

**EFFECTIVENESS OF CAREER GUIDANCE TO PUPILS WITH DISABILITIES IN
SELECTED SECONDARY SCHOOLS IN CHIPTA DISTRICT**

BY

MANDA EVA

**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of Master of Science in Counseling**

2019

DECLARATION

I, Manda Eva declare that the work in this study is solely mine. I further declare that this research has not been previously submitted at any other university and that all referencing from other works has been acknowledged.

Signature:

Date:

Supervisor's signature:

Date:

COPYRIGHT

All rights reserved. No parts of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means: electronic, mechanical, photocopying, recording or otherwise without the consent of either the author or this University.

APPROVAL

This dissertation by Manda Eva is approved as a fulfillment of the requirements for the award of Master of Science in Counseling Degree of the University of Zambia in Association with the Zimbabwe Open University

Examiner:

Date:.....

Examiner:

Date:.....

Examiner

Date:

ABSTRACT

More often than not, pupils in secondary schools find themselves in a state of dilemma before making important decisions that affect their career lives. The purpose of the study was to investigate the effectiveness of career guidance of pupils with disabilities in selected schools in Chipata district. This was to establish whether pupils with disabilities were being given the right career pathways in relation to their career interests and how their career prospects can help them when they complete school or transit to society. In order to achieve this, the study employed a descriptive design in which a mixed approach was used to collect data. Data was collected using purposive and simple random sampling techniques and instruments used were semi-structured questionnaires for 100 pupils and semi-structured interviews for 10 guidance teachers and 5 administrators. The total sample size was 115. The qualitative data which were obtained through semi-structured interviews were analyzed by coding and grouping the emerging themes. Description of each theme were done and interpreted critically and objectively while quantitative data was analyzed using simple descriptive statistics using Microsoft Excel to obtain figures and tables. Despite almost all respondents acknowledging the availability of career programs in secondary schools, the study had showed that; The career programs were not adequate to support the needs of the pupils with disabilities, in terms of guiding them on a diverse of issues that pertains to life in general, The career programs being offered in schools were not effective as pupils indicated that they were not benefiting from the school organized career programs and The pupil's career choices were not in line with the career pathway they were taking while in schools. It was discovered that pupil's career pathway was dictated by the school and not the pupils themselves declaring interest in what they like to do. Some schools pre-determine the career pathways of pupils even before the pupil reported for schools for a particular academic especially at Grade 8 and or 10. It is recommended that schools need to put up a variety of career programs to comprehensively assist pupils with disabilities. The study concludes that guidance and counselling is important in secondary schools and was being offered in the secondary schools. Guidance and counselling services/programs offered were education guidance, career talks and career outings. Through guidance and counselling comprehensive advice on career choices is given to students.

DEDICATION

I dedicate this piece of work to my four boys, my jewels, namely, Choolwe, Cheembe, Chaando and Towa.

ACKNOWLEDGMENTS

I would like to thank my Heavenly Father, Jehovah God, for the grace and wisdom accorded to me throughout my studies.

Many thanks go to my supervisor (**Dr. Chikopela Katongo**) for the untiring effort to help me go through this work. Thanks also to Dr. Mandyata, Dr. Ndhlobvu and other Lecturers in MSCC.

Many thanks to my husband Mr. Nebord Nkolomona and children for the encouragement I received to pursue my Master's Degree. Thanks to Mr. Benson Mwanza for help rendered in completing this work, Mr. Nawa Maswabi my boss (DEBS) for giving me time off to compile my work. I am highly indebted to you all. Thank you.

ACRONYMS/ ABBREVIATIONS

DEBS	District Education Board Secretary
GC	Guidance and counselling
IEP	Individualized Education Programs
MESVTEE	Ministry of Education, Science, Vocational Training, and Early Education
MOE	Ministry of Education
MoGE	Ministry of General Education
SGCS	School guidance and counseling services:
UNESCO	United Nation Educational, Scientific Cultural Organisation
ZECF	Zambia Education Curriculum Framework

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
ACRONYMS/ ABBREVIATIONS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xi
CHAPTER ONE:INTRODUCTION	1
1.1 Background.....	1
1.2 Statement of the problem.....	10
1.3 Purpose of the study.....	10
1.4 Objectives of the study	11
1.5 Research Questions.....	11
1.6 Significance of the study.....	11
1.7 Theoretical framework.....	11
1.8 Limitation of the study.....	13
1.9 Operational definitions of some key terms	13
1.10 Summary of the chapter.....	13
CHAPTER TWO:LITERATURE REVIEW	14
2.0 Overview.....	14
2.1 Career guidance programs	14
2.2 How career guidance can help pupils with and without disabilities.....	16
2.3 The role of guidance and teacher and counselling teacher in career programs	18
2.4 Specific career programs in Secondary schools	18
2.5 Pupil’s role and responsibilities in career guidance programs at school	19

2.6 Parents roles and responsibility in career guidance programing	20
2.7 The role of secondary school management in career guidance programs	21
2.8 General career pathways in Zambian Secondary Schools.	22
2.9 Career pathways for pupils with disabilities in secondary schools	24
2.10 Effectiveness of career guidance	26
2.11 Summary	27
CHAPTER THREE: METHODOLOGY	28
3.0 Overview.....	28
3.1 Research design	28
3.2 Target population.....	29
3.3 Sample size	30
Table 2.3 summary of the sample population.....	30
3.4 Sampling technique.....	31
3.5 Data collection methods and instruments	31
3.6 Data Analysis.....	32
3.7 Summary	32
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	34
4.0 INTRODUCTION	34
4.1 DEMOGRAPHIC INFORMATION	34
4.2 Response Rate.....	34
4.2 Highest level of education of the teacher respondents	37
4.3 Career guidance programs for pupils with disabilities in selected secondary schools	37
4.4 Whether guidance and counseling programs were being provided to pupils with disabilities	38
4.5 Types of guidance and counseling programs in schools for pupils with disabilities.....	38
4.6 The effectiveness of career guidance of pupils with disabilities in secondary schools...	43
4.5 Guidance and counseling materials	43
4.6 Pupil benefits from organized career programs by the school.....	46
4.7 Career choices of pupils with disabilities with regard to the career pathway.....	46

4.8 Career pathway taken by the schools	47
4.9 The vocational subjects being provided in the schools	48
4.10 Follow up to check what pupils are doing in society in relation to the pathway they took at school.....	48
4.11 Influence of career choices among learners	50
4.12 Pupil career choices in comparison to the pathway being taken at school.....	52
Figure 4.10 Pupil career choices in comparison to the pathway being taken at school	52
4.5 Summary of the chapter.....	52
CHAPTER FIVE:DISCUSSION OF FINDINGS.....	55
5.1Introduction.....	55
5.2Career guidance programs for pupils with disabilities in selected secondary schools	55
5.3The effectiveness of career guidance of pupils with disabilities in secondary schools....	56
5.4Career choices of pupils with disabilities with regard to the career pathway.....	58
5.5 Summary of the chapter.....	60
CHAPTER SIX:CONCLUSION AND RECOMMENDATIONS	61
6.0 Overview.....	61
6.1 Conclusion	61
6.2 Recommendations.....	62
6.3 Recommendations for action	62
6.4 Recommendation for further research	62
REFERENCES.....	63
APPENDICES	66
APPENDIX 1.....	66
Appendix 2: Semi- structured Interview guide for Guidance Teachers	69
Appendix 2 Semi-structured questionnaires for pupils.....	70

LIST OF TABLES

Table 1.7 The first two stages of career development stages which affect school going children 12

Table 3.4 summary of the sample population..... 30

 Table 4.1.1 Response rate of the respondents..... 34

Table 4.1. Sex of the respondents 35

Table 4.1. Working experience of the teacher respondents..... 36

Table 4.4.3 Follow-up pupils after they leave school.....48

LIST OF FIGURES

Figure 1.7: Theoretical framework.....12

Figure 4.2.1 whether guidance and counselling programs were being offered 37

Figure 4.2. Type of Guidance and counseling programs provided to pupils with disabilities 38

Figure 4.3.1 Availability of guidance and counseling materials in schools 39

Figure 4.3.2 Pupil benefit from organized career programs by the schools 43

Figure 4.4.1. Pathways taken by the secondary schools for pupils with disabilities 46

Figure 4.4.2 Vocational subjects being offered to pupils with disabilities in secondary schools 47

Figure 4.4.4 What influences career choices among learners..... 48

Figure 4.4.5 Pupil career choices in comparison to the pathway being taken at school..... 51

CHAPTER ONE

INTRODUCTION

1.0 Overview

The first chapter of this paper starts with the background of the study which describes the effectiveness of career guidance to pupils with disabilities in selected secondary schools in Chipata district. This is followed by the statement of the problem, purpose of the study, objectives of the study, research questions, limitations of the study, significance of the study and definition of terms.

1.1 Background

More often than not, pupils in secondary schools find themselves in a state of dilemma before making important decisions that affect their career lives. Mostly, they seek advice from parents and friends before deciding on what to do. The dilemma in career choices become more prominent when they start taking career pathways that are not well defined such that they don't know what good will result in their choices once they complete school. This is one of the underlying causes of unemployment and the resultant deprivation and poverty, which can be attributed to poor career choices and inadequate preparation for self-employment. It is therefore very important that career guidance and counselling department in schools embark on meeting pupils to enlighten them on what career choices they can pursue in relation to their career pathways they are taking. According to Thomas and Goodman (2005), career guidance counsellors are in a unique position to assist in the development and planning of careers for pupils with disabilities as well as for that do not have. They are trained in career counselling and have career development as one of the three domains of focus for working with pupils. Emphasis should be put on career choices that involve both vocational and academic pathways.

Before embarking on career guidance to pupils with disabilities, it is important to realize that even in career choices, pupils with disabilities require Individual Attention. Individual Attention is addressing each pupil's strengths and weakness uniquely Wamocho (2003). Bearing this in mind, the career guidance teacher can formulate a document to help guide

pupils in acquiring skills and slowly helping them again interest in whatever skills they are interested in, which will make it easier to opt for either the vocational or academic pathways. Wamocho (2003) alludes to the fact that career guidance teachers need to formulate a document called Individualized Education Programme. This document is meant to ensure that pupils an appropriate placement. It is meant to give the pupil a chance to participate in regular school culture and academics as much as possible. In this way, the pupil is able to have specialized assistance only when such assistance is absolutely necessary, and otherwise maintain the freedom to interact with and participate in the activities of his or her more general school peers. It also helps the teacher to guidance pupils with disabilities in the acquisition of skills for their career choices which will be needed as they transit to the world of employment. Once this is done pupils are given career guidance specifically for the particular skill they are interested in.

Kombo and Tromp (2006) explains that pupils with disabilities have lower educational attainment than pupils without, which leads to failure to get good grades at school certificate level which eventually lead to lower economic status and unemployment. For this reason, they are likely to leave school earlier with fewer qualification. In order to help them cope with school pressure, Whitestone (2003) advocates for Educational Guidance. According to Wamocho (2003), Educational Guidance is the assistance given to pupils to enable them become aware of their abilities, special needs, interests and limitations. It also include keeping academic records and observation reports for each pupil. An analysis of the records and report give an indication of pupils who might require help and which academic area. Ministry of General Education (2013) alludes to the fact that Educational Guidance goes hand in hand with Career Guidance and has its aim at helping disabled pupils develop their maximum potential through academic process.

Vocational Guidance is one component in career guidance that is very cardinal in helping pupils with disabilities choose effectively what career pathway they want to take as well as the vacation skill they want to take when they transit to societal living. According to Kombo and Tromp (2006) Vocational guidance is the process through which an individual is helped to choose a suitable occupation, make the necessary preparations for it, enter into it, and develop in it. This is a continuous process since an individual is likely to re-evaluate the career

choice at various points in his/her life and may make changes at any point in his/her career. Since vocational guidance is a process in mentorship of pupils, it is very good for pupils with disabilities because it involves knowing and understanding what they really want to do in life, Kombo and Tromp (2006). It answers the question “what shall I do in life”. The aim of vocational guidance continues in life of an individual over a long period of time. It’s not a once off-activity. Thus, for pupils with disabilities, it is important that such career guidance activities are done from the time they start school to the time they transit to society. According to Ministry of General Education (2013), there is a deliberate policy in the curriculum for children with disabilities to be given Activities for Daily Living to enable those that will take the vocational pathway to get acquainted to skills at an early stage in their educational journey. They can perfect the skills where they have interests and abilities.

Career guidance according to Makumba (2013) is a service and activities intended to assist any individuals at any point throughout their lives to make educational training, occupational choices and to manage their careers. It also includes making and getting information about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. Thomas and Goodman (2005), explains that career guidance consists of services that help people successfully manage their career development. Career development is an aspect of human development, is the process through which an individual’s work identity immerses. This happens when pupils are old enough in their secondary school years by then their physical and cognitive development in well-developed and are able to make choices. These choices must be guided or else they can make choices that can be frustrating. It is at this time that career guidance and counselling is very vital whether to pupils with disabilities or not. Alemu (2000) alludes to the fact that in career guidance and counselling, the goal is to contribute to the holistic development of pupils, make pupils with disabilities happy, successful and adjust with in the environment they live in and supporting their transition to the world of work and decision making as they strive for continuous improvement through their lives. Wamocho, (2003) adds by explaining that in career guidance and counselling, pupils with disabilities are able to understand themselves in order that they could develop health, self-attitude, and ultimately become productive participants and social fits in society. Wamocho (2003), explains that through appropriate guidance and counselling, pupils with disabilities are helped to understand themselves, and

make appropriate plans for developing educationally, vocationally, personally and socially. This allows them to make better decisions in career choices since they are able to know and understand their limitations and their strengths. Ministry of General Education (2013) alludes to the fact that, career guidance and counseling is designed in such a way that it helps pupils with disabilities in areas like education, recreation, vocation and socialization.

For this reason, career guidance and counselling should not be restricted to the formal education system or to choosing an occupation, as has traditionally occurred, it should be include the informal learning done in an indigenous teaching class in villages. They have to learn various skills in the community which includes, basket making, house wifely, tending a garden and farming. Other organizations in society can be brought on board to help pupils (youths) in guiding them on issues of career choices. These may include churches and many non-governmental organizations working with pupils (youths). Once they are well guided, it can help pupils better define their dreams and interests and the importance of staying in school and participate in their communities.

Guidance and counselling involve three major components. These comprises of; Educational guidance, Vocational guidance and Personal/ Psychological guidance. Career guidance and counselling in schools deals with the educational and vocational guidance components and also psychological counselling.

Educational guidance involves assisting pupils to the educational environment so that they effectively cope with educational programmes. Thomas and Goodman (2005). It is therefore concerned with raising pupils' educational standards to open opportunities.

According to Ministry of General Education (2013), Educational guidance involves helping and individual in planning suitable educational programmes like choices of subject, development of good study habits, use of library, adjustment to school life, role of co-curricular activities in schools and those for guiding poor/dropped in performance of pupils.

Sultana (2004) alludes to the fact that Educational guidance is in three components. The first relates to developing a favorable setting for the individuals, education. This involves giving assistance to the new pupils to adjust to the new school, new teachers, new subjects and new regulations because these can be overwhelming to some pupils especially to those with

disabilities. Pupils need to be carefully introduced to the setting so that it will not present hindrances to learning.

In the second component of Educational guidance, anything to do with the curriculum is in this component. A pupil with many abilities and interests may have difficulties in deciding which subject will not be meaningful for him/her in the long run. Such pupils need assistance in understanding the relationship of his/her curricular choices to his Vocational objectives. Although the counsellor guides pupils to make their choices, the final decision should always be left to the pupils. Pupils with disabilities need this guidance because they find a lot of problems in knowing and understanding why and what good certain career pathways are given to them. Mostly, they will not question their subject combination, it therefore up to the career guidance teacher to take their plight for education into consideration.

In the third component of Educational guidance, the concern is with recognition of individual difference and their relationship to educational achievement. This means giving assistance to pupils to enable them become aware of their abilities, special needs, interests and limitations. Educational guidance also can include keeping academic records and observation reports for each pupil. Analysis of those records and reports gives an indication of pupils who might require help and in which academic areas Thomas and Goodman (2005). Usually individual guidance is required because it can be used to treat an individual's problem that result from his or her unique situation as a pupil. Specifically, individual counselling is essential to the treatment of manifest learning disabilities, disturbances of concentration, speech disorders, emotional disturbances, and behavior problems Alemu, 2000). In Special Education, this is called Individualized Education Programme. The guidance and counselling teacher makes sure that each pupil with disabilities is given this programme so as to help them to learn according to their abilities. A special teacher can be involved in this because he/ she is an expert in dealing with pupils with disabilities.

Vocational Guidance according to Makumba (2013), is the process of helping an individual match his personal attributes and his background with suitable employment opportunities. Alemu (2000) alludes to the fact that vocational guidance is a task that should begin with helping an individual to discover themselves and start making decisions on about what to do in life. UNESCO (2009) noted that through vocational guidance, individual pupils are given

universal attention in understanding the meaning of work in human life including survival trends in career world. Sultana (2004) explains that individual counselling in vocational guidance is the core activity of vocational guidance. This is carried out in the form of person-to-person counselling. During this counselling session, the pupil is assisted with;

- Information-counselling: the pupil only needs information related to career choices.
- Decision counselling: the undecided pupil wants to make some steps towards a decision (the process involves four stages; defining the problem, exploring interests and aptitudes, discussing vocational alternatives, planning and implementations).
- Realization-counselling; the pupil is committed to preferred alternatives and wants help in realizing them. Sultana (2004). In so doing the pupils will be assisted in making proper decisions in career choices. This is not only limited for pupils without disabilities, but also those with disabilities. For disabled pupils, they school guidance and counselling teacher will be guiding the in discovering their interests which may lead to choosing a career of their interests.

In the ever-changing world of uncertainty and increasing complicated changes, the inexperienced pupils with disabilities and those without disabilities need a lot of career guidance before falling to the unknown future of choosing the right vocation and career. Career guidance and counselling services are necessary not only for career development of pupils but also for maximizing the pupils' contribution to the economic growth of the nation UNESCO (2009). This thereby reduces the element of dependence and poverty for people with disabilities. When pupils with disabilities transit to society, they will go with a trade that they have learnt in vocational skills. If per adventure they are good at academic subjects, with guidance from a career guidance and counselling teacher, they will be guided to take the career path that is suitable.

Picking a career usually, comes after picking the right career pathways. If the pupil is given the pathways that are not right with his/her performance, it will affect their career choice. According to Makumba (2013), career guidance and counselling in secondary schools ensures the right kind of help in given in career choices. Many pupils take a psychometric test in order to avoid making mistakes and their efforts are commendable, although the results of the test

might leave them confused than before. Dagley and Salter (2004) gives a reason by alluding to the fact that, the psychometric test basically outlines the strengths and weakness of a pupil and highlights their aptitude and interests. The catch is, their aptitudes and interests don't match. Meaning, they can be good at Math but have an interest in Art. So which career option do they pick? The answer lies in career guidance from a qualified counsellor.

An established career guidance counsellor will firstly, be able to explain the entire report, tell them the perks and disadvantages of pursuing both their interests and aptitudes, and give them the clarity and understanding to make the right decisions. This is much needed, especially, when the pupils are prone to taking advice from inexperienced sources.

The decision that pupils make at school have a big impact on their lives, affecting not only their further education, but also their social lives, finances and health outcomes. A key function of secondary schools is to prepare pupils to transition successfully towards a future career path. This involves providing curriculum opportunities to build pupils general capabilities, support pupils' interests and aspirations, and support them to make informed decisions about their subject choices and career pathways Makumba (2013).

Career guidance and counselling according to Whitestone (2003), is a career education development process which captures the role of counselling as an educational service. It is capable of shaping the lives of individuals in the world of work. Counsellors are known for using their professional skills to encourage occupational adjustment for capacity building and national development. Counselling therefore, offers approaches to choices of occupations which later become the people's way of life through adjustment. Through counselling services, individuals are assisted to reach their occupational goals. But the worry is always been, how do we help pupils with disabilities to have this service that is specifically tailored at their abilities in schools to harness their potential and make them be self-reliant? Alemu (2000) gives the answer by explaining that career guidance and counselling need not be confined to the few but it can be made accessible to all (including pupils with disabilities). This can be done by using the key components of career and education guidance;

- Career education- developing knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which assist all pupils

to make decisions about their study and/ or work options and enable effective participation in their working life.

- Career guidance- assisting individual pupils (including pupils with disabilities) to make educational, training and occupational choices and manage their career and move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them. Supporting pupils in making well informed choices about subjects can lead them to have a more optimistic outlook on life, sense of purpose and greater level of contribution that they make to their families and society.

There are economic and social benefits when pupils are supported to make effective transition from secondary school to further education, training or employment. Career and Educational guidance play an important role in curriculum that supports:

- Pupils' interest, strengths and aspirations
- Pupils achievements
- Pupils at risks of poor outcomes
- Pupils making informed decisions about their subject choice and career pathways.

Career guidance and counselling if properly implemented helps pupils in making informed choices about their future by actively engaging in a process to understand their interests, abilities and identify the right careers within the local environment. Pupils with disabilities should also be exposed to this exercise. Career guidance and counselling should help pupils ask the question, who am I? What are my options? How can I get there? The ultimate goal of career guidance is a plan that is chosen, designed and carried out by the individual pupil through the guidance of the qualified guidance and counselling teacher. For pupils with disabilities, Alemu (2000) noted that career guidance teachers need to formulate a document called Individualized Education Programme, specifically for pupils with disabilities. This document helps the teacher to guidance pupils with disabilities in the acquisition of skills for their career choices which is tailor at their individual unique needs and will be needed as they transit to the world of employment. Pupils with disabilities need a lot of guidance, the career guidance teacher need to bear mind that, pupils at varying developmental stages encounter psychological challenges. The career guidance teacher will be guiding the pupils according to their unique interests, aptitudes and capabilities. Self-awareness knowledge will help them gain familiarity with different types of vocations, their educational and skill requirements, this

will help them to map out their career path with specific objectives and move forward to carry it out. However, for this to happen, programmes need to be based on accurate assumption about pupils' psychology, have access to high quality training and also up to date information on careers and skill in the particular locality. With these elements, successful career guidance and counselling programmes produce informed, inspired pupils who feel empowered to pursue their career path.

Career guidance and counselling according to UNESCO (2009), should be able to provide pupils from various socio-economic back ground with the support and services they need. Some career choices will demand more education or skill levels than pupils may poses initially. It is important for a programme to be open with pupils about all career options on the market while being clear about educational/ experience requirements to achieve them. Pupils who are interested in more demanding careers can then make their own decisions about whether to pursue further training or select another career path. Programmes should be prepared to provide information and guidance about further training and education needed, whether technical or soft skills (or life skills).

The need for career guidance in secondary schools is very crucial. Particularly for pupils with disabilities since they face conflicts between interests and abilities. There is therefore need to assist them realize their abilities, special needs, potentials that can be developed with a new view on how to make appropriate career choices and also improve contact sessions with learner so as to provide continuous reinforcement in skill training and enhancing career choices. However, The Ministry of Education through the Curriculum Development Center have developed a curriculum for pupils with disabilities to better prepare them for the world of work through the career pathway called vocational skills. This pathway involve skills for Activities for Daily Living. In the course, pupils learn skills that can help them learn skills that help them survive or earn a living. These skills can include gardening, sewing, house wifely, cookery, carpentry, shoe making etc. This came about because of the fact that pupils with disabilities who have the inabilities to do academic career pathways should not remain behind in choosing careers. However, those with the ability to choose the academic pathways, they should be encouraged to do so. If vocational pathways are encouraged at an early stage in schools, many pupils with disabilities will have a chance to transit to societal living being

useful and contributing to the well-being of society. Thus, having less persons with disabilities begging in streets. If the situation remain unchecked, the schooling gap between pupils with disabilities and those without disabilities will be widening from the time that they both start school. This study is therefore important because it will show why it is important to embrace every pupil in career guidance regardless of their abilities and inabilities in academic activities. If pupils with disabilities can complete school with failing grades and without any skills for daily living, then schooling will be of no use to them. Poverty levels and dependence on begging will be the order of their days. This study is important and beneficial to the majority of pupils with disabilities because it has shown how effective career guidance programmes are to pupils with disabilities in secondary schools when it comes to career pathways they take and if at all they match with their academic abilities. The study is going to help bridge the gap in career guidance being offered to pupils with disabilities and emphasis be given to career pathways that can be beneficial to them in their career choices.

1.2 Statement of the problem.

Studies done on career guidance in secondary schools have been reported to be beneficial to majority of pupils. Makumba (2013), explains that the effectiveness of career guidance is in the overall guidance strategies and positive school climate. However, little studies have been conducted to ascertain whether pupils with disabilities in secondary schools benefit from the career guidance services. Therefore, the problem is that it is not known whether career guidance to pupils with disabilities is being effectively provided in line with career pathways taken and how it can assist them in making good career choices. This study will therefore aim at filling the gap in knowledge on career guidance to pupils with disabilities in selected secondary schools in Chipata district.

1.3 Purpose of the study

The purpose of the study was to investigate the effectiveness of career guidance to pupils with disabilities in selected secondary schools in Chipata district. The results will assist schools in identifying whether pupils with disabilities are being given the right career pathways, how related they are to their career interests and how their career prospects can help them when they complete school or transit to society.

1.4 Objectives of the study

- i.** To establish career guidance programs tailored at pupils with disabilities in selected secondary schools.
- ii.** To establish the effectiveness of career guidance of pupils with disabilities in secondary schools.
- iii.** To determine career choices of pupils with disabilities with regard to the career pathway they are taking.

1.5 Research Questions

- i.** Does the school have programs for career guidance that are tailored at pupils with disabilities?
- ii.** How effective is career guidance of pupils with disabilities in secondary schools?
- iii.** Do career pathways taken by pupils with disabilities in line with their career choices?

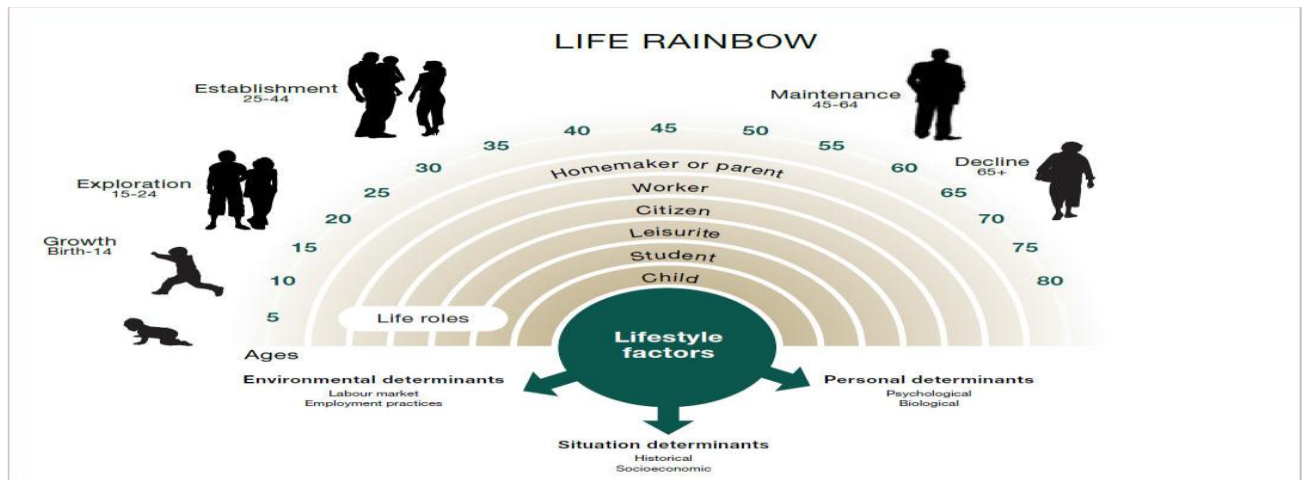
1.6 Significance of the study

This study will help the Ministry of Education to realize the importance of career guidance of pupils with disabilities. This will ultimately help in closely monitoring of career guidance programmes in schools to ensure there is effective career guidance programmes to pupils. It will also help schools to effectively give career pathways that are realistic and matching the abilities of pupils. The individual pupil will be helped in knowing themselves in terms of their abilities and limitations in career choices. The study will also help bridge the gap in career guidance being offered to pupils with disabilities and emphasis be given to career pathways that can be of benefit to them in their career choices.

1.7 Theoretical framework

This study was guided by a self-concept theory propounded by Donald Super.

Donald Super's career model is based on the belief that self-concept changes over time and develops as a result of experience. With the current two tier system in Zambian schools in which learners can either follow a vocational or an academic pathway depending on learner experience, ability and interest.



Source: Downloaded from www.careers.govt.nz, *Careers New Zealand*, 2012

Figure 1.7: Theoretical framework

One of Donald Super's greatest contributions to career development has been his emphasis on the importance of the development of self-concept. According to Super, self-concept changes over time and develops as a result of experience. As such, career development is lifelong.

Super's five life and career development stages

Super developed the theories and work of colleague Eli Ginzberg. Super felt that Ginzberg's work had weaknesses, which he wanted to address. Super extended Ginzberg's work on life and career development stages from three to five, and included different sub-stages.

Table 1.7 The first two stages of career development stages which affect school going children

Stage 1: Growth	Age 0-14	Characteristics: Development of self-concept, attitudes, needs and general world of work
Stage 2: Exploration	Age 15-24	Characteristics: "Trying out" through classes, work experience, hobbies. Tentative choice and skill development

Super argues that occupational preferences and competencies, along with an individual's life situations all change with time and experience. Super developed the concept of vocational

maturity, which may or may not correspond to chronological age: people cycle through each of these stages when they go through career transitions.

1.8 Limitation of the study

The study was limited to selected secondary schools in Chipata as such it is not possible to generalize the findings to the province or country. The study did not look in all categories of disabilities but limited to disabilities in the main stream and those taking career pathways.

1.9 Operational definitions of some key terms

Career guidance Career guidance according to Makumba (2013) is a service and activities intended to assist any individuals at any point throughout their lives to make educational training, occupational choices and to manage their careers.

Counselling: Biswalo (1996), defines counseling as a 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.

Guidance: Guidance is leading the person psychologically, emotionally and even spiritually to some newer ways of meaningful living.

School guidance and counseling services:

Refers to those services that are offered to pupils besides their formal lessons with the school environment. These include personal, emotional social, education and vocational aspect.

School guidance counselor:

Trained school staff that provides individual and group counseling for students.

1.10 Summary of the chapter

This chapter focused on the background information on effectiveness of career guidance of pupils with disabilities in schools in the development of their career choices. The section has also highlighted the statement of the problem, purpose of the study, limitations of the study, operational definition of terms to be used in the dissertation and the summary of the chapter. The next chapter covers the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews relevant literature on career guidance and counselling to pupils with disabilities. The review will cover literature on career guidance and counselling provision in schools and how pupils with disabilities can benefit from these services.

2.1 Career guidance programs

There should be a developmental career education programme beginning in early childhood and continuing through life. Career guidance programme need to be delivered in all primary and Secondary schools, includes to the fact that career guidance programs should be subsumed to include personal and social development career. Career programs according to Vaughan (2003) explain that it entails a pupils receiving social assistance with the potential to become self-sufficient as assigned by career development opportunities. This allows them to develop a case plan to address their career development needs. Vaughan (2003) explains that the major purpose of social development career programme is mainly to provide intervention to pupils in preparation for education, training and employment and to facilitate success and ongoing progression along the career development continuum.

Personal development in career programme according to Patton and McMahon (2006) is the process of establishing aims and objectives (goods). These includes issues; like what you want to achieve or where they want to go, in other words this is concerned with career assessing current realities need for skills, knowledge or competence. However, Patton and Mac Mahon (2006) does not address the issue of pupils with disabilities and how they can be helped especially that they have academic weakness that need to be addressed so that they can receive the guidance needed in their career choices. () alludes to the fact that most pupils in secondary schools have programmes to help in career development. However it is not known whether these programmes are effective or not.

Career guidance programs according to Meury (2009) is embedded is different contexts at this school level. Activities that are included in career guidance programs may take voices forms

in individual or group based, face-to-face or at distance. Career guidance programs can be complemented on the career education which may tackle issues such as self-awareness in relation to other and employment.

When these programs are nicely scheduled they enable pupils to use the knowledge and skills they would have alluded and developed. This allows them to make the best possible decisions about learning. This can be done through different media which include counseling interviews, group counselling, education guidance counseling and also from printed literature.

Career guidance programs in schools according to Hassel (2009) should largely be focused upon helping pupils when important decisions need to be taken, especially when it comes to career guidance and education. In most schools, career guidance is concentrated around the completion of compulsory schooling in grade 8-12 and is not sufficiently developed in the earlier years in (1-7 grades) in primary schools.

In secondary schools, career guidance programs should be provided both to individual pupils and also in group setting. For pupils with disabilities, Vaughan and Roberts (2007) alludes to the fact that one-on-one counselling is the ideal for pupils with disabilities. Patton and McMahon (2006) explain that main emphasis of career guidance is on the individual development of the pupil and thus, career guidance tend to be more effective action done as personal counselling to pupils with disabilities. This program in schools has a strategic role to play, particularly if it is providing wider access to information which is needed by pupils for career prospects and this is to be done coherently and organized.

De Cos, Chan and Salling (2009) explains that programme in career guidance in secondary schools need to involve the guidance teacher and counseling teacher. The main purpose of this programme in schools is to carry out assessment and evaluation that is streaming from pupils and that will show who is ragging behind and those that need education guidance counselling. This counselling allows the counselor to talk about issues related to the poor or good performance of pupils in various academic subjects. Doing this may allow pupils to improve their grades in subjects thus laying a foundation for college entry and also accomplishing their dream of their career choice.

Epstein and Van Voorhis (2010) alludes to the fact career guidance programs need to be a compulsory in schools. All schools need to have a systematic out of programs to best suit each individual grade. These programs need to be taken and largely focus upon helping pupils in areas of career choices. However, it is not known whether career guidance being provided in secondary schools has programmes that are aimed at helping disabled pupils be placed in classes that suit their disabilities. It is also not known how effective career guidance programmes are in their schools.

2.2 How career guidance can help pupils with and without disabilities.

Life planning education and career guidance and counselling, is not new to secondary schools in Zambia. Ministry of General Education (2013).It plays a significant role in helping students to develop the knowledge and skills needed for making wise choices, managing transition in learning and moving into the workplaces.

Under the academic structure for secondary schools in Zambia, all pupils would have the opportunities to complete 12 years of schooling, which should provide broader horizon for every school pupil to develop the learning capacities for whole-person development. However, for pupils with disabilities, by virtue of their disability, they may manage to complete grade 12 or not. If they don't manage to complete school, they are likely to transit from secondary school with no skill of any kind. It is therefore very important to identify the abilities and interests of pupils with disabilities so that when they are placed in secondary schools, they have already known their strengths. This will either make it possible be placed in vocational or academic pathways and emphasis will be put on skills that they are good in. Dagley and Salter (2004) alludes to the fact that, the learning capabilities are for whole-person development while meeting their interests, needs and aptitudes.

The secondary school curriculum in Zambia aims to provide smoother and wider range of career pathways for both pupils with disabilities and those without. Learning and work opportunities for pupils depends how well the pupil acquires skills and intellectual wellness in academic pathways. For pupils with disabilities, it depends on how well they will be exposed to vocations that best suit their abilities. This is the reason why there is need to better prepare pupils to make appropriate academic career options in accordance with their interests, abilities and orientations, through collaboration and co-operation with relevant shake holders.

Alludes to the fact that Sultana (2004) the term vocational guidance in many countries focuses upon the choice of occupational and is distinguished from educational guidance which focuses upon choices of courses or subject of study. Career guidance brings the two together and stresses the interaction between learning and work. However, for pupils with disabilities, vocational guidance involves preparing them for what they intend to enter in. A broader knowledge and skills are needed by the trainer. Disabled pupils generally need specific skills to suit their disabilities which are necessary for survival in work places and their community. Ministry of General Education (2013).

In providing career guidance, there is need to plan the careers of pupils as per abilities and capabilities from the very early stage of education and hence it must be understood in terms of objectives of career guidance and counselling programmes in secondary schools. Such programmes have the following objectives as per need of educational system and as per future needs of respective career and status in the society:

- Broaden knowledge, skills and abilities.
- Improve decision making skills.
- Increase self-esteem and motivation.
- Build interpersonal effectiveness.
- Maximize career

The listed above objectives are very important to pupils with disabilities because all these are achieved, they can be able to face the world of employment with confidence and having a skill they can rely upon for their living in society. This can be whether one has completed school or not. The most important thing in achieving the stated objective is the emphasis on intellectual development through the teaching of career pathways alone cannot help in the development of the pupils. This has to have proper methods of helping pupils understand themselves and helping the career guidance teachers understand both pupils with disabilities and those without. UNESCO (2009) alludes to the fact that secondary school level pupils with disabilities should be involved in career exploration and also tentative decision making. Small and large group activities can address many career explorations need of pupils with disabilities.

2.3 The role of guidance and teacher and counselling teacher in career programs

The role of a guidance and counselling teacher differs in many ways from a counselor. Vaughan (2003) explains that the guidance and counselling teacher focus more on personal and developmental issues and also liaison with heads of schools. They offer counselling to individual groups of pupils and also parents. They can also facilitate referrals of pupils to other agencies. In the school programs the guidance and counselling teacher has also formal duties of teaching but their cardinal role is that they have every day counselling sessions with pupils. Horne (2010) explains that the guidance teacher spends half of their normal teaching time in classes teaching the circular subjects in which they specialize. They spend the rest of the time in leading individuals and group session. Also organizing orientation visits to work places. In their programs they also include session where they have talks with pupils on ensuring smooth educational transitions and education- to- work transition.

According to the college curriculum in Zambia, all teachers need to learn on how to handle pupils with disability. This is the same with all guidance and counseling teachers with this knowledge. They are expected to use the knowledge they have acquired to help pupils with disabilities in the main stream. Education set up as well as in special schools when dealing with pupils with disabilities, the career guidance teacher needs to understand that pupils with disabilities need one –to-one counselling because they have unique individual needs. However where necessary they can be incorporated them in group counseling with others. This will only be at the discretion of the guidance teacher.

2.4 Specific career programs in Secondary schools

Career guidance program in secondary schools largely focus on helping pupils to make important educational decisions. Patton and McMahon (2006). These career programs covers many aspects of pupil's life these can include focusing on preparations for careers day seminars. The programs deals with self-awareness, self-assessment and self-presentation skills, Academic and vocational opportunities need to be availed to pupils in the preparation of school programs. In the special schools the programs are such that the guidance teachers needs to have sessions where they have to prepare pupils for transitions. That is they are equipped with skills for survival if they will not make it to the formal completion of schools.

Horne (2010) alludes to the fact that having programs for transition and career talks assist pupils both with disabilities helps in preparing them for adult life. This will require comprehensive transition planning which should address several domains which will include education employment, personal responsibilities. Relationship home and family, leisure pursuits and also emotional health. This program must reflect a clear understanding of the learning disability as well as the specific abilities and needs of pupils. In the program there should be a link between the pupil's transition goals to affective and efficient services. Meury (2009) explains that programs in career guidance for pupils with disabilities should be pupil centered activity that requires a collaborative effort. Responsibilities are shared by the student, parents and the guidance in career choices and also skills training before they can be graduate to look for employment.

2.5 Pupil's role and responsibilities in career guidance programs at school

Pupil participation along with the support team members is very central to career programming for pupils with disabilities, in this programme, the pupils is central on planning transition and also decision making. They include asking the pupil to identify preferences and interest and to attend meetings on transition planning. Success in this program depends on the student's level of motivation, independence, self-direction, self-advocacy and academic abilities that have been developed in school. Pupils' involvement in transition activities must be initiated as early as possible as and no later than the age of sixteen. Meury (2009) to contribute to the successful transition planning, the student should understand his or her specific learning disability, including its effects on learning and career (work).

- Establish realistic goals.
- Present a positive self-image by stressing strengths, while understanding the influence of the learning disability.
- Know how, when, and where to discuss and request needed accommodation for activities planned outside the school premises.
- Develop personal qualities, such as realistic self-assessment, willingness to take risks and ability to sustain efforts.
- Develop and use social skills.

- Develop and apply effective studying test –preparation, test-taking, time-management and other educational strategies.
- Maintain on going personal file that includes school and medical records, Individualized Education programs (IEP), resume and sample of academic work.
- Know rights and responsibilities necessary to prepare for and to access post-secondary education.
- Select courses that meet post-secondary recruitment.
- Prepare for and participate actively in the post-secondary application process.

2.6 Parents roles and responsibility in career guidance programing

According to Vaughan and Roberts (2007) the primary role of parents during career programing and transition planning is to encourage and support pupils to plan and achieve educational goals. Parents also should encourage pupils to develop independent decision making and self-advocacy skills. To contribute to successful transition planning, parents should;

- Be involved in career guidance programs and transition planning to ensure that the pupil is also included.
- Help the pupil develop realistic goals
- Encourage the pupil to develop future educational plans and to explore realistic post-secondary options.
- Encourage the pupil to develop future education plans to explore realistic post-secondary options
- Help the pupil select high school courses that meet post-secondary requirements in the particular area they want to venture in their career choice or skill intended.
- Collaborate with secondary and post-secondary staff to make decisions regarding programs, services and resources.
- Help pupils collect and maintain on going personal file that includes school and medical reports, IEP, resume and samples of academic work.
- Communicate confidently in the pupils' ability to be successful in post-secondary setting and;

- Encourage pupils to develop maximum independence in the learning, study and living skills critical to of the secondary success in post-secondary setting.

2.7 The role of secondary school management in career guidance programs

Epstein and Van Voorhis (2010) alludes to the fact that school personnel and administrators, through their own involvement, must show pupils how to look beyond high school towards post-secondary education. This is accomplished by initiating, designing and evaluation effective transition plans and coordinating services that are consistent with ministry of Education, the responsibility of the is that of the transition team coordinator who gives guidance and monitors the complementation of individual of pupils plans.

To contribute to successful transition secondary school personnel should;

- Form a transition team consisting of a coordinator, the pupil, the parents, administrators, teachers and related service personnel.
- Include the pupil and parents in the entire planning process.
- Demonstrate sensitivity to the culture and values of the pupils and family
- Develop an appropriate packet of materials to document the pupils secondary school program and facilitate service deliverance in the post-secondary setting;
- Provide administrative support, resources and time to foster collaboration among team members.
- Provide appropriate course selection, counseling and academic support services ensure competency in literacy and mathematics
- Ensure that the pupil learns effective studying time, -Management, test-preparation and test taking strategies.
- Help the pupil use a range of academic accommodation and technology aids, such as electronic books, videos, grammar and spell checkers and word processing programs.
- Help the pupils to evaluate his or her dependency on external support and adjust the level of assistance when appropriate.
- Help pupils develop appropriate social skills and interpersonal communication abilities.
- Help the pupils develop self-advocacy skills including a realistic understating a communication with other.

- Foster independency through un erased responsibility and opportunity for self-management
- Encourage the pupil to develop extracurricular interests and to participate in community activities.
- Inform the pupil and parents about admission requirements and demands of diverse post-secondary setting.
- Inform the pupil and parents about services that post-secondary setting provide such as disabilities services academic services and computer-based writing services.
- Ensure the timely development of documentation and materials in keeping with application time lines.
- Help the pupils and parents select and apply to post-secondary institution that will offer both the competitive curriculum and necessary level of learning disability support services and.
- Develop on going communication with post-secondary personnel.

From what has been alluded above pupils with disabilities need participation in career choices programs and also post-secondary activities Epstein and Van Voorhis (2010).

However, to achieve this goal comprehensive transition career programing is very essential. The primary objective of this programming is to help the pupil to select access and succeed in career guidance programs in the school.

Levin (2000) explain that planning career guidance programming involves contributions from all stake holder is the pupil, parents and the school management. The result of effective transition from a secondary school to choosing career choices. Such activities will help the pupil with disabilities develop confidence independence, self-directed and in actual pursuit of career goals. A pupil with disabilities can succeed in the transition from secondary school to the world of work.

2.8 General career pathways in Zambian Secondary Schools.

Life planning education and career guidance is not new to many schools to schools in Zambia. This plays an important role in helping pupils to develop the knowledge and skills needed for

making wise choices and also in managing transition in learning and moving into the work place. The academic structure is such that in secondary schools, a pupil is exposed to career pathways in grades eight to twelve. Namely, the academic career pathways and vocational career pathways. Ministry of General Education (2013) explains that career pathways are linked to each other from grades eight and nine to grades ten and twelve. The academic pathway is meant for learners with passion for academic subjects and desire for career in that direction. The vocational career pathways is for learners with ambitions and interests in technical and practical jobs. The curriculum will provide practical skills to such learners. The same career pathways will be pursued at senior secondary school. Mostly, pupils with disabilities pursue this career pathway. According to UNESCO (2009) pupils with Hearing impairments, Visual impairments, and Intellectual impairments as well as the gifted will be required to use the adapted curriculum. Adapted curriculum according to Ministry of General Education (2013) is an academic program for pupils with disabilities which is guided by the general education curriculum and provides instructions with an addition focus on life skills. Adapted curriculum program provides direct and indirect support to schools in institutions of pupils who are accessing an adapted curriculum and are receiving pupils with intellectual disabilities and also physical disabilities with low incidents disabilities who exhibit moderate to significant delays in areas of language, communication, cognition, socialization, and adaptive functioning that impact their ability to demonstrate progress in the general curriculum.

Pupils with disabilities also need to learn adapted technology relevant to their disabilities. However, learners with intellectual disabilities as well as others with severe disabilities who cannot benefit from inclusive curriculum that suits their needs can use this curriculum. Such learners will be sent to special education units and schools. In adapted curriculum, the emphasis is on pupils learning simple skills. It is planned in such a way that under Expressive arts and Technology studies, they should also be taking pre vocational skills to equip pupils that may not advance skills training colleges. Activities for Daily Living are of particular importance to such kind of pupils as they help them enhance the mastery of what is to be done on daily basis.

The intellectually disabled learners will have an alternative curriculum that responds to their needs. Alternative curriculum according to Ministry of General Education (2013) is designed for pupils with moderate to severe disabilities who are not able to access the core general education without significant modifications. Individualized Education Program (IEP) teams makes the determination for a pupil to participate on an alternative curriculum. This curriculum is divided into three levels, Level one, two and three. Level three is the highest level. After which they will fully concentrate on skills that will allow them function fully in society. If they do well in these skill subjects, they can take up a career in related field that offer such. For example, skills in gardening, house wifely and hospitality can help them work in informal sector such as restaurants, hotels and homes. The vocational career pathways is very appropriate for such pupils. Preparations for such career prospects starts at school.

According to Makumba (2013), the best place from where pupils can solicit reliable career advice is their secondary schools. Undoubtedly, secondary schools occupies an important place in a pupil's life as many facets of their life are associated with it. Their personality and ideology of life begin evolving there. They start developing social skills and most importantly, a pupil's knowledge bank expands at school. This is according to Banduras social cognitive theory. It is at secondary school stage that a pupil confronts their career choices when in eighth grade. They are now exposed to take subjects which contain different career pathways. Unfortunately, in Zambia, pupils have no choice over which career pathways to take but this is determined by the results they score at grade seven national examinations. Makumba (2013). At this point, career guidance is very important to orient pupils to which career pathways they will be taking and what line of career pathways they are likely to take when they finish schools. In career choices, a pupil has always doubts, clarification is always important.

2.9 Career pathways for pupils with disabilities in secondary schools

The relevance of Zambia education system has been a subject of debate since 1970s. This was when the first education reforms were initiated. The education sector as a whole has been criticized as not being responsive to current school curriculum at both primary and secondary levels is too academic and does not provide adequate knowledge and skills for social and

economic development to address this shortfall, Zambia thought of revising the curriculum so that it is not too academic and that it should cater for pupils who will take the vocational pathways. Most pupils with disabilities are mostly using the vocational career pathway which is specifically fitted for their particular disability. They use adapted and alternative curriculums as alluded earlier.

In Zambia, pupils with disabilities have to do the same career pathways as the non-disabled pupils. This means that they have to have the same career choices and compete together. From this perspective, they have to receive a lot of guidance on which career pathways to take and also use an alternative curriculum. An alternative curriculum is a curriculum that responds to the needs of a learner with disabilities. Ministry of General Education (2013). This curriculum follows a particular career pathway that suits their needs and abilities. On the other hand, according to Kombo and Tromp (2006) explains that the adaptive curriculum emphasizes teaching of skills necessary for and relevant to independent functioning, allowing each pupil with disabilities to reach his or her highest possible level of independence. Mostly pupils with intellectual disabilities in schools use this type of the curriculum which falls under the vocational pathway. Here they learn simple crafts and activities for daily living. Basically, they are learning skills to help them live a productive life after they leave school. Venus (1997). The reason why this is so is because many intellectually disabled pupils find the academic pathways to very challenging which makes it mandatory for them to take natural sciences. However, disabled pupils with Hearing and visual disabilities also follow the vocational pathways which entails that they take subjects that are practical thus providing a skill. Pupils with physical disabilities can take either career pathways as long as they don't have intellectual challenges.

Corey (2005) alludes to the fact that career pathways that involve academic career pathways allow pupils to pursue careers in areas like medicine, engineering and computers. They find careers in formal employment where they draw a salary at the end of the month. When this is compared to pupils with disabilities, they are likely not to find a career in formal employment, because of this most pupils with disabilities are likely to face unemployment. The skills they learn are to help them be self-sustaining when they leave school or drop out of school. However, if the vocational pathways are well learnt, the pupil will have a skill as they transit

to the society thus reducing the risk of being a burden to society. Venus (1997) adds by explaining that pupils with disabilities experience diverse unique educational and vocational challenges. Such challenges include; failure to cope with the dynamic society because of functional limitations. It is therefore important that modification to the curriculum is done and is tailored at the special educational needs of the pupils. Functional limitations according to Kombo and Tromp (2006) come about when a person has disabilities that prevent them from independently perform the routinely activities of daily living to the extent that it impacts employment. It is now the duty of the guidance and counselling teacher to guide and place the pupils appropriately so that they are helped in the selection of career pathways that will not misplace them as they make career choices.

2.10 Effectiveness of career guidance

Career guidance can be very effective if well planned. Providing a comprehensive program in this area help to facilitate career awareness and exploration for all pupils. This is done to avoid pupils feeling confused when it comes to what type of career pathways to choose. Having a professional advisor to assist with deciding what strengths and talents can be developed into solid career is a good thing. Kochhar (2009). When a career guidance personal is involved, they will do various aptitudes and career assessment tests. These tests are designed to match with the natural skills strengths and abilities with key components of specific career. This is especially important to pupils with disabilities because the counsellor needs to determine what weakness can be encountered so as to avoid working towards a career that will only lead to frustrations.

Corey (2005) alludes to the fact that career guidance can assist pupils with focusing on one area of career path that works well for that particular pupil so that they save time and effort by working on realistic career goals that are right for them. Career guidance can at the same time assist pupils in self-examination, self-evaluation, and analysis of alternative so that each pupil can benefit mostly fully from their education experience. Career awareness and exploration, and academic planning are very beneficial in that there is consideration of personal interests, past and potential performance and present opportunities which can be used to help them in their career pursuits.

This study examined what is currently being delivered in secondary schools, to whom and in what context, to consider the effectiveness of the career education being received by students with disabilities and the consistency of delivery across schools in Zambia.

2.11 Summary

In conclusion, the literature highlights a number of gaps and issues which this research will examine. The first is related to the slow development of careers education in Zambia and the low status given to this area of the curriculum and how this impact on students with disabilities and the role of Careers Advisors today. There is very little literature available in the Zambian context to draw on and overseas literature suggests careers education is also given low priority but challenges are now being voiced to change this to ensure students with disabilities are ready for the 21st century work environment.

The second gap is the lack of consultation by policymakers with students with disabilities as a stakeholder group when developing policy and the careers curriculum guidelines which brings into question the relevancy of the material for students with disabilities today. This seems to be a common issue overseas as well.

The third gap identified in the literature is related to student with disabilities consultation by schools and actually asking students what they think about issues relating to their education by giving them a voice.

The fourth issue identified in the literature relates to working with students with disabilities as individuals and placing them in the center of their learning and allowing them to construct their own individual career plans, to help them understand their individual frames of reference and influences, to create buy-in and ownership of the process.

The fifth area of interest is in the role of Careers Advisors and the delivery of the curriculum, whether consistent standards are maintained across schools, what is delivered and by whom, whether they have professional qualifications and the implications of this in terms of student outcomes.

The final theme relates to the Education curriculum which sets out the guidelines for careers education and whether schools actually deliver these guidelines, and whether students and Careers Advisors believe the guidelines are current and relevant, to ensure students with disabilities are well equipped to make lifelong career decisions.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The primary purpose of this study was to establish how career guidance is done in schools with regard to pupils with disabilities. A variety of data was collected to gain a comprehensive picture of the whole program. The chapter outlines the methodology that has been selected and used in the study. After considering the paradigms or ways of looking at the world, and applying a range of ontological and epistemological assumptions to a research problem, a qualitative study method was chosen Davidson & Tolich (2003). This is because qualitative (constructivist, interpretive, advocacy) approaches are about studying experiences within a particular environmental context and the researcher and subjects create multiple, rich and deep participant meanings, social, political and historical influences are considered, the research can be collaborative, and issues of empowerment, social justice and resulting change can all be part of the research process Creswell, 2002; Cohen, Manion & Morrison (2007).

It consists of the following; research design, target population, sample size, sampling procedures and research instruments.

3.1 Research design

Every research that is about to be conducted requires a design or the frame-work on which it will be anchored. In the perception of Ghosh (2004) cited by Ngandu-Kasonde (2013), a research design refers to the overall strategy that a research can choose to integrate the different components of study in coherent and logical way, thereby, ensuring that there is effectiveness in addressing the research problem. It constitutes the blue print for the collection, measurement, and analysis of data. The function of a research design is to ensure that the evidence obtained enables the researcher to effectively address the research problem logically and as unambiguous as possible. The research design proposed for the study is descriptive survey. The study aimed at collecting views from respondents on their attitudes and opinions in relation to career guidance for pupils with disabilities in selected special schools and secondary schools.

De-Vaus (2001) alludes to the fact that the major purpose of descriptive survey research design is that it describes the characteristics of the population or phenomena that is being studied. This methodology focuses more on “what” of the research subjects rather than the “why” of the research subject. The study also employed both qualitative and quantitative approaches in data collection in order to allow the researcher to triangulate the data that had been collected. According to O’Donoghue and Punch (2003:78), “Triangulation is a “method of cross-checking data from multiple sources to search for regularities in the research data”. As for Cohen and Manion (2000:254), triangulation as an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint. Combined different techniques refers to approaches which balance each other out, implying quantitative versus qualitative, individual versus group, face-to-face versus remote, self-reported versus facilitated, and short engagement versus long engagement. This is central to the idea of triangulation. The purpose of triangulation in research is to increase the credibility and validity of the results. Webb et al. (1966:3) suggested that “Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes”.

Descriptive design involves defining respondents’ characteristics. This can be drawn from using semi-structured questionnaires and interview. This has the ability to derive patterns traits and behaviors of respondents. Their attitude or opinions about a phenomenon in question can also be understood. This has the ability to also measure data overtime with statistical capabilities.

3.2 Target population

According to Gall and Borg, (2000) population is defined as the total number of units from which data can be collected. In this study, the population were pupils with disabilities, guidance teacher and school administrators in the two selected special schools and three secondary schools in Chipata district. The three sets of target population formed the target group from which the researcher proposes to make generations.

Inclusive criteria- Pupils with physical disabilities in the main stream type of education (inclusive education), the deaf and blind are the target of this study.

Extrusive criteria- Other disabilities from physical disabilities, deaf and blind.

Pupils fitting the above criteria from the selected schools in Chipata district were chosen to represent a smaller convenient group of the target population. The population was delimited to a homogeneous group of subjects through inclusion and exclusion.

3.3 Sample size

According to Ngandu-Kasonde, (2013) a sample is defined as a group of subjects selected from a larger population. Creswell (2002); Cohen, Manion & Morrison (2007) alludes to the fact that the sample size is an important feature of any empirical study in which the goal is to make inference about the population from the sample. The sample of the study will comprise, 30 pupils from the school for the blind, 50 from the school for the deaf and 20 physically disabled pupils from the mainstream secondary schools and 10 guidance teachers 2 from each school and 5 administrators. The total sample size will be 115. The sample size has been sought from the statistician from the district office at the design stage.

Table 2.3 summary of the sample population

Type of school	Respondents	Sample size
All Selected Schools	School Administrators	05
Blind (special)	Pupils	30
Deaf (special)	Pupils	50
Mainstream(secondary)	Pupils	20
	Guidance teachers (dotted 2 from each school)	10
TOTAL		115

3.4 Sampling technique

This study used purposive sampling also known as judgment, selective or subjective sampling. Singleton (1988) alludes to the fact that this sample technique is where the researcher relies on his or her own judgment when choosing members of the population to participate in the study in the study. According to Singleton (1988), this is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment which resulted in saving time and money. In selecting pupils with disabilities who participated in the research, the researcher used simple random technique. Purposive sampling technique was used to select guidance teachers and administrators. The reason for using this technique is because these people are expected to have adequate information that would provide the most data for this study. Sidhu (2003) defines purposive sampling as a sampling technique in which a researcher relies on his or her own judgment when choosing members of population to participate in the study. Sidhu (2003) alludes to the fact that purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. The researcher believes that they can obtain a representative sample by using sound judgment which in this case can save time and also that inclusive school pupils with disabilities are a very small population. Even guidance teachers are not as many as three per given school. Purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims also objectives.

This population was chosen from 2 Special schools and 3 Secondary schools. The characteristics of the population to be selected is known by the researcher, that is, pupils with visual impairments, hearing impairments and the physically impaired.

3.5 Data collection methods and instruments

Research instruments according to Kasonde-Ngandu (2013) are the means by which primary data are collected. Data collection according to Weimer (1995) is a process of collecting information from the relevant sources to find answers to the research problem, test the hypothesis into categories. In this study, data was collected using the descriptive design where

the following instruments were used, semi-structured questionnaires for 100 pupils and semi-structured interviews to 10 guidance teachers 05 administrator. Kombo and Tromp (2006) alludes to the fact that the semi-structured interviews is a method that combines some structured questions with unstructured exploration. In this method of data collection the interviewer has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee. The semi-structured guide were used for 100 pupils, 05 administrators and semi-structured interviews for 10 teachers.

3.6 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data from the semi-structured questionnaires. Computer generated tables of frequencies and percentages were used in describing distribution of the variable which were presented in the form of tables and graphs. The qualitative data which were obtained through semi-structured interviews were analyzed by emerging themes according to objectives of the study. The themes were all line with objectives. By coding and grouping the emerging themes it was easy to analyze and interpret data as it was coming. Description of each theme were done and interpreted critically and objectively.

3.7 Summary

This chapter has covered the following, the methodology of the study has been presented. It comprised study design, target population, sample size, sample procedures, research instruments, data collection techniques used, data analysis and ethical considerations. The research was conducted in Chipata district.

The sample size comprised 100 pupils and 10 teachers in charge guidance and counselling in selected schools and 05 administrators. Simple random sampling procedures was employed to selecting pupils with disabilities from grades 8 to 12.

The study used semi-structured questionnaires and semi-structured interview to gather information from the counselling and guidance teachers as well as from pupils with disabilities in schools that were selected in Chipata District. The Statistical Package for Social Science (SPSS) were used to analyze quantitative data from the semi-structured interviews and semi-

structured questionnaires. The data from semi-structured interviews were analyzed by coding and grouping the emerging themes. Ethical considerations were also be highly considered in this research.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 INTRODUCTION

This chapter focuses on the presentation of the major findings of the research whose main purpose was to investigate the effectiveness of career guidance of pupils with disabilities in selected schools in Chipata district. The findings were guided by three main research objectives which were; to establish career guidance programs tailored at pupils with disabilities in selected secondary schools, to establish the effectiveness of career guidance of pupils with disabilities in secondary schools and to determine career choices of pupils with disabilities with regard to the career pathway they were in.

4.1 DEMOGRAPHIC INFORMATION

As discussed in the previous chapter the sample groups comprised of school administrators, Guidance teachers and pupils with disabilities in Secondary schools within Chipata district. The sample groups came from five state schools in Chipata District.

4.2 Response Rate

Table 3.4 Response rate of the respondents

	Pupils			Teachers		Total
	Blind	Deaf	Physically impaired	Guidance Teachers	School Administrators	
Target	30	50	20	10	05	115
Response#	20	40	15	10	05	90
%Response	67%	80%	75%	100%	100%	78%

Table 4.2.1 show the response rate of the respondents against the targeted number. There was a 75% response for the pupils and a 100% for the teachers. For the pupils, the response rate was not 100% as required because most schools had very few pupils with disabilities which the research was targeting.

The study targeted 100 pupils, 15 teacher-counsellors which gave a total sample of 115, but only managed to have 75 pupils and all 15 pupils with a total of 90 respondents which translates to 78.3% overall response rate. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires. Due to the good response by the respondents the data collected was adequate for analysis and results obtained dependable.

Table 4.4 Gender Respondents

	Pupils		Teachers	
	Frequency	%	Frequency	%
Male	45	60	8	53
Female	30	40	7	47
Total	75	100	15	100

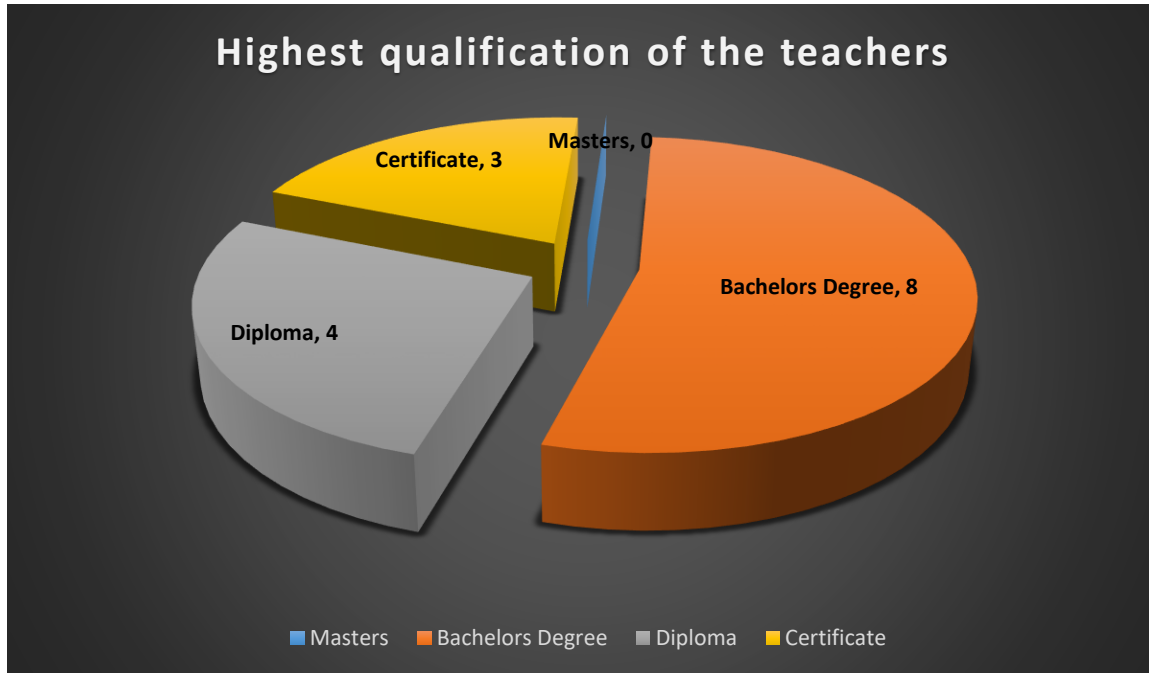
The table above shows the sex of the respondents who took part in the research. The results show that they were slightly more males than females for both pupil and teacher category of the sample respondents. Guidance and counselling services need both sex among the teachers because the female pupils normally feel free to consult from their female counterparts on certain issues. Each school gone to had both a male and a female guidance teacher which was seen to be fine from the researcher’s point of view.

Table 4.5 Work experience of teacher respondents

	School administrators		Guidance teachers	
	frequency	%	Frequency	%
1-5 years	1	20	1	10
6-10 years	1	20	5	50
11-15 years	1	20	4	40
16-20 years	1	20	0	0
above 20 years	1	20	0	0
Total	5	100	10	100

The results of the findings revealed that administrators had assorted work experience, some worked for 1-5 years all the way to some having worked for above 20 years in the teaching service. However, most of the guidance teachers have worked for 6-10 years representing a 50% and also those who worked for 11-15 with a 40% representation. This indicates that many administrators have experience in administration when they have attained above 6 years in service. Counselling should be a noble call and as forwarded by the respondents, before an individual enters the teacher counsellor profession, they should have a strong love and passion of learning as well as sharing it with the students. One should be able to adequately enjoy working and relating to a certain age group of students. The administrators and teacher counsellors require experience to obtain information from students through cordial and friendly approaches.

4.2 Highest level of education of the teacher respondents



The pie chart below shows the distribution of the educational level of the administrators and guidance teachers. The level of education could help determine the ways of offering guidance and counselling services to students. The results showed that most schools with teachers of the level of bachelor's degrees had effective guidance and counselling departments. It is therefore clear that for guidance and counselling services to be adequately delivered in secondary schools' educational level of the teachers offering guidance to pupils is quite vital. In this respect school guidance teachers should be encouraged to advance in their academic grades by enrolling for further studies in our institutions of higher learning.

4.3 Career guidance programs for pupils with disabilities in selected secondary schools

The respondents were asked using questionnaires and semi-structured interviews on what career guidance programs do the secondary schools provide to the pupils with disabilities in the sampled secondary schools. This was to provide the researcher with the insightful knowledge on whether schools have deliberate programs to guide the pupils with disabilities in career guidance.

The responses are categorized in verbatim from the interviews and questionnaires.

4.4 Whether guidance and counseling programs were being provided to pupils with disabilities

The respondents were asked to state whether guidance and counselling programs were being offered in these sampled schools. The figure below shows the responses.

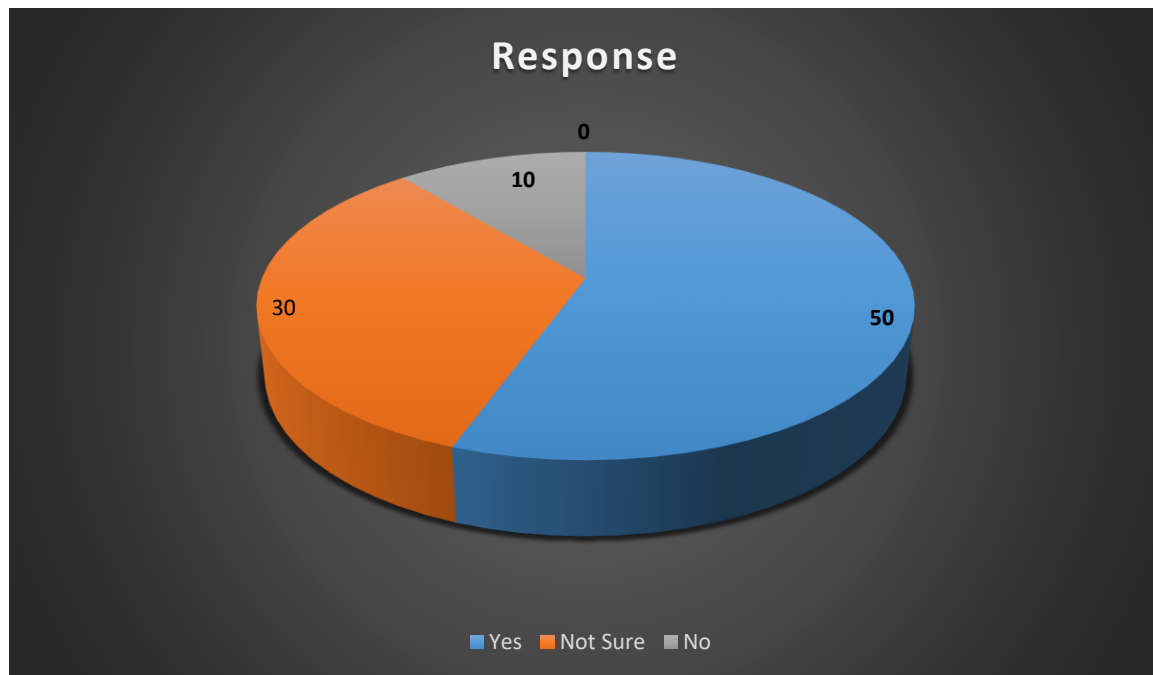


Figure 4.3 whether guidance and counselling programs were being offered

The figure above clearly indicates that the 50(55.6%) felt the guidance and counseling programs were being offered rightly in schools to the pupils with disabilities to benefit while the 30(33.3%) were not really sure as whether such noble programs were taking place and could not state anything and the 10(11.1%) said guidance and counseling was not being done to pupils with disabilities in terms of proper programming.

4.5 Types of guidance and counseling programs in schools for pupils with disabilities

The respondents were asked to specify the career programs which the schools were organizing in these schools

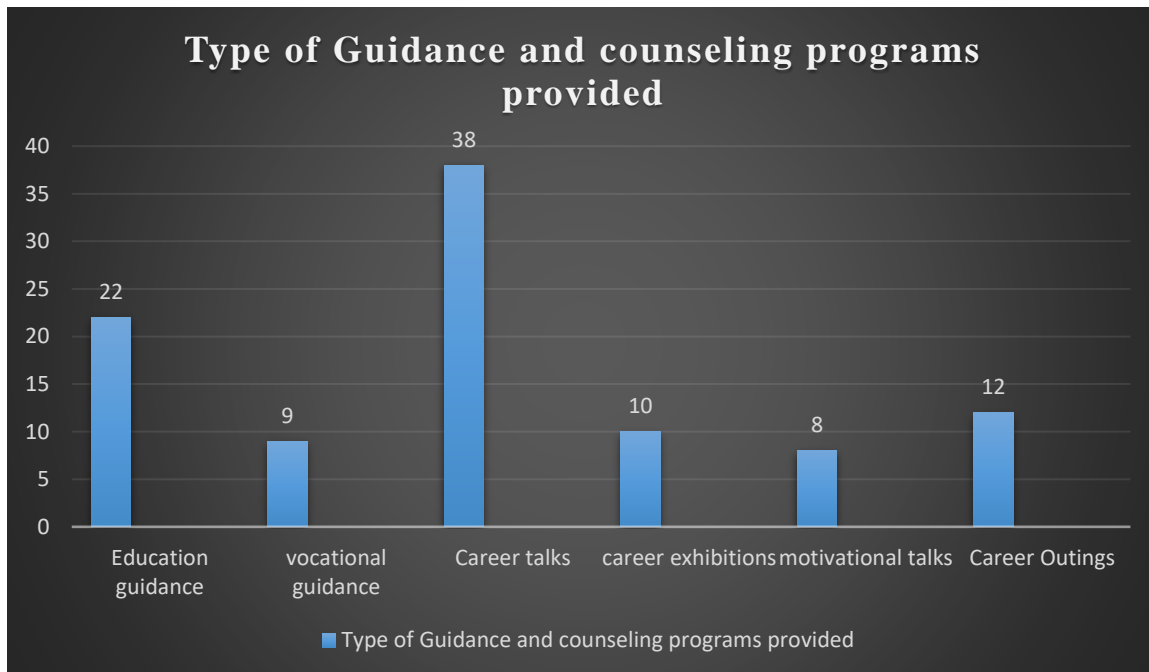


Figure 4.4 Type of Guidance and counseling programs provided to pupils with disabilities

The figure above indicates the type of career programs being offered by the schools to pupils with disabilities. Of the 90 respondents of all categories; 38(42%) indicated that the most prevailing program being offered was career talks, 22(24%) said education guidance were most common, 12(13%) felt career outings was the most common program being offered, the rest were below 12% which included vocational guidance 9(10%), career exhibitions 10(11%) and motivational talks 8(8.9%).

The guidance teachers in the interviews had this to say:

Guidance teacher from school 1

“We have programs that are aimed at encouraging pupils to take up careers in vocational skills”.

Guidance teacher from school 2

“The career programs that are being provided at this school are mostly educational counseling”.

Guidance teachers from school 3

“Programs are mainly to do with educational counseling but not specific to pupils with disabilities”.

Guidance teacher from school 4

“We offer career guidance i.e. in subjects they take and their academic performance we offer also study skills counseling”.

Guidance teacher from school 5

“They don’t bring technical people to talk on career day”.

Furthermore, the teachers and administrators were asked to state their opinion with regards to guidance and counseling programs being offered to pupils with disabilities, here is what they had to say:

GT2 from school 1

“Mostly we have programmes in the department that help pupils get the best in the education. Our school is special it has pupils with impairments. We program programmes for the whole year as in an action plan. Other programmes are aimed at exposing them to more vocational skills e.g. agriculture science.”

GT2 from school 2

“Yes the school has programs tailored at the pupils with disabilities. These career programs are also planned and are followed and also approved by the administration.”

GT2 from school 3

‘The school has programs in career guidance, but so far nothing specific for pupils with disabilities. When pupils are being guided in career programs, some pupils with disabilities that we have are the main stream. No specific programs for pupils with disabilities.’

GT2 from school 4

“there are many career programmes that the school provide, one of which is to educate them on how they can fit in different position as they finish school.....we also help to place pupils in the rightful class with the right career pathways.....when the pupils are not doing well in class we even call parents. For example, one pupil with slow progress in academic work, we called the parent on what one need to do to help the child.”

GT2 from school 5

“We have career programs at our school but most of the programs are also faced in school clubs. So we are working hand in hand with the clubs..... The programs are not specific for pupils with disabilities but they are done in an inclusive manner.”

GT1 from school 1

The duty of the guidance office is to help the pupils receive guidance in all areas of school life, one of which is the main programs that will help pupils in the academic progress.

“Career programs that are programed and followed. Nothing is done haphazardly. We make plans for the whole year and evaluate at the end of the year together with pupils’ results”

GT1 from school 2

“The school does have programs in career guidance tailored at pupils with disabilities. This is because our school handle pupils with hearing impairment.”

GT1 from school 3

“We have various career programs one of which is to guide our pupils on how they can fit in various positions when they finish school..... We also have programs where we call pupils parents especially those with learning difficulties so that we talk and see the way forward..... For pupils with known disabilities and are at the special unit, we don’t do much, let me not lie, but for those in the main stream we do incorporate them with others in counseling programs.”

GT1 from school 4

“At this school we have guidance and counseling programmes that are planned and we have action plans. The programs are time tabled.....yes for pupils with disabilities when they come in Grade 8 and 10 we identify them and place them where we feel they can fit(career pathway). The pupils have also an input in the career choice. Their decisions are informed.”

GT1 from school 5

"Yes the school has guidance programs though I have been in the office for two months."

From the opinionative views from the teachers as observed, we clearly noted that guidance and counseling programs in secondary schools were being provided to pupils with disabilities but on a very low note. There was lack of diverse in guidance as most programs centered helping pupils generally without emphasis on pupils with disabilities. The common program being offered was career talks at the expense of other programs that can be drawn and conducted to assist learners with disabilities.

The school administrators did indicate also that guidance and counseling programs for pupils with disabilities were taking place in secondary schools.

One school administrator had this to say:

"At this school we have a department of guidance and counselling which looks into the affairs of pupils' problems and tries to help them solve some of their problems. There are teachers who belong to the department of counselling and are involved in helping pupils in their problems."

On a different school the head teacher indicated that:

"We provide counselling services to the pupils in this school even though we have only two untrained guidance teachers against 476 pupils in school."

Another teacher said that said:

"In this school guidance and counselling is provided to pupils by all the teachers at any time but within the school time. Pupils bring different problems to us as teachers and we help them. At times cases involve parents and we summon them to come to school although some of the parents are not co-operative and do not come to school when summoned by the teachers."

The responds were responding to whether career guidance programmes were being offered in secondary schools to pupils with disabilities. They stated that guidance programmes were

taking place in secondary schools. These programmes include; career talks, vocational guidance and organized career outings

4.6 The effectiveness of career guidance of pupils with disabilities in secondary schools.

The second objective of the study was to find out the effectiveness of the career guidance being provided to pupils with disabilities in secondary schools.

The findings to this objective were obtained from pupils, guidance teachers and school administrators, in which questionnaires and semi structured interviews were used to obtain data required.

4.5 Guidance and counseling materials

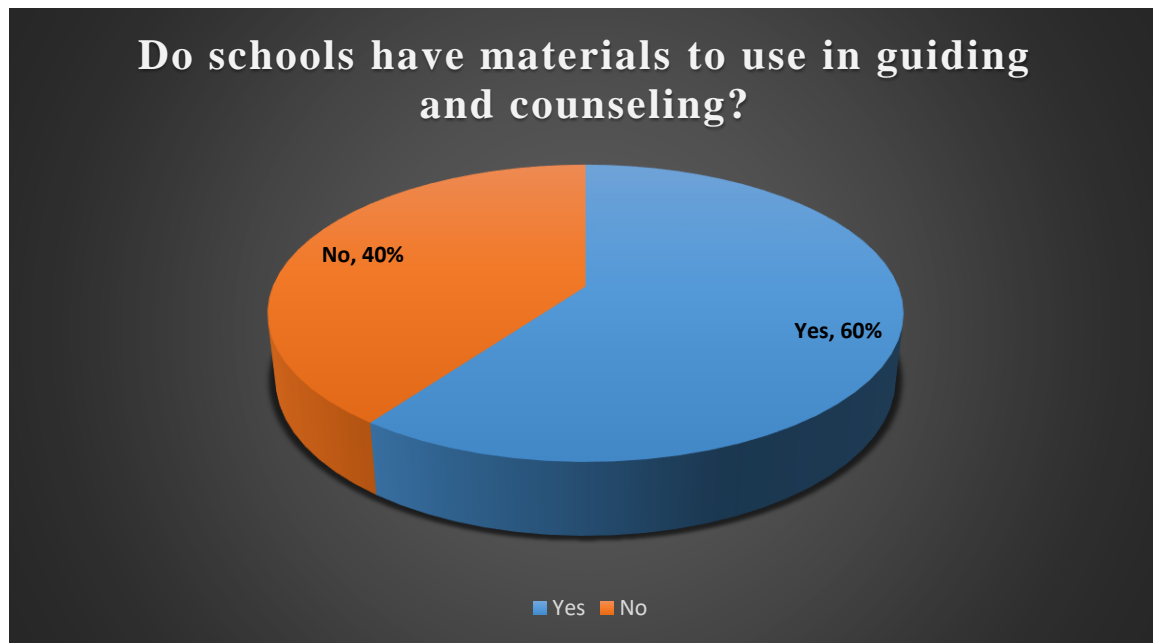


Figure 4.5 Availability of guidance and counseling materials in schools

Figure 4.5 above shows the data on the availability of the guidance and counseling materials for teachers to use on pupils with disabilities. The 9(60%) did indicate that the schools have enough materials to use on guiding and counseling pupils with disabilities while the 6(40%) felt the schools do not have materials for guidance and counseling.

One guidance teacher had this to say:

“Yes....we do have career guidance materials.....We have materials in teachers guides that we use and other books.”

The guidance teachers and administrators in the interviews highlighted a number of issues on the effectiveness of the career guidance programs being provided to pupils with disabilities, here are some of the extracts of what they indicated:

GT1 from school 1

“The programmes in this school are followed, this means that we aim at helping learners thus making the program more effective”

GT1 from school 2

“Career guidance is very effective at this in sense that we are always making sure our learners are well equipped for things like writing exams and also explaining to the prospects in their career pathway which is vocation not academic.”

GT1 from school 3

“Career programs for pupils with disabilities are very effective. But we usually do this as a combined event with all other learners. But we try our best to give individual career guidance to pupils with disabilities in the mainstream since they are not many. The programmes are followed by the school and are prepared by the administration.The other effectiveness is that pupils with disabilities who have been rightly placed have had good grades with a lot of help.”

GT1 from school 4

“What we have done is we have divided ourselves and have taken up the task to adhere to career programmes. Each guidance teacher is given some classes to take care of. In the given classes, they make programmes to do career talks and also invite people in a particular vocation or job to encourage the pupils. The career programmes are done yearly from Grade 8-11. For example, Grade 12 it can even be twice or thrice per year. This is done to emphasize the career choices.”

GT1 from school 5

“All programs that are planned are to be followed. But so far since I came in office I have not witnessed any program in career things”

GT2 from school 1

“These programs are followed. Programs from Grade 8-12. We are also looking at which pupils are behind school work and we give individual attention. The effectiveness of our program comes in because we are strictly following them and implement.”

GT2 from school 2

“Our career programmes are very effective especially to pupils with disabilities because we take interest in what they want to do in future and we advise them accordingly. For example a pupil with short sightedness would advise them not to take up a career that requires accuracy in using sight.....we also incorporate career talks in other lessons.”

GT2 from school 3

“Career programs are effective since they are planned and followed. So far on our plan we want to take our pupils to super markets like ‘Spar’ so that they see what goes on. We also receive help from well-wisher who are willing to help us accomplish our programs. “

GT2 from school 4

“Career programmes are effective at this school, but the problem is we don’t have programmes specific with pupils with disabilities alone..... On that one we are behind, let me admit, the effectiveness comes in the sense that we abide by them (career program) and pupils, we think are placed correctly.”

GT2 from school 5

“They are effective since they are planned and followed.”

4.6 Pupil benefits from organized career programs by the school

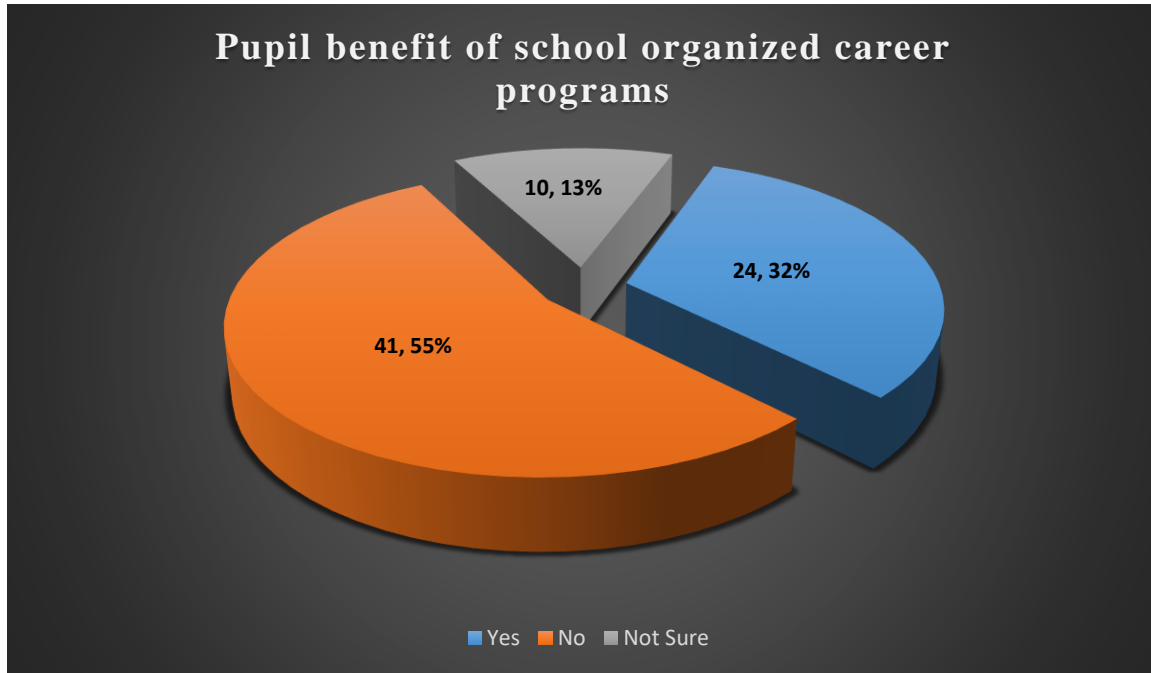


Figure 4.6 Pupil benefit from organized career programs by the schools

Figure 4.6 above shows the responses of the pupils on how beneficial are the career programs organized by the schools. In response, the majority 41(55%) felt that the programs were not benefiting them in any way, the 24(32%) affirmed that such career programs organized by their schools were of great value while the 10(13%) were not sure to tell whether they were beneficial or not.

4.7 Career choices of pupils with disabilities with regard to the career pathway

The third objective of this study was to determine whether career choices with pupils with disabilities with regard to the career pathway they were in. To obtain the much-needed findings to this question, pupils and partly teachers were talked to. The data is as shown below.

4.8 Career pathway taken by the schools

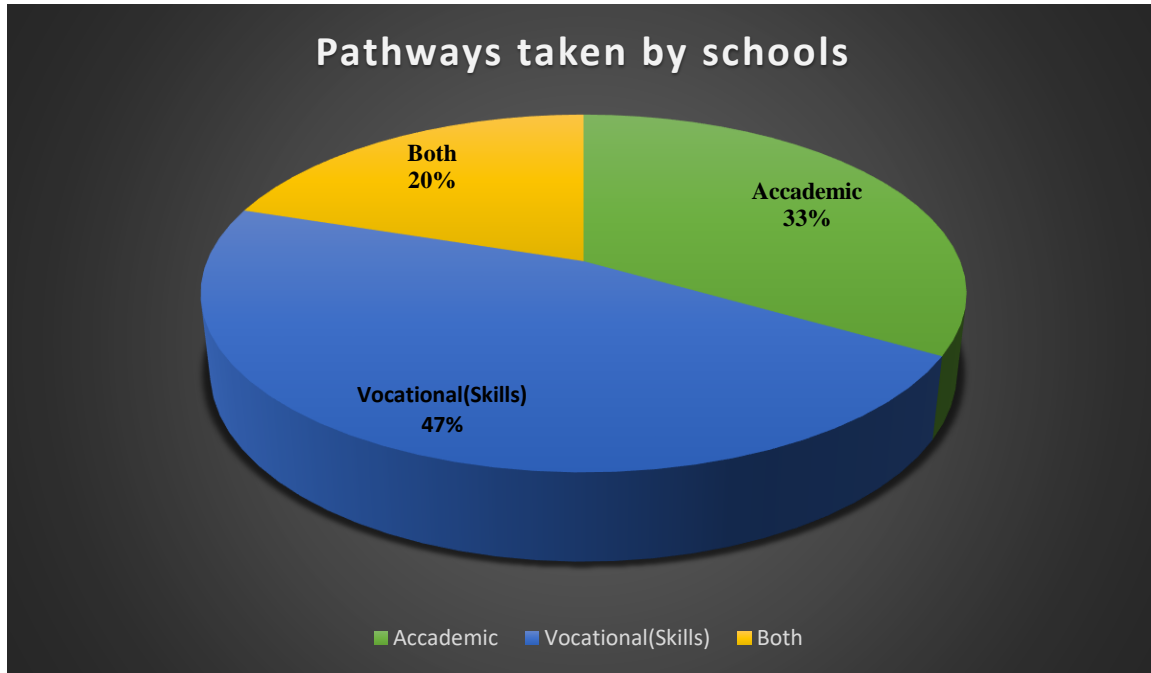


Figure 4.7 Pathways taken by the secondary schools for pupils with disabilities

Figure 4.7 shows the pathways taken by the secondary schools for pupils with disabilities. The 7(47%) offer vocational pathway, 5(33%) provide academic pathway and 3(20%) offer both vocational and academic pathway to their pupils.

The data indicates clearly that most schools with pupils with disabilities prefer to offer vocational pathway to their learners as opposed to other pathways. This could be attributed to the fact that the vocational pathway is seen to offer skills of various forms to the learners.

4.9 The vocational subjects being provided in the schools

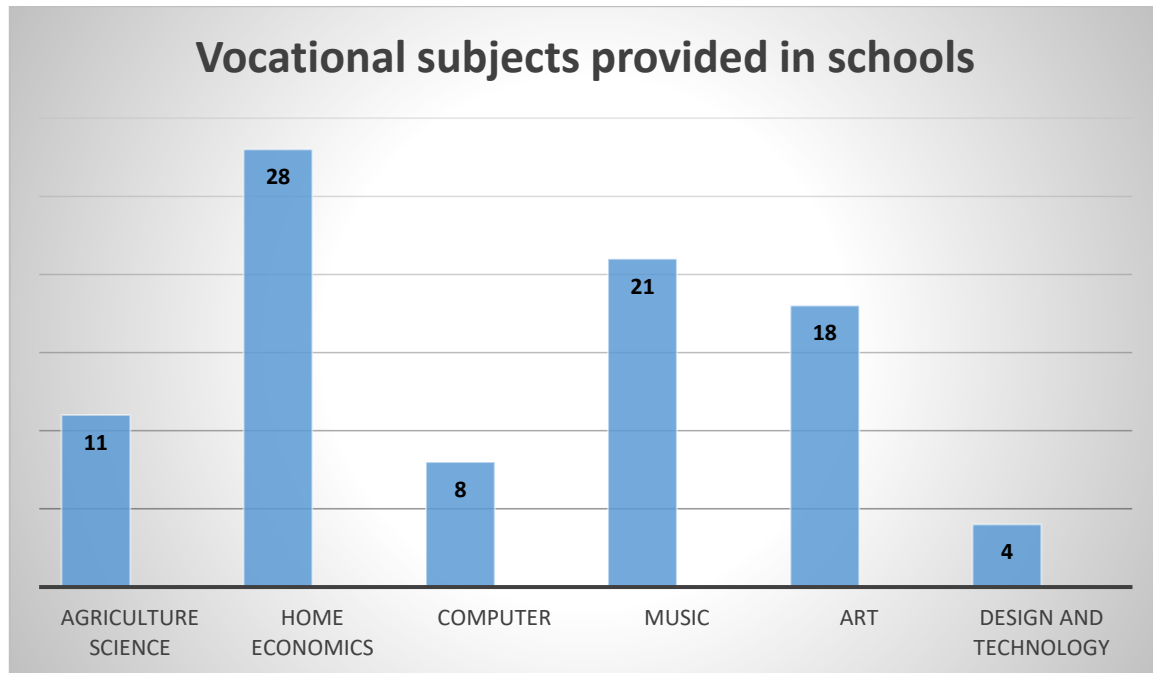


Figure 4.8 Vocational subjects being offered to pupils with disabilities in secondary schools

Figure 4.8 shows the vocational subjects being offered to pupils with disabilities in secondary schools. The 28(31%) of the schools offer much of Home economics, the 21(23%) provide music, the 18(20%) offer much of art, 11(12%) indicated that they offer Agriculture science, 8(9%) for computer studies and 4(4%) said they offer Design and Technology.

It was vivid that the schools mostly offer Home economics and Music as their vocational subjects to pupils with disabilities.

4.10 Follow up to check what pupils are doing in society in relation to the pathway they took at school

Table 6.4 Follow-up pupils after they leave school

Response	Frequency	Percentage (%)
Yes	3	20
No	12	80
Total	15	100

The responses in table 4.4.3 indicate that schools do not make follow up for their pupils with disabilities to check what they do after school.

The teachers when asked if they take deliberate interest in following the pupils with disabilities once they leave or complete school to see what they were doing for their livelihood, they had this to say:

GT1 from school 1

“I may say the career pathways are not in line with pupils wishes since the school has adapted the only career pathway. We looked at the nature of our learners and we felt that pupils with visual impairments will best helped in taking the vocational pathway. Academic pathway will be a challenge since our learners have limitations to do things like mathematics, pure science and other subjects that require sight.”

GT1 from school 2

“The school offers the vocation career pathways. There is no pathway at this school. For this reason, pupils have no choice in choosing which career pathway to take. It’s likely we impose these on them because we feel they are incapable of taking the academic pathway because the subjects are beyond the ability of our pupils.”

GT1 from school 3

“The career pathways that we advise our pupils to take are in line with their abilities and thus they are put in pathways that can best suit their abilities. For example, a physically impaired pupil is placed in an academic career pathway because they could not manage most vocational subjects because they involve a lot of mobility which is a limiting factor for them.”

GT1 from school 4

“I have no good ideal of specific career program being taken by pupils with disabilities.”

GT2 from school 1

“The vocational career pathway that we have at this school has been dictated by the fact that our pupils have a lot of limitations in the academic journey. Having no sight prevents them to doing other subjects. The only career pathway to take is the vocational pathway.”

GT2 from school 2

“The vocational career pathway is the only the only path that the school has adopted, because of this the pupils have no choice but to follow the pathway that the school has. However, we do our best to help to get the best in their career choice. So far we have no problems with other pupils taking this career pathway. The school is also taking the TEVETA exams that are skill orientated, these include tailoring and hospitality.”

GT2 from school 3

“Since most career pathways to pupils with disabilities are given with the full knowledge of their academic strength as well as the physical limitations, most of the subject are given with that consideration.....sometimes, by virtue of the nature of the disability a pupil may be placed in an academic career pathway not because they can make it but because its only way out.....meaning they sometimes don't have much choice.”

GT2 from school 4

“The school has adopted the vocational career pathway. Pupils have no choice in choosing what career pathway to take. The whole setting is pre-programmed before pupils come to enroll for Grade 8 or 10.”

GT2 from school 5

“When pupils come in school, we place them according to marks they get; they have little choice in career pathways.”

From what has been discussed, it was seen that programmes that schools offered to pupils with disabilities are taking place. The notable programmes were career talks and Education guidance with career outings. However, the programmes for pupils with disabilities were not adequate to provide the much-needed guidance and counselling service.

4.11 Influence of career choices among learners

The pupils and administrators were asked to determine what influences the pupils' choices of their careers in life.

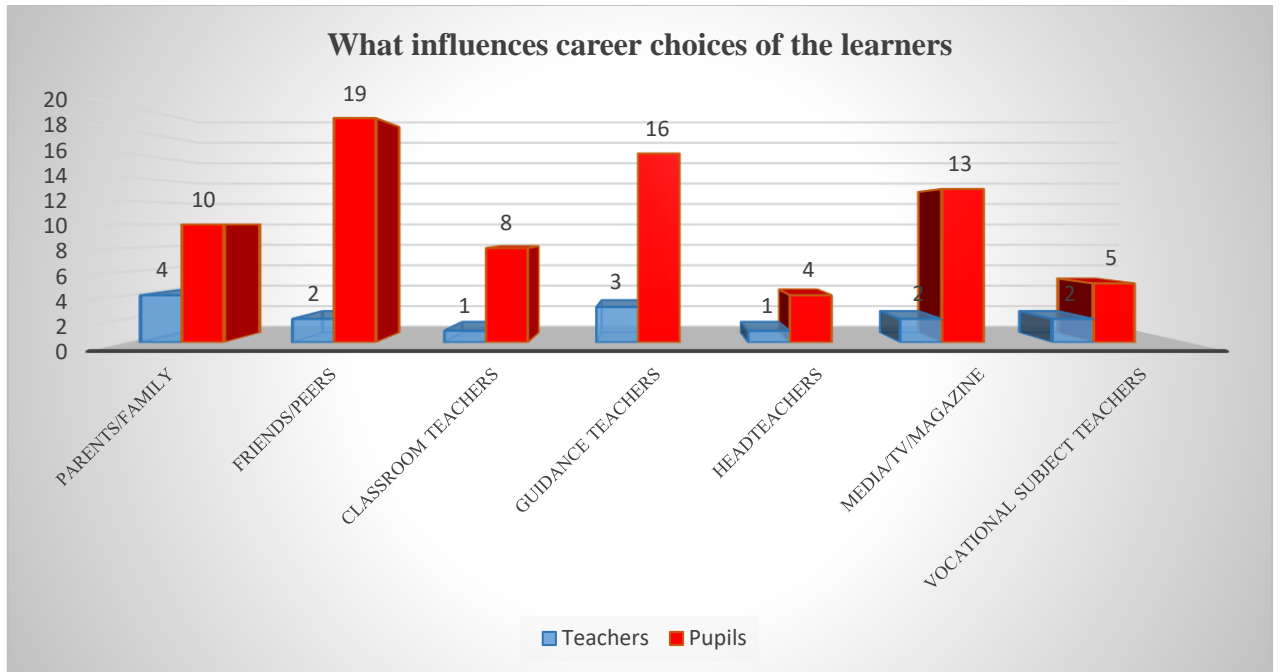


Figure 4.9 What influences career choices among learners

Figure 4.9 shows that what mostly influence the choice of careers among the learners according to the teachers are parents or family members indicated by 4(27%) while the learners themselves indicated that friends or peers 19(25%) influence their choice of careers in life, guidance teachers were also seen to influence career choices by both pupils and teachers with 16(21%) and 3(20%) respectively. Pupils also felt that media, TV and magazines influence their career choices with the 13(17%) in agreement while teachers did indicate by 2(13%) support.

4.12 Pupil career choices in comparison to the pathway being taken at school

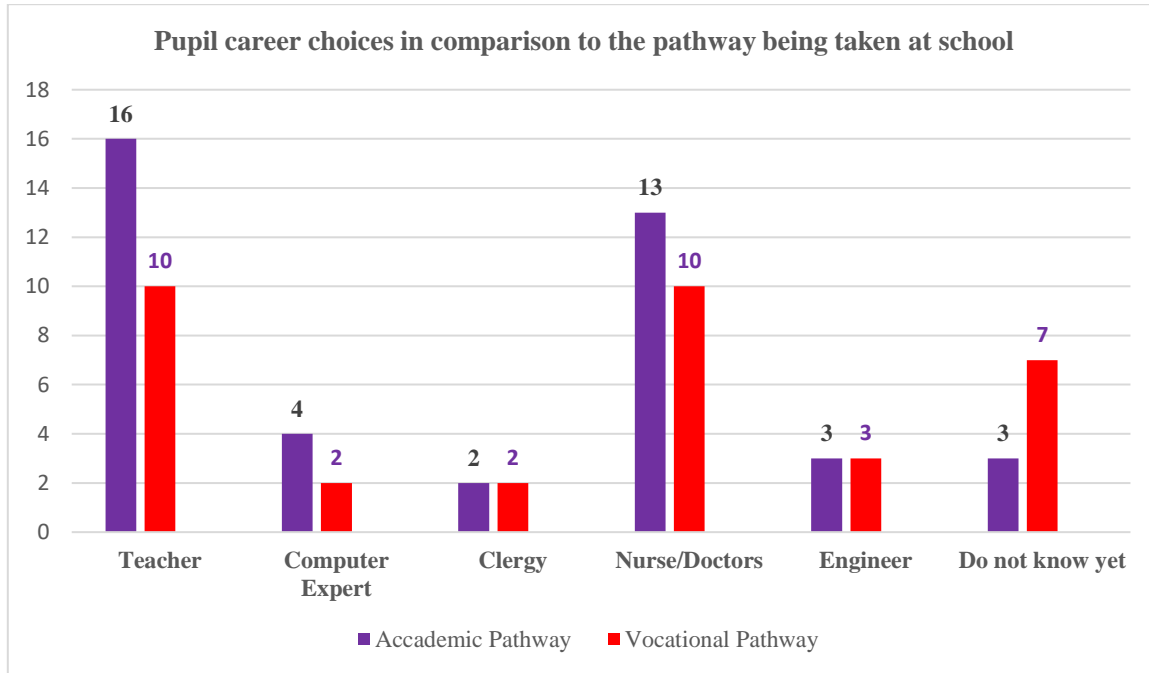


Figure 4.10 Pupil career choices in comparison to the pathway being taken at school

Figure 4.10 above shows the career choices of pupils with disabilities in comparison to the pathway they are taking in such schools. Most of the pupils indicated that they wanted to become teachers with (16+10=26) (35%) followed by those who wanted to be nurses/doctors indicated by the (13+10=23) (31%). Comparing these choices with the career pathway they in, it was further revealed as shown in the table that the 26 who wanted to be teachers, 16(21%) were in academic pathway and 10(14%) were taking a vocational pathway, while the 23 who said wanted to be nurses/doctors 13(17%) were taking an academic pathway and the 10(14%) were in vocational pathway. This clearly indicate that pupil's career choices were not in agreement with the career pathway they were taking.

4.5 Summary of the chapter

This chapter presented the findings of the study which sought to explore the effectiveness of guidance and counseling services on learners with disabilities in selected secondary schools of Chipata District.

The findings did establish three main themes that emerged which included; Career guidance programs for pupils with disabilities in selected secondary schools, the effectiveness of career guidance of pupils with disabilities in secondary schools and Career choices of pupils with disabilities with regard to the career pathway.

The respondents did state that the guidance and counseling programs were taking place in secondary schools which ranged from education guidance, career talks, vocational guidance and organized career outings. Of the highlighted programs, the most prominent was career talks which had 38(42%) followed by 22(24%) which said education guidance were most common and 12(13%) felt career outings was the most common program being offered. The programs being offered in secondary schools to learners with disabilities were seen to be inadequate to provide the necessary guidance and counseling. The programs were limited due to the fact that the teachers in the guidance section are also engaged in the preparation of lessons and teaching of pupils, hence straining them to an extent that pupils were not well guided.

On the second objective sought to establish how effective these career programs tailored on pupils with disabilities in secondary schools, it has been established from the views from the respondents that the guidance and counseling programs were effective only because they were able to provide vocational guidance in terms of the career pathways being offered in schools and also making of action plans for the sections. However, the effectiveness could not be seen in the area of diverse implementation of programs to pupils.

The third objective was to establish career choices of pupils with disabilities with regard to the career pathway. It was discovered that most schools do not give chance to pupils to choose the pathway that entertained their career choice in life. Schools predetermined the pathways before the pupil report in the coming year in January. This was a disadvantage to the learners who could find themselves taking pathways that were contrary to their interests.

From the pupils' responses, it was established that learners career choices ranged from teaching, medical jobs, computer experts, pastoral services and others could not tell what would become of them. Of the indicated career choices, the most common was teaching and medical jobs (nursing/Doctor). Comparing to their pathway, in some careers selected by the

pupils it was discovered that the pathway they were taking was not related to their life long career choice after school life.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter endeavors to provide a detailed analysis of the findings that have been presented in the previous chapter by discussing the possible implications to the education sector with regard to career choices of pupils with disabilities. The research attempted to provide answers to three main questions which included: Does the school have programs for career guidance that are tailored at pupils with disabilities? How effective is career guidance of pupils with disabilities in secondary schools? and whether the career pathways taken by pupils with disabilities are in tandem with their career choices?

5.2 Career guidance programs for pupils with disabilities in selected secondary schools

The respondents did state that the guidance and counseling programs were taking place in secondary schools which ranged from education guidance, career talks, vocational guidance and organized career outings. Of the highlighted programs, the most prominent was career talks which had 38(42%) followed by 22(24%) which said education guidance were most common and 12(13%) felt career outings was the most common program being offered. The programs being offered in secondary schools to learners with disabilities were seen to be inadequate to provide the necessary guidance and counseling. The programs were limited due to the fact that the teachers in the guidance section are also engaged in the preparation of lessons and teaching of pupils, hence straining them to an extent that pupils were not well guided.

The revelations that guidance and counseling programs were taking place in secondary schools towards pupils with disabilities is a good development and credit to school authorities for actualizing what the ministry of education is advocating for especially in the education curriculum framework for Zambia. This is in agreement with Moe (2013) which stated that education is an important tool for preparing an individual for a better life in adulthood and that it is also an important tool for national development. For the reasons advanced, it clearly shows that, Careers Guidance and Counselling are important to produce a well-balanced

individual who will fit in society and contribute positively for his or her own good and society at large.

5.3 The effectiveness of career guidance of pupils with disabilities in secondary schools

On the second objective which sought to establish how effective these career programs tailored on pupils with disabilities in secondary schools, it has been established from the views from the respondents that the guidance and counseling programs were effective only because they were able to provide vocational guidance in terms of the career pathways being offered in schools and also making of action plans for the sections. However, the effectiveness could not be seen in the area of diverse implementation of programs to pupils.

The issue of effectiveness of career programs in secondary schools was a challenge as observed from some teachers who felt it wasn't easy because the guidance teachers were also involved in the preparation of lessons and teaching the pupils in the subjects of specialization. This was observed to be a great obstacle to effective guidance and counseling services to pupils with disabilities. Teaching loads by some guidance teachers made the programs not to be effective even when the action plans were drawn for a particular term/year.

The findings are in line with Dyke (2001) who argues and point out that lack of effective guidance and counselling services in schools disadvantages pupils in terms of career interest, self-awareness and character formation especially for pupils with disabilities. Further, Mutie (1999) stresses that counselling helps pupils meet their therapeutic needs by helping them make decisions or plan for any form of change. Pupils also in repose to the question concerning awareness of guidance and counselling services in schools, the study revealed that 68 percent of the pupils that participated in the study were aware of the service and felt they did not benefit from the services while 32 percent of the pupils reported that they were benefiting the guidance and counselling programs being offered by the schools. The apparent reason for this was that programs that were organized were not diverse in nature to allow the pupils to benefit and fit in one of them. The above revelation is of great concern as guidance and counselling services are meant to benefit all the pupils in schools for them to attain their full potential in their education areas. Not only that guidance and counselling services helps

in molding pupils into informed citizens. In this regard, effectiveness was not attained if the beneficiaries claim not to benefit in the organized career programs.

According MOE (2013), the four areas of Careers Guidance and Counselling are: Personal, Social, Vocational and Educational. These should be provided to the learner in a well-balanced manner in order to develop a holistic individual. The four components revolve around the following three main areas: learning to live; learning to learn; and learning to work. The effectiveness of career programs being offered in schools must take care of what the ministry of education is advancing.

The basic concepts in Careers Guidance and Counselling should be offered to all teachers. This will enable them offer basic guidance and counselling to their learners. Therefore, teacher education institutions should include Careers Guidance and Counselling into their programmes. In addition, they should design learning activities that will equip student teachers with the knowledge and skills of Careers Guidance and Counselling, MOE (2013).

The finding of the current study concurs with Barr et al (2008) who reveal that most school counsellors are ineffective and inefficient in managing and administering Guidance and Counseling Services provisions for children with disabilities because they lack in-depth training in Special Needs Education. Similarly, in Nigeria, Alutu & Azuka, (2006) school counsellors who are not trained in Special Needs Education render watered-down responsive services to children with disabilities. School counsellors without training in Special Needs Education lack the theory and practice of Guidance and Counseling Services provisions for children with disabilities. The above situation obtains in the Netherlands Armstrong & Barton (2007) and the UK (Ferguson, 2008). In the same vein, unfortunately Foreman and Arthur-Kelly (2008) articulate that in Australia, school counsellors who are not trained in Special Needs Education ineffectively and inefficiently plan SGC services provisions for children with disabilities.

It clearly calls for Guidance teachers in schools to be trained in order for them to provide specialised services to the clients (learners). Guidance teachers who are not trained in Guidance and counselling services would not understand the issues of handling learners with varying abilities in schools. In such a case they would face guidance as a challenge rather than a privilege.

5.4 Career choices of pupils with disabilities with regard to the career pathway

The third objective was to establish career choices of pupils with disabilities with regard to the career pathway. It was discovered that most schools do not give chance to pupils to choose the pathway that entertained their career choice in life. Schools predetermined the pathways before the pupil report in the coming year in January. This was a disadvantage to the learners who could find themselves taking pathways that were contrary to their interests.

From the pupils' responses, it was established that learners career choices ranged from teaching, medical jobs, computer experts, pastoral services and others could not tell what would become of them. Of the indicated career choices, the most common was teaching and medical jobs (nursing/Doctor). Comparing to their pathway, in some careers selected by the pupils it was discovered that the pathway they were taking was not related to their life long career choice after school life.

Most learners as observed chose careers that did not agree with the career pathway they were in. This showed that schools were dictating what the learners were to take as opposed to asking them what they were interested in as advised by the Ministry of Education in the revised curriculum framework for Zambia. The findings of the study were not in tandem with MOE (2013) who stated that there will be two Career Pathways at this level, Academic and Vocational. The academic pathway is meant for learners with passion for academic subjects and desire for careers in that direction. The Vocational Career Pathway is for learners with ambitions and interests in technical and practical jobs. The curriculum will provide practical skills to such learners starting at Grade 8 through to Grade 12.

According to Sichone (2014:43) quoting the curriculum framework for Zambia indicated that; "Career Pathways have been created in the curriculum to meet the needs and ambitions of different learners."

Secondary schools therefore need to put learners in the right career pathway according to their interests in order to meet their future aspirations. This will see pupils learn subjects with much passion and knowhow because they are learning the subjects which interest them.

This might mean the school counsellor and administrators were ignorant of how the process was

supposed to be conducted. The most disadvantaged and vulnerable are learners with disabilities.

The finding is supported by Phiri (2005) who observed that inducting learners in a new environment (school) is a critical area more especially for learners with disabilities. These are vulnerable people who need support for them to be able to compete in society. Similarly, Kalabula and Mandyata (2002) allude to the fact that more learners with disabilities (VI) end up taking a course of study limited to available learning or teaching materials. Therefore, it is imperative that new learners are inducted and helped to select suitable subject which will help them fit well in the world of work. But to do this, school counsellors need to be knowledgeable and skilled in guidance and counselling issues.

On what influence the choice of careers by pupils, the study discovered that parents/family members, friend/peers and media/TV/magazines had a greater influence than the school faculties of guidance teachers or other teachers. This could be attributed to the fact that most learners do not feel comfortable in sharing information to guidance teachers other than peers or media or family. Learners with disabilities did not access guidance and counselling due to lack of confidentiality by guidance and counselling teachers. The learners found that the guidance and counselling teachers divulged the issues discussed in the counselling relationship to other people. This could be making them to shun guidance and counselling services from the teachers. Further said guidance and counselling teachers lacked good rapport. Learners approached their friends or parents when they needed guidance because they were more accommodating than the guidance and counselling teachers.

This is in line with the findings by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) who found that the pupils went to the counselling teacher as a last resort because of lack of confidentiality among most school counsellors. Similarly, the findings by Skuy, Hoar, Oakley-smith&Westaway (2007) revealed that pupils selected guidance teachers less often than parents and friends as helping agents. Also, findings by Muango (2005) reported that most students sought guidance and counselling services from fellow students.

5.5 Summary of the chapter

This chapter has discussed the findings of the study based on the objectives. It started by discussing the programs that schools offer to learners with disabilities. The notable program was career talks and educational guidance with career outings also coming out in some schools. The programs for pupils with disabilities were observed not to be adequate to provide the much-needed guidance and counselling services to such pupils.

Secondly, it was discussed that even though the teachers felt that these programs were effective in schools based on the fact they were able to make action plans and selecting a pathway for the learners, effectiveness cannot be attained by such facts. There is great need for more programs meant for pupils with disabilities and not bunching them together with other pupils with no disabilities especially in mainstream schools.

Thirdly, the pupils' career choices were not respected in putting the pupils in the pathways in schools. Pupils had no chance to select the pathway that could support their interests. It has been discussed that learners need to ask which career they wish to take before giving them a pathway. From this study, it has been seen that there is need to have more career guidance programmes for pupils with disabilities especially that they are not adequate in schools. Career pathways should be given according to interests and ability of pupils. Ultimately, when career pathways and career guidance programmes are effectively implemented, pupils with disabilities can receive the quality education needed.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to establish career guidance programs tailored at pupils with disabilities in selected secondary schools, to establish the effectiveness of career guidance of pupils with disabilities in secondary schools and to determine career choices of pupils with disabilities with regard to the career pathway they were in. The findings would lead to conclusions on the effectiveness of career guidance being provided to pupils with disabilities in selected schools in Chipata district.

6.1 Conclusion

The study concludes that guidance and counselling is important in secondary schools and was being offered in the secondary schools. Guidance and counselling services/programs offered were education guidance, career talks and career outings. Through guidance and counselling comprehensive advice on career choices is given to students.

Despite almost all respondents acknowledging the availability of career programs in secondary schools, the conclusion from the results of the study was that;

- I. The career programs were not adequate to support the needs of the pupils with disabilities, in terms of guiding them on a diverse of issues that pertains to life in general.
- II. The career programs being offered in schools were not effective as pupils indicated that they were not benefiting from the school organized career programs. This was despite teachers indicating that the programs were effective.
- III. The pupil's career choices were not in line with the career pathway they were taking while in schools. It was discovered that pupil's career pathway was dictated by the school and not the pupils themselves declaring interest in what they like to do. Some schools predetermine the career pathways of pupils even before the pupil reported for schools for a particular academic especially at Grade 8 and or 10.

It can be said therefore that secondary schools need to take care the needs of the pupils with disabilities by organizing a diverse of career programs that meet the pupils' aspirations.

6.2 Recommendations

6.3 Recommendations for action

Based on the findings of the study, it is recommended that;

- I.Schools to put up a variety of career programs to comprehensively assist pupils with disabilities.
- II.Guidance teachers need to be trained on how to guide and counsel the pupils with disabilities.
- III.The secondary schools need to place pupils in the right career pathways with regard to their interests.
- IV.All teacher training institutions and universities should review their programmes to ensure that they include more mandatory courses on guidance and counselling and special education.

6.4 Recommendation for further research

- I.This study was limited to only 5 selected schools from Chipata District of Eastern Province, to this effect, there is need in future to broaden the study on a larger scale in order to involve other provinces in Zambia.
- II.Challenges in school guidance and counselling services provisions for learners with disabilities in Zambian inclusive primary schools need also to be explored in future studies.

REFERENCES

- Alemu, Y. (2000). Assessment of the provision of Guidance and Counselling Services in Secondary Schools of the East. *Harerge Zone and Hareri Region, Ethiopia. Middle Eastern and African Journal of Educational Research* 2:28-37.
- Borg, W. R., Gall, J.P. and Gall, M.D. (1989). *Educational Research an Introduction (3rd ed)*.
- Buchi, E. (1974). *Second Classs Citizen*. London: Allison and Bushy.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Abingdon: Routledge
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks: Sage Publications
- Dagley, J., and Salter, S. (2004). Practice and research in career counselling and development-2003. *The Career Development Quarterly*, 53, 99-159.
- De Cos, P. L; Chan, J. & Salling, K. (2009). *The Careers Project. A Summary with Policy Options*. California Research Bureau (CRB 09-005)
- De-Vaus, D. A. (2001). *Research Design in Social Research*. London: SAGE.
- Donald Super (2012). *Developmental self-concept*. Downloaded from www.careers.govt.nz, Careers New Zealand.
- Epstein, J. L. & Van Voorhis, F. L. (2010). School Counselors' Roles in Developing Partnerships with Families and Communities for Student Success. *Professional School Counseling* (10) 1–11
- Hassel, B. C. (2010). Low-Performing Schools. Race to the Top: Accelerating College and Career Readiness in States. Achieve, Inc. Guide report.
- Horne, M. (2010). A new role for CTE. *Techniques: Connecting Education and Careers* 85(4) 10-11
- Kasonde-Ngandu,S.(2013).Writing a Research Proposal in Educational Research. Lusaka:

- Kochhar, S.K. (2009). *Guidance and Counselling in College and Universities*. New Delhi: Sterling Publishers.
- Kombo, D.K. and Tromp, D.L. (2006). *Fundamentals of Guidance and Counselling*.
- Kombo, D.K. and Tromp, D.L. (2006). *Proposed and Thesis Writing: An Introduction*. Nairobi: Pauline Publishers.
- Levin, B. (2000). Putting students at the centre in education reform. *Journal of Educational Change*, 1(2), 155-172
- Lim, R. & Patton, W. (2006). What Do Career Counsellors think their clients expect from their services? Are they right? *Australian Journal of Career Development*, 15 (2) 32-41
- Makinde, O. (1994). *Fundamentals of Guidance and Counselling*. Macmillan: London.
- Makumba, C.E. (2013). *Thesis Writing: Guidance and Counselling Provision in Schools*. Lusaka: UNZA.
- Meury, V. K. (2009). *Expanding Horizons: Helping Students Redefine Educational and Career Opportunities*
- Ministry of General Education. (2013). *Zambia Education Curriculum Framework*. Lusaka: CDC.
- Ndhlovu, D., Kasonde-Ngandu, S., & Phiri, J. T., (2012). 'Relevance of Guidance and Counseling Services Offered to Pupils in Selected Schools in Zambia.' *Journal of Education*, 3, (2).
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods (3rd Ed.)*. Thousand
- Patton, W. & McMahon, M. (2006). The Systems Theory Framework of Career Development and Counselling: Connecting Theory and Practice. *International Journal for the Advancement of Counselling*, 28(2), 153-166 *Research*. New York: Oxford University Press.
- Sidhu, S.K. (2003). *Methodology in Research Education*. New Delhi.
- Singleton, R., Strait, B., Strait, M and Mc Allister, R. (1988). *Approaches to Social Science*

Sultana, R.G. (2004). Career guidance policies in 37 countries: *Contrasts and common themes, in international journal for Educational and Vocational Guidance*, Vol. 4, No.2-3pp. 105-122.

Thomas, S. Goodman, J. (2005). Career development and guidance programme across cultures: The gap between policies and practices. *The Career Development Quarterly*, 54, 57-65.

UNESCO (2009). *Counselling Module 2*. Paris: UNESCO.

Vaughan, K. (2003). Changing lanes: Young People Making Sense of Pathways. In *Educating for the 21st Century: Rethinking the educational outcomes we want for young New Zealanders. Conference proceedings*. Weber, B. (Ed) Wellington: New Zealand Council for Educational Research

Vaughan, K. (2008). Student Perspectives on Leaving School, Pathways, and Careers. *New Zealand Council for Educational Research report for the Ministry of Education*: www.educationcounts.govt.nz/publications

Vaughan, K., & Roberts, J. (2007). Developing a „productive“ account of young people“s transition perspectives. *Journal of Education and Work*, 20(2), 91-105

Venus, C.F. (1997). *Which Psychotherapy? Exponent, explain their differences*. New York.

Wamocho, F.I. (2003). *Development of a Guidance Programme for children with Special Education Needs in Kenya. A study of Personal Orientation*. Unpublished Doctoral Dissertation, Kenyatta University.

Whitestone, S. (2003). Career Counselling: 90 years old still healthy and vital. *The Career Development Quarterly*, 52, 35-45. Google Scholar.

APPENDICES

APPENDIX 1

1. How long have you been working as a Careers guidance teacher and what qualifications do you have in careers education?

2. How long have you been working in your current school?

3. What percentage of your hours are spent working as a Careers/Guidance teacher as opposed to teaching?

25% _____ 50% _____ 75% _____ 100% _____

4. Are you the only person in your department, or do you work as part of a team? Explain who else works with you and their roles and hours.

5. Do you believe that the careers information being provided to students with disabilities is sufficient for them to make informed decisions about their future careers and training? Explain why or why not.

6. What additional information and experiences would you provide if time and funding was available?

7. What or whom do you think has the most influence on what students with disabilities select for their future career upon leaving school? Please rank each line.

	No influence	Some influence	A large amount of influence	Total influence
Parents /Family				
Friends/Peers				
Classroom Teachers				
Careers master/ Guidance Teachers				
Headteacher				
Media/TV/Magazines				
Vocational subject teachers				

Other:

8. How would you describe the term 'career' based on your knowledge of current trends?

9. Have you heard of the term 'lifelong learning'? What does it mean to you and how do you explain this concept to students with disabilities?

10. Do you believe the MoGE 'Career Education and Guidelines are relevant and helpful to students today? If yes, please explain why, if no, please explain how it could be improved or updated.

11. Do you think students should be consulted about what they require from careers education and guidance? Please explain your answer.

Thank you so much for taking the time to complete this questionnaire to assist me with my master's degree thesis. I trust the results will be valuable to the professional body of careers advisors.

Appendix 2: Semi- structured Interview guide for Guidance Teachers

1. How long have you been a guidance teacher?
2. What are your highest qualifications?
3. How long have you been in service?
4. Do you provide guidance and counselling at this school?
5. Do you have pupils with disabilities? If so, any idea of the disabilities they have?
6. What career pathways do you offer at your school?
7. Is there any specific emphasis on career talks for pupils in general and specifically for pupils with disabilities?
8. How often do you give career talks?
9. Do you usually have career talks with technical people in a particular field to talk to pupils?
10. Do you conduct vocational, educational and career counselling in the school?
11. Which grade do you think benefit most from career guidance?
12. Give reasons for your answer?
13. Do you have any career guidance and counselling material?
14. From your statistics of pupils with disabilities, how many have graduated with good grades?
15. What skills in vocational pathways are you providing for pupils with disability?
16. For pupils with disabilities, what career pathways do they take?
17. Do you usually have career talks with technical people in a particular field to talk to pupils?
18. Do you conduct career outings?
19. From your statistics of pupils with disabilities, how many have graduated with good grades?
20. Do you make follow ups to see how the pupils are doing in transition into society?
21. What formal jobs are they taking?

Appendix 2 Semi-structured questionnaires for pupils

1. What grade are you in?
2. How old are you?
3. What career pathways are you taking?
4. What subjects do you like most?
5. Do you have career talks at this school?
6. How often are these career talks done?

APPENDIX 4: GUIDANCE TEACHERS RESPONSES FROM THE INTERVIEWS

GT 1

“We have programs that are aimed at encouraging pupils to take up careers in vocational skills.

The career programs that are being provided at this school are mostly educational counselling.

Programs are mainly to do with educational counselling but not specific to pupils with disabilities.

We offer career guidance i.e. in subjects they take and their academic performance we offer also study skills counseling”.

They don't bring technical people to talk on career day.

7 career pathway at our school is the vocational pathway'

7the career pathway being offered are the vocation pathway only.

7. We offer vocational and academic pathways.

7. Career we offer are academic and vocational pathways

7. Emphasis on career counseling is given to grade 8 and 9

GT2

“Mostly we have programmes in the department that help pupils get the best in the education. Our school is special it has pupils with impairments. We program programmes for the whole year as in an action plan. Other programmes are aimed at exposing them to more vocational skills e.g. agriculture science.”

GT2

‘‘Yes the school has programs tailored at the pupils with disabilities. These career programs are also planned and are followed and also approved by the administration.’’

GT2

‘The school has programs in career guidance, but so far nothing specific for pupils with disabilities. When pupils are being guided in career programs, some pupils with disabilities that we have are the main stream. No specific programs for pupils with disabilities.’

GT2

“there are many career programmes that the school provide, one of which is to educate them on how they can fit in different position as they finish school.....we also help to place pupils in the rightful class with the right career pathways.....when the pupils are not doing well in class we even call parents. For example one pupil with slow progress in academic work, we called the parent on what one need to do to help the child.”

GT2

‘We have career programs at our school but most of the programs are also fused in school clubs. So we are working hand in hand with the clubs.... The programs are not specific for pupils with disabilities but they are done in an inclusive manner.’

GT1

“The duty of the guidance office is to help the pupils receive guidance in all areas of school life.one of which is the male programs that will help pupils in the academic progress ‘

‘career programs that are programed and followed. Nothing is done haphazardly. We make plans for the whole year and evaluate at the end of the year together with pupils results’

GT1

Does the school have programs for career guidance that are tailored at pupils with disabilities?

‘The school does have programs in career guidance tailored at pupils with disabilities. This is because our school handle pupils with hearing impairment.’

GT1

‘‘We have various career programs one of which is to guide our pupils on how they can fit in various positions when they finish school..... We also have programs where we call pupils parents especially those with learning difficulties so that we talk and see the way forward..... For pupils with known disabilities and are at the special unit, we don’t do much, let me not lie, but for those in the main stream we do incorporate them with others in counseling programs.’’

GT1

‘‘At this school we have guidance and counseling programmes that are planned and we have action plans. The programs are time tabled.....yes for pupils with disabilities when they come in Grade 8 and 10 we identify them and place them where we feel they can fit(career pathway). The pupils have also an input in the career choice. Their decisions are informed.’’

GT1

‘‘Yes the school has guidance programs though I have been in the office for two months ‘‘

8 yes ... we have career talks for pupils especially those that completed school and are working. We have many of such

8 Yes we do career talks at this school.

8. Career talks are conducted but none is specific for pupils with disabilities

8. No career talks are done to all pupils, not just to pupils with disabilities.

8. The school doesn’t have teachers’ guidance or text book for counseling [lack of material]

9. Mostly termly for Grade 10-12.

9 We do this according to the laid down program in as program in any particular year. Like termly. Only for grade 10-12

9. Mostly on careers day that when we bring people to talk to them.

9. Depending on the grade, it’s done once per year but for grade 12 termly.

9. In his tenure office, only 1 pupil has passed to grade 10
- 10 we don't bring technical people but only those who have the same impairment have been successful in education
10. Mostly at this school we do educational counselling.
10. Yes technical people in career do come but not in many careers only in health, so far.
10. The only vocational skill offered is Home Management.
11. Yes ...we do conduct education and vocational counselling.
- 11 Vocational counselling we do a lot because our school takes pathway. Also study skills are done [Educational counselling].
11. Yes educational and vocational counseling is done
11. Most pupils with disabilities are put in vocational pathway.
12. Grade 10-12 benefit from career counselling.
12. The upper grade benefit mostly that is Grades 10-12.
12. Grade 8 and 9 are the one that benefit from career guidance.
12. Grade 12's benefit more in career guidance.
12. There are no career acting done.
13. Because they need encouragement and hope that they can make it in life.
13. Because we want our pupils to be ready for exams and also transition into society
13. This is because they are about to enter another phase in their education.
13. Because they have a short time before they leave school.
13. – Only one pupil has gone to grade 10.
- No follow ups are done on pupils once they transit.
 - No ideal of their life once they transit from school.

14. Yes ...we have guidance materials.

14. Yes....we do have career guidance materials.

14. Yes... we have career guidance materials.

14. We have materials in teachers' guides that we use

GT1

“The programmes in this school are followed, this means that we aim at helping learners thus making the program more effective”

GT1

How effective is career guidance to pupils with disabilities in your school.

‘career guidance is very effective at this in sense that are always making sure our learners are well equipped for things like writing exams and also explaining to the prospects in their career pathway which is vocation not academic.’

GT1

“Career programs for pupils with disabilities are very effective. But we usually do this as a combined event with all other learners. But we try our best to give individual career guidance to pupils with disabilities in the mainstream since they are not many. The programmes are followed by the school and are prepared by the administration.The other effectiveness is that pupils with disabilities who have been rightly placed have had good grades with a lot of help”.

GT1

“What we have done is we have divided ourselves and have taken up the task to adhere to career programmes. Each guidance teacher is given some classes to take care of. In the given classes, they make programmes to do career talks and also invite people in a particular vocation or job to encourage the pupils. The career programmes are done yearly from Grade 8-11. For example Grade 12 it can even be twice or thrice per year. This is done to emphasize the career choices.”

GT2

‘‘These programs are followed. Programs from Grade 8-12. We are also looking at which pupils are behind school work and we give individual attention. The effectiveness of our program comes in because we are strictly following them and implement.’’

GT1

‘‘All programs that are planned are to be followed. But so far since I came in office I have not witnessed any program in career things’’

GT2

‘‘Our career programme are very effective especially to pupils with disabilities because we take interest in what they want to do in future and we advise them accordingly. For example a pupil with short sightedness would advise them not to take up a career that requires accuracy in using sight.....we also incorporate career talks in other lessons.’’

GT2

‘‘Career programs are effective since they are planned and followed. So far on our plan we want to take our pupils to super markets like ‘Spar’ so that they see what goes on. We also receive help from well-wisher who are willing to help us accomplish our programs’’.

GT2

‘‘Career programmes are effective at this school, but the problem is we don’t have programmes specific with pupils with disabilities alone.....’’

‘‘On that one we are behind, let me admit, the effectiveness comes in the sense that we abide by them (career program) and pupils, we think are placed correctly’’.

GT2

‘‘The programmes are effective since they are planned and followed.’’

15. Many have finished school and have graduated in society and others working.

15. Many pupils have graduated from our school but mostly not with good grades.

15. Now that we know off, no statistical evidence.
15. Now many pupils with disabilities have graduated with good grades so far.
16. Skills being taken include agriculture science and music
16. We have the vocation pathway only H.E, Agriculture science under TAVETA.
16. The vocational skill like H.E, Agriculture science and music.
16. Vocational pathways we are providing for pupils with disabilities are the same to those without disabilities in vocation and academic.
17. They are all taking vocational pathway.
17. They are all taking the vocation pathway
17. They all take vocational pathways.
17. Depending on their disability, they can take both vocation and academic pathways.
18. No...we don't bring technical people.
18. We rarely have career talks with technical people.
18. Yes at times we call technical people.
18. Yes we have technical people that come and do the career talks.
19. Career outing are done if they are sponsored
19. Yes we conduct career acting when well-wisher sponsor us.
19. We don't conduct career outing due to transport problems
19. Yes but rarely we do conduct career acting.
20. Many pupils have graduated with good grades.
20. Non
20. Few with disabilities have graduated.
21. Non

21. No we don't make follow ups of pupils.

21. Non

21. No follow ups on pupils who finished school.

22 some are working even as teachers

22. Non

22. No ideal of what they are doing.

Most of them we know are either teachers or working in super markets or self-employed.

GT1 from school 1

"I may say the career pathways are not in line with pupils wishes since the school has adapted the only career pathway. We looked at the nature of our learners and we felt that pupils with visual impairments will best helped in taking the vocational pathway. Academic pathway will be a challenge since our learners have limitations to do things like mathematics, pure science and other subjects that require sight."

GT1 from school 2

'The school offers the vocation career pathways. There is no pathway at this school. For this reason pupils have no choice in choosing which career pathway to take. It's likely we impose these on them because we feel they are incapable of taking the academic pathway because the subjects are beyond the ability of our pupils.'

GT1 from school 3

"The career pathways that we advise our pupils to take are in line with their abilities and thus they are put in pathways that can best suit their abilities. For example, a physically impaired pupil is placed in an academic career pathway because they could not manage most vocational subjects because they involve a lot of mobility which is a limiting factor for them."

GT1 from school 4

“I have no good ideal of specific career program being taken by pupils with disabilities.”

GT2 from school 1

“The vocational career pathway that we have at this school has been dictated by the fact that our pupils have a lot of limitations in the academic journey. Having no sight prevents them to doing other subjects. The only career pathway to take is the vocational pathway.”

GT2 from school 2

“The vocational career pathway is the only the only path that the school has adopted, because of this the pupils have no choice but to follow the pathway that the school has. However, we do our best to help to get the best in their career choice. So far we have no problems with other pupils taking this career pathway. The school is also taking the TAVETA exams that are skill created, these include tailoring and hospitality.”

GT2 from school 3

“Since most career pathways to pupils with disabilities are given with the full knowledge of their academic strength as well as the physical limitations, most of the subject are given with that consideration.....sometimes, by virtue of the nature of the disability a pupil may be placed in an academic career pathway not because they can make it but because its only way out.....meaning they sometimes don't have much choice.”

GT2 from school 4

The school has adopted the vocational career pathway. Pupils have no choice in choosing what career pathway to take. The whole setting is pre-programmed before pupils come to enroll for Grade 8 or 10.

GT2 from school 5

“When pupils come in school we place them according to marks they get, they have little choice in career pathways.”