

**STATUS OF CAREER GUIDANCE SERVICES IN SELECTED  
SPECIAL SCHOOLS FOR THE HEARING IMPAIRED LEARNERS  
IN LUSAKA, ZAMBIA**

**BY**

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A dissertation submitted to the University of Zambia in partial Fulfillment of the requirements for the award of the degree of master of Education in Guidance and Counselling.

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## DECLARATION

I, **Ethel Tumpe Kayange Lambwe** do hereby solemnly declare that this dissertation is my own original work and that it has not been previously submitted for any academic award for a degree at any other institution of learning.

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## CERTIFICATE OF APPROVAL

This dissertation by **Ethel Tumpe Kayange Lambwe** is approved as partial fulfilment of the requirements for the award of degree of Master of Education in Guidance and Counselling of the University of Zambia.

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## **DEDICATION**

This work is dedicated to my husband Mr. Phiri Michael whose love, understanding, patience and support I will always cherish. To my beloved sons Chimwemwe Phiri, Walusungu Phiri and Maphatso Phiri. To my wonderful niece Mafo Kasanga for all the love and sacrifices they made for me.

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## **ABSTRACT**

The purpose of this study was to investigate the status of career guidance service provision in selected special schools for the hearing impaired learners in Lusaka, Zambia. The objectives of the study were to establish whether career guidance service were available to learners with hearing impairment; assess the type of career guidance services available for learners with hearing impairment; determine how beneficial the current career guidance services were to learners with hearing impairment; explore challenges, faced by guidance teachers in the provision of career guidance services to learners with hearing impairment in special schools. A case study was used to conduct the study. The sample size was 55 respondents. These were broken down as five head teachers, five heads of departments, five career guidance teachers and 40 learners with hearing impairment in selected special schools in Lusaka in Zambia. The study findings revealed that special education teachers in the selected schools of study provided career guidance services to learners with hearing impairment. Both girls and boys with hearing impairment benefited. Learners with hearing impairment were seen to own shops and sold goods in town which enabled them to earn a living. It was also evident from the findings that learners in Grade 12 more than other grades accessed career guidance services in the selected schools. Guidance teachers faced a lot of challenges in the provision of career guidance services to learners with hearing impairment in special schools which included communication difficulties, limited availability of materials such as teaching and learning aids, limited time allocation for career guidance, lack of trained guidance and counselling teachers in schools, lack of office accommodation; limited resources; lack of co-operation or support from other teachers and school administrators and indeed work over loads among guidance teachers in selected special schools.

Arising from the study findings, the research has recommends that: the Ministry of General Education should employ trained full-time guidance and counselling teachers in schools, provide appropriate and adequate materials for career guidance purpose, put in place a deliberate policy on guidance and counselling in schools that allow provision of career guidance to learners with hearing impairment and conduct regular fresher courses or workshop on sign language in order to improve communication between guidance teachers and learners with hearing impairment.

## **ACRONOMYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CSEN</b>	Children with Special Educational Needs
<b>ECZ</b>	Examination council of Zambia
<b>EOAS</b>	Education and Occupation Assessment Service
<b>GRZ</b>	Government of the Republic of Zambia
<b>HI</b>	Hearing Impairment
<b>HIV</b>	Human Immune Virus
<b>MOGE</b>	Ministry of General Education
<b>SEN</b>	Special Education Needs
<b>SEOG</b>	Senior Education officer for Guidance
<b>TVTC</b>	Technical Vocational Teachers Collage

# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

This chapter discusses the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, theoretical framework and definition of terms.

### 1.2 Background

Learners with disabilities face many obstacles as they transition from school to work situations. The process of deciding future career options can be challenging and involves careful considerations. Although there are many careers to choose from, individuals with disabilities have traditionally been limited in their career options, especially if they were unprepared for the requirements of the workplace, underestimate their capabilities or were unaware of the range of workplace accommodations that can broaden their career options. Career guidance provides access to the skills and resources students need to overcome these obstacles and prepares them to make informed choices relevant to their personal strengths and interests to Students (Hitchings et al., 2001).

Career guidance is a systematic profession process of helping individuals through career education and interpretive procedure to gain a better understanding of own interest, abilities and potential to support vocation desires and opportunities. The transition from school to work can be difficult to negotiate for any young person, particularly within the current labour market conditions that have accompanied the major social and economic changes experienced by advanced industrial nations in recent decades (Patton, 2000).

Punch, Creed and Hyde (2004), Hearing loss, also known as hearing impairment, is a partial or total inability to hear. A deaf person has little or no hearing. Hearing loss may occur in one or both ears. In children, hearing problems can affect the ability to learn spoken language and in adults it can cause work-related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent.

Hearing loss may be caused by a number of factors including: genetics, ageing, exposure to noise, some infections, birth complications, trauma to the ear and certain medications or toxins. A common condition that results in hearing loss is chronic ear infections. Certain infections which occur during pregnancy such as syphilis and rubella may also cause hearing loss. Hearing loss is diagnosed when hearing testing finds that a person is unable to hear 25 decibels in at least one ear. Testing for poor hearing is recommended for all new-borns. Hearing loss can be categorised as mild, moderate, moderate-severe, severe, or profound. There are three main types of hearing loss, conductive hearing loss, sensor neural hearing loss, and mixed hearing loss. Half of hearing loss is preventable. This includes by immunisation, proper care around pregnancy, avoiding loud noise, and avoiding certain medications, (Punch, Creed & Hyde 2004).

Deaf and hearing impairment students face additional challenges in their career development and school to transition. On leaving high school, these young people can no longer rely on support services provided on the initiative of parents or educators but must be responsible themselves for identifying their needs and appropriate accommodations and requesting services (Luceking, 2000). In addition, they are likely to encounter environmental and attitudinal barriers that can impede their achievement of educational and career outcomes (Punch, Creed & Hyde 2004). For these reasons, the career barriers construct, which has emerged with the recent increasing interest in contextualise (emphasising the importance of contextual and environmental factors such as gender, race and ethnicity, disability or health status, and socioeconomic status) in the career development field, has a particular relevance to young people who are deaf or hard of hearing.

The guidance movement was started in 1909 by Parsons with an emphasis on vocational information, planning and guidance. Vocational education was believed to be that part of both organised and unorganised methods of securing occupational confidence and experiences by individuals for achieving occupational proficiency. Vocational planning was regarded as a process for helping students, or others, to develop and accept an integrated and adequate picture of themselves, and of their roles in the world of work, to test this concept against reality, and to accept its benefits with satisfaction (Parsons. 1909). Prior to western influence, most African societies had various forms of social services that were provided for young people and children, so that they could develop

and grow into responsible and productive members of their communities or ethnic groups. To function effectively in one's community, one needed to be aware of the values, beliefs and roles one had to play as a member of a particular regiment or sex. Many young boys and girls were socialised, or taught the ways of their communities as well as the various skills their forebears used to earn a living or to provide for their families. Initiation schools, for example, taught young people things they would need later on in their adult lives. For instance, they would learn about the history of their ethnic group, how to relate to each other as boys or girls and how to behave as adults as well as to know their responsibilities as parents or members of the community. The extended family provided other services that young people and children needed. Uncles, aunties and other relations were sources of information that young people needed as they grew up. For example, a boy talked to his uncle if he had questions regarding relationships with Girls, likewise, the girl talked to an aunt or elder sister whenever she wanted to know more about issues related to sexuality. Skills in carving, hunting and other occupations needed later on in life were passed on to young people by parents at different stages in the development of each child. Some of the behaviours and skills were learnt either by observing adults or were acquired through other means of training. Every community had own culturally-based social services for young people and children, (Maes 1995).

Among these culturally-based social services was the extended family system in which relatives played a significant part in providing guidance and counselling for the young. As mentioned earlier, the initiation schools ceremonies introduced young people to the history of the ethnic group, its customs and any other cultural activities that every member of the community needed to know about in order to live a successful life. In his discussion of the cultural relevance of guidance and counselling in Botswana, Maes (1995) concluded that Botswana had a history of communal support and compassion for those in need. He argued that the helping structures, which were introduced as a part of a Guidance and Counselling programme in schools, should be compatible with the best cultural values, and should incorporate the best traditional healing practices. However, the study did not show how learners with hearing impaired were helped in career guidance hence the study.

In most countries, majority of children with significant permanent hearing loss were currently educated in regular classes with the support of itinerant teachers of the deaf. In Australia, an estimated 84 per cent of all deaf and hard-of-hearing children were educated in this way. These students have levels of hearing loss ranging from mild to profound, primarily communicate orally, use their amplified residual hearing supplemented by speech reading, and may be functionally defined as hard of hearing (Hyde and Power, 2003). Although the term “hard of hearing” has often been used to describe people with less than severe hearing loss, its definition is being increasingly adopted to include people with all degrees of hearing loss whose communication mode is primarily oral–aural and who effectively use their residual hearing supplemented by speech reading and assistive hearing devices. It is this definition of the term that is adopted in this article. Although differing in their needs from deaf students who utilise a sign language, these young people face difficulties not faced by their normally hearing peers. In this study, the research sought to investigate the status of career guidance services and benefits accrued to learners with hearing impaired in selected special schools in Lusaka district.

Though they possess many special skills and capabilities suited for major industries, the job hunt process could be challenging for the hearing impaired. One key reason was that they were often asked to overcome easily avoidable obstacles, such as taking part in interviews where sign language interpreters were not provided or addressed an employer’s misconceptions regarding how their impairment would impact performance. Despite these obstacles, it was important that everyone who had a hearing impairment understood they could excel in the job market (Hyde and Power 2003).

Before the late 19<sup>th</sup> century, little was available in the form of career guidance for those looking to find a job among the hearing impairment. Back then, career guidance was known as vocational guidance. Most work prospects developed from close community contacts such as family, friends and perhaps church. The turn of the 20<sup>th</sup> century saw a rise in immigration resulting in an increased need for a more organized effort to help people find jobs.

The Vocational Guidance Movement was the precursor to career counseling. It began in 1907 when the founding father of vocational guidance, Frank Parsons created the first methodology of career guidance. In 1908, he began the Vocational Bureau of Boston,

with a mission of aiding people to discover what careers were available. His theories were rooted in first improving working conditions, then focusing on the individual workers' needs. Parsons' methodology focused on making people more in tune with their skills and interests, thus leading to the right fit for a career (Parsons 1909).

Parson (1909) further states, the mid-20<sup>th</sup> century brought several changes to the work force and with it, some changes to the career counseling industry. With the end of World War II, more women and veterans were in the work force with higher education levels. Technology development increased, opening new types of jobs and demand for certain skills. The government began placing a higher emphasis on education and vocational guidance with several acts such as the Vocational Educational Acts of 1963 and the 1964 Education Opportunity Act. The school guidance service policy guidelines in Zambia's Education system (MoE, 2004) state that, formal guidance and counseling services in Zambia started in 1971 under the psychological services in the former Ministry of Higher Education And Guidance. It was restricted to the provision the of career information to pupils. The setting up of career guidance in education was around 1971. In 1971, career guidance was established with appointment of career guidance officer to work under the administration of the psychological service at the Ministry of Education in Lusaka.

The duties of the career guidance office were to contribute, organize and inspire the work of career teachers in all secondary schools. A central agency was established within the Education and Occupational Assessment Services (E.O.A.S), in the Ministry of Labor and Social Services. In Lusaka, the psychological services unit was transferred to the Examination Council of Zambia (E.C.Z.). The guidance unit was created within restricted responsibilities for career guidance and operated as the separate entity. In 1990, the guidance service was renamed as school guidance service with broader job description for the staff and expand function to include counseling, HIV and ADIS life and girls education programmers with the inclusive of learners with hearing impairment in the mainstream (MoE 2004).

The school services policy (2003), states that initially, there was no formal training for career teacher but workshops opportunities were provided. The first was in 1972 followed by others by in 1975 and 1976 .The formal guidance and counseling training begun in1987 at technical and vocational teachers college (TVTC) in Luanshya that led to ward of guidance, counseling and placement diploma. In 1992, the Ministry of

Education (MoE) appointed the guidance teacher in all schools and paid them extra duty allowance. Guidance services were decentralized and in 1997 Senior Education Officers for Guidance (SEOG) were appointed in all provinces at provincial level. The services offered go beyond the institutions of learning .The programme takes care of the issues of HIV and AIDS, child abuse psychosocial life skills career guidance and others. However the information appears not to have provided the inclusion of guidance and counseling of learners with hearing impairment and hence this study.

Through earlier initiative in guidance services, MoE realised the need and importance of career guidance service for deserving students in schools and colleges. School career units were set up in order to render services to students in secondary school these students desired for organised career education for student in senior secondary schools. This view was to be equally extended to learners with hearing impairment in special schools.

Guidance advice and information offered increased knowledge about education development, vacation programmes and facilities. Guidance teachers provided information on vocation and high education programmes, supplied application forms for admission and conducted aptitude tests on behalf of the government, organisations and companies for purpose of enrolment. Often guidance teachers organised orientation meetings, career talks, on various fields and topic for the benefit of the students. These units were also used as placement agencies for colleges, universities and assisted during the period of Zambia Youth community services programme in the 1970s. The supervision of career guidance unit was done through the Education Psychology act units under the MoE in consultation with the department of social welfare as stated in (MoE, 1996). This also included guidance and counselling for the learners who were mainstreamed in schools such as the hearing impairment learners.

It was evident that the necessity of vocation guidance was felt by the Zambian government as early as the late 1960s. Attempts were made as early as that to provide vocational guidance to students such as Zambia youth service, compulsory Zambia national youth service programmes to a certain extent product of advice and information generated through vocational guidance and counselling services (MoE, 2004).Although guidance and counselling services that were available to learners with hearing

impairment remained rather speculative in education for such learners, hence the need to investigate the status of career guidance to learners with HI.

The desire of the Ministry of Education was to integrate career guidance within the general curriculum frame work and using the existing structure, education facilities in schools and higher education to support students including the hearing impaired. Despite this being the case, special schools seemed to have been left out in the provision of such services (MoE, 2013), this dilemma motivated the researcher to carry out a study in order to investigate the status of career guidance service provided to learners with hearing impairment in selected special schools in Lusaka in Zambia.

### **1.3 Statement of the Problem**

Most research done on career guidance and counselling services focussed on primary and secondary schools for the normal pupils (Makumba, 2013). Little is, however, known on the status of career guidance services offered to learners with hearing impairment in special schools. This study, therefore, sought to bridge the knowledge gap with regard to the status of career guidance services available to learners with hearing impairment in selected special schools in Lusaka in Zambia.

### **1.4 Purpose**

The purpose of the study was to establish the status of career guidance services provided to learners with hearing impairment in selected special schools in Lusaka district.

### **1.5 Objectives**

1. To identify the types of career guidance services available for learners with hearing impairment in special schools.
2. To determine how beneficial the current career guidance services were to learners with hearing impairment in the study schools.
3. To explore challenges, if any faced by guidance teachers in provision of career guidance services to learners with hearing impairment in the study.

## **1.6 Research Questions**

- 1.** What types of career guidance services are available to learners with hearing impairment in special schools?
- 2.** How beneficial are the current career guidance services offered to learners with hearing impairment in the study schools?
- 3.** What are the challenges, if any; do teachers face in the provision of guidance services to learners with hearing impairment in special schools?

## **1.7 Significance**

Children with hearing impairment faced a lot of challenges in accessing services generally and specifically. It was hoped that the study would contribute to the exciting body of knowledge by providing empirical evidence on the status, types of career services, challenges and benefits of current career guidance services provided to learners with hearing impairment, to teachers, administrators, education managers as well as educational planners.

It was also hoped that the study would provide evidence to the Ministries of General Education and Higher Education on the need to include career guidance services in the curricular of schools, colleges of education and universities in order to equip the trainee teachers with the necessary skills and knowledge on career guidance services for learners with hearing impairment in special schools.

Career choice was an important decision since it formed the turning point in a learner's life. The outcomes of this study are significant in helping learners with HI to enable them make more informed choices. The study may be helpful to the institutions in responding appropriately to the unique career needs of their learners with hearing impairment. This might enable the government improve the policies governing the education training of learners with hearing impairment across the country.

## **1.8 Delimitation**

The study was confined to selected special schools for the hearing impairment in Lusaka district. These were special schools in Lusaka district. The special schools chosen in the district had the nature of the problem that was being studied.

## **1.9 Limitations**

It would be appropriate to assume that the results from respondents could be applied to all learners with hearing impairment. However, the schools under review were located in the town of Lusaka district. Hence learners with hearing impairment in different locations such as rural areas may have a status of career guidance which may be quite different from those in Lusaka town. As a result these findings should not be generalised.

## **1.10 Theoretical Framework**

Frank Parson (1909) held the view that career decision was the greatest decision. Trait and Factor classical theory guided the study. His theory was used in career counselling. Trait and Factor Theory engulfs three basic factors which, if taken into consideration would helped a person to choose a career that would bring satisfaction and productivity. According to Parsons the wise choice of a vocation had three broad factors: (1) Clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) Knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; and (3) True reasoning on the relations of these two groups of facts. It was the first conceptual framework for career decision making and became the first guide for career counsellors in the United States of America (USA) and later in other parts of the world. These rather simple ideas are still at the core of most modern theories of career choice and development. Trait and factor models, rooted in the early theorising of Parsons, dominate practice (Brown and Brooks, 1991). However, there was an increasing awareness that while simplistic approaches to career counselling for some individuals may be sufficient, there were many people who brought very complex career-related problems to counsellors. The assistance they needed required the career counsellor to be highly skilled in both personal and career counselling.

In the Zambian context, Parson's Trait and Factor theory had implications that students with hearing impairment should have been helped to have a clear understanding of

themselves, their aptitudes, abilities, interests, ambitions, resources and available job openings in the market. This could only be possible if schools for the deaf in Zambia were staffed with career guidance teachers with appropriate training, adequate and relevant occupational resources and the existence of supportive government policies in regard to the provision of career guidance services. This study sought to establish the opportunities at the disposal of students through the activities they were exposed to, and the competence of teachers in charge of career guidance activities. An individual had to understand him or herself, his or her talents, abilities, aptitude, interests, ambitions, resources, limitations and their causes. These personal traits had to be matched with knowledge of job specifications: the requirements of the job, conditions, success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work. A decision on what line of work one would pursue would then be reached. This would lead a person to a job that would be satisfying thus leading to productivity (Parsons, 1909).

In this study trait and factor classical theory by Parsons (1909) was used to plan on what type of career service to offer to learners with hearing impairment in special schools. In the same vein, it was hoped that the theory would help the researcher understand in making career guidance services available and benefits to learners with hearing impairment in selected special schools in Lusaka district. The theory was also used to help document challenges faced by guidance teachers in the provision of career guidance service to learners with HI in schools. Furthermore, the trait and factor theory, although a classical theory, was seen to be helpful in establishing the status of career guidance service available for learners with hearing impairment in special schools in Lusaka, Zambia.

### **1.11 Definitions of key Terms**

**Career:** this referred to activities and positions involved in vocations, occupations as well as related activities associated with an individual's life time of work.

**Career development:** this concerns the interaction of psychological, sociological, economical, physical and chance factors that shape the sequence of identifying, selecting and maintaining a career engagement throughout one's lifetime.

**Career guidance:** is the provision of services and activities to individuals of any age and at any point throughout their lives to help them make educational, training and occupational choices.

**Disability:** it is a restriction or disadvantage imposed on an individual's functioning as a result of impairment.

**Deaf:** this is a condition of a person without hearing or hearing impairment.

**Guidance:** is the help or advice given to someone about their work, education or personal life.

**Hearing impairment:** is the hearing loss, also known as hearing impairment, is a partial or total inability to hear.

**Impairment:** is an identifiable defect in the basic functions of an organ or any part of the body system.

**Learner:** somebody who studies or learns to do something, usually in a school or any Educational institution.

**Self-perception:** is a person's view of themselves and of a mental or physical attribute that makes up the self.

**Status:** is the position of affairs at a particular time.

**Special School:** is a school for children with special educational needs.

## **1.12 Summary**

This chapter covered the background to this study emanating from the need to determine the status of career guidance in selected special school for the learners with hearing impairment. In addition, the chapter covered the research problem under investigation, purpose, objectives and research questions. The chapter also presented the significance of the study; study delimitations and limitations, further presented the theoretical framework and definitions of terms used in the study.

## **CHAPTER TWO**

### **LITRETURE REVIEW**

#### **2.1 Overview**

This chapter presents a review of the relevant literature on career guidance services provided in special schools for hearing impairment. The review covered literature on, the challenges faced by guidance teachers in special schools for the hearing impaired, the focus of the review is on the status of career guidance services in special schools for the hearing impairment and how learners benefit from career guidance services available.

#### **2.2 Development Career Guidance**

To decide on the future career was not quite an easy thing to do. It was even more difficult when one lacked the necessary information on the different types of careers. In an ideal situation the process of career development stretched throughout one's lifetime with a greater emphasis during the secondary and tertiary years (Hughes and Karp, 2004).

Special school teachers played an important role in students' lives during their formative years by fostering the intellectual and social development of the hearing impairment learners. They provided for their students with an environment and the proper tools to develop into responsible adults. However, though recognising the importance of career guidance, schools did not pay appropriate attention to the work of career guidance for special children (Munyua, 2012).

In most countries, there were gaps and overlaps in the career information and guidance services for learners with hearing impairment, availability was uneven. Few countries, it seemed, had coherent policies, systems and delivery structures for career guidance that support transitions across the span of life, from learning to work. Apparently, it was evident from a number of studies and through observations from most special schools in the developing world that career information was less provided if provided at all. It was in view of this that this study was conducted in order to explore, through the review of literature the status of career guidance provision in selected special schools for the hearing impairment in Lusaka, Zambia (Whiston and Sexton, 1998).

Nguyen (2016) conducted a study on career guidance in secondary schools he found out that, the importance of career guidance could be gauged from the fact that it was introduced in Malaysian schools as far back as 1939. In Malaysia, career guidance was set up in the school system. It was reported that career guidance was initiated in this country as far back as 1939. This acknowledgment was documented in the Report on Vocational Education of 1938 which highlighted the essential of guidance services in schools maintaining that guidance services were important in schools. The following years (till the commencement of the Counsellors Act 1998) saw guidance services including career counselling transforming into helping services in the educational system. Even though career guidance was introduced as early as 1939, however, its launching in schools only took place in 1967 in Malaysia. However the documentation did not show the inclusion of schools for learners with hearing impairment.

In 1967, in Malaysia a circular was published by the Ministry of Education which proposed that every primary and secondary school was to appoint a guidance teacher who was to do about 25 periods of classroom teaching per week against the usual 30 or so periods and was to be exempted from extra-curricular duties. His or her role was defined mainly in terms of careers guidance though he or she was also expected to interview pupils on personality and behavioural problems, to visit pupils' homes if and when necessary, to be responsible for the environmental health conditions of the school, and where possible to organise the Parent-Teacher Associations. However this was not documented about career guidance provision in special schools for the hearing impairment (Watts, 2010).

In Malaysia, School career counsellors played an important role of preparing students to successfully transit to the next level, whether for further education or for a job. School counsellors provided career development interventions in new paradigm which not only focused on a career decision making but also assisted the students to gain the necessary employability and self-management skills. They helped students who were unable to access and gain market-driven occupational proficiencies, retrieve and disperse information through technology as well as they made sure that students remained motivated and self-directed. The study however, did not provide indications on the guidance service that were available for learners with hearing impairments in schools hence the focus of present study ( Nguyen, 2016).

The American School Counsellor Association (ASCA), for instance, developed National Career Development Guidelines that were adopted in 46 states (American Counselling Association, 2003). Similarly, in Canada the Ministry of Education and Training had a career guidance programme that ran from elementary grades and continued through to secondary. In contrast, in most third world countries, Zambia inclusive, career guidance was provided in an haphazard way and was a fringe benefit instead of being directly linked with students' learning (Ngunyen, 2016). In fact, available literature seemed to suggest that less guidance services were available for learners with hearing impairment.

Sources both print and digital, were necessary in order to help students keep focused on their career. In the United States of America, a vast majority of schools stocked computerised and non-computerised career information sources and college catalogues as well as conducting testing for career planning (Hughes and Karp, 2004).

In many African countries, the situation was different mainly due to the lack of government policy and commitment. In many special schools in Kenya, for example, even a newspaper was hard to come by. This was not different from the Zambian scenario too (Hamatuli, 2011). Watts (2010) commenting on this situation stated that relevant reading materials on career information for both teachers and students was lacking. Students, including those with hearing impairment, therefore, needed to be guided in order to be able to choose careers that are commensurate with their abilities and interests.

In Zambia, career information was provided through guidance and counselling in schools. The Ministry of Education had the mandate to provide career information. The ministry was guided by the vision to provide quality, lifelong education for all which was accessible, inclusive and relevant to individual, national and global needs and value systems. Its mission was to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, Thus the ministry was entrusted with the responsibility of developing not only individuals into responsible citizens but also that of putting up infrastructure that would facilitate their development such as special schools. However, the Ministry of Education has had no documents on career guidance provision in schools until recently in 2004 when it developed two modules one and two on the same. Though the modules were not primarily intended to cater for career information

provision as evidenced from a shallow coverage of the subject, they lay out some background to career guidance provision (MoE 2004).

Although attempts have been made in Zambia to provide career guidance to students with hearing impairment in schools, the status of career guidance services available for students with hearing impairment have not been documented, Hence the researcher found it necessary to investigate status and provide appropriate documentation on the same.

### **2.3 Types of Career Guidance Service**

The study discussed four types of career guidance service offered to learners with hearing impairment in Zambia thus career information, career assessment, career education and vocational skills which is used globally. Career service was offered by a range of different mechanisms. Much career service was informal and provided through personal networks or existing relationships such as school and management. There was a market for private career support however the bulk of career support that existed as a professionalised activity provided by the public sector (Abernathy, 2000).

Career information was the intelligence that guided workers and the professionals who advised them in the analytical process of examining, comprehending, and making decisions about the world of work. Career information comprised of occupational information, industry information, education and training information, financial aid information, and career development process information. Career information was an important component of career information systems, career guidance, and career education. Thus from the above definition, it was vivid that learners in special schools must know about various careers in the world of work in order to decide which ones to pursue. As such, career information in this study was viewed as information on a varied number of careers that learners in special schools could pursue depending on their competences and interests. It was also worth noting that career guidance and counselling services were not used so much in the study because the focus was on career information which could be provided either through guidance or counselling to all learners in the school system according to the ability levels (Hamatuli, 2011). However, the study has not stated how career information may help learners with hearing impairment in their career choice hence the study.

A special school was a part of the education systems that ran from early childhood to tertiary in the education setup (Chikopela 2013). It was sometimes differentiated into junior and high school levels but it may also be a one way system. For this study, special schools were taken to mean all those special schools that run from Grade 8 to Grade 12.

Career information was made possible with systems that support career development and processes such as career guidance and career education. Career information was absolutely the one tool upon which nearly every step in the process of making informed and considered career decisions depended. Informed and considered career decisions resulted in improved matches between people and their work. Such matching manifested itself in improved utilisation of education and training resources, higher levels of worker satisfaction, preferred patterns of employment stability and mobility, increased income and benefits, and many attendant benefits to families and communities (Whiston and Sexton 1998).

Career guidance professionals might facilitate the career development process. Not all people would engage in all steps, and the sequence may vary; but however obtained, informed and considered and contribute to work, and work contributes to the individual's wellbeing and life goals (Whiston and Sexton, 1998). Career information described information that supported career and learning choices. An important sub-set of career information was labour market information (LMI), such as salaries of various professions, employment rates in various professions, available training programmes and current job openings.

Hamatuli (2011), states that Career assessments were tests that came in a variety of forms and relied on both quantitative and qualitative methodologies. Career assessments could help individuals identify and better articulate their unique interests, personality, values and skills to determine how well they might match with a certain career. Some skills that career assessments could help determine were job specific skills, transferable skills and self-management skills. Career assessments could also provide a window of potential opportunities by helping individuals discover the tasks, experience, education and training that was needed for a career they would want to pursue. Career counsellors, executive coaches, educational institutions, career development centres and outplacement companies often administered career assessments to help individuals focus their search on careers that closely matched their unique personal profile. However, it might also

apply to learners with hearing impairment in special schools who could match their abilities to their career choices.

Hitchings (2001), Career counselling assesses pupil's interests, personality, values and skills, and helps them to explore career options and research graduate and professional schools. Career counselling provides one on one or group professional assistance in exploration and decision making tasks related to choosing a major occupation, transitioning into the world of work or further professional training.

Whiston and Sexton (1998), Career education described a process by which individuals came to learn about themselves, their careers and the world of work. There was a strong tradition of career education in school. However, career education can also occur in a wider range of other contexts including further and higher education and the workplace. A commonly used framework for careers education was OTS an acronym which stands for decision learning (D), opportunity awareness (O), transition learning (T), and self-awareness (S). Oftentimes, higher education is thought of as being too narrow or too researched based and lacking of a deeper understanding of the material to develop the skills necessary for a certain careers, such as careers for learners with hearing impairment.

#### **2.4 Benefits of Career Guidance Service**

Ciyana (2008) conducted a study in South Africa on how learners with visual impairments developed their careers. The study used a qualitative, descriptive and interpretive research design. The study found out that taking part or engaging in school work-related activities resulted in feelings of being worth among learners. This in turn helped them to become more assertive resulting in career development and decision making skills.

In support of the work-based learning, the United States of America for example, strengthened the existing linkages to expand career development of learners while in school through the introduction of school to work opportunities Act of 1994. The Act provides that the school should facilitate career development and expand career paths for learners. Similarly, the Individual with Disabilities Education Act (IDEA) (1997) also provided the work-based learning to help with career development of learners with disabilities while in school.

In Zambia however neither the Education Act of 2011 nor the curriculum provides for work-based learning for learners with hearing impairments while at school. Furthermore, the Zambian parliament amended the law of young persons and children Act No. 10 of 2004 of the Laws of Zambia. The Act sets out the minimum contractual age as 16 years old in part 4 a (1) of the Act which states that; ‘Subject to subsection (2) a child shall not be employed in any work site’. However, part (43) of the same Act states that, ‘The provision of this subsection shall not apply to work done by children in technical schools or in similar institutions provided and supervised by the permanent secretary, Ministry of Education or some persons appointed by him for that purpose or a person in charge of an institution of learning as amended by Act No 10 of (2004)’.

Gacoli (2004) conducted a study in Kenya on the effect of career guidance and counselling programmes on career development of secondary schools learners. The study employed an export facto casual comparative research design. The study found out that career guidance provided information that helped learners to develop an understanding of the importance of the awaited work and the relation between personal attributes and interest and career choice. It also helped learners to make informed career choices, decisions, and career paths and enabled them to pursue specific jobs.

Marthatha (2013) conducted a study in Zambia on career development for learners with visual impairments. The study found out that learners with visual impairments developed their career by admiring those in employment through discussing with peers, parents, teachers and through participating in chores at home and in school activities and in the common unity. However, this did not show how learners with hearing impairments developed their career. It also prompted the researcher to find out the status of career guidance for learners with hearing impairment because this as not discussed in most of the studies done before.

Grow and Daye (2005) conducted a study in New Zealand on career development of person with VI based on telephone interviews. The study found out that through career guidance services, learners received information which helped them to understand how career opportunities were related to individuals’ characteristics. Additionally, it helped them identify appropriate careers paths to occupation destination and to make better career choices.

Studies on the role of career guidance in the career development of learners were also conducted by Johnson (2000) and Toepfer (1999). Both studies found out that career guidance enabled learners to have an understanding of how school and work related to careers. Career guidance also provided awareness to skills and knowledge needed for career success.

Menon et al. (2012) conducted a cross sectional study in Zambia on the role of career guidance on career interests of learners. In general the study found out that the provision of career guidance to learners helped them think closely about their skills, interests and development and as a result, they developed and identified a variety of careers they could take up.

A study of British learners conducted by Fosket and Helmsley-Brown (1999) found out that career guidance provided a basis for learners' understanding of their personal images. Similarly, Kennedy et al. (1999) found out that as adolescents got career information and guidance, they developed realistic expectations and consistencies in their views about future careers. However, the results of the findings have not indicated how learners with hearing impairment benefited from the findings of these studies and this is the focus of this study.

Patton and Mc crndle (2000) surveyed 3,846 Queen Land year 12 learners perception of information in relation to post-school career option in Australia. The findings showed that career guidance provided information that enlightened learners on what subject and skills were useful, school career options and what was required of them to pursue career of their own choice which led to career development.

Kelechi and Ihumoma (2011), conducted a study in Nigeria on the role of guidance counsellors in career development of individuals with special education needs. The study found out that through the provision of career guidance, learners with special education needs got realistic information about occupation and career on which their interests, abilities and capabilities, as a result they developed their careers.

Ndhlovu (2005) states that, human beings are endowed with the quality of extraordinary adaptability which enabled a person normal intelligence coupled with training, adaptation to situations even if there were limitations and fit in a variety of jobs.

Everyone benefits from career guidance youth and adults, male and female, disabled, disadvantaged, minorities, limited English proficient, incarcerated, dropouts, single parents, displaced homemakers, teachers, administrators, parents and employers. A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting and career planning could help learners with hearing impairment benefit from career guidance (Sefotho, 2015).

Lucas (1999) conducted a study in Colombia on how career guidance enhanced career development. The study found out that, learners who were availed with career guidance services had opportunities to know about occupation, their interests and skills all stage of career development especially in elementary schools. The findings might also be related to that of learners with hearing impairment who may be availed with career guidance services in their schools.

Lusk and Fazaro (2006) conducted a study on how career information helped in career development and future employment. The study employed a correlation research design among 200 ninth graders in the junior secondary school where 8 per cent of the learners with disabilities. The study found out that through career guidance, learners had access to career explorations opportunity which made them gather necessary career information to make informed career decision, set more realistic goals and experience better career outcomes career guidance also helped learners identify curricular activities that enhanced there opportunity to achieve their career goals. Although this was done it was not showed us the status of career guidance for persons with hearing impairment in schools.

Mulugami (2012) stated that career development could be used to bolster disabled youngsters' confidence and show them what jobs are available after school. It was also a valuable tool to teach disabled learners about their rights as a prospective employee. Though, it was not an area that South Africa's education system took very seriously. The other benefit could be that learners in special schools may assess their interest, assets and limitation, nether overestimating nor underestimating their abilities and be able to perform at the same level despite limitations. They could compare their personal profiles of strength and weakness with job requirements and then exercise skills in choosing

career options as well as change career decisions while identifying different kinds of jobs and their related field of work available in their specific interest.

Mulugami (2012) contends that learners would show that work had dignity through appreciation and respect for all types of jobs in all level of work and expressing that every job was important and had social usefulness. They would explain the importance of performing a job to the best one's ability which in turn raised self-esteem and provided better self understanding. They would also explore the immediate community and its resources which they could utilise to find employment or participate in wholesome leisure time activities as well as demonstrate special skills needed for a particular occupation within one's potential. Employment and education were two interlinked systems that were fundamental to human growth and development. Career development was the nexus between these systems.

Sefotho (2015) stated that career development in South African schools was taught as part of life orientation. It was treated only as "the world of work" within this subject's curriculum. But research showed us that for people to forge successful, fulfilling career paths, career development could not just be an afterthought. There were calls made for life orientation to be scrapped as an examinable subject. It had also been criticised for being too easy and some learners said it was a waste of time. This antipathy meant that the little career guidance offered at school was probably largely ignored as a terrible waste. At its best, career guidance gave disabled learners a platform to make meaning of their existence by constructing careers that will help them carve out worthwhile livelihood. However, the study has not specified how learners with hearing impairment might create their own platform on career, hence the study.

So what needed to be done if career development was to become a priority in South Africa's schools? For starters, teachers needed on-going professional training to understand the importance of career development for their disabled learners. At the same time, school guidance counsellors needed to be trained to relieve pressure on already overburdened teachers who could not be expected to put their other work on the backburner and focus solely on career development (Sefotho, 2015).

School management and governing bodies would have tremendous support from these counsellors, who could not only offer specialised support to learners with hearing

impairments but could develop career management programmers. Some of the work would need to be done beyond the school grounds. Millions of young South Africans were unemployed. Why not train them as guidance officers to provide career information within communities to both their age peers and adults? This could provide employment for the special child, motivate a push for further education and, critically, provide the career guidance that so many learners simply weren't getting in class, the business world could benefit by identifying early career interns through school programmers. That was a smart, proactive way to address South Africa's skills shortage and, pragmatically, for businesses to fulfil their legal obligation to employ learners with hearing impairment (Murugami and Norma, 2012).

## **2.5 Challenges Faced by Guidance Teachers in Special Schools for the HI**

Mushandja (2013) conducted a study on the major challenges facing teacher counsellors in Namibia the study found out that the lack of suitable space and time to do counselling were also key challenges across the sample. A visibly frustrated teacher counsellor from a school in Khomas urban area reported the challenge of counselling learners when she did not have space designated for counselling and had a full teaching workload like other teachers. She said:

*“We are overloaded. There is no space for counselling. I have to walk through a class with someone who is crying to get to the ‘office’ at the back of a class which I use for counselling. It is as if counselling is not valued.”*

The growing numbers of learners in schools led to a situation whereby every space in schools was used for teaching with no private rooms reserved for counselling. Some teachers reported having had to listen to learners' problems and attempting to help them under trees or in open spaces in full view of by passes.

Avoke (2005) stated that, learners with HI would lead perfect normal lives with their families if communication was not difficult. The inability to communicate freely with others limits their choices of careers. However, countries that gave early education and vocational skills training to learners with HI made some increases in their employment

opportunities. As a result learners who were deaf should be given the opportunity to learn to cope with practical work such as gardening, cooking, handicraft and other craft relating activities.

In the African context, Mengitsu (1994) in his research with learners with visual impairment in Ethiopia noted that there was lack of research on career development of learners with disability. He stated that due to this lack of reliable data, there had been no empirically guided development of career guidance and counselling approaches specifically for learners with disabilities Mengistu (1994). He also embraced a theoretical point of view that persons with disabilities did not need differential theories. They needed to compete with their non-disabled peers and the same instruments used with the non-disabled counterparts should be employed so that their needs could be identified for effective career guidance and counselling. The findings have not shown on whether learners with hearing impairment were lacking reliable data in career guidance and counselling hence the study to establish status of career guidance service in selected special schools for the hearing impaired learners.

Murugami (2012) conducted a study on a developmental guidance and counselling for learners with disabilities the study found out that, The Republic of Kenya (2005), had also noted that the current curriculum on vocational education and training was inflexible and was not responsive enough to the changing needs of the labour market. This affected the entire learner population in Kenya and especially learners with disabilities. The demand for both career guidance and counselling as well as vocational education should be more comprehensive for learners with disabilities in particular, this was very critical because of their pressing needs, which included restricted early opportunities in work-related experiences, dependence on family and teachers, and experiences of academic failure. These often led to low self-esteem and limited self-knowledge especially in work-related skills that generally affected their development of vocational self-concept and career decision-making self-efficacy. This was observed specifically by the researcher when teaching learners with visual impairments as a teacher earlier at primary, secondary and now university level of education. However, the situation in Kenya might not apply to the school of study which led the researcher to explore the status of career guidance for learners with hearing impairment in Lusaka, Zambia.

In Ireland, secondary schools had one guidance counsellor for every 500 students. Each guidance counsellor was required to have a postgraduate diploma in guidance in addition to a teaching qualification. While in Vietnam, career guidance counsellors in secondary schools were picked up from the existing teaching staff for the career development of the students, thus imposing extra work on them. Lack of human resources for career guidance (quantity and quality) and material resources in career guidance was a common phenomenon in most of schools in Vietnam. Career guidance staff was not trained adequately like professionals or experts and therefore they lacked knowledge and skills as well as experiences in the career guidance process. Moreover, they had work overloads of a lesson in class with complex requirements while career guidance was considered as an additional work and invalid when compared to the task of teaching in class. In a workshop of career guidance in Hochiminh city, a summary of causes for the ineffectiveness was due to the lack of knowledge, skills and experiences, most of the teachers encouraged their students to continue their studies at high schools and were found to pay less attention to vocational or technical schools, hence students usually made career decisions which were not based on their personality, interests, skills and value. Another weakness was that the school managers had low incentives and motivation for both teachers and students almost no Career Guidance took place at Lower School Education and only a few activities were done at Upper School Education. The findings in the Vietnam schools might not be similar to those of the present study hence the need to establish the status of career guidance services in selected schools for the hearing impairment in Lusaka Zambia.

MoE (2001) argued that, students with hearing impairment faced many obstacles as they transitioned from school to work. The process of deciding future career options could be challenging and involved careful considerations. Although there were many careers to choose from, individuals with hearing impairment had traditionally limited options in their career, especially if they were unprepared for the requirements of the workplace, underestimated their capabilities or were unaware of the range of workplace accommodations that could broaden their career options. Career guidance provided access to the skills and resources students needed to overcome these obstacles and prepare them to make choices relevant to their personal strengths and interests. More than two million South African children with hearing impairment risk slipping between the cracks of education and employment without real guidance and support, hence the

need to establish the status of career guidance service in specials schools for the hearing impaired in Lusaka, Zambia.

Sefotho (1998) found out that people who lived with mental or physical disabilities worldwide were targets of either outright abuse or more subtle discrimination and social exclusion. Disabled South Africans struggled to find jobs and were often vulnerable to being unceremoniously dismissed or ill-treated. Career guidance could be used to bolster disabled youngsters' confidence and show them what jobs were available after school. It was also a valuable tool to teach disabled learners about their fundamental human rights as prospective employees. Sadly, though, it was not an area that South Africa's education system had taken very serious.

There was a huge discrepancy in the way career information and guidance was handled in the developed world compared to the developing world. Yet the world had become a global village and there was need to prepare youths to seize international careers and opportunities (MoE, 2011).

The School Guidance Services Unit of the Ministry of Education had produced various guidelines to help the schools in particular (Ministry of Education, 2004). Under the guidelines, guidance and counselling was not to be considered as a subject with a specifically allotted slot on the timetable, it was rather a comprehensive programme meant to be integrated into the total school programme and be part of the curriculum (Hamatuli, 2011).

The head teacher was to be entrusted with the overall responsibility for making sure that a Grand Programme was established and two teachers designated as Guidance Teachers depending on the size of the school. Thus the head teacher was an overseer of the Guidance and Counselling programme in a school. The Guidance Teachers were the contact persons between the school and MoE Guidance and Counselling Unit support systems. All the responsibility to provide career information and to organise activities that involved the dissemination of career information was within the Guidance Teachers. It should be noted too here that these Guidance Teachers were also to assume full responsibility of their own slots on the teaching timetable (Ministry of Education, 2004). This created negligence where provision of career information was concerned. Furthermore, the Ministry of Education suggested some methods to be used to give

careers guidance to learners. These included hosting careers exhibitions; establishing careers corner; conducting educational tours; forming careers clubs; holding careers talks, and providing reading materials on careers (Ministry of Education, 2004). Whether these methods had been implemented or helped in the provision of careers information was highly debatable. Due to the debate, it pursued the research to find out the status of career guidance provision in special schools in Lusaka, Zambia.

## **2.6 Summary**

Literature reviewed in this study focused on the status of career guidance service provision in special schools for hearing impaired learners, types of career guidance services, benefits of career guidance services and challenges faced by guidance teachers in special schools. However, there still remained knowledge gaps of the status of career guidance service provision in special schools, types of career guidance service provided, how pupils in special schools benefited from the career guidance services offered and the challenges guidance teachers faced in the selected special schools in Lusaka district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter outlines the methodology that was selected and used in the study. It consists of the following: design, target population, sample size, sampling procedure, research instrument, and data collection procedure that were used as well as data analysis. It ended with validation, reliability and ethical consideration which were made in the present study.

#### **3.2 Research Design**

A research design is a structure of the research. It is the glue that holds all the elements in a research project together (Kombo, 2006). Orodho (2003) defined research design as the scheme out line or plan that was used to generate answers to research problems. The study was a phenomenological research which attempts to understand people's perception, perspectives and understanding of a particular situation, the research design was a case study. Kombo and Tromp (2006), state that this type of research design aims at describing a unit in details, in a context and holistically. It is also a way of organizing educational data and looking at the object to be studied as a whole. A group of learners with hearing impairment could be studied as a single entity. This could allow for a detailed and in depth study to determine the status of career guidance services in special schools for the hearing impairment.

Qualitative method was used. Qualitative research design selected offered many possibilities of data collection by virtue of its flexibility. Orodho (2003) describes qualitative research as naturalistic, as data is gathered in the situation where the event naturally occurs where the insider's perspective becomes very relevant data rather than the controlled conditions. In this respect, qualitative research is the primary instrument for data collection and analysis. That is the reason this research design was chosen for this current study.

#### **3.3 Population**

A population is a group of individuals, objects or items from which samples are taken for measurement or a population refers to an entire group of persons or elements that have at

least one thing in common (Koombo, 2006). Orodho (2003), states that a population of a research is the target group from which the researcher wishes to draw participants from. The population for this study were all head teachers, career guidance teachers, special teachers and learners from special schools for the hearing impaired in Lusaka district. This population was picked because it included the major policy makers, implementers and pupils as consumers of career guidance services in the special schools.

### 3.4 Sample Size

The sample is a representative group from which the researcher draws conclusion about the current events within the population. Kasonde-Ngandu (2013) argues that a sample is a portion of a population, to study a population it is often necessary to take a representative sample, the sample means selecting some members of the entire population for use in the study.

The sample for present study consisted of 55 participants. That was, five head teachers, five career guidance teachers, five special teachers and forty learners from the selected special schools for the deaf in Lusaka district. This sample size was representative enough to give the required data since the special schools where five and had one member of staff for the department and fewer learners in each class hence the sample size, all the head teachers, career guidance and special teachers were picked as participants. Head teachers were picked because they are the policy makers in schools. Guidance and special teachers were included since they are implementers of career guidance services in schools and learners were the consumers of the services.

**Table 3.1 Characteristics of Respondents**

Status	Male	Female	Total
Head Teacher	2	3	5
Head of Department	3	2	5
Guidance Teacher	2	3	5
Leaner with H1	20	20	40
<b>Total</b>	<b>27</b>	<b>28</b>	<b>55</b>

### 3.5 Sampling Procedure

The researcher used non-probability sampling procedure called purposive in selecting head teachers, career guidance teachers, special teachers and learners for the sample. Crossman (2015), purposive sampling is a non-probability sampling technique where the

researcher focuses on particular characteristic that is of interest which enables to answer his or her questions. This was based on the knowledge of the population and the purpose of the study. Therefore, purposive sampling was used to select head teachers, career guidance teachers, special education teachers and learners for the sample.

### **3.6 Research Instruments**

Two types of research instruments were designed for use by the researcher. There were interview guide and Focused group discussion guide. They were developed by the researcher and were used as a guide in getting information towards the building of the findings of the study.

#### **3.6.1 Interview Guide**

One way of learning about things was by asking people who had or who were experienced in such situation to tell their story. In this study, a semi-structured interview guide was used to collect in-depth data from five head teachers, five career guidance teachers and five special teachers in selected special schools in Lusaka district. As correctly argued by Lindlof and Taylor (2000), the advantage of semi-structured interview schedules was that it allowed for new questions to be brought up during the interview as a result of the interview. Through this instrument the researcher was able to collect useful information related to the study.

#### **3.6.2 Focused Group Discussion Guide**

Subjective responses from learners were collected using focus group discussions. As discussed by Kasonde Ngandu (2013), a focus group usually comprises six to eight individuals who share certain characteristics, which are relevant to the study and guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose is to obtain in-depth information on concepts, perceptions and ideas of the group. Therefore, using focus group discussion guides, the study was able to get the perceptions of learners on the status of career guidance services provided to learners with hearing impairment in selected special schools in Lusaka district.

### **3.7 Data Collection Procedure**

Data collection refers to the gathering of information to serve or prove some facts. Data collection is vital in the everyday live collection. The researcher had sought permission from the District Education Board Secretary (DEBs) and explained to them why the study was being under taken and then made appointments with the selected head teachers, career guidance teachers, special teachers and learner in selected special schools in Lusaka district. After explaining what was required of the participants, focused group discussions and interviews were conducted with the respondents. The researcher used pen, paper and a phone recorder to record data from both focused group discussion and interviews.

For all the participants in this study, qualitative data was collected using semi-structured interview and focus group discussions. Interviews were administered to Head teachers, career guidance teachers and special teachers. Focus group discussion was used on learners. Interviews were to enable the study to have an in depth understanding of the phenomenon under investigation while focus group discussions facilitated collection of divergent views on the phenomenon.

### **3.8 Data Analysis**

Data analysis refers to examining what has been collected in a survey or experiment and making deduction and inference. It involves uncovering underlying, detecting any anomalies and test any underlying assumptions (Crossman, 2015).

The researcher analysed qualitative data by using thematic analysis method. Thematic analysis refers to topic or major subjects that come out of the interviews or discussion. In this case, this analysis focused on the major themes that were appearing in the data in line with the objectives (Charon, 1979). Therefore, responses to open ended questions were recorded and then grouped by the researcher as the themes and sub themes emerged from the collected data.

### **3.9 Validation and Reliability**

The instrument for data collection in this study was validated in three ways, the first being face validity; the researcher had looked at the structure of the questions and its

appropriateness. Another researcher looked at the content validity of the questions whether much it was able measuring what it was meant to measure (Koombo and Tromp, 2006). The contents of the questions were looked at to see their relevance to the problem of the study. The researcher's recommendations were included in order to test the reliability of the questions. The third aspect of validation involved a pilot study to the quality and reliability of the test items.

In this study, the researcher used triangulation that was three data collection methods of collecting data namely; interview, focus group discussion and pilot study in order to ensure validity and credibility of the findings.

A pilot study was employed at Lusaka Girls' School before the questionnaires were finally distributed to the target sample. The questionnaires and the interviews were conducted before they were distributed to the actual selected study of research. The participants involved to answering interviews and focus group discussion were of the same level with the actual target groups selected at the study schools. The piloting helped the researcher to estimate the time that was needed for the respondents to respond to the interviews questions and the focus group discussion. The researcher was able to remove or rephrase some questions which were giving some confusion in the mind of respondents. The piloting was conducted to identify items that would not be useful in the collection of data, just as Cohen, mannion and Morrison (2000), states that the significance of piloting questions is to increase the reliability ,validity and practicability of the questions to check the clarity of the question items of instructions and layout to eliminate ambiguities or difficulties in awarding to check the time taken to complete the questions to identify redundant questions and to try out the recording and classification of system of data analysis.

### **3.10 Ethical Considerations**

Permission of entry from the Gate keepers who are the authorities at District level was obtained. Explanation was given that the study was only an academic exercise and a letter of introduction from the school of Education, University of Zambia was presented to confirm the above statement. For both, in depth interviews and focus group discussion the study began by self-introduction to each participant or to the group by way of greeting. The participants were then told the purpose and that they had been purposively selected to assist in answering questions with regard to the phenomenon under study. The

rights of the participants were assured alongside confidentiality and anonymity throughout the research process. Participants were also told to choose to pull out any time before or during the research process. A written consent was sought before administering of the questions. The measures undertaken to ensure compliance with ethical issues includes, keeping the identity of the respondents confidential. As rightly identified by Wimmer and Dominick (1994), the principle of confidentiality and respect are the most important ethical requiring compliance on the part of the research. The ethical requirements demand that the researcher respects the rights, values and decisions of the respondents. In addition during research participants responses were neither interfered nor contested by the researcher.

### **3.11 Summary**

In this chapter, the methodology of the study was presented. It comprised of the study design, target population, sample size, sampling procedure, research instruments, data collection instrument used, data analysis, validation and reliability, pilot study and ethical considerations. The study employed a case study approach. The research was conducted in selected special schools for the hearing impairment in Lusaka district.

The sample comprised of five Head teachers, five career guidance teachers, five special teachers and forty learners with hearing impairments. Purposive sampling was used to select head teachers, career guidance teachers, special teachers and learners with hearing impairment from Grades 10, 11 and 12 classes. As these people were expected to have rich information that could provide the much needed data for the study.

The study used an interview guide to obtain information from the head teachers, career guidance teachers and special teachers while focus group discussion was used on the learners to collect information as research tools. The data was a qualitatively analysed this was done thematically. Ethical considerations were also highly considered in the research in this chapter. The next chapter which is chapter four presents the findings of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF THE FINDINGS**

#### **4.1 Overview**

This chapter presents the findings of the study on the status of career guidance provision in selected special schools for the hearing impaired learners in Lusaka, Zambia. The findings are presented according to the research questions of the study and themes generated from the questions. The questions of the study were: what are the types of career guidance services available for learners with hearing impairment; how beneficial are the current career guidance services to learners with hearing impairment; are there challenges teachers faces in the provision of career guidance services to learners with hearing impairment in special schools.

#### **4.2 What Types of Career Guidance Services are Available to Learners with Hearing Impairment**

##### **4.2.1 Findings from the Head Teachers and Career Guidance Teachers**

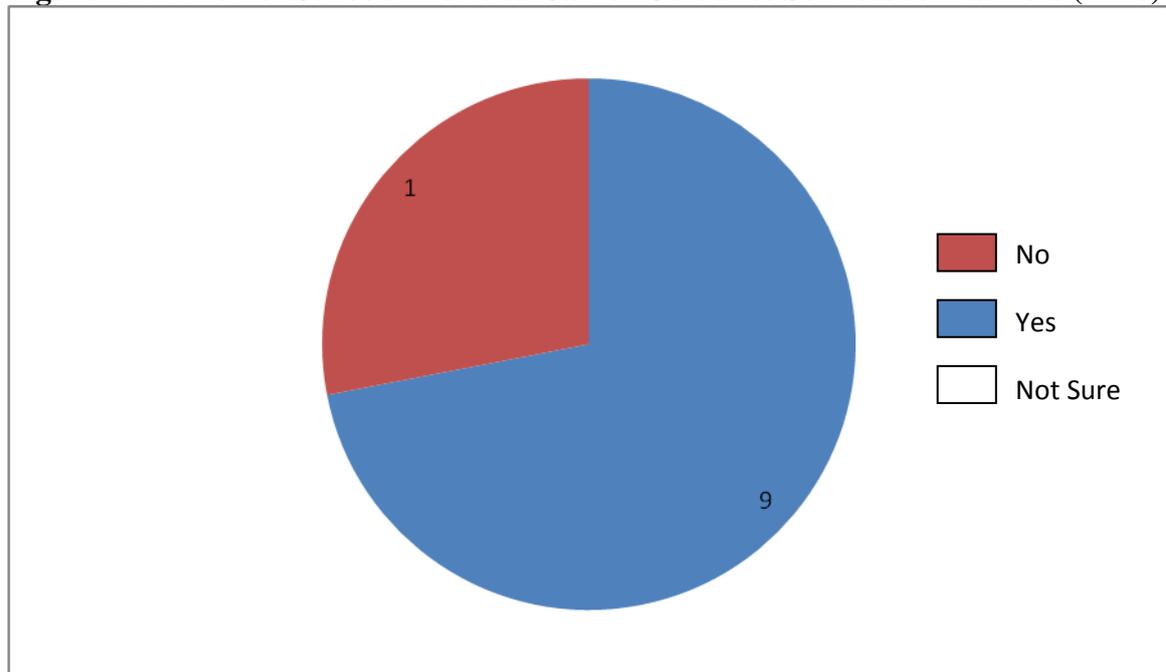
In order to establish the status of career guidance provision in secondary school for the hearing impairment data was collected from the head teachers before dealing with other participants findings were presented below.

##### **4.2.2 Whether Schools Provided Career Guidance Services to Learners**

Head teachers were asked to indicate whether their respective schools provided career guidance to learners with hearing impairment, their response was as shown in Figure 4.1

Whether schools provided career guidance to learners with hearing impairment (n=10) Figure4.1. The Figure shows that out of five head teachers and five heads of department who participated in the study, nine agreed to their schools providing career guidance to learners while one said they did not provide career guidance service in their respective special schools for the hearing impairment learners.

**Figure 4.1: Whether Schools Provided Career Guidance Services to Learners (n=10)**



For the participants who indicated that their school did not provide career guidance services to learners with hearing impairment a follow up question was asked for them to explain why their schools did not provide these services to learners with hearing impairment and among the reasons they gave they said lack of trained guidance teachers to take up the role and they had little knowledge about career guidance.

For learners with hearing impairment questions with head teachers as regards to whether schools provided career guidance to learners with hearing impairment revealed the following:

One head teacher from one school stated.

*We provide career guidance to our learners in our school through the guidance teachers that we have by giving active to them and helping in problem solving to come with the careers they can have in further. As heads, we leave the work to the career guidance teachers to help our pupils in their career path way and in decision making*

In support of this view, a male head of department from school “B” observed the following:

*As a senior teacher in this school, I can assure you that we encounter a lot of problems from the learners. There is a language barrier which makes it difficult for the teachers to communicate especially the interpreters. But as heads we rely on interpreters and ensure that teachers try their best to provide career guidance to help the learners to make sound decisions.*

Another female head teacher from school “B” Commented by saying:

*We provide career guidance to the learners even though we have no career guidance teacher who is qualified; we help the learners using the experience to provide guidance as parents and teachers we just have to help these learners. As a school, we just have to help the learners.*

#### **4.2.3 Types of Career Guidance Service Available for Learners with Hearing Impairment**

Head teachers were asked to indicate the common types of career guidance services in special schools for the hearing impairment learners. The responses of the head teacher-participants were as follows:

**Table 4.2: Types of Career Guidance Service Provided to Learners with Hearing Impairment (n=10)**

<b>Types</b>	<b>Frequency</b>
Pre-vocational at skills	5
Career Education	2
Career Information	2
Career Assessment	1

As seen from Table 4.2 above, five of the head teacher-participants used pre-vocational skills training to help the learners become independent in life. Four of the head teachers however indicated that they used career information, career education and 1 career

assessments to raise level of awareness on career needs of learners with hearing impairments.

**Figure 4.2: The Most Common Type of Career Guidance Service Provided to Learners with HI**

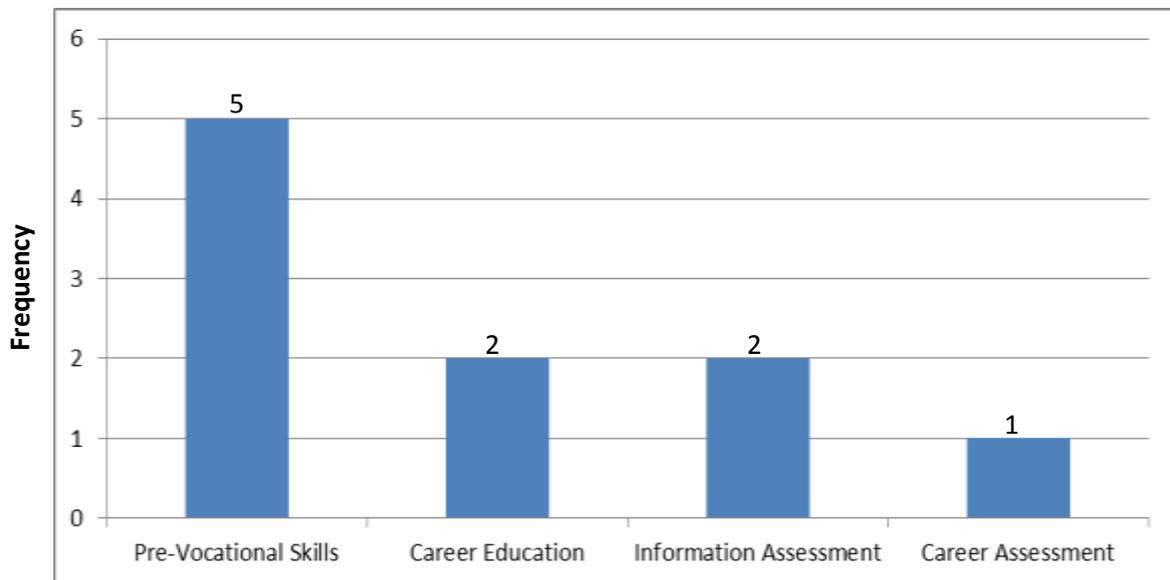


Figure 4.2 above shows that the majority five of the head teacher-participants said that pre-vocational skills were most common types of career guidance service provided to learners with hearing impairment in special school. 2 of head teachers said they used career education, 2 information assessment and 1 career assessment.

In terms of the types of career guidance services provided to learner in deaf schools most of the head teachers mentioned that the most common type of career guidance that were provided to learners were related to skills training.

One female head teacher participant said:

*Mostly we offer pre-vocational skills to learners to help them have an independent living after school because it was difficult for them to be employed in the formal sector or to attain a training of their choice*

Another head of department from school ‘C’ stated that:

*We use career conference were we provide activities for the purpose of providing occupational information to a large number of learners so as to accommodate everyone.*

Another female head teacher from school D said:

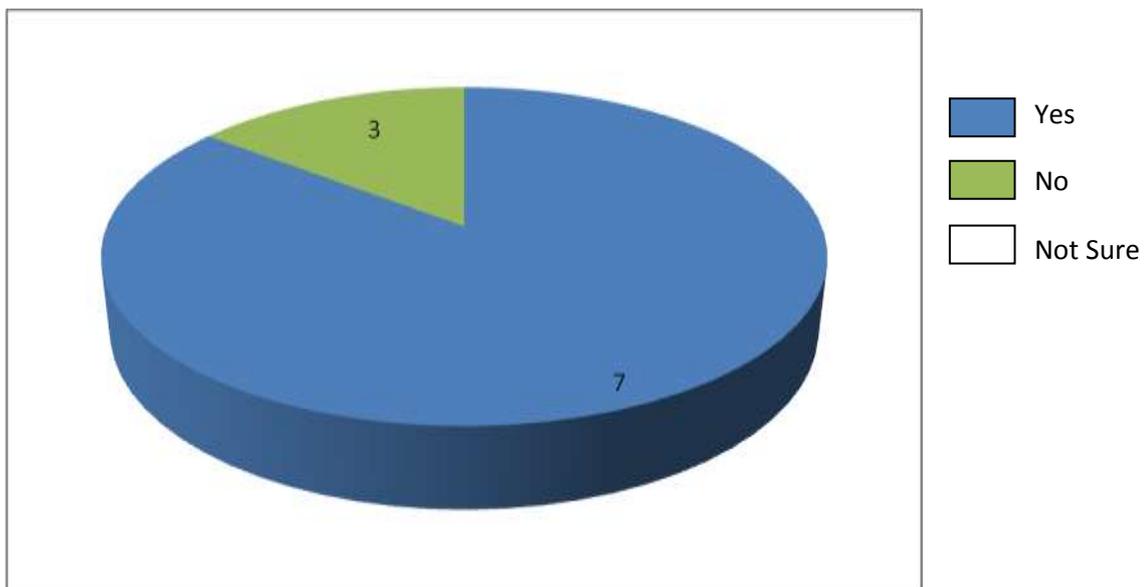
*Mostly for our Grade 12 learners we use career information to give the learners the information that they may need to assess the type of career they wanted.*

### **4.3 How Beneficial are the Career Guidance Services Offered to Learners with Hearing Impairment in the Study School?**

#### **4.3.1 Whether Career Guidance Benefits the Learners with Hearing Impairment**

The head teachers were asked to state whether or not learners benefited from career guidance provision in schools for the hearing impairment. The responses of the head teacher participant were as follows:

**Figure 4.3: Whether Learners Benefited from Career Guidance Services (n=10)**



As seen in Figure 4.3 above, the majority of the heads 7 indicated that learners with hearing impairment benefits from career guidance services in special schools while 3 of the head teacher-participants said learners did not benefit from career guidance service offered in special school. None of the head teachers indicated that they were not sure of whether or not the learners benefited from career guidance in the study schools.

As regards to learners that benefited from career guidance services in special schools for the hearing impairment in selected schools, the majority of the head teachers were of the view that learners with hearing impairment benefited from career guidance.

In support of this view one female head teacher said the following:

*That learners benefit from career guidance in this school because the school has all the materials to use during the pre-vocational skills period which help learners to understand skills and be focused.*

Another female head teacher-participant from school C added by saying that:

*Learners benefit from career guidance through the teaching of survival skills and they are taught for them to be self-employed as most of these learners find it difficult for them to be employed due to language Barrier.*

Interestingly one female teacher-participant from school D stated that:

*Learners benefit from career guidance in this school mostly the girls because the skills they were taught involved baking, cooking, sawing and a bit of gardening which mostly were done by the girls. Very few boys are interested in these. Learners are able to bake and sell their products to their fellow pupils which is an indication that their benefit.*

#### **4.4 What Challenges Head Teachers Face in Providing Career Guidance Services to Learners with Hearing Impairment in Special School?**

##### **4.4.1 Whether Head Teachers Faced Challenges in School for the Hearing Impairment**

The study sought to find out whether or not head teacher-participants faced challenges in the provision of career guidance service to learners with hearing impairment. Their responses were as shown in Table 4.4.

**Figure 4.4: Whether Head Teachers Faced Challenges in Providing Career Guidance Services in Schools for the HI**

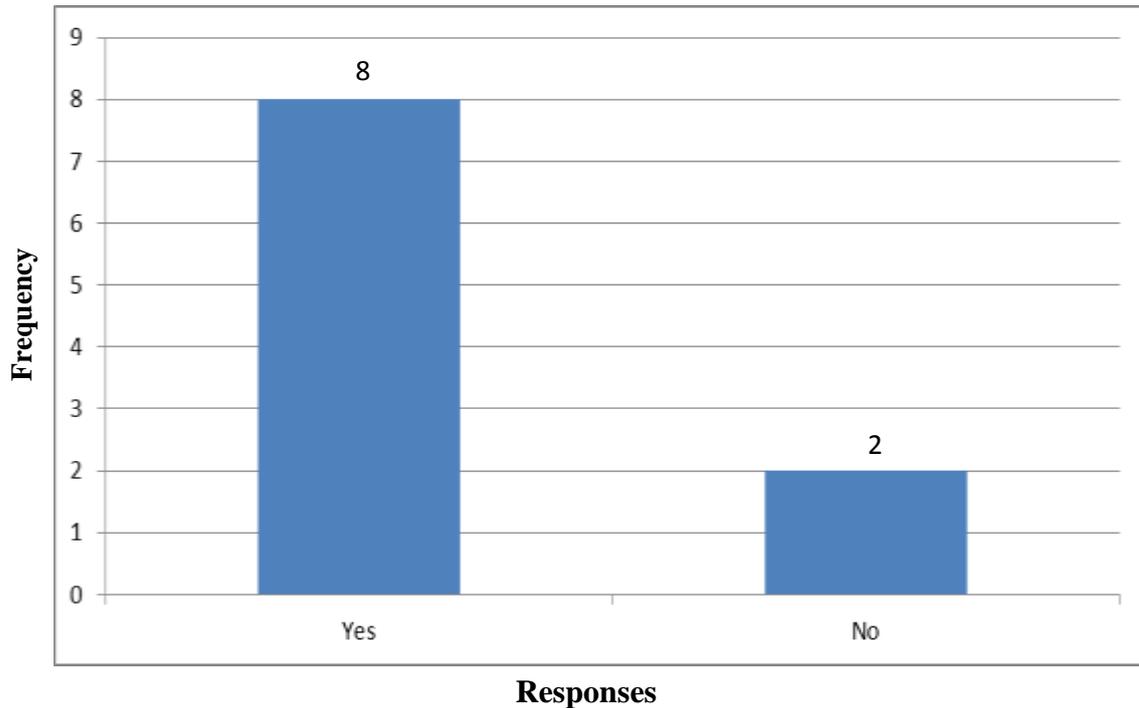


Figure 4.4 above shows that the majority of the head teacher-participants 8 said that they faced challenges in the provision of career guidance to learners with hearing impairment in selected schools for the deaf while 2 of them said that they did not face any challenges.

Questions concerning challenges faced by head teachers in the provision of career guidance services revealed divergent views from the head teachers and career guidance teachers. They gave different challenges which they faced in their schools. However, the overall statement was that the majority of the head teacher-participants reported that they faced a lot of challenges among them being financial support for guidance services needed to be provided to the learners.

One female head teacher indicated that:

*For us who get grants we only have 5% of the total grant to give to the special school which is not enough looking at the number of pupils and the materials needed to run the school.*

Another female head teacher from school “B”

*She said we find it difficult to communicate with the learner to find out how they are doing in career guidance we depend on interpreters.*

Male head teacher from school C He said;

*you see it is a big challenge to provide career guidance to the learners at this school because there is no enough time allocated to the guidance teachers because they also have to teach other classes too.*

One of the female head of department from school E stated.

*Career guidance is not taken seriously by some teachers who have negative attitude towards career guidance as they look at the level of disability for the learners this in itself is a very big challenge.*

Another male head of department from school D stated that:

*Most of the special teachers we have here are diploma holders and they did not have good skills for guidance and counselling so it a challenge that they are not able to know to address issues as career guidance teacher.*

One of the female Head teachers who have worked for over 20 years had this to say:

*Our teachers lack skill of counselling hence you find there is poor record keeping or documentation about career guidance and counselling in schools.*

#### **4.5 Response from Teacher-Participants**

In order to establish the status of career guidance provision in special school for the hearing impairment data was collected from the teacher-participants. The findings were as shown below.

**4.5.1 Career Guidance Provided to Learners with Hearing Impairment in School.**

**4.5.2 Whether or not Schools Provided Career Guidance Services to the Learners with Hearing Impairment.**

**Figure 4.5: Whether School Provide Career Guidance Services to Learners (n=5)**

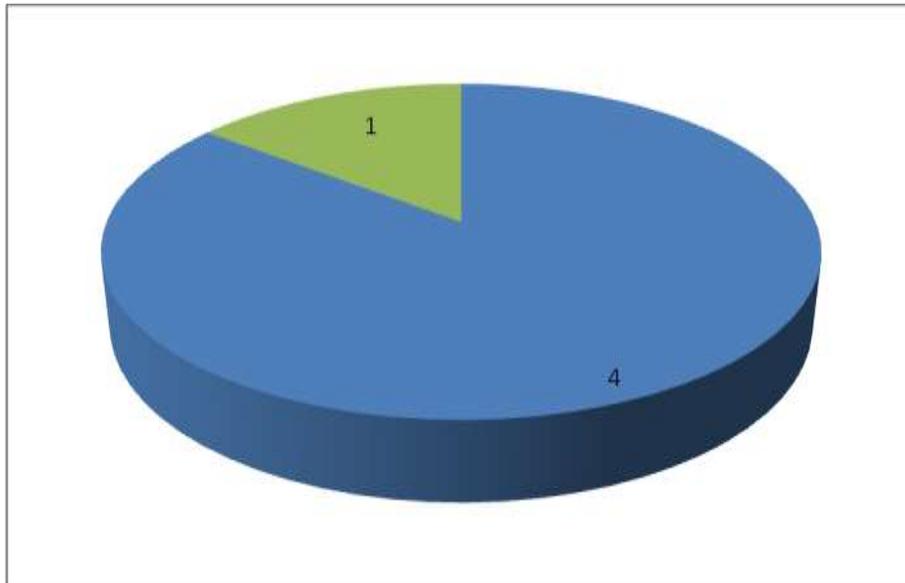


Figure 4.5 above shows that out of 5 teachers who participated in the study, 4 agreed that their school provided career guidance Services to the learners with HI while 1 said that they did not provide career guidance services in their respective schools

For the participants who indicated that their school did not provide career guidance services to the learners, among reasons they gave for not providing career guidance were that they had little knowledge about career guidance for the hearing impairment.

Questions with teachers as regards to whether schools provided career guidance services to learners with HI revealed the following.

One teacher from one school said. He said:

*Due to the knowledge and skills that I obtained it has helped me to impart knowledge and skills in the learner to make them became assertive in life, but am limited in that there are no relevant materials on guidance services*

Another female teacher from school B stated that:

*We provide career guidance to the learners in this school even though our career guidance teacher is not qualified. We help the learners using experience to provide career guidance service although may not be adequate.*

Another male teacher added by noting that:

*In this school career guidance is provided to learners by all the teachers at any time but within the school time. Learners bring different problems to us as teachers and we help them, mostly when the school hold career day for the learners were learners dress in their preferred career.*

Another female teacher who had done a course in guidance and counselling at her diploma level said that:

*I have been involved in the provision of career guidance to these learners in this school for a long time now. The administration is not very supportive to these learners when it comes to issues of career programmes.*

Teachers were asked to indicate whether career guidance services were supported by the school administration.

**Figure 4.6: Whether Career Guidance Services were Supported by the School (n-5)**

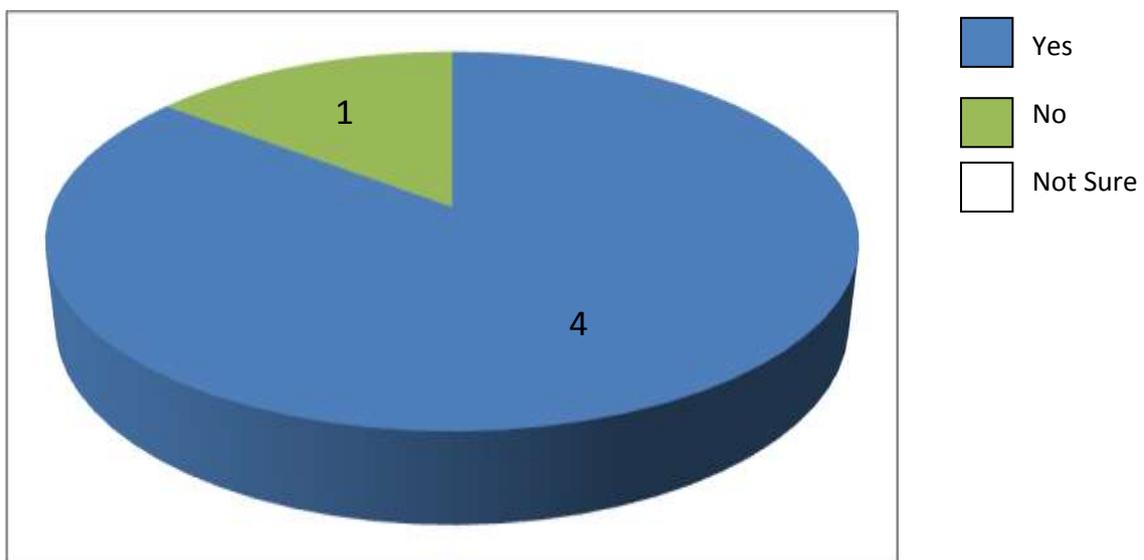


Figure 4.6 shows that the majority 4 of the teachers indicated that career guidance was supported by the school administration while only one of the teachers said that career guidance was not supported by the school administration.

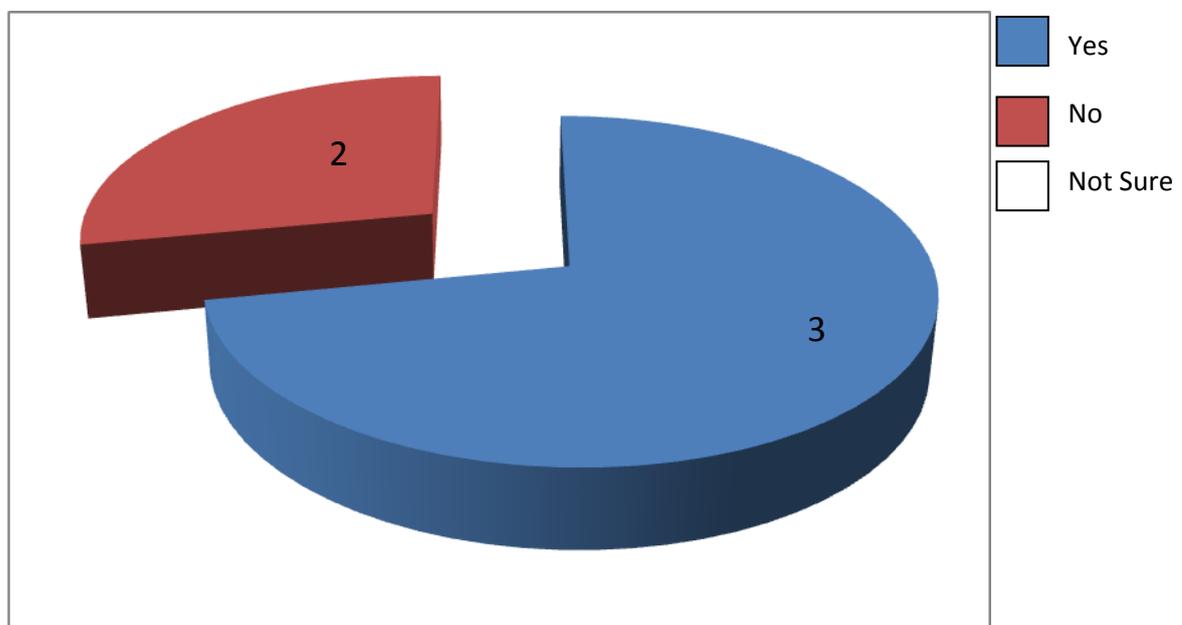
For the teacher who indicated that their school administration did not support career guidance and counselling services the reasons they gave were that:

*The school administrators had a negative attitude towards career guidance to learners with hearing impairment in school; less resources are available to support guidance.*

#### **4.5.3 Availability of Career Guidance Materials in School for the Hearing Impairment**

The study to establish the availability of guidance materials in schools for the deaf reviewed materials such as teachers' guide, pre-vocational skills test books, teachers' books for skills training and charts were not available. To this effect, teachers were asked to state their own views. Their responses are shown in Figure 4.7. As can be seen in Figure 4.7, the majority of the teachers, 3 said that the school lacked materials while 2 indicated that career guidance materials were available in their special schools.

**Figure 4.7: Whether Career Guidance Materials were Available in Special School**



For teachers who said that materials were available in schools in most cases as background information which they got from their courses in guidance and counselling at certificate, at their diploma or and at degree level.

For the teachers who said that career guidance materials were not available in special schools for the HI, they attributed the non-availability of such materials to failure by the Ministry of General Education to supply teachers guides or hand books to these special schools

4.4.4 What Types of Career Guidance Services are Available to Learners with Hearing Impairment in Special Schools?

4.4.5 Most Common Types of Career Guidance Available in Special Schools for the Hearing Impairment

**Table 4.3: Teachers were asked to indicate the most common type of career guidance services that were provided to learners with hearing impairment.**

Types	Frequency
Pre-vocational at skills	3
Career Education	1
Information career	1
Career Assessment	0

Table 4.3 above shows that three (3) of teachers said they provide pre-vocational guidance to learners with hearing impairment followed by one (1) of teachers who said career education and one (1) said career information while none (0) provide career assessment. Arising from the findings the most common type of career guidance services that were provided to learners were these related pre-vocational skills. These assisted the learners to make informed decisions on their career choice one teacher who said that:

*We usually provide them with vocation skills, before they leave school which they can use to leave independently.*

Another teacher from school B stated she said:

*You see it is not easy to employ the deaf in companies because of the language barrier. In this school as teachers, we teach pre-vocational skills as a subject to help learners leave with skills which they can use independently in life.*

Another female teacher from school C mentioned career information as the type they used most. She said:

*We use career information to give to the learners as one way of guiding on which career to choose as they prepare to leave school.*

Another male teacher report that

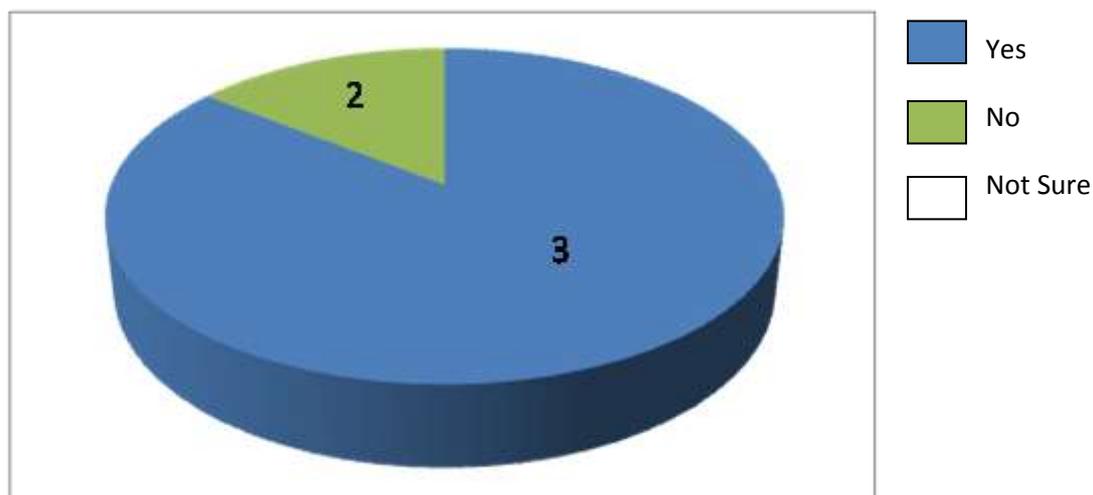
*In this school we have a psychologist who helps the learners, on what career to take according to the extent of the hearing loss or level of disability. However, use of a psychologist is indicative of the shortage of guidance teachers in schools*

#### **4.5.6 Benefits of Career Guidance Services Offered to Learners with Hearing Impairment**

#### **4.5.7 Whether Learners Benefit from Career Guidance Services in Schools for the Hearing Impairment**

Teachers were asked to state whether learners with hearing impaired benefited from career guidance service being offered in school. Their responses are as shown in Figure 4.8 below.

**Figure 4.8: Whether Learners Benefit from Career Guidance Services in Schools for the Hearing Impairment. (n=5)**



As can be seen from Figure 4.8 above, the majority of the teachers three (3) indicated that learners with hearing impairment benefited from career guidance is special schools for the deaf while two (2) of the teachers said that learners with hearing impairment did

not benefit from career guidance. None of the teachers indicated that they were not sure if learner with hearing impairment benefited in the school.

As regards to the benefits most learners from special schools benefit from career services provision in special schools for the HI in Lusaka district. The majority of the teachers were of the view that learners benefited and had this to say.

A female teacher from school A had this to say:

*Learners with hearing impaired are seen as teachers; others own shops and selling goods in town which makes them earn a living.*

Another female teacher from the same school stated that:

*Yes, our learners are the ones managing the tuck-shop most of the foods staff is baked by them; they cook and can be seen from this school selling products which is a plus to their independence.*

One male teacher openly said;

*In this school one of my former students owns a welding workshop after learning metal work from here and has employed 5 of the so called normal to work with, an indication of information and skills got during career lessons.*

A male teacher from a different school mentioned that:

*Here boys benefit more because most of the workshops we deal with crafts work of which girls seen not to enjoy much.*

As regards to the gender of learners that benefited most from career guidance services in special schools for the hearing impaired for example one teacher said that, both girls and boys benefited more from career guidance in this school because they are treated equally.

A female teacher from school B school stated that:

*Both girls and boys benefit from learner our learners and are facing some challenges in life.*

However one female teacher from school A made the opposite observation by saying:

*Girls are the most beneficiaries of the school career guidance. She said the girls are the ones who do most of the skills like cooking and knitting compared to the boys whilst at school.*

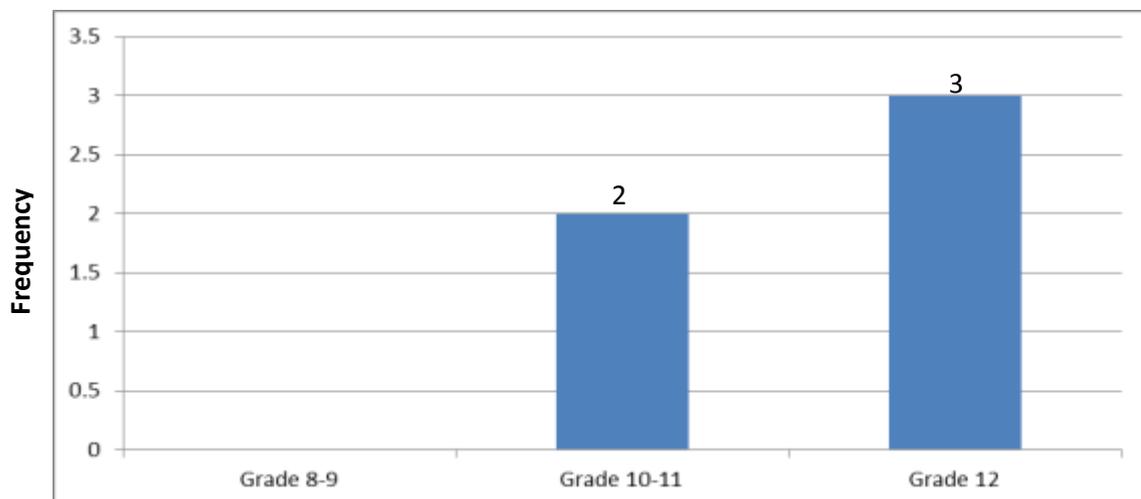
A male teacher from school C mentioned that;

*Girls don't benefit a lot because most of the equipment we have are carpentry and metal work and they usually shun away.*

#### **4.5.8 Grades that benefited most from career guidance services in special schools for the hearing impairment.**

Teachers were asked to indicate the grades that benefit most from career guidance services in special school for the hearing impaired. Their responses were as shown below in Figure 4.9.

**Figure 4.9: Grades that Benefit Most from Career Guidance Services in Special Schools for the Hearing Impairment (n=5)**



As can be seen from Figure 4.9 above, the majority of the teachers three(3) indicated that grade 12 benefit most from career guidance service provided followed by two( 2) teachers who indicated that grades 10-11 benefited from career guidance services in specials schools. None of the teachers said that Grades 8-9 benefited from the services.

As regards to grades that benefited most from the career guidance services the majority of the teachers were of the view that grade twelve benefited the most because:

One teacher stated that:

*From my experience the grade twelve benefited more because they are able to appreciate what the teachers are doing for them as they look forward to career choices.*

Another teacher from school C stated that:

*Grade 12 pupils benefit more from career guidance in our school because they are mature and will soon face the society we regard the grade twelve learners to be grown-ups who should learn to be responsible and choose a career.*

Another teacher also from different school stated that;

*I think Grade 12 benefits more from the career guidance because of career choice and Grade 12 benefits more because most of them have to start work after leaving school.*

From the views given by the teachers on the categories of learners with hearing impairments which benefited most from career guidance service Grade 12 learners benefited most since services were relevant to preparation for life.

#### **4.5.9 What are the Challenges Teachers Faced in the Provision of Career Guidance services to learners with hearing impairment?**

#### **4.5.10 Whether Career Guidance Teachers Faced Challenges in the Provision of Career Guidance Services to Learners with Hearing Impairment.**

The study sought to find out whether teachers faced challenges in the provision of career guidance service in special schools for the hearing impairment. Their responses were as shown in the figure below.

**Figure 4.10: Whether Career Guidance Teachers Faced Challenges in the Provision of Career Guidance Services to Learners with Hearing Impairment.**

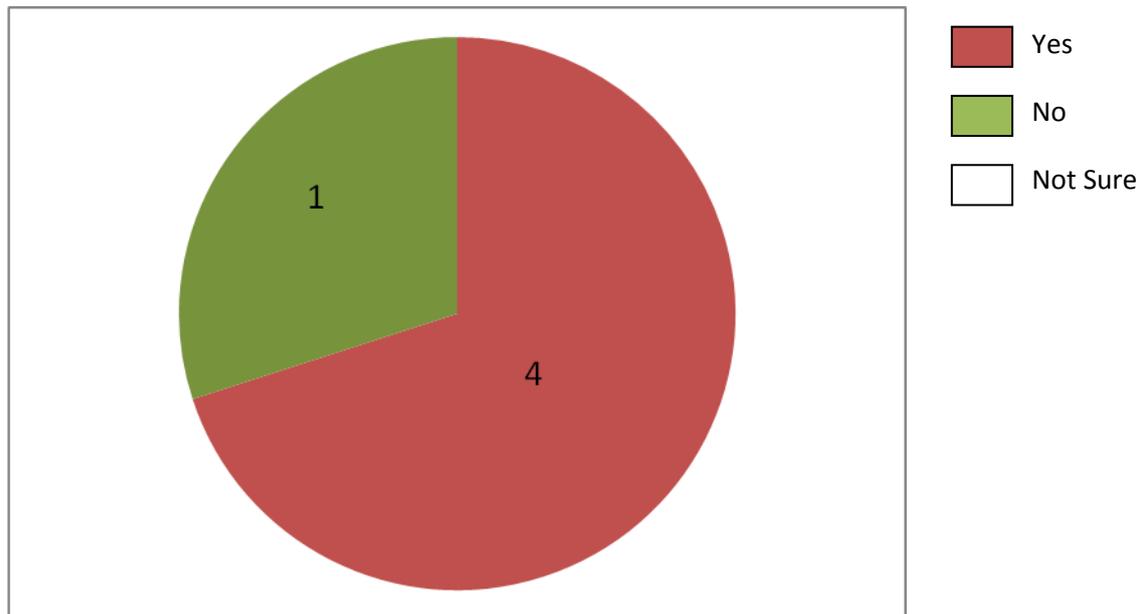


Figure 4.10 shows that the majority of teachers four (4) said that they faced challenges in the provision of career guidance services schools for the hearing impairment, while one of them said they did not face any challenges.

Concerning challenges faced by teachers in the provision of career guidance services for the learners revealed divergent views from the teachers they gave out different challenges which they faced in their respective schools. In short career guidance teachers in schools for learners with hearing impairment faced a lot of challenges in providing such services in schools. This view is supported by one teacher from school A, who observed that:

*As career guidance teachers among them is that we have no office for counselling in this school and learners face to come and ask individual because there is no privacy.*

Another male teacher from the same school stated that:

*Learners do not take career guidance seriously and the advice given to them by the teachers even after talking to them and encourage them.*

Another female teacher from school C reported that:

*You see it is a big challenge to provide career guidance to the learners at this school because there is no enough time allocated to the career*

*guidance teachers who also have other subjects to teach. They have to find their own time to do the counselling to the learners.*

Another teacher stated that they faced a lot of challenges in providing career guidance service to the learners as he said:

*No materials and support are given to us by school administrators; we use our own materials to facilitate career guidance in this school. There are no books to use by the teachers at times we have to use our own experience.*

Another male teacher from school D she said:

*Career guidance is not taken seriously by some teachers and school administrators. Some teachers have negative attitude towards career guidance for learners with hearing impairments. This makes teachers who are involved in career counselling to face a lot of challenges.*

A female teacher from schools E reported during an interview that:

*What I see as a big challenge in career guidance is that lack of human resource in career guidance in this school. We are only two of us in the department and we deal with a lot of learners in the entire school from Grade (8-12)*

Another male teacher said:

*What seems to be a big challenge in career guidance is that, the career guidance teacher lacks career knowledge and counselling skills.*

Another female teacher stated that:

*Having untrained guidance teachers in this school is a big challenge. These teachers have no idea about career counselling, especially that related to disability so they end up shouting and criticising the learners each time they come to look for help.*

All in whole, challenges faced by career guidance teachers in the provision of guidance service ranged from lack of guidance materials, having untrained teachers, negative attitude to the lack of support from administrators.

#### **4.5.11 Ways to Improve Career Guidance in Schools for the Hearing Impaired**

Teachers were asked to suggest ways of improving career guidance in schools for HI the following emerged. One female teacher participant stated that:

*All the teachers should get involved in career guidance in schools then leaving the work of guidance to career guidance teachers only.*

Another male teacher from a different school said that;

*The rooms and offices for career guidance should be built in school for the HI and Materials for the teachers and learners should be made available in the school.*

Another female teacher said:

*Career guidance should be taken seriously in schools for the HI and must be allocated time on the time table and all the teachers teaching HI learners should be trained in guidance and counselling.*

Another teacher from a different school reported that:

*Career guidance teachers should not have a full class in order to motivate them; the MOGE should employ full time guidance and counselling teachers in the schools in order to supplement the guidance teachers.*

A male teacher from a different school mentioned that:

*Career guidance should be included in the syllabus and there is need to introduce short course at least in grade 12.*

One female teacher openly said;

*The Ministry of General Education should come up with clear policies on career guidance service provision for the learners with hearing*

*impairment in order to make all the learners benefit for career guidance and counselling services.*

#### 4.6.1 Findings from Learner Participant

##### **How do Schools Provide Career Guidance Services to Learners with Learning Impairment?**

#### 4.6.2 Whether Special Schools for the Hearing Impaired Provided Career Guidance Services

Learners were asked to say whether they were provided with career guidance services in their schools, Figure 4.11 show their responses.

**Figure 4.11: Learners were provided with Career Guidance Services (n=40)**

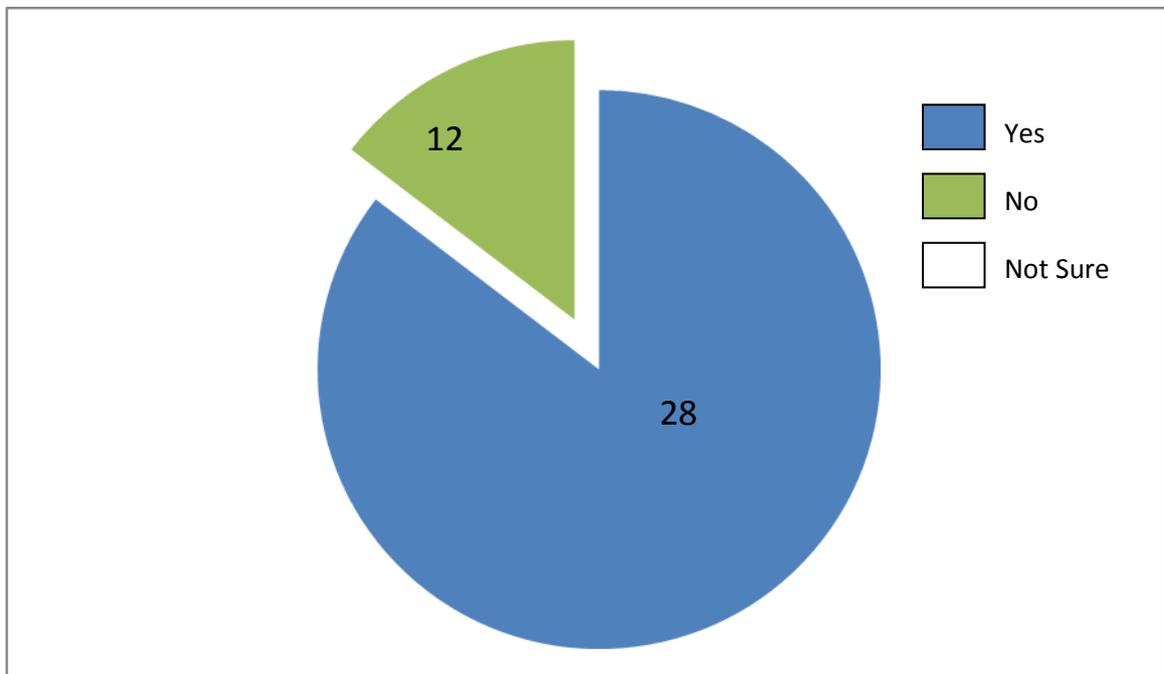


Figure 4.11 above shows that the majority, 28 of the learners agreed that they were provided with career guidance services in their schools while 12 of the pupils said that they were not provided with career guidance services in their schools. The learners were asked to indicate how career guidance was being provided to them by the school and the following were their Responses:

One female learner indicated that:

*Career guidance is provided to them through career talks' fieldtrips, Group work and discussion in class.*

One male learner stated that:

*Career guidance is only taught when it is career day at school and sometimes nothing is said on careers on that day and we are not asked what we want to be it just for fundraising.*

Another female learner from different school said:

*In this school we have a subject pre-vocational skills were we learner thing that can help us build our own career in future, such as crafts, baking, and mental work.*

#### **4.6.3 What Type of Career Guidance Services are Provided to Learners with Hearing Impairment?**

#### **4.6.4 Views of Learners on the Types of Career Guidance**

As regards to the views of learners on the type of career guidance services provision learner revealed that:

*The most common types were pre-vocational skills which can enable learners to be independent once obtained a skill.*

While another female said:

*Career information was the type of career guidance that was being offered to them.*

One male said:

*We usually have career education and career assessment that our teacher provides to us during lessons.*

#### **4.6.5 How Beneficial are the Current Career Guidance Services Offered to Learners with Hearing Impairment?**

#### **4.6.6 Views of Learners on the Benefits of Career Guidance to Learners with Hearing Impairment**

From the findings, career guidance helped learners to meet their needs through the information that they received from the teachers.

*The skills and the information we get can help us choose a career or our skills to earn a living.*

There was mixed feelings on the effectiveness of career guidance service offered. Those who agreed pointed to their peers who are now self-employed as evidence on the success of career guidance.

One of the male learners had this to say:

*We visit some of our friends in the compounds who are doing very well with business and are sponsoring their families through the career education they obtained from school.*

One female learner openly said that:

*Am very proud and very happy that some companies such as pick n pay are ready and have employed workers with hearing impairment a plus to them.*

One female learner from a different school said:

*I have learnt how to bake and am do very well in terms of school fees and buying my own necessity after sales.*

Another male learner had this to say:

*Form the pre-vocational skills that we are doing here am able to help my family in doing gardening and sale some vegetables.*

#### **4.6.7 What Challengers do Learners Face in Career Guidance Service in Schools?**

#### **4.6.8 Views of Learners on the Challenges they Face in Career Guidance Services**

As regards to the views of learners on the challengers they face in career guidance services learner revealed that:

One female learner openly said:

*The time for career guidance is not known the teacher only tells us it's time for guidance which is not on our time table and most of us miss it while attending other classes.*

Another male learner from a different school had this to say:

*Our school needs to be equipped with ICT materials which will help us to link to the world out there and find accesses to employment.*

One female learner said:

*We have machines in this and I want to be a designer but there is no one among our teachers who can teach us how to use them as a result they are just packed in the boxes.*

Another male learner stated that:

*We are lacking materials to use during pre-vocation as a result we bring our own things from home and if you don't bring you are not allowed to take part in a lesson.*

#### **4.7 Summary**

The preceding chapter presented the findings of the study. The study revealed that teachers and heads of departments, teachers and learners revealed that special schools for the hearing provided career guidance services.

The nine head teachers and career guidance teachers, 36 teachers and learners reported that special schools for the hearing impaired provided career guidance services to learners in the schools under study. As regards to the most common type of career guidance provided to learners the finding of this research showed that the career guidance provided pre-vocational skills and career information to the learners in terms of gender of learner who benefited most from career guidance services in special schools for the hearing impaired the study has shown that both girls and boys benefited as reported by three of the teachers who participated in this study reported having faced challenges which include non-availability of career guidance materials, lack of trained career guidance teachers in career guidance.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Overview**

This chapter discusses the findings of the study which sought to investigate the status of career guidance service for learners with hearing impaired in selected special schools in Lusaka district. The themes from the findings under each objective are brought out. These were; to establish the status of career guidance services provided to learners with hearing impairment in special schools; to assess the type of career guidance services available for learners with hearing impairment; to determine how beneficial the current career guidance services were to learners with hearing impairment; to explore challenges faced by guidance teachers in provision of career guidance services to children with hearing impairment in special schools of study.

#### **5.2 Career Guidance in Special School for the Hearing Impaired Learners**

As regards to the status of career guidance service in special schools for the deaf, the study showed that most head teachers and career guidance teachers nine, teachers four and twenty eight of the learners agreed that the school were providing career guidance service to learners with hearing impairment. This result indicated that career guidance service was provided at least to some learners from special schools for the hearing impairment like in any other class also benefit from the career guidance service. There was however much need to support career guidance service in special schools for the HI so that more learners can benefit from the services.

The study also revealed that some learners who passed through these special schools reported to have been assisted through career guidance service and are doing very well with their career. The above revelation showed that learners from special schools for the HI had been assisted in their career through career guidance service provided in school. This was in line with the study by Lucas (1999), who conducted a study in Colombia on how career guidance enhanced career development. The study found out that, learners who were availed with career guidance services had opportunities to know about occupation their interests and skills at all stages of career development especially in elementary schools. However, despite the learners being reporting that they were provided with career guidance service in special school, twelve of the learners reported that they were not provided with career guidance service. This meant that a proportion of

learners do benefit from career guidance service provided in special schools for the HI, while the other proportion does not do so.

The above revelation was of great concern as career guidance services were meant to benefit all the learners in schools for them to attain their full potential in the career endeavours and could also help learners better their career choice. From the above findings of the study on the status of career guidance provision in selected special schools for the hearing impairment in Lusaka district, although most of the teachers and learners were of the view that career services were provided in their schools, it seems the service were not provided as expected due to several factors including lack of trained guidance teachers and limited materials. This was in line with the study where it was also revealed that the learners were only helped to discuss about career during the school career days when pupils are asked to dress in the preferred career choice yet needed more information on the same which teachers were not asked to provide.

### **5.3 Types of Career Guidance Service Available in Special Schools for the Hearing Impairment**

As regards to the types of career guidance services available in special schools the study revealed the following: pre-vocational skills, career guidance, career education, career information and career assessment. The study revealed that information on pre-vocational skills was the most common type of career guidance service offered to learners with hearing impairment. The study also revealed that in schools which did not have career guidance teachers they relied on the senior teachers as special teachers to provide career guidance to the learners using their experience of teaching and the power installed in them as senior teachers or special teachers to deal with educational issues.

However it was evident from the findings that career guidance teachers in the sampled schools made a lot of efforts to help the learners with hearing impairment in their decision making by encouraging them in their education through sessions on guidance. The teacher to some extent provides career education to their learners as noted by Whiston and Sexton (1998) which described a process by which individuals come to learn about their skills, talents that result in informed decision on their careers and the world of work.

The study also revealed that, provision of career guidance services in special schools helped to reform in learners' bad characters, negative attitude and enabled them to develop interest in some careers. Dykeman (2001) argued that lack of guidance services in schools disadvantaged learners especially those with disabilities in terms of career interests, self-awareness and character formation. The importance of career just like (Kochhar 2009) stated that, career guidance was a systematic process of helping individuals through career education and interpretive procedure to gain a better understanding of own interest, abilities and potential location desires and opportunities. The issue at hand was how the learners could be guided by teachers and materials needed to run and maintain the unit. It was important that government through the appropriate organs look into the plight of career guidance units in the special schools if these offices were to deliver appropriate services to learners with hearing impairment. However, the study revealed that participants were of the view that their schools provided career guidance services to some extent to learners with hearing impairment though there was need for some improvements.

From the above findings of the study on the status of career guidance provision in selected special schools for the hearing impairment in Lusaka district, although most of the teachers and the learners were of the view that career guidance services were provided in their schools, it seemed the service were not provided to the expectations of the beneficiaries. This in line Hamutulli (2011), who observed that in most special schools in the developing world, career guidance services were less provided and they were if provided at all, this was mainly to learners without disability. His view supported the opinion of some of the participants who felt that such service did not at all exist in special schools.

It was important that responsible authority like the Ministry of Higher Education and the Ministry of General Education (MoGE) take full responsibility to ensure that career guidance was provided to all learners with special education needs in special schools if they were to develop into better learners before they entered into the tertiary education or attained ideal professional skills.

It was evident from the results that, learners were only helped in career guidance when there was a career's day at school, that was when career guidance teachers discussed with the learners about the career guidance programme and not that the teachers did not make

follow ups on the learners to find out on the learners progress due to the fact they proceeded to the other schools which provided skills to build up on the learners' careers. The career guidance teachers found in special schools which were sampled did not collect essential information from learners after providing them with career guidance.

However, the career guidance teachers in the sampled schools made a lot of effort to help the learners with their problems on decision making and on what skills to take according to their level of ability by encouraging them in their education and offered counselling to the learners. As noted by Makumba (2013) educational counselling was a service offered to learners who needed help in decision making about issues concerning their education such as which subjects to take and not to take and to enable learners choose according to their ability. As regards career assessments, teachers used this type of career guidance in special schools in order to provide more information. The study however, showed that schools provided career, nature and importance according to the level of ability one had as regards to career information was the intelligence that guided workers and the professionals who advised them in the analytical process of examining, comprehending and making decisions about the world of work (Gillie et al., 2002). It was revealed that teachers used career information system that supported career development and process such as career guidance and career education.

Arising from the findings, it was clear that the types of career guidance services available in special schools for the HI, vocational skills was the most common type of career guidance services provided to learners with hearing impairment. The career guidance teachers provided skills mostly because mostly learners with hearing impairment were not employed in formal employment because of the level of disability also to help them live an independent life after school and to be self-employed in order to earn a living. The study was supported by the trait and factor theory which stated that, knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects lead to appropriate desires and informed career decisions (Parsons, 1909).

#### **5.4 Benefits of Career Guidance Service to Learners with Hearing Impairment**

Regarding the benefits of career guidance services for learners with special education needs, three of the teachers revealed that the learners benefited from career guidance while one said learners did not benefit of career guidance and one of the teachers said

they were not sure if the learners benefited from the career guidance being offered at special schools. For the teachers who agreed that learners in special school benefited from career guidance had this to say: Learners in special school have different abilities in that they need help to live an independent life. Some learners who passed through our school are doing fine they are managing own businesses and employing through the skill that were taught to them". The study also revealed that learners are doing very well and are able to do activities for daily living on their own. One of the teachers revealed that "for us to have learners with hearing impaired participate in activities to benefit we increase on the time of practice skills that every learner can take part. This is in line with the study by Ciyana (2008), who conducted a study in South Africa on how learners with visual impairment develop their careers. The study used a qualitative, descriptive and interpretive research design. The study found out that taking part or engaging in school work-related activities resulted in feelings of being worth among learners. This in turn helped them, to become more assertive resulting in career development and decision making skills. His findings are in line with those of the present study both emphasise on providing guidance to independent but informed decision on career choices.

In support of work-based learning, the United States of America for example, strengthened the existing linkages to expand career development of learners while in school through the introduction of school-to-work opportunities Act of 1994. The Act provides that school should facilitate career development and expand career paths for learners. Similarly, the individual with Disabilities Education Act (IDEA) (1997) Re-authorised the provision of work-based learning to help with career development of learners with disabilities in school.

In Zambia however, neither the Education Act of 2011 and now the 2013 curriculum frame provides for work based learners with hearing impairments while at school. Furthermore, the parliament of Zambia amended the young persons and children's Act No. 10 of 2004 of the Laws of Zambia but did not indicate the role of guidance service in the development of young adults which is a serious gap.

The Act sets out the minimum contractual age at 16 years Part 4 A (1) of the Act states that; 'subject to subsection (2) a child shall not be employed in any work site'. However Part (43) of the Act states, that the provision of subsection shall not apply to work done by children in technical schools or similarly institution provided and supervised by the

permanents secretary, Ministry of Education or some persons appointed by him for that purpose or a person in charge of an institution of learning as amended by Act No. 10 of 2004. The findings on the benefit of exposing learners with hearing impairment to guidance services agree with the finding of Gacoli (2004).

Studies on the role of career guidance in the career development of learners were also conducted by Johnson (2000) and Toepfer (1999). Both studies found out that career guidance enabled learners to have an understanding of how schools work related to careers. Career guidance also wild needs their awareness skills and knowledge needed for career success. It is in this context that the present study was carried out in Lusaka, Zambia.

### **5.5 Challenge Faced in Provision of Career Guidance Service for the Hearing Impairment**

As regards to the challenges faced by career guidance teachers 3 of the teachers revealed that they faced a number of challenges. Among the challenges they faced was non-availability of career guidance materials, untrained guidance teachers, negative attitudes, in special school for effective implementation of career guidance services for learners with hearing impairment in the school.

The study also found that due to communication or language barrier, the career guidance teacher faced difficulties in communication. As a result, they depended on the interpreters in order to conduct a lesson. From the findings, teachers thought there was need for retraining or fresher courses in order to meet the demands of learners with hearings impairment for them to access information on guidance services. They also had so many pupils to attend to because most of the classes had more learners with hearing impairments for one career guidance teacher to manage hence making it difficult for the teachers to perform their duties one-on-one with the learners as they shared information on guidance services.

The study also revealed that the lack of trained guidance teachers in most of the special schools under study; most of the teachers who offered career guidance services were not trained in guidance and counselling services but were just appointed by the school administration to assist in providing guidance and counselling services in schools. This in its own was a big challenge because these teachers used their own experience which was dangerous to the profession because they lacked the knowledge and skills in career

guidance and counselling services provisions, lack of knowledge defeated their provision of career guidance service to learners in school. This aspect left us to wonder what sought of career guidance and counselling services learners in special schools received from teachers who had little or no knowledge about career guidance. This resulted in poor delivery of services to learners with hearing impairment. These findings were consistent with Chikopela (2013) who reported that the Ministry of Education lacked teachers to handle learners with special education needed in various subject including guidance and counselling. Chikopela (2013) stated that some educators involved in teaching HI learners received no formal training in sign language linguistics, literature or teaching methodology to support effective teaching. This resulted in learners with hearing impairment to have little access to the regular curriculum. Many learners ended up performing poorly in nation assessments in various disciplines in career guidance programmes.

The study also found out that lack of office accommodation was the issue in almost all the special school in the district. This study showed that most school did not have rooms or proper office to conduct guidance and counselling services which included career guidance teachers shared offices with other teachers and in many cases these offices were overcrowded making it very difficult for learners with hearing impairment to express themselves freely with their teachers due to lack of trained teachers in career guidance and counselling. This was in line with the study by Mushandja (2013) who conducted studies on the major challenges faced by teacher counsellors in Namibia and in Zambia. The studies found out that lack of suitable space and time to do counselling were also key challenges across the sample. A visibly frustrated teacher counsellor from a school in Lusaka reported the challenges of counselling learners when she did not have space designated for counselling and had a full teaching workload like other teachers in the school.

Lack of teaching and learning material was one of the prominent challenges they faced in order to carry out career guidance services effectively. Therefore the lack of career guidance or guidance and counselling materials was a great challenge to the profession as stated by Mwamba (2011), in his study on career provision in high school for learners with visual impairment found out that the MoE did not support the school in terms of materials to be used in guidance and counselling. No wonder most schools did not offer career guidance to learners with hearing impairment as such it also left one wondering

how career guidance provision was handled in special schools for the deaf. The way forward was for the government to procure and supply schools with adequate material if career guidance services were to achieve the intended goal of providing such services to learners with hearing impairment.

Limited time or no time for career guidance services was another challenge in the provision of career guidance services. The study also revealed that there was limited time for career guidance or no time at all to conduct career guidance services as there were no books or guidelines on what to do when it was time for career guidance apart from asking pupils what they thought they could do to earn a living. The study showed that teachers had little or no time to provide career guidance services to learners with hearing impairment. In most schools career guidance was not allocated time on the school time table. The teachers had to find their own time to provide career guidance resulting in teachers dividing their own time between teaching the learners and providing career guidance to learners with hearing impairment and this was a very big challenge on both the teachers and the learners. The way forward was for the government to procure and supply schools with appropriate learning and teaching materials and to train more teachers in sign language to communicate effectively if career guidance services were to achieve the intended limited time or no time for career guidance services. Otherwise leaving the status as it was like seating on a time bomb because learners would leave schools without acquiring the necessary skills and knowledge about how to be better learners and later better people in future.

The findings of the study also revealed that in some schools, administrators had negative attitudes towards learners with HI and did not know that learners with HI had career guidance lessons. As a result most schools did not offer career guidance to learners with HI in schools which also left one wondering as to how career guidance provision was handled in special schools for the hearing impaired. This was consistent with a study by Mandayata (2002) on teachers' perceptions towards inclusive school practices. The study revealed that most teachers had negative attitudes towards such learners in their classes because of communication challenges and the lack of relevant materials. This situation therefore called for the government to improve the working conditions for teachers who handled CSEN in order to motivate more qualified teachers to come on board to teach career guidance to the HI and probably improve their career choice in future.

The study also revealed that the lack of role models was another challenge on career choice among learners with hearing impairment without positive examples; learners had limited opportunities to be guided. The inability to access a variety of peers or adult role models made it difficult for learners in special schools for the HI formed incomplete understanding of available post school opportunities and knowledge of careers available that they would successful take up. According to Mathatha (2013), a career success, was attributed to a person having “*good role models*” and “*career failure was the lack of role models.*” Similar Gibson (2004) and Vinnicombe et al. (2000) stated that the identification with a role model was critical in the castrate that the identification with a role model was critical in the career cession making process. As the reason really, it was important to expose learners to different professionals to enhance their career choices. True reasoning on relations of these two groups of facts trait and factor prepared an individual to appreciate career choices as well as career development.

Indicate trained guidance teachers were reported to limited career choices among learners with Hearing impairment. The indication of training on the part of the learners meant that they did not provide well planned comprehensive career guidance to the learners. Due to this learners got wrong information that did not help them develop their careers. Due to this challenge it made learners to have challenges in career choices.

The study also found out that career guidance teachers also had the same work load as other teachers. This meant that they had little time if any to attend to career guidance sessions. This issue required the Ministry of General Education to ensure that career guidance teachers were adequately trained conversed with their duties for learners to develop their careers and pursue different careers. This study was consistent with the views by Ndhovu (2012) who observed that most teachers were equipped to provide career guidance to learners in schools but not those with hearing impairment.

This section presents the views of learners on the factors that limited career choices among learners with hearing impairment. Views of learners on the challenge faced in the provision of career guidance to learners with hearing impairment gave multiple responses that included the lack of hearing, the lack of trained teachers in sign language, the lack of role models in formal jobs, the lack of career guidance and low levels of education attained by learners with hearing impairment to benefit from the world of work.

When asked on the measure to overcome the challenges that limited their career choices they cited the following: providing them with quality education creating jobs, supporting them in job placement providing job coaches, provide them with resources during skills training and sensitise employers on attitude change towards learners with learning impairment in relation to recruitment and development of workers in organisation.

They added that the government should come in and provide learners with equipment for ICT so that they could also move on with technology, access information on the internet, sensitise employers on abilities and capabilities of hearing impairment and train more teachers for learners with hearing impairment to facilitate delivery of the curriculum especially in the area of career guidance among the deaf learners in schools.

## **5.6 Summary**

This chapter discussed the findings of the study based on the objectives. It started by discussing the status of career guidance services in special schools this was followed by a look at types of career guidance services available for learners with hearing impairment offered in special schools. It also looked at how beneficial the current career guidance service were to learners with hearing impairment and the challengers faced in the provision of career guidance services by school administration as well as guidance teachers in the study schools. The next chapter presents the conclusion and recommendations.

## CHAPTER SIX

### CONCLUSION AND RECOMMEDATION

#### 6.1 Overview

This chapter presents the conclusion and recommendations from the findings of the study on the status of career guidance service for learners with hearing impairment in Lusaka Zambia. The following objectives guided the study:

- (i) To establish whether career guidance services were available to learners with hearing impairment;
- (ii) To assess what type of career guidance services were available for learners with hearing impairment;
- (iii) To determine how beneficial the current career guidance services were to learners with hearing impairment; and
- (iv) To explore challenges faced by guidance teachers in provision of career guidance services to learners with hearing impairment in the study.

#### 6.2 Conclusion

Arising from the interpretation from the descriptive data, it could be concluded that career guidance services were provided in special school for learners with hearing impairment. The study also revealed that, the most common type of career guidance services provided to learners with hearing impairment were in the areas of career education, career assessment, career information, career guidance and vocational skills training.

As regards to the benefits of career guidance to learners with hearing impairment the study revealed that, learners benefitted a lot from career guidance provision. Benefits included: the benefits of career guidance services for learners with hearing impairment showed that 28 of the participant's learners benefitted from career guidance while 2 of the participant said learners did not benefit from the current career guidance and 1 of the teachers said were not sure if the learners benefitted from the career guidance being offered at school. For the teachers who agreed that learners in special school for the HI benefitted from career guidance had this to say.

Learners in special school had different abilities in that they needed help to live an independent life. Some learners who passed through our school were doing fine because they managed their own businesses and were employed through the skills that were taught to them.

As regards to the challenges faced in the provision of career guidance services to learners with hearing impairment. The study revealed that the following challenges were faced: the lack of learning and teaching materials, the lack of trained teachers and the lack of funding for skills training, the limited time for career guidance services, not having time tabled allocation of time and the lack of resource room.

### **6.3 Recommendations**

#### **6.3.1 Recommendations to the Ministries of Higher and General Education**

- (i) The Ministry of Higher Education should strengthen the teaching of career guidance in colleges and universities because it prepared teachers including those to teach the hearing impairment in career guidance in order to improve services at school level;
- (ii) The Ministry of General Education to find ways of involving parents and the local communities in the provision of career guidance to learners with special education needs including those with hearing impairment for them to see the relevance and to appreciate the services provided in schools; and
- (iii) The Ministry of General Education to ensure that it employed fulltime career guidance teachers in all schools including those who catered for learners with hearing impairment in order to receive adequate attention in career guidance.

#### **6.3.2 Schools for Learners with Hearing Impairments**

- (i) Students with hearing impairment needed exposure to the outside world and to be involved in career guidance activities through holding workshop seminars by using guest speakers. Teachers to make sure that students with hearing impairments attended these workshops when held;

- (ii) Schools to organise educational tours on career for learners with hearing impairment on a more regular basis because these tours would help learners to learn more about the world of employment;
- (iii) Schools need to work in collaboration with industries and revive the school work attachment programmes for learners with hearing impairment to make career guidance services more relevant to such learners in their respective school; and
- (iv) The school administrators to support the career guidance department in schools for the hearing impairment so they meet their goals in guidance services for such learners in the school.

### **6.2.3 Suggestions for Future Research**

1. Carry out a study on the views of adults with hearing impairment in the community on career guidance and counselling services available to learners and its impact on career choice and employment.
2. Carry out an investigation on career guidance available to learners with other disabilities in various parts of the country.

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## **APPENDICES**

### **Appendix A: Interview guide for head teachers**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATION PSYCHOLOGY, SOCIOLOGY AND  
SPECIAL EDUCATION.**

#### **INTEVIEW GUIDE FOR HEAD TEACHERS AND HEADS OF DEPARTMENTS SPECIAL EDUCATION.**

This research intends to find out the status of career guidance service provision in selected special schools in Lusaka district. The status is meant to determine information needed to foster career choice and benefits to pupils in special schools.

The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purpose only. Kindly provide your honest answers by answering all the questions.

### **Part A**

1. **Status of career guidance service provision in special schools**
2. Do you have career guidance services for learners with hearing impairment in your school?
  3. Yes                      (b) No              (c) Not sure
4. If yes, what services are you providing with guidance?
5. Do you have trained guidance teachers to provide career guidance in you school?
  - a. (a) Yes                      (b) No              (c) Not sure
6. If the answer is no to question 2, how is career guidance provided in your school?
7. Does the career guidance service provided to learners with HI in your school meet the needs of the learners for their career choice?
  - Yes                      (b) No              (c) Not sure
8. Give reasons for your response in question (a)

### **Part B: Type of career guidance service available in special schools for the HI**

- I. What type of career guidance information do you provide to the learners?
- II. What type of career service do learners need in your school?
- III. Are these services adequately provided?
  - (a) Yes                      (b) No
- IV. Provide an explanation to your response to question 3?

### **Part C: Benefits of career guidance service to learners with HI special schools**

- I. Is the career guidance service offered to learners with special needs beneficial to learners with HI?
  - (a) Yes                      (b) No
- II. If yes to question 1, how do you ensure that career guidance service is of benefit to pupils in school?

III. How do you determine that learners have benefited from the career guidance service offered?

iv .which grade benefit more from career guidance and counselling?

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**Part D: Explore challenges faced by guidance teachers in special schools**

- I. What are some of the challenges faced by guidance teachers in your school?
  - II. How do you handle challenges faced by guidance teachers in your school?  
Explain.
- 

*Thank you*

## **Appendix B: Interview guide for teachers**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATION PSYCHOLOGY, SOCIOLOGY AND  
SPECIAL EDUCATION.**

### **INTERVIEW GUIDE FOR GUIDANCE AND COUNSELLING TEACHERS**

This research intends to find out the status of career guidance service provision in selected special schools for the hearing impairment in Lusaka district. The status is meant to determine information needed to foster career choice and benefits to learners in special schools.

The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purpose only. Kindly provide your honest answers by answering all the questions.

## **Part A**

### **Type of career guidance service available in special schools for the HI**

I. Are career guidance service provided in your school?

Yes (b) No

II. How do you provide career guidance service to learners in your school as a teacher?

III. What type of career guidance service do you offer to the learners with hearing impairment?

IV. What is the source to informational needs of learners that makes you to address learners' career choice?

V. What are the career guidance information needs of learners in your school?

VI. How the career guidance informational needs of learners addressed?

VII. Do you encounter challenges in accessing information needs of learners in your school?

(a) Yes (b) No

### **Part B: Benefits of career guidance service to learners with HI special schools**

- I. What are the benefits of offering career guidance services to learners with hearing impairment in special school?
- II. As a teacher how do you ensure pupils benefit from career guidance service offered?
- III. Are the career guidance services provided to learners meeting the needs of pupils in career choice? Explain your response

**Part C: Explore challenges faced by guidance teachers in special school for the HI.**

- I. What are some of the challenges faced by you as a guidance teacher in providing career guidance service to learners with hearing impairment in special school?
- II. How do you overcome challenges that you face as a guidance teacher in a special school?
- III. As a guidance teacher, what do you think should be done to improve on the challenges that you face in special schools for the HI?

***Thank You!***

## **Appendix C: Focus group discussion guide for pupils**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATION PSYCHOLOGY,**  
**SOCIOLOGY AND SPECIAL EDUCATION.**

### **FOCUS GROUP DISCUSSION GUIDE FOR THE LEARNERS**

This research intends to find out the status of career guidance service provision in selected special schools for the hearing impairment in Lusaka district. The status is meant to determine information needed to foster career choice and benefits to learners with HI in special schools.

The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purpose only. Kindly provide your honest answers by answering all the questions.

### **Focus group discussion schedule for the learners with HI**

- 1 .Are career guidance services provided in your school?
2. How is career guidance services provided in you school?
3. What type of career guidance service information do you need?
4. What types of career guidance service are provided to you in your school?
5. Do you think the career guidance service offered to you in your school meet your needs? Explain your response.
6. Explain how the career guidance services offered to you at school are effective in meeting your career choice.

*Thank you*