

# Redefining Social Constructs: An Exploratory Research on the Integration of Deaf Employees in the Philippine Metropolitan Workforce

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## Abstract

In the past, deafness has been entwined with groundless misconceptions from the distorted mentality shaped by social constructionism. Nevertheless, as movements on redefining the society began to materialize, much has been done to improve the status of the Deaf, as demonstrated by workplace inclusion and accommodations. Therefore, the study's primary purpose was to gauge the extent of this leap of social structure by investigating employer attitudes, capacities, struggles, and achievements in the employment of Deaf employees while taking into account the real essence of workplace inclusion. An exploratory study design was conducted with two subframes of participants: the hearing employers and Deaf employees. Recruitment of participants was achieved through purposive sampling, and data was gathered using a mixed-methods approach. Research instruments included Attitudes to Deafness Scale, Basic Need Satisfaction at Work, and Rosenberg Self Esteem Scale. Descriptive and exploratory analyses were used in the interpretation of results. Results showed a significant difference between the employers and the Deaf employees' perspectives, raising an issue on the separation between diversity and inclusion. Despite explicit support and favorable attitudes towards deafness, the Philippines has a long way to be called 'fully inclusive.'

**Keywords:** deafness; workplace integration; social constructionism

## Introduction

With social constructionism that wraps reality, people are often trapped into identities that are not solely personal choice representations. Typically, identity formation stems from longstanding socio-cultural norms that are traditionally embedded in society. Hence, the binary system of 'normalcy and deviance' comes into play, with the latter being at a disadvantage.

The idea of disability as a deviant of 'ability' situates disabled individuals into marginalization or exclusion from the 'normal' society (Waldschmidt, Berressem, & Ingwersen, 2017). Falling outside the range of acceptable standards, they are being strayed outside the peripheries of inclusion (Lejzerowicz, 2016). Accordingly, as physical or mental impairment impedes them from functioning normally, people with disabilities are subjected to a substandard integration system that limits their opportunities for education, work, and social life (Wong, 2016).

The same thing happens to the d/Deaf people in a world dominated by hearing individuals. As they deviate in how people are wired, they are no exception to unwarranted judgments on account of damaged sensory modality. Notwithstanding its nature of invisibility, disclosure of deafness sets off negative suppositions and opinions (West, Low, & Stankovic, 2015).

Historically and up to date, disability may be visible or invisible, carries a stigma of helplessness and dependency on others (Nieweglowski & Sheehan, 2017). More than being marked destructively, disabled persons are also being drifted away from having full social participation (United Nations Department of Economic and Social Affairs, 2018).

Nevertheless, in the face of a distorted mentality, tides have turned through time, as movements on redefining the society began to materialize. Disability rights movements have sparked divergence on perspectives and consequently instigated a new way of looking at disability (Fraser, 2018). Beyond incapacitation, disabled people have then turned their confinements into far-reaching horizons. Likewise, deafness has taken its new form. While it may not be accurate to all, many d/Deaf individuals have seen themselves as nothing less than the hearing and speaking populace.

## **Literature Review**

### **An Interplay of Lenses in the Perception of Deafness**

Deafness is construed in a multifaceted ideology where meaning is crafted based on which angle the spectator looks. Some may see it as a physical trait, while others may see it as a social concept. At one point, it is considered as deviance, but in another, it may suggest a cultural minority. It is in this sense that the idea of deafness steers controversies that are still bounded by ambiguities.

### **Medical, Social and Cultural Models of Deafness**

Researchers identified various models of deafness, but two of the most accepted are the Medical and Social Models. In the medical approach, deafness is seen as a disability that needs treatment and rehabilitation. Along with this premise, the focus is on hearing loss and how to correct it using cochlear implants and hearing aids in conjunction with learning speech and lip-reading. Autonomy and self-sufficiency are considered indicative factors of being 'normal' in this model.

Contrary to the medical model, the social model draws its attention to difference rather than physical impairment. D/deaf people are only disabled by barriers created by society (Lejzerowicz, 2016). In this regard, the perceived norm merely implies prejudice rather than reality. Brice & Strauss (2016) conveyed another perspective where deafness is viewed as a culture where distinctions are made between how a person with hearing loss identifies himself, which sets apart the "deaf" (lower case d) from the "Deaf" (upper case D). The former directs to an audiological condition of hearing while the latter claims a cultural identity, with sign language as a common form of communication.

The Deaf community, thus, share common attitudes and beliefs about themselves. However, since hearing loss is not a noticeable physical distinction, d/Deaf people cannot easily be discerned from the hearing majority. Some of them still choose to assimilate and try to blend in with the hearing society. In a study conducted by Kemmerly and Compton (2014), where identity perception of four students with hearing loss was explored, variances were revealed in how d/Deaf people see themselves. An example is a student who perceived himself as a hearing individual with hearing aids and as hard of hearing when in challenging listening situations. He did not identify himself as a Deaf individual; however, he resorted to categorizing himself as a Deaf member of society to understand his needs.

## **Communication and Deafness**

The study by Powell-Williams (2018) proved that deaf individuals have different strategies for managing and choosing a particular communication mode. While some assume oral communication, others resort to lip-reading and signing. Data from the study revealed that a handful of respondents were sometimes compelled to normalize themselves when with hearing peers through rejecting assistance that may jeopardize their assimilation to the dominant hearing group. On the contrary, some are certain of their identities where they see themselves as belonging to a separate community with their language.

As the most commonly known alternative to oral communication, sign language allows the Deaf to express themselves fully in the most natural way possible. Through signing, the Deaf can communicate within themselves and feel a sense of belongingness. The theory of Symbolic Interactionism (SI) by Mead explains that on top of verbal means, interpretation of meaning is also bounded by other contributing factors like gestures and context. It emphasizes the symbolic interaction that creates order and sense in people's daily lives (Pranata, Latif & Fanani 2019). As for the Deaf community, meaning is formed in interaction through the acceptance of Sign Language and Lip-reading (Pranata, Latif & Fanani 2019).

Sadly, even though Deaf people have their means to communicate within themselves through sign language, the problem arises when they interact with hearing and speaking people. Circumstances may sometimes compel the Deaf to use verbal language by saying with their mouths and hand movements to be easily understood. As an effect of this adjustment, modification of communication patterns develops, which creates a wrong impression that they are having trouble communicating. When communication becomes ineffective, interpersonal relationships and socialization may then be negatively influenced.

## **Deafness in the Workplace**

Concerning the stigmatization of d/Deaf individuals within variant contexts, a strong trajectory to examine in their life development is their employment status. Work is a fundamental right, and everyone should be able to exercise it. As stated by Opoku, Mprah, Dogbe, Moitui, & Badu (2017), having the opportunity to work not only contributes to the nation's economic growth but, more importantly, advances one's status quo and fosters self-sufficiency, a sense of self-worth, and self-expression. Employment of d/Deaf is thus key for their empowerment, independence, and overall well-being. On this basis, movements on inclusion stressed unrestricted access to employ the d/Deaf, forbidding forms of discrimination, and warranting equal workplace opportunities.

Unfortunately, despite having d/Deaf inclusion initiatives, available statistics still show a low employment rate of this population. According to the Yang-Tan Institute at Cornell University's analysis of 2017 American Community Survey data, only around 39% of those with hearing impairment work full time. World Health Organization further claimed worse situations in developing countries, where higher unemployment rates exist among the d/Deaf. Among those who are employed, d/Deaf individuals are in the lowest grades of employment. Consequently, as d/Deaf people have limited work access, destitution becomes higher than hearing peers (United Nations Department of Economic and Social Affairs, 2018). They may also be deprived of access to other general services, including formal education, and therefore, their social integration becomes limited (Turcotte, 2014).

Baum (2015) suggested that d/Deaf may struggle with employer bias that may affect employment, promotion, and task delegation. According to studies, common reasons for resistance include communication difficulties, insufficient education, and employer mindset (Perkins-Dock, Battle, Edgerton, & McNeill, 2015). The d/Deaf may primarily find it challenging to penetrate

interactions, thereby limiting opportunities for them to be fully engaged in their tasks (Shuler et al., 2014).

An ethnographic study of Deaf workers at a popular Indian coffee chain called Café Coffee Day discovered that Deaf workers felt stagnation and isolation in their roles. In contrast, employers expressed a positive perception of them (Friedner's, 2013), hence, revealing contrasting perspectives between the two groups. Furthermore, in a study by Stokar & Orwat (2018), Deaf workers consistently expressed a desire for improving communication patterns at the workplace.

### Status of Deaf in the Philippines

In the Philippines, several policies have been mandated to address issues concerning the Rights of Persons with Disability (PWDs), including the Deaf sector. Examples are the Magna Carta for Persons with Disability (PWDs) and Executive Order No. 417. These were implemented to ensure rehabilitation, self-development, and self-reliance of disabled persons by developing their total well-being and integration in the mainstream society (Silva-dela Cruz & Calimpusan, 2018).

Intended for the Deaf Filipinos, Republic Act 11106, known as Filipino Sign Language (FSL) Act, was formally signed into law last November 2018 (Ranada, 2018). This act orders FSL to be used in institutions like schools, government offices, and television when communicating to the Filipino Deaf. This directive claims to be an access point to which Deaf individuals may be socially integrated.

Nevertheless, despite the efforts being initiated, opportunities for the Deaf in the Philippines, particularly in employment, remain questionable. While previous research may link the situation to lack of education, actual figures and studies are still inadequate. It then sets off the question, "Is the Philippines a Deaf-inclusive country, or does inclusion stop on pen and paper?"

### Conceptual Framework

The study was anchored on interrelated concepts, starting with the Deaf's characteristics and progressing on the impact of social identification. It delved into relationships that coexist among variables, on the account that low results on one variable could induce indirect proportions to another. Existing policies and initiatives were probed and how these were enforced in terms of concrete social participation of Deaf individuals, as evident in workforce inclusion.

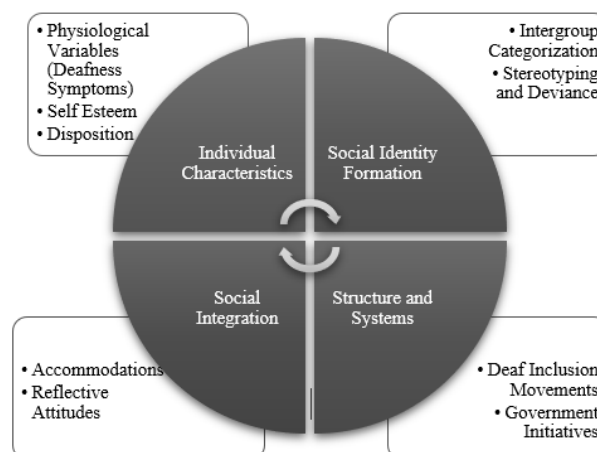


Figure 1. Conceptual Framework

## **Method**

### **Problem Statement**

Given the wide-ranging topic of disability, this research was intended to focus only on the current view of deafness, a controversial yet overlooked subject matter, especially in a third world country where social conditions aggravate the problem. With the latest estimates of the World Health Organization (2018), 466 million people in the world have disabling hearing loss. The most significant prevalence is seen in regions of South Asia, Asia Pacific, and Sub-Saharan Africa. In the Philippines alone, it is estimated that hearing impairment, including mild forms, is established at 28.8% of the general population (Better Hearing Philippines, Inc., 2005). However, it is surprising that despite the growing number of the d/Deaf community in the country, studies about their social status remain scarce, especially in terms of social participation. With this underlying principle, the researcher decided to tap on employment as the focal measure of social participation. The collected data was intended to be an insightful groundwork from which further studies can be conducted.

The study's general purpose was to systematically investigate employer attitudes, accommodations, struggles, and achievements in the employment of Deaf employees, in consideration of the real essence of workplace inclusion in the companies situated in Metro Manila. Further to this, it was the study's objective to understand the relationship between employers and employees' perspectives regarding inclusion for the improvement of the inclusion strategies within organizations.

For this study, the following questions were explored:

1. What are the factors that affect inclusive attitudes towards hiring Deaf employees?
2. What are the perceived difficulties and gains on Deaf employment?
3. How does the self-esteem of employers affect their inclusiveness to Deaf?
4. How does the self-esteem of employees affect their feeling of being included?
5. Is there a significant difference between the perspectives of the employers and Deaf employees regarding accommodation?

### **Scope and Limitations**

Since there are many variations of deafness, the researcher targeted only those with severe to profound loss with Filipino Sign Language as the primary means of communication. This measure was due to the researcher's assumption that accommodations may have less impact on those with milder degrees of hearing loss who use oral communication.

Although the study employed a mixed approach on both participant subframes, the interview part for the Deaf participants was in written form because of the time constraint for the researcher to learn Filipino Sign Language (FSL) before the data collection.

Another significant limitation of the study is the tendency of participants for social desirability. Despite the assurance of anonymity, their tendency to steer social desirability was out of the researcher's control and could have led to possible bias in the study.

### **Participants**

The study was comprised of two subframes: hearing employers and Deaf employees. For the first subframe, responses were gathered from sixty-nine employers, directors, owners, managers, or HR practitioners from various Metro Manila industries. Target companies included local and international firms, representing diverse groups such as Administrative Services, Accommodation, and Food Services, Finance and Insurance, Construction Industries, Healthcare Services,

Education, Manufacturing Industries, Information and Communication, Technical and Scientific Services, and others. Participation was voluntary, anonymous, and confidential.

The second subframe included twenty-one selected Filipino Deaf employees who use Filipino Sign Language (FSL) as the primary language. Qualification considered those with hearing loss substantial to impede auditory communication. The ability to read and write in English was also an inclusion criterion. Participation was voluntary, anonymous, and confidential.

### **Design**

The study employed an exploratory cross-sectional design with a mixed-method approach to data collection, analysis, and synthesis.

The survey's demographic part consisted of the participants' age, sex, educational attainment, employment status, and workplace industry. From these variables, the researcher explored points of analysis and themes for subsequent discussion.

For the employer participants, the first research instrument was "Attitudes to Deafness," a twenty-two-item scale designed for administration to human resource professionals. It comprises statements from deaf people in literature and from a group discussion of the deaf regarding their shared experiences in hearing individuals' attitudes towards them (Cooper, & Rose, & Oliver, 2004). The second instrument was "Rosenberg Self-Esteem Scale," a 10-item scale that determines self-worth by measuring positive and negative views about the self. For supplementary information, fifteen randomly selected participants were invited for an interview.

The research instruments were the "Rosenberg Self-Esteem Scale" and "Basic Need Satisfaction at Work for the employee participants." The latter is a 21-item scale designed to express employees' experiences and feelings towards their job, accounting for the concepts of competence, autonomy, and relatedness. Through this scale, the Deaf participants expressed their real status in their workplace and disclosed if the real essence of inclusion exists. All participants were also invited to complete a written interview. The researcher then attempted to merge the data sets bringing individual results together in a rational, logical, and comprehensive discussion.

### **Materials and Procedure**

Before recruiting participants, the researcher sought approval from the University of Santo Tomas Institutional Review Board (IRB). The cover letter, consent form, demographic sheets, and quantitative questionnaires for the first subframe were converted into electronic records upon approval. Paper forms were utilized for the second subframe as the researcher anticipated a more challenging recruitment process for this group. Surveys were anonymous and coded through numbers.

The participants were required to agree to the terms, as stated by the consent form. The survey took around 15 to 20 minutes to finish; incentive was not given to the participants. All responses were directed to an excel file and exported to an SPSS file format for statistical analyses.

For the interview part, the researcher randomly invited previously recruited participants for a meeting based on their convenience and privacy preferences. The researcher provided a small gift for face-face interviews.

### **Analysis**

Results were analyzed using the descriptive analysis to determine the factors that framed employer attitudes. The researcher also extracted significant statements, clustered them, and formed themes,



alongside a synthesis of remarks on observations. Exploratory data analysis was also performed to uncover relationships between these factors and the other variables in the study. A password-protected computer and software were used in the process of recording, consolidating, and storing data.

## Results

### Demographic Results

#### Subframe 1: Employers

Demographic information from the first subframe of participants included age, sex, educational attainment, organizational role, Deaf hiring experience, and industry categorization. Of the 85 surveys sent electronically, 69 surveys were completed for an 81% return rate. For the 69 valid surveys, there were 47 females (68.1%) and 22 males (31.9%). The participants' predominant age range was 18-29 years old, 48.5%, followed by ages 30-41 at 42.4%, and finally, 42-53 years old at 9.1%. The participants' educational levels included 78.3% with a bachelor's degree, 18.8% with a master's degree, 1.4% had a certificate or training program, and another 1.4% completed high school or equivalent program. 68.8% of the respondents were managers/supervisors, 22.4% were HR professionals, and 9% were executives or owners. Half of the total respondents indicated work experience of 1-3 years (44.9%), while other groups reported 4-6 years and less than a year, with 31.9% and 15.9%, respectively. In terms of Deaf employment, only 27.9% experienced hiring or working with a signing Deaf employee. Industry categorizations were diverse, but the top industries were financial and insurance at 21.7%, service activities at 20%, information and communication at 11.6 %, and administrative service at 10.1%.

**Table 1. Demographic Factors vs Attitude**

	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Age	1.60 (30-41)	.653	5.917*	.005	Significant
Attitude	2.88	.322			
	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Sex	1.31 (Female)	.469	1.566	.211	Not Significant
Attitude	2.88	.322			
	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Industry	7.14	3.46	7.490	.639	Not Significant
Attitude	2.88	.322			
	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Deaf Employment	.279 (no)	.452	.411	.521	Not Significant
Attitude	2.88	.322			

Among the demographic factors that were tapped, only age appeared to have a statistically significant relationship with attitudes towards deafness. This data infers that those in the range of 30-41 years old are more likely to have positive perceptions about the Deaf and hence, potentially more optimistic in hiring Deaf employees.

#### Subframe 2: Deaf Employees

Same demographic measures were obtained from the second group, with the addition of job status. Twenty-one Deaf employees participated in the research. Of these, 52.4% were males, and 47.6% were females. More than half (57.1%) of those who responded fell within the range of 18-29, 38.1% were 30-41, and 4.8% came from the 42-53 age group. 71.4% graduated with a bachelor's degree for educational attainment while others had a high school diploma and certificate or training program, with shares of 19% and 9.5%, respectively. Most participants were production or service staff, comprising of 57.1%. 38.1% were professionals, and only 4.8% were managers or supervisors. Almost all of them had full-time jobs at 81%. Years of service were reported to range

from 1-3 years at 45%, less than a year at 22.7%, 4-6 years at 14.3%, 7-10 years at 9.5%, and above ten years at 4.8%. Deaf participants came mostly from the service industry at 28.6% and administrative support at 14.3%.

### The Common Link Between Self Esteem and Attitude Towards Inclusion

**Table 2. Rosenberg Self-Esteem Scale (RSES) of Employers**

*Possible score range per item is 1–4, and the possible total score range is 10–40. Higher mean scores suggest higher self-esteem*

ITEMS	PERCENTAGES (%)				MEAN
	SD	D	A	SA	
1. On the whole, I am satisfied with myself.	1.4	7.2	49.3	42	3.3188
2. At times, I think I am no good at all.	17.4	43.5	34.8	4.3	2.2609
3. I feel that I have a number of good qualities.	1.4	5.8	46.4	46.4	3.3768
4. I am able to do things as well as most other people.	1.4	8.7	44.9	44.9	3.3333
5. I feel I do not have much to be proud of.	37.7	42.0	14.5	5.8	1.8841
6. I certainly feel useless at times.	27.5	40.6	23.2	8.7	2.1304
7. I feel that I'm a person of worth, at least on an equal plane with others.	2.9	4.3	47.8	44.9	3.3478
8. I wish I could have more respect for myself.	19.1	39.7	25.0	16.2	2.3824
9. All in all, I am inclined to feel that I am a failure.	58.0	27.5	10.1	4.3	1.6087
10. I take a positive attitude toward myself.	2.9	4.3	26.1	66.7	3.5652
<b>TOTAL SCORE</b>					27.2084

**Table 3. Attitudes to Deafness Scale (ATDS) of Employers**

ITEMS	VALID PERCENT (%)						MEAN
	1	2	3	4	5	6	
1. Deaf couples should receive genetic counselling to avoid having deaf children.	11.6	10.1	11.6	20.3	21.7	24.6	4.0435
2. Deaf children should learn to speak to communicate with hearing parents.	11.6	18.8	15.9	14.5	7.2	31.9	3.8261
3. I would like to have more deaf friends.	0	1.5	7.4	23.5	30.9	36.8	4.9412
4. Deaf schools and deaf clubs create deaf 'ghettos'.	34.8	29.0	10.1	11.6	4.3	10.1	2.5217
5. Deaf people should learn speech rather than sign language.	31.9	21.7	23.2	15.9	1.4	5.8	2.5072
6. Deaf people are handicapped.	33.3	10.1	18.8	24.6	7.2	5.8	2.7971
7. More research should be done to find cures for deafness.	5.8	2.9	1.4	7.2	18.8	63.8	5.2174
8. Deaf children should be taught in sign language.	2.9	2.9	8.7	17.4	34.8	33.3	4.7826
9. Hearing children of deaf parents are at risk of emotional deprivation.	26.1	21.7	21.7	10.1	11.6	8.7	2.8551
10. Deaf people are safe drivers.	8.7	20.3	39.1	17.4	10.1	4.3	3.1304
11. I would like to have more deaf colleagues.	0	1.5	10.4	32.8	23.9	31.3	4.7313
12. Deaf people should learn to lip read.	4.3	7.2	15.9	18.8	21.7	31.9	4.4203
13. Interpreters should be available for deaf people at work	8.8	8.8	10.3	25.0	19.1	27.9	4.2059



14. Deaf people should automatically receive help in their home environment.	2.9	4.3	11.6	29.0	17.4	34.8	4.5797
15. All deaf people should be offered corrective surgery.	4.3	2.9	15.9	27.5	20.3	29.0	4.4348
16. Training more mental health professionals to work with deaf clients would be a waste of time.	69.6	18.8	4.3	1.4	1.4	4.3	1.5942
17. Having a deaf colleague would cause problems in the workplace.	50.0	30.9	13.2	2.9	1.5	1.5	1.7941
18. Deaf people are physiologically impaired	30.4	23.2	14.5	23.2	4.3	4.3	2.6087
19. Deaf people should not be viewed as "impaired."	2.9	5.8	15.9	14.5	30.4	30.4	4.5507
20. I would like to see more deaf people at the clubs/societies I attend.	0	1.4	4.3	15.9	37.3	40.6	5.1159
21. Having a deaf friend would be difficult.	33.3	27.5	20.3	11.6	5.8	1.4	2.3333
22. Deaf people have their own culture.	8.7	21.7	14.5	26.1	13.0	15.9	3.6087
1 - Strongly Disagree; 2 - Disagree; 3 - Slightly Disagree; 4 - Slightly Agree; 5 - Agree; 6 - Strongly Agree							

**Table 4. Self Esteem vs. Attitude of Employers**

	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Self-Esteem	3.71	.322	.183	.131	Not Significant
Attitude	2.88	.322			

The hearing employers' overall score indicated a high percentage value revealing generally high self-esteem among the participants. Responses yielded high percentage scores on positive statements 1, 3, 4, 7, and 10, while low scores were indicated on negative items 2, 5, 6, 8, and 9. Comparison of the Rosenberg Self-Esteem Scale (RSES) scores with the Attitude to Deafness Scale (ATDS) scores was statistically insignificant.

**Table 5. Rosenberg Self-Esteem Scale (RSES) of Employees**

*Possible score range per item is 1-4, and the possible total score range is 10-40. Higher mean scores suggest higher self-esteem*

ITEMS	VALID (%)				MEAN
	SD	D	A	SA	
1. On the whole, I am satisfied with myself.	0	0	66.7	33.3	3.3333
2. At times, I think I am no good at all.	0	52.4	38.1	9.5	2.5714
3. I feel that I have a number of good qualities.	0	0	57.1	42.9	3.4286
4. I am able to do things as well as most other people.	0	4.8	47.6	47.6	3.4286
5. I feel I do not have much to be proud of.	9.5	42.9	38.1	9.5	2.4762
6. I certainly feel useless at times.	15.0	40.0	35.0	10.0	2.4000
7. I feel that I'm a person of worth, at least on an equal plane with others.	0	4.8	52.4	42.9	3.3810
8. I wish I could have more respect for myself.	0	4.8	28.6	66.7	3.6190
9. All in all, I am inclined to feel that I am a failure.	28.6	28.6	33.3	9.5	2.2381
10. I take a positive attitude toward myself.	0	4.8	19.0	76.2	3.7143
<b>TOTAL SCORE</b>					30.5905

**Table 6. Basic Need Satisfaction at Work (W-BNS) of Employees**

ITEMS	VALID PERCENT (%)							MEAN
	1	2	3	4	5	6	7	
<b>AUTONOMY</b>								
1. I feel like I can make a lot of inputs to deciding how my job gets done.	0	0	4.8	19.0	19.0	19.0	38.1	5.6667
5. I feel pressured at work. (R)	0	0	0	19.0	23.8	33.3	23.8	5.6190
8. I am free to express my ideas and opinions on the job.	0	0	4.8	4.8	23.8	33.3	33.3	5.8571
11. When I am at work, I have to do what I am told. (R)	0	0	4.8	9.5	9.5	14.3	61.9	6.1905
13. My feelings are taken into consideration at work.	0	0	0	14.3	23.8	23.8	38.1	5.8571
17. I feel like I can pretty much be myself at work.	0	0	0	4.8	19.0	33.3	42.9	6.1429
20. There is not much opportunity for me to decide for myself how to go about my work. (R)	9.5	4.8	14.3	23.8	28.6	9.5	9.5	4.2381
<b>COMPETENCE</b>								
3. I do not feel very competent when I am at work. (R)	14.3	0	9.5	28.6	14.3	19.0	14.3	4.4286
4. People at work tell me I am good at what I do.	0	0	0	0	33.3	33.3	33.3	6.0000
10. I have been able to learn interesting new skills on my job.	0	0	0	0	14.3	9.5	76.2	6.6190
12. Most days I feel a sense of accomplishment from working.	0	0	9.5	9.5	19.0	28.6	33.3	5.6667
14. On my job I do not get much of a chance to show how capable I am. (R)	9.5	0	14.3	28.6	9.5	19.0	19.0	4.6190
19. When I am working I often do not feel very capable. (R)	9.5	9.5	9.5	33.3	23.8	4.8	9.5	4.0476
<b>RELATEDNESS</b>								
2. I really like the people I work with.	0	0	0	4.8	23.8	23.8	47.6	6.1429
6. I get along with people at work.	0	0	0	14.3	19.0	38.1	28.6	5.8095
7. I pretty much keep to myself when I am at work. (R)	0	0	0	4.8	23.8	38.1	33.3	6.0000
9. I consider the people I work with to be my friends.	0	0	0	4.8	23.8	33.3	38.1	6.0476
15. People at work care about me.	0	0	9.5	19.0	23.8	23.8	23.8	5.3333
16. There are not many people at work that I am close to. (R)	9.5	0	4.8	33.3	23.8	9.5	19.0	4.6667
18. The people I work with do not seem to like me much. (R)	19.0	4.8	4.8	19.0	23.8	9.5	19.0	4.2857
21. People at work are pretty friendly towards me.	4.8	4.8	0	0	19.0	23.8	47.6	5.8571
1- not at all true; 4- somewhat true; 7-very true								

**Table 7. Self Esteem vs. Attitude of Employees**

	Mean	Standard Dev.	Pearson Chi	P Value	Decision
Self-esteem	5.23	1.41	.623*	.003	Significant
Attitude	3.10	.301			

Like the hearing employers, the mean scores of the Deaf employees indicated high percentages in positive statements 1, 3, 4, 7, and 10, suggestive of high self-esteem. However, there was higher variability and distribution of scores compared with the previous frame of participants. Division of percentages between disagreement and agreement was highly evident on negative items 2,5, 6, and 9. There was also a high percentage of the score in statement 8, which brings the issue of "self-respect" into question.

W-BNS assessed the three components of psychological need satisfaction of the Deaf employees: autonomy, relatedness, and competence. The degree of agreement in the autonomy domain indicated variances in the perceived sense of control as indicated by their self-reliance, yet limited authority in the direction of their assigned tasks. In terms of competence, they recognized the opportunities given to them but stated that they could have achieved more. Lastly, in the

relatedness domain, the participants agreed to a positive culture in their workplace but expressed their preference to work alone.

In an attempt to analyze how self-esteem mediates Deaf attitudes towards inclusion, a significant relationship was found statistically, implying that high self-esteem resulted in greater feelings of belonging and inclusion. In contrast, low self-esteem predicted a decreased sense of inclusion.

### Divergent Perspectives Between Hearing Employers and Deaf Employees

**Table 8. Hearing Employers vs Deaf Employees**

	Mean	Standard Dev.	Pearson Chi	P-Value	Decision
Employers	3.71	.322	6.886	.000	Significant
Employees	5.23	1.41			

A statistically significant difference between hearing employers' and Deaf employees' perspectives argued that absolute workplace inclusiveness is still non-existent. The employers' collective responses were indicative of high support for diversity, but the uncertainties on employees' responses raised questions on the sufficiency of available accommodations.

### Discussion

#### Seeing Through the Lens of Employers

The study showed a predominance of positive regard towards the inclusion of Deaf in the current Philippine Metropolitan workforce. A point of convergence in the employers' statements revealed explicit support for diversity and favorable reception of Deaf integration. Generally, they perceive Deaf employees as potential assets, given their inherent attitudes and dedication towards work.

However, a significant discrepancy emerged with inherent assumptions, implying 'Deaf stigma' even up to date. Some employers, even if they have affirmative attitudes towards Deaf employment, still make assumptions about the limitations and capabilities of the Deaf. This mindset, in turn, may partly be explained by lack of experience, flawed understanding, and inadequate exposure to the Deaf community.

Analysis of employer responses gave rise to clusters and themes that further accentuate the gains, difficulties, and accommodations on Deaf employment.

The Irony of Perceived Weakness: Characterization of Deaf Employees from the Employer's Perspective

#### Detachment from Audible Distractions

Deaf employees are positively commended with their ability to focus on and strictly adhere to deadlines. Their acuity to small details is a common denominator that appeals to employers. Uncoupling from the workstation's noisy backdrops, given their hearing deficit, makes them externally impervious and exceptionally engaged in the task on hand.

#### Dedication for Work Retention and Self-Worth

One trait that makes Deaf employees stand out is their warmth and appreciation of their work, regardless of their position on the business ladder. They strive hard to prove themselves to their employers and everyone who tags them with unwarranted labels. Unlike typical hearing individuals who may be provided with more opportunities, they experience a longer waiting time to find the right jobs and inclusive companies. This misfortune makes them value the 'acceptance' they

worked hard for; hence, they do everything to retain the position and give back to those who trusted them.

### **Fulfillment of Corporate Social Responsibility**

Alongside the provision of opportunities on a skill-based approach, most employers consider Deaf employment as a means to embed "Corporate Social Responsibility" in their operations. Businesses that venture into hiring them assert that it is a contribution to the betterment of society. It then reflects the relevance of human rights in sustainable development by stipulating a workplace that promotes equal opportunity, regardless of differences. Furthermore, as hiring Deaf may serve as a platform to showcase diversity support, businesses become more appealing to potential clients and workers.

However, the involvement of enhanced corporate image with Deaf employment becomes controversial as it questions the real intention of Deaf integration. For that reason, employers tend to refute the idea and instead emphasize the quality of output and service that the Deaf can deliver.

### **Expansion of Talent Pool**

In an economy where businesses struggle with skill shortages, Deaf employment offers an important proposition as Deaf individuals can also demonstrate an untapped breadth of viewpoints and experiences. They bring new knowledge to the table and help organizations see situations from different perspectives. Their adaptability to other conditions instigates out-of-the-box thinking and creative problem-solving. Additionally, Deaf employees tend to boost team harmony by having the team unite in recognizing collaborative understanding.

### **Bridging the Gaps Towards Accessibility**

Despite the myriad reap of benefits and outward support on Deaf employment, employers still expressed reservations with some statements and opinions about the Deaf. Although they are empathic towards the Deaf, to some extent, they acknowledge the challenges of employing Deaf, with communication difficulties as the focal point. On top of this, the accommodation also infers an additional cost that should be shouldered by the company; hence, small businesses find it more difficult to adjust accordingly.

Typically, the recruitment process marks a crucial point as it requires additional effort in both parties. Employers verbalized that having an interpreter during job interviews is critical to clarify job descriptions and company policies' ambiguities. In Metro Manila, few organizations endeavor to assist the Deaf and employers through the 'match-making' process. Basically, they partner with the existing Deaf schools, match graduates with possible employers, and finally conduct Deaf awareness training. The foundation of these social enterprises, which started as initiatives, is substantial in advancing the status of the Deaf. Beyond interpreting services, they also offer job coaching and regular visits during the adjustment period, intending to bridge the communication gap between the hearing employer and the Deaf employee.

Employers, nonetheless, have different opinions on the role of these bridging organizations. Although the majority favor their holistic approach in integration, some companies still defer their full services as they would want their Deaf employees to be simply assimilated with other employees as much as possible. On top of additional cost issues, they intend to treat the Deaf employees just the same as the hearing employees; thus, the only accommodation they provide is interpretation service during interviews and training.

The speed and quality of communication are considered the top barriers of most employers, and to surmount these, non-spoken forms of communication are utilized. Interactions between Deaf workers and their hearing managers transpire through gestures, with occasional writing on

notepads or texting sentences on mobile devices. Messages are conveyed primarily through email and text messages. Written communication, though, is deemed challenging as many Deaf do not have the same grammar as what the hearing individuals commonly use. In place of this, an adjustment may be necessary when transmitting a message across pen and paper and through email.

Concerning the health and safety of Deaf employees, one employer said they have a 'buddy system' protocol where a Deaf employee is partnered with a hearing employee in emergency cases. Another employer mentioned the use of lights synced with the alarm systems. The majority of companies, unfortunately, still lack measures to ensure safety precautions appropriate for the Deaf.

Driving is also an area which is believed to be a limitation of Deaf employees. Most employers expressed their doubts about hiring Deaf employees in positions that require driving. Due to their hearing impairment, it is presumed that their driving ability is also compromised, which, in turn, restricts work opportunities for the Deaf.

In terms of promotion and career advancement, doubts remain concerning the competencies and limitations of the Deaf community. Although employers could not articulate the rationale behind it, many still believe that there are limitations in position or roles offered to Deaf employees. Deaf employees rarely get promoted.

#### Augmenting the Voices of the Deaf Employees

Like any other job hunter, Deaf employees go through tedious recruitment, training, and adjustment at work. However, competition over employment with hearing individuals makes them more delayed in the transition to work. Although employers have evident optimism towards them, opportunities and positions remain inadequate.

The responses of the participating Deaf employees varied to extremes, with those who are exceedingly pleased with their work experience to those who vent frustration in their work. Dominantly, Deaf employees feel more than grateful for their jobs, and they work hard with hopes of advancement in the coming years. A few, though, have been in the same position overdue for promotion compared with hearing employees.

On the flipside, Deaf employees feel that many of their hearing counterparts are not that knowledgeable about the Deaf community. The medical or pathological perspective on deafness remains, and it pains the Deaf community. They want more people to see the Deaf from a socio-cultural perspective, where deafness is viewed as a difference, not inferiority. They expressed their frustration in making people see that Deaf individuals use vision as a positive, efficient alternative to the auditory channel.

Furthermore, many of the Deaf participants conveyed their desire to show more of what they can do. They said that despite existent opportunities, work boundaries confine them in tasks that are simply within their comfort zones. Education was also raised as they know some Deaf friends who could be promising, but limited educational opportunities impede them from achieving their full potentials.

#### **Conclusion**

Much has been done to elevate the status of the Deaf, and significant changes are already existent in contemporary Philippine society. There is indeed a bright future for the Deaf Filipinos, as depicted by a growing number of companies and organizations where integration is thriving. Nevertheless, to be an entirely Deaf inclusive country, where stereotypes at work are thoroughly debunked, workplace accommodations still have a long way to go. Positive attitudes towards the



Deaf have already sparked hope but combined with exposure and education, a chance of making a more significant difference awaits.

The answers to the thorny issue of full inclusion among the Deaf go beyond crude measures. Employer training is probably a good starting point to foster exposure with the Deaf, where modifications on organizational strategies can be based. Partnerships with organizations advocating the Deaf also provide valuable supplemental assistance. Furthermore, it is practical to promote the use of Filipino sign language in the Philippine educational system.

Collaborative efforts are indeed necessary to ensure success in Deaf integration. It may still take a while before full inclusiveness can be achieved, but all efforts will be worthwhile.

## **Limitations**

### **Limited Sample Size**

Although the sampling size was deemed suitable for mixed-method research, it was still not highly representative of the enormous Deaf community, given their heterogeneity. Due to the study's limitation, precise scope, and time constraints, the researcher purposively chose the participants who could provide valuable insights for interpretation. Most participants were college graduates, with only a few who had lower levels of education. A referral system was also utilized for the recruitment of participants. However, it should be noted that the researcher was well-informed on research ethics with samples of this nature.

### **Consistency and Accuracy of Deaf Responses**

It was noted that Deaf participants utilized nonstandard grammatical forms of written language, as evident in their written responses. They demonstrated substantial variability in their writing with noticeable deficits in linguistic competence. Their written output displayed incoherent structures and confounding elements like fewer words, shorter clauses, lack of modifiers, and more errors than conventional English with limited to no access to the English language via acoustic input. In a nutshell, their writing could be described as rigid and straightforward.

This written composition of the Deaf was one of the most significant challenges that the researcher faced during data gathering. Only a few exhibited suitable grammatical structures, affecting their responses' consistency, accuracy, and clarity. Although their answers were understandable, to some extent, further elucidation was intricate. The researcher needed to decode their answers to yield commonalities and contrasting statements, and for some uncertainties, the assistance of a Deaf expert was sought.

Comprehension of the written questionnaires was also challenging because some Deaf participants would resort to inferencing for any confusing statements. With this, the researcher repeatedly asked the Deaf participants for any further clarification. The researcher warranted that participants were properly guided throughout their participation. For some participants, a Deaf expert also helped for interpretation.

### **Social Desirability**

Congruent with literature, individuals are predisposed to constructing positive images as reflective of their interactions with minority groups, such as the Deaf. To a certain extent, employers may have been influenced by this tendency of social desirability by expressing positive regard towards Deaf employees and suppressing any negative comments.

On the part of the Deaf employees, they may have also wanted to show the researcher they were capable and had strong abilities, deemphasizing some of their challenges.

## Suggestions for Future Research

With the study's conclusion, the researcher recognized certain valuable areas of interest for future research. First, the researcher recommends adaptation with a modified approach to Deaf recruitment and a broader sampling scope. The researcher was able to consult with an expert in the field of Deaf integration, and she suggested translation of questionnaires into a Filipino Sign Language Format and conversion of output in the video. This technique addresses the dilemma of inconsistencies and probable inaccuracies in the results. A team will be comprised of a hearing Deaf expert and a Deaf individual. Tapping a broader and more diverse sector is also suggested to compare patterns in results and generate a more precise representation of various groups within the Deaf community.

Another area of concern is the educational opportunities for the Deaf in the Philippine setting, and this is crucial as the academic status of any individual positively affects the employment status. It is essential to investigate if the opportunities for the Deaf are adequate for them to acquire the same education with hearing peers. It is also highly recommended to review the literacy interventions provided with the Deaf and assess if they are optimal for them to express themselves in the written language. Likewise, it is also worthwhile to probe Filipino Sign Language implementation in different settings and examine the language constructs that may further be improved.

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# **Redefining Social Constructs: An Exploratory Research on the Integration of Deaf Employees in the Philippine Metropolitan Workforce**

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**Appendix I:** Cover Letter

**Appendix II:** Consent Forms

**Appendix III:** Demographic Questionnaire

**Appendix IV:** Attitude to Deafness Scale

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**Appendix VI:** Basic Need Satisfaction Scale at Work

**Appendix VII:** Interview Guide.

**Appendix VIII:** Research Instruments' Permission to Use.

**Appendix IX:** Certificate of Good Clinical Practice

**Appendix X:** Technical Review and Ethics Review Certificates

**Appendix XI:** Results: Tabular Data

**APPENDIX I:**  
**Cover Letter**





Faculty of Medicine and Surgery  
Department of Otorhinolaryngology  
Center for Audiological Sciences

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Dear Participant,

Greetings in the name of St. Thomas Aquinas!

My name is Janine Sagala, a graduate student from the University of Sto. Tomas Faculty of Medicine and Surgery Clinical Audiology Program, and I am conducting a research exploring the inclusiveness of Philippine Metropolitan workforce in Deaf employment.

The study aims to systematically investigate on employer attitudes, accommodations, struggles and achievements in the employment of Deaf employees, while taking into account the real essence of workplace inclusion in the companies situated in Metro Manila. It is the objective of the study to understand the relationship between the perspectives of both employers and employees regarding the issue of inclusion, with the hope of improving inclusion strategies within organizations.

Furthermore, since studies about the position of Deaf remain scarce, despite the growing prevalence of deafness in the country, the data to be collected endeavors to be an insightful groundwork from which further studies can be conducted.

In this regard, you are invited to take part in this study and participation requires completing the attached survey. Participation is completely voluntary and thus, you are not obliged to take part. It is also anonymous and confidential. Hence, responses cannot be attributed to any of the participants.

The questionnaires will be securely stored, and data will be consolidated in an electronic format on a password protected computer.

By completing the questionnaire, you are consenting to participate in the study.

Should you require further information, you may contact me at 09354419048 or [jpssagala@gmail.com](mailto:jpssagala@gmail.com).

Regards,

**Janine Sagala**  
Audiology Student  
Date: 09 October 2019

APPENDIX II:  
Consent Forms



**Title of the research:**

Redefining Social Constructs: An Exploratory Research on the Integration of Deaf Employees in the Philippine Workforce

I, \_\_\_\_\_, without coercion or force, freely and voluntarily consent to be part of this research.

It is clear to me that the rationale of this study is to gain information about the status of the Deaf community in the Philippine workforce. As part of this study, I will be asked to respond about my attitudes towards hiring Deaf employees, personal opinions and general demographics about myself.

I understand that my participation is voluntary, and I may stop participating at any time. In agreeing to participate, I acknowledge that I am at least (18) years of age. My name will not appear on any of the results and only group findings will be reported. Information to be obtained during the study will remain confidential, to the extent allowed by law.

I understand that there may be minimal risk associated with the participation in this study due to anxiety with reporting my genuine attitudes towards the Deaf people. With this, I have the option of withdrawing my participation at any time, without penalty or prejudice. The researcher will also guide me with my engagement.

Results from the study may be sent to me upon request.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date



**Title of the research:**

Redefining Social Constructs: An Exploratory Research on the Integration of Deaf Employees in the Philippine Metropolitan Workforce

I, \_\_\_\_\_, without coercion or force, freely and voluntarily consent to be part of this research.

It is clear to me that the rationale of this study is to gain information about the status of the Deaf community in the Philippine workforce. As part of this study, I will be asked to respond about my feelings toward my company's inclusion strategies, personal opinions and general demographics about myself.

I understand that my participation is voluntary, and I may stop participating at any time. In agreeing to participate, I acknowledge that I am at least (18) years of age. My name will not appear on any of the results and only group findings will be reported. Information to be obtained during the study will remain confidential, to the extent allowed by law.

I understand that there may be minimal risk associated with the participation in this study due to anxiety with reporting my genuine attitudes towards my employer. With this, I have the option of withdrawing my participation at any time, without penalty or prejudice. The researcher will also guide me with my engagement.

Results from the study may be sent to me upon request.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date

APPENDIX III:  
Demographic Questionnaire



## DEMOGRAPHIC QUESTIONNAIRE - EMPLOYER

Please be assured that the answers you give will be kept confidential.

<p><b>1. Age:</b></p> <p><input type="checkbox"/> 18-29 years</p> <p><input type="checkbox"/> 30-41 years</p> <p><input type="checkbox"/> 42-53 years</p> <p><input type="checkbox"/> 65 and older</p>	<p><b>2. Sex:</b></p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>	
<p><b>3. Education: What is the highest level of education you completed?</b></p> <p><input type="checkbox"/> High school or equivalent</p> <p><input type="checkbox"/> Certificate or training program</p> <p><input type="checkbox"/> Bachelors</p> <p><input type="checkbox"/> Masters</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>4. Which of the following best describes your current role in the organization?</b></p> <p><input type="checkbox"/> HR Professional</p> <p><input type="checkbox"/> Manager or Supervisor</p> <p><input type="checkbox"/> Executive/Owner</p> <p>Other: _____</p>	
<p><b>5. How long have you been working with your current organization?</b></p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1 - 3 years</p> <p><input type="checkbox"/> 4 - 6 years</p> <p><input type="checkbox"/> 7 - 10 years</p> <p><input type="checkbox"/> More than 10 years</p>	<p><b>6. Have you ever employed a signing Deaf employee?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	
<p><b>7. Which of the following categories best describes the industry you primarily work in?</b></p>		
<p><input type="checkbox"/> Agriculture, Forestry and Fishing</p> <p><input type="checkbox"/> Mining and quarrying</p> <p><input type="checkbox"/> Manufacturing</p> <p><input type="checkbox"/> Electricity, gas, steam and air conditioning supply</p> <p><input type="checkbox"/> Water supply, sewerage, waste management and remediation activities</p> <p><input type="checkbox"/> Construction</p> <p><input type="checkbox"/> Wholesale and retail trade; repair of motor vehicles and motorcycles</p> <p><input type="checkbox"/> Transportation and storage</p>	<p><input type="checkbox"/> Accommodation and food service activities</p> <p><input type="checkbox"/> Information and Communication</p> <p><input type="checkbox"/> Financial and insurance activities</p> <p><input type="checkbox"/> Real estate activities</p> <p><input type="checkbox"/> Professional, scientific and technical services</p> <p><input type="checkbox"/> Administrative and support service activities</p> <p><input type="checkbox"/> Public administrative and defense; compulsory social security</p>	<p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Human health and social work activities</p> <p><input type="checkbox"/> Arts, entertainment and recreation</p> <p><input type="checkbox"/> Other service activities</p> <p><input type="checkbox"/> Activities of private households</p> <p><input type="checkbox"/> Activities of extraterritorial organizations and bodies</p>

## DEMOGRAPHIC QUESTIONNAIRE - EMPLOYEE

Please be assured that the answers you give will be kept confidential.

<p><b>1. Age:</b></p> <p><input type="checkbox"/> 18-29 years</p> <p><input type="checkbox"/> 30-41 years</p> <p><input type="checkbox"/> 42-53 years</p> <p><input type="checkbox"/> 65 and older</p>	<p><b>2. Sex:</b></p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>	
<p><b>3. Education: What is the highest level of education you completed?</b></p> <p><input type="checkbox"/> High school or equivalent</p> <p><input type="checkbox"/> Certificate or training program</p> <p><input type="checkbox"/> Bachelors</p> <p><input type="checkbox"/> Masters</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>4. Which of the following best describes your current role in the organization?</b></p> <p><input type="checkbox"/> Production/Service Staff</p> <p><input type="checkbox"/> Professional</p> <p><input type="checkbox"/> Manager or Supervisor</p> <p><input type="checkbox"/> Executive/Partner</p> <p>Other: _____</p>	
<p><b>5. How long have you been working with your current organization?</b></p> <p><input type="checkbox"/> Less than 1 year</p> <p><input type="checkbox"/> 1 - 3 years</p> <p><input type="checkbox"/> 4 - 6 years</p> <p><input type="checkbox"/> 7 - 10 years</p> <p><input type="checkbox"/> More than 10 years</p>	<p><b>6. Which is your job status:</b></p> <p><input type="checkbox"/> Full time</p> <p><input type="checkbox"/> Part time</p> <p><input type="checkbox"/> Project-Based</p>	
<p><b>7. Which of the following categories best describes the industry you primarily work in?</b></p>		
<p><input type="checkbox"/> Agriculture, Forestry and Fishing</p> <p><input type="checkbox"/> Mining and quarrying</p> <p><input type="checkbox"/> Manufacturing</p> <p><input type="checkbox"/> Electricity, gas, steam and air conditioning supply</p> <p><input type="checkbox"/> Water supply, sewerage, waste management and remediation activities</p> <p><input type="checkbox"/> Construction</p> <p><input type="checkbox"/> Wholesale and retail trade; repair of motor vehicles and motorcycles</p> <p><input type="checkbox"/> Transportation and storage</p>	<p><input type="checkbox"/> Accommodation and food service activities</p> <p><input type="checkbox"/> Information and Communication</p> <p><input type="checkbox"/> Financial and insurance activities</p> <p><input type="checkbox"/> Real estate activities</p> <p><input type="checkbox"/> Professional, scientific and technical services</p> <p><input type="checkbox"/> Administrative and support service activities</p> <p><input type="checkbox"/> Public administrative and defense; compulsory social security</p>	<p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Human health and social work activities</p> <p><input type="checkbox"/> Arts, entertainment and recreation</p> <p><input type="checkbox"/> Other service activities</p> <p><input type="checkbox"/> Activities of private households</p> <p><input type="checkbox"/> Activities of extraterritorial organizations and bodies</p>

**APPENDIX IV:**  
**Attitude to Deafness Scale**

**Attitude to Deafness Scale**

Please answer the following questions on a scale of 1-6.

1. Deaf couples should receive genetic counselling to avoid having deaf children.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

2. Deaf children should learn to speak to communicate with hearing parents.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

3. I would like to have more deaf friends.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

4. Deaf schools and deaf clubs create deaf 'ghettos'.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

5. Deaf people should learn speech rather than sign language.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

6. Deaf people are handicapped.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

7. More research should be done to find cures for deafness.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

8. Deaf children should be taught in sign language.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

9. Hearing children of deaf parents are at risk of emotional deprivation.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

10. Deaf people are safe drivers.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

11. I would like to have more deaf colleagues.

Strongly Disagree    1    2    3    4    5    6    Strongly Agree

12. Deaf people should learn to lip read.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

13. Interpreters should be available for deaf people at work.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

14. Deaf people should automatically receive help in their home environment.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

15. All deaf people should be offered corrective surgery.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

16. Training more mental health professionals to work with deaf clients would be a waste of time.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

17. Having a deaf colleague would cause problems in the work place.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

18. Deaf people are physiologically impaired.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

19. Deaf people should not be viewed as "impaired."

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

20. I would like to see more deaf people at the clubs/societies I attend.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

21. Having a deaf friend would be difficult.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

22. Deaf people have their own culture.

Strongly Disagree  1  2  3  4  5  6 Strongly Agree

APPENDIX V:  
Rosenberg Self Esteem Scale

**Rosenberg Self Esteem Scale (Rosenberg, 1965)**

Below is a list of statements dealing with your general feelings about yourself.

If you *strongly agree* with the statement circle SA.

If you *agree* with the statement circle A.

If you *disagree* with the statement circle D.

If you *strongly disagree* with the statement circle SD.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD
9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD



APPENDIX VI:  
Basic Need Satisfaction  
Scale at Work

**Basic Need Satisfaction at Work**

(When I am at work)

The following questions concern your feelings about your job during the last year. (If you have been on this job for less than a year, this concerns the entire time you have been at this job.) Please indicate how true each of the following statement is for you given your experiences on this job. Remember that your boss will never know how you responded to the questions. Please use the following scale in responding to the item.

1	2	3	4	5	6	7
not at all			somewhat			very
true			true			true

1. I feel like I can make a lot of inputs to deciding how my job gets done.
2. I really like the people I work with.
3. I do not feel very competent when I am at work.
4. People at work tell me I am good at what I do.
5. I feel pressured at work.
6. I get along with people at work.
7. I pretty much keep to myself when I am at work.
8. I am free to express my ideas and opinions on the job.
9. I consider the people I work with to be my friends.
10. I have been able to learn interesting new skills on my job.
11. When I am at work, I have to do what I am told.
12. Most days I feel a sense of accomplishment from working.
13. My feelings are taken into consideration at work.
14. On my job I do not get much of a chance to show how capable I am.
15. People at work care about me.
16. There are not many people at work that I am close to.
17. I feel like I can pretty much be myself at work.
18. The people I work with do not seem to like me much.
19. When I am working, I often do not feel very capable.
20. There is not much opportunity for me to decide for myself how to go about my work.
21. People at work are pretty friendly towards me.

APPENDIX VII:  
Interview Questions

## **INTERVIEW GUIDE - EMPLOYER**

1. Describe your understanding of diverse and inclusive workplace. Do you think it is important? Why?
2. Are the company's recruiting efforts supporting a diverse culture?
3. Can you share data on your organization's diversity? Have you ever had a signing Deaf employee?
4. What are your perceived difficulties and gains on Deaf employment?
5. What kind of accommodations do you provide for your Deaf employees?
6. Do you think Deaf employees can be assets to your organization?

## **INTERVIEW GUIDE - EMPLOYEE**

1. Have you encountered difficulties in your career that are not experienced by all of your colleagues? Describe them.
2. Describe your experience in your company's recruitment process.
3. Do you feel that you have sufficient support to develop your skills and progress your career?
4. What are the accommodations being provided by your organization? Can you think of any accommodation that your company needs to improve on?
5. How do you see your working progress in the coming five years?

APPENDIX VIII:  
Research Instruments'  
Permission to Use

# Requesting Permission to use Rosenberg Self Esteem Scale

Thank you for your submission. You now have permission to use the Rosenberg Scale. Please be sure to properly cite Dr. Rosenberg's work in your paper or project. The most appropriate citation is: "Rosenberg, Morris. 1989. Society and the Adolescent Self-Image. Revised edition. Middletown, CT: Wesleyan University Press".

[Edit your response](#)

Research on Self-Determination Theory has included laboratory experiments and field studies in several different settings. In order to do this research, we have developed many questionnaires to assess different constructs contained within the theory. **Each questionnaire page will typically include:**

- the scale
- description of the scale
- a key for the scale, and
- references for articles describing studies that used the scale

**\*\*\* Please note that all questionnaires on this web site, developed for research on self-determination theory, are copyrighted.** You are welcome to use the instruments for academic (non-commercial) research projects. However, you may not use any of them for any commercial purposes without written permission to do so from the Center for Self-Determination Theory.

To inquire about a commercial requests, please email: [shannon@selfdeterminationtheory.org](mailto:shannon@selfdeterminationtheory.org)

Click on any questionnaire name below to access the scale or set of questionnaires and other information.

[Aspirations Index](#)

[Basic Psychological  
Need Satisfaction,  
and Frustration  
Scales](#)

[General Causality  
Orientations Scale  
- Studies](#)

RE: ?spam? Permission to Use: Attitudes to Deafness Scale Inbox x



**John Rose**

to me ▾

Mon, Oct 7, 1:34 AM (2 days ago)



Hello Janine,

Yes, that's fine please feel free to use the measure, it may need some adaptation.

I attach a copy for you.

Good luck with your research.

John Rose

**From:** [janine.sagala.med@ust.edu.ph](mailto:janine.sagala.med@ust.edu.ph) [mailto:[janine.sagala.med@ust.edu.ph](mailto:janine.sagala.med@ust.edu.ph)]

**Sent:** 05 October 2019 10:16

**To:** John Rose (Psychology)

**Subject:** ?spam? Permission to Use: Attitudes to Deafness Scale

Dear Mr. Rose,

Good day!

My name is Janine Sagala, a graduate student from the University of Sto. Tomas Master of Clinical Audiology program, and I am conducting a research exploring the inclusiveness of Philippine workforce in deaf employment.

In my study, I would like to systematically investigate on employer attitudes, accommodations, struggles and achievements in the employment of deaf employees, while taking into account the real essence of workplace inclusion.

Since studies about the position of deaf employees in the workplace remain scarce, despite the growing prevalence of deafness in the Philippines, the data to be collected endeavors to be an insightful groundwork from which further studies can be conducted. It also intends to instigate programs that may still be missing to consider the country as being 'inclusive'.

In this regard, may I please ask for your permission to use the 'Attitudes to Deafness Scale' as one of my research instruments. It will be a valuable tool for me to understand the point of view of Filipino employers.

If you have any questions, please let me know.

Thank you so much.

Regards,

Janine Sagala

---



APPENDIX IX:  
Certificate of Good  
Clinical Practice



SOCIETY OF  
BEHAVIORAL  
MEDICINE

Good Clinical Practice Training for Social and Behavioral Research

**CERTIFICATE of COMPLETION**

This certifies that

**Janine P. Sagala**

SBM tracking ID: 29865

completed the National Institutes of Health Office of Behavioral and Social Science Research good clinical practice for social and behavioral research in clinical trials e-learning course on 10/19/2019.

Lindsay Bullock  
Executive Director, Society of Behavioral Medicine

Society of Behavioral Medicine  
555 East Wells Street, Suite 1100 \* Milwaukee, WI \* 53202  
Phone: (414) 918-3156 \* Fax: (414) 276-3349  
[www.sbm.org](http://www.sbm.org)

**APPENDIX X:**  
**Technical Review  
Committee and Ethics  
Review Committee  
Certificates**

## Technical Review Certificate and Endorsement

This certifies that the Technical Review Committee of the Nursing Research Board, College of Nursing, University of Santo Tomas has critically reviewed the technical merit of the research protocol indicated below following the institutional by-laws and policies in research of the College of Nursing:

<b>Protocol Title:</b>	Redefining Social Constructs: An Exploratory Research on the Integration of Deaf Employees in the Philippine Metropolitan Workforce
<b>Protocol Version &amp; Date:</b>	Protocol Version 1 as of [ November 6, 2019]
<b>Research Investigator(s):</b>	Janine Sagala
<b>Institutional Affiliation:</b>	University of Santo Tomas, Faculty of Medicine and Surgery, Clinical Audiology

The Technical Review Committee confirms that the foundational, argumentative, procedural and empirical dimensions of the aforementioned research protocol has been reviewed. Thus, a final decision of **APPROVED** is being granted to the aforementioned research and will be implemented under the oversight of the Nursing Research Board and College of Nursing in accordance with the conditions of ethical approval from the UST Nursing Ethics Research Review Committee (NERRC).

**Endorsed by:**



**Asst. Prof. Les Paul M. Valdez, MAN RN**

*Chair, Nursing Research Board*

Date: 11 | 6 | 2019

**Received by:**



*Principal Investigator*

Date: 11 | 12 | 2019



**UST COLLEGE OF NURSING**  
**ETHICS REVIEW COMMITTEE**

1<sup>st</sup> Floor Room 105, St. Martin de Porres Building, España, Manila, Philippines 1015  
Telephone: (632) 406-1611 local 8362 | (632) 731-5738  
Email: [erc-nursing@ust.edu.ph](mailto:erc-nursing@ust.edu.ph)

**11 January 2020**

**JANINE P. SAGALA**  
*Principal Investigator*  
*University of Santo Tomas*  
*Faculty of Medicine and Surgery*  
*St. Martin de Porres Building, España, Manila,*

**RE USTCON-2020-OR05**  
**REDEFINING SOCIAL CONSTRUCTS: AN EXPLORATORY RESEARCH ON**  
**THE INTEGRATION OF DEAF EMPLOYEES IN THE PHILIPPINE**  
**METROPOLITAN WORKFORCE**

**Dear Ms. Sagala:**

Greetings in the name of St. Thomas Aquinas!

We wish to inform you that your study protocol entitled, **REDEFINING SOCIAL CONSTRUCTS: AN EXPLORATORY RESEARCH ON THE INTEGRATION OF DEAF EMPLOYEES IN THE PHILIPPINE METROPOLITAN WORKFORCE** with a protocol code of **USTCON-2020-OR05**, has been reviewed by the UST College of Nursing Ethics Review Board and has been **APPROVED** for implementation.

The following study-related documents have been reviewed and approved for use in the study:

1. Study Protocol Version 1 dated November 18, 2019;
2. Informed Consent Form Version 1 dated 18 November 2019;
3. Research Tools: Appendix III: Demographic Questionnaire Employer and Employee; Appendix IV: Attitude to Deafness Scale; Appendix V: Rosenberg Self-Esteem Scale; Appendix VI: Basic Need Satisfaction Scale at Work; Appendix VII: Interview Guide Questions
4. Curriculum Vitae of Sagala, Janine P., (Principal Investigator);
5. Basic Research Ethics Training and Good Clinical Practice Workshop Certificate completed October 19, 2019 Society of Behavioral Medicine

The USTCON Ethics Review Committee also reminds the researcher for his/her responsibilities upon approval of this study protocol:



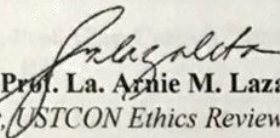
1. Submit any amendment(s) in the approved study protocol or other study-related documents (i.e., informed consent form, assent form, etc.) using USTCON ERC Form 3.A: Study Protocol Amendment Form;
2. Submit a progress report every 6 months using the USTCON ERC Form 3.B: Continuing Review Application Form;
3. Report any adverse events, including those from other study sites, using USTCON ERC Form 3.F: Serious Adverse Event Report Form with the timeline of submission as follows:
  - a. *On-site and local SAEs: Within 24 – 48 Hours from occurrence*
  - b. *Onsite and local SUSARs: Within 7 days from occurrence*
  - c. *International/Foreign SAEs and SUSARs: Within 14 days*
  - d. *Non-serious adverse reactions: Within 14 days*
4. Apply for early study protocol termination and the reason for such using USTCON ERC Form 3.E: Study Termination Application Form;
5. Report any non-compliance, violation, or deviation from the approved study protocol using USTCON ERC Form 3.D: Study Non-Compliance Form within seven (7) days;
6. Notify the USTCON ERC for any event which may have ethical relevance and may be needed by the committee to conduct on-going review;
7. Adhere to all relevant national and international ethical guidelines and policies; and,
8. Submit a final report of the completed study using USTCON ERC Form 3.C: Final Report Form.

The ethical clearance for the abovementioned study protocol is until **11 January 2021 (Monday)**. The application for renewal of ethical clearance must be submitted 90 days before the expiration data using USTCON ERC Form 3.B: Continuing Review Application Form.

Please note that all relevant forms may be requested from the USTCON ERC Secretary whom you may contact at (632) 406-1611 local 8362 or at [erc-nursing@ust.edu.ph](mailto:erc-nursing@ust.edu.ph).

Thank you and God bless!

Respectfully,



Asst. Prof. La. Arnie M. Lazalita, RN, MAN  
Chair, USTCON Ethics Review Committee





**UST COLLEGE OF NURSING  
ETHICS REVIEW COMMITTEE**

1<sup>st</sup> Floor Room 105, St. Martin de Porres Building, España, Manila, Philippines 1015  
Telephone: (632) 406-1611 local 8362 | (632) 731-5738  
Email: [erc-nursing@ust.edu.ph](mailto:erc-nursing@ust.edu.ph)

**COMMITTEE COMPOSITION**

<b>Protocol Code</b>	: USTCON-2020-OR05
<b>Protocol Title</b>	: <b>REDEFINING SOCIAL CONSTRUCTS: AN EXPLORATORY RESEARCH ON THE INTEGRATION OF DEAF EMPLOYEES IN THE PHILIPPINE METROPOLITAN WORKFORCE</b>
<b>Principal Investigator</b>	: Janine P. Sagala
<b>Affiliation</b>	: University of Santo Tomas Faculty of Medicine and Surgery
<b>Date of Approval</b>	: January 11, 2020

<b>Name of Institution</b>	: University of Santo Tomas – College of Nursing Ethics Research Committee (USTCON ERC)
<b>Address</b>	: 1 <sup>st</sup> Floor Room 105, St. Martin de Porres Building, España, Manila, Philippines 1015

<b>Name of Members</b>	<b>Designation and Expertise</b>	<b>Affiliated with Institution</b>
<b>Asst. Prof. La. Arnie M. Lazalita, MAN, RN</b>	Chair Mental Health and Psychiatric Nursing	UST College of Nursing
<b>Asst. Prof. Rowena S. Manzarate, MAN, RN</b>	Member Secretary Adult Health Nursing	UST College of Nursing
<b>Prof. Elmer C. Hibek</b>	Scientific Member/ Non-Affiliate Social Research	UST College of Nursing
<b>Asst. Prof. Gian Carlo S. Torres, PhD., RN</b>	Scientific Member Health Literacy Patient Preparation and Readiness	UST College of Nursing
<b>Asst. Prof. Earl Francis R. Sumile, PhD., RN</b>	Scientific Member Community Health Nursing	UST College of Nursing
<b>Assoc. Prof. Charito P. Consolacion, MD, RN</b>	Scientific Member Obstetric and Gynecologic Nursing	UST College of Nursing
<b>Asst. Prof. Carlo G. Ranoco, MAN, RN</b>	Scientific Member Quality in healthcare; Patient safety	UST College of Nursing
<b>Asst. Prof. Jaclyn J. Magpantay, MAN, RN</b>	Scientific Member Bioethics in Nursing Practice	UST College of Nursing

**APPENDIX XI:**  
**RESULTS: TABULAR DATA**



## DEMOGRAPHIC RESULTS: EMPLOYERS

	Age	Sex	Education	Position	Experience	Deaf Exp	Industry
Valid	66	69	69	67	69	68	69
Missing	24	21	21	23	21	22	21

### FREQUENCY TABLES

AGE		Frequency	Percent	Valid %	Cumulative %
Valid	18-29	32	35.6	48.5	48.5
	30-41	28	31.1	42.4	90.9
	42-53	6	6.7	9.1	100
	Total	66	73.3	100	
Missing	System	24	26.7		
Total		90	100		

SEX		Frequency	Percent	Valid %	Cumulative %
Valid	Female	47	52.2	68.1	68.1
	Male	22	24.4	31.9	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

EDUCATIONAL BACKGROUND		Frequency	Percent	Valid %	Cumulative %
Valid	bachelors	54	60.0	78.3	78.3
	masters	13	14.4	18.8	97.1
	high school or equivalent	1	1.1	1.4	100
	training program	1	1.1	1.4	98.6
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

POSITION		Frequency	Percent	Valid %	Cumulative %
Valid	Manager/Supervisor	46	51.1	68.7	68.7
	Executive/Owner	6	6.7	9.0	77.6
	HR Professional	15	16.7	22.4	100.0
	Total	67	74.4	100	
Missing	System	23	25.6		
Total		90	100		

YEARS OF SERVICE		Frequency	Percent	Valid %	Cumulative %
Valid	Less than 1 year	11	12.2	15.9	15.9
	1-3 years	31	34.4	44.9	60.9
	4-6 years	22	24.4	31.9	92.8
	7-10 years	2	2.2	2.9	95.7
	More than 10 years	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		

Total	90	100		
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DEAF EMPLOYMENT		Frequency	Percent	Valid %	Cumulative %
Valid	No	49	54.4	72.1	72.1
	Yes	19	21.1	27.9	100
	Total	68	75.6	100	
Missing	System	22	24.4		
Total		90	100		

INDUSTRY CLASSIFICATION		NO.	%	V. %	C. %
Valid	Accommodation and Food Service Activities	2	2.2	2.9	5.8
	Activities of Private Households	0	0	0	0
	Activities of Extraterritorial organizations and bodies	0	0	0	0
	Administrative and Support Service Activities	7	7.8	10.1	29
	Agriculture, Forestry and Fishing	0	0	0	0
	Arts, Entertainment and Recreation	0	0	0	0
	Construction	2	2.2	2.9	89.9
	Education	1	1.1	1.4	95.7
	Electricity, Gas, Steam and Air Conditioning Supply	1	1.1	1.4	95.7
	Financial and Insurance Activities	15	16.7	21.7	50.7
	Human health and social work activities	4	4.4	5.8	76.8
	Information and Communication	8	8.9	11.6	18.8
	Manufacturing	4	4.4	5.8	85.5
	Mining and Quarrying	1	1.1	1.4	7.2
	Other Service Activities	14	15.6	20.3	71
	Professional, Scientific and Technical Services	2	2.2	2.9	92.8
	Public Administrative, Defense, Compulsory Social Sec	1	1.1	1.4	100
	Real Estate Activities	2	2.2	2.9	2.9
	Transportation and Storage	2	2.2	2.9	98.6
	Water Supply, Sewerage, Waste Management	1	1.1	1.4	87
Wholesale and Retail Trade	2	2.2	2.9	79.7	
Total		69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

V. %: Valid Percent; C. %: Cumulative Percent

### DEMOGRAPHIC RESULTS: EMPLOYEES

	Age	Sex	Education	Position	Experience	Job Status	Industry
Valid	21	21	21	21	21	21	21
Missing	1	1	1	1	1	1	1

### FREQUENCY TABLES

AGE		Frequency	Percent	Valid %	Cumulative %
Valid	18-29	12	54.5	57.1	57.1
	30-41	8	36.4	38.1	95.2
	42-53	1	4.5	4.8	100
	Total	21	95.5	100	
Missing	System	1	4.5		

Total	22	100		
-------	----	-----	--	--

SEX		Frequency	Percent	Valid %	Cumulative %
Valid	Female	11	50.0	52.4	52.4
	Male	10	45.5	47.6	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100		

EDUCATIONAL BACKGROUND		Frequency	Percent	Valid %	Cumulative %
Valid	bachelors	15	68.2	71.4	71.4
	masters	0	0	0	0
	high school or equivalent	4	18.2	19.0	90.5
	Training program	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

POSITION		Frequency	Percent	Valid %	Cumulative %
Valid	Professional	8	36.4	38.1	38.1
	Production/Staff	12	54.5	57.1	95.2
	Manager/Supervisor	1	4.5	4.8	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

YEARS OF SERVICE		Frequency	Percent	Valid %	Cumulative %
Valid	Less than 1 year	5	22.7	23.8	23.8
	1-3 years	10	45.5	47.6	71.4
	4-6 years	3	13.6	14.3	85.7
	7-10 years	2	9.1	9.5	95.2
	More than 10 years	1	4.5	4.8	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

JOB STATUS		Frequency	Percent	Valid %	Cumulative %
Valid	Full-time	17	77.3	81	81
	Part-time	2	9.1	9.5	90.5
	Project-based	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

INDUSTRY CLASSIFICATION		NO.	%	V. %	C. %
Valid	Accommodation and Food Service Activities	2	9.1	9.5	38.1
	Activities of Private Households	0	0	0	0
	Activities of Extraterritorial organizations and bodies	0	0	0	0
	Administrative and Support Service Activities	3	13.6	14.3	14.3

	Agriculture, Forestry and Fishing	0	0	0	0
	Arts, Entertainment and Recreation	2	9.1	9.5	100
	Construction	1	4.5	4.8	19
	Education	1	4.5	4.8	23.8
	Electricity, Gas, Steam and Air Conditioning Supply	0	0	0	0
	Financial and Insurance Activities	0	0	0	0
	Human health and social work activities	2	9.1	9.5	90.5
	Information and Communication	2	9.1	9.5	76.2
	Manufacturing	1	4.5	4.8	28.6
	Mining and Quarrying	0	0	0	0
	Other Service Activities	6	27.3	28.6	66.7
	Professional, Scientific and Technical Services	1	4.5	4.8	81
	Public Administrative, Defense, Compulsory Social Sec	0	0	0	0
	Real Estate Activities	0	0	0	0
	Transportation and Storage	0	0	0	0
	Water Supply, Sewerage, Waste Management	0	0	0	0
	Wholesale and Retail Trade	0	0	0	0
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
<b>V. %: Valid Percent; C. %: Cumulative Percent</b>					

## SURVEY RESULTS: EMPLOYERS

ATDS – STATISTICS												
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
N	Valid	69	69	68	69	69	69	69	69	69	69	67
	Missing	21	21	22	21	21	21	21	21	21	21	23
Mean		4.0435	3.8261	4.9412	2.5217	2.5072	2.7971	5.2174	4.7826	2.8551	3.1304	4.7313
Std. Deviation		1.67538	1.82270	1.02042	1.64145	1.42068	1.57722	1.39188	1.24699	1.62042	1.23566	1.06717
		Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22
N	Valid	69	68	69	69	69	68	69	69	69	69	69
	Missing	21	22	21	21	21	22	21	21	21	21	21
Mean		4.4203	4.2059	4.5797	4.4348	1.5942	1.7941	2.6087	4.5507	5.1159	2.3333	3.6087
Std. Deviation		1.47933	1.59812	1.34389	1.36638	1.21654	1.04466	1.45741	1.37772	.93205	1.29099	1.56447
ATTITUDE TO DEAFNESS SCALE (ATDS)												
S1: Deaf couples should receive genetic counselling to avoid having deaf children.												
		Frequency		Percent		Valid %		Cumulative %				
Valid	1 Strongly Disagree	8		8.9		11.6		11.6				
	2 Disagree	7		7.8		10.1		21.7				
	3 Slightly Disagree	8		8.9		11.6		33.3				
	4 Slightly Agree	14		15.6		20.3		53.6				
	5 Agree	15		16.7		21.7		75.4				
	6 Strongly Agree	17		18.9		24.6		100				
	Total	69		76.7		100						
Missing	System		21		23.3							
Total		90		100								
S2: Deaf children should learn to speak to communicate with hearing parents.												
		Frequency		Percent		Valid %		Cumulative %				
Valid	1 Strongly Disagree	8		8.9		11.6		11.6				
	2 Disagree	13		14.4		18.8		30.4				
	3 Slightly Disagree	11		12.2		15.9		46.4				
	4 Slightly Agree	10		11.1		14.5		60.9				
	5 Agree	5		5.6		7.2		68.1				
	6 Strongly Agree	22		24.4		31.9		100				
	Total	69		76.7		100						
Missing	System		21		23.3							
Total		90		100								
***S3: I would like to have more deaf friends.												
		Frequency		Percent		Valid %		Cumulative %				
Valid	1 Strongly Disagree	0		0		0		0				
	2 Disagree	1		1.1		1.5		1.5				
	3 Slightly Disagree	5		5.6		7.4		8.8				
	4 Slightly Agree	16		17.8		23.5		32.4				
	5 Agree	21		23.3		30.9		63.2				
	6 Strongly Agree	25		27.8		36.8		100				
	Total	68		75.6		100						
Missing	System		22		24							
Total		90		100								
S4: Deaf schools and deaf clubs create deaf 'ghettos'.												
		Frequency		Percent		Valid %		Cumulative %				
Valid	1 Strongly Disagree	24		26.7		34.8		34.8				
	2 Disagree	20		22.2		29		63.8				
	3 Slightly Disagree	7		7.8		10.1		73.9				

	4 Slightly Agree	8	8.9	11.6	85.5
	5 Agree	3	3.3	4.3	89.9
	6 Strongly Agree	7	7.8	10.1	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S5: Deaf people should learn speech rather than sign language.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	22	24.4	31.9	31.9
	2 Disagree	15	16.7	21.7	53.6
	3 Slightly Disagree	16	17.8	23.2	76.8
	4 Slightly Agree	11	12.2	15.9	92.8
	5 Agree	1	1.1	1.4	94.2
	6 Strongly Agree	4	4.4	5.8	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S6: Deaf people are handicapped.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	23	25.6	33.3	33.3
	2 Disagree	7	7.8	10.1	43.5
	3 Slightly Disagree	13	14.4	18.8	62.3
	4 Slightly Agree	17	18.9	24.6	87
	5 Agree	5	5.6	7.2	94.2
	6 Strongly Agree	4	4.4	5.8	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S7: More research should be done to find cures for deafness.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	4	4.4	5.8	5.8
	2 Disagree	2	2.2	2.9	8.7
	3 Slightly Disagree	1	1.1	1.4	10.1
	4 Slightly Agree	5	5.6	7.2	17.4
	5 Agree	13	14.4	18.8	36.2
	6 Strongly Agree	44	48.9	63.8	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
***S8: Deaf children should be taught in sign language.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	2	2.2	2.9	2.9
	2 Disagree	2	2.2	2.9	5.8
	3 Slightly Disagree	6	6.7	8.7	14.5
	4 Slightly Agree	12	13.3	17.4	31.9
	5 Agree	24	26.7	34.8	66.7
	6 Strongly Agree	23	25.6	33.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S9: Hearing children of deaf parents are at risk of emotional deprivation.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	18	20	26.1	26.1
	2 Disagree	15	16.7	21.7	47.8
	3 Slightly Disagree	15	16.7	21.7	69.6

	4 Slightly Agree	7	7.8	10.1	79.7
	5 Agree	8	8.9	11.6	91.3
	6 Strongly Agree	6	6.7	8.7	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
***S10: Deaf people are safe drivers.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	6	6.7	8.7	8.7
	2 Disagree	14	15.6	20.3	29
	3 Slightly Disagree	27	30	39.1	68.1
	4 Slightly Agree	12	13.3	17.4	85.5
	5 Agree	7	7.8	10.1	95.7
	6 Strongly Agree	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
***S11: I would like to have more deaf colleagues.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	1.1	1.5	1.5
	3 Slightly Disagree	7	7.8	10.4	11.9
	4 Slightly Agree	22	24.4	32.8	44.8
	5 Agree	16	17.8	23.9	68.7
	6 Strongly Agree	21	23.3	31.3	100
	Total	67	74.4	100	
Missing	System	23	25.6		
Total		90	100		
S12: Deaf people should learn to lip read.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	3	3.3	4.3	4.3
	2 Disagree	5	5.6	7.2	11.6
	3 Slightly Disagree	11	12.2	15.9	27.5
	4 Slightly Agree	13	14.4	18.8	46.4
	5 Agree	15	16.7	21.7	68.1
	6 Strongly Agree	22	24.4	31.9	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
***S13: Interpreters should be available for deaf people at work.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	6	6.7	8.8	8.8
	2 Disagree	6	6.7	8.8	17.6
	3 Slightly Disagree	7	7.8	10.3	27.9
	4 Slightly Agree	17	18.9	25	52.9
	5 Agree	13	14.4	19.1	72.1
	6 Strongly Agree	19	21.1	27.9	100
	Total	68	75.6	100	
Missing	System	22	24.4		
Total		90	100		
S14: Deaf people should automatically receive help in their home environment.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	2	2.2	2.9	2.9
	2 Disagree	3	3.3	4.3	7.2
	3 Slightly Disagree	8	8.9	11.6	18.8

	4 Slightly Agree	20	22.2	29	47.8
	5 Agree	12	13.3	17.4	65.2
	6 Strongly Agree	24	26.7	34.8	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S15: All deaf people should be offered corrective surgery.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	3	3.3	4.3	4.3
	2 Disagree	2	2.2	2.9	7.2
	3 Slightly Disagree	11	12.2	15.9	23.2
	4 Slightly Agree	19	21.1	27.5	50.7
	5 Agree	14	15.6	20.3	71
	6 Strongly Agree	20	22.2	29	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S16: Training more mental health professionals to work with deaf clients would be a waste of time.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	48	53.3	69.6	69.6
	2 Disagree	13	14.4	18.8	88.4
	3 Slightly Disagree	3	3.3	4.3	92.8
	4 Slightly Agree	1	1.1	1.4	94.2
	5 Agree	1	1.1	1.4	95.7
	6 Strongly Agree	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
S17: Having a deaf colleague would cause problems in the workplace.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	34	37.8	50	50
	2 Disagree	21	23.3	30.9	80.9
	3 Slightly Disagree	9	10	13.2	94.1
	4 Slightly Agree	2	2.2	2.9	97.1
	5 Agree	1	1.1	1.5	98.5
	6 Strongly Agree	1	1.1	1.5	100
	Total	68	75.6	100	
Missing	System	22	24.4		
Total		90	100		
S18: Deaf people are physiologically impaired.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	21	23.3	30.4	30.4
	2 Disagree	16	17.8	23.2	53.6
	3 Slightly Disagree	10	11.1	14.5	68.1
	4 Slightly Agree	16	17.8	23.2	91.3
	5 Agree	3	3.3	4.3	95.7
	6 Strongly Agree	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
***S19: Deaf people should not be viewed as "impaired."					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	2	2.2	2.9	2.9
	2 Disagree	4	4.4	5.8	8.7
	3 Slightly Disagree	11	12.2	15.9	24.6



	4 Slightly Agree	10	11.1	14.5	39.1
	5 Agree	21	23.3	30.4	69.6
	6 Strongly Agree	21	23.3	30.4	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

\*\*\*S20: I would like to see more deaf people at the clubs/societies I attend.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	1.1	1.4	1.4
	3 Slightly Disagree	3	3.3	4.3	5.8
	4 Slightly Agree	11	12.2	15.9	21.7
	5 Agree	26	28.9	37.7	59.4
	6 Strongly Agree	28	31.1	40.6	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

S21: Having a deaf friend would be difficult.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	23	25.6	33.3	33.3
	2 Disagree	19	21.1	27.5	60.9
	3 Slightly Disagree	14	15.6	20.3	81.2
	4 Slightly Agree	8	8.9	11.6	92.8
	5 Agree	4	4.4	5.8	98.6
	6 Strongly Agree	1	1.1	1.4	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

\*\*\*S22: Deaf people have their own culture.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	6	6.7	8.7	8.7
	2 Disagree	15	16.7	21.7	30.4
	3 Slightly Disagree	10	11.1	14.5	44.9
	4 Slightly Agree	18	20.0	26.1	71
	5 Agree	9	10.0	13	84.1
	6 Strongly Agree	11	12.2	15.9	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

\*\*\*Positive Statements

**RSES - STATISTICS**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N	Valid	69	69	69	69	69	69	69	68	69	69
	Missing	21	21	21	21	21	21	21	22	21	21
Mean		3.3188	2.2609	3.3768	3.3333	1.8841	2.1304	3.3478	2.3824	1.6087	3.5652
Std. Deviation		.67503	.79802	.66645	.70014	.86664	.92216	.70348	.97780	.84396	.71698

**ROSENBERG SELF ESTEEM SCALE (RSES)**

S1: On the whole, I am satisfied with myself.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	1	1.1	1.4	1.4
	2 Disagree	5	5.6	7.2	8.7
	3 Agree	34	37.8	49.3	58
	4 Strongly Agree	29	32.2	42	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

S2: At times, I think I am no good at all.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	12	13.3	17.4	17.4
	2 Disagree	30	33.3	43.5	60.9
	3 Agree	24	26.7	34.8	95.7
	4 Strongly Agree	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

S3: I feel that I have a number of good qualities.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	1	1.1	1.4	1.4
	2 Disagree	4	4.4	5.8	7.2
	3 Agree	32	35.6	46.4	53.6
	4 Strongly Agree	32	35.6	46.4	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

S4: I am able to do things as well as most other people.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	1	1.1	1.4	1.4
	2 Disagree	6	6.7	8.7	10.1
	3 Agree	31	34.4	44.9	55.1
	4 Strongly Agree	31	34.4	44.9	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

S5: I feel I do not have much to be proud of.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	26	28.9	37.7	37.7
	2 Disagree	29	32.2	42.0	79.7
	3 Agree	10	11.1	14.5	94.2
	4 Strongly Agree	4	4.4	5.8	100
	Total	69	76.7	100	

Missing	System	21	23.3		
Total		90	100		
<b>S6: I certainly feel useless at times.</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	1 Strongly Disagree	19	21.1	27.5	27.5
	2 Disagree	28	31.1	40.6	68.1
	3 Agree	16	17.8	23.2	91.3
	4 Strongly Agree	6	6.7	8.7	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
<b>S7: I feel that I'm a person of worth, at least on an equal plane with others.</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	1 Strongly Disagree	2	2.2	2.9	2.9
	2 Disagree	3	3.3	4.3	7.2
	3 Agree	33	36.7	47.8	55.1
	4 Strongly Agree	31	34.4	44.9	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
<b>S8: I wish I could have more respect for myself.</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	1 Strongly Disagree	13	14.4	19.1	19.1
	2 Disagree	27	30	39.7	58.8
	3 Agree	17	18.9	25	83.8
	4 Strongly Agree	11	12.2	16.2	100
	Total	68	75.6	100	
Missing	System	22	24.4		
Total		90	100		
<b>S9: All in all, I am inclined to feel that I am a failure.</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	1 Strongly Disagree	40	44.4	58	58
	2 Disagree	19	21.1	27.5	85.5
	3 Agree	7	7.8	10.1	95.7
	4 Strongly Agree	3	3.3	4.3	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		
<b>S10: I take a positive attitude toward myself.</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	1 Strongly Disagree	2	2.2	2.9	2.9
	2 Disagree	3	3.3	4.3	7.2
	3 Agree	18	20.0	26.1	33.3
	4 Strongly Agree	46	51.1	66.7	100
	Total	69	76.7	100	
Missing	System	21	23.3		
Total		90	100		

**SURVEY RESULTS: EMPLOYEES**

W-BNS – STATISTICS												
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
N	Valid	21	21	21	21	21	21	21	21	21	21	21
	Missing	1	1	1	1	1	1	1	1	1	1	1
Mean		5.6667	6.1429	4.4286	6.0000	5.6190	5.8095	6.0000	5.8571	6.0476	6.6190	6.1905
Std. Deviation		1.31656	.96362	1.88604	.83666	1.07127	1.03049	.89443	1.10841	.92066	.74001	1.24976
		Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	
N	Valid	21	21	21	21	21	21	21	21	21	21	
	Missing	1	1	1	1	1	1	1	1	1	1	
Mean		5.6667	5.8571	4.6190	5.3333	4.6667	6.1429	4.2857	4.0476	4.2381	5.8571	
Std. Deviation		1.31656	1.10841	1.82965	1.31656	1.71270	.91026	2.10102	1.65759	1.67047	1.65184	

**BASIC NEED SATISFACTION AT WORK (W-BNS)**

S1: I feel like I can make a lot of inputs to deciding how my job gets done.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	1	4.5	4.8	4.8
	4 Neutral	4	18.2	19	23.8
	5 Sometimes true	4	18.2	19	42.9
	6 Usually true	4	18.2	19	61.9
	7 Always true	8	36.4	38.1	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S2: I really like the people I work with.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	1	4.5	4.8	4.8
	5 Sometimes true	5	22.7	23.8	28.6
	6 Usually true	5	22.7	23.8	52.4
	7 Always true	10	45.5	47.6	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S3: I do not feel very competent when I am at work.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	3	13.6	14.3	14.3
	2 Rarely true	0	0	0	0
	3 Infrequently true	2	9.1	9.5	23.8
	4 Neutral	6	27.3	28.6	52.4
	5 Sometimes true	3	13.6	14.3	66.7
	6 Usually true	4	18.2	19.0	85.7
	7 Always true	3	13.6	14.3	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S4: People at work tell me I am good at what I do.

		Frequency	Percent	Valid %	Cumulative %
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Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	0	0	0	0
	5 Sometimes true	7	31.8	33.3	33.3
	6 Usually true	7	31.8	33.3	66.7
	7 Always true	7	31.8	33.3	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S5: I feel pressured at work.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	4	18.2	19.0	19.0
	5 Sometimes true	5	22.7	23.8	42.9
	6 Usually true	7	31.8	33.3	76.2
	7 Always true	5	22.7	23.8	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S6: I get along with people at work.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	3	13.6	14.3	14.3
	5 Sometimes true	4	18.2	19.0	33.3
	6 Usually true	8	36.4	38.1	71.4
	7 Always true	6	27.3	28.6	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S7: I pretty much keep to myself when I am at work.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	1	4.5	4.8	4.8
	5 Sometimes true	5	22.7	23.8	28.6
	6 Usually true	8	36.4	38.1	66.7
	7 Always true	7	31.8	33.3	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S8: I am free to express my ideas and opinions on the job.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	1	4.5	4.8	4.8
	4 Neutral	1	4.5	4.8	9.5
	5 Sometimes true	5	22.7	23.8	33.3
	6 Usually true	7	31.8	33.3	66.7
	7 Always true	7	31.8	33.3	100

	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S9: I consider the people I work with to be my friends.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	0	0	0	0
	5 Sometimes true	3	13.6	14.3	14.3
	6 Usually true	2	9.1	9.5	23.8
	7 Always true	16	72.7	76.2	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S10: I have been able to learn interesting new skills on my job.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	0	0	0	0
	5 Sometimes true	3	13.6	14.3	14.3
	6 Usually true	2	9.1	9.5	23.8
	7 Always true	16	72.7	76.2	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S11: When I am at work, I have to do what I am told.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	1	4.5	4.8	4.8
	4 Neutral	2	9.1	9.5	14.3
	5 Sometimes true	2	9.1	9.5	23.8
	6 Usually true	3	13.6	14.3	38.1
	7 Always true	13	59.1	61.9	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S12: Most days I feel a sense of accomplishment from working.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	2	9.1	9.5	9.5
	4 Neutral	2	9.1	9.5	19
	5 Sometimes true	4	18.2	19.0	38.1
	6 Usually true	6	27.3	28.6	66.7
	7 Always true	7	31.8	33.3	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S13: My feelings are taken into consideration at work.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0

	3 Infrequently true	0	0	0	0
	4 Neutral	3	13.6	14.3	14.3
	5 Sometimes true	5	22.7	23.8	38.1
	6 Usually true	5	22.7	23.8	61.9
	7 Always true	8	36.4	38.1	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
<b>S14: On my job I do not get much of a chance to show how capable I am.</b>					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	2	9.1	9.5	9.5
	2 Rarely true	0	0	0	0
	3 Infrequently true	3	13.6	14.3	23.8
	4 Neutral	6	27.3	28.6	52.4
	5 Sometimes true	2	9.1	9.5	61.9
	6 Usually true	4	18.2	19	81
	7 Always true	4	18.2	19	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
<b>S15: People at work care about me.</b>					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	2	9.1	9.5	9.5
	4 Neutral	4	18.2	19.0	28.6
	5 Sometimes true	5	22.7	23.8	52.4
	6 Usually true	5	22.7	23.8	76.2
	7 Always true	5	22.7	23.8	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
<b>S16: There are not many people at work that I am close to.</b>					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	2	9.1	9.5	9.5
	2 Rarely true	0	0	0	0
	3 Infrequently true	1	4.5	4.8	14.3
	4 Neutral	7	31.8	33.3	47.6
	5 Sometimes true	5	22.7	23.8	71.4
	6 Usually true	2	9.1	9.5	81
	7 Always true	4	18.2	19	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
<b>S17: I feel like I can pretty much be myself at work.</b>					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	0	0	0	0
	2 Rarely true	0	0	0	0
	3 Infrequently true	0	0	0	0
	4 Neutral	1	4.5	4.8	4.8
	5 Sometimes true	4	18.2	19.0	23.8
	6 Usually true	7	31.8	33.3	57.1
	7 Always true	9	40.9	42.9	100
	Total	21	95.5	100	
Missing	System	1	4.5		

Total		22	100		
S18: The people I work with do not seem to like me much.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	4	18.2	19	19
	2 Rarely true	1	4.5	4.8	23.8
	3 Infrequently true	1	4.5	4.8	28.6
	4 Neutral	4	18.2	19	47.6
	5 Sometimes true	5	22.7	23.8	71.4
	6 Usually true	2	9.1	9.5	81
	7 Always true	4	18.2	19	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S19: When I am working, I often do not feel very capable.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	2	9.1	9.5	9.5
	2 Rarely true	2	9.1	9.5	19
	3 Infrequently true	2	9.1	9.5	28.6
	4 Neutral	7	31.8	33.3	61.9
	5 Sometimes true	5	22.7	23.8	85.7
	6 Usually true	1	4.5	4.8	90.5
	7 Always true	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S20: There is not much opportunity for me to decide for myself how to go about my work.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	2	9.1	9.5	9.5
	2 Rarely true	1	4.5	4.8	14.3
	3 Infrequently true	3	13.6	14.3	28.6
	4 Neutral	5	22.7	23.8	52.4
	5 Sometimes true	6	27.3	28.6	81
	6 Usually true	2	9.1	9.5	90.5
	7 Always true	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S21: People at work are pretty friendly towards me.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Never true	1	4.5	4.8	4.8
	2 Rarely true	1	4.5	4.8	9.5
	3 Infrequently true	0	0	0	0
	4 Neutral	0	0	0	0
	5 Sometimes true	4	18.2	19	28.6
	6 Usually true	5	22.7	23.8	52.4
	7 Always true	10	45.5	47.6	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		



**RSES - STATISTICS**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N	Valid	21	21	21	21	21	20	21	21	21	21
	Missing	1	1	1	1	1	2	1	1	1	1
Mean		3.3333	2.5714	3.4286	3.4286	2.4762	2.4000	3.3810	3.6190	2.2381	3.7143
Std. Deviation		.48305	.67612	.50709	.59761	.81358	.88258	.58959	.58959	.99523	.56061

**ROSENBERG SELF ESTEEM SCALE**

S1: On the whole, I am satisfied with myself.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	0	0	0	0
	3 Agree	14	63.6	66.7	66.7
	4 Strongly Agree	7	31.8	33.3	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S2: At times, I think I am no good at all.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	11	50.0	52.4	52.4
	3 Agree	8	36.4	38.1	90.5
	4 Strongly Agree	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S3: I feel that I have a number of good qualities.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	0	0	0	0
	3 Agree	12	54.5	57.1	57.1
	4 Strongly Agree	9	40.9	42.9	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		

S4: I am able to do things as well as most other people.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	4.5	4.8	4.8
	3 Agree	10	45.5	47.6	52.4
	4 Strongly Agree	10	45.5	47.6	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100		

S5: I feel I do not have much to be proud of.

		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	2	9.1	9.5	9.5
	2 Disagree	9	40.9	42.9	52.4
	3 Agree	8	36.4	38.1	90.5

	4 Strongly Agree	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S6: I certainly feel useless at times.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	3	13.6	15	15
	2 Disagree	8	36.4	40	55
	3 Agree	7	31.8	35	90
	4 Strongly Agree	2	9.1	10	100
	Total	20	90.9	100	
Missing	System	2	9.1		
Total		22	100		
S7: I feel that I'm a person of worth, at least on an equal plane with others.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	4.5	4.8	4.8
	3 Agree	11	50	52.4	57.1
	4 Strongly Agree	9	40.9	42.9	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S8: I wish I could have more respect for myself.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	4.5	4.8	4.8
	3 Agree	6	27.3	28.6	33.3
	4 Strongly Agree	14	63.6	66.7	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S9: All in all, I am inclined to feel that I am a failure.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	6	27.3	28.6	28.6
	2 Disagree	6	27.3	28.6	57.1
	3 Agree	7	31.8	33.3	90.5
	4 Strongly Agree	2	9.1	9.5	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		
S10: I take a positive attitude toward myself.					
		Frequency	Percent	Valid %	Cumulative %
Valid	1 Strongly Disagree	0	0	0	0
	2 Disagree	1	4.5	4.8	4.8
	3 Agree	4	18.2	19	23.8
	4 Strongly Agree	16	72.7	76.2	100
	Total	21	95.5	100	
Missing	System	1	4.5		
Total		22	100		