
PROFESSIONAL COMPETENCES OF STUDENTS WITH HEARING IMPAIRMENT

Radomir Arsić

University of Prishtina-Kosovska Mitrovica, Faculty of Thichers Education racal13ar@gmail.com

Bojana Vuković

University of East Sarajevo, Faculty of Medicine in Foca

Sladanja Čalasan

University of East Sarajevo, Faculty of Medicine in Foca

Abstract: The professional competence is an integral part of the learning process in order to achieve the desired results: personal achievement, quality of life and professional fulfillment. In vocational guidance include specific preparation for occupation, work experience, practice, measures of general professional education, offer concrete help in decision making.

To select a proper profession deaf people and students need to look at their own professional of competence in relation to the professions that represent a choice. There are three dimensions of professional competence-building, professional and environmental dimensions.

Deaf and people with hearing impairment, as well as people with other types of disability, belong to a population that is in a particularly delicate position regarding the occupational functioning, starting from their information to the employment and adaptation to the workplace.

Keywords: competence, work, professional development, the deaf and hard of hearing

Work is the primary organizational structure of life and the importance of work in the life of every person, including a man with a disability has radically changed compared to the past. Today, there are career counselors for people with disabilities and their primary task is to include these people in the complex interaction between business, society and the individual with a disability, as well as the adaptation of work to people with disabilities (disabilities). In addition to the basic values of work, which is usually central to people's lives, there are a few basic assumptions relating to the facilitation of career and training of persons with disabilities and the interaction of all these assumptions are crucial for professional orientation and employment of persons with disabilities. The first assumption is focusing on behavior change, and how people who have no disability (and other employers) and of persons with disabilities. This change, which can be large or small, including the development of new skills (or improve existing) by persons with disabilities and change their behavior in an active job search. The second assumption represents maximizing the abilities of individuals with disabilities to function independently in the environment. The third assumption is the relationship between the adviser for business and people with disabilities, and there mnora that there is a strong alliance that should facilitate the conduct of business or need training in business. The second assumption represents maximizing the abilities of individuals with disabilities to function independently in the environment. The third assumption is the relationship between the adviser for business and people with disabilities, and there mnora that there is a strong alliance that should facilitate the conduct of business or need training in business. The second assumption represents maximizing the abilities of individuals with disabilities to function independently in the environment. The third assumption is the relationship between the adviser for business and people with disabilities, and there mnora that there is a strong alliance that should facilitate the conduct of business or need training in business.

Work is a central location for all human societies throughout history and today, it provides an opportunity for promotion, social support and opportunity for self-expression and self-determination kai and psychological health of the individual. The work can be used in therapeutic purposes, and for people with disabilities work can be particularly beneficial because these people are much more stigmatized and ostracized from society than people without disabilities.

Professional development is significantly occurs in adolescence or when young adolescents accept their own professional identity is developed on the basis of awareness of professional interests and facts or when they begin to intensively think about their future profession and to undertake activities such as professional planning and research jobs and occupations. Erikson (1963) believes that if children are encouraged on their own initiative are beginning to feel competent and confident in their ability to achieve their objective, if in this period hampered then begin to feel inferior, doubting their abilities and therefore do not realize their potential. A similar process takes place with children with disabilities because they are from birth (or okrivanja disability) always inferior position

compared to their peers, and therefore need the help of experts in vocational guidance whose task is to discover hidden potentials and opportunities of children with disabilities in terms of interest and work.

In contrast to Erikson, Super (Super, 1990) believes that it is time to switch careers several functions of individual personality and life circumstances rather than chronological age, in fact, he claims that one person can carry out its development tasks that are associated with the first phase of research careers or until retirement can stay in the same career, it does not represent development opportunities of the person. Similarly happens with people with disabilities, because they are poor decide to change their careers, considering that the current job or career is quite sufficient for them. According to him, the choice of profession can be considered one of the most important tasks of professional development in adolescence. In accordance with this, readiness to choice of profession can be defined as the willingness and ability of students to meet the developmental tasks related to the transition from school to the business environment. Bogdanović (Bogdanović, 2009) considers that the choice of occupations complex decision that depends on personal interests and aptitudes, skills and abilities of, knowledge of opportunities, from decision-making, parental aspirations, as well as socio-economic and cultural environment from which i student and parents dolaze. In contrast, Robert (Robert, 1988) in their research in Nigeria concluded that professional elections are not linked to the socio-economic status and professional aspirations of their parents. Although many before him, argued that socio-economic status reflects the overall social situation of an individual who contributes to the achievements in social and economic domain. They emphasize that socio-economic status determines the position of the individual, education, employment, occupational status and income, and indicate that the family is the one that encourages a high level of achievement of their children in order to maintain the existing status (Considine, Zappala, 2002). This position is represented and Hageman and Gladding (1983) concluded that children from families belonging to lower socio-economic strata perceive fewer opportunities for professional development and career choice and are more conservative in terms of the division between male and female jobs compared to children from middle class.

Callahan and Garner (Garner & Callahan, 1997) under the professional development involve a dynamic process that requires the involvement of individuals in current operating activities, analyzing and synthesizing information about work and their professional achievements. In contrast, Langer and Mayer (Langer, 1969; Maier, 1969) write about professional development as a DC component change and alternation of successive patterns of functional systems and thus the development of different changes as it has a direction and form and includes achieving objectives. Professional development is described as the way in which each individual manages his career within or across organizations. This includes the way in which it engages in order to acquire new skills and improve their knowledge to boost business position.

The results are Szymanski and Hershenson get 2005 point to a number of unfavorable circumstances experienced by people with disabilities in various aspects of professional development. Thus, the relationship between poverty and disability is studied by many researchers (US Census Bureau, 2004; Wittenburg & Farvreault, 2003), where the share of income that define poverty reported twice as many people with disabilities compared to persons without disabilities. Therefore, poverty is an important personal and public policy issue for people with disabilities, because in addition to poverty their lives accompanied by physical and psychological problems, the relationship between health and poverty and points to the unfavorable status of health insurance and persons with disabilities (US Department of Health and human Services, 2010), which leads to the emergence of a large number of disability among poor people. There are many studies that suggest a relationship between poverty and poor health, chronic diseases, health conditions, mental illness and disability. A relation between poverty and disability and associated low rate of their employment is a worldwide phenomenon (Elwan, 1999; Yao, 2001). They point to the problem of poverty and its connection with the phenomena of anxiety, depression, somatic problems, Probe behavioral disorders and aggressive behavior. Poverty, which is associated with disability and chronic diseases hinder the individual in performing even the simplest of tasks, and it is a great chance that they will remain poor. Disabled people have lower-paying jobs and high maintenance costs of their disability, besides other persons who care for disabled people (family members) can not earn enough to concerns of disabled persons and the time they have to spend with them, leading them to the inability of their employment.

Poverty has many related risk factors that increase the likelihood that individuals with disabilities have problems with job training and the employment. Individuals who are poor live in areas with high crime rates, schools are poor and have limited social networks in which subsist. Poor children experience more divorce of their parents, living in a family where the father is exposed to financial pressures and a larger number of double conflict, parents are more vulnerable to physical punishment of children. Poor people have less and limited access to health care, and that affects their ability to work in the prevention of disability. Environment with low incomes and low perceived quality of the educational experience, it is unlikely that children in these areas, they enter the education

system to complete high school or to become qualified in the business. Poverty affects an individual for work, self-esteem and global orientation about how their world. As for the work Blustein (Blustein et al. 2002) have determined a lower socio-economic status of high school students see the work as a source of income, are less likely to find a job that matches their professional aspirations, receive less support from their families in decision making for career. Studies have shown that poor individuals and people with disabilities have less feelings of self-esteem, lower perceived skills (effectiveness in achieving the objective) and a greater perception of limitations (the perception that there are obstacles to the achievement of objectives).

If we have a person with a disability that is both poor will have a lower social status, which is the result of systematic rejection community for equality, fewer friends and is likely to experience a loss of control over their lives and are more likely to have implications for health and social services, as well as what will be more often associated with negative images about themselves such as sloth, envy, danger, and it will be regarded as a danger to society or being a scapegoat for all social problems.

Professional interests have long been one of the dominant themes in many studies, but their assessment a common practice today. They are a very important factor for success in any profession and among those without omotnosti. The interest does not refer to something that is unknown, and through professional information increases. Interests are formed under the influence of the environment, experience and learning, and they are changeable category of spiritual life at a younger age (Joksimovic Joksimovic, 2007) and they believe that experienced success in the work necessary to meet the basic condition - choose the appropriate call. This, above all, is a planned, rational, deliberate, and if we want harmonization of scientific interests, abilities and desires of individuals with workplace demands and the interests of society, as opposed to random, superficial unsystematic and unplanned decision on the selection call (interest). In this sense we analyze the role of primary schools as environmental factor occupation. Particularly in terms of encouraging the development and formation of professional interests and provide advisory assistance to students in the final decision which roads to unmistakably moving current, later, secondary-school education call. Havelka (Havelka, 1995) argues that it is essential to assume that between the end of primary school some value already structured in a relatively stable value dispositions and that, at least to some extent.

One of the important tasks of development that occurs in adolescence is a professional maturation as well as defining the aspirations and future professional goals. Professional maturity persons without disabilities is often studied topics in literature (Bartlett, 1971; Osipow, 1973; Siper & Hall, 1978), but the researchers emphasize the importance of studying these topics and the population of people with disabilities. Beauchamp and Kiebra (Beauchamp & Kiewra, 2004) believe that students with disabilities at a disadvantage for the development of professional maturity compared to their peers without a disability and need special support in the form of customized educational programs and special engagement of the teaching and non-teaching staff. Due to hearing impairment, for example, and the limitations that it causes, professional maturity for deaf pupils may be lower in relation to their peers who hear, and which may adversely affect on the choice of profession, employment, and fitting in the work environment (Punch et al. 2004). Also the professional development of deaf high school students who are being educated to perform certain tasks, caused by lower average professional maturity in relation to the hearing adolescents. Filip i Avenšin (Phillippe & Auvenshine, 1985) point out that deaf and hard of hearing students need special support in the area of general education, occupational choice, training and employment. For children who can not hear are believed to be professionally less mature than their peers of hearing due to lack of information and the exclusion of communication with the environment. In addition to often lag behind in terms of professional development, it is evident that students with disabilities are less willing to access postsecondary education and to attend part-time courses for the training and the professional indecision lead to restrictions with professional development.

The deaf and hard of hearing students to choose adequate and appropriate profession, need to look at their own professional of competence, and their abilities to perform certain tasks and in relation to occupations that are real choices. So, they should see their real ability, choice of profession and employment opportunities to the success of their education was complete and effective. According to ethical standards, improvement of professional competence is considered the personal responsibility of each individual and the development of competencies is an integral part of the learning process in order to achieve the desired results: personal achievement, quality of life and professional fulfillment. In a study Capeli (Capelli et al, 1995) conducted it was concluded that deaf and hard of hearing children who attend regular classes (inclusive learning) do not differ in terms of their own competence of the typical peers, or to the professional capability deaf persons perceive to be lower than a person they hear, and less professional competence is assessed in relation to the hearing population. Although, the law equates the equal

participation of deaf persons in employment (equal treatment in employment) observed very ukuoliko discriminatory attitudes to work and report to the deaf and hearing people, in favor of the latter.

In contemporary society, a society of speed and adapt to new technical solutions, choice of profession is a very important issue that is largely involved in the daily life of every individual. Therefore, professional orientation (direction to work) is important to provide assistance to an individual in the choice of occupations in accordance with their abilities, interest in nature and the needs of society. The pursuit of professional orientation is to the individual wishes (his interest) into line with the interests of the society in which that person lives. As defined by the American National Association for Vocational Guidance of 1937 (National Vocational Guidance Association) professional orientation of the process of helping the individual to choose a profession, to train for it, employ and advance in business. In our definition gives Krstić (Krstić, 1988) in psychology dictionary specifying that it is targeting mainly young people on the basis of psychological tests to certain occupations ie. professions. We must bear in mind that in determining the meaning of the term professional careers orientations differ in the broader and narrower sense. In a narrow sense, it refers to the provision of advice by experts regarding the selection of future school or profession immediately before making a final decision. In a broader sense, professional orientation involves time-consuming, multi-process monitoring and analyzing the capacity of the candidate and its routing to the appropriate occupation or profession group (Andrijević, 1992). In the professional orientation and include: specific preparation for occupation, work experience, practice, measures of general professional education, offer concrete help in decision making. Technical and technological advances and opportunities that enable new technologies lead to changes in the labor market by education plans in schools are usually not able to follow, but there was a large ramimolaženja between preparation at school for some business and labor market requirements, or that the work itself.

Profile interests of the individual is of great importance in the process of professional orientation as choice of profession is an important factor in the overall development of independence and adaptation, particularly in people with impaired hearing. The extensive program of vocational guidance, it is important to determine: mental abilities, social maturity, emotional maturity, language skills, sensory and motor abilities, interests and directions of social ability of respondents to certain professions. Careers advice and guidance when working with deaf persons carried out continuously and comprehensively since the pre-school period, with a maximum of encouraging the development of all potential capabilities and in particular the specific talent. Following the development of the child in accordance with his mental and physical, intellectual and motor abilities of the affinities, allows me to determine just what their future career path. It is important, in fact, that we have the ability and expertise to recognize and encourage the maximum all the abilities that the child is always in an environment that will stimulate work on the development of the child.

In our country, people with disabilities are mostly professional training in educational institutions at a special curriculum for a limited range of occupations in recent years, often in occupations unadjusted labor markets. For this reason, and because of prejudices of the society towards their employment opportunities large number oseoba with disabilities are employed in sheltered workshops. Number of occupations that are in our country offers to deaf and hard of hearing people is small and tends to decrease, due to the lack of industrial plants where they are employed. In a study conducted in 1972 Savic pointed to the existence of 25 occupations for which they are deaf and hard of hearing people more able, today, the number of jobs reduced to 13, with a decreasing trend.

CONCLUSION

Career choices for deaf persons is limited due to the nature of the primary disability, employment often hampered by the prejudices of employers, while the vocational guidance for deaf people the task of the highest priority. This task must be addressed promptly and methodically, and using all the necessary human and material resources of the school where these children attend school (or in the normal system or in special schools for hearing impaired children).

Consideration own professional competence, individuality and the collective level, has a special significance for the process of vocational guidance for deaf students with regard to any changes, if they are unrealistic or adverse can be an additional limiting factor in the choice of future profession. Consistent implementation of professional information combined with the strengthening of professional maturity, professional determination and professional identity of the deaf and hard of hearing students can significantly affect their objective assessment of professional capacity which should prevent the adoption of wrong professional choices, the consequences of which manifested throughout their working life.

REFERENCES

- [1] Andrejević, D. (1992). *Profesionalno osposobljavanje gluhih i nagluhih*, Zavod za udžbenike i nastavna sredstva, Beograd,
- [2] Bartlett, W.E. (1971). *Vocational maturity: Its past present and future development*, Journal of Vocational Behavior, 1, 217-229,
- [3] Blustein, D., Chaves, A., Diemer, M., Gallagher, L., Marshall, K., Sirin, S., & Bhati, K. (2002). *Voices of the forgotten half: The role of social class in the school-to-work transition*. Journal of Counseling Psychology, 49, 311–323. doi:10.1037/0022-0167.49.3.311,
- [4] Bogdanović, M. (2009). *Prilog primarnoj profesionalnoj orijentaciji: kako do bolje povezanosti sa stvarnim životom?* Napredak, 150(2),
- [5] Beauchamp, H. & Kiewra, K. R. (2004). *Assessment of career maturity and self-advocacy skills*, in E.M. Levinson (Ed.), *Transition from school to post-school life for individuals with disabilities: Assessment from an education and school psychological perspective* (158-188). Springfield, IL: Charles C. Thomas Publisher,
- [6] Elwan, A. (1999). *Poverty and disability: a survey of the literature*. Report for the World Bank,
- [7] Joksimović, Z., Joksimović, Z. (2007). *Uloga osnovne škole u izbor zanimanja*, Norma, vol. 12, br. 1, str. 63-76,
- [8] Krstić, D. (1988). *Psihološki rečnik*, IRO Vuk Karadžić, Beograd
- [9] Capelli, M., Daniels, T., Durieux-Smith, A., McGrath, P.J., Neuss, D. (1995). *Social development of children with hearing impairments who are integrated into general education classrooms*, Volta Review, 97, 197-208,f
- [10] Considine, G. & Zappala, G. (2002). *Influence of social and economic disadvantage in the academic performance of school students in Australia*. Journal of Sociology, 38, 129-148. Retrieved on June 13, 2016 from <http://www.jos.sagepub.com>,
- [11] Osipow, S.H. (1973). *Theories of career development* (2nd ed.) Englewood Cliffs, Nj Prentice Hall,
- [12] Punch, R., Hyde, M. (2005). *The Social Participation and Career Decision-making of Hard-of- Hearing Adolescents in Regular Classes*, Deafness and Education International, 7(3); 122-138, Griffith University, Gold Coast, Australia,
- [13] Phillippe, T., Auvenshine, D. (1985). *Career development Among Deaf Persons*, Journal of rehabilitation of the deaf, 19, 9-17,
- [14] Robert, H. (1988). *A study of the socio-economic status and vocational choices of student*. In Fifth survey of educational research and training, vol.2, New Delhi: National Council Educational Research and Training,
- [15] Super, D.E. (1990). *A life-span, life-spice approach to career development*, In D. Brown & L. Brooks (eds.), *Career choice and development: Applying contemporary theories to practice* 2nd ed. (pp. 197-261), San Francisco: Jossey-Bass,
- [16] Hageman, M.B., Gladding, S.T. (1983). *The art of career exploration: Occupational sex-rollestereotyping among elementary school children*. Elementary School Guidance and Counseling 17, pp.280-287,
- [17] Havelka, N. (1995). *Vrednosne orijentacije učenika i njihova očekivanja od budućeg zanimanja*, Psihološka istraživanja, 7, 89-125,
- [18] U.S. Census Bureau. (2003). *United states summary: 2000 summary social, economic, and housing characteristics*. Washington: U.S. Government Printing Office,
- [19] U.S. Department of Health and Human Services. (2010). *2010 Healthy people objectives–Disability and health*. Retrieved April 20, 2012, from <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=9>.
- [20] Yao, R. (2001). *Chronic poverty and disability*. Background paper number 4. Somerset, United Kingdom: Chronic Poverty Research Centre,
- [21] Wittenburg, D., Favreault, M. (2003). *safety net or tangled web?: an overview of programs and services for adults with disabilities* (Occasional paper number 68). Urban Institute,

