

Submission of final Research Report

DIFFERENTIAL PERCEPTIONS OF
BUSINESS MAJORS IN-TRAINING OF
JOB APPLICANTS WITH DISABILITIES
VERSUS NON DISABLED JOB
APPLICANTS

By

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ABSTRACT

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Differential Perceptions of Business Majors In-Training of Job Applicants with Disabilities Versus Non disabled Job Applicants

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This research is being conducted to determine if potential business employers have differential perceptions of job applicants with disabilities when compared to a non-disabled job applicant. Research indicates that the unemployment rate for people with disabilities is seventy percent. One possible reason for this may be due to biases in the work place. This study will investigate attitudes of employers-in-training using survey methodology.

This research project will be a quasi-experimental design. Prior to research, permission will be gained from Stout Business School faculty to access business students within the business department. Subjects will consist of business students within a specified course at Stout. Participation will be strictly voluntary. Subjects will view information pertaining to a hypothetical job applicant. Confidentiality will be maintained throughout the study. No names will be requested of the subjects. The only identifiers will be which condition the subjects has (i.e. disabled versus non-disabled).

Packets will be randomly administered with two conditions of physical disabilities (i.e. carpal tunnel syndrome and lower back injury) and one control condition (non-disabled job applicant). Carpal tunnel syndrome and lower back injury were chosen because research indicates they are the most frequently occurring work-related physical conditions. Within the packets will be a consent form, job description, cover letter, resume, and survey. After viewing one hypothetical job applicant, subjects will then rate the job applicant according to their perceptions of the applicant's vocational potential, dependability, and competence.

The hypothesis of interest will not be disclosed until after the survey is complete. After the data collection, the subjects of this study will be debriefed regarding the primary hypothesis under investigation. Results will be provided to the business school and others who are interested. It is hoped that this study may enhance understanding and awareness of employer selection processes pertaining to applicants with disabilities.

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CHAPTER ONE

Introduction

“Will America move beyond mythmaking in its perceptions of disabled people in its past and present? One hopes so, but changing attitudes takes time. Fear, pity, and ignorance are difficult handicaps to overcome” (Wolfe, 1996). There have been stereotypes and stigmas surrounding disabilities and those who have disabilities throughout history.

Since the beginning of time, people with disabilities have been thought of as different. Each culture had different ways of “dealing” with those with disabilities. Some cultures worshiped those with disabilities. Other cultures killed those with disabilities. They were sacrifices to their gods or killed because it was believed that they were evil and to save everyone else, they must be killed. Barr states, “Portraying them [people with disabilities] as maladjusted individuals, conservative religious traditions have equated disability with sin and seen a squalid economic fate as a sign of God’s disfavor” (2000).

Even today, society sees and portrays people with disabilities as different. Some see those with disabilities as scary while others pity them. In an article titled “Bashing the Disabled,” Gill stated, “Disability is a socio-political phenomenon as much as it is medical. Our issues are not caused by biology, any more than the issues of women’s oppression are caused by sex. We have that kindred source of oppression, in a society that is all too quick to blame our second-class citizenship on our biology”(Pelka, 1996).

Yet still, this attitude that those who are disabled are different is written about by Kathi Wolfe, who tells about her experiences. Wolfe, who is blind, talks about being in

airplane in which her person sitting next to her states, “I had no idea they let you people out, don’t you all live in nursing homes?” She went on to ask more questions that implied that people with disabilities cannot live on their own. Wolfe writes, “Such is the matrix of sentiment, stereotype, ignorance, and curiosity that comprises society’s attitudes towards we who are disabled. People see us as beggars, helpless victims, or superheroes” (1996). The person with a disability is often overshadowed by the disability itself. This is further evident thru the media.

Media has also been influential in perpetuating negative attitudes towards those who have disabilities. Movies show stereotypes of how society sees individuals who have disabilities. Some movies show bitter war veterans who are deaf, blind, or an amputee. Other movies show them as “freaks of nature” like in Rain Man. Where Raymond is a person with Autism who is able to do math very quickly in his head. Other movies show them as heroes like in The Mighty. Where a little boy, who has a disability in which his body and organs age faster than they are supposed, to saves his friend. Even cartoons for children portray people with disabilities. In The Hunchback of Notre Dame, Quasimodo is seen as someone who lives a secluded life where people are scared of him, then later becomes the hero.

Telethons that are on the television portray people with disabilities as those who need help and are pitied. They are belittled and named “Jerry’s kids” when not all of those who are receiving help are kids, they are adults. The word “kids” makes everyone believe that they need help and cannot take care of themselves and are dependent on the world, when indeed some of those same people may be employed with families.

Wolfe states, “Throughout history, disabled people have largely been unemployed...In the 1930’s, members of New York City’s League of the Physically Handicapped staged sit-ins to protest the exclusion of disabled people from New Deal jobs programs” (1996).

The Rehabilitation Act on 1973 brought about some new legislature that would assist those who have disabilities. According to the U.S. Equal Employment Opportunity Commission, Section 501 prohibits discrimination against individuals with disabilities in the federal sector. This means that anyone who has a disability has the same right and opportunity to be employed, sustain their employment, and receive promotions.

On July 26, 1990, The Americans with Disabilities Act (ADA) was signed by President George Bush. The law states that otherwise-qualified individuals with disabilities cannot be denied employment based solely upon their disability status. In addition, it requires employers to provide “reasonable accommodations” that would allow an individual to work successfully, provided that such accommodations do not present an “unreasonable hardship” to the employer (Wehman, 1993). “Disability awareness, destigmatization, and accommodation for disability have received a great deal of attention since the bill’s passages in 1990 and implementation in 1992” (Glover-Graf, Janikowski 2001).

In 1992, The Rehabilitation Act of 1992 was amended. This amendment stated that individuals with the most severe disabilities be the first priority. According to Supported Employment, this meant that eligibility determinations must be focused first on existing data, particularly on information provided by the individual or an advocate for that person. These law opened doors for many people with disabilities, or did it?

Then in February 2001, according to Richey, the Supreme Court ruled that, “states, in their role as employers of millions of citizens, cannot be sued by workers for discrimination under the federal Americans with Disabilities Act (ADA) (2001).” Richey quotes Chief Justice William Rehnquist, “States are not required by the Fourteenth Amendment to make special accommodations for the disabled, so long as their actions towards such individuals are rational. They could quite hardheadedly – and perhaps hardheartedly – hold to job-qualification requirements which do not make allowance for the disabled” (2001). This decision is a setback for people with disabilities and those who advocate for them.

There are many people with disabilities in the United States who want to work, but cannot get work. According to Wolfe, “One in five Americans –49 million—has some type of disability” (1996). Although legislature has been passed to assist people with disabilities in obtaining and maintaining gainful employment the percentage of those who have been successful is low. According to President Bill Clinton on July 4, 1999, “Seventy-five percent of Americans with Disability remain unemployed...72% say they want to go to work. This is not just a missed opportunity for Americans with disability, it is a missed opportunity for America” (SSA Publication, 1999, p.3). According to Career World, Nov/Dec 2000, “Currently, just 25 percent of the 15 million disabled adults of working age in the United States are employed. Of those without jobs, two-thirds would work if they could find employment.” Fleming (2001) stated, “The disturbing fact is that our [people with disabilities] unemployment rate is still above 70%. This translates into over 8 million Americans who want to work but cannot get work.” According to

Shapiro, “30 percent of people with significant disabilities—those affecting such things as mobility, speech, hearing, and sight—hold jobs”(2000)”

Rehabilitation Technology has been underutilized in getting persons with disabilities to work. There have been advances in technology that are making it easier for people with disabilities to perform their jobs. According to Bricout & Bently, “The costs of accommodations for workers with disabilities are usually low, with an average estimated cost of \$100 per worker, and at times may not entail any direct costs at all”(2000). The workstation can be adapted with special equipment, which may help them operate a computer, read computer screens, and communicate with coworkers. These adaptations can be as simple as ergonomic keyboards, mouse, and chairs and voice activated software.

Statement of the Problem

Although there is an increased awareness of disability issues and legislature supporting the vocational rights of persons with disabilities, (i.e., ADA), the reality is that many people with disabilities are not accessing employment. Research indicates that the unemployment rate for people with disabilities who are able to work is approximately seventy-five percent (SSA Publication, 1993, p.3). One possible explanation for this may be biases in the work place. This study will investigate the origins and attitudes of employers-in-training using survey methodology. Business students from the University of Wisconsin Stout were surveyed during the fall semester of 1999.

Research Questions

This research examined the responses to eleven statements (see Appendix G), related to employability and characteristics of the job applicants. The hypothesis under

investigation is that there will be significant differences in differential perceptions of business majors in-training of job applicants with disabilities versus non-disabled job applicants.

In order to respond to these statements, each student received a cover letter and resume, job description, and the survey.

Definition of Terms

For clarity of understanding, the following terms needed to be defined.

Acquired Disability A disability in which a person is not born with. The disability is the result of an injury caused by a blow, fall, or repetitive movement.

Bias To be or to show prejudice toward others, (Webster's Dictionary).

Carpal Tunnel Syndrome Is a condition affecting the hand and wrist. The carpal tunnel is a space in the wrist surrounded by wrist bones and by a rigid ligament that links the bones together, (Canadian Centre for Occupational Health and Safety).

Low-Back Injury Is a condition affecting the lower back. Low-back injury can result from a strain or sprain of the low back. It usually affects the ligaments of the lower back that interconnect the five vertebral bones, (American Academy of Orthopedic Surgeons).

Non-Disabled Is a person who has not been inflicted by a disability.

Repetitive Stress Injury An injury that resulted from repetitive movement, (Health Pages).

Assumption and Limitation

This study assumed that a larger sample of business students in-training would be accessible. Therefore, a possible limitation of this study might be that results may have been different if a larger sample would have been available.

CHAPTER TWO

Literature Review

Historic Overview

In 1990, The Americans with Disabilities Act brought to the forefront the issue of discrimination against people with disabilities in the workforce. It stated that people with disabilities cannot be denied employment because of their disability status. It requires employers to make reasonable accommodations in the workplace so that the individual can work successfully. Also once employed, a person with a disability cannot be discriminated against in the workplace in terms of selection, promotion, retirement, and termination. This legislature opened many doors for people with disabilities in the workplace. The ADA requires employers and related service providers to provide reasonable accommodations for individuals with disabilities. The ADA also made it illegal for employers to require disability disclosure or pre-employment medical examinations.

Since the passing and implementation of the ADA, the awareness, destigmatization, and accommodation for disability have received a great deal of attention. More Americans are aware of disabilities in the workplace and socially. They are aware of the existence of stereotypes and stigmas that accompany disabilities. More employers are aware of the accommodations that need to be made to the workplace to make it accessible and functional for people with disabilities.

According to Career World, the National Disability Council states that there has been a 50 percent increase in the request from companies to hire workers with disabilities, (2000). “Companies that hire these workers will learn a secret that some

employers have long known: Workers with disabilities are often more skilled and hardworking than regular employees, (2000). A DuPont study shows that the job performance of disabled workers is equal to or better than workers with no handicaps.” While Walls and Fullner (1996), state that “it is not a motivation (lack of ambition) problem because most of these concerned say that they would like to have a job. Rather, it is an opportunity issue in which those with disabilities have the double difficulty both of finding employment in tight economic circumstances and of coping with their disabilities”.

Combs and Omgig performed a study of 300 companies. The research looked to answer two questions: 1) were certain disabilities more readily acceptable in employment than others? 2) Does the size of a company affect the acceptance of disabled people into employment? The study found that companies did find it easier to accommodate some disabilities groups more so than others. They found that those with physical disabilities were easier to accommodate than those with mental and emotional problems. As for the size of the company, it was found that larger companies rated that it was easier to accommodate people with disabilities than smaller companies.

People who are born with disabilities have already gone through an adjustment and acceptance period to some degree by the time that they reach an age in which they can become employed. For those individuals who have acquired disabilities, adjustment and acceptance of the disability may take a long period of time. This may influence different aspects of their life.

The individual may have to learn how to adjust and accept his/herself as a person with a disability. This adjustment or acceptance is very important as it may be the first

step needed so that they are able to deal with other aspects of their life that have changed also.

One area in which a person with an acquired disability must learn to adjust to is his or her identity as a worker within a career. The job in which they had previously performed, may need to be altered or changed due to the disability in which they acquired. The individual may have been a construction worker, but due to the low-back injury, can no longer perform that job and now has taken a job working behind a desk. For this individual who had always been moving and working with his/her hands and had been physical in nature, working from behind a desk may be a big adjustment.

Another area in which a person with an acquired disability must learn to adjust to may be a lower income level. Due to the disability the person may have had to take a different job within or with a new company. This new job may have a lower income level. This may be something that the person may find difficult. They may have been the person responsible in the family to bring home the paycheck and now with a lower income, that paycheck is smaller. This may cause many different feelings for the individual and for the family. A lower income is an issue in which the whole family must learn to adjust to. According to Worklife Report, “Their [people with disabilities] employment rate is about thirty full percentage points below that of persons with no disability and their earnings are substantially lower than those of workers with no disability”(2000). Gutner explains, “A year of total disability can wipe out 10 years of savings for someone who has socked away 10% of income annually”(2001). Which explains why “Forty percent of U.S. residents with disabilities live below the federal poverty line, compared with 18% of all U.S. residents” (Kennedy & Olney, 2001).

Yet, another area that a person with an acquired disability must learn to adjust to may be in the way that his/her family now supports him/her. With taking on a new job, possibly with a different company and maybe with a lower income, the family's support may have changed. What was once a very supportive and understanding spouse, now may be resentful or bitter that their income has changed and the ways of spending and paying bills will change as a result of this.

Two of the most common acquired disabilities are low-back injury and carpal tunnel syndrome. According to the American Academy of Orthopedic Surgeons, "Four out of five adults will experience significant low back pain... . After the common cold, problems caused by the lower back are the most frequent cause of lost work days in adults under the age of 45."

Carpal tunnel syndrome (CTS) affects hundreds of thousands of Americans and cost employers billions of dollars each year (Health Pages). According to the Bureau of Labor Statistics, repetitive stress injuries, including CTS, are the fastest growing occupational illnesses, (Health Pages). Landmark cases will assist employers in establishing opportunities for employment with persons with disabilities to cope with disability while on the job.

Ella Williams, an assembly line worker at the Toyota Motors plant developed carpal tunnel syndrome on the job. She was no longer able to grip the power tools without suffering pain in her wrists and shoulders. She asked to be reassigned to an easier job away from the assembly line, but when the company refused, she quit and filed suit under the ADA. According to Johnson (2002), in "the case of Las Motors v. Williams, the Supreme Court decided unanimously that William's condition did not

constitute a “disability” because she could still perform tasks “central to daily life” such as cooking her meals or brushing her teeth.” Savage (2001) discusses this case and the case of “Robert Barnett, a baggage handler for the US Airways, who complained of an injured back and asked to be reassigned to the mailroom. His employer questioned whether he was truly disabled and, if so, whether it must bump senior workers in the mailroom to accommodate him. Together the two cases are likely to determine whether the estimated 1 million U.S. workers with repetitive stress injuries can seek the protection of the ADA.” These decisions will affect the rights of workers who have repetitive stress injuries.

These articles explain how the legislature has passed laws that have helped people with disabilities obtain and maintain employment. At the same time, these laws have prohibited some people with disabilities from receiving the same treatment or accommodations to remain employed at the same job.

When an employee is injured and ready to return to work, the ideal situation would be for them to return to the same job with the same employer. Returning to the same job that they had before the injury may be possible with support from the employer, co-worker, and family. The individual may need the assistance of accommodations to make it possible also. These accommodations may be as simple as a different keyboard or a new chair. Other considerations or possibilities would be a different job with a same employer, the same job with the different employer, or a different job with a different employer.

Fortunately studies do show that some employers prefer to hire people with disabilities stating that they are as good as or better employees than “regular” employees,

the fact remains that those who are disabled are having difficulty obtaining employment with or without accommodations.

These potential employees are having difficulty finding employment in a tight labor market, in addition to learning to deal with their disability, which puts them at a disadvantage when compared to non-disabled employees. Due to these reasons, people with disabilities have a higher rate of living below the poverty line in the U.S (Kennedy & Olney, 2001). The key to over coming this is to educate employers.

Society is becoming more aware of individuals with disabilities. Due to this realization, employers are also becoming aware. As employers become more aware of what an employee with a disability has to offer them, they are more likely to hire persons with disabilities. One key way to increase the awareness is through education. Employers may be afraid to hire a person with a disability thinking that they will cost the company a lot of money. It is important that they become educated so that myths are discarded.

CHAPTER THREE

Methodology

Introduction

This chapter describes the subjects under study, how they were selected for inclusion, and the instruments used to collect information in regards to their content, validity, and reliability. Data collection and analysis procedures are presented. The chapter is concluded with a discussion about methodological limitations.

Description and Selection of Population

The population examined included 37 of the University of Wisconsin, Stout's Introduction to Business students during the fall semester of 1999.

Specific Procedures

This study reviewed all 37 surveys to determine if there was a bias in hiring a potential employee who has a disability. The researcher obtained permission from the professor of the Introduction to Business class at the University of Wisconsin- Stout. The researcher went into the Introduction to Business class and introduced herself to the class. The researcher then explained to the class what was in each packet. Informed the subjects that in each packet were: a consent form, job description, cover letter, resume, and survey questions. Each subject gave voluntary informal consent to assist in this research.

There were three separate cover letters, one in which no disability was disclosed, one in which a back injury was disclosed and one in which carpal tunnel syndrome was disclosed (the job description, resume, and surveys were the same). The packets of information were administered randomly to the subjects. Two cover letters were of

hypothetical job applicants who had a disability of either carpal tunnel syndrome or low-back injury. The other cover letter was of a non-disabled hypothetical job applicant. The subjects were then asked to rate the hypothetical job applicant according to their perceptions of the applicant's vocational potential, dependability, and competence.

The researcher remained in the classroom until all the subjects completed the packets. Once all of the packets were completed, the researcher collected the packets from the subjects. The researcher then explained to the subjects what the survey was measuring. The researcher then thanked the subjects for assisting in the research and thanked the professor and then left the classroom. The researcher then went to the Research Center to have the data analyzed.

Instrumentation

Subjects were asked eleven questions with a ranking system of 1-7. The ranking system was as follows: 1 –Strongly disagree, 2 –Disagree, 3 –Somewhat disagree, 4 – Neutral, 5 –Somewhat agree, 6 –Agree, and 7 –Strongly agree. Data was gathered to ascertain subjects' perceptions regarding the following statements.

1. The employee will be dependable.
2. The employee will not be frequently absent.
3. The employee will be punctual.
4. The employee will demonstrate initiative.
5. The employee will persist through difficult tasks.
6. The employee will demonstrate interest in tasks.
7. The employee will work independently.
8. The employee will understand job requirements.

9. The employee will work at acceptable pace.
10. The employee will work with consistent quality.
11. The employee will demonstrate an understanding of workplace safety.

Data Collection

The packet of information including consent form, job description, cover letter, resume, and survey, were administered randomly to the subjects. After the packets were completed, they were then taken to the Research Center at the University of Wisconsin-Stout for analysis using Statistical Package for the Social Sciences (SPSS).

Data Analysis

Data was collected and put into column format for analysis using Statistical Package for the Social Sciences (SPSS). This quasi-experimental study interpreted and reported the data in percentages. In addition, Analyses of Variance (ANOVA) was employed to ascertain if statistical differences existed.

Limitations

There were several different limitations noted regarding his study. One limiting factor was the sample size. Due to only being able to survey one Introduction to Business class, the survey size was not large. In the future, if students are the subjects, a larger sample will be needed. Another limitation was that the subjects were students, or individuals-in-training and not real employers. Surveying “real” employers may have led to different outcomes due to employer outlooks and experiences. In addition, the stimulus that was used was not as salient as a real job applicant given that fact that the client was portrayed by written information only. The strongest stimulus would have been face-to-face interaction in which the subjects would have been able to interact with

real job applicants. The second strongest stimulus would have been video, in which the subjects would have been able to see the job applicant.

CHAPTER FOUR

Results and Discussion

Introduction

This chapter presented the results of the study. Data collected on each of the research statements is presented, and descriptive statistics are reported as well as ANOVA results.

Table 4.1 shows the descriptive results from the research that was conducted. The first column shows the question that was asked. The second column shows the job applicant condition. The third column shows the means of each of the conditions. The fourth column shows the standard deviations.

TABLE 4.1

QUESTION	CONDITION	MEAN	STD. DEVIATION
1. Employee will be dependable.	1. Control	4.85	1.14
	2. Back Injury	5.00	.95
	3. CTS	5.08	1.24
	Total	4.97	1.09
2. Employee will be frequently absent.	1. Control	4.54	1.45
	2. Back Injury	4.58	1.24
	3. CTS	4.50	1.57
	Total	4.54	1.39

3. Employee will be punctual.	1. Control 2. Back Injury 3. CTS Total	4.77 5.08 4.92 4.92	1.48 1.24 1.08 1.26
4. Employee will demonstrate initiative.	1. Control 2. Back injury 3. CTS Total	5.38 5.17 5.00 5.19	1.61 1.19 1.41 1.39
5. Employee will persist through difficult tasks.	1. Control 2. Back Injury 3. CTS Total	4.54 4.67 4.17 4.46	1.45 1.30 1.64 1.45
6. Employee will demonstrate interest in tasks.	1. Control 2. Back injury 3. CTS Total	4.85 4.58 4.83 4.76	1.14 1.08 1.27 1.14
7. Employee will work independently.	1. Control 2. Back Injury 3. CTS Total	5.31 4.92 5.00 5.08	1.18 1.08 1.35 1.19

8. Employee will understand job requirements.	1. Control	5.23	1.09
	2. Back Injury	5.75	1.42
	3. CTS	5.33	.98
	Total	5.43	1.17
9. Employee will work at acceptable pace.	1. Control	5.00	1.08
	2. Back Injury	5.42	1.31
	3. CTS	5.00	1.13
	Total	5.14	1.16
10. Employee will work with consistent quality.	1. Control	4.69	.95
	2. Back Injury	5.17	1.19
	3. CTS	4.83	1.40
	Total	4.89	1.17
11. Employee will demonstrate understanding of workplace safety.	1. Control	4.62	1.45
	2. Back Injury	5.75	1.42
	3. CTS	5.42	1.00
	Total	5.24	1.36

Summary

A total of 37 subjects participated in this study. Each condition was administered randomly. The results show that there was no significant difference found in this study across any of the conditions. Specifically, the following ANOVA results were demonstrated. Item 1 –Employee will be dependable; $F=.145, p>.05, n.s.$; Item 2 Employee will be frequently absent; $F=.010, p>.05, n.s.$; Item 3- Employee will be

punctual; $F=.186$, $p>.05$, n.s.; Item 4- Employee will demonstrate initiative; $F=.231$, $p>.05$, n.s; Item 5- Employee will persist through difficult tasks; $F=.376$, $p>.05$, n.s; Item 6- Employee will demonstrate interest in tasks; $F=.197$, $p>.05$, n.s; Item 7- Employee will work independently; $F=.366$, $p>.05$, n.s; Item 8- Employee will understand job requirements, $F=.668$, $p>.05$, n.s; Item 9- Employee will work at acceptable pace; $F=.510$, $p>.05$, n.s: Item 10- Employee will work with consistent quality; $F=.518$, $p>.05$, n.s: Item 11 Employee demonstrates understanding of workplace safety, $F=2.501$, $p>.05$, n.s. Although item 11 was not significant, the greatest group difference was demonstrated specific to concerns regarding workplace safety. This concern warrants further investigation in future research.

CHAPTER FIVE

Discussion, Conclusions, and Recommendations

Introduction

This chapter discussed the results of the study and conclusions were drawn from the statistical results. It concluded by providing recommendations for further research.

Discussion

Legislation has been passed to assist persons with disabilities. The Rehabilitation Act of 1973 prohibited discrimination against persons with disabilities in the federal sector. This law ensured that individuals with disabilities have the same rights when it comes to obtaining and maintaining employment.

The Americans with Disabilities Act (ADA) was passed in 1990. This law stated that individuals with disabilities cannot be denied employment based on their disability status. It also required employers to provide reasonable accommodations for those with disabilities so that they can work successfully at their job. The Rehabilitation Act of 1992 amended the ADA of 1990. This amendment stated that those with the most severe disabilities be the first priority when requesting and obtaining services. Although these legislative laws have been passed, biases may still remain in society and the workplace.

This study reviewed 37 surveys that were completed by business students at the University of Wisconsin- Stout during the fall semester of 1999. The survey of 11 questions was created for this study. The purpose of this study was to investigate the origins and attitudes of employer-in-training using survey methodology.

Conclusions

Results indicated that no significant difference was found at .05. No bias was found in the prospective hiring of a person with a disability. The prospective job applicants were divided evenly into three groups: control (non-disabled, low back injury, and carpal tunnel syndrome).

Although, no significant results were found, it is believed that if this study was presented to employers, bias may have been found. Thus the following possibilities exist why no significant difference was found.

The subjects that were in this study were business students. Had employers been the subjects, results may have been different due to biases that have occurred on the job and carried through to the employment of persons with disabilities. There were no real disabled prospective job applicants present. It is believed that if the subjects would have seen in person or by video the prospective job applicant with a disability, a bias may have been demonstrated. This study was a snap shot in time. The surveys were administered to only one class of 37 students. If the surveys were administered to more students or to the students as they progressed through further classes, the results may have been different. The sample size was small. Had a larger sample size been utilized for the research, the results may have been different. Lastly, it is possible, (however the researcher feels unlikely) that the students may hold no bias or differential perceptions towards potential employees with disabilities.

Recommendations

The results of this study show that there was no biases found in the hiring of disabled job applicants. Even though legislature has been passed, the truth remains that biases in the workplace do remain. Further legislature may need to be passed to help ensure that people with disabilities receive the same rights and responsibilities as those who do not have disabilities. Once legislature is passed, it is important to educate employers. Education and advocating for people with disabilities needs to be done in order to ensure that they are treated equally both in society and in the workplace.

Recommendations for further research

The subjects that were in this study were business students. Had employers been the subjects, results may have been different due to biases that have occurred on the job and carried through to the employment of persons with disabilities. There were no identified disabled prospective job applicants present. It is believed that if the subjects would have seen in person or by video the prospective job applicant with a disability, a bias may have occurred. This study was a snap shot in time. The surveys were administered to only one class of 37 students. If the surveys were administered to more students or to the students as they progressed through further classes, the results may have been different. The subject size was small. Had a larger sample size been utilized for the research, the results may have been different.

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Appendix A

CONSENT FORM

Shannon Dresel, Rehabilitation Counseling major, University of Wisconsin-Stout is conducting a research project. We would appreciate your participation in this study.

It is not anticipated that this study will present any medical risk or social risk to you. The information gathered will be kept strictly confidential and any reports of the findings of this research will not contain your name or any other identifying information.

Your participation in this project is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher.

Once the study is completed, the analyzed findings will be available for your information. In the meantime if you have any questions, please contact: Shannon Dresel or David Rosenthal, 231 Vocational Rehabilitation, University of Wisconsin-Stout, Menomonie, WI 54751 (715) 232-2490.

Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair of UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Appendix B

Job Description

Jupiter Car Sales has an opening for a full-time position as a car sales person. The job would be 40 hours a week Monday – Friday and a Saturday rotation. This individual would have to be independent, outgoing, self motivated and people orientated. Communication skills and the skill of persuasion are essential for this job. A clean appearance is also essential. Record keeping and physical requirements are a minimum.

Those who are interested can send a cover letter and resume to Mr. Tom Smith, Jupiter Car Sales, 555 Mars St., Anytown, WI. 99999.

Appendix C

Cover Letter of Non-Disabled Job Applicant

November 19, 1999

Mr. Tom Smith
Jupiter Car Sales
555 Mars St.
Anytown, WI 99999

Dear Mr. Smith:

I am applying for the position of a car sales person at Jupiter Car Sales. I saw the position advertised in the Anytown Newspaper.

I have enclosed a resume. I hope this will cover all the information that you will need to know about myself.

If you need any more information or have any questions please feel free to contact me at (715) 555-5555. I am looking forward to hearing from you soon.

Sincerely,

Stacy Jones

Appendix D

Cover Letter of Job Applicant with CTS

November 19, 1999

Mr. Tom Smith
Jupiter Car Sales
555 Mars St.
Anytown, WI 99999

Dear Mr. Smith:

I am applying for the position of a car sales person at Jupiter Car Sales. I saw the position advertised in the Anytown Newspaper.

I have enclosed a resume. I hope this will cover all the information that you will need to know about myself. Although I acquired carpal tunnel syndrome in June of 1995 I feel that I will be able to perform all duties of this job with little or no accommodations.

If you need any more information or have any questions please feel free to contact me at (715) 555-5555. I am looking forward to hearing from you soon.

Sincerely,

Stacy Jones

Appendix E

Cover Letter of Job Applicant with Low Back Injury

November 19, 1999

Mr. Tom Smith
Jupiter Car Sales
555 Mars St.
Anytown, WI 99999

Dear Mr. Smith:

I am applying for the position of a car sales person at Jupiter Car Sales. I saw the position advertised in the Anytown Newspaper.

I have enclosed a resume. I hope this will cover all the information that you will need to know about myself. Although I received a lower back injury in April of 1991 I feel that I will be able to perform all duties of this job with little or no accommodations.

If you need any more information or have any questions please feel free to contact me at (715) 555-5555. I am looking forward to hearing from you soon.

Sincerely,

Stacy Jones

Appendix F

Resume

Stacy M. Jones

546 Spruce St.
Anytown, WI 99999
(555) 555-5555

Objective:

To pursue job opportunities as a car sales person; utilizing skills a learned through school and previous work experiences.

Education:

9/89 – 5/91 CHIPPEWA VALLEY TECHNICAL COLLEGE, Eau Claire, WI
Received Business Degree.

Experience:

2/97 – Present GEMSTONE JEWELERS, Eau Claire, WI

Sales Associate
Assist customers.
Complete sales.
Arrange displays.

7/93 – 6/95 TELESALLES, Eau Claire, WI

Telemarketer
Contact people by phone.
Enquire about services received and needed.
Sell services to customers.

8/92 – 7/93 BEST BUY, Eau Claire, WI

Sales Associate
Assist customers.
Assemble displays.

7/89 – 4/91 MENARDS DISTRIBUTION CENTER, Eau Claire, WI

Load Master
Put merchandise onto pallets.
Load merchandise on and off trucks.
Distribute merchandise around center.

References: Available upon request.

10 The employee will work with consistent quality.

Strongly disagree

Strongly agree

1 2 3 4 5 6 7

11 The employee will demonstrate an understanding of workplace safety.

Strongly disagree

Strongly agree

1 2 3 4 5 6 7