

**VIEWS OF STAKEHOLDERS ON CAREER GUIDANCE SERVICES PROVIDED
TO PUPILS WITH HEARING IMPAIRMENT AT NSONTA SECONDARY SCHOOL
IN KASAMA DISTRICT OF ZAMBIA**

By

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**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of degree in Master of Education in Guidance and
Counselling**

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DECLARATION

I, **Enock Mubonde** declare that this dissertation is my own work. It has not been submitted at this University or elsewhere for any other degree or qualification and that sources of information used in this study have been fully acknowledged.

Name.....**Signature:**.....**Date:**.....

APPROVAL

This dissertation by **Enock Mubonde** 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.

EXAMINERS:

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Name: **Signature** **Date**

Supervisor: **Signature:** **Date:**

DEDICATION

I dedicate this work to my dearest mother Eunice Selemani Mubonde whose love, support, patience and understanding I will always be grateful for. Special thanks go out to my wife, brothers, sisters and friends for the endless support and encouragement that will never be forgotten during my study. Lastly, I dedicate this work to my dearest father: the God of the heaven and earth for the special grace he has forever provided to me.

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ABSTRACT

The study investigated the views of stakeholders on career guidance services provided to pupils with hearing impairment at Nsonta Secondary school in Kasama district of Zambia. The study was guided by the following study objectives: to establish views of stakeholders on how career guidance was being provided to pupils with hearing impairment at Nsonta secondary school, to assess teachers' ability to communicate in sign language during career guidance activities at Nsonta secondary school; to explore views of stakeholders on content of career guidance provided to pupils with hearing impairment at the study school, and to document views of stakeholders on the relevance of career guidance services provided to pupils with hearing impairment at Nsonta Secondary School. The study was qualitative in nature and used a case study design. Interview guides were used on a sample of 25 pupils with hearing impairment two career guidance teachers and six subject teachers. The sample was selected using purposive sampling techniques while analysis of data was done thematically. The study revealed that: career guidance services were mostly provided through one to one approach, in groups and industrial education visits. It was also confident that career guidance teachers dealing with pupils, were knowledgeable of sign language. Hence, communicated effectively with pupils with hearing impairment regarding information on career guidance. Among the content of the information shared were: comprehensive sexuality, time management, choosing a career, knowing one's ability, studying techniques and choosing right friends. In terms of relevance, learners with hearing impairment had conflicting views. While the majority of the pupils considered the guidance service they received from the guidance teacher as relevant, however, the study expressed concerns such as failure among other pupils to comprehend some of the topics and limitations in use of sign language by some teachers. The study recommended that, teachers have adequate knowledge and skills in sign language through Continuing Professional Development (CPDs) programs to communicate well with pupils with hearing impairment and for them to benefit from the career guidance services being currently provided in the study school.

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Definition of Key Terms

Assess: refers to evaluate or estimate the nature, ability, or quality of something.

Career guidance: refers to a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices.

Counselling: refers to the process of helping an individual to accept and use information and advice so that he/she can either solve his present problem or cope with it successfully.

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: refers to a process of helping students through advice and information to achieve self-understanding and self-direction necessary for making informed choices and to realize personal growth.

Hearing impairment refers to a condition associated with hearing limitation and it ranges in severity from mild to profound

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.

Relevance: is the concept of being connected to another topic in a way that makes it useful to consider before the second topic.

ABBREVIATIONS AND ACRONYMS

AT	Assistive Technology
CSEN	Children with Special Educational Needs
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
GRZ	Government of the Republic of Zambia
HI	Hearing Impaired/Impairment
IEP	Individualized Educational Plan/Programme
MOE	Ministry of Education
MOGE	Ministry of General Education
NCES	National Centre for Educational Statistics
OECD	Organization for Economic Cooperation and Development
IDEA	Individuals with Disabilities Education Improvement Act
SCCT	Social Cognitive Career Theory
SGC	School Guidance and Counselling
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNZA	The University of Zambia

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter focuses on the background, statement of the problem, purpose of the study, objectives and study questions. It further presents significance of the study, delimitation, limitations of the study, theoretical framework under which the study was hankered on and definitions of terms used in the study.

1.2 Background

The development of career guidance cannot be told without the mention of Frank Parson who is considered the father in this field. Frank Parsons had a vision of a better world, and he devoted himself tirelessly to its realization. Through his work, in the brief span of time from 1906 to 1908, he founded the vocational guidance movement. This movement was based on his development of the organization known as the Vocation Bureau of Boston and principles and methods of vocational counselling that guided the counsellors in their work (Jones, 1994). Parsons died before the first year of the Bureau was completed, but in a book compiled from his papers, he stated the principles of vocational choice that one should have a clear understanding of oneself and aptitudes, interests, ambitions, resources, and limitations and his or her causes to make an informed career decision (Parson, 1909).

Before the western influence, most African societies had various forms of career guidance and counselling services that were provided to young people, so that they could develop and grow into responsible and productive members of their communities or ethnic groups. In Lambwe (2017) it was ascertained that to function effectively in one's community, one needed to be aware of the values, beliefs and roles that 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. According to Wango (2014), in traditional society, guidance and counselling was and is aimed at assisting young people inculcate social values and norms; assisting people in living a more fulfilling life leading to an increased capacity to take rational control over living situations; and among others, to assist in incorporating appropriate (acceptable) behaviour. Overall, guidance and counselling was designed to help people to understand and clarify their lives. In this way, the person was able to reach their self-determined goals through meaningful, well-informed choices though in the context of the

community. Elders of the society were the main providers of the service. This was conducted by uncles and aunties, fathers and mothers and any other elderly member of the society or ethnic group. To a very large extent, career information was given through the mentioned group of people and the practical aspect took its course during apprenticeship.

On the Zambian perspective, particularly in formal education system, the provision of career guidance and counseling to pupils has been going on since 1970 when the Ministry of Education directed its introduction in schools. The aim of introducing guidance and counselling into the school system was to eliminate overwhelming ignorance in pupils about their career choices and personality maladjustment. Based on these and more, career guidance teachers were appointed to take the responsibilities in sensitizing pupils on the needs for appropriate career choice (MoE, 2001). Although provision of guidance and counselling has been going on in both primary and secondary schools, it still encounters a number of challenges ranging from non-availability of resource to poor cooperation by the pupils (Makumba, 2013). In addition, Ndhlovu (2007) reported that pupils with hearing and visual impairments did not adequately access guidance and counseling in schools due to the fact that most guidance teachers did not have skills in Sign language and Braille. Since the focus of this study is on pupils with hearing impairment, concentration shall be on the relevance of career guidance provided to pupils with hearing impairment. Hearing impairment is associated with loss of hearing and communication is mainly done through Sign language. This scenario indicates the need to investigate views of stakeholders on provision of career guidance services to pupils with hearing impairment. In terms of schools with pupils with hearing impairment, Nsonta (pseudo name) secondary is so far the only secondary school with a deaf unit in the district of Kasama.

It has been revealed that career guidance is traditionally provided through personal interviews where a pupil and the career guidance teacher sit together and have a dialogue and sometimes supported with psychometric testing as part of the process of offering guidance for a career decision. This way of providing career guidance has been proven to be expensive when providing to a large group especially in a situation of limited trained guidance teachers (OCED, 2004). Although there is less literature on how career guidance is provided to the learners with pupils impairment, sizable amount of studies reveal that career guidance is integrated in the academic school curriculum as a way of ensuring that it is provided. Correspondingly, these studies reveal that such a service should not be left only to career guidance teachers alone and that all teachers must take up active roles in the provision of

career guidance. This is a case in Malta according to Debono (2007) and in Japan and Zambia according to (GRZ, 2011). Although this should be the case, studies uncovered that career guidance was not provided to expectations because it faced numerous hurdles. Lambwe (2017) and Bbuku (2017) revealed that one of the challenges that career guidance face is lack of trained personnel. As earlier stressed by Ndhlovu (2007) teachers are not competent in Sign language and Braille for learners with hearing impairment and visual impairment respectively. When it comes to the mode of instruction, Fox and Ysseldyke (1997) in Kigotho (2016) opines that teaching of learners with HI in an inclusive setting was found to have failed in part as teachers were not able to meet the demands of modifying and delivering an appropriate mode of teaching students with hearing impairment. Instructors may speak extremely fast, move through material very rapidly, and maybe insensitive to the needs of hearing impaired students trying to follow the lecture through an interpreter. It was further asserted that a teacher needs an understanding of learners with HI in order to modify the delivery of lessons appropriately and maintain natural speech patterns. Lessons in Career guidance are not excluded when comes to giving instructions to learners with hearing impairment.

Hitchings et al. (2001) assert that 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 consideration. 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, underestimated their capabilities or were unaware of the range of workplace accommodations that could 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.

Results have shown that individuals with HI mostly attend local public schools. Although such placements may provide greater access to general education classrooms and curriculum, their needs are less likely to be addressed. Despite the fact that there is provision of career guidance to learners with HI, a study conducted by Alkahtani (2016) in Saudi Arabia revealed that these learners were left unprepared for life after secondary school. This problem in transitioning was linked to teacher preparedness to plan and implement transition services for learners with hearing impairment. Instructional preparation for transition and post-school living often gets minimal attention in schools (Carlson et al, 2003). Luft and Huff (2011)

affirmed by using the Transition Competence Battery (TCB) by Reiman, Bullis and Davis (1993) that students had substantial transition competence deficits and that they did not reach the recommended competence levels as they were leaving secondary school. The TCB is an important transition tool that fulfils requirements under the 2004 Individuals with Disabilities Education Improvement Act Amendments (IDEIA) to use age-appropriate and results oriented transition assessments that document program and intervention outcomes. This tool was designed to identify under-addressed and unmet needs of “low functioning learners with HI” and young adults. Therefore, it has been brought to light that many teachers indicated that they did not have time to conduct transition planning activities. A possible contributing factor to this situation is that most entry-level special educators have little training in transition. Considering this situation on the ground, it becomes undeniable to know how relevant learners with hearing impairment at Nsonta secondary school considered the career guidance provided to them.

Chang (2013) states that career education has been emphasized in many countries including South Korea for simple reason being that school education has not been successfully linked with jobs and many students entered universities or colleges without having deep consideration about their career and interest after graduating high school. These findings are in the same vein as Musenge (2016) and Litoiu and Oproiu (2012). In the study conducted by latter, it suggested that students face diversity hitches that drives to the needs for career counselling and guidance programs. However, it was further established that more than half of the students in Universities needed assistance in educational and vocational planning. Despite the mentioned need, the situation on the ground is that, lack of training in career guidance and counselling is a hindrance to proper implementation of career guidance counselling programmes in schools (Nyong’a, 2005). Additionally Banda (2016) revealed that majority of the teachers that provided career guidance did not provide adequate career guidance to their pupils because they did not possess sufficient knowledge and skills in career guidance.

Realizing studies by Ndhlovu (2007), Ndhlovu (2009), and Lambwe (2017) having revealed that most teachers in Zambia’s schools do not have skills in sign language and training in career guidance, this situation motivated the researcher to carry out the study in order to establish the views of stakeholders on the provision of career guidance to pupils with hearing impairment at Nsonta (pseudo name) secondary school in Kasama district of Zambia.

1.3 Statement of the problem

According to Education Act (2011) and Career Guidance Guidelines of 2014, career guidance is an essential component of school curriculum and general learner's welfare at all levels of the education and training (GRZ, 2011; MoESVT, 2014). However, with the presence of guidance teachers who have no skills in Sign language and training in career guidance (Ndhlovu, 2007, Ndhlovu, 2009 and Chikopela, 2019), it not clear how stakeholders consider the career guidance services provided to learners with hearing impairment at Nsonta secondary school in Kasama district of Zambia.

This development raises a question; what are the views of stakeholders on career guidance services provided to pupils with hearing impairment? Therefore, this study intended to answer the question and fill up the knowledge gap.

1.4 Purpose

The purpose of this study was to explore the views of stakeholders on career guidance services provided to pupils with hearing impairment at Nsonta secondary school in Kasama district of Zambia

1.5 Objectives

The Objectives of the study were:

- i. To establish views of stakeholders on how career guidance was being provided to learners with hearing impairment at Nsonta secondary school.
- ii. To assess teachers' ability to communicate in sign language during career guidance activities at Nsonta secondary school.
- iii. To explore views of stakeholders on content of career guidance provided to pupils with hearing impairment at the study school.
- iv. To document views of stakeholders on the relevance of career guidance services provided to pupils with hearing impairment at Nsonta Secondary School.

1.6 Research questions

The study was guided by the following questions:

- i. How is career guidance provided to learners with hearing impairment at Nsonta secondary school?

- ii. How familiar are guidance teachers with the mode of communication (sign language) used to interact with learners with hearing impairment?
- iii. What are the content of the career guidance services provided to pupils with hearing impairment at Nsonta secondary school?
- iv. What are the views of stake holders on the relevance of career guidance services provided to pupils with hearing impairment at Nsonta Secondary School?

1.7 Significance

It was hoped that the results of this study would help administrators and guidance teachers to evaluate the content of the service provided to learners with HI and acquire more knowledge on how best these pupils can benefit from career guidance services. It was also hoped that the study would benefit the learners with hearing impairment through increased awareness of the importance of career guidance and that the information would help them make informed career choices and assist in the required smooth transition as they leave senior secondary. Furthermore, it was hoped that the study would contribute to the existing body of knowledge by providing observed evidence on the views of stakeholders on the provision of career guidance services to pupils with hearing impairment.

1.8 Delimitations

This research was restricted to one secondary school in Kasama district as the researcher understands that the chosen school was suitable and in a position of providing the needed information for the research.

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 school under review was located in the town of Kasama district. Hence stakeholders in different locations such as rural areas may have views regarding career guidance services to pupils with hearing impairment which may be quite different from those from the study school. As a result care should be exercised when generalising the findings to the whole of Northern Province or Zambia.

1.10 Theoretical framework

A theoretical framework guides the path of a research and offers the foundation for establishing its credibility. The overall aim of the framework is to make research findings more meaningful, acceptable to the theoretical constructs in the research field and ensures

generalizability. They assist in stimulating research while ensuring the extension of knowledge by providing both direction and impetus to the research inquiry (Adom, 2018). The theoretical framework in this study is derived from theories examined on career guidance.

The study was guided by the Social Cognitive Career Theory which explains the process through which people form interest, make choices and achieve varying levels of success in education and occupational pursuits (Lent, Brown and Hackett, 1994). The theory is grounded from Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes that has been extended to the study of many areas of psychosocial functioning, such as academic performance, health behavior, and organizational development (Greenhaus, 2006).

According to Lent, Brown and Hackett (2000) this theory is aimed at explaining three interrelated aspects of career development. These are: how basic academic and career interests develop; how educational and career choices are made; and how academic and career success is obtained. Also the theory incorporates a variety of concepts such as interests, abilities, values, environmental factors. These concepts appear in a number of career theories and have been found to affect career development. It is from these concepts that the study is hankered by this theory. For a career guidance service to be deemed relevant to the hearing impaired students, the providers must tailor it to the extent that it establishes the learners' interests, ability, and values as they focus on the nature of the career a learner may enter into. Career guidance teachers should help learners identify, clarify and develop appropriate career goals by exposing them to different careers. This is in line with Holland's theory on career choice who stressed that people who choose to work in an environment similar to their personality type are more successful and satisfied.

Furthermore, SCCT is linked to three variables which comprise self-efficacy beliefs, outcome expectations, and goals. These variables serve as the basic building blocks of Social Cognitive Career Theory according to Lent, Brown and Hackett (2000). According to Betz and Hackett (1981) self-efficacy refers to an individual's personal beliefs about his or her capabilities to perform particular behaviors or courses of action. The more a learner achieves a performed task the higher the self-efficacy while the less they are successful the lower the self-efficacy. From the self-efficacy interests are born. People vary in their self-efficacy regarding the behaviors required in different occupational domains. For example, one person

might feel very confident in being able to accomplish tasks for successful entry into, and performance in, scientific fields but feel much less confident about his or her abilities in social or enterprising fields, such as sales. SCCT assumes that people are likely to become interested in, choose to pursue, and perform better at activities at which they have strong self-efficacy beliefs, as long as they also have necessary skills and environmental supports to pursue these activities (Betz and Hackett, 1981). It is from this sizable amount of studies that career guidance provided to the learners with hearing impairment shall be rendered relevant to them.

Thus, this theory has been used in this research as it marries well with the research at hand in exploring the relevance of career guidance services provided at Nsonta secondary school. The theory was used as a yardstick to determine whether or not the career guidance provided to the learners with hearing impairment was relevant by establishing whether the service regarded the interests and abilities as a process of learners to arrive a career choice.

Cardinal to Social Cognitive Career Theory, and by means making it more relevant to the current study are its three basic interrelated concepts of career development outlined by Hackett (2000) which are how interests develop, how career choices are made and how academic and career success is obtained.

1.11 Summary of the Chapter

This chapter has dealt with the background to the study and outlined the problem statement, study objectives, research questions, research questions, significance of the study, theoretical framework, delimitation and limitation of the study, operational definitions of terms. The next chapter looks at the review of literature related to the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

In this chapter literature related to the provision of career guidance to pupils with hearing impairment was reviewed. Literature refers to the works the researcher consulted to understand and investigate the research problem. Therefore, literature review is an account of what has been published on the topic by accredited scholars and researchers (Kombo and Tromp, 2006). Banda (2005) asserted that literature review helps to deepen the researchers' understanding of the topic at hand and to delimit the scope of the study by identifying the knowledge gaps that need to be filled. The literature review chapter is presented according to the following sub themes: the concept of Career Guidance, how career guidance is provided to pupils with hearing impairment, how familiar guidance teachers are in Sign language, contents of career guidance for pupils with hearing impairment and the relevance of career guidance services to pupils with hearing impairment.

2.1 Concept of Career Guidance

Guidance and counselling services can be traced from the industrial revolution in America, a period of rapid industrial growth, social protests, social reforms and utopian idealism. The service was introduced to address the negative social conditions associated with the industrial revolution. During that period, the large industrial centres attracted immigrant minority and rural populations seeking employment. After the 1900s and the industrial revolution the world wars were the next major event that had an impact on the development of guidance and counselling services. A number of individuals were talked to with an intention to help them cope with distress of the wars they experienced. In addition, it is acceptable to mention that career guidance has a long history though getting its intensification by Frank Parson back to at least as far as the late nineteenth century (Jones, 1994). On the African perspective, it can be said that before western education came, there were varieties of educational programmes in various communities. Nonetheless, a child growing up in the African traditional setting was expected to conform to various traditions congruent with their community. These traditions, including religious beliefs, customs and values had obvious psychological and cultural implications. Therefore, a child was guided and counselled along the traditional perspectives by several persons that included parents, relatives, older siblings, priests, elders, leaders and the traditional healers (Wango, 2014). This was similar when it came to occupations; one of the pivotal elements in African Indigenous Education was apprenticeship. Adekola (2013) affirmed that principal form of education for going into any occupation or

profession was through the apprenticeship system whereby a young person was apprenticed to a master craftsman who taught him the skill of a vocation and after many years of learning, he was allowed to start his own workshop or business. This translates that career guidance has been in existence long before Western education was introduced in African. In addition, Wango (2014) posits that in traditional society, guidance and counselling was/is aimed at assisting young people inculcate social values and norms; assisting people in living a more fulfilling life leading to an increased capacity to take rational control over living situations; and among others, to assist in incorporating appropriate (acceptable) behaviour. Overall, guidance and counselling was designed to help people to understand and clarify their lives. In this way, the person was able to reach their self-determined goals through meaningful, well-informed choices though in the context of the community. As the decades of the beginning the 1960s unfolded, guidance and counselling in schools started to respond to the national needs and concerns. Social problems including substance abuse, mental health issues, and changing family patterns all pulled and tugged at defining the purpose of the guidance in schools and role of school counsellors. At the same time, economic issues dealing with changing labour force, needs and globalization industry were also present. In this case, counsellors extended their activities beyond vocational advice to problems of social adjustment. Correspondingly, career guidance as a school service substantially gives support to pupil's personality, their educational endeavours, setting suitable educational goals, assisting in the pupil's decision-making process on their careers, specification and implementation of the education plans support (Kofronova and Vojtech, 2008).

Career Guidance provides an essential link between education and the labour market. There are a number of variations in the definition of career guidance OECD (2004). According to Ndhlovu (2015) Career Guidance refers to a process intended to help people and individuals cope with and solve problems relating to occupational choices, plans and adjustments, with due regard to individual characteristics or differences and their relation to occupational opportunities. Akkok (2015) asserts that career guidance includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.

According to Wango (2007) career guidance is a term that encompasses two related concepts (guidance and counselling); that of advice and information giving (guidance) and personal (psychological) help in a formal setting (counselling). Therefore, he defined Career Guidance as services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

According to McIlveen (2009) the traditional model of career guidance was based on talent-matching approaches: measuring individual abilities and matching them to the demands of different occupations. However, today, there is a shift to a new paradigm with three dimensions. Firstly is that career guidance should be available throughout life to support personal lifelong learning and career development. Secondly, it should be viewed as a learning experience, including a range of learning interventions. And thirdly but not the least, it should foster the individual's autonomy, helping them to develop the skills and knowledge they need in order to manage their own decisions and transitions. With this new understanding, career guidance should be concerned not only with the matching of the existing attributes, but also with self-development and growth. Furthermore, the aim of career guidance in process is to help people make decision for themselves. In other words, careers are commonly not "chosen" at a single point in life, but "constructed" through a series of interrelated learning, experiences and work choices throughout life.

However, with this in mind Gambo (2012) stresses that participation in career guidance activities is key which learners are developed into productive and responsible members of the society. It provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; learners must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference.

2.2 How career guidance is provided to pupils with hearing impairment

It is vital that learners should be guided and counseled in education and all other aspect just like this was the situation way long ago. What could be seen centuries back and now termed as career guidance has been in existence even in African indigenous education before the formal system education was introduced in Africa. Information on careers was then provided by elders of the community such as grandparents, uncles and other relatives (Wango, 2014).

Today, in Zambia like other countries such as Japan and Malta, career guidance is integrated within the academic curriculum and is required to be provided by all teachers instead of only guidance teachers (GRZ, 2011); Debono et al (2007). Accordingly, Hooley (2017) stressed that subject teachers should be encouraged to bring careers content into the curriculum to bring the subject to life, making connections between classroom learning and young people's aspirations. For example, teachers teaching learners how to write business letters as part of English curriculum.

Yang et al (2012) investigated on the current situation of service delivery of university career centres in South Korea. A total of 15 career centres responded to the questions about how often they provided specific career services and how important each service was in their service delivery. Results showed that the career centres focused more on career placement than career exploration services. According to Hoff (2001) career placement for the disabled learners involves assisting them have a clear idea of the type of job they wish to pursue and help them consider what type of work environment would be the best fit for them. The study further revealed that among career exploration services, individual career counselling was most frequently provided. Additionally, it was uncovered that career exploration services were targeted on understanding self, choosing a major, as well as exploring the world of work via individual career counselling, career workshops, career courses, special lectures on career exploration, field trips, and mentoring programs. Individual counselling offered students the opportunity to explore various issues related to career decision-making, but mainly dealt with personality or career interests based on career assessment results. While Yang et al (2012) investigated on the delivery of career services in Universities and to learners with disabilities in general, its findings cannot be generalized to the situation in Zambia and to the learners with hearing impairment particularly at Nsonta secondary school. Hence, the study was to be carried out to fill the knowledge gap regarding views of stakeholders on career guidance services to pupils with hearing impairment.

According to the study conducted by Biller et al (1991), career guidance for handicapped learners is provided by first assessing the vocational aptitudes of the learners followed by considering the interest and the values of that particular learner. The study revealed that programs regarding career guidance for the handicapped learners should be designed as a matching model by ascertaining what best fits the learners and in what occupation can they function well. This is also in line with the findings of Mcilveen (2009) who revealed that the traditional provision of career guidance should be based on talent matching and measuring

individual abilities and interests for each learner. Additionally, a study conducted by Dunn (2017) on deaf and hard of hearing college students' career development experience revealed that career guidance is provided to the students through exposing them to real work experience. It was further exposed that 76% of those students volunteered to work for instance at the institution (school) thought they gained information about what they wanted to do in their career from those experiences. What emerged from the study suggested that work experience helped learners with hearing impaired with informing their career decisions and in skill development.

While the studies cited above looked at how career guidance for handicapped and particularly for learners with hearing impairment is provided, little is known on how the service is provided to the pupils with hearing impairment at Nsonta secondary school. Therefore, the study was conducted to fill up the knowledge gap.

Mweemba (2016) carried out a study on pupils' perceptions of guidance and counselling services offered in selected secondary schools of Mazabuka district, Zambia. Results of the study revealed that guidance and counselling services were provided in groups in classroom lessons while individual sessions were rarely carried out. Between individual and group career guidance sessions, the study indicated that the majority of the pupils preferred individual career guidance to group career guidance sessions. The study further exposed that the preference was due to the fact that it allowed them have freedom in self-expression, thereby be able to overcome shyness than through group guidance sessions. Those who preferred group guidance and counselling explained that the procedure enabled them gather confidence after listening to what others said and learnt from their contributions and ideas. The study focused on the perception of the pupils' on career guidance, it did not reveal any information regarding the perception of pupils with hearing impairment. Hence, it remains unknown how stakeholders at Nsonta Secondary School considers the career guidance services offered to pupils with hearing impairment which the study sought to investigate.

According to the study by Yu et al (2007), career guidance services provisions for pupils with hearing impairment and other disabilities requires a multidisciplinary approach and collaboration among stakeholders. The study further revealed that career guidance services needs to be provided by professionals and non-professionals collaboratively to pupils as it enhances the service and encourages resolving the diverse challenges experienced by pupils with disabilities. A collaborative team of professionals, Para-professionals, nonprofessional's

and other inclusive education stakeholders is vital in career guidance services provisions for pupils with disabilities. Gysbers and Henderson (2006) in Majoko (2013) revealed that a team that provides the service includes school counsellors, rehabilitation counsellors, special education teachers, occupational therapists, regular teachers, parents, art therapists, assistant teachers, school principals and social workers. A total and coordinated approach ensures effective and efficient SGC services provisions for children with disabilities due to the collective pooling of resources. While the findings of the above cited studies advocates for the collaborative approach of the provision of career guidance services for pupils with hearing impairment, little is known on how the service is provided to the pupils, therefore, the need to conduct the current study to fill up the knowledge gap.

According to OECD (2004) career guidance has been traditionally provided through personal interviews, sometimes supported by psychometric testing. This is not different with the provision of the service to pupils with hearing impairment as Lambwe (2017) revealed in the studies that pupils with HI received the service in groups and on an individual basis through dialoguing between the providers and the pupils who are the clients. It was established that this has made it expensive to provide to large numbers, and so has limited its availability. The focus has tended to be on educational decision making, often with little attention to the occupational and longer-term career choices that flow from particular educational pathways (OECD, 2004). In particular, where career guidance services are wholly school-based, links with the labour market can be weak. It was further revealed that the other problem with the traditional guidance services is that they may be under pressure to place the institutional needs of their school before the needs of students. These pressures often operate in subtle, subconscious ways. They are particularly evident in systems where school funding is linked to the recruitment and retention of students. In such cases, guidance services may tend to promote the interests of their institution, even in cases where it is not in the interests of a student to enrol or remain there.

A response in some countries such as Germany and Netherlands to these various issues has been for personal career guidance to be provided by an agency based outside the school. Watts (2004) supports that in Germany, appointments with outside based career counsellors are made to provide guidance for the learners. The potential advantages of this include the possibility of career guidance having closer links to the labour market, the likelihood that career guidance will have a clear identity, separate from other forms of guidance, and the increased possibility that guidance will be independent of the interests of the educational

institution (OECD, 2004). Regarding the policy framework above, it remains uncovered whether career guidance in Zambia is provided through the means of outside-school career agencies, hence, the motive to conduct the study and establish how career guidance is provided to pupils with hearing impairments.

According to National Centre for Educational Statistics (2003) cited in Banda (2016), the most commonly available career guidance activities in public high schools in America were; use of college catalogues, individual counselling sessions, computerized career information sources, testing and having tests interpreted for career planning purposes, occupational information units in subject matter courses, exploratory work experience programs, careers days, vocational orientation assemblies, speakers in class, job site tours, tours of post-secondary school institutions, job shadowing, group guidance / counselling sessions, training in job seeking skills and courses in career decision making. On job site tours Hooley (2017) added that students are invited to spend the day in the workplace with either a parent, friend, relative or volunteer host. A true 'show and tell' experience for adults, in a multitude of different workplace settings including airports, police departments, civic centres, industrial enterprises, banks, restaurants, universities, radio stations, machine shops and hospitals. The initiative provides opportunities for students to see workers in different roles and responsibilities, and aims to enhance students' understanding of individual jobs in the context of the working community, while linking classroom and workplace experiences directly. The programme aims to create opportunities for students to see the realities of the workplace. Following the study Banda (2016) conducted, it revealed that the service is provided by the guidance and counselling teachers mostly in the Guidance offices and also complemented by the subject teachers. He further exposed that career guidance was time tabled in most schools that provided the service and that among other schools career talks, conferences and visits at job sites was the way career guidance was provided. In addition, Debono et al (2007) reports that career guidance is most effective when it is integrated within the academic curricular and begin in early grades. The study revealed that career guidance was provided with other subjects in schools as career education was not a stand-alone subject in the Maltese curriculum and that was not formally allocated space in the weekly timetable as in the case of countries such as Austria, Cyprus and Greece. Providers of career guidance in Malta adopted a different kind of system and do not offer career guidance as a subject on the timetable. They further reported that a key finding in their study was that curriculum led approaches in which careers activities are linked to the curriculum are the most effective. This may give rise to a

question; could this be the way career guidance is provided to learners with hearing impairment? Little literature in the context of Zambia is showing how career guidance is provided to learners with hearing impaired, however, it became imperative for the present to be conducted and to reveal how this service is provided to learners with HI at Nsonta secondary school.

2.3 How familiar guidance teachers are in Sign language

Sussman et al (1971) in counselling with deaf people revealed that most career guidance teachers cannot communicate in sign language, a prerequisite to counselling most pupils with hearing impairment. This situation sufficiently places pupils with hearing impairment at a disadvantage. Not only do the pupils have no one to come to with problems, but they cannot even obtain basic information about the programs available to them for postsecondary academic and vocational/technical education. Nevertheless, if a pupil with such a disability in day schools and classes and regular public schools cannot even get basic information about services available to him because of a poor communication by counsellors, he or she has no hope of receiving counselling regarding personal problems, career planning and so on. The study further revealed that a few residential schools have a psychologist and social workers, or counsellors who are able to use sign language that are in charge of the provision of career guidance to pupils with HI. Unfortunately, such persons are in the minority. In many schools, residence hall counsellors are unable to use sign language, which precludes adequate counselling even if the staff were competent to provide it. Nyong'a (2005) and Banda (2016) reveal that most career guidance teachers did not receive adequate training thus the reason why pupils lack in this service. Additionally, in Malta, the Career Guidance Task Force (2007), reports that Career Guidance is generally delivered by teachers who are distant from the labour market and thus are not knowledgeable enough to offer adequate guidance that reflects the changing trends in the labour market (Debono et al, 2007).

Beholding this concern in a more specific manner, Ndhlovu (2007) reported that pupils with hearing and visual impairments did not adequately access guidance and counseling in schools due to the fact that most guidance teachers did not have skills in sign language and Braille. Chikopela (2019) conducted a study on counselling HIV and AIDS learners with hearing impairment. The study sought to establish how guidance teachers who do not know sign language provided HIV/AIDS counselling to pupils who only benefit from the use of sign language and to establish whether the pupils with hearing impairment really get what they communicate to them orally. The study revealed that career guidance teachers were not able

to communication in sign language and as a result pupils with hearing impairment did not benefit from the counselling; however, they provided HIV/AIDS counselling with the presence of hearing pupils who were familiar with sign language in the counselling room to interpret. Additionally, it was revealed that pupils with hearing impairment were helped by the use brochures to learn about HIV/AIDS issues.

These provoking findings instigate questions on how career guidance services are provided to pupils with hearing impairment; Are the career guidance teachers competent enough in sign language at Nsonta Secondary school. This knowledge gap therefore, inspired the present study.

An issue of communication has been in presence between the learners and guidance and counselling teachers in the education system for a while now. According to Lambwe (2017) who studied on the status of career guidance in special schools, revealed that the idea of communication between guidance teachers and the hearing impaired learners has been a challenge in the provision of necessary counselling. Mukamba (2013); Luyando (2015); Banda (2016); Bbuku (2017) and her study revealed that such a problem emanates from the fact that some school counsellors do not possess any training to offer counselling even to regular learners. Her study furthermore revealed that most of the career guidance teachers were not competent because they were under-qualified and only possessed diplomas as a level of qualification. Similarly, Debono (2007) reveals that guidance and counselling services are not offered to the special schools. It is to be noted also that career guidance services to students with individual educational needs who are in mainstream schools needs to be improved, with specialization in this particular area. No special training is provided to guidance teachers and counsellors regarding career guidance for students with disability. Banda (2016) affirms that most of these activities require certain knowledge skills and attitude on the part of the guidance providers for them to be effectively carried out. However, it is not known whether teachers providing career guidance had the required competences such as sign language to carry out the service to the hearing impaired learners. Besides, for young people who are deaf or hard of hearing, communication difficulties combined with environmental and attitudinal barriers may constitute potential disadvantages in achieving educational and career outcomes (Punch, Hyde, and Creed, 2004). This knowledge gap instigates the current study worthwhile.

Similarly, a study conducted by Ntinda, S'lungile and Thwala (2019) on the experiences of teachers of the deaf and hard-of-hearing students in a special needs high school for the deaf in Eswatini. The study adopted a qualitative approach and was exploratory in nature. Participants comprised of eighteen purposively sampled teachers of deaf and hard-of-hearing students. They participated in individual in-depth and focus group discussion interviews on the teaching and communication aspects with deaf and hard-of-hearing students. Teachers reported to experience gaps in professional competencies to teach the mainstream curriculum for which they needed further education. Teachers of learners with hearing impairment in Eswatini did not adequately obtain Sign language training. This was somewhat expected especially that inclusive education in Eswatini has not properly been integrated in teacher preparation programmes. This suggests that there is knowledge, skills and experiences that teachers of learners with hearing impairment need to possess to be relevant and effective. It was established that teachers who did not receive the required training in Sign language in Eswatini struggled to equip students with HI with the necessary learning skills.

Makojo (2013) investigated on the challenges in School Guidance and Counselling (SGC) services provisions for children with disabilities in Zimbabwean inclusive primary schools. He uncovered that primary school counsellors lacked training and experience in School Guidance and Counselling and Special Needs Education. It was further revealed that inclusive primary schools lacked materials and supplies, time, finance, physical and curricular resources. The study revealed that there was no mandatory School Guidance and Counselling policy and legislation, clear mission statement, School Guidance and Counselling Framework, school counsellor certification requirements nor a School Guidance and Counselling national model. These facilities, together with Special Needs Education, experience in teaching children with disabilities and staff development, were found to positively impact on SGC services provisions for children with disabilities. This study focused on the provision of career guidance to learners with a variety of disabilities. Nevertheless, its findings cannot be too accurate to the provision of career guidance to the HI. Therefore it becomes imperative to conduct this study and establish the relevance of the service to the learners of HI at Nsonta Secondary school.

UNESCO (Education for All, 2010) career guidance and counselling is a very important aspect, especially under circumstances where jobs are not easily available. Many learners will not be able to find their occupational pathways or higher learning or training opportunities due to lack of career guidance at schools. Punch (2004) conducted a study by comparing 65

hard-of-hearing students with a matched group of normally hearing peers on measures of career maturity and career indecision. The results indicated that two groups did not differ on measures of career maturity, but perceived career barriers related to hearing loss predicted lower scores on career maturity attitude for the hard-of hearing students. Career theorists and researchers emphasize the importance of the development of career maturity and career exploration skills and attitudes for adolescents to negotiate the school-to-work transition successfully and achieve optimal career outcomes, particularly in the rapidly changing world of work (Blustein, 1997).

2.4 Contents of career guidance for pupils with hearing impairment

Learners with hearing impairment are supposed to be equipped with information about careers in the world of work in order for them to make an informed decision when choosing a career to pursue. Particular attention has to be given to such learners due to their limited ability of hearing to acquiring information. Lucas (1999); Kennedy et al. (1999) and Kelechi and Ihumoma (2011) revealed that learners who were furnished with career guidance services had opportunities to know about occupation, their interests and skills all stage of career development especially in elementary schools. However, these findings might also help learners with hearing impairment that may be availed with career guidance services in their schools (Lambwe, 2017).

A study done by Bari et al (2013) on school-to-work for hearing impaired students revealed that career guidance for hearing impaired students in Malaysia is centred on technical and vocational education programs that focus on skills and employability in the career world. Specific subjects offered which are expected to assist hearing impaired students to find jobs like hair dressing, ceramics, graphic art, cooking, car repair, agriculture, making batik, technicians, air conditioning. The study further revealed that schools offered content that allowed pupils to organize and select academic, career, or technical courses based on their career interests and goals. With the guidance of the school, pupils use a career planning process based on career goals, interests, and abilities.

In Georgia a study by Akkok (2015) stated that a good career guidance program should contain three main elements. These are: career information, career education and career counselling. Career information consists of occupational information, educational information, employment information, and job banks. He further highlights that Career information is the core of all effective career guidance provision. The information on

occupations and learning opportunities, the relationships and pathways between the two needs to be included. In many middle-and-low-income countries, career information in general, and labour market information in specific, is very limited. Similarly, Sweet (2001) concluded that a well organised information and guidance is an essential feature of effective transition systems. However it also noted that, information and guidance systems are frequently not well organised in many countries such as Kenya, and have often not been given a sufficient priority by those responsible for youth transition policies (Nyong'a, 2005). It remains unknown therefore what the status is regarding the content of the career guidance that is provided to learners with hearing impairment at Nsonta Secondary school.

According to the study by Lambwe (2017) on the status of career guidance services in selected special schools for the hearing impaired learners in Lusaka, revealed that career information, career education, career assessment and vocational skills was what was offered to pupils in special schools to the HI learners. Her study further revealed that majority of the content in the service provided to HI learners is pre-vocational skills which help them have an independent living after school. She revealed that it was because these learners faced difficulties for them to be employed in the formal sector or to attain a training of their choice.

Similarly, Debono (2007) exposed that students need to develop skills that will help them throughout their life and not just within the school environment. Although this maybe the case, the study of Piyasiri, Gamage and Manathunga (2016) suggested that a good career guidance service should not neglect the ability, personality, strengths and weaknesses and the environment in which a learner is. Similarly, Ortega et al (2014) outlines that the content of career guidance service include promotion of self-awareness and the development of social-emotional skills, interest and capacity assessments, information on job market and its demand, career planning, potential and limitations of each participant and his/her environment, link personal interests and resources with market demands, decision making which is targeted to help learners make informed and responsible decisions. However, it still remains unknown whether the same services are offered to learners with hearing impairment at Nsonta Secondary school. This incites for the study to be carried out to assess the relevance of career guidance provided to learner with hearing impairment at Nsonta in Kasama district.

Musenge (2016) conducted a study whose purpose was to examine the nature of career guidance collaboration between schools and industry in Lundazi district. With regard to its

findings, he revealed that the following were offered to pupils; career talks, motivation talks, site visits, career exhibitions, entrepreneurial skills awareness, and university/college entry requirements information. Whereas, this study was on collaboration between schools and industries, it focused its involvements on career guidance particularly on the transition from formal education to work. It therefore remains unknown whether the same interventions and content are relevant to learners with hearing impairment in Kasama district for learners at Nsonta secondary school.

Hamatuli (2014) asserts that 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. Hitchings (2001) and Hamatuli (2014) revealed that 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. In Hamatuli's (2014) study, he looked the provision of career information in as a case study of the University of Zambia. This does not enlighten on the provision of career guidance to learners of different challenges such as the hearing impaired. Therefore, it is vital for the study to take its course to reveal how information on careers is given to learners with HI at Nsonta secondary school.

Hopkins, Loma and Comp (1982) revealed a number of elements which can assist special educational needs students in the development of career planning and decision-making skills through a group process for individualized career exploration. That is, although conducted in a classroom setting, students explore the areas of the world of work related to their abilities, interests, aptitudes, and other personal characteristics. They also exposed techniques to teach the some content which include filmstrips, worksheets, and hands-on activities. These contents may be taught by a teacher or counsellor. Jew and Long (1976) in Hopkins, Loma and Comp (1982) stipulated that job choices and their expectations of jobs is one area ought to contained in career guidance of learners. Also interest inventories and long range goal setting.

Orenge (2011) conducted a study in Nairobi, Kenya on the status of career guidance and counselling programmes for students in public secondary schools in Nairobi province. In her findings she identified career counselling basically consisting of four elements: helping

individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, connecting students to resources so that they can become more knowledgeable about jobs and occupations, engaging students in the decision-making process in order to choose a career path that is well suited to their own interests, values, abilities and personality style, and assisting individuals to be active managers of their career paths. The findings of the study revealed that the career programmes used in secondary schools in Nairobi province were limited mostly to motivational career talks hence they do not provide adequate and varied opportunities for students to explore their abilities, interests, skills and attitudes in career decision making. The findings of this study also reflect that there is lack of variety in the programmes being implemented in public secondary schools in Nairobi. Considering such faintness, the study only concentrated on the status of career guidance in secondary schools neglecting learners with hearing impairment. It is for this reason that this study should be conducted in light of children with HI in the Zambian context.

2.5 The relevance of career guidance services to pupils with hearing impairment

Basham (2011) conducted a study in New Zealand which focused on the role of career education and guidance for students in year 13 and its implications for students' career decision making. The researchers first objective in this study was to examine whether or not the current careers education and guidance being delivered in secondary schools was relevant and helpful for students during their decision making process. The findings were obtained by asking the students directly what it is they wanted and needed. The study revealed that learners appreciate work experience within their career field(s) of interest. This made the learners consider the career guidance relevant because it helped them to make more informed career decisions. Her study revealed that some learners felt that all learners in senior school should be able to participate in some form of Gateway, where students spend one day a week in a possible career field. This would allow them to talk to people working in their career interest in a normal work setting, to work shadow, to perform basic tasks and to experience first-hand what it is like to work in this occupation. Regarding the relevance of the career guidance, the study was mainly concerned with year 13 learners and did not give an insight regarding the situation of the learners with hearing impairment in secondary schools. As such, the current study focused on how relevant learners with hearing impairment considered the career guidance services provided to them.

A study done by Schroedel (1991) on improving the career decisions of Deaf Seniors in Residential and Day High Schools in America revealed that career guidance interventions can

have positive effects on the career decisions that deaf seniors make before graduating from high school. The study was conducted by interviewing 189 seniors from 16 residential and day high schools and revealed their career decisions and their experiences with career guidance activities. School staff evaluated the seniors' career decisions, career decision-making skills, and probable post-high school placements. The results showed the relevance of career guidance by indicating that seniors who had vocational training were more knowledgeable about their vocational aptitudes than were seniors who had no vocational training. For example, seniors who had career counselling were evaluated as likely to be more motivated about their career choices and more aware of career entry requirements than seniors who had not yet received career counselling. The study further revealed that seniors with vocational training were also more likely to have considered other careers prior to making career decisions. Seniors who had received career counselling were more knowledgeable than those who had not about the skills needed to enter their chosen careers and were more interested in their career choices. While the study focused on the career decisions of deaf senior learners from grades 10 to 12 in America, the current study focused on how relevant learners with hearing impairment regarded the career guidance services provided to them.

A study was conducted to investigate the Careers information provision in secondary schools of Zambia (Himantuli, 2014). It evaluated the relevance of career information provided in secondary schools with regards to career choices. A mixture of Quantitative and Qualitative methodologies and Case Study research design was used. Purposive Sampling technique was used to select 40 first year students to form the sample. Data was collected using questionnaires which comprised of both open and closed ended questions. The study revealed that majority of the respondents had their career choice determined or influenced by their parents'. However, only a few respondents were influenced by the career information received at school. This implies that the career information obtained from schools reduced in relevance at the point of making career choices. It was further revealed that most of the students found the career information obtained from school largely irrelevant when making their current career choices as they still had to seek for extra information to make their career choices. The study looked at the provision of career information in secondary school but does not provide an insight of students with hearing impairment. Therefore, investigating how relevant learners with HI considered the career guidance provided to them at Nsonta secondary school of Kasama district of Zambia was significant as this would help reveal

areas of deficit or whether the services call for an overhaul in delivery and provision of career guidance to foster improvement.

Furthermore, a number of studies have brought to light that the career guidance provided in public secondary schools is not relevant to learners regarding career decision making as compared to international schools. Nkuba (2012) conducted a study on career services provision to Secondary School Students in Tanzania. The study was carried out in six secondary schools in Dar-es Salaam region. The study employed both quantitative and qualitative research approaches. The sample of the study included 322 students. The questionnaire and focus group discussion were main tools used to gather information. The study examined the extent to which career services offered at school contribute to students' career decision making. It was expected that good provision of career services would contribute to the student's ability in making informed career decision. This result indicated that, the career services offered in public schools had low contribution on the students' career decision making process as compared to international schools in Tanzania. The study furthermore exposed that the difference was due to the fact that learners from international schools were exposed to more career programs and various sources of career information than the government schools. Likewise international school students have benefited more due to effective career programs and efforts from their career counsellors in providing useful career information to students as compared to ineffective career programs and untrained career teachers in government schools. While this study looked at the comparison of the career guidance service between public and international schools, it does not show how learners with hearing impairment considered the services provided to them. Therefore, there was need to investigate how relevant learners with HI at Nsonta secondary school considered the services provided to them.

In the study done by Musenge (2016) it revealed that some schools deemed their career guidance services as not relevant because they felt that their learners were not satisfied; explaining that it was basically for the reason that the service did not expose the learners to industries through activities such as field trips and that teachers were barely actively in support of career guidance. The study further revealed that the service was primarily vigorously provided to the pupils in grades 9 and 12 as part of preparing them both, for examinations and also for their entry into community life. In contrast of this view, Debono et al (2015) and Watts (1995) as cited in Musenge (2016) suggested that career guidance should start early in schools, and that it should continue through the secondary and postsecondary

life of a learner, and even beyond. Therefore, based on these findings the career guidance services offered to the learners was not relevant because it was provided only when learners were in examination class which is deemed as late. In a study done by Lambwe (2017), there was a mixture of feelings from learners on the relevance of career guidance in their schools. Others felt that the information they obtained from the careers offices helped them to choose a career as they revealed that they admired their peers that were self-employed and owned businesses from the vocational skills as that was the evidence of the relevance of career guidance programmes in their schools. On the contrary, the study revealed that others felt it did not help them at all. Regarding the findings of the study, it leaves much to be answered because it is not known how relevant career guidance provided in secondary schools is to the hearing impaired learners.

According to UNESCO (2000), studies conducted in Botswana revealed that many school leavers ended up on the streets, and quite a significant number continuously move from one job to another trying to explore, within the world of work, which job meets their interests and capabilities. The study exposed that the majority of the school leavers were not aware of their potential. It further highlighted that many learners are exposed to too little or in most cases no career guidance. On the contrary, the study revealed that guidance and counselling helps learners to know their abilities, interests, personalities, values and beliefs, and potential. Furthermore, career guidance assists learners to acquire the skills they need in order to cope with the different circumstances they may encounter later on in life. The study proved that career guidance is relevant to those learners that acquired it; however, much is left to be desired on whether the service is relevant to learners with hearing impairment.

Litoiu and Oproiu (2012) toiled on a study on the Need of career counselling in seven of the most prestigious universities in Romania. The study suggested that students face diversity hitches that drives to the needs for career counselling and guidance programs. It revealed that more than half of the students in Universities needed assistance in educational and vocational planning. The study underlined that despite an impressive network of universities, technical colleges; Romanian academic system is so competitive that the numbers of admission to these institutions are very restricted. Of those eligible for admission in higher education eight per cent is enrolled. As such, the study revealed that students began their preparation of their field of specialization for as early as in their eighth grade. With this early age for career decisions, it is not surprising that family had a strong influence on career orientation. Families acquired private tutoring for their children many years prior to the highly selective

and demanding entrance exams. These families were attempting to ensure success in the chosen career arena.

This study above is based on the significance of career guidance to university student in Romania and how relevant the service is to them. Therefore, such information on learners with hearing impairment is distantly known. Assessing the relevance of career guidance to pupils with hearing impairment in Kasama district in Zambia is what the study sick to achieve.

Based on studies of Punch et al (2007) and Zahari et al (2010), it is revealed that there is need to consider the type of a job to guide a learner in. Punch et al (2007: 20) asserted “the type of organization or job in which they might work was an important consideration due to their hearing loss. Often, they sought work in quiet environments and avoided working directly with the public; for example: Hearing issues severely restricted the number of jobs that I would be suitable for e.g. unable to work in noisy/retail environments”. Zahari et al (2010) published a journal on the employability of the Hearing Impaired Graduates in Malaysia Hospitality Industry and revealed that in the hospitality area, most of the restaurant and hotel operators were reluctant of hiring handicapped or disable due to the increase of invisible cost such as time and monetary in training and incentives. Operators need to consider their financial well-being in hiring instructors to train these special employees.

Zahari et al (2010) further aligned from his study that such groups should be afforded a number of basic right such as provision of clear and public criteria of a motion and access to career development which in no way discriminate on the basis or factors such as physical disability In line with the above notion, there is an increasing awakening concern by the Malaysia government on the importance of giving career guidance and training for the young disable groups. The Ministry of Higher Education has introduced continuing skill-based programs for the young hearing impaired students with the intention to equip them for industry career including hospitality industry.

The two studies highlights the relevance of career guidance to learners with disabilities in light of giving direction to such learners in considering the type of field to venture in considering their nature of their disabilities. Despite available literature, it still remains unknown whether the career guidance offered to pupils at Nsonta Secondary School in Kasama district is presented in such a fashion considering their disability and severity.

2.6 Summary of the chapter

This chapter discussed the literature review. The discussion was guided by the sub themes generated from the objectives of the study. The sub themes were concept of career guidance and the study objectives which were: How career guidance is provided to HI learners, competence of teachers providing career guidance to HI learners, contents of career guidance for learners with HI, the relevance of career guidance services to hearing impaired pupils.

From the literature reviewed, it was recognized that career guidance was offered in dissimilar ways. These ways that career guidance is provided include career talks, field trips, and career conferences among others. It was further established that in Zambia career guidance is frequently offered in careers offices on a one to one basis. The type of career guidance offered to pupils with hearing impairment was most pre vocational skill. In other countries such as Nigeria, instructions to learners with hearing challenges were facilitated by the use of assistive hearing devices. Despite the literature reviewed, it remains unclear how career guidance is provided to learners with hearing impairment at Nsonta secondary school in Kasama district of Zambia.

Regarding the competence of guidance teacher, the literature established that majority of the careers masters were not fully competent in providing career guidance. This was attributed to lack of training or not enough training in career guidance. Additionally, it was established that learners with visual and hearing impairment suffered a great deal due to the fact that a significant number of career guidance teachers had little knowledge in braille and sign language. In case of Malta Career Guidance was generally delivered by teachers who are distant from the labour market and thus were not knowledgeable enough to offer adequate guidance that reflects the changing trends in the labour market. In view of the above, it remains unknown how competent and familiar career guidance teachers are in Sign language.

Furthermore, the literature reviewed revealed that a good career guidance program should avail variety of information and experiences to the learners. Therefore, it should contain career information, career education and career counselling. These elements should be designed in a way that will assist learners to understand themselves in terms of their abilities, interests, values and also that they should be able to match their capabilities to the career they intend to pursue. It leaves much to be answered as the content and the relevance of the career guidance provided at Nsonta secondary schools is to the hearing impaired learners is still unknown.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter describes the research design that was employed, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how the data was analysed in order to answer the research questions. In addition, it describes the ethical consideration that was followed during data collection. Finally, there is a chapter summary.

3.1 Research design

A research design is a plan of the proposed research work. Kombo and Tromp (2006) define a research design as the ‘glue’ that holds the element in a research project together. Additionally, Cooper and Schinder, (2008) reveals that a research design is a plan that expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on those relationships. This was a qualitative study, employing a case study research design. This was suitable for learning more about a little known or poorly understood state on stakeholders’ views on career guidance services for the hearing impaired pupils. Ary et al (1990) contend that, case studies often provide an opportunity for an investigator to develop insights into basic aspects of human behaviour’. This study used this design over other designs to enable the researcher obtain in depth information which could be used to facilitate the generalization of findings to the larger population. The researcher in this study used qualitative interview guides to solicit information from respondents.

3.2 Study population

According to Orodho (2003) a population of a research is the target group from which the researcher wishes to draw participants from. In this study, population comprised all teachers for the hearing impairment and pupils with hearing impairment at Nsonta secondary school of Kasama District. The pupils with hearing impairment participated in the study because they were the recipients of the career guidance services and because they are the ones who can provide lived and accurate experiences about the career guidance service. Guidance teachers and subject teachers were also included in the study population to give insights on the topic under study as they were the coordinators of the career guidance programmes in schools. Their perspective was critical to the study.

3.3 Study Sample

A study sample is a small proportion of the population that is selected for investigation and analysis (Sidhu, 2014). The total sample of participants in this study was 33 respondents, broken down as follows: 25 pupils with hearing impairment two career guidance teachers and six subject teachers. This sample was drawn from one school. The school has two career guidance teachers who all took part of the study. All the pupils with hearing impairment were drawn from the senior grades; grade eleven and twelve as the school gave higher attention to pupils about to leave the institution. Moreover, according to the New Zealand Education Review office report (1999), schools have the responsibility to provide appropriate career information and counselling to all students, but special attention is recommended to be paid to those who are nearing the completion of their education cycle. Therefore, the learners in the senior grades were believed to be in a better condition to provide the lived experience on the relevance of career guidance to learners with hearing impairment.

3.4 Sampling procedure

A sample according to White (2005) is a group of subjects selected from the larger population and whose characteristics can be generalized to the entire population. Similarly, sampling can be used to make interpretation about a population or to make generalization in relation to existing theory (Taherdoost, 2016). A purposive sampling procedure was used to select the pupils with hearing impairment. This was appropriate for the study because the selected participants were in a position to discuss issues concerning the career guidance services provided to pupils with hearing impairment. In addition, purposive sampling procedure was used to select the guidance teachers and the subject teachers because guidance teachers are in charge and implement guidance and counselling services, hence, he was cardinal in providing information on how relevant career guidance is to learners with hearing impairment.

3.5 Research instrument

Interview guides were used to collect data from guidance teachers, subject teachers and pupils. The instruments were developed by the researcher and were used as a guide in getting data for the study. The instruments were administered to pupils, subject teachers and guidance teachers in order to cross check what was obtaining on the ground. The reasons for using the mentioned instruments were as follows:

3.5.1 Interview guide

McNamara (1999) in Dick (2002) posits that interviews are particularly useful for getting the story behind a participant's experiences. In line with Alshenqeeti (2014), it is worthwhile using interview guide because it offers the researcher an opportunity to uncover lived experiences that may not be accessible using techniques such as questionnaires and observations. In addition, it offers an opportunity to have follow-up questions.

3.6 Data collection procedure

Permission was obtained from UNZA Ethical Committee. Once clearance was obtained from UNZA and a letter of introduction was given, the researcher sought further permission to conduct the study in Kasama district from the DEBS Kasama-office. At school level, consent was attained from the school head teacher to carry out the study. 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. Face to face interviews were conducted with the guidance teacher. This procedure enabled follow up questions and understanding the lived experiences of the participants about the phenomenon. The interviews were conducted in the guidance teachers' office as it was quiet and private and convenient for the participant. The recording equipment was tested, and the interviewee was informed about the purpose of the study both in writing before the interview as part of the consent process and again at the start of the interview. The interview took a maximum of one hour. Focus group discussions were done with the pupils to collect data and to verify the truth of the data collected from the interviews.

3.7 Data Analysis

Data analysis involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp, 2006). The researcher analysed data using themes. Irrelevant information was separated from relevant information in the interviews and the focus group discussions. Relevant information was arranged into sentences or phrases which mirrored a single, specific thought and these sentences or phrases were further grouped into categories that mirrored the various aspects of meanings. It was those various meanings which were used to develop an overall description as seen by the participants.

3.8 Ethical consideration

The researcher adhered to ethical principles firstly by seeking for permission from the University of Zambia Ethical Committee before commencing the research. In the process of carrying out the research, the right of self-determination was highly upheld to allow the respondents to decide whether to participate in the study or not. Therefore, no one was coerced into participating, thus informed consent was sought. The researcher ensured that information given was treated confidentially; by so doing the participant's rights of privacy were respected. The researcher made sure to come up with questions which did not harm the respondents emotionally and psychologically and the aim and benefits of the study were explained.

3.9 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, and ethical considerations. The study employed a hermeneutic phenomenological approach. The research was conducted in Kasama district at Nsonta (pseudo name) secondary school. The sample comprised of one guidance teacher and twenty-five learners with hearing impairments. Purposive sampling procedure was used to select both the guidance teacher and learners with hearing impairments. 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 guidance teacher, while focus group discussions were used on the learners to collect information as research tools. The data was 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 FINDINGS

4.0 Overview

This chapter presents the findings of the study derived interviews with the pupils, career guidance teachers and the subject teachers. The presentation is in line and order of the study objectives which were: to establish views of stakeholders on how career guidance is provided to pupils with hearing impairments; to assess teachers' ability to communicate in sign language during career guidance activities at Nsonta secondary school; to explore views of stakeholders on content of career guidance provided to pupils with hearing impairment at the study school; and to document views of stakeholders on the relevance of career guidance services provided to pupils with hearing impairment at Nsonta Secondary School.

4.1 Biographic Data of Participants

Table 1- Gender of Participants

	Pupils with hearing impairment		Career Guidance teachers		Subject teachers	
	Frequency	%	Frequency	%	Frequency	%
Female	9	36	1	50	3	50
Male	16	64	1	50	3	50
Total	25	100	2	100	6	100

Table 1 above shows the distribution of gender of the various groups of participant in the study. According to the table, there were 9 (36%) girls against 16 (64%) boys in the study. There were two career guidance teachers who took part in the study. Apart from that, there were 3 male (50%) against 3 female (50%) subject teachers.

Table 2- Distribution of pupils according to their Age

Pupils were required to give their real age in years. The findings are presented in Table 2 below.

Age	Frequency	Percentage (%)
16	1	4 %
17	12	48 %
18	7	28 %
20	2	8 %
21	2	8 %
24	1	4 %
Total	25	100 %

4.1.1 Training, Qualification, Experience and age range of Career Guidance teacher and Subject teachers

All the 6 Subject teachers (100%) had obtained bachelor's degree in education. All of them had obtained training in career guidance but not all had experience. Furthermore, the career guidance teachers were also holders of bachelors' degree in education with training in career guidance and 4 years of experience in career guidance. In addition, all the 6 subject teachers' and the career guidance teachers' age ranged between 25 and 35 years.

4.1.2 Identifiers for pupils, subject teachers and career guidance teacher

Identifiers were used for differentiating and maintaining participants' confidentiality while presenting findings on the views of stakeholders on career guidance services for pupils with hearing impairment. The pupils were identified by "P". While the sample size was comprised of 9 girls and 16 boys, the first 9 identifiers represented girls while 10 to 25 represented boys, conversely, "P1" to "P9" were girls and "P10" to "P25" were boys. The career guidance teachers were represented by "GT1" and "GT2" while female the subject teacher were represented by "SBT1", "SBT2" and "SBT3" and the males being presented by "SBT4", "SBT5" and "SBT6".

4.2.0 Views of stakeholders on how career guidance was being provided to learners with hearing impairment at Nsonta secondary school

This section explains how career guidance was provided to pupils with HI as viewed by the pupils who received it and then by the career guidance and subject teachers who delivered the service. The study revealed that career guidance for pupils with HI was provided by the guidance teacher and was assisted by the subject teachers. It was revealed that career guidance is provided to the pupils on an individual basis, in groups and through industrial education visits.

4.2.1 Views of Pupils

Pupils were asked to explain how career guidance was provided to them by the career guidance teacher. Interviews with the pupils revealed that career guidance is provided in groups. The service was provided to the pupils in groups such as in classes as per grade, in groups which were organized by the teachers and the career guidance teachers and sometimes it was provided to all the pupils with hearing impairment at a goal in the dining hall. The following were the statements coming from the pupils succeeding the provision of career guidance in groups.

Pupil “P1” stated that:

The guidance teachers give us career guidance in different groups on different days of the week.

Regarding sessions conducted in the dining hall, Pupil “P10” explained that career guidance was provided in a big group where all the learners were present and given guidance at the same time. The following was stated by the pupil:

Sometimes career guidance is given to us in one big group when the guidance teacher combines us with all the pupils with hearing impairment from grade eight to grade twelve.

Pupil “P11” also affirmed that the service is offered to them in classes per grade. It was discovered that this way of providing career guidance helped the learners share information about careers at the same time enabled the pupils seek clarification from the facilitators (guidance teacher or subject teachers). The following was said by the pupil:

Depending on the topic, we pupils share knowledge about different careers as we discuss in class with our guidance teacher or any other teacher.

As mentioned earlier, the study found that career guidance was provided on an individual basis. This is a process through which the pupils work one-on-one with the career guidance teacher in a safe, caring, and confidential environment. At Nsonta secondary school, it was revealed that these sessions took place in the office of the career guidance teacher. Pupils specified to that above assertion that sometimes it is provided in a one-on-one environment. To confirm this, “P3” said the following:

I visited the guidance teacher to his office when I was looking for clarification about a certain career. I was helped with the information about the same career and the guidance teacher told me the subject to concentrate in for me to pursue the same career.

The study further revealed that some pupils were not so familiar with Sign language. It was discovered that such pupils had come from the mainstream schools and had acquired the disability at a certain stage in life due to illnesses. However, such pupils sought the service one-on-one after career talks for more information and clarification. One pupil mentioned that they missed some information during sessions and followed up for further explanation.

It was revealed that pupils get career information from the industrial visits organised by the school. During such sessions pupils visited companies to get an insight on how companies work and also useful information related to the practical aspects of a particular career which cannot be visualized in career talks. To confirm this, one of the grade eleven pupils, “P4” stated the following:

Career information is sometimes provided away from our school through visiting a place like an industry. For example, I came to learn about the career that I want to do from these visits.

Learner “P13” added:

Industrial visits provided us with an opportunity to meet people who are already working from industries who shared knowledge about a particular job.

With regards to views of the pupils on how career guidance was provided, it was revealed that the pupils received the service in groups as well as on an individual basis. Those that sought the service on individual basis were the pupils that missed the information on a particular lesson presented in Sign language as a result of not being too familiar with the mode of communication used. Furthermore, pupils revealed that the service was received away from the school environment on industrial education tours.

4.2.2 Views of Guidance Teachers

The guidance teachers also disclosed that the service is provided to the pupils with HI through career talks in groups, one-on-one and industrial visits. It was further revealed that most of the lessons are delivered by the guidance teacher and a few by the subject teachers.

As with regards to the view on group basis, besides offering the service in classes, it was disclosed that sometimes pupils were grouped according to their capabilities. To affirm this, here is what the career guidance GT1 teacher had to say:

Career guidance is provided to learners with hearing impairment using Sign language in groups categorized according to their levels. Some learners with HI are too slow to get concepts while others are not. Sometimes it is provided right in classes while other times it involves assembling all the learners with hearing impairment in the dining hall.

“GT2” we give slots or periods to teachers on different days were they talk about careers and how to choose a career, and then there is also a one-on-one that takes place in our office were we identify pupils that are doing well and guide them on what they can do after school. Here we also look at the subject a pupil is doing well and that’s where we center our guidance on.

The guidance teacher furthermore explained that the reason for providing career guidance in different places such as dining hall depended on the topics being taught. Topics that were intend for all the students demanded for a bigger venue which at the school was the dining hall. He had this to say:

Some topics such as comprehensive sexuality are meant for all the learners with hearing impairment because majority of these learners are

sexually active. As such, topics that involve everyone are provided in the dining hall.

Regarding grouping pupils in different groups besides their classes, a follow up question was asked how the grouping was done. It was disclosed that the criterion for grouping learners was done through an assessment known as screening. Pupils were categorized according to what they are able to do and what they cannot. To affirm this, the guidance teacher had to say this:

There is what we call screening; we take an opportunity to screen all the pupils in grade eight as they are enrolled. And sometimes we have new learners in grade ten that come from different school that need screening as well.

The reason for screening is for us to get the severity of the disability in that child because others cannot even write, therefore such are assisted to follow vocational pathway like woodwork and Home Economics.

Contrary to the views of the pupils regarding one-on-one (individual) provision of career counselling, the guidance teacher refused to have helped pupils individually or on one-on-one interaction and further assumed that the pupils were helped by the other guidance teacher who was a leave. Furthermore, he revealed from his experience that lack of contact on individual basis was attributed to shyness among the pupils and ignorance on the service. To confirm this, the guidance teacher had to say the following:

I have not experienced or helped a learner who voluntarily visited this office, but sometimes we call the learners to the office who seem to be experiencing challenges academically and exhibit bad behaviour for counselling and for guidance. Otherwise they have not been coming personally due to the reason that majority are shy and fail to express themselves to career guidance teachers.

Similar to the views of the pupils, the career guidance teacher disclosed that career guidance is provided on an individual basis, in groups when having career talks and through industrial visits. The career guidance further highlighted that groups are formulated according to the abilities of the pupils and sometimes groups meant meeting the pupils right from their classes or grades.

4.2.3 Views of the subject teachers

The teacher respondents at Nsonta secondary school were probed through interviews to explain how career guidance was provided to pupils with hearing impairment at the school. It was evident from all the six (100%) that it was provided in groups, on individual basis and through industrial education tours. Of the six subject teachers, “SBT1” responded that:

It is provided by the guidance and counselling department. But since they are only the two of them in the department, we as teachers assist so that all the pupils are catered for.

The career guidance teachers and a few selected subject teachers go around classes especially in the morning before the classes start. We go to different grades of the pupils on different days that we have shared amongst ourselves and provide career guidance.

It also reported that the service is provided to pupils on different days of the week in the morning before classes begin. To confirm this, one male subject teacher “SBT4” said this:

We provide it through groups when we are conducting roll call early in the morning before classes begin. At times it is done individually in the guidance office when seen that a certain pupil is not performing well in some subjects hence the need to advise him on the subjects that suits his academic capabilities

The subject teachers were asked whether career guidance was only provided right from the pupils’ classes and in response stated that sometimes there are career talks where the school invite different personnel from different professions to talk to the pupils about their careers. The subject teachers further revealed that educational tours were used to provide career guidance but rarely took place because of limited resources. “SBT4” stated the following:

It is not all the time that we provide career guidance from their respective classes. Sometimes we invite different officers’ especially civil servant such as the soldiers, nurses and those from ministry of agriculture to come and have a word with pupils. And this happens with the help of sign language interpreters. At times we have educational tours, but it does not take place often because of limited funds at the school.

One female teacher “SBT2” also stated the following:

At times we engage outside visitors from different fields to come and give career talks to our learners, this exposes them to a lot of careers, we also conduct field trips to expose our learners to different fields and see how these firms run so that they can have interest in some of these fields.

4.3.0 Teachers’ ability to communicate in sign language during career guidance activities at Nsonta secondary school

4.3.1 Views of pupils

Regarding the views of the pupils on how familiar the guidance teacher was in sign language, it was brought to light that the career guidance teachers were very familiar to sign language but other teachers were not. The study exposed that topics in career guidance were taught mainly through sign language which the guidance teacher was described to be a professional in that area. To confirm this, the pupils said the following.

Pupil “P11” exhorted the guidance teacher by stating the following:

Our career guidance teacher is perfect when it comes to sign language. The only problem is that not all the teachers are able to communicate the way he does. So it is a problem when you are given another teacher to help you with career information.

In a similar view learner “P5” a grade twelve pupil mentioned that:

The guidance teacher is very good in sign language but the challenge is when subject teachers who do not know Sign language talk to us about career we do not understand them.

Despite the proficiency of the guidance teacher in Sign language, the study revealed that some pupils were not too familiar with Sign language. Pupil “P12” another grade twelve male had a different view from majority of the pupils, when asked how familiar the guidance teacher was in Sign language he revealed the following:

I do not know what to say because I am still learning sign language.

A follow up question was asked how the pupil gets what is being taught by the guidance teacher. The pupil revealed that he depended on the use of the board when it is in use as well as reading the lips of the speaker. The following is what he said:

I understand our guidance teacher when he writes on the board while he speaks.

Pupil “P13” supported the views of the peer by stating that other pupils did not understand Sign language because they came from a school that had never taught them Sign language despite this status, pupils who knew Sign language asserted that they helped these peers who came from other school to learn Sign language. The following was said by the pupil “P14”:

Our friends who do not understand sign language are put in groups with us so that we can help them learn to Sign and communicate with other people in Sign language.

Furthermore learner “B4” added that sometimes there are lessons on sign language conducted in classes for the sake of those learners that do not understand the language. The following was mentioned:

Sometimes teachers would come in class just to teach us sign language

Regarding the views of the pupils on how familiar the career guidance teacher is with sign language, it was exposed that the career guidance teacher was able to communicate in sign language without challenges. Conversely, since the service was also provided by other subject teachers, the pupils expressed concern that they did not fully understand the lessons presented by these teachers because they were not very competent in Sign language.

4.3.2 Views of Career Guidance teacher

Regarding communication the study revealed that the guidance teachers were very familiar in Sign language. To affirm this, the guidance teacher “GT1” said this:

I cannot say I am excellent but I am good enough. I can sign considerably well enough to communicate and offer guidance to pupils with hearing impairment.

The other guidance teacher “GT2” also disclosed that she was very familiar with sign language and further revealed that some teachers involved in providing the service to the pupils with hearing impairment were not familiar with the mode of communication. The following is what “GT2” said:

Most of the teachers here are familiar with sign language but not all. For example there is a teacher who is dedicated to providing career

guidance to pupils but she is not very conversant to the Zambian Sign Language. With her, she didn't do special education but found herself at the special school. But with our help she is learning to communicate with pupils with hearing impairment.

The guidance teachers were asked how the service is provided by the teachers who were not very conversant with sign language, in response “GT2” stated the following:

To be honest, there isn't much understanding between the teacher and the pupils and that's why some pupils even complain. By the way, we have a lot of teachers that have done special education but they cannot communicate fluently with the learners with hearing impairment. So for them they just write and let the learners read. But in this case learners complain that they don't get anything.

The study further revealed that Sign language was not the only means of communication because some pupils with hearing impairment did not understand it fully as a result of acquiring the disability at a later stage. Together with Sign language, it was revealed by the guidance teachers that there were three other ways that teachers used to communicate with the pupils hearing impaired. These included lip reading, writing on the board and speaking loudly. 20 out of 25 pupils understood sign language while lip reading and speaking loudly was understood by the other 5 pupils. This mode of communication is called total communication. Among a senior class of 16 pupils, 11 learners understood sign language comprehensively, four could hear by speaking loud while one was able to read the lips of the speaker.

The respondent reported that within one class of pupils with hearing impairment, there are those that do not fully communicate in Sign language. This is because some come from the mainstream setting where Sign language was never an option. As a reflection of what is mentioned above, the guidance teacher “GT1” said the following:

When it comes to our learners with HI in our institution, there is not one means of communication simply because they are categories of learners within HI. Some were born deaf while others just acquired the problem due to disasters such as illnesses. For example we have pupils in grade 10 HI and grade 12 HI who got this condition from suffering from cerebral malaria. However, the ones that acquired the disability due to

illnesses can understand normal language with the aid of speaking aloud and looking at the movements of the mouth and are the one that make up the category of lip reading and loud speaking.

The career guidance teachers were further asked whether they experience any challenges regarding communication in Sign language between them and the pupils. The following was revealed by GT2:

The challenge with communication only comes in when we receive new pupils from other schools who were in the mainstream.

She further supported his statement with an example by saying:

For example, there was a girl who was in grade nine at a regular school who had an illness which led to deafness. When this girl came to our school in grade ten, they were communication difficulties. This and many more cases when learners from different schools join our school find it difficult to understand sign language.

The guidance teachers were further asked how such a challenge of communication is dealt with. The following was his response:

We gather such children and start teaching them sign language from the basics till they are able to understand sign language fully.

The career guidance “GT1” was asked if there is enough time for such pupils to learn sign language for them to be given relevant career guidance information.

He responded by saying:

We make sure they catch up with the rest of the learners. They learn the language and also learn a lot about their careers. And to my surprise these learners at the end of the programs are the ones even doing better than their colleagues the ones they found already in school.

The views of the career guidance teacher were consistent with the views of the pupil which showed that the career guidance teacher was familiar and competent enough to provide the service in sign language while some teachers and not all of them were also conversant to the mode of communication.

4.3.3 Views of subject teachers

The respondents revealed that despite having studied Special Education, some experience difficulties in sign language because they did not get enough training in Sign language while others claimed to have skills away from Sign language such as braille. It was also by three subject teachers (50%) that they were familiar with the mode of communication (Sign language) while the remaining three felt that they were not very confident with sign language. Therefore, it was established that some teachers provided career guidance with the help of sign interpreter. One of the subject teachers, “SBT6” confirmed by stating the following:

I am not very confident with my skills in sign language so I would present a topic with the help a Sign language interpreter who happens to be a pupil who is partially deaf to translate what is said and the questions from the students. But some of the pupils are able to get something from my speech when I talk loud.

One subject teacher revealed that he was good with Sign language but stated that not all pupils with hearing impairment in some classes were familiar with sign language because they had obtained the impairment at an older stage of their lives. Because of this condition the subject teacher “SBT4” revealed that he used sign language, the board, pictures and his speech for such classes. The following is what he said:

I use sign language, my speech, pictures and I write on the board more often so that I cater for all the learners with different conditions when am presenting a topic. This is because this is when others are learning to communicate in sign language as a result of getting the condition at a later stage in life.

Another teacher “SBT5” revealed that:

Not all the pupils will use sign language to communicate; at times pupils will put it in written if they see that you are not getting what they are trying to communicate. Sometimes actions will tell you that they are trying to communicate something for example when pupils are not happy with you, they won't give you a response when you ask them a question

4.4.0 Views of stakeholders on content of career guidance provided to pupils with hearing impairment at the study school

To establish the content of career guidance provided to pupils with HI at Nsonta secondary school, the guidance teachers, subject teachers and the pupils were interviewed. A presentation of the findings to this is given below. It begins with views of pupils then followed by that of the guidance teachers and the subject teachers.

4.4.1 Views of Pupils

The study exposed a number of topics contained in the services provided to the pupils with HI. The pupils revealed that choosing friends, managing time, comprehensive sexuality and knowing ones abilities and interests were among the content they had been exposed to. As with regards to choosing a career, career talks or conferences about different types of careers are held by the school were either teachers or the guidance teacher presents on one or variety of careers. One of the pupils, “P6” availed by stating the following:

Choosing a career is one of the things we have learnt in the career guidance we receive. I have learnt how to be more productive in life. I have learnt how to bake scones and how to make a pie. Therefore I want to own a bakery when I finish school.

Similarly another pupil “P7” mentioned that:

Choosing a career is one of the content of career guidance that we have come across at our school.

The study revealed that interests, values and abilities were topics that were offered to the learners in career guidance. Pupil “P12” expressed that one element contained in the career guidance offered is handling one’s emotions. To confirm this, the following was said:

We are taught how to handle ourselves from our physical appearance to our own emotions.

While choosing a career was one of the content of the career guidance offered to pupils with hearing impairment, Learner “P3” revealed that such a topic was sometimes coupled with knowing your ability. The following is what was said:

Choosing a career is one of the big things that are in career guidance and our teachers have taught us to consider our abilities and interests when choosing a career.

4.4.2. Views of career guidance teachers

Responses from the guidance teachers on the content of the career guidance provided were in consistent with the views of the pupils. It was revealed that the school did not have a syllabus for career guidance, however, the guidance teachers taught at random what they thought was helpful to the pupils. It was disclosed that among the topics contained in the services provided to the pupils with HI is comprehensive sexuality, time management, choosing a career, knowing ones' ability, choosing friends. One career guidance teacher "GT2" had this to say:

Regarding content, I would say there isn't much; I just depend on what I have learnt at school and what I feel can help the learners. This is because we do not have the syllabus. So I have taught them about careers, choosing friends, comprehensive sexuality, being discipline, and always teach them to consider their abilities to the careers they would like to do. For example, there is this kid who did very well at his grade nine and was supposed to go to a technical school but couldn't because of the disability. This pupil wanted to be a medical doctor but settled for teaching because most institutions do not provide learning instructions in sign language.

The other guidance teacher "GT1" emphasized that comprehensive sexuality was one of the topics taught consistently every term to the pupils with hearing impairment. He revealed that this topic was constantly taught because pupils with HI were said to be very sexually active and the intention of educating them on sex related topics was; as adolescent learners with hearing impairment they were more likely to engage in unsafe sex which could hold back their career endeavours. The guidance teacher "GT1" had this to say:

One of the programs contained in the activities offered to the learners with HI is comprehensive sexuality and among others, there is choosing a career, knowing one's, ability anger management, answering ECZ questions, managing time, understanding my interests and values and choosing friends.

The table 4.1 below summarizes the content of career guidance program

Grades	Contents
8 to 12	Managing time Choosing a career (career information) Knowing your ability Anger management Understanding my values and interests Studying techniques Answering ECZ questions Choosing the right friends

Furthermore, the study revealed that most of the content of the service provided to pupils with hearing impairment was centred on vocational career skills. The interview with the guidance teacher uncovered that majority of the pupils with HI did not attend post-secondary education or either keep or find a job at all because of their condition. The following was said by the guidance teacher “GT1”:

Majority of our learners are incapable to follow the academic pathway, however, we try our best to help them become familiar with vocational skills where they are exposed to practical subjects such as home economics and woodwork, so that at the end of two years they are examined by TEVETA and provided with a trade license.

Furthermore, the guidance teacher explained that career guidance is mostly focused on vocational skills because most of the learners with HI at Nsonta had learning difficulties that placed them on a disadvantage to thrive in the academic pathway. To prove this, the guidance teacher “GT1” said the following:

Other HI learners also have Learning Disabilities. Of course these learners can cross from primary school to secondary school but they automatically find themselves struggling so much in their path to grade twelve. For such pupils, we have done our best to teach but they do not pass. So what we do after screening is that we place them where they will be taking vocational subjects like Home Economics and Woodwork

4.4.3 Views of the subject teachers

The contents as viewed by the subject teachers were similar to the views of the guidance teacher and the pupils. Subject teachers also revealed that it contained career choices, knowing your abilities, discipline, choosing right friends studying techniques and answering exam questions. “SBT6” said the following:

We teach them about career choices, discipline if they want to achieve their goals, how to relate with friends, managing time, understanding their interests, values and so on. We also give health talks incorporated with comprehensive sexuality education. In summary, most of what is taught to the pupils is in line with vocational guidance.

“SBT3” stated the following:

We teach them content that will help them build self confidence in themselves as you know there is a lot of stigma against people with hearing impairment out there; hence a lot of them feel shy to incorporate themselves with daily activities that would help them sustain their lives

4.5.0 Views of stakeholders on the relevance of career guidance services provided to pupils with hearing impairment at Nsonta Secondary School

The study sought to establish how relevant pupils with hearing impairment considered the career guidance services provided to them at Nsonta secondary school. To this effect the guidance teacher, subject teachers and the pupils were interviewed.

4.5.1 Views of pupils

The pupils with HI were asked and expressed their views on the relevance of the services provided to them in career guidance. The findings were that there were mixed views regarding this question. 20 pupils regarded the services as essential to them since they had acquired knowledge and information pertaining to various careers they wished to pursue through some career talks that were presented in schools. Despite the above, 4 pupils expressed concern regarding presentations on topics presented by subject teachers who were not too familiar with sign language that they did not understand what was being presented therefore considering the service as not beneficial to them. The following were their responses.

The following said by learner “P15”:

Career Guidance has helped me learn to set goals and live in accordance with the aim of fulfilling my dreams. Also, it has assisted us pupils to learn about different types of careers for us to choose from.

Similarly, “P16” said:

Career guidance is relevant to me because for example I want to become a teacher; I have been taught what is required for me to become one.

Learner “P3” shared the same view as “P16” by stating the following:

When I have a problem with a certain subject or even a career that I wanted to pursue, the guidance teacher came up with a program that helped me.

The findings further showed that the service was very relevant because some pupils had already chosen a career and had already started making a living out of it: Pupil “P8” said:

Career guidance is relevant because it is already helping me and my sister from the knowledge on baking that I have been taught.

Some learners deemed career guidance relevant by referring to their former senior learners who have graduated from the school and are being industrious by running their own businesses and employing others while others are in formal employment.

With this regard, pupil “P17” said the following:

I know a former learner who was doing home economics who is doing well with his own bakery. He makes and sales bread in Mbala district. I know he is doing well because he has even employed his former classmate to work with him in his bakery.

However, four of pupils indicated that he did not understand the topics when they were presented by the teachers who did not know sign language and found it difficult to say that career services received were relevant.

Some lessons taught by other teachers become difficult to understand because of communication challenges between me and the presenter. So I don't know how much I miss out in such lessons.

4.5.2 Views of Guidance teachers

In order to establish the relevance of career guidance service provided to pupils with hearing impaired the guidance teachers were asked and the following were the findings that emerged. “GT1” in response he said the following:

In my experience, I would say the service is very beneficial.

He furthermore supported his statement by saying:

According to my own analysis of the learners with HI that have graduated from our school, the majority are doing well especially those that manage to obtain a TEVETA certificate.

The other guidance teacher “GT2” affirmed by stating the following:

It becomes relevant when the pupils obtain a certificate from TEVETA. This is because most of them struggle to understand content from the general syllabus and are disadvantaged by being examined the same way as the normal students. So it is only relevant when they are oriented in practical subject and obtain the trade certificate am talking about.

The guidance teacher was asked to give examples of such learners the school has produced. Therefore, he said the following:

The first example I can give is of a male former learner his name is B. He is now working for Chambeshi Water and Sewerage Company. This boy was doing Metal Work and obtained a TEVETA certificate in when he was in Grade nine. It is from this certificate that B was employed with. The trade certificate he obtained at this level is the same as the ones obtained from renowned trades training institutions such as Lukashya Trades Institute and Kabwe Institute of Technology formerly known as Kabwe Trades Institute.

The career guidance teachers were asked if they are other former pupils who can be used as an example other than the one from Metal Work. “GT1” responded by saying:

There is one girl by the name of C who graduated from here in 2018. Already she is working with a super market under the bakery

department. She was given a TEVETA certificate at grade twelve specifically under home management.

Another example to show the benefits of career guidance for the HI was of a pupil who also did Home Management. The guidance teacher “GT1” said the following:

The other one was doing Home Economics whose name is D and owns his own bakery which is doing very fine. I have visited the bakery and I can personally say that the vocational pathway for these learners has paid off.

The career guidance was asked if career guidance services offered was only relevant for the HI learners that took the vocational pathway. The following was the response by “GT2”:

H is one of girls who have excelled remarkably in Design and Technology. H is an HI and physically challenged person who was the first one from our school to graduate with a TEVETA certificate in Design and Technology. She worked with Kasama Teachers College for two years and is currently studying a Bachelors of Education in Special Education at Rockview Univerity.

The guidance teachers were asked how the institution ensures that all the HI learners benefits from career guidance as a service. “GT1” said the following:

Learners are categorized in different groups depending on their ability and levels. So there are days that are allocated to all the in different levels. For example, some are met on Tuesday and others on Wednesday. This system enables all the pupils to benefit from the services available.

4.5.3 Views of the subject teachers

Responding to the questions on the benefits of career guidance, the subject teachers revealed that the services raised their self-esteem; pupils are exposed to different careers while others are earning a living by selling things they make that they have learnt as a result of the services offered. One of the subject teachers, “SBT6” stated the following:

In my view, the learners esteem is boosted by having other people outside the school to talk to them about different careers. It gives them

hope to see other officers and overcome the sense of feeling neglected by the society

One of our former pupils who wanted to do teaching has tremendously progressed as we have seen him coming to do teaching practices. I can say that this pupils

Another teacher revealed that they become more aware of the options they have and enable them to concentrate in subjects areas related to their chosen careers.

4.6.0 Summary of the Chapter

This chapter presented the findings of the study. The findings were presented in accordance with the research objectives. The objectives of the study were: to establish how career guidance is provided to learners with hearing impairments; to establish how familiar guidance teachers are in sign language; to determine the content of career guidance provided to learners with hearing impairments; to determine the relevance of career guidance services provided to learners with hearing impaired. The findings were guidance is provided in groups, one to one and industrial visits. The guidance teacher was very familiar with sign language but other teachers were not. In terms of content of the guidance service, there was comprehensive sexuality, choosing a career, time management, knowing my ability, understanding my values and interests, studying techniques and choosing the right friends. In terms of relevance all the learners with hearing impairment at the school considered the guidance services as relevant. The next chapter discusses the findings of the present study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study which sought to assess the relevance of career guidance to pupils with hearing impairment at Nsonta Secondary school in Kasama district. The themes from the findings under each objective were brought out. These were; to establish how career guidance is provided to learners with hearing impairments; to establish how familiar guidance teachers are in sign language; to determine the content of career guidance provided to learners with hearing impairments; to determine how relevant learners with hearing impairment considered the career guidance services provided to them.

5.1 How career guidance is provided to learners with hearing impairment

The first study objective sought to establish how career guidance was provided to learners with hearing impairment at Nsonta secondary school. The study found that at Nsonta secondary school, the guidance teachers and the subject teachers provided career guidance to pupils with Hearing impairment. The researcher discovered that the school had two guidance teachers that spearheaded all the career related activities in the school while they delegated a few topics to the subject teachers. Therefore, the study brought to light that career guidance was provided on one-on-one basis, in groups and through industrial visits. It was revealed that one-on-one counselling seldom took place on pupils' voluntary base as the pupils are deemed to be shy to approach the office. Mweemba (2016) and Bbuku (2017) also documented that shyness among learners led to them not seeking career guidance on a personal foundation. Despite the assertion by scholars, the finding of this study can be said to be as a result of lack of sensitization by guidance teachers on pupils seeking career guidance at their time of convenience. Furthermore, it was established that one-on-one guidance was frequently provided to pupils who seemed not to be doing well in academics. This translated that one on one counselling was given to those HI learners that stood out differently and needed extra attention by the career guidance teacher. Regarding the provision of the service on one-on-one, the findings of the study are similar to the findings of Mweemba (2016) who revealed that career guidance service was provided on one-on-one basis and in group sessions, with the majority of pupils having preference to individual mode.

The current study furthermore established that career guidance was provided to pupils with hearing impairment in groups formulated by the guidance teacher by following the abilities of learners. The above assertion arose from the fact that other learners found difficulties in

getting what the teachers and the guidance teacher was teaching, therefore others were slower than their peers. The guidance teacher affirmed that other pupils were incapable to read and write (illiterate). In other words, the initiative of groups was as a result of the difference in the intellectual level of the learners. Several assessments were performed in order to draw together the pupils in different groups. Biller and Horn (1991) documents that the school based career guidance program for the handicapped and non-handicapped are designed as matching models in which career counselling begin by examining the learners as well as dealing with questions such as what level can a particular pupil best function and in what occupation or field can they find satisfaction. However, these matching models took into considerations the ability and interest of the pupils. This assertion is in line with Social Cognitive Career Theory (SCCT) which advocates for the interests and abilities of the pupils. One of the three intricately linked variables that serve as a building block of SCCT is self-efficacy beliefs. This refers to an individual's personal beliefs about his or her capabilities to perform particular behaviours or courses of action. SCCT asserts that the more likely a pupil is able to perform a task the more their interest develop furthermore resulting into higher chances of being successful in the particular domain (Lent, Brown and Hackett, 1994).

Career guidance was sometimes delivered right from the learners' classes in their various grades as group counselling while at times it is offered to all the HI learners in the dining hall. It was revealed that the meeting of the learners in large groups depended on the topics under discussion, for instance topics that affected all the learners such as Comprehensive Sexuality was provided in large masses in the dining hall.

From the interviews and the focus group conducted, other ways that career guidance should be provided to the learners did not emerge. For instance seminar weeks and workshops were not mentioned as a means used to provide the service to learners with HI. Similarly, Debono et al (2007) outlined that the provision of career guidance should start early enough and should be delivered as workshops, seminars and other activities supervised by the career guidance teacher. They further stressed that collaboration with professionals is very vital and makes the service relevant because it complements the lessons in the guidance field. Collaboration with professionals help expose the learners to the people who are in different fields and gives a platform for the learners to ask questions and clarify a lot of misconceptions related to their desired careers.

The study revealed that the provision of career guidance was done by the guidance teachers and assisted by other regular teachers in the school. The emerged finding in the current study are in conformity with Debono et al (2007) who stated that guidance teachers should work closely with the subject teachers to ensure continuity between career education lessons delivered within the career guidance programme and other lessons. Although this was the case, the study revealed that learners with hearing impairment found it challenging to work with other regular or subject teachers because not all the teachers were familiar with sign language. In this regard, the school system has a Continuous Professional Development studies that help such teachers to become better teachers in all areas including sign language so as to help in the provision of career guidance to learners with hearing impairment. Similarly in the study conducted by Makojo (2013), Mawire (2011) articulated that school counsellors in Zimbabwe needed staff development to be professionally groomed in career guidance services provisions while Lau and Suk-Chun (2008) posits that in Japan school counsellors receive continuous in-service training to earn enough credits to keep up their credentials as school career guidance.

5.2 How familiar are career guidance teachers providing counselling to hearing impaired learner to sign language

As revealed by the participants, the guidance teacher was competent enough to deliver career guidance as a service to learners with hearing impairment because he was familiar in sign language. It was revealed that the guidance teacher knew sign language hence did not have challenges to communicate with learners with HI. Interviews with the pupils revealed that the guidance teachers were perfect in communicating in Sign language and that all the pupils who were familiar with Sign language did not have a problem with communicating with the career guidance teachers. Furthermore, all the participants revealed that some teachers that took part in providing the service lacked skills in sign language. Interviews with the subject teachers further revealed that the state of having little or no skills in sign language was attributed to inadequate training despite being trained to handle pupils with hearing impairment. This is consistent with a considerable number of studies that have revealed that majority of the teachers handling pupils with hearing impairment are not familiar with sign language. For instance, the study conducted by Sibanda (2015) on the analysis of sign language proficiency among teachers of the deaf in schools in Bulawayo. The study indicated that teachers of pupils with hearing impairment in Bulawayo lacked Sign Language proficiency. The study concluded that the learning of the pupils with HI in schools in

Bulawayo is heavily compromised due to lack of effective communication between teachers and the pupils. The study also concluded that the learning in the schools would remain this way as long as the teachers were not proficient in Sign language. Similarly, this is in line with Nyong'a (2005) who uncovered that it was lack of training that hindered the effective delivery of career guidance programs in school. It was further stressed that guidance teachers were not very competent because they were not exposed to enough training. The findings of the current study were also in conformity with Ndhlovu (2007) who reported that pupils with hearing impairment did not adequately receive career guidance because the guidance teachers were not very familiar to Sign language. His findings further revealed that this was the situation even to pupils with visual impairment that their guidance teachers lacked the skills in braille hence affected the provision of the service. Accordingly, Nyaata (2018) uncovered that those teachers who are not familiar in Sign language hindered the effectiveness of learning of learners with hearing impairment and limited them from their academic transition.

In addition, in a study done by Chikopela (2019), it was revealed that career guidance teachers were not able to communicate in sign language and as a result pupils with hearing impairment did not benefit from the counselling; however, they provided the service with the presence of hearing pupils who were familiar with sign language in the counselling room to interpret. In contention of the above, the current study established that the career guidance teachers were able to communicate in sign language while a few subject teachers were not.

5.4 What are the content of the career guidance provided to pupils with hearing impairment?

The study revealed that the career guidance provided to the pupils with hearing impairment contained a number of elements such as choosing a career, knowing your ability, understanding my values and interests, managing time, comprehensive sexuality, studying techniques and choosing the right friends. The content is in conformity with Bari et al (2013) who put it that a typical content of a career guidance program should include, decision making, self-awareness, opportunity awareness and transitional skills. Each of the four contents mentioned open opportunities for the learners to explore various aspects of the world of work. In line with the Social Cognitive Career Theory (SCCT), the content of the programme at Nsonta is deemed relevant since it was revealed that the service integrates interests, the ability of the learners and decision making (choosing a career). Referring to Lent et al (1994) SCCT assumes that people are likely to become interested in, choose to pursue, and perform better at activities at which they have strong self-efficacy beliefs, as long

as they also have necessary skills and environmental supports to pursue these activities. Such content according to Whiston and Sexton (1998) in Lambwe (2017) exposes the learners with HI to come to learn about their skills, talents that result in an informed decision on their careers and the world of work. The results of the study are again in conformity with the findings of Akkok (2015) who stressed that a guidance program should contain and expose learners to occupational and employment information, career education and career counselling.

It was revealed that comprehensive sexuality was an element of focus in the services provided. This was the case because it was revealed that hearing impaired learners had high sexual desire which translated that they were most likely to engage in unsafe sex which may hinder their career endeavours. However, they were taught about the consequences of sex, HIV/AIDS related issues and how to stay away from the activity. This finding is in line with Sangowawa et al (2009) who conducted a study on sexual practices of deaf and hearing secondary school students in Ibadan, Nigeria. The study confirmed that hearing impaired students like their hearing counterparts were sexually active though age at onset of sexual intercourse was slightly higher than among hearing students. Hearing-impaired students were also more likely to engage in unprotected sex compared with the hearing students. In their study it further recommended that the health providers should design comprehensive sexuality education including counselling on safer sex practices for students with hearing impairments.

Choosing careers was one component associated with the program offered to the learners. It was exposed that such a topic was complemented by other topics such as knowing your ability and knowing your interests. It is from these two topics that choosing a career is mainly centred on. This is in line with social cognitive career theory according to Lent et al (2000) which posits that interests are unlikely to develop in activities for which people doubt their competence and expect negative outcomes. SCCT posits that for interests to blossom in areas for which people have talent, their environments must expose them to the types of direct, vicarious, and persuasive experiences that can give rise to robust efficacy beliefs and positive outcome expectations.

5.7 How relevant are the career guidance services offered to pupils with hearing impairment?

Regarding the relevance of career guidance service, the learners and the career guidance teacher exposed that it was relevant and was evidenced by graduates of whom most of them

were independent and seen to own businesses while others were being employed. Industrial visits gave the learners enough career information to arrive at a career decision. This is in line with the finding of Basham (2011) who revealed that students appreciate work experience within their career field(s) of interest and that it helped them to make more informed career decisions and that the school should assist with this and the government should fund it. It was further established that such a program allows learners to talk to people working in their career interest in a normal work setting. Additionally, Debono et al (2007) established that industrial visits yields to a most relevant career guidance service because strong links are established by schools with the world of work. While industrial visits made the service relevant, it was established from the guidance teacher that the industrial visits were very limited because the school did not have enough resources and the government did not fund the guidance department to support such activities. This is in line with Lambwe (2017) who exposed that lack of support from the government imposed a challenge in the provision of a relevant career guidance programme. She stated that the Ministry of General Education did not support the school in terms of materials to be used in guidance and counselling. This means that a number of programmes that can make the service more relevant for learners with hearing impairment becomes less or even totally unavailable for the learners to experience. Therefore, the way forward is for the government to procure and supply schools with adequate resources if career guidance was to be a more relevant service to learners with hearing impairment at Nsonta secondary school.

From the focus group discussions that took place, all the learners agreed that the service was relevant since it helped them with information about careers and while the majority stressed it that the service also helped them identify friends that were more helpful as part of their decision making process. Regarding a student that stated that he had sought one on one career guidance intervention, it was established that it helped him clarify problems he had pertaining the career he wanted to pursue. Similarly, this is in conformity with the finding of Debono et al (2007) who revealed that one-on-one career guidance assisted learners in choosing their career path, guidance teachers in schools conduct one-to-one helping interventions with special emphasis to the learners who needed to make subject related choices, and to those that sought to clarify their thoughts about their future career plans. The aims of such interventions include those of helping students explore their feelings and concerns, reflect on the information they have collected, and work on any emotional difficulty which students may experience in making career decisions. Although one learner mentioned of seeking career

guidance on the personal basis, the career guidance teacher had a contradictory view by stating that learners with hearing impairment did not personally approach him and assumed that it was due to the fact that the learners are shy to approach him for any kind of information or help. However, Debono et al (2007) further highlights that one must point out that, for various reasons, a number of students do not feel the need to make contact with their guidance teacher to discuss their future career plans. Regarding this matter, in Malta it was uncovered that the pressing nature of the personal and behavioural problems of students are given priority at the expense of the help needed by all students in relation to their educational and vocational choices.

The study revealed that career guidance is relevant because a number of learners looked up to their senior learners who had graduated from their school and have made a good use of the skills obtained from the vocational career pathway. It was established from the study that career guidance is relevant since some learners are industrious from the knowledge of career guidance even before they graduate. Revealed by a learner, one had been using knowledge that she has learnt to start a business that has made her also support herself and be able to contribute at her home. The career guidance teacher stated that the service was relevant speaking from the performance of the HI learners that have left the institution. It was revealed that a number owned the own business and some were employed by super markets, utility companies such as Chambeshi Water and Sewerage and so on. This is in conformity with Lambwe (2017) who revealed that learners with HI admired their peers who were self-employed and owned businesses from the use of skills obtained from school. Additionally, UNESCO (2000) exposed that majority of the school leavers in Botswana did not know what to do and were not aware of their potential because they were not exposed to career guidance. It was further established that career guidance helped learners who had access to it become aware of their ability, interest, value belief and their potential and most importantly to acquire skills needed for them to cope with the challenges of life.

5.8 Summary

The chapter discussed the findings of the study. The findings were discussed in line with objectives of the study. The study uncovered that career guidance is provided to pupils with hearing impairment by the guidance teacher and assisted by subject teachers. It was reviewed that it is offered in groups as well as on individual basis and from time to time through industrial education visits. Regarding provision of career guidance in groups, the study

further reviewed that learners were grouped according to their abilities and interests. This is brings into line the Social Cognitive Career Theory which regards the interest of the learners. Concerning Sign language, it was clear that the guidance teacher was very familiar to Sign language while other teachers experienced difficulties with the language. The content included Comprehensive sexuality, choosing a career which was taught alongside with knowing my abilities, understanding my values and interests, time management, studying techniques and choosing friends. With regards to relevance of career guidance service, it exposed that it was relevant and was evidenced by graduates of whom most of them were independent and seen to own businesses while others were being employed. Additionally, the study reviewed that industrial visits gave the learners enough career information to arrive at a career decision.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter concludes the study and also makes some recommendations based on the findings of the study.

6.1. Summary

The present study discussed a variety of issues. It started with the introduction of the study where the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, the significance, delimitation and limitations of the study and the definition of the key terms of the study were discussed.

The study in chapter two reviewed relevant literature that was in line with the present study on the relevance of career guidance to learners with hearing impairment at Nsonta Secondary School. Chapter three discussed the methodology of the study and the following themes were described; the study design, population of the study, sample size, sampling procedure, research instrument, data collection procedure, data analysis and the ethical consideration.

Chapter four of the study presented its findings. The findings were presented in accordance with the research objectives. On how career guidance was provided the study revealed that it is provided in groups, one to one and industrial visits. On whether the guidance teacher was familiar with Sign language, all the respondents stated that the guidance teacher was very familiar with Sign language but other teachers were not. In terms of content of the guidance service, there was comprehensive sexuality, choosing a career, time management, knowing my ability, understanding my values and interests, studying techniques and choosing the right friends. In terms of relevance all the learners with hearing impairment at the school considered the guidance services as relevant. However, when teachers who did not use Sign language talked to the learners hearing impairment, the pupils did not understand the concepts presented. As such did not consider it relevant. Chapter five of the study discussed the findings of the study.

6.2 Conclusion

From the first objective, it was concluded that career guidance is provided in groups and on an individual basis. Although mostly the services were offered through group sessions, yet individual sessions were more beneficial as pupils were oriented in careers that matched their abilities and interests. The procedure depended on the topics and on the target group. Other

means that the service was provided was through industrial visits although based on findings, this particular mode took place once in a while because of limited resources at the school. Career guidance was provided by the guidance teachers who were assisted by other subject teachers.

Conclusions drawn from the second objective are that the guidance teachers and a few subject teachers were familiar with the mode of communication which is sign language and provided the service without difficulties. Despite this status, a few subject teachers were not able to communicate in sign language which raised great concern among pupils with hearing impairment as they did not understand content of presentations. The conclusion drawn from objective three is that there are career choices, time management, knowing ones' abilities and interests, comprehensive sexuality, choosing friends, studying techniques and self-discipline as content in the service provided to pupils with hearing impairment. Comprehensive sexuality was centre of focus this was because as adolescent learners with hearing impairment there were more likely to engage in unsafe sex which could hold back their career endeavours.

Based on the findings from the last objective, it is concluded that the career guidance services provided to pupils at Nsonta secondary school were considered relevant by the pupils when offered by teachers who were familiar with sign language. Pupils benefited from the service by exposure to different careers and gathering more information on careers they wish to pursue. On the other hand, great concern was expressed by pupils when teachers who were not familiar with sign language presented a topic that they did not understand anything due to communication difficulties. Therefore, the pupils considered the service as not relevant in such instances. Despite this set back, the general view of stakeholders regarding career guidance is that it was relevant to the needs of the pupils with hearing impairment.

6.3 Recommendations

Arising from the findings and discussion of findings, the following recommendations were made:

- i. The school to promote a lot of industrial tours so that pupils are exposed and have a feel of different careers for them to have a better informed career decision.
- ii. All pupils should have the opportunity to attend work experience as part of their career decision making process at school

- iii. The school should ensure that all teachers must have knowledge in sign language through Continuing Professional Development (CPD) so that all pupils with hearing impairment should benefit from their teaching.
- iv. The schools administration should take more responsibility for careers education by introducing appropriate school structures and processes to support this curriculum

6.4 Suggestions for Further Research.

- i. This study was restricted to one secondary schools in district (Kasama) of Zambia; to this effect, there is need in the future to broaden the study to involve other districts and provinces in the country in order to have a broader picture.
- ii. It is the researchers wish that future research may be conducted to establish effectiveness of a guidance teacher with hearing impairment in the provision career guidance to pupils with hearing impairment.

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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

Dear participants,

This serves to give you an understanding of the research and procedures that will be followed.

Similar information in this form will be read to you alongside the questions with regard to each objective and its research instrument.

Further the implications for your participation are explained below, finally you are asked to sign this form to indicate that you have agreed to participate in this exercise.

Thanking you in advance.

1. Description

This is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education in Guidance and Counselling.

This research is a major requirement for the researcher to complete this program. Therefore this study is purely academic.

2. Purpose

The researcher wishes to conducting be assessing provision of career guidance to pupils with hearing impairment in selected secondary schools in Nakonde district

3. Consent

Participation in the exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research will be treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

It is against this background that participants will only be identified through a number and not by name.

5. Rights of participants

All efforts will be taken to ensure that the rights of participants as per research ethics are protected and respected. Participants are assured that they are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document.

I have agreed to participate in this study.

Participant number

Signature

Date:

APPENDIX I: INTERVIEW GUIDE FOR PUPILS WITH HEARING IMPAIRMENT

This research intends to find out the views of stakeholders on career guidance service provided to pupils with hearing impairment at Nsonta secondary school. The assessment is meant to determine information needed to Forster career choice and benefits to hearing pupils.

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.

1. How do you receive career guidance at this school?
2. Have you ever sought career guidance as an individual by approaching any of the teachers or guidance office?
3. Who provides career guidance to you?
4. How familiar are the people that provide career guidance to sign language?
5. What other forms or mode of communication do guidance teachers use to communicate with you?
6. Have you been exposed to different careers?
7. In what ways have you benefited from the career counselling services offered?
8. What kind of topics have you learnt in career guidance?
9. How much do you think the career guidance services offered to you has helped you?
10. Mention some of the ways in which the career guidance unit in this school could do to make the guidance services more helpful?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: INTERVIEW GUIDE FOR SUBJECT TEACHERS/GUIDANCE TEACHERS

This research intends to find out the views of stakeholders on career guidance services for pupils with hearing impairment at Nsonta Secondary school in Kasama district. The assessment is meant to determine information needed to foster career choice and benefits to hearing pupils.

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.

1. How is career guidance provided to pupils with Hearing Impairment at this school?
2. Who provides career guidance to pupils with hearing impairment?
3. How familiar are you with the mode of communication (sign language)?
4. Are all pupils conversant with the mode of communication?
5. What other forms or mode of communication do you use to communicate with the HI learners?
6. Explain the services at this school which expose your learners to different careers?
7. What kinds of topics are taught to pupils with HI in career guidance?
8. In what way do your learners benefited from the career counselling services offered?
9. Do the services provided to the learners help them to understand their ability and interest?
10. Mention some of the ways in which the career guidance at this school could be improved to make the guidance services more helpful

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: ETHICAL CLEARANCE



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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Approval of Study

16th July, 2019

REF No. HSSREC: 2019-FEB-051

Mr. Enock Mubonde,
The University of Zambia
School of Education
Educational Psychology, Sociology and Special Education
P. O. Box 32379
LUSAKA

Dear Mr. Mubonde,

RE: "ASSESSING THE RELEVANCE OF CAREER GUIDANCE TO PUPILS WITH HEARING IMPAIRMENT: A CASE OF NSONTA SECONDARY SCHOOL IN KASAMA DISTRICT"

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2019-FEB-051
Approval and Expiry Date	Approval Date: 16 th July, 2019	Expiry Date: 15 th July, 2020
Protocol Version and Date	Version- Nil	Nil
Information Sheet, Consent Forms and Dates	• English.	To be Provided
Consent form ID and Date	Version	15 th July, 2020

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Recruitment Materials	Nil	To be Provided
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There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB), we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

THE UNIVERSITY OF ZAMBIA HUMANITIES AND

SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB

CC Director – DRGS
 Assistant Director - DRGS