኛ ወይም ጎረቤት ከነበረ ለምን ይመስልዎታል?

17. የሚማሩበት የት/ት ዘርፍ ምን ይባላል??

18. የስንተኛ አመት ተማሪ ነዎት?

19. የሚማሩት የት/ት ዘርፍ እርስዎ የመረጡት ነው?

እርስዎ ከመረጡት ምክንያትዎ ምን ነበር?

እርስዎ ካልመረጡት ያልመረጡበት የት/ት ክፍል የገቡበት ምክንያት ምን ነበር?

20. ስለሚማሩበት የት/ት ዘርፍም ሆነ ስለወደፊት የስራ ምርጫዎ ከቤተሠብዎ ያገኙት ድጋፍ ነበር?

ምን አይነት ድጋፍ ካላገኙ ለምን ይመስልዎታል?

21. ከተመረቁ በኋላ በተማሩበት የት/ት ዘርፍ በቀላሉ ስራ ማግኘት የሚችሉ ይመስልዎታል?

መልስዎ አይ ከሆነ ለምን ይመስልዎታል

22. ስራን ለመፈለግ የሚያስችል ክህሎት ወይም ድጋፍ ጋይዳንስ ወይም የምክር አገልግሎት አግኝተው ያውቃሉ?

መልስዎ አዎን ከሆነ አገልግሎት ያገኙት ከማን ነበር?

23. ከቅጥር ጋር በተያያዘ ጋይዳንስ ወይም የምክር አገልግሎት ለዮኒጨርሲቲ ተመራቂዎች የሚሠጥ ድርጅት ያውቃሉ?

መልስዎ አይ ከሆነ ከዚህ አገልግሎት እጥረት የተነሳ መስማት የተሳናቸው ተመራቂዎች ምን ችግር ያጋጥማቸዋል ብለው ያስባሉ ?

24. እንደዚህ አይነት የምክር አገልግሎት ምን ያህል ጠቃሚ ነው ብለው ያስባሉ?

25. በዮኒጨርሲቲ ውስጥ ስራን የሚመለከቱ ጉዳዮች ላይ የምክር አገልግሎት ወይም መረጃ ማግኘት ቢፈልጉ አገልግሎቱ የሚሠጡ አካላት አሉ?

ከሌሎች ምን ቢደረግ ይሻላል ብለው ያስባሉ?

26. መስማት የተሳናቸው ምሩቃን ጓደኞችዎት ስራ አግኝተዋል?

ያላገኙ ካሉ ምክንያቱ ምን ይመስልዎታል?

27. መስማት ለተሳናቸው ጓደኞችህ የስራ ቦታቸው ላይ ተደራሽ እንዲሆንላቸው የተደረጋቸው ማስተካከያ አለ? (የምልክት ቋንቋ አስተርጓሚ ተቀጥሮላቸዋል ወይ?)
 ካልተደረገላቸው ምክንያቱ ምን ይመስልዎታል
28. በእርስዎ አመለካከት የስራ ዕድል ያለ ይመስልዎታል ምክንያቱ ያብራሩ?
29. የቅጥር ሁኔታን በሚመለከት መስማት የተሳናቸው ተመራቂ ጓደኞችዎት ያጋጠማቸው ችግር ነበር?
 ከነበረ ምን ምን ናቸው?
 ለምን ይመስልዎታል ችግሩ የገጠማቸው?
30. ከምረቃ በኋላ መስማት የተሳናቸው ሴት ተመራቂዎች የስራ ቅጥርን በተመለከተ መስማት ከተሳናቸው ወንድ ተመራቂዎች በበለጠ ችግር ይገጥማቸዋል ብለው ያስባል?
 መልስዎ አዎን ከሆነ ለምን ይመስልዎታል
31. ከምረቃ በኋላ ከሆነ ስራ ለማግኘት ረጅም ጊዜ ይፈጅብኛል ብለው አስበው ያውቃሉ?
 መልስዎ አዎን ከሆነ ምክንያትዎ ምን ነበር?
32. ድርጅቶች አካል ጉዳተኞችን በሚቀጥሩበት ሂደት ውስጥ የታን መሠረት አርገው ቅድሚያ የሚሰጡበት ሁኔታ ያለ ይመስልዎታል?
 መልስዎ አዎን ከሆነ ለምን ቅድሚያ ይሰጣሉ ብለው ያስባሉ?
 ቅድሚያ የሚሰጡበት ምክንያት ምንድነው ብለው ያስባሉ?
33. ድርጅቶች መስማት የተሳናቸው ተመራቂዎች በመቅጠራቸው የተነሳ የሚገጥማቸው ችግር ወይም ኪሳራ ያለ ይመስልዎታል?
 መልስዎ አዎን ከሆነ ምን አይነት ችግር ያጋጥማቸዋል ብለው ያስባሉ?
34. የአካል ጉዳትዎ ሁኔታ (አይነት) ስራ የማግኘት ዕድሌን ያጠበቃል (ጥያቄ ውስጥ ይከተዋል) ብለው አስበው ያውቃሉ?
 መልስዎ አዎን ከሆነ እንዴት?
35. ምን አይነት የስራ (የቅጥር) አላማ ነው ያልዎች
 ሀ. በድርጅት ውስጥ ተቀጥረው መስራት
 ለ. በራስዎ የስራ ፈጠራ ራስዎን ቀጥረው ለማስተዳደር ነው ያሰቡት
 መልስዎ ሀ ወይም ለ ከሆነ ምክንያትዎ ቢገልፁልን?

36. ከተመረቁ በኋላ ስለ ወደፊት የቅጥር ሁኔታዎ የሚጠብቁት ነገር ምንድን ነው?
(ውጤታማ ስለሆነ አካል ጉዳተኛ ታሪክ ወይም ምሳሌ በመነሳት ቢገልፁት ይችላሉ)

37. ሴት መስማት የተሳናቸው ተመራቂዎች ስራ የማግኘት ዕድላቸው ከወንድ መስማት የተሳናቸው ተመራቂዎች አንጻር ሲታይ በጣም ውስን ነው ብለው ያምናሉ?

38. በእርስዎ አመለካከት መስማት የተሳናቸው ምሩቃን ተማሪዎች ስራ እንዲያገኙ በሚከተሉት አካላቶች ዘንድ ምን መደረግ አለበት ብለው ያስባሉ?

ሀ. መንግስት

ለ. ማህበረሰብ

ሐ. የአካል ጉዳተኛ ማህበራት

መ. ቀጣሪዎች

በመጨረሻም ቃለ መጠይቃችንን ከማጠናቀቃችን በፊት መናገር የሚፈልጉት ማንኛውም ነገር ካለ ቢገልፁልን?