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## **YOUTH UNEMPLOYMENT: SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARD SEEKING EMPLOYMENT<sup>2</sup>**

*The aim of this research is to assess secondary school students' attitudes toward seeking employment. The sample consists of students with disabilities (mild intellectual disability, deaf and hard of hearing), and typically developing students who attend a three – year secondary school. Negative attitudes of typically developing students affect the external locus of control which limits the activities related to finding jobs. These attitudes make them feel less efficient and more helpless and anxious. Somewhat more positive attitudes of students with deaf and hard of hearing are directed towards getting professional help and learning employment seeking skills. We cannot precisely determine the attitudes of students with MID from statistical parameters, which indicates their lack of independence and need for organized support.*

**Key words:** *attitudes toward seeking employment, deaf and hard of hearing, mild intellectual disability*

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## INTRODUCTION

The unemployment rate among young people in the world is increasing twice as fast as the unemployment rate among adults, and this trend is the biggest in the developing countries (ILO, 2010). According to the National Bureau of Employment, there are about 200 000 unemployed young people in Serbia, aged between 15 and 30. About 32% has finished the third level of qualifications (lower level of secondary school), 28.5% the fourth level of qualifications (secondary school), and 21.7% only the first level (elementary school) or have no formal education whatsoever. The unemployment rate among young people aged between 15 and 24 is 40.7%, while it is 20.4% among those aged between 24 and 34. With regard to the employment of young people with disabilities, Center for Independent Living of Invalids in Serbia (2010) has determined that it takes more than 10 years for every other unemployed person to find a job. According to the National Bureau of Employment, one of the main reasons for the fact that people with disabilities encounter more difficulties in seeking employment is inadequate qualification. Out of 22 000 registered unemployed persons with disabilities, 35.6% have only elementary education, 32.9% have finished a craft or secondary school, 15.4% have finished a college, while 1.1% have a university degree. The unemployment rate of people with disabilities in Serbia is about 85%.

### **Vocational rehabilitation and employment people with disabilities**

Important reforms were initiated in Serbia at the beginning of the 21<sup>st</sup> century: there was a change in the state and social system, doors opened for international non-governmental organizations etc, *social model* was accepted as an approach to vocational rehabilitation of people with disabilities, and inclusion and equal rights of people with disabilities started being more actively applied. In inclusive education, children with disabilities have equal right to attend regular schools as their typically developing peers.

The priority of all society factors is certainly to increase the employment rate and general wellbeing through applying appropriate measures against poverty and underdevelopment. In many strategic documents (from Poverty Reduction Strategy, through the Strategy to Improve the Position of People with Disabilities and The Constitution of The Republic of Serbia, to the Strategy of Sustainable Development) our country emphasized that people with disabilities are a minority group with a wide range of long-lasting and daily challenges (Živić, Savić & Čarević-Mitanovski, 2009). As a result of acknowledging the appearance of increased discrimination against these people, Law on Preventing Discrimination against Persons with Disabilities was introduced, while the latest, now current – Law on Vocational Rehabilitation and Employment of Persons with Disabilities, was published in 2009. Even though this Law came into force seven days after it was published, articles 24 and 29, which relate to the quota employment system, came into force a year later.

### **Theories of seeking employment**

Employment process is a complex activity which depends on several factors. First of all, it depends on individual (psychological and socio-demographic characteristics), socio-economic environmental characteristics and/or labor market. Furthermore, it partly depends on the employer's selection process. Socio-demographic characteristics which may have a discriminatory role are the following: work experience (employers are more likely to employ those having some work experience rather than young people with no work experience), education level (globally there is low demand for lower education level), type of job determines whether it is surplus or deficit at the labor market, and limited work ability (different types of disability).

In their model regarding how to face seeking and losing employment, McKee Ryan and associates (McKee-Ryan, Song, Wanberg, & Kinicki, 2005) systemize variables which lead to great individual differences in responding to seeking and/or losing employment, grouped in 5 broad categories: 1) work preoccupation, 2) resources for dealing with stress (personal, social, financial, and

time structure), 3) cognitive assessment (the assessment of stress, unemployment attribution, expected re-employment), 4) strategies for dealing with stress (the intensity of seeking employment, dealing with emotions and problems), and 5) demographic variables and human capital. Depending on the interaction of these variables, losing employment may lead to different outcomes, such as depression, life style changes, active coping with it and seeking employment, etc.

Behavioral theory (Ajzen, 1991) should be considered in the domain of psychological characteristics related to the attitude towards seeking employment. According to this theory intention immediately precedes every planned action and represents motivational control of the planned behavior. Attitude and subjective beliefs influence behavior directly through intention. When the planned behavior theory is applied to seeking employment it appears that the intensity of seeking directly depends on a person's intention to engage in seeking employment, and on maintaining control over it, which directly influences the person's attitude (Marić, 2005). Intention in seeking employment depends on: attitudes towards it, certain social pressure manifested in other people's expectations for that person to find a job, and self-efficiency in seeking employment, i.e. confidence in personal skills and strengths. Self-efficiency, i.e. confidence in personal skills and strengths includes both affective dimension and perception of personal skills and knowledge, such as writing CV, self-presentation, making business contacts, etc. Depending on the level of voluntary control manifested in persistence, willingness, efficiency and goal orientation, we can distinguish persons who are more goal oriented from those who passively accept their failure in seeking employment. Kuhl's (Kuhl, 1992) theory of orientation on action or state also attempts to explain the efforts in solving problems by analyzing the level of personal initiative, action level (active/passive), efficient time management in order to avoid unnecessary energy waste in the process of seeking employment. The theory of values and expectations also deals with the relation between attitudes and behavior, and emphasizes work appreciation, need for working, and the level of expectations for successful employment (Feather, 1992; Feather & O'Brien, 1987). In other words, the person looking for a job considers whether he/she wants it and what the chances of getting it are, based

on realistic observation of external factors and personal values. If a person has a positive attitude, and is confident about getting a job, he/she will put all the effort into that activity, and vice versa.

Locus of control influence on career and attitude towards seeking employment attracted attention of many researchers. A lot of studies have shown that persons with internal locus of control are more engaged in seeking employment than those with external locus of control (Daily & Morgan, 1978; Reity & Jewell, 1979). Thorton (1978; from Jones, 1991) showed that persons with internal locus of control plan activities related to seeking job information longer and in more detail than those with external locus of control. The research conducted by Kulik and Rowland (1989) showed that persons with a higher level of self-efficiency, organization and with internal locus of control are more engaged in seeking employment and more persistent in it, even when faced with continuous failure, than those with low level of self-efficiency and external locus of control. Furthermore, a lot of studies determined the relation between external locus of control and depression, hopelessness, and anxiety (Lefcourt, 1976; Hahn, 2000; Arraras, Wright, Jusue, Tejedor & Calvo, 2002; Macleod & Macleod, 1998), learned helplessness (Peterson, Maier & Seligman, 1993; Goldberg, Weisenberg, Drobkin, Blittner & Gotestam, 1997; Hiroto, 1974; Beck, 2003), low self-esteem, and poor adaptation to existing circumstances (Day, 1999).

The majority of unemployed people at the labor market are young and with no work experience. This phenomenon is becoming a general problem affecting all countries, especially the ones in transition – such as Serbia. International literature review addressing attitude of secondary students with disabilities regarding employment is very limited. This motivated us to conduct a research on assessing the attitudes of Serbian young people towards seeking employment. This research includes the youngest and most affected group of people, aged between 18 and 21 who are finishing vocational schools. Our next aim is to determine whether the attitudes of young people with disabilities differ from the attitudes of typically developing young population. If there is a difference in attitudes, what is it manifested in? Lean, Feldman (1991) and Kulik's (2000) studies indicate that gender differences may influence success in seeking employment. According to their results, men are more organized and more active in



seeking employment, ready to put more effort in it (further education or changing the place of living) than women. Thus, the third aim of this research is to determine gender influence on young people's attitudes towards seeking employment. Finally, socio-demographic analysis of the characteristics of young people with disabilities and typically developing ones should answer the following question: how much do their starting positions at the labor market differ once they finish school?

## METHOD

### **Participants and Settings**

The sample consists of students (n=90) finishing the third qualifications level in a vocational school in Belgrade, Serbia. The sample is divided in 3 subgroups: students with mild intellectual disability (MID) (n=30), students with deaf and hard of hearing (n=26), and typically developing students (n=34).

The original sample consisting of 134 participants was reduced by 44 participants with disabilities – 9 participants with deaf and hard of hearing, and 35 with MID who are undergoing professional training for the second qualifications level. A small number of students with deaf and hard of hearing in a special school indicate that they are largely included in regular system of vocational education.

Students with disabilities are professionally trained in special schools for the following professions: bookbinder, printer, carvarnisher, and tailor. Typically developing students are professionally trained in a regular school (Technical School for Woodworking, Landscape Architecture and Interior Decoration) for the following professions: carpenter, upholsterer, and nurseryman. All the participants have practical lessons in school workshops and open economy.

The sample consists of 30 participants with MID, 14 (15.5%) are girls, and 16 (17.8%) are boys. There are 15 (16.7%) boys with deaf and hard of hearing, and 11 (12.2%) girls. Out of 34 participants from regular school, 24 (26.7%) are boys and 10 (11.1%) are girls.

## **Data Collection**

Questionnaire of attitudes toward seeking work (Teacher's Manual, Civic Education, Ministry of Education and Sports, 2005) was used in this research. The Questionnaire is structurally and contextually adapted to persons with disabilities. It consists of 32 attitudes reflecting agreement in opinion based on Likert's scale – from 1 (I completely agree) to 4 (I completely disagree). All individual attitudes in the questionnaire are grouped into four *general attitudes* which we defined as follows: 1<sup>st</sup> attitude – seeking employment is a *personal responsibility*, 2<sup>nd</sup> attitude – *I need help* in seeking employment, 3<sup>rd</sup> attitude – it is necessary to *learn how to seek employment*, and 4<sup>th</sup> attitude – success in seeking employment depends on *external circumstances*.

## **Procedures**

The questionnaires were handed out to students with disabilities and typically developing students in their vocational schools. All three schools are near the centre of Belgrade, Serbia. After receiving instructions, typically developing participants completed the questionnaire in a group, while the approach to the participants with disabilities was individual because of possible content incomprehension. The examiner was present all the time in order to translate into sign language certain terms or sentences which deaf students did not understand. The questionnaire is adapted for students with MID, i.e. certain language formulations were simplified in a way that the basic meaning of the attitude stays the same.

## **Data analysis**

Descriptive methods and comparative analysis of the participants' socio-demographic characteristics were used to present basic statistical parameters. Non-parametric tests (Chi-Square Test, Kruskal Wallis Test) and Pearson Correlation Coefficient were used to determine the significance of relations between independent (gender, disability) and parametrically dependent variables (independence, seeking help, learning the skills of seeking employment, external circumstances influencing seeking employment).

## RESULTS

By means of comparative analysis of socio-demographic characteristics of students with disabilities (MID, deaf and hard of hearing) and typically developing students, we obtained data describing circumstances they will face immediately upon finishing school: first, all the participants are young and seeking first employment (it is much harder to get a job with no work experience); secondly, all the participants have the third level of qualifications and are in the group of 32-35.6% of persons who have difficulties in getting employed; thirdly, all the professions for which they are trained are surplus at the labor market; and finally, participants with disabilities have limited work ability. Prejudice and negative attitudes towards people with disabilities should also be considered, which result from lack of knowledge and wrong and often negative stereotypes (Lee & Rodda, 1994; Unger, 2002). In the process of seeking employment, the students face a number of obstacles before entering the labor market.

### **Independent seeking employment (personal responsibility)**

By means of Chi-Square Test statistically significant variables which define independent seeking employment were determined. Most students (81 or 90%) do not think that seeking employment is something they do for themselves ( $p \leq 0.000$ ,  $\chi^2 = 78.978$ ). Also, 72 (80%) students think that success in seeking employment does not depend on personal abilities and skills ( $p \leq 0.000$ ,  $\chi^2 = 32.578$ ). Seventy eight (86.7%) secondary school students do not believe that they should fully commit to seeking employment ( $p \leq 0.000$ ,  $\chi^2 = 91.778$ ). Fewer than a half of the participants (37 or 41.1%) claim that they should focus on jobs not advertised in classified advertisements ( $p = 0.042$ ,  $\chi^2 = 8.222$ ). Only a quarter of the participants (22 or 24.5%) believe that the responsibility for seeking employment is theirs ( $p \leq 0.000$ ,  $\chi^2 = 37.111$ ). Sixty (66.7%) students claim that they cannot influence employer's decision ( $p = 0.006$ ,  $\chi^2 = 12.311$ ). Only 25 (27.7%) students will fully commit to independent employment seeking ( $p \leq 0.000$ ,  $\chi^2 = 20.489$ ).

## Seeking help

Variables which define of seeking help indicate that most students (76 or 84.4%) believe that the Bureau of Employment will find them a job ( $p \leq 0.000$ ,  $\chi^2 = 43.067$ ), and that they do not need professional help in seeking employment (66 or 73.3%) ( $p \leq 0.000$ ,  $\chi^2 = 24.311$ ).

## Learning employment seeking skills

The need for learning employment seeking skills is determined by the following attitudes: almost half of the participants (43 or 47.8%) think that planning professional future often leads to nothing ( $p = 0.019$ ,  $\chi^2 = 10.000$ ), and that it is an unnecessary waste of time (35 or 38.9%) ( $p = 0.012$ ,  $\chi^2 = 10.889$ ). Employment seeking skill for 73 (81.1%) of them is not a skill that can be used all life ( $p \leq 0.000$ ,  $\chi^2 = 39.156$ ). Fifty one (56.7%) students support the opinion that training in seeking employment often has no results ( $p = 0.009$ ,  $\chi^2 = 11.600$ ). Only a quarter of the participants (24 or 26.7%) believe that seeking employment is a skill which can be learned ( $p \leq 0.000$ ,  $\chi^2 = 21.378$ ). The identical number of students (24 or 26.7%) believe that they can improve their chances of finding a job if they learn employment seeking skills ( $p \leq 0.000$ ,  $\chi^2 = 26.178$ ).

## External circumstances

Next results indicate that more than three quarters of the participants (71 or 78.9%) believe that luck is the crucial factor in getting a job ( $p \leq 0.000$ ,  $\chi^2 = 38.622$ ). Fifty nine (65.6%) students do not believe that most problems in life become solved by themselves ( $p \leq 0.000$ ,  $\chi^2 = 27.422$ ). Fifty two (57.8%) believe that only the luckiest find the job they want ( $p = 0.035$ ,  $\chi^2 = 8.578$ ). Seeking employment is neither exciting nor interesting for 74 (82.2%) students ( $p \leq 0.000$ ,  $\chi^2 = 57.467$ ). Around three quarters of the participants (67 or 74.4%) think that getting a job often depends on being at the right place at the right time ( $p \leq 0.000$ ,  $\chi^2 = 24.756$ ). Sixty one (67.7%) students say that external factors have little influence on the type of job one gets ( $p \leq 0.000$ ,  $\chi^2 = 18.356$ ). Fifty seven

(63.3%) students claim that it is difficult to plan seeking employment since work posts are constantly changing ( $p=0.022$ ,  $\chi^2=9.644$ ). Sixty seven (74.4%) students believe that one often depends on employer's mercy when seeking employment ( $p\leq 0.000$ ,  $\chi^2=23.333$ ). According to 62 (68.9%) students, success in seeking employment depends on uncontrollable circumstances ( $p=0.033$ ,  $\chi^2=13.733$ ).

### General attitudes towards seeking employment and disability

By means of non-parametric methods (Kruskal Wallis Test) we tested gender influence on students' attitudes towards seeking employment, and determined that there are no statistically significant differences except in one variable. In other words, girls believe that there is no need for them to seek employment on their own if they apply at the labor market, which indicates their ignorance and lack of information about labor market functioning.

Table 1 - General attitudes towards seeking employment

general attitude	Participants	N	Mean Rank	H	df	p
personal strengths	MID	30	45.33	1.964	2	0.378
	deaf	26	40.23			
	typical	34	49.68			
	Total	90				
help	MID	30	35.55	11.730	2	0.003
	deaf	26	41.83			
	typical	34	57.09			
	Total	90				
learning skills	MID	30	44.17	3.955	2	0.138
	deaf	26	53.69			
	typical	34	40.41			
	Total	90				
circumstances	MID	30	47.38	4.802	2	0.091
	deaf	26	36.35			
	typical	34	50.84			
	Total	90				

There is a significant difference in general attitude defined as *help in seeking employment* between students with disabilities and typically

developing students ( $H=11.730$ ,  $p=0.003$ ) (Table 1). It was determined that typically developing students need considerably more help in seeking employment.

*Table 2 - Correlation of general attitudes towards seeking employment*

general attitudes		personal strengths	help	learning skills	circumstances
personal strengths	r	1.000			
	p				
	N	90			
help	r	0.169	1.000		
	p	0.111			
	N	90	90		
learning skills	r	0.170	0.064	1.000	
	p	0.108	0.549		
	N	90	90	90	
circumstances	r	0.329**	0.141	-0.011	1.000
	p	0.002	0.185	0.915	
	N	90	90	90	90

\*\*p < 0.01.

Correlation coefficient (Table 2) indicates statistical significance of students' general attitude which we called *circumstances* ( $r=0.33$ ,  $p=0.02$ ).

### **Personal attitudes towards seeking employment**

By analyzing the relation between disability and personal attitudes (Table 3) we come to an explanation why typically developing students need help. In other words, typically developing students believe that *luck* is the crucial factor in finding a job ( $H=8.787$ ,  $p=0.012$ ) and that only *the luckiest* get the job they want ( $H=6.979$ ,  $p=0.031$ ), because they often depend on *employer's mercy* ( $H=7.174$ ,  $p=0.028$ ). They also believe that the *place of living* can influence finding employment ( $H=16.982$ ,  $p\leq 0.000$ ). The need for help is caused by the feeling of hopelessness in dealing with circumstances such as luck, employer's mercy, and place of living, which they cannot influence. Such causes are the result of their insecurity and pessimism which involves external locus of control.

*Table 3 - Personal attitudes towards seeking employment*

variables	Participants	N	Mean Rank	H	df	p
1	MID	30	40.37	8.787	2	0.012
	deaf	26	38.85			
	typical	34	55.12			
	Total	90				
2	MID	30	48.23	20.991	2	0.000
	deaf	26	27.33			
	typical	34	56.99			
	Total	90				
3	MID	30	47.22	6.979	2	0.031
	deaf	26	35.02			
	typical	34	52.00			
	Total	90				
4	MID	30	55.07	6.502	2	0.039
	deaf	26	40.85			
	typical	34	40.62			
	Total	90				
5	MID	30	49.33	8.662	2	0.013
	deaf	26	33.35			
	typical	34	51.41			
	Total	90				
6	MID	30	48.95	9.843	2	0.007
	deaf	26	53.98			
	typical	34	35.97			
	Total	90				
7	MID	30	45.52	16.982	2	0.000
	deaf	26	30.19			
	typical	34	57.19			
	Total	90				
8	MID	30	32.80	12.437	2	0.002
	deaf	26	54.42			
	typical	34	19.88			
	Total	90				
9	MID	30	42.35	17.134	2	0.000
	deaf	26	61.83			
	typical	34	35.79			
	Total	90				
10	MID	30	46.78	7.174	2	0.028
	deaf	26	35.21			
	typical	34	52.24			
	Total	90				
11	MID	30	45.82	8.635	2	0.013
	deaf	26	56.00			
	typical	34	37.19			
	Total	90				

*Legend:* 1 – luck is the reason for getting employment, 2 – consultant's help,  
 3 – the luckiest find jobs, 4 – losing a job can be an opportunity for something better,  
 5 – other people and circumstances influence seeking employment, 6 – seeking employment can be  
 interesting, 7 – place of living influences seeking employment,  
 8 – professional help is necessary, 9 – seeking employment is a skill,  
 10- employer's mercy, 11- learning job search skills.

Unlike typically developing students, students with deaf and hard of hearing believe that they need *professional help* ( $H=12.437$ ,  $p=0.002$ ) and *learning employment seeking skills* ( $H=17.134$ ,  $p\leq 0.000$ ). For them seeking employment can be *interesting* and *exciting* ( $H=9.843$ ,  $p=0.007$ ). Attitudes of students with deaf and hard of hearing are determined by a more active relation towards seeking employment, which involves professional help and learning employment seeking skills, while their more optimistic attitude shows that seeking employment does not have to be a boring, but rather an interesting and exciting process.

Students with MID differ from typically developing students and students with deaf and hard of hearing in one optimistic clause which is: *losing a job can be an opportunity for something better*, and not worse ( $H=6.502$ ,  $p=0.039$ ).

## DISCUSSION

Socio-demographic characteristics of students with disabilities (MID, deaf and hard of hearing) and typically developing students indicate that they have several problems in common. The first problem is first employment, which is extremely important since work experience, they have not had where to gain previously, is necessary for most work posts offered to them. The second (third level of qualifications) and the third problem (surplus jobs) are related since there is mainly no demand for craft professions (i.e. third level of qualifications) at the contemporary labor market. Hyper-production of professions not needed at the labor market is a result of poor education policy of one country, and the lack of cooperation between the labor market and education sector. The fourth problem affects only students with disabilities, and involves ability component and society's discriminating attitude towards them. Long-term effect of marginalizing persons with disabilities in a professional sphere may influence their self-concept and cause feelings of self-underestimation and disbelief in their abilities.

By observing the variables determining four general attitudes (relying on the participants' personal strengths and independence, need for help, readiness to learn employment seeking skills, and



environmental influence), we obtained results which show that most students are not ready to accept responsibility for seeking employment. They believe that the Bureau of Employment has to provide them with work and that planning professional future and learning employment seeking skills do not have any results. They find the excuse for being passive and not believing in employment seeking skills in circumstances they cannot control. These circumstances are determined by the following attitudes: *luck* is the crucial factor in finding a job, it is important to be at the right place at the right time (*coincidence*), one often depends on employer's *mercy*, the demand for certain *professions is constantly changing*.

A large number of young people are clearly demoralized before they enter the labor market, and do not expect to succeed in finding employment. This results from different prejudices involving the way in which one gets employed. Most young people believe that unless they know the "right" person or have enough money to "buy" a work post they will not get it. The consequences of these prejudices can be such that future candidates give up on seeking employment believing they are being discriminated.

One-way variance analysis indicated that typically developing students need help in seeking employment because they are afraid of circumstances they cannot control. According to them, the success in seeking employment depends on luck, employer's mercy, and the place of living. Wilson (1991; from Mortimer and Peterson, 1994) determined in his research that unemployment of young people results in a specific subgroup of unemployed, poorly educated, and socially marginalized people, detached from the main course of the society. Belonging to this subgroup means social isolation from significant social institutions and successfully employed people. These persons differ in cultural characteristics as well: low self-efficiency, fatalism, low level of aspirations, doubt in oneself and one's abilities.

Students with deaf and hard of hearing express the need for professional help and learning employment seeking skills. They are ready to engage in seeking help from a professional who will teach them how to get employed. Their need for help is within the frames of limitations which result from communication barriers.

Optimistic attitude of students with MID is determined by the idea that losing employment may be an opportunity for something better and not worse. Their attitude is not clearly determined by statistical parameters when compared to other participants. Bearing in mind the assumption that students with MID are not well informed about ways of getting employed, and that they do not understand potential obstacles which hinder achieving professional goals (Ochs & Roessler, 2004), the question rises on how well all the participants in the sample are informed. Apart from that, we should not neglect the potential role of another type of obstacles which involve self-perception, work abilities and competence, necessary in the employment process (Corbiere, Mercier & Lesage, 2004).

Research results from the previous decade showed that the employment rate was the lowest in persons with intellectual disability, followed by multiply disabled persons. Persons with hearing impairments get employed most often. They proved to be hard-working and good employees with minimal adaptations necessary in working conditions, instructions and communication. It is obvious that the level of disability has a significant role in getting employed. Therefore, employment with regard to the type of disability should be taken into consideration when creating employment policy measures.

General attitude, which we called *circumstances*, was determined on the basis of correlation coefficient. According to this attitude, success in seeking employment depends on a number of external circumstances. These circumstances can be regarded as positive or negative. Typically developing students regard them as negative (employment depends on luck, place of living, and employer's mercy). Students with deaf and hard of hearing have a somewhat more positive attitude towards seeking employment (it can be interesting and exciting), while students with MID did not clearly define their attitude (losing a job can be an opportunity for something better and not worse).

A significant number of young people wrongly believe that employment can only be found through the Bureau of Employment. Even though young people like to use the Internet, for a very small number of them it represents source of information on possible employment, studying at home or abroad, practical and volunteer

work, or training. Most often they use the Internet for playing games or other type of entertainment or communication. Since persons with disabilities usually belong to the poor part of society, owning a computer and using the Internet is much rarer. Television as a medium is also not available for persons with deaf and hard of hearing, since a very small number of information programs are translated into sign language, and subtitles exist only for foreign films. Persons with deaf and hard of hearing, and persons with MID attend special schools and rely on each other. Since the quality and the intensity of social networks is one of the key factors in both obtaining useful information and getting a job itself, it is clear what kind of obstacles persons with disabilities face.

## CONCLUSION

We can conclude from the obtained results that vocational school students are not capable to realistically perceive causes of events at the labor market and determine the sequence of activities which would help them face different demands in the field of work more successfully. They are not ready to rely on their personal abilities and skills considering them to be insufficient for getting employment. Students with MID and typically developing students are not motivated to undergo training in seeking employment or ask for professional help, considering them to be unnecessary and unreliable. Research on attribution process in general indicated a number of typical mistakes in causal reasoning and the participants' tendency to attribute their passive behavior to situational factors (Weiner, 1995), which is exactly what happened to our examinees. Typically developing students attributed passive and pessimistic attitude towards seeking employment to situational factors such as luck, coincidence, employer's mercy, and place of living.

Regardless of similar socio-demographic milieus, vocational school students developed different attitudes towards seeking employment. Negative attitudes of typically developing students support external locus of control which limits seeking employment activities and makes the students feel less efficient and more helpless and anxious. They are aware of their helplessness and thus seek help. Call for help is not

directed to a specific person or institution, but rather to everybody, first of all the country in which they live, educational system which trains them for surplus professions, labor market which cannot find them employment since they lack work experience and appropriate vocational skills, and employers. Instead of focusing on solving problems, they are in a vicious circle. We cannot precisely determine the attitudes of students with MID from statistical parameters, which indicates their lack of independence and need for organized support. Somewhat more positive attitudes of students with deaf and hard of hearing are directed towards seeking professional help and learning employment seeking skills. This influences internal locus of control which supports engagement, organization, and a more optimistic attitude towards seeking employment.

We wishing to change negative attitudes of typically developing students, maintain positive attitudes of students with deaf and hard of hearing, and support students with MID, has to introduce a number of measures: 1. Formal education system should be flexible and in accordance with labor market demands. It should include career guidance education programs and promote the principle of active employment seeking; 2. Through different agencies, the country should organize training and seminars for permanent professional development of both individuals and employers; 3. The country should provide a specific legal and tax framework which will support employment of young people; 4. The country should provide young disabled people with access to information on informal education opportunities, labor market demands, and functioning of employment institutions; 5. The country should promote part-time jobs, internship and volunteer work among young people and employers; and 6. Apart from the quota employment system and transition planning, the country should provide other systems as well (e.g. volunteer, or mix system which is a combination of volunteer and quota system) which can make employment easier for persons with disabilities.

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## **NEZAPOSLENOST MLADIH: STAVOVI SREDNJOŠKOLACA PREMA TRAŽENJU POSLA**

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### Sažetak

Cilj istraživanja je proceniti stavove učenika stručnih škola prema traženju posla. Uzorak čine učenici sa ometenošću (sa lakom intelektualnom ometenošću, gluvi i nagluvi) i učenici opšte populacije, koji završavaju III stepen stručne škole. U cilju utvrđivanja značajnosti odnosa između nezavisnih (pol, ometenost) i parametrijskih zavisnih varijabli (stavovi) korišćeni su neparametrijski testovi ( $\chi^2$  Test, Kruskal Wallis Test) i koeficijent korelacije. Negativni stavovi učenika opšte populacije deluju na spoljašnji lokus kontrole, koji ograničava aktivnosti traženja posla, čini ih manje efikasnim, a više bespomoćnim i anksioznim. Pozitivniji odnosi gluvih i nagluvih učenika prema traženju posla utiču na unutrašnji lokus kontrole, koji podstiče angažovanost i upornost u traženju posla. Statistički indikatori nisu jasno odredili stav učenika sa lakom intelektualnom ometenošću prema traženju posla.

**Ključne reči:** stavovi prema traženju posla, laka intelektualna ometenost, gluve i nagluve osobe

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