

CHAPTER ONE

1.0 INTRODUCTION

This chapter contains the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, limitations, delimitations and definitions of terms.

1.1 Background to the study

One of the most important functions of education is to help learners in career development and enable them make a variety of right career choices that match their individual abilities, interests, aptitudes, personality qualities and present circumstances. Kochhar (2008) states that understanding how to make career choices is a life skill that everyone needs. The decision an individual makes on a career has profound effects on his or her life. Seeing learners with visual impairments make the same career choices or none at all when there are a lot of career options they can pursue was surprising to the researcher.

Visual impairment is one of the disabilities that affect school going children. The World Health Organization (2001) International Classification of Functioning, Disability and Health (ICF-10) provides a different model of viewing disorders. The ICF-10 emphasizes the importance of identifying possible conditions that impact on activities and performance. According to the World Health Organisation's ICF-10, a person is considered to have visual impairments if the corrected visual acuity is permanently less than 0.3 (normal visual acuity 1.0-2.0) in the better eye or if the person should be comparable with a person with permanent visual impairment. A person is considered visually impaired if he or she has considerable difficulty in functioning because of

lowered sight, (Ojamo, 1999). Persons with visual impairments are classified in sub categories by severity of their visual impairments. Visual impairment may result in various degrees of vision loss existing along a continuum from total blindness to nearly normal sight. In Zambia, persons with visual impairments are seen making the same career choices, a situation which made the researcher wonder how they develop their careers.

Concerning their population, Vision 2020 statistics cited by the World Health Organization (2012) states that about 314 million people are visually impaired worldwide. Of these, about 50 million are blind while 264 million have low vision. The American Federation of the Blind (2012) reports that the number of learners with visual impairments in America that are qualified for services under Individuals with Disability Education Act (IDEA) is 93,600. Of these, 52,200 are legally blind while 5,500 are Braille readers. Vision 2020 (2012) reports that 1% of Africa's population has visual impairments and the majority of these are in the Sub-Sahara region. In Zambia, the Zambia Agency for Persons with Disability (2010) reports that current statistics estimate that, one in every forty people is blind. The Ministry of Education (2010) reports that there are about 202,691 Children with Special Educational Needs (CSEN) in grades 1 to 12. Among these, a total of 35,037 have visual impairments of which 12,236 are males and 22,154 are females. This number will continue to grow as time passes and therefore raises concern if they all end up making the same career choices or none at all.

Understanding how learners with visual impairments develop their careers is very important. For too long, professionals have made decisions for persons with disabilities on career choices with little input from the persons with disabilities themselves or their

parents. Much as these decisions were motivated by good intentions, they overlooked the desires, hopes and aspirations that remained hidden within persons with disabilities including those with visual impairments, (Murugami and Norma, 2011). It is therefore necessary to understand how learners with visual impairments develop their careers if they are to be helped make different career choices and benefit from the career options they can pursue.

Among the most critical periods in life of young persons including those with visual impairments, is the transition from school to the world of employment. As noted by Murugami and Norma (2011), choosing a career is considered a major life activity that enhances the quality of life, offers financial self-determination, improves self-esteem, gives feelings of contributing to society and offers a general life satisfaction. Equally for persons with visual impairments, pursuing a career is an essential factor in gaining independence, achieving social inclusion and ensuring equal participation in all aspects of life. However, in Zambia, persons with visual impairments are seen in the same career options such as teaching, lecturing and switchboard operating or none at all. This means that those not in employment remain dependant while those in the same career options are still socially secluded yet, inclusion is the cry of modern times. To this effect, how they develop their careers was a matter of concern.

In Zambia, persons with visual impairments are mostly seen employed in specific areas working as teachers, lecturers, switchboard operators or not even working at all. Although there are no specific statistics to support this view, Mulenga (2007) states that the great majority of persons with visual impairments in employment in Zambia are mostly employed by the government with the majority confined to switchboard operating,

lecturing or teaching. On the contrary, Kidofdal (2012) argues that persons with visual impairments can perform many jobs such as being lawyers, accountants, food service workers, medical transcriptionists, computer programmers, cooks, salespersons and clerks. As such, Tathan (2012) asserts that the quality of career development determines their career choices, the nature and quality of individual lives, the kind of people they become, the sense of purpose they have and their income. The situation of persons with visual impairments as regards the choosing of their careers gave rise to the need to establish how they develop their careers.

Career development is a process just like learning to walk and talk. The stages of career development overlap and are ongoing throughout an individual's life time. Colorado Department of Education (CDE, 1999) points out that the appropriate time for imitating each of the stages of career development for learners with visual impairments depends more on the developmental level versus the learner's grade level. In line with this, Super's stages of growth and exploration must be addressed at primary and secondary levels of education if learners with visual impairments are to develop their careers and make wide career choices.

In both the two stages of super's theory, a positive self-perception is important for all learners with visual impairments. The self-concept influences one's career development as well as entry into and success in a career. To this effect, in making a career choice, an individual is expressing his or her self-concept. Therefore, it is crucial that learners with visual impairments have accurate knowledge about themselves or they may choose and pursue careers that do not match well with their interests, skills, capabilities, abilities, choose none at all or even make the same career choices as is the case in Zambia.

As pointed out by Wolffe (1997), all learners go through a career development process which provides a plan for life as an adult. Career development begins in early childhood with development of personal autonomy, independent decision-making, task responsibility and an appreciation of adult life-styles. Similarly, Attmore (1990) states that career development starts with knowing oneself and then matching interests, aspirations and skills with options for study and work. For learners with visual impairments need specialized instruction during early childhood is important because their inability to observe people at work affects their knowledge of careers they can pursue. Learners with visual impairments need to directly receive talks from adults in various settings for them to understand the world of careers, the responsibility of workers, career opportunities available and those they can pursue. For the young, preparation for transition into careers begins with voluntary chores while for older ones, volunteering is valuable, but paid employment is complementary. As such, Powell (2010) argues that career experience programs must be part of the curriculum to help learners in career development, increase awareness of rewards, work satisfaction and enhance opportunities for later employment.

Hatlen and Curry (1987) point out that career development needs for learners with visual impairments are unique. They must be helped to learn to define their own work values, explore a variety of interests and discover their own lives early in life. Learners need to know what working for their living means, how to find or apply for employment and qualities sought by employers. They also need to know what careers exist, which ones they can pursue, what each one entails, skills and qualifications needed, their demands, nature of work and the life style likely to develop from it. It is essential that career

guidance teachers, the orientation and mobility instructors and the parents are involved in the planning of programmes of career development for learners with visual impairments. The school and parents should therefore help learners develop their careers for them to make reasonable and wide career choices. The demands for both career guidance to be more comprehensive and holistic is very critical if learners with visual impairments are to develop careers and make a variety of career choices.

The school is in the position to facilitate career development of all learners with visual impairments and ensure an orientation towards wide career decision-making. This in turn can enable them make the fullest possible use of their individual talents and develop careers. Furthermore, learners with visual impairments' failure to establish what they would like to be and what they are capable of being in the diverse world of work may continue to propel them to dependant decision making, into the very stereotypes that have segregated them from their communities. Such practices are against human rights as well as being anti-inclusion, yet, rights and inclusion even in career options, are the themes of the contemporary world. In Zambia, despite career guidance services being provided in schools, learners with visual impairments are seen making the same career choices such as teaching, lecturing, switchboard operating or none at all.

Many young persons with (or without) disabilities leave secondary education with very little of the vocational self-concept and career decision making self-efficacy. Specifically, persons with visual impairments seem to lack positive work attitudes that are vital for successful transitions from school to work or post secondary education world over (Fore and Riser, 2005). These past failures have left most of them in careers and environments

not suited for their abilities, capabilities, making the same career choices or not even working at all. This situation raises a lot of questions as to how they develop their careers.

Thoma et al. (2002) emphasise that the transition from school to adult life is a culmination of educational experiences. All that educators teach learners in their classrooms comes to fruition when learners enter adult lifestyle especially as regards choosing of careers. However, learners with visual impairments are not seen meeting their goals for a desired adult lifestyle. Recent studies worldwide indicate abysmal outcomes for persons with visual impairments describing adult lives without employment, leisure, recreation, community living options for the majority or making the same career choices or none at all (Louis Harris Associates Poll, 2000; Thoma, et al. 2002). Zambia is not an exceptional. The question was, how do learners with visual impairments develop their careers?

Many studies as regards visual impairments in Zambia have been conducted for example, Mulenga (2007) focused on the relationship between the social environment and the desire to work, Ndhlovu (2005) studied involving parents in the education of learners with visual impairments and Chulumanda (2010) focused on factors limiting career choices among school leavers, among others. However, none of the studies focused on career development of learners with visual impairments. As a result, it was not known how learners with visual impairments develop their careers. The premise of this study therefore was that the development of self-concept enhances career development thereby leading to persons with visual impairments making different career choices. Therefore, this study sought to establish how learners with visual impairments develop their careers.

1.2 Statement of the problem

In a study conducted in Zambia by Mulenga (2007), the great majority of persons with visual impairments in employment are mostly employed by the government with the majority confined to switchboard operating, lecturing or teaching. This situation made the researcher wonder how learners with visual impairments develop their careers. Therefore, this study was designed to investigate how learners with visual impairments develop their careers.

1.3 Purpose of the study

The purpose of the study was to establish how learners with visual impairments develop their careers.

1.4 Objectives

1. To establish how learners with visual impairments develop their careers.
2. To determine careers that learners with visual impairments can pursue.
3. To establish the factors that limit career choices among learners with visual impairments.

1.5 Research questions

1. How do learners with visual impairments develop their careers?
2. What careers can learners with visual impairments pursue?
3. What factors limit career choices among learners with visual impairments?

1.6 Significance of the study

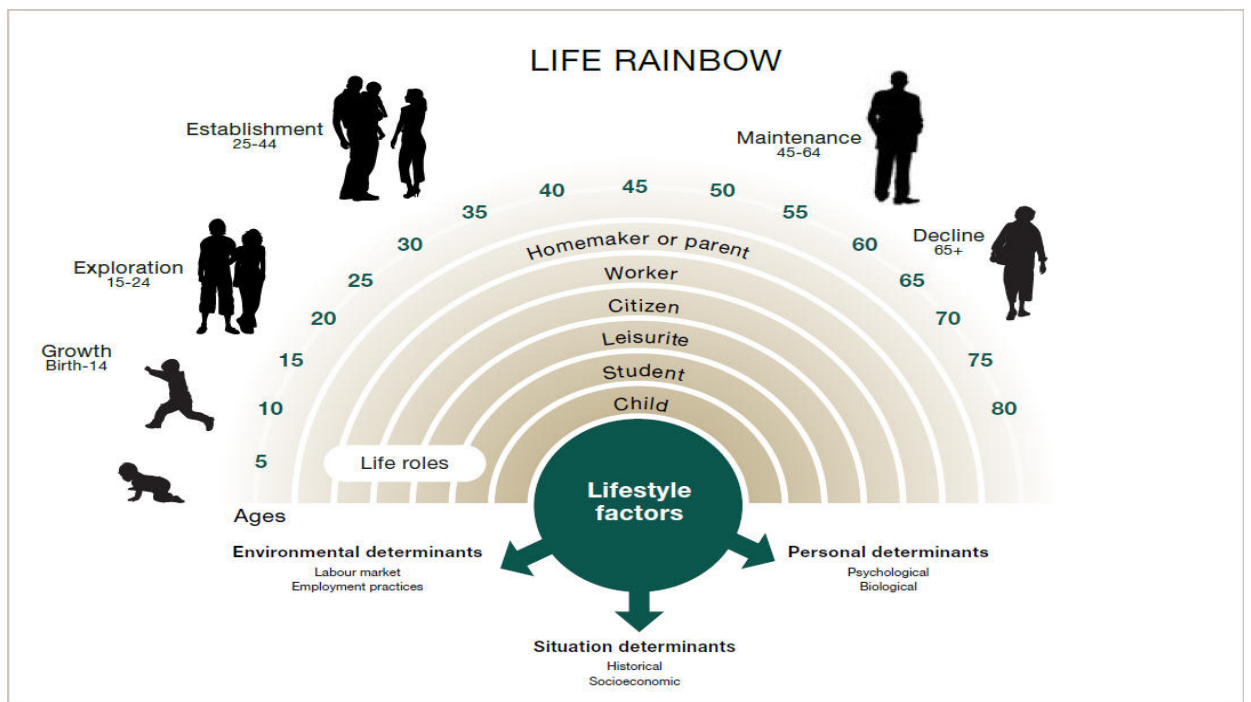
At the time when there is a variety of job opportunities in Zambia, persons with visual impairments are however seen making the same career choices such as lecturing, teaching, telephone/switchboard operating or none at all. A study that addresses such a problem would be of great importance to learners with visual impairments and policy makers. In addition, it was hoped that the findings of this study may avail the careers that learners with visual impairments can pursue and the stages of career development they go through. Findings from the study may provide a platform for adjustment, improvement or implementation of suitable career guidance programs in schools to enhance career development of learners. Moreover, findings may create awareness among curriculum planners on the need to include programmes that address career needs of the learners with visual impairments. It was also hoped that the findings of the study may create a basis for the Ministry of Education, Science, Vocational Training and Early Education to increase the number of teachers training in guidance and counseling to enhance service provision for quality career development of learners with visual impairments.

Furthermore, the study may help teachers to understand how learners with visual impairments develop their careers. The study may provide data on factors that limit career options among learners with visual impairments and measures to overcome them. Finally, it was hoped that if teachers understood how learners form ideas about career options and how they build skills through social learning, they may design meaningful learning experiences to help them.

1.7 Theoretical framework

The study was guided by the Developmental Theory by Donald Super (1972). The theory takes into account the development of vocational self-concept and it is the most comprehensive developmental theory applied to careers (Estrada-Hernandez, 2004). It combines elements of personal, social, learning and phenomenological aspects of self-concept. It assumes that career development is a continuous life-long process that takes place in stages as shown in figure 1.

Fig: 1 Supers' Career Model



Source: www.career.govt.nz Careers New Zealand, 2012. Accessed on 07/03/13.

Essential assumptions of Super's theory are based on the individual characteristics of people and the world in which they live. The theory assumes that as people mature, they change and adapt according to their "self-concepts." Super believed that self-concept develops through physical and mental growth, observation of work, identification with

working adults, general environment and general experiences. This implies that as people's concept of self changes, their career ideas also change. As such, career development is a lifelong process. To this effect, the theory outlines five career developmental stages which include; growth, exploration, establishment, maintenance and decline as shown in figure 1. For the purpose of this study, the focus was 7 to 18 years. During this period, children are in school and between grade 1 and 12.

Growth stage is from age 0-14 years. Children gain a sense of their capacity, interests, attitudes, talents, development of self-concept and general world of work. This stage also involves forming an occupational self-concept and it includes four developmental tasks; career concern, control, career conviction and competence. In the Zambian context, this is a stage when learners are between grades 1 and 8.

Exploration stage follows from 15-24 years in which there is "trying out" for example, through class activities, work experience and hobbies. They progress through developmental stages such as learners, 'leisurite', citizen, workers, spouses, home makers and parents as illustrated in figure 1. These are experienced in homes, communities, school work place. Young adults explore career roles through school work and recreational activities tentatively choosing a career but not finalizing it. During this stage, children also develop skills. In relation to this study and the Zambian context, at exploration stage, some learners are in grade 9 while the majority are either between grades 10 and 12 or at tertiary level of education.

The establishment stage followed the exploration stage. It covers the age between 25-44 years. It is characterized by trial and stabilization through work experiences. This stage is

an entry-level to skill building and ends by 44 years. It has three sub stages; stabilizing, consolidating and advancing to higher levels of responsibility. After this, comes the maintenance stage from 45- 64 years. During this stage in which there is a as a worker continual adjusts as he or she seeks stability in his or her roles and relationships. The stage involves holding on, updating skills and innovation. Lastly, people enter the decline stage. It begins at 65 years and is characterized by decrease in productivity or output. In this stage, older workers prepare to retire.

However, for the purpose of this study, only two stages (growth and exploration) were considered in detail because they affect the school going children with visual impairments in primary and secondary schools.

The theory helped determine how learners with visual impairments develop their careers. In addition, it helped establish the relationship between career maturity, the development of self-concept and reasons for learner's choices of their jobs or careers. The theory also helped determine how guidance programmes could be designed to meet the diverse career needs of learners with visual impairments in their career development at growth and exploration stages of life.

1.8 Limitations of the study

One of the limiting factors to the study was that only a few parents of learners with visual impairments were interviewed because it was not possible to go to all the ten (10) provinces. Regardless of this limitation, the findings are consistent with the local and international literature. Therefore, the findings of the study may be generalized.

1.9 Definitions of terms

For the purpose of this study, key terms are used as follows;

Assistive technology: A broad term used to describe both the products and services given to the individuals with Special Education Needs (SEN) to enhance their vocation, recreation, education and independence.

Braille: A system of writing that involves a combination of six embossed dots.

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

Career choice: The act of selecting a career.

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

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

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

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

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

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

Parent: A person acting as a father or mother; guardian.

Self: The term for one's experience or image of one self, developed through interactions with others.

Self-actualization: Psychological need to develop ones' capabilities and potential in order to enhance personal growth.

Self-concept: An individual's view of himself or herself, consisting of attitudes, feelings, beliefs, perceptions, behaviors and other characteristics that are uniquely ones' own.

Self-esteem: The value or judgment individuals place on their behavior.

Self-efficacy: The belief that one can successfully execute behavior required to produce a particular out come.

Switchboard operating: Receiving and connecting telephone messages to recipients.

Visual impairment: Vision loss (of a person) either partial or total resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means such as refractive correction, medication or surgery.

Work-based-learning: Providing learners with work place mentoring and a planned program of work experience linked to schooling (School-To-Work Opportunity Act. CFDA No: 84272)

1.10 Reliability of instruments and validity of results

Reliability focuses on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the same concept (Ndhlovu, 2010).

In this study, indicators or measures were the instruments that were used to collect data on career development of the learners with visual impairments at Lions and Magwero schools for the visually impaired. In order to ascertain reliability of the instruments used, respondent validation was done. It was done by verifying the results with respondents and by relating the findings with the evidence from the available literature.

In order to ensure that the results were valid, the researcher cross-checked the respondents' responses with those of other respondents obtained by a different instrument. For example, data collected through questionnaires from teachers and learners were cross-checked with data collected by interview schedules from parents.

1.11 Organization of the Dissertation

The dissertation is organized in six chapters. The first chapter covers the introduction, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations of the study, definition of terms used in the study, organization of the study and summary of the chapter. Chapter two consists of literature

review while chapter three contains the methodology. The research findings are presented in chapter four. Chapter five discusses the findings of the study and chapter six presents conclusion and recommendations.

1.12 Summary

This chapter has covered the introduction to the study. The background to this study emanated from the need to determine how learners with visual impairments develop their careers. In addition, the chapter covered the research problem under investigation, purpose, objectives and research questions. The chapter also presented the significance of the study, study limitations, reliability of the instruments used and validity of the findings. The chapter further presented the definitions of terms used, the theoretical framework and organization of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of relevant literature on career development of learners with visual impairments. The following themes derived from objectives were used in the presentation of literature review; how learners with visual impairments develop their careers, careers learners with visual impairments can pursue and factors that limit career choices among learners with visual impairments. It ends with a summary.

2.1 How learners with visual impairments develop their careers.

Different ways through which learners with visual impairments develop their careers at global and local levels were reviewed. Learners with visual impairments develop their careers through different ways. These include through; participating in work-based learning, parental influence, peer influence, admiring role models, use of assistive technology and career guidance.

2.1.1 Participating in work-based learning

Luecking and Fabian (2000) conducted a national longitudinal transition study in the United States of America on how learners with disabilities developed their careers. The study that used 3000 learners found that through work-based learning, learners were offered meaningful hands-on learning opportunities. As they participated in work activities, they made better career decisions, selected more appropriate courses of study and developed job skills relevant to future careers. Additionally, combined work and

study experiences enhanced learners' academic knowledge, strengthened their work skills and increased their understanding of the workplace. This led to higher rates of career development.

Kampits and Swail (2001) conducted a survey in the United States of America on career development of learners. The study found that work-based activities helped 80% of the learners to know how things they learnt in the classroom were connected to the real world of work. Work activities also helped them make career decisions, network with potential employers and develop job skills relevant to future careers. Through the interaction of work and study experiences, their academic knowledge, personal development and career preparation was enhanced.

Shapiro (2001) conducted an ethnographic case study in Britain on the role of work-based learning in career development of learners with disabilities. The study found that work-based experience helped learners with disabilities explore different accommodations, careers they can pursue, provided opportunities to practice, to disclose their disabilities and request for accommodations from the would be employers. It also provided learners with a way to meet specific qualifications of desired jobs as well as demonstrating transferable skills such as communication, trouble-shooting, decision making, leadership and problem solving vital in career development.

Chin et al. (2000)'s conducted a study in California on how learners developed their careers. The study, which employed a survey design, found that as learners engaged in work activities while in school, they applied practical theories from classroom work, clarified academic and career interests, developed career-search skills, developed human

relations skills through interaction with co-workers, earned academic credit, gained contacts for careers after school, gained exposure to specialized facilities not available at school and identified career assistance programs. As a result, they developed careers.

A national longitudinal transition study was conducted by Luecking and Mooney (2002) on the association between work-based learning and career development among learners with disabilities in the United States of America. The study found that as learners participated in work activities, they were provided with an opportunity to practice job skills and learn more about specific career paths and used of the work place to gain hands-on experience. This promoted career development and resulted in them successfully moving into different career options.

Powell (2010) reviewed literature of studies conducted on career development of learners with disabilities in Florida, United States of America. The study found that as learners participated in projects, school activities and social interactions, they learnt about their skills and talents. Additionally, through gaining experience, they developed and refined their career choices, confidence, sense of self and other skills which enabled them to adopt and succeed in careers. Similarly, Powell (2009) found that participation in different work activities while at school resulted in learners developing self esteem, self confidence and abilities which helped them to think about, choose and careers.

Swail (2000) conducted study on how work based learning influenced the vocational concept among learners with disabilities in the United States of America. The study studied data from the learners Board's student descriptive questionnaire. The study found that as learners frequently engaged in work related activities, they begun to develop a

picture of the person they wanted to be in future. In turn, they worked towards making that concept a reality hence, career development.

In a study on career development, Zunker (2002) found that vocational concept developed through physical, mental growth, observation of work, identification with working adults, general environment and general experiences. The study also revealed that as an individual became broader in relation to awareness of the world of work through work experiences, the more sophisticated vocational self-concept was formed. Additionally, as the vocational self-concept developed, so did the needs, values, interests and abilities.

Gramlich et al. (2003) study career development of learners with visual impairments using a survey design in the United States of America. The study found that as learners participated in activities such as job shadowing, workplace tours, workplace mentoring and apprenticeships, they were exposed to real life situations that enhanced career development. Additionally, practicing availed them with opportunities to be exposed to jobs, identify career interests, strengths, skills, abilities, career requirements, responsibilities, employer expectations, workplace etiquette, workplace dynamics, a solid foundation for good work habits and selection of appropriate careers.

An examination of studies on how learners with disabilities in secondary schools developed their careers was conducted by Hughes et al. (1999) in New York. The study found that as learners participated in work activities, they had the opportunity to receive more individual guidance and support that helped them prepare to successfully choose and pursue different careers. Additionally, school activities provided an opportunity for

learners to implement the evolving self-concept, develop their abilities and decision making skills.

Powell (2009) conducted a research in Florida in the United States of America on how learners with visual impairments developed their careers. The study was based on literature review. The study found that as a learner implemented his or her evolving self-concept through work and other activities he or she gained life and work satisfaction. This helped him or her try out ones' interests and skills in the careers one wanted to pursue. As a result, he or she developed careers.

In America, Storms et al. (2000) evaluated the re-authorization of the Individuals with Disabilities Education Act (IDEA) of 1997 that supported the provision of work experiences for career development of learners with disabilities while in high school. The study found that as learners participated in work activities they became responsible, competent and ultimately successful in their future career endeavors. Additionally, participation in work activities helped them achieve, shape their desired goals in career preparation and take responsibility of their career development and other areas of their lives.

Stodden et al. (2001) conducted a national longitudinal transitional study on career development of secondary school learners in Minnesota, United States of America. The study found that as learners engaged in work-based learning during high school, they had the chance to refine their abilities with the help of the feedback from the environment. As a result, they effectively developed their careers and made competitive career choices

which they pursued after high school. Wolffe (1996) found similar results on learners with visual impairments.

Dembo (1984) conducted a comparative study on career development of the middle class white adolescents in the 10th and 11th grade in the United States of America who held paid jobs while at school. The study found that as learners practiced in the paid jobs, they gained confidence and personal assertiveness needed for career development. In addition, paid jobs allowed them to understand the world of work, the responsibilities of workers, employment opportunities available to them and those they could pursue.

Similarly, Wagner (2004) examined public-use data from the longitudinal study on the Vocational Rehabilitation Services Program (LSVRSP: School of Industrial Relations, 2003) to determine how learners with disabilities develop their careers. The study found that as learners regularly participated in paid jobs, they were provided with the opportunity to learn the work performed by workers, remuneration received and satisfaction gained. Additionally, participation in such activities increased learners' integration of work into their future career plans, hence, career development.

A longitudinal case study was conducted by Tracey et al. (2009) among 2000 adolescents from grades 8 through to 12 in Minnesota, United States of America, to determine whether working during high school helped in forming choices in crystallization of occupations. The study found that as learners' ages increased, their participation in career related activities also increased and they became more focused, stable and changes in their career interests equally increased. Working also gave learners opportunities to learn and

explore useful skills which created a positive influence on the occupational formation and identity resulting in crystallization of career opportunities.

McConnell (1997) examined the role of work experience on career development of learners with visual impairments in New Zealand. The study found that as learners participated in different works at school, they had opportunities to frequently put their thoughts into practice. This led to career development. In turn, they were able to make a variety of career choices.

Wolffe (1997) conducted a study in the United States of America on the importance of work experience in career development of learners with disabilities. The study which used a survey design, found that work-site learning offered work-related experiences and built life skills among older learners. Additionally, as older learners worked, their career awareness increased and their opportunities for pursuing careers later in life were enhanced. For the young, the study found that taking part in chores or volunteering at home, school or in the community helped them implement their developing self resulting in career development.

Super (1990) conducted a study in Ohio on how children developed their careers. The study employed a prospective longitudinal case design. The study found that as one experienced new situations, met new people and learnt about the world of work, one developed a new set of interests, unlocked new possibilities of expressing the self-concept and found new ways of integrating his or her values into career choice process.

Super et al. (1995 and 1996) studied in England on how learners developed their careers. Both studies found that as learners expressed themselves through different work roles,

class activities and hobbies in the home, community, school and work place, they progressed through career developmental stages. As a result, they gained satisfactions, went through career transitions and their career aspirations changed resulting in occupational preferences and competences.

A career development study was conducted by Betz and Fitzgerald (1987) among females in Orlando, California. The study, which employed a case study design, found that by engaging in work roles, an individual's or personal self-esteem and vocational self-concept developed, hence career development occurred. Similarly, the American Foundation for the Blind (2012) conducted a nationwide study of 3000 persons with visual impairments in America on the perception of their futures. The study found that practical activities helped learners' self-esteem to become high. This then translated into career development and bigger career aspirations.

Capella et al. (2002) conducted a study in New York on how high school learners with disabilities developed their careers. The study found that as a learner took part in work roles, a correct self-image developed and helped him or her match the personal environment with career development. Additionally, as one identified and implemented his or her self-concept through different work activities, career development took place. A replication of the Capella et al. (2002) study on learners with disabilities in Kenya yielded the same result (Estrada-Hernandez, 2004).

Ciyana (2008) conducted a study in South Africa on how learners with visual impairments developed their careers. The study used a qualitative, descriptive and interpretive research design. The study found that taking part or engaging in school work related activities

resulted in feelings of being worth among learners. This in turn helped them to become more assertive resulting in career development and decision making skills.

In support of work-based learning, the United States of America, for example, strengthened the then existing linkages to expand career development of learners while in school through the introduction of the School-To-Work Opportunities Act of 1994. The Act provides for work-based learning while in school to facilitate career development and expand career paths for learners. Similarly, the Individuals with Disabilities Education Act (IDEA) (1997) re-authorized the provision of work-based learning to help with career development of learners with disabilities in schools.

In Zambia however, neither the Education Act of 2011 nor the curriculum provides for work-based learning for learners with visual impairments while at school. Furthermore, the parliament of Zambia amended the Employment of Young Persons and Children Act No. 10 of 2004 of the laws of Zambia. The Act sets out the minimum contractual age as 16 years. Part 4A (1) of the Act states that;

Subject to subsection (2) a child shall not be employed in any covered worksite.

However, Part 4A. (3) of the Act states that

The provisions of subsection (1) section shall not apply to work done by children in technical schools or similar institutions, provided that such work is approved and supervised by the Permanent Secretary, Ministry of Education or some person appointed by him for that purpose or a person in charge of an institution of learning. (As amended by Act No. 10 of 2004).

2.1.2 Parental influence

Gander and Gardner (1984) conducted a study on the effect of parental aspirations and expectations on career development and career choices in both disabled and non-disabled young people. The study found that youngsters frequently interacted with their parents as they approached adolescence. In turn, parents influenced them through indications that they were expected to take over the family business or follow the parents' profession hence, career development. Similarly, Turner et al. (2003) found that parents had various intentions regarding the career development of their children.

In a longitudinal study conducted by Whiston and Keller (2004) on the parental involvement as a determinant of career development of young adolescents with visual impairments in the United States of America, it was found that parental involvement influenced what the child learnt about work and work experiences. The study also reflected parental attitudes about school and work which in turn had a long term impact on their children's' career choices, decisions and plans.

Ferry (2006) conducted a study on parental influence on careers of learners with visual impairments in the rural Pennsylvania. Findings indicated that parents frequently interacted with their children, by so doing, and as the school leaving age drew nearer, the aspirations of their children tended to move closer to the occupation level of their parents even though earlier they were closer to the occupational goals common in their schools. This resulted in career development.

Patton and McCrindle (2001) conducted a longitudinal study in Queensland, Australia on how the family influenced career development of learners with disabilities. The study

found that as parents engaged in quality interactions or discussions with their children, they influenced their children's career development through indications that being adults, they knew what was better for their children. Additionally, as children engaged in quality interactions with their parents, their self esteem and ability to make decisions increased. Similarly, Middleton and Loughead (1993); Sebald (1989) reported that as parents interacted with their children, they strongly influenced them in their career development through the career advice they gave them. Consequently, they developed career decision making skills.

Ketterson and Blustien (1997) used the Inventory of Parent and Peer Attachment (IPPA) to examine how parents influenced the career development of their children. The study found that parents who were closely connected and attached to their children influenced their children's career development through discussions in which they shared what careers they wanted their children to pursue in future. Similarly, Morrow (1995) found that parents, who enjoyed their work and constantly shared this enjoyment with their children, inspired them to take up careers with hopes of enjoying them too. In turn, such children developed careers and also learnt positive work values.

2.1.3 Peer influence

Felsman and Blustein (1999) examined the role of peer relationships in career development in learners aged 17. Findings showed that the formation and maintenance of close peer relationships influenced career development in that as adolescents slowly detached themselves from the security provided by their parent(s), they developed a sense of security in their peers needed to engage in career exploration and decision making.

Additionally, close peers relationships allowed them to discuss and explore careers in the environment. They eventually made career decisions. Similar findings were reported by Patton and McCrindle (2001).

2.1.4 Identification with role models

Gibson (2004) conducted a study in the United Kingdom on how role models helped in career development of learners with disabilities based on review of different studies. The study found that through identification with a role model, individuals developed career decision making skills and a likelihood of choosing specific careers. As individuals emulated behaviors, styles and attributes of their role models, they developed careers. Similarly, Hurd et al. (2009) Gibson (2003)'s study in the United Kingdom found that role models offered individuals with a way to refine the developing identity by providing an image of someone an individual wanted to become. This led to career development.

Shapiro et al. (1978) conducted a survey in the United States of America on how role models influenced career development. The study found that by observing a successful role model in a specific career field, individuals believed that they would be successful in that occupation and preferred to pursue it. By so doing, they developed careers. Krampits and Swail (2001)'s survey in the United States of America also found that as learners engaged in internship projects, they had an opportunity not only to apply classroom concepts to real world problems but also to observe and interact with professional role models. In turn, they were inspired to pursue careers of their choices.

A qualitative study on how role models helped in career development of individuals with disabilities was conducted in Britain by Vinnicombe et al. (2000). The study reported that

individuals used role models to see what worked and what did not work through their early interactions with them. As individuals observed and admired known role models, they were helped in preparation for their career roles. Similarly, Zunker (2002) found that the vocational concept of learners developed through identification with and observation of working adults.

Lockwood and Kunda (1997) conducted study using an experimental design in Canada on 50 female learners with and without disabilities to predict the impact of role models on career development. The study found that as learners admired practicing teachers while in school, 32 of them were in turn inspired into the teaching profession. Additionally, learners sought and admired role models similar to them in an identifiable way such as physically, gender or race. Role models also demonstrated to learners the possibility of career attainment for those similar to them hence, impacting positively on career development of the learners.

2.1.5 Use of assistive technology

Bruyere (1994) conducted a study on the use of assistive technology in career development among learners with visual impairments in New York. The study was based on review of literature. The study found that through appropriate training and use of assistive equipment, persons with visual impairments were able to access career information that helped them develop their careers in the same way as the sighted.

Wolfe and Spungin (2002) surveyed 102 organizations of persons with visual impairments in 72 countries in Europe to identify what would assist learners in career development. The study found that the use of technological aids and appliances helped

learners to access vital information needed for their career development. It also made them participate in different activities that enhanced their career development.

Hopkins (2004) conducted a study in Canada on the importance of assistive technology in career development of learners with special needs. The study found that assistive technology not only helped learners to access a variety of career information but also connect with successful persons with visual impairments who on turn inspired them in making career choices.

Chung (2012) conducted an experimental study in Georgia on how assistive technology helped in the career development of learners with visual impairments. The study found that as learners used assistive technology, they were provided with more chances of learning and accessing the world as well as career information. For example, the use of computers and screen reader software transferred information to the readers and granted them a wider access to daily living including career opportunities. As a result, they had increased career development.

The American Federation of the Blind (1997) surveyed the impact of technological developments such as reading machines, personal computers with speech or Braille output, on-screen magnifications, closed circuit televisions, improved magnifiers of various sizes on career development of persons with visual impairments in the United States of America. The study found that the use of such assistive devices was a compensatory skill that helped learners to develop confidence and assertiveness through engagement in different activities. As a result, they were able to move into careers that they could not pursue before.

A study was conducted by Nagle (2001) on the use of assistive technology and transition into careers for learners with visual impairments in the United States of America. The study analysed data in the report to the congress and the 21st National Longitudinal Transitional Study. The study found that through the use of assistive devices, learners were able to access and use printed career information on their own which was particularly important for their academic and vocational success. Additionally, they were able to link up with organizations which offered career related services.

2.1.6 Career guidance

Patton and McCrindle (2001) surveyed 3846 Queensland Year 12 learners' perceptions of career information in relation to post-school career options in Australia. Findings showed that career guidance provided information that enlightened learners on what subjects and skills were useful, school career options and what was required of them to pursue careers of their choice. This led to career development.

Lusk and Fazarro (2006) conducted a study on how career information helped in career development and future employment. The study employed a correlational research design among 200 9th graders in the junior secondary school where 83% Of the learners were black. The study found that through career guidance, learners had access to career explorations opportunities which made them gather necessary career information to make informed career decisions, set more realistic goals and experience better career outcomes. Career guidance also helped learners identify curricular activities that enhanced their opportunities to achieve their career goals.

Lucas (1999) conducted a study in Columbia on how career guidance enhanced career development. The study found that learners who were availed with career guidance services had opportunities to know about occupations, their interests and skills at all stages of career development especially in elementary school.

A study based on literature review was conducted by Kelechi and Ihuoma (2011) in Nigeria on the role of guidance counselors in career development of individuals with Special Educational Needs. The study found that through the provision of career guidance, learners with special educational needs got realistic information about occupations and careers on which they based their interests, abilities and capabilities. As a result they developed their careers.

Grow and Daye (2005) conducted a study in New Zealand on career development of persons with visual impairments based on telephone interviews. The study found that through career guidance services, learners received career information which helped them to understand how career opportunities related to individual characteristics. Additionally, it helped them identify appropriate careers, paths to occupational destinations and to make better career choices.

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

A study of British learners conducted by Foskett and Hemsley-Brown (1999) found that career guidance provided a base for learners' understanding of their personal images in relation to careers. Similarly, Kennedy et al. (1999) found that as adolescents got career information and guidance, they developed realistic expectations and consistencies in their views about their future careers.

Gacohi (2004) conducted a study in Kenya on the effect of career guidance and counseling programs on career development of secondary school learners. The study employed an ex post facto causal comparative research design. The study found that career guidance provided information that helped learners to develop an understanding of the world of work and the relationship between personal attributes and interests and career choices. It also helped them make informed career choices, career decisions, career paths and pursue specific jobs.

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

2.2 Careers learners with visual impairments can pursue

Attmore (1990) conducted a study in the United States of America on careers persons with visual impairments could pursue. The study found that persons with visual impairments could perform almost any job. Jobs cited in the study included being;

lawyers, artists, accountants, secretaries, customer service representatives, food service workers, factory workers, financial analysts, teachers, medical transcriptionists, day care workers, computer programmers, cooks, salespersons and clerks.

Steady Health conducted a household economic survey in (2002) on jobs held by persons with visual impairments in the United States of America. The study found that there were different jobs which persons with visual impairments could perform. The jobs included, but were not limited to the following; teaching, counseling, therapist, human resource manager, customer service agent, computer related employment, rehabilitation specialist, retail jobs, cashier, postal worker (in administrative capacity), secretary/receptionist, hospitality industry, radio talk show host, actor/actress and commercial announcer.

A survey was conducted by Wolffe (1997) in the United States of America on the careers persons with visual impairments could take up since the passage of Rehabilitation Act of 1973. The study revealed that persons with visual impairments could take up a wide array of careers.

The American Federation for the Blind's Career and Technology Information Bank (CITB 2012) conducted a survey to determine jobs held by persons with visual impairments in the United States of America. 2000 people with visual impairments were interviewed. The findings indicated that they held a variety of jobs as illustrated in table 1.

Table 1: CITB: Categories and career options for persons with visual impairments

CATEGORY	CAREER OPTION
Business	Accountant, customer service, personnel, Purchasing agent, tax specialist, travel agent, clerk/typist, data entry operator, medical transcriptionist.
Legal	Attorney, judge, paralegal
Information services	Specialist, librarian
Education	Elementary and secondary education teachers, administration and support, college teaching in over 20 disciplines, administrative support in higher education.
Special education and rehabilitation	Assistive technology specialist, early childhood specialist, rehabilitation counselor, teacher of learners with visual impairments
Human services	Psychology, social worker
Medical and allied aid	Health aid, nurse, physician, psychiatric social worker.
Scientist and engineers	Scientists, biologists, mathematicians, statistician, engineers, civil, electrical, mechanical
Technology/computer related	Computer network, manager, programmer, technical support specialist
Telecommunications	Telephone operator, telecommunication specialist.
Radio/TV/Print media	Journalist, radio, broadcasting, television broadcasting, writer.
Agriculture	Farmer
Food service	Cook, food service worker.
Music industry	Musician
Miscellaneous	Actor, clergy, inventor, business owner, factory worker, craftsman.

Source: AFB (2012) <http://www.afb.org> accessed 8/05/2012

The table above shows the findings of the CIBT (2012) of categories and careers options learners with visual impairments can pursue.

Bruyere (1994) conducted a study in Ethiopia based on literature review on what jobs persons with visual impairments could pursue. The study found that there were no “jobs for blind people.” The study also found that persons with visual impairments had been successful as artists, machinists, auto mechanics, boat builders, computers programmers, fashion models, professional story tellers, masseuses, mayors, lawyers, musicians, production workers, teachers and word processing specialists among others.

In Zambia, a qualitative study was conducted by Chulumanda (2010) on factors affecting career choices of persons with visual impairments. The study found that persons with visual impairments could pursue other careers other than teaching and switchboard operating.

2.3 Factors that limit career choices among learners with visual impairments.

Hagemoser (1996) conducted a study in New Zealand on career limitations among persons with visual impairments. The study found that there were some limitations imposed by the consequences of visual impairments on their career choices. Additionally, factors external to one’s ability to perform a given job such as negative attitudes of employers played a huge role in limiting career choices among this population.

Wolffe and Spungin (2002) surveyed 102 organizations of persons with visual impairments in 75 countries in Europe to identify the greatest barriers to career choices. They found that external factors such as; poverty, discrimination, lack of education and resources, employer unawareness of abilities of persons with visual impairments, lack of

necessary technological aids and appliances, inadequate legislative support, societal economic factors, difficulties with mobility and physical accessibility to the workplace, inadequate career opportunities, inability to read print, lack of exposure to the world of work, unfavorable workplace policies, lack of social skills and lack of role models limited career choices among persons with visual impairments.

Similarly, a study by Ferry (2006) in the rural Pennsylvania on factors negatively affecting career choices of learners with visual impairments, found that as learners moved towards completion of secondary school, their career aspirations tended to move closer to the occupational level of their parents even though earlier they were closer to the occupational goal common in school. This was because parents advised their children on what careers they were to pursue. In turn, learners were deprived of making their own decisions.

A survey conducted by the American Foundation for the Blind (2000) in the United States of America on the importance of career information in career development of learners found that 76% of the respondents who did not make good career choices had not received information on what type of careers they could to pursue. Lack of career information made them fell to measure themselves up to the requirements, develop or crystallize their occupational choices.

A comparative study conducted by Dickson et al. (2000) at Cornell University in New York on the factors that limited the selection of careers for two groups of learners with visual impairments, one that had received career information and the other that had not.

Findings showed that those who had received career information made better career choices as compared to those who had not.

Julien (1999) conducted a study on 399 Canadian learners on career development with focus on sources of career information. Findings revealed that 40% of the learners did not know where to get information, 39.7% believed they needed to go to too many different places for the information they required, 59.7% found it difficult to locate all the information they needed to make career decisions and 37.6% did not know where to get the answers to questions they had about their future. This negatively affected their career development and led to limited career choices.

Krannich and Krannich (1993) conducted a study on the effects of the social economic status on career choices among learners with visual impairments. The study found that the lower social class into which one was, influenced the amount of education to which one aspired, the success in academic realm and the range of careers for which one qualified. Additionally, learners from lower class families tended not to enroll in vocational programs offered in high schools.

Lusk and Fazarro (2006) conducted a study using a correlational research design on parents as a limiting factor in career development of learners with disabilities in the United States of America. The study found that parental factors such as low educational and occupational status, attitudes and personal biases towards their own and others' occupation(s), financial concerns, rules and expectations affected the career information passed on to their children. As a result, this affected their children's career development and subsequently limited their career choices.

In a comparative study by the Catalyst Conference Board of (2003) between European and the United States of America females conducted in 2003 on barriers for women's careers, the 500 European females reported the lack of female role models as the second biggest barrier after stereotypes to career development. Lusk and Fazarro (2006)'s correlational study also found that inadequacy of positive role models negatively impacted on career development of learners with disabilities. In turn, they were not encouraged to leave their families and take up careers.

Krannich and Krannich (1993) conducted a study on the effects of the social economic status and role models on career choices among learners with visual impairments. The study revealed that learners with visual impairments of low economic status had little contact with college graduates or with people that were in more prestigious jobs. As a result, they were not able to access role models to emulate, admire or encourage them towards higher career aspirations.

Similarly, Lusk and Duck (2010) and Rojewski and Yang (1997) found that learners from low economic status lacked role models to motivate them to consider exploring different careers. This resulted in them not developing careers and thereby limited their career choices.

Arth and Burnett (2001) conducted a study at Missouri University, Springfield in the United States of America on the impact of role models in career development of learners. The study found that learners did not have role models to inspire them. Hence, they did not adequately develop their careers and had limited career choices. Similarly, Buchanan and Flouri (2002) found that the inability to access peers or role models meant that those

learners formed incomplete understanding of available post school career opportunities they could pursue. As a result, they did not have aspirations for higher careers. This limited their career choices.

Kirchner and Smith (2005) did a study on education and employment outcomes for persons with visual impairments after high school in the United States of America. The study found that years of post secondary education for persons with visual impairments did not facilitate employment for individuals in this group who did not take part in home chores and schools activities.

A correlational study by Lusk and Fazarro (2006) on career development of learners with disabilities and those without in the United States of America found that learners who had few expectations to learn and develop problem solving skills had poor decision making and problem solving skills. This led to lower career aspirations. Additionally, they did not fare well in the area of career development, maturity, exploration and career choices as did their peers without disabilities.

Middleton and Loughead (1993) found that parental influence had less impact on adolescents' career development and decision making when it was characterised by noninvolvement, indifference or negative involvement. This in turn created barriers for adolescents who were attempting to achieve their own career goals.

Similarly, Rainey and Borders (1997) conducted a study on parental influence on career development. The study found that adolescents who were overly dependant on their parents eliminated potential career paths which they could have explored on their own in the process of career development.

In South Korea, Lee and Park (2008) conducted a national survey on career development of persons with visual impairments. The study found that the nature and severity of visual impairments limited career development of individuals with visual impairments and consequently limited their career choices.

Osoro (2012) conducted a study in Kenya's public universities factors associated with career choices among students with visual impairments. The study employed a qualitative research design the study found that factors such as lack of appropriate technology and poor academic performance during secondary school negatively affected career choices they went into after school.

An observational descriptive survey was undertaken by Irungu (2008) in Kenya on the nature of guidance and counseling services offered to learners with disabilities. The study revealed that the majority of learners with disabilities who fell in the 17-18 age range did not receive any career guidance and counseling. As a result, they had difficulties in discovering their self-identity, asserting independence or searching for meaningful career goals.

Gacohi (2004) also conducted a study in Kenya on effect of career guidance and counseling programs on career development of secondary school learners with and without disabilities. The study employed an ex post facto causal comparative research design. The study found that many learners who did not have adequate career information were hampered in career development. In turn, they had limited career choices.

Recently, Ndhlovu et al. (2012) conducted a qualitative study in on the relevance of guidance and counseling services offered on learners' career choices in selected schools in

Zambia. The study found that learners got wrong information or took wrong subject combinations because most of the personnel that were offering career guidance were not qualified. This in turn negatively limited their career choices.

In Zambia, Persons with Disabilities Act No. 6 of 2012, Part V and Division IV, No. 35 to 39 addresses the employment and social protection of all persons with disabilities. For example, No. 35 (1) states that;

The minister shall, after consultation with the Minister responsible for labour, prescribe safe guards to promote a person with disability's right to employment and ensuring compliance with sub section (2) which states that;

A person with disabilities shall not to be discriminated against on the basis of disability with regard to all forms of employment.

In addition, Part V, Division 1 No. 23 (1) states that;

The person responsible for education shall, by statutory order designate public educational institutions to provide the necessary facilities and equipment to enable persons with disabilities to fully benefit from the public educational institutions.

2.4 Summary

This chapter presented a review of literature considered relevant to the study on career development of learners with visual impairments. It reflects a global picture about how learners with visual impairments develop their careers. It also shows the careers that learners with visual impairments can pursue. Furthermore, it brings out factors that limit career choices among learners with visual impairments. It has also revealed that the quality of career development determines the nature and quality of individuals' lives, the kind of people they become, the sense of purpose they have and the career choices they make. Super's model points to a life planning approach in both home and school settings for learners to take on multiple roles that they have to take in future life stages, such as a

worker, citizen or spouse. Based on this literature review, this study therefore sought to address the knowledge gap by establishing how learners with visual impairments in Zambia develop their careers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. It begins with the description of the research design that was employed, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how this data was analyzed in order to answer the research questions. It also describes the ethical considerations that were made during data collection. It ends with a summary.

3.1 Research design

A case study design was employed in the study. The design helped to have an in-depth understanding of career development of learners with visual impairments at Lions and Magwero schools for the visually impaired. In addition, because the study relied more on qualitative than quantitative research methods, a case design was ideal. The use of this design was consistent with that of Koombo and Tromp (2006) who pointed out that a case study design is used to describe a unit in detail, in context and holistically. It is also a way of organizing educational data and looking at the object to be studied as a whole. A group of learners with visual impairments were studied as a single entity. This allowed for a detailed and in depth study to determine how learners with visual impairments develop their careers.

3.2 Research sites

The study was conducted at Lions and Magwero Schools for the visually impaired. The sites were chosen because they are boarding schools educating learners with visual impairments from all the ten (10) provinces of Zambia. The sites provided learners of different ages from grade 1 to 12.

3.3 Population

Mugenda and Mugenda (1999) define population as a complete set of individuals, cases or objects with some observable characteristics. The target population consisted of all learners with visual impairments and all the teachers of learners with visual impairments at Lions and Magwero Schools for the visually impaired. It also included all the parents of learners with visual impairments at the two schools.

3.4 Sample size

Kothari (2011) states that sample size refers to the number of items to be selected from the universe. The study sample consisted of hundred (100) respondents; eighty (80) learners with visual impairments, ten (10) teachers for learners with visual impairments and ten (10) parents of learners with visual impairments.

3.5 Sampling procedure

The sample of learners with visual impairments was drawn using a simple random procedure. This provided each element an equal probability of being included in the sample. Purposeful sampling procedure was used to select teachers and parents of learners

with visual impairments. This procedure was chosen because it helped to select the accessible parents and teachers that had the information relating to the study.

3.6 Research instruments

Three research instruments were used to collect qualitative and quantitative data for the study. These were; questionnaires, interview schedule and observations checklist.

3.6.1 Questionnaires

Questionnaires were used to collect both qualitative and quantitative data from teachers and learners. A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Koombo and Tromp, 2006). The questionnaire was chosen because it allowed the researcher to use the same question items to all respondents. It was also chosen because it could be presented to each respondent in exactly the same manner to minimize the role and influence of the interviewer. In addition, results obtained could easily be objectively compared. Questionnaires were administered to eighty (80) learners with visual impairments and ten (10) teachers of learners with visual impairments.

3.6.2 Interview schedule

One way of learning about things we cannot observe is by asking people who have or are experiencing such situation to tell us. In this study, a semi-structured interview guide was used to collect in-depth qualitative data from ten (10) parents of learners with visual impairments. As correctly argued by Lindlof and Taylor (2000), the advantage of a semi-structured interview schedule is that it allows for new questions to be brought up during

the interview as a result of what the interviewee says. Through this instrument, the researcher was able to collect useful information related to the study.

3.6.3 Observation checklist

Observation was used to collect qualitative data from learners with visual impairments. This method was chosen because it allowed the researcher to observe participants in their natural settings and obtain data that could not be obtained through questionnaires and interview instruments.

3.7 Triangulation

In this study, it was prudent to triangulate using three different instruments of data collection, namely; questionnaires, interview schedules and observations in order to ensure validity and credibility of the findings.

3.8 Data collection procedures

Two introductory letters were obtained from the Directorate of Research and Graduate Studies of the University of Zambia. The letters were presented to the head teachers at Lions and Magwero Schools for the visually impaired for permission to carry out the research. Interview schedules were conducted to parents of learners with visual impairments. Observations schedules were used to observe learners to establish their self esteem. Well-structured questionnaires were administered to teachers of learners with visual impairments and to learners with visual impairments. Close-ended questions collected quantitative data while open-ended questions collected qualitative data. A total number of ninety (90) questionnaires were distributed to learners and their teachers.

Interviews were conducted on ten (10) parents. Although this technique was time consuming, it was effective in that it helped to obtain in-depth descriptive information.

3.9 Data analysis

Data analysis was done using qualitative and quantitative methods. Thematic analysis was used to analyse qualitative data. Responses to open ended questions were recorded and then grouped into categories or themes that emerged. Descriptions of each theme were done. For instance, factors that limit career choices among learners with visual impairments were described. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS version 16) in order to obtain frequencies, percentages, charts and graphs in an accurate and fast way.

3.10 Ethical consideration

The study took into account all possible and potential ethical issues. The measures undertaken to ensure compliance with ethical issues included keeping the identity of the respondents confidential. As rightly identified by Wimmer and Dominick (1994), the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. The basic ethical requirements demanded that the researcher respects the rights, values and decisions of the respondents. In addition, during research, respondents' responses were neither interfered nor contested by the researcher. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out. All respondents received equal treatment.

3.11 Summary

This chapter presented the methodology that was used in the study. A qualitative research design was used to describe how learners with visual impairments develop their careers. Hundred (100) respondents participated in the study. They were selected through simple random and purposeful sampling procedures. They consisted of ten (10) teachers and ten (10) parents and eighty learners. Instruments for data collection included questionnaires, interview schedules and observations. Both qualitative and quantitative methods were employed in the study. Qualitative data was analysed thematically while quantitative data was analyzed using the SPSS computer programme. Ethical issues were also taken into consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study on career development of learners with visual impairments at Lions and Magwero schools for the visually impaired. The findings from the learners with visual impairments are presented first followed by those from teachers and then those from parents of learners with visual impairments. The findings are presented according to the study objectives. The objectives of the study were to:

1. Determine how learners with visual impairments develop their careers.
2. Establish careers learners with visual impairments can pursue.
3. Determine the factors that limit career choices among learners with visual impairments.

4.1 BIOGRAPHICAL DATA OF RESPONDENTS

4.1.1 Biographical data of learners with visual impairments

Gender	Age range	Degree of Visual impairment		Total	%
		Blind	Low vision		
Male	5-27	37	08	45	56
Female	5-20	25	10	35	44
Total		62	18	80	100

Source : Fieldwork, 2012

The table above shows that 62 (77.5%) learners were totally blind while 18 (22.5%) had low vision.

4.1.2 Biographical data of teachers of learners with visual impairments

Gender	No# of teachers	Guidance and Counseling Training		Qualification		
		Yes	No	Cert	Dip	Degree
Male	7	1	6	3	4	-
Female	3	1	2	1	2	-
Total	10	2	8	4	6	-

Source : Fieldwork, 2012

The above table shows that only two teachers out of the ten were trained in guidance.

4.1.3 Biographical data of parents of learners with visual impairments

Gender	No# of parents	Occupation			Education		
		Housewife	Business	Government	Pry	Sec	Tertiary
Male	3	-	3	-	2	-	1
Female	7	2	2	3	1	2	4
Total	10	2	5	3	3	2	5

Source: Fieldwork, 2012

The above table shows that five parents had tertiary education and most of them were not in formal employment.

4.2 How learners with visual impairments develop their careers

This section presents the views of learners, teachers and parents at Lions and Magwero schools for the visually impaired on how learners with visual impairments develop their careers.

4.2.1 Views of learners on how they develop their careers

Asked on how they develop their careers, all (100%) of the participants said they develop their careers through admiring those in employment (role models). Additionally, they said they develop their careers through discussing with peers, parents and teachers.

On whether they had guidance services provided to them as a means to help them develop their careers, 46 (57%) of the learners said that they were guided in their career development.

As regards the types of guidance services provided to them to help them develop their careers, 30 (65%) said they received personal guidance, 15 (33%) of them said they received educational guidance and only one (2%) said they received vocational guidance.

Concerning the frequency of the provision of the guidance services to assist them develop their careers, 20 (43%) of the learners reported that the guidance services were provided on a daily basis while 15 (33%) of them said the services were provided on a weekly basis. The other 10 (23%) said that guidance services were provided on a monthly basis.

When asked on the adequacy of the guidance services provided to them, 19 (41%) said the services were adequate. However, 27 (59%) of them said the services were not adequate

enough to help them develop their careers. The details of the findings are represented in table 1.

Table 1: Provision of guidance services to learners

Gender	Provision		Frequency			Type			Adequacy	
	Yes	No	Daily	Weekly	Monthly	Personal	Educational	Vocational	Yes	No
Male	26	19	14	09	03	18	08	00	12	14
Female	20	15	06	06	08	12	07	01	07	13
Total	46	34	20	15	10	30	15	01	19	27
Total %	57	43	43	33	23	65	33	02	41	59

As to whether they had careers in their minds, findings indicated that most of them, **78** (97%) had careers in their minds. However, two of them said that they did not have any careers as yet. The findings are illustrated in table 2.

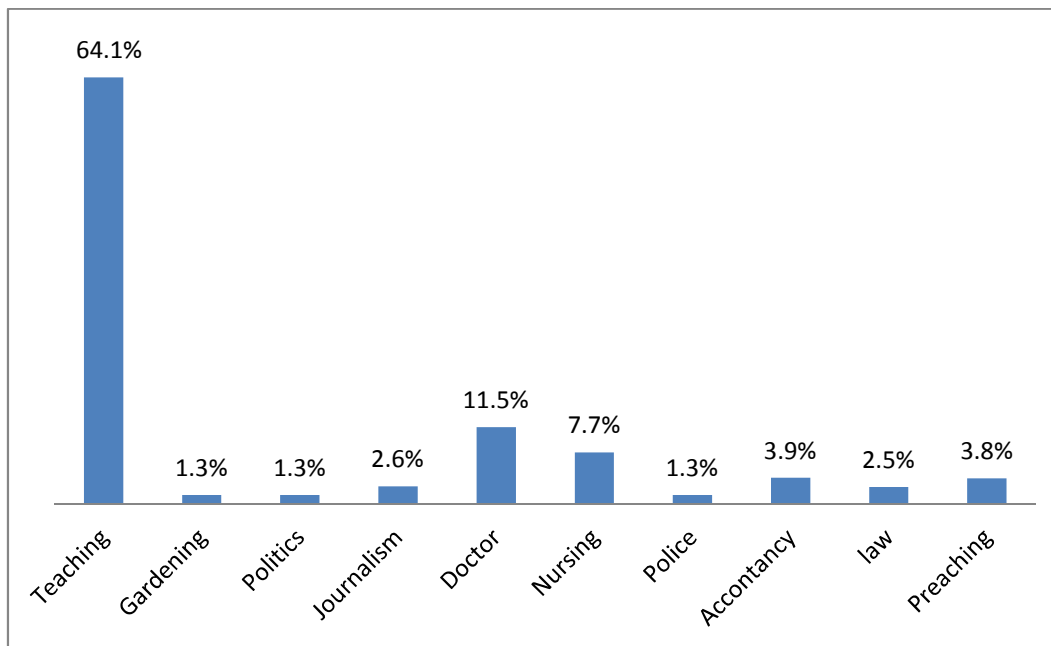
Table 2: Whether learners had careers in mind

Gender	Career in mind	%	No career in mind	%
Male	44	55	1	1
Female	34	42	1	1
Total	78	97	2	2

Source: Fieldwork, 2012

Concerning what type of careers they had in mind, findings showed; teaching, gardening, politics, journalism, doctor, nursing, police, accountancy, law and preaching. Details are in figure 1.

Figure 1: Learners' career choices



Source: Field work, 2012.

From the findings, it was clear that the prominent career among the learners was teaching with 50 (64.1%) responses.

As regards who advised them on the choice of their careers, 58 (74%) cited the family, 15 (19%) mentioned others and 5 (6%) cited guidance teachers. On whether they knew where to find career information after they left school, fifty-two (52) of them did not know where to find career services. However, only twenty-six (26) of them knew where to find career services. Fifteen (15) of those who knew where to find career services after they left school were advised by their families. See table 3.

Table 3: Learners’ career choices, their advisors, knowledge on source of careers services and advisors on the source of services

Gender	Career Choice		Advisor			Knowledge on Source of Services		Advisor		
	Yes	No	Family	Guidance teacher	Others	Yes	No	Family	Guidance teacher	Others
Male	44	1	30	4	10	16	28	10	2	4
Female	34	1	28	1	5	10	24	5	2	3
Total	78	2	58	5	15	26	52	15	4	7
Total %	97	2	74	6	19	33	67	19	5	9

Source: Fieldwork, 2012.

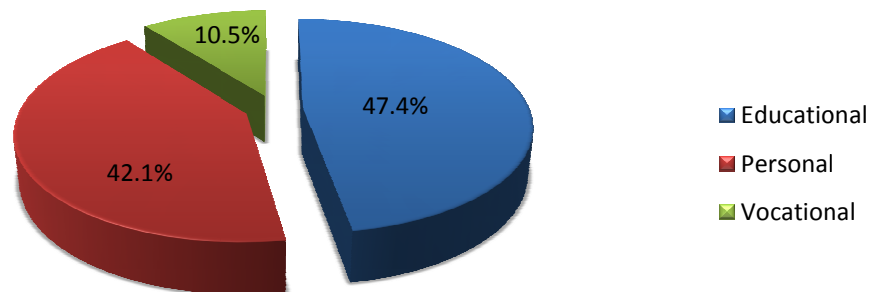
4.2.2 Views of teachers on how learners with visual impairments develop their careers

Asked how learners with visual impairments develop their careers, all the ten (10) teachers said learners develop their careers through acts like participating in daily activities or chores at home, school and community. They added that learners develop their careers through discussions with adults (teachers/parents) and peers. They also said learners develop careers through admiring those in employment.

Concerning the frequency of guidance service provided to learners, six (6) of them said it was offered daily, two (2) said it was offered weekly while another two (2) said it was offered monthly.

As regards the types of guidance services provided as a means of helping learners develop their careers, findings revealed that personal, educational had vocational guidance was provided. These findings are shown in figure 2.

Figure 2: Types of guidance services offered to learners with visual impairments



Source: Fieldwork, 2012.

Asked whether professionals were invited to talk to learners as a way of assisting them develop their careers, eight teachers said professionals were invited to talk to the learners while two (2) of them said professionals were not invited. On which professionals were invited to talk to learners on careers, they mentioned the health personnel, Drug Enforcement and police officers.

It was observed that most of the teachers had visual impairments. It was also observed that teachers were the most the readily available role models. Additionally, only older learners were mostly engaged in activities such as the chores in the dining hall, kitchen and garden.

Concerning whether learners were taken for career fairs as a way of helping them develop their careers, findings revealed that seven of them said learners were not taken for career fairs.

On what behavior showed that learners were interested in working later in life, 97% of them mentioned their careers. As regards how teachers related with learners, observations showed they interacted well.

As regards whether learners should work while at school to facilitate development of their careers, findings showed that five teachers felt learners should work while at school while the other five said that learners should not work while at school. Of the five that felt that learners should work while at school, three of them said working would prepare learners for future careers or as future workers. The other two said working while at school would provide money for learners' upkeep. However, the five who disagreed with the view of learners working while at school argued that working while in school would disturb their academic performance. They added that the curriculum did not provide for learners to work while in school.

4.2.3 Views of parents on how learners with visual impairments develop their careers

When asked on how learners with visual impairments develop their careers, all the parents said learners develop their careers through admiring those in employment. Additionally, they said learners develop careers through discussing with peers and adults. They also said learners develop their careers through participating in daily chores at home and school. One parent said;

Ine nalikwata akantemba aka mulemona. Amasukulu yalala, umwana wandi alesa mukantemba mukungafwako. E ulonga nefipe nganafuma kuma 'order'. Alanjeba nefya kushita. Elyo alalanda ati ena akwata 'shop' iikulu ukucila kano. (I have this makeshift shop, when schools close, my child comes in here to help me. He even advises me on what goods to order. He says that he will own a bigger shop than this one).

On whether they talked to their children about careers as a way of assisting them develop their careers, all of them said they did. Asked how often they did so, all respondents said they did so most of the time.

Asked whether learners should work while in school to help them develop their careers, findings indicated that six (6) of the respondents said learners should work while at school. Reasons cited included; working would make learners acquire knowledge on what they wanted to do in future and that it would be part of training for their future career choices. Furthermore, they said working would help them have hands-on-work. One respondent said;

Kusebanza nikwabwino chifukwa ngati basebenzako, bazaziba nchito mwamene ilili. (If they work, they will understand the world of work).

However, of the ten, four said that learners should not work while in school. They argued that working while at school would disturb learners academically by giving them divided attention towards school work. In a face to face interview, one female respondent lamented;

Ah! Nga baumfwa ukulowa kwampiya, teti bapose amano kusukulu. (If they taste the sweetness of money, they will not concentrate in school).

As regards when learners should work to help them develop their careers, findings revealed that six (6) of the respondents felt they should work during holidays.

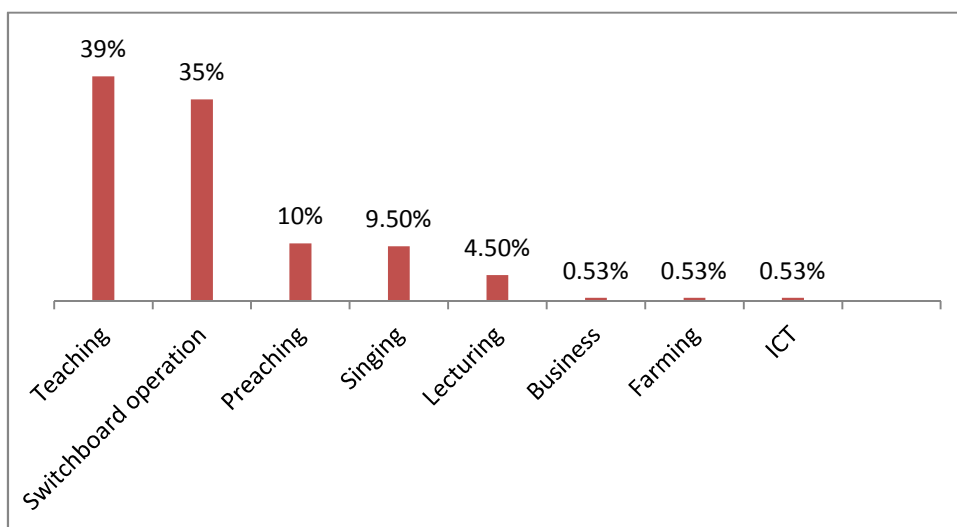
4.3 Careers learners with visual impairments can pursue

This section presents the views of learners, teachers and parents on the careers that learners with visual impairments can pursue.

4.3.1 Views of learners on careers they can pursue

On the types of careers that learners with visual impairments can pursue, findings indicated that 74 (92.5%) of the learners cited teaching and 66 (82.5%) of them mentioned switchboard operating. Details are illustrated in figure 3.

Figure 3: Learners responses on careers they can pursue

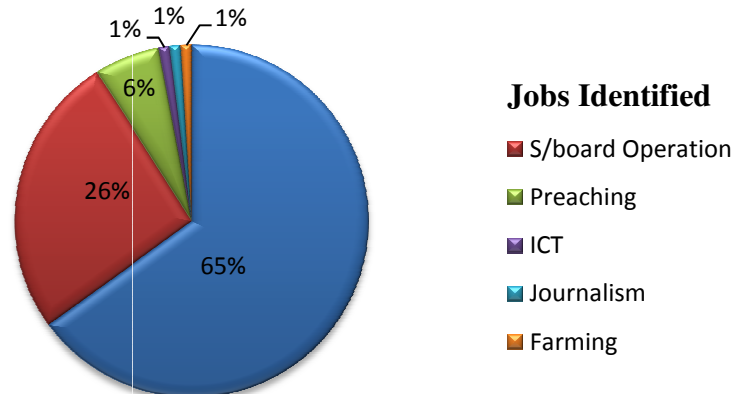


Source: Field work, 2012.

From the findings, prominent among the careers were teaching and switchboard operating.

As regards careers that are mostly performed by persons with visual impairments, results indicated that teaching ranked the highest with 65% followed by switchboard operating with 26%. Details are presented in figure 4.

Figure 4: Jobs identified to be mostly performed by persons with visual impairments



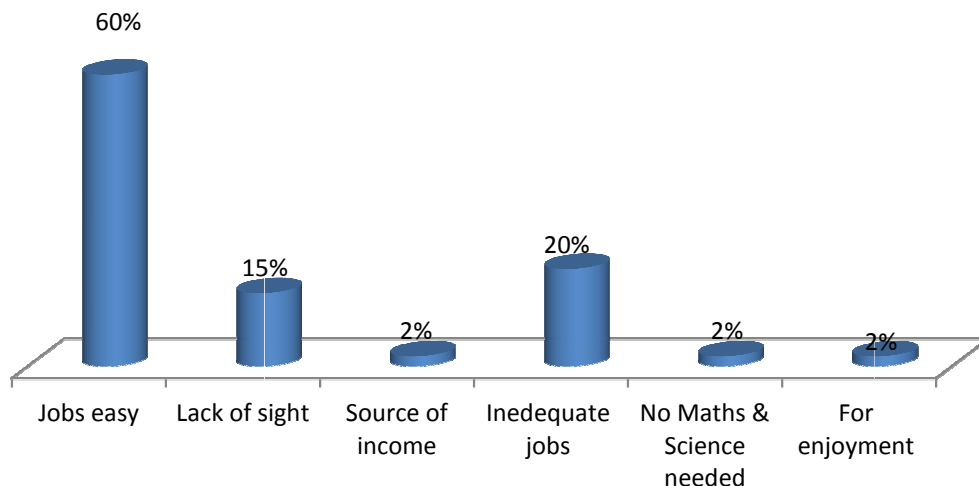
Source: Fieldwork, 2012.

It was noted that switchboard operating was slowly phasing out. One learner commented,

In fact, slowly, slowly, switchboard operating will not be there because people are now using cell phones.

When asked why jobs such as teaching, lecturing and switch board operating were mostly performed by persons with visual impairments, findings revealed multiple reasons; the jobs were easy, lack of sight and need for income. In addition, twenty two respondents indicated inadequate jobs, four said that these jobs did not require Science or Mathematics and two of them indicated that they were performed for enjoyment. These findings are reflected in figure 5.

Figure 5: Reasons why some jobs are mostly performed by persons with visual impairments



Source: Fieldwork, 2012.

4.3.2 Views of teachers on careers learners with visual impairments can pursue

As regards the careers that learners with visual impairments can pursue, they cited teaching, lecturing, switchboard operating, journalism, preaching, farming, counseling and singing as reflected in table 4.

Table 4: Teachers’ responses on careers learners with visual impairments can pursue

Careers	Frequency
Teaching	10
Lecturing	3
Switchboard operating	9
Journalism	1
Preaching	1
Farming	1
Counseling	1
Singing	1

Source: Fieldwork, 2012.

When asked on the jobs that were mostly performed by persons with visual impairments, findings showed that all the 10 teachers cited teaching and switchboard operating.

As regards why these jobs were mostly performed by persons with visual impairments, the findings revealed the following reasons; the jobs were easy, the jobs did not require sight, inadequacy of jobs, curriculum lacked Mathematics and Science and that they were the most available jobs. Findings also showed that the government trained persons with visual impairments in these fields and was therefore responsible for the jobs mostly being performed by persons with visual impairments.

3.3 Views of parents on careers learners with visual impairments can pursue

As regards their views on the careers that learners with visual impairments can pursue, findings indicated; teaching and switchboard operating as the careers that they could pursue. Details are in table 5.

Table 5: Parents’ responses on the careers learners with visual impairments can pursue

Careers	Frequency	%
Teaching	8	42
Switchboard operating	6	32
Social work	1	5.3
Business	1	5.3
Journalism	1	5.3
Banking	1	5.3
Economics	1	5.3
Total responses	19	100

Source: Fieldwork, 2012.

Asked on careers that were mostly performed by persons with visual impairments, the following were mentioned; teaching, switchboard operating and lecturing.

As regards why learners with visual impairments ended up as teachers, lecturers or switchboard operators, the following reasons were given; the jobs were safer or had fewer accidents, the jobs were easily available and easy. In addition, parents said that persons with visual impairments had good memory that was demanded by such jobs. One parent said;

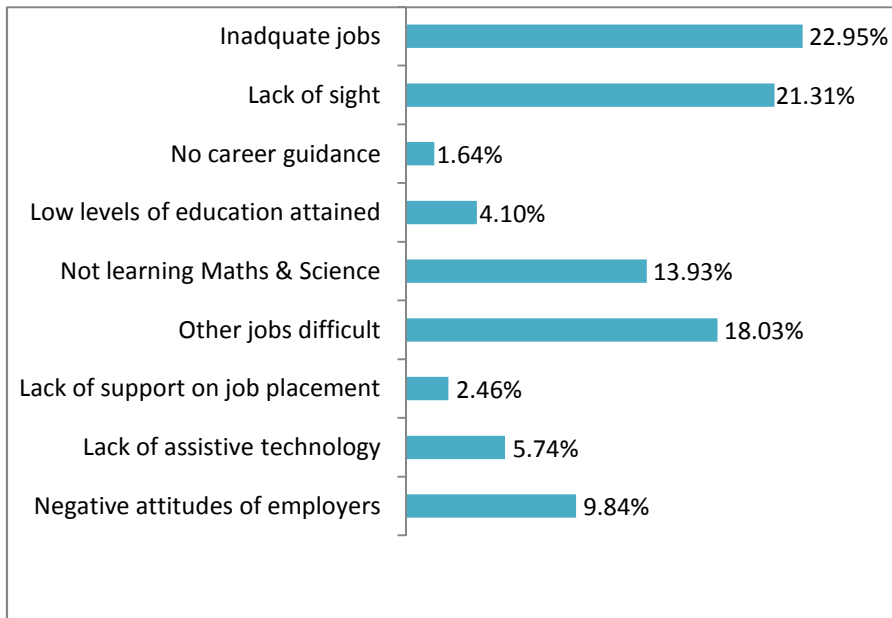
4.4 Factors that limit career choices among learners with visual impairments

This section presents the views of learners, teachers and parents on the factors that limit career choices among learners with visual impairments.

4.4.1 Views of learners on factors that limit their career choices

Asked on what factors limited their career choices, learners gave multiple responses that included; inadequate jobs, lack of sight, lack of career guidance and low levels of education attained. Other reasons were; not having learnt Mathematics and Science at school, other jobs were difficult, lack of support by the government on job placements, inadequate assistive technology and negative attitudes of employers towards persons with visual impairments. Details of the findings are presented in figure 6.

Figure 6: Views of learners on factors that limited their career choices



Source: Fieldwork, 2012.

From the findings, inadequate jobs emerged prominent followed by lack of sight.

When asked on measures to overcome the factors that limited their career choices they cited; the following; providing them with quality education, creating jobs, supporting them in job placements, providing job coaches and sensitizing employers on attitude change towards persons with visual impairments.

They added that the government should sensitize employers on abilities and capabilities of persons with visual impairments, train more teachers of learners with visual impairments and supporting them financially and materially.

Other measures mentioned included; teaching them Science and Mathematics, encouraging them to work hard at school and providing them with assistive devices.

Details are reflected in table 6.

Table 6: Learners’ responses on measures to overcome limitations on their career choices

Measures	Frequency	%
Teachers teaching them Mathematics and Science	25	20.66
Creation of jobs by the government	26	21.48
Encouraging them to work hard at school	12	9.91
Providing assistive devices	15	12.39
Government sensitizing employers on abilities of learners with VI	17	14.04
Government sensitizing employers on attitude change	7	5.78
Government supporting them on job placement	10	8.26
Educating them on other jobs they can pursue	3	2.47
Government supporting them financially and materially	3	2.47
Training more teachers for them	2	1.65
Government providing job coaches	1	0.82
Total responses	121	100

Source: Fieldwork, 2012.

As seen from table 6, the issue of the government creating jobs was very prominent followed by the need to teach learners Mathematics and Science.

4.4.2 Views of teachers on factors that limit career choices among learners with visual impairments

On factors that limited career choices among learners with visual impairments, teachers cited the following; inadequate jobs, not teaching them Mathematics and Science. Other factors mentioned included; lack of sight, inadequate role models, inadequate knowledge on careers learners could pursue and negative attitudes of employers towards persons with visual impairments.

Concerning what measures would overcome these factors, they said through the following; change or redesigning of the curriculum, introduction of assistive technology, sensitization of employers on attitude change towards persons with visual impairments and strengthening Braille literacy in teacher training programmes.

4.4.3 Views of parents on factors that limit career choices among learners with visual impairments

On what factors limit career choices among learners with visual impairments, they gave the following views; negative attitudes of society towards persons with visual impairments, inadequate jobs and lack of sight and lack of encouragement. A female respondent said;

Fwebafyashi tatubakoselesha abana besu, elyo nganibalya abasungwa fye, bena cicile. Pantu tabamona kwati nabena kuti babomba. (We, parents, do not encourage our children. In fact, it is worse with those who are dependants. They are viewed as people that cannot work)

Other factors mentioned included inadequate qualified teachers for learners with visual impairments, inadequate assistive technology for learners and inadequate career guidance services.

Asked on how these factors could be overcome, parents indicated multiple measures that included; the creation of jobs by the government and conducting sensitizations campaigns on attitude change of employers towards persons with visual impairments. One male respondent said;

Boma iyenekela ku panga nchito zambili, kuti bana bazi sankhapo zamene bafuna. (The government should create a lot of jobs so that children choose what they want.)

In addition, it was suggested that career guidance be provided to learners with visual impairments.

4.5 Summary

This chapter presented the findings of the study in line with the objectives. The study found out that learners with visual impairments developed their careers through admiring those in employment and also through discussing careers with peers, parents and teachers. Additionally, learners developed careers through practicing chores at home, school and in the community.

As regards the careers learners with visual impairments can pursue, the following were cited; teaching, switchboard operating, lecturing, business, Information and Communication Technology (ICT), farming, preaching, singing, journalism, social work, economics, counseling and banking.

The study revealed the following as the factors that limit career choices among learners with visual impairments; inadequate jobs, lack of sight, inadequate career guidance, low levels of education attained, learners not taught Mathematics and Science at school, other jobs being difficult, lack of support by the government on job placements, inadequate assistive technology and negative attitudes of employers towards persons with visual impairments. Additionally, respondents mentioned inadequate of role models and inadequate knowledge on careers they can pursue.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

This chapter discusses the findings of the study in line with the objectives which were to; determine how learners with visual impairments develop their careers, establish careers learners with visual impairments can pursue and determine the factors that limit career choices among learners with visual impairments.

5.1 How learners with visual impairments develop their careers.

The first objective of the study endeavoured to determine how learners with visual impairments develop careers at Lions and Magwero schools for the visually impaired. Notable ways through which learners develop their careers were; admiring those in employment and discussing careers with peers, parents and teachers. Additionally, participating chores at home, school and community was another way through which learners develop their careers.

5.1.1 By admiring those in employment

The findings indicated that all the respondents felt that learners with visual impairments develop careers through admiring those in employment (role models). In this study, learners at Lions and Magwero schools admired their teachers, peers and parents in employment. These were also their role models. By admiring these role models, their desires to work later in life grew hence developing their careers. These findings are consistent with those of Cass (2013) who found that role models were individuals whose

behaviors, styles and attributes were emulated by others. Super's self-concept theory also requires observation and self comparison to others in order to develop careers. This observation or admiring role models led to learners developing their careers. It should be borne in mind that for persons with visual impairments, admiring is a mental concept. This finding is also in line with that of Hurd et al. (2009) and Gibson (2003) who found that learners with visual impairments who had admired a successful role model in a specific career reported to have a preference for pursuing that career. The learners also believed that they would be successful in that career. Similarly, Gibson (2003), Krumboltz (1996) and Erickson (1985) found that identification with role models helped in individual growth and career development.

In this study, the role models that were readily available and admired by learners were their teachers. This was because these role models were in boarding schools where they spent most of their time with learners. In turn, learners looked up to teachers (role models) because they were helpful in teaching them new tasks, skills and norms. Teachers in turn served as a source of inspiration to the learners whom they (learners) admired or observed in and out of class. Similarly, Gibson (2004) found that observation of role models was critical to an individual's career development process. Miller (2006) also states that there is need to encourage the teaching staff to create a supportive environment fostering career development.

It was also observed that most teachers in the two schools (Lions and Magwero schools for the visually impaired) admired by learners, were those that had visual impairments. The presence of these teachers could have inspired learners to develop careers tailored towards teaching. This then probably explains why 64% of the learners chose teaching as

their career. Similarly, Karananayake and Nauta (2004) found that individuals sought role models who were similar to them in an identifiable way such as physically, gender or race. Super's theory also assumes that children develop their careers through admiring role models.

Additionally, among professionals admired by learners were the health personnel. Findings revealed that nurses were some of the professionals that were sometimes invited to talk to learners about careers. This also probably explains why 19% of the learners wanted to be nurses or doctors. However, it was observed that most of those that picked the health profession as their career were learners with low vision. The probable explanation could be that due to their sight problems, learners with low vision were frequently in contact with the health personnel hence, choosing them as their role models whom they admired. This admiration then culminated into the choice of careers in the medical and allied aid category. This is in line with Super's theory which assumes that as children admire working adults, their vocational concepts develop. Similarly, Cass (2013) states that role models are individuals whose behaviors, styles and attributes are emulated by others.

5.1.2 Discussing with peers, parents and teachers

The other way that learners develop their careers is by discussing with peers, parents or teachers. Parents and learners confirmed discussing careers with each other. To this effect, 74% of the learners said they were advised by their parents on the careers they had chosen. It should be noted therefore that children's conception of work begins within the family and with parents being influential in the career development process. Similar

views were expressed by Cass (2013) who stated that children frequently consulted their parents for advice on careers. Turner et al. (2000) also found that most of the people to whom young learners turned to for help on careers were their parents. This consultation entails career discussions which were mentioned by all respondents in the study. Similarly, Super's theory also assumes that as children interact with adults, their vocational concept develops.

Lusk and Fazarro (2006)'s study also found that many factors facilitated career discussions between parents and their children. It also revealed that as youngsters approached adolescence, parents influenced them through discussions in which they indicated that they (children) were expected to take over the family business or follow the parents' profession. Similarly, Turner et al. (2003) reported that 44% of physicians' sons who selected medicine and 30% of lawyers' sons who went into law were advised by their parents. Whiston et al. (2004) also found that the primary role of parents was to support their children's career development by providing encouragement through stimulating their curiosity, alerting them and preparing them to respond to their own career choices through discussions.

Through positive parental involvement, the process of experimentation and translation allows children an opportunity to acquire work values and work experience. It is therefore clear that through parental motivation, learners participate in home and other activities from which they learn about basic work expectations that would be applied in future careers. As pointed by Turner et al. (2003), parents who verbally encourage and support their children or show interest of their children's activities, including their career choices, help them develop their careers. It therefore implies that discussions are a means by which

adults help children to map career paths by exploring their talents, desires and aspirations. Consistent with Super's theory, as children interact with adults, they get feedback which enhances career development. Therefore, there is no doubt that the career discussions learners at Lions and Magwero schools for the visually impaired had with their parents at home helped them to develop their careers. This finding is consistent with that of Kelechi and Ihuoma (2011) who reported that high school learners cited their parents as having offered them more assistance in choosing careers than did their teachers, counselors or peers.

In these schools, discussions between teachers and learners were done during class time and after class. Such discussions could have made most of the learners (64%) to develop teaching as their career. Through reciprocal and secure interactions with their teachers, learners were encouraged to explore the challenging areas of education, occupations, social demands and career opportunities. Consistent with Super's views, this interaction provided learners with the emotional and the ability to cope with career related decisions. It also led to the reduction of anxiety, emotional stress, feelings of depression and loneliness learners with visual impairments normally experience.

Through career discussions with their teachers, career development as a process takes place over the learners' life spans through the following phases; awareness, exploration and planning. As rightly put by the Singapore Ministry of Education (2012), self-identity develops in the three phases. It involves clarification of interests and values, understanding strengths, developing abilities and formulating life roles in one's life experiences. All these work towards developing careers and workforce readiness.

In the two schools, career discussions were used to explore and foster commitment, demonstrate the opinions of the learners and clarify what was expected of them as employees at work. These discussions also helped explain how they would be employees could meet the needs of the would be employers. The strength of career discussions is that they link the abstract concept of career development to something tangible, a career choice. Therefore, frequent conversations are useful as they help in progressing on the right track, introducing new things that arise and considering new directions that an individual might bring forward. This finding mirrors that of Black and Langone (1997) who found that learners with visual impairments, who directly received talks from adults in various settings developed careers, understood the world of work, the responsibility of workers and employment opportunities available.

The study however noted that most of these discussions were done with the same type of professionals, teachers, a situation which limited career development of learners to mostly one profession, teaching.

From the biographical data, it was revealed that 80% of the teachers were not trained in guidance and counseling. The fact that most of the teachers were not trained in career guidance meant that they did not give the right or adequate career information to the learners to help them develop their careers. In addition, it was found that teachers lacked experience to run career guidance units. This probably explains why some learners (58%) said that they had no career guidance in school while others said the service that was provided was inadequate. This might have also contributed to most of the learners opting to discuss careers with their parents or peers. This finding indicates the need of integrating career guidance into the course content or curriculum. The scenario also calls for the

provision of trained career guidance teachers. This finding is consistent with that of Ndhlovu et al. (2012) who found that not all schools had qualified teachers to provide career guidance services. Additionally, other teachers lacked experience to run career guidance units.

The study also found that some learners moved beyond their parents and teachers for career advice. Findings showed that 19% of the learners looked to alternative sources such as peers working in the field they admired for career information or peers who had the same career choices as theirs. This implies that they discussed careers with their peers. Since learners were able to increase the breadth of their sources of career information, it helped them develop their careers. It also allowed them to make independent and informed decisions. This finding is consistent with that of Grabal and Madson (2010) who found that learners approached their friends because they believed that they would be of most help in their career exploration. In addition, learners who interacted with friends were linked to practice and their career concepts matured as they interacted. As a result, they developed their careers.

However, not all learners discussed career development with peers, teachers or parents. Findings revealed that there were no career interactions between some parents and their children. This implies that such learners were deprived of the motivation, encouragement, advice and support from their parents that would have enhanced their career development.

Findings showed that 13% of the learners indicated that they did not get any advice from their parents. In addition, the study found that the majority (70%) of the parents were not

in formal employment. This means that though learners had career discussions with their significant others, they did not get comprehensive and adequate career information to help them develop their careers. This created barriers for learners who were attempting to achieve their own career goals. This scenario implies that learners admired their parents who were not in employment. In turn, they developed careers such as gardening, politics and preaching. Therefore, their career development was adversely affected. The researcher feels that this also explains why learners had limited career choices. This result therefore highlights the importance of helping learners with comprehensive career guidance at school, actual process of career exploration including helping them to sort through all of the available career information. This finding was also echoed by Middleton and Loughhead (1993) who pointed out that parental influence had a less beneficial impact on their children's career development and decision making when it was characterised by noninvolvement, indifference or negative involvement.

5.1.3 By participating in various chores and school activities

Findings revealed that learners also develop their careers through participating chores at home, school and in the community. The chores include daily living activities such as; sweeping, washing dishes, cooking, shopping, babysitting, gardening, washing clothes, pet care as well as volunteer experiences. As they participate in chores and school activities, they get feedback back from the family members and significant others concerning their strengths and weaknesses. This helps them develop their self-concept and enhances their career development. As rightly pointed by Super (1990), the life roles which are played in different contexts or cultural theatres like home, school and community enhance self-concept and career development. These roles change as one

participates in chores and progresses through the stages of life. They interact in a supportive, supplementary, compensatory way or neutrally. Savickas (1997) also states that the roles played in different theatres have a positive implication on vocational behavior and thus play a positive role in career development. Similarly, Chen (1998) reports that participating in chores at home and in school activities helps learners to see the interactive nature of the roles consisting of careers. It also helps them to move towards self-actualization. As such Super's developmental theory of 1972 should be used in career education and career counseling to enhance career development of learners. Similar findings were reported by Johnson (2001) who found that individuals sought satisfaction through chores or work roles in which they expressed themselves, developed their self-concept and developed their careers.

Findings from the study showed that guidance services were provided on a daily, weekly or monthly basis. However, the services were inclined to personal guidance as opposed to vocational guidance which is vital for career development. This implies that the discussions learners had with their teachers had inadequate career information to help them develop their careers. Similarly, Kelechi and Ihuoma (2011) report that personal or social guidance assists individuals to behave appropriately in the society as opposed to helping them in career development.

These findings clearly indicate that career guidance services provided at Lions and Magwero schools for the visually impaired were inadequate to help learners develop their careers. This implies that learners lacked this vital component for their career development. As such, some learners felt that they left school without having developed their careers, with little vocational self-concept (if any) or without career decision making

and problem-solving skills. This finding is consistent with studies by Alexitch and Page (1997); Hutchinson and Bottorff (1986); Tomini and Page (1992) who found that most learners received inadequate career information from their career guidance counselors. As a result, they did not fully develop their careers. Similarly, Kelechi and Ihuoma (2011) found that learners with visual impairments who received inadequate career information did not have where to base their interests for them to develop their careers.

In relation to the theoretical framework by Super (1972) used in this study, admiring those in employment, discussing careers with peers, parents and teachers and participating in house chores or school activities are some of the characteristics of the growth and exploration stages.

Growth stage is from birth to age 14. Since this study focused on learners in grade 1-12, the growth stage was limited to years 7-14. During this stage, learners at Lions and Magwero schools for the visually impaired were in grades 1-8 and they began to develop a sense of self in terms of skills, attitudes, interests and needs. Consistent with the views of Super et al. (1996), four major career development tasks were being met by learners at Lions and Magwero schools for the visually impaired. As such learners were becoming concerned about their future and their personal control over their lives increased. In addition, they began to develop competence in habits and attitudes. Thus, competent work habits and attitudes, similar to what Super et al. (1996) observed, these learners' career development was based more on fantasy than reality, particularly for primary graders. This is because the growth stage is also a fantasy developmental stage. However, through different life experiences and feedback from the environment (discussion, admiration and participation), feedback from peers, parents and teachers, learners were able to validate

fantasies and develop their careers. This was evidenced by 78 (97.5%) of them choosing their careers.

Exploration is the second stage in career development. Ireh (2000) states that the process of exploration begins in fantasy and continues throughout the entire life span. It covers ages 15-24 years. However, since this study focused on learners from 7-18 years and in grades 1-12, the exploration stage covers learners aged from 15-18 and in grades 9-12. The learners in this stage are adolescents. According to Ireh (2000) at exploration stage, learners have a better idea of their occupational self-concepts, career information and career alternatives and therefore are able to decide on their career choices. Similarly, learners at Lions and Magwero engaged in active processes of exploring themselves and the world of work leading to tentative decisions in career choices.

Exploration of career development is also characterized by three developmental tasks. Career development tasks are crystallization, specification and implementation of career choices and the development of realistic and unrealistic ideas about themselves (Super, 1990). Two of these and salient to this study are crystallization and specification. Crystallization is a deliberate cognitive process in which learners know their interests, values, skills and resources. It begins with children being exposed to life experiences and life-role models or through identification with key people at home, in the community and at school. At Lions and Magwero schools, the life-role models learners were exposed to were their teachers. Therefore, learners identified themselves mostly with their teachers who were their role models. From their role models (teachers), learners acquired the knowledge, skills and ideas about what they would like to do in future, what they could do, what they liked and what other people expected of them. Through various social and

task activities, learners retained and integrated the activities that they found self satisfying to their personalities and which developed work values such as accuracy, responsibility and accountability. Furthermore, the accumulation of life roles lead to general life beliefs and formation of general vocational goals and preferences for example, a child might dream of becoming a doctor. In this study, this was reflected though learners' ability to identify their careers. This was evidenced by most learners (64%) choosing teaching as their career. Super's theory also stipulates that when learners experiment with various life roles, for example, being students, taking part in part time jobs and participating in family career related leisure activities, they translate these activities into career self-concepts. This finding is similar to that of Tracey et al. (2009) who found that as learners' age increased, their participation in career related activities increased resulting in formation and crystallization of career opportunities.

During this stage, learners also begin to form attitudes and behaviors that are important for the development of their self-concept and learn about the general nature of the world of work. Similar to Super's views, learners' interactions with the social environment influence their personal expectations and career goals. Additionally, the experiences learners have with people around them (parents, peers and teachers) and the chores and school activities they are exposed to throughout their lives directly affect the development of their career related attitudes and their beliefs about the world of work. They also make them draw conclusions about which roles are most important for them. This helps them to prioritise time and commitment. On the other hand, it also helps adults to guide and plan for their children's future. Consistent with Super's theory, adults must maintain a high level

of self awareness pertaining to which roles are salient at present and which ones are salient for the future of children.

The second task is specification. In relation to the theoretical framework by Super (1972), learners are expected to make decision about their career choices and move from vocational preferences to a more specific career choice. In this task, children also identify what they are good at and what they can do in future. Similarly, in this study, learners at Lions and Magwero schools showed career preferences such as teaching, gardening, politics, nursing, medicine, police, accountancy, law and preaching.

However, the study observed that after classes, some learners were not engaged in school activities that would help them develop their careers. For example, some learners in grade 9 and above were assigned to help in the dining hall and kitchen chores while the young ones were left out. This scenario implies that those uninvolved in chores were unable to use participation to identify their skills, interests and capabilities as proposed by Super's theory. They were also deprived of chances of implementing the developing self-concept. As a result, this negatively affected their career development and in turn limited their career choices.

Therefore, all learners needed to be engaged in different activities matching their ages during growth and exploration stages to help them develop and implement their self-concepts vital in career development. The researcher feels that schools should offer many practical and age related activities to all learners to provide them with genuine career education that would give them experience in the real world. Such experiences would add considerable value to what is studied in class and help learners see themselves as citizens

of their places and persons who are highly valued for future careers. As rightly put by Swail and Kampits (2004), life and learning should be uniquely integrated. The inclination to learn from life itself and to make conditions of life such that all will learn in the process of living is the finest product of schooling. Therefore the best way to do this is to integrate practical activities into the school curriculum. When practical activities are part of the school program, the learners are engaged and the artificial gap between life in school and out is reduced. For example, at primary level of education, emphasis should be to introduce learners to arrays of careers awareness of their values, interests, abilities and skills. While in secondary school, emphasis should be on deepening learners' understanding of the self and relating school to careers. This enhances career development and results in learners making diverse career choices.

In the two stages of growth and exploration, career talks and fairs are necessary in enhancing learners' understanding of themselves and their possible career pathways. This view is consistent with that of Randolph (2012) who states that career fairs provide opportunities for learners and employers to briefly meet and share information about careers and job requirements. Ultimately, career fairs or exhibitions enhance career development in learners. However, the study found that learners at Lions and Magwero schools were not allowed chances to explore the world of work as evidenced from their not being taken for career fairs or career exhibitions. This negatively affected or limited their career development.

Similarly, the Singapore Ministry of Education (2012) points out that through activities such as career awareness in the elementary years and career exploration in secondary grades, learners with visual impairments not only learn about a variety of careers they can

pursue but they also begin to identify the skills required to succeed in these areas thereby allowing them to make better informed career decisions or career choices. Therefore, these learners with visual impairments needed to be informed about various careers they can pursue so that they measure themselves up to the requirements, develop and crystallize their occupational goals. In addition, Hughes and Karp, (2004) believe that comprehensive career guidance has a positive impact on learners' career planning, greater knowledge of careers available, improved self-esteem, improved self-knowledge and less career indecision. As such, Ireh (2000) argue that unless learners with visual impairments are aware of various careers they can pursue, they cannot have them on their lists of career options. Hence, they will continue making the same career choices as is the case with the learners with visual impairments at Lions and Magwero schools for the visually impaired.

As regards whether learners should work while at school to help them develop their careers, findings indicated that some respondents (55%) agreed. This view is consistent with the Employment of Young Persons Act of 2004 of Zambia which states that;

A child between 13 and 15 years may be engaged in light work which is not likely to harm that child's health or development; or which is not prejudicial to that child's attendance at an institution of learning or participation in vocational orientation.

On the contrary, the researcher feels that learners below the age of 16 should not be engaged in part-time work as it would be against the labour laws and the basic principles of human rights with regards to child labour. Similarly, the Employment of Young Persons Act of 2004 of Zambia states that;

A child under 13 years cannot work under what circumstances.

The researcher feels that learners should instead be engaged in different chores at home, in the community and in activities at school. This would help them implement their evolving self-concepts through different roles and activities in different theaters. In turn, this would enhance their career development. Similarly, Nagle (2001) suggested that participation in real life activities for learners with visual impairments is essential particularly if they are to develop a true understanding of the full range of career opportunities available and those they can pursue.

5.2 Careers learners with visual impairments can pursue

This section deals with careers learners with visual impairments can pursue.

Findings showed that teaching, switchboard operating, preaching, singing, lecturing, banking, counseling, business, social work, economics, Information and Communication Technology and farming were cited by respondents as careers learners with visual impairments can pursue. However, the researcher feels that much as respondents mentioned thirteen types of careers, many more were left out. The probable explanation for the short list of careers could be that respondents were neither exposed to information on careers nor to contacts with different professionals. In fact, the presence of teachers with visual impairments in the schools inspired most (92%) of the respondents to think that teaching was the career that learners with visual impairments could easily pursue. This finding is consistent with that of Chulumanda (2010) who found that persons with visual impairments could take up other careers such as journalism, music and law.

With minor adjustments, persons with visual impairments can perform most jobs commonly performed by those with sight. As rightly cautioned by Bruyere (1994), there

are no “jobs for blind people.” As a matter of fact, persons with visual impairments have an array of jobs that they can perform. Similarly, Kidofdal (2010) argues that persons with visual impairments can perform almost any job one can imagine such as being lawyers, artists, accountants, secretaries, customer service representatives, food service workers, counselors, computer programmers, cooks, salespersons, clerks and many more.

Though learners mentioned other careers they could take up, it was clear that teaching dominated (74%) followed by switchboard operating (66%). Similar results were reflected by teachers and parents. Teaching emerged as the most popular career. The probable explanation could be that most of the teachers in the schools who were role models to the learners and with whom they had career discussions in and out class, had visual impairments. The other explanation could be because learners lacked or had inadequate career guidance services vital to make them aware of the careers they could pursue. For example, 43% of the learners said they did not have career guidance services. 59% of the learners said they had inadequate career services. This was because they did not have adequate career guidance or they did not access a variety of workers or employers in their environment. Another reason could be because adults around them were uninformed on careers learners with visual impairments can pursue. These findings are consistent with those of Alberta Education (2004) which observed that frequently, learners with visual impairments were unaware of the array of career options they could pursue.

5.3 Factors that limit career choices among learners with visual impairments

This section presents the factors that limit career choices among learners with visual impairments.

Respondents indicated a number of factors that limited career choices among learners with visual impairments. Common among them were; inadequate jobs, lack of sight, lack of career guidance and low levels of education attained. Other reasons cited were; learners not taught Mathematics and Science at school, other jobs were difficult, lack of support by the government on job placements, inadequate assistive technology and negative attitudes of employers towards persons with visual impairments. Additionally, respondents mentioned inadequate role models, inadequate knowledge on careers persons with visual impairments could pursue and inadequate jobs in the country.

The issue of not learning Mathematics and Science while at school is consistent with the findings of Adedirian and Oluoku (2007) who found that learners with visual impairments in Nigerian schools were not in Mathematics or Science classes. This made them have limited career choices. Similarly, Chulumanda (2010) and Osoro (2012) found that subject combination without Mathematics and Science resulted in poor career choices among learners with visual impairments. It can therefore be deduced that schools that deprive learners with visual impairments of Mathematics and Science limit their chances of pursuing prestigious careers that require the knowledge of Mathematics and Science. As rightly argued by Bishop (1996) and Wilson (1996), learners with limited academic preparation (course work in Mathematics and Science) in school face difficulties making career choices. Sells (1973) referred to Mathematics as the critical filter that effectively screened learners for prestigious careers. She reported that 92% of the first year female learners that entered university of California had such inadequate number of advanced Mathematics courses while at school that they eventually lost over 70% of career options they could pursue. Similarly, Oyewobi et al. (2005) opined that among other reasons for

teaching Mathematics and Science to all learners was the fact that they were prerequisites for pursuing some course at higher educational level leading to prestigious career choices such as pharmacy, engineering and medicine.

From the findings, teachers reasoned that Mathematics and Science were not taught to learners because of the following; teachers lacked interest in teaching learners with visual impairments Mathematics and Science. They also had too much work load, lack of or inadequate Mathematical and Science signs knowledge, inadequate apparatus specifically designed for learners with visual impairments, inadequate competence in Braille and inadequate teaching materials in Braille. This finding is consistent with that of Adedirian and Oluoku (2007) who found that peoples' disposition to the teaching of Science and Mathematics to learners with visual impairments was negative.

As regards the views of learners on learning Mathematics and Science, they wished they were taught these subjects. They felt that learning these subjects would widen their career choices. It can be deduced that learners had interest in learning Mathematics and Science and that they equally knew the career value of these subjects. Similarly, Adedirian and Oluoku (2007); Bulu and Gang (1990) report that learners with visual impairments should be taught Science and Mathematics to allow them make a variety of career choices.

In Zambia, The Persons with Disabilities Act of 2012 No. 6 Part V, Division 1, No. 22 to 26 addresses the need for the minister to ensure that all persons with disabilities are provided with quality and free education at all levels. Similarly, the Education Act of 2011 of Zambia Part IV, No. 23 and 24 addresses need for the minister of education to ensure provision and monitoring of quality education to learners with disabilities.

The other career limiting factor cited was inadequate career guidance services. This was reflected through the 59% of the learners' responses. This implies that learners were inadequately informed as regards careers they could pursue and where to find career services after they left school. This disadvantaged the learners in career development and limited their list of careers. Career counselors therefore need to provide valuable career information to learners to enhance career development and widen their career choices. This view is in line with the Education Act of 2011 Part IV, No. 30 which states that;

Counseling and guidance shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions.

Bandura et al. (2001) also state that career information is very vital in helping learners with visual impairments to develop their careers. Additionally, researchers such as Odeck (1999), Ipaye (1995) and Makinde (1981) opined that one of the major service areas of guidance and counseling was vocational or career guidance which assisted individuals to choose and prepare for occupations that were compatible with their interests and aptitudes. This finding is similar to that of the American Federation of the Blind (2000) which observed that lack of information on careers negatively impacted on the career development and career choices of learners with visual impairments. Additionally, the study found that 76% of the respondents who did not make good career choices had not received information on what type of careers they could to pursue. Similarly, Foad (1995) found that lack of career guidance was often stated as the reason behind poorly informed career decisions and career choices.

Furthermore, as regards whether learners knew where to find career information after they left school, most of the learners (67%) did not know and only 33% knew. This finding

shows that after school, learners' would not access career information for their career development and consequently this would limit their career development and career choices. Similarly, Julien (1999) found that learners 40% did not know where to get information after school career did not know where to get the answers to questions they had about their future. This negatively affected their career development and led to limited career choices.

Of the 33% that knew where to get career information, 19% said they were advised by their parents on the source of career information. Similarly, Patton and McCriddle (2001) showed the value placed on parents as sources of career advice. However, although parents seemed to understand the usefulness of career information sources for their children, many did not know how to take advantage of these services. This probably explains why parents also had a limited list of careers their children could pursue. Therefore, the careers learners had in mind were a reflection of their parents' level of career knowledge.

An analysis of the findings indicated that lack of sight negatively contributes to their limited career choices. The nature of vision impairment makes it challenging for persons with visual impairments to pursue certain careers. Lee and Park (2008) reported that persons with severe visual impairments found it difficult to work. Similarly, Grow and Daye (2005) found that visual impairments imposed three major restrictions; range and variety of experiences, mobility and ability to control the environment and themselves. Similar findings were reported in studies of persons with visual impairments conducted by

Osoro, (2012); Hagemoser (1996); Malakapa (1994); O'Day (1999) and Salomone and Paige (1984).

Furthermore, findings revealed that inadequate of assistive technology limited career choices among learners with visual impairments. This means that learners did not have enough equipment for compensatory skills that could have helped them interact with the environment to develop their careers this in turn limited their career choices. On the contrary, the 2012 Persons with Disabilities Act of Zambia No. 6, Part V, Division 1, No. 23 (1) which states that;

The person responsible for education shall, by statutory order designate public educational institutions to provide the necessary facilities and equipment to enable persons with disabilities to fully benefit from the public educational institutions.

Assistive technology has a strong relationship with an individuals' choice of careers as it helps an individual access career information as well as successful persons with visual impairments. For example, Grow and Daye (2005) found that almost all the learners with visual impairments who had chosen careers reported using assistive technology while a large majority of those who did not have careers had not used assistive devices.

Despite the UNESCO motto: "Education for All" having given Special Education a place in the agenda of many governments (Zambia inclusive), assistive technology is still inadequate in schools. Factors such as high costs and difficulties in procurement make it difficult for schools to provide assistive technology to learners. This finding is consistent with that of Osoro (2012) who found that factors such as inadequate of appropriate technology among other factors negatively affected career development and consequently limited career choices among learners with visual impairments. Similarly, Belay (2005) argued that although the use of assistive technology was regarded as an equalizer to help

in career development for persons with disabilities, learners in primary and secondary schools did not have the opportunity to access them due to high procurement costs.

The study also revealed that there were negative attitudes by employers towards learners with visual impairments. As a result, employers rarely went to schools to give career talks on the jobs they offered and the requirements. This deprived learners of knowledge of the careers opportunities available. The negative attitude by employers probably explains why persons with visual impairments are rarely, if any, employed in the private sector. This finding is consistent with that of Grow & Daye (2005) who reported that next to the direct and indirect effects imposed by visual impairments, beliefs and attitudes of prospective employers were major barriers individuals faced in developing careers, choosing careers, gaining and retaining employment. Similarly, Kyriacoy (2005) observed that in their effort to choose a career, seek job position or maintain an existing one, persons with visual impairments came across unpleasant situations or experienced prejudice from the would be employers.

It is saddening that persons with visual impairments are not fully participating in the labour force amidst human rights, laws and inclusive policies. Despite increased global laws designed to address employment discrimination and provide for work place accommodation for qualified persons with disabilities (United Nations Convention on the Rights of Persons with Disabilities 2010; Education For All, 1990, Education For All Children with Visual Impairments, 2006), the attitudes of employers still remain negative.

In Zambia, although there is still this negative attitude among employers towards persons with visual impairments, it is against the Persons with Disabilities Act No. 6 of 2012

whose Part V and Division IV, No. 35 to 39 addresses the employment and social protection of all persons with disabilities. For example, No. 35 (1) of the Act states that;

The minister shall, after consultation with the Minister responsible for labour, prescribe safe guards to promote a person with disability's right to employment and ensuring compliance with sub section (2) which states that;

A person with disabilities shall not to be discriminated against on the basis of a disability with regard to all forms of employment.

An analysis of the findings indicated that career choices were also limited by inadequate jobs. This means that even if learners with visual impairments develop their careers, they find it difficult to pursue them. This finding is consistent with that of the Central Statistics Office (2007)'s draft labour force survey which reported that 16% of the 4.9 million persons (inclusive of those with disabilities) available to engage in the labour force market were unemployed. Similarly, the ILO news (2012) reports that despite an economic growth rate averaging 6.1% over the past years, unemployment levels have remained high in Zambia. Such reports are an indication that jobs are inadequate. It is worth noting that while it is difficult for persons with sight to get employment, it is worse with persons with visual impairments.

Kyriacoy (2005) also noted that job searching had become more demanding due to factors such as increased inadequate jobs. The 2005 study found that although persons with visual impairments had the necessary academics such as law, education, psychology, social science, physiotherapy and music, it was difficult for them to pursue these careers. This was because upon graduation, they had to compete and struggle along with the sighted to obtain jobs. Additionally, with the negative attitudes of employers earlier alluded to, most of the learners end up in the same career choices. For the learners who

want to further their education, the only available training offered by the government is mostly teaching. There is no doubt that switchboard operating is slowly phasing out with the coming of cell phones. Wolffe and Spungin (2002) also observed that people with disabilities were generally underrepresented in the work place and those with significant visual disabilities were among the most disadvantaged. For example, in developed countries, only about 30% of work age persons with a significant visual disability are meaningfully employed (Bruce et al. 1991; Hamegoser 1996; Hanye & Crudden 1999; Kirchner 1988; Leonard et al. 1999; McNeil, 2001; Roy et al. 1998).

The study also revealed that inadequate role models limited career choices among learners with visual impairments. Without positive examples, learners have limited opportunities to be guided by role models. The inability to access a variety of peers or adult role models meant learners at Lions and Magwero schools formed incomplete understanding of available post school opportunities and knowledge of careers available that they would successfully take up. As rightly put by Elodie (2005) career success was attributed to a person having “good role models” and career failure to “lack of role models.” Similarly, Gibson (2004) and Vinnicombe et al. (2000) state that identification with a role model is critical in the career decision making process. As such the researcher feels there is need to expose learners to different professionals to enhance their career development. Similarly, Arth and Burnett (2001) reported that when learners were asked who their career role models were, they were blank. The study also revealed that most advertising learners who had spent the last four (five or six) years of their life preparing for a career were unable to name their favorable copywriter or Advertising agency pioneer.

Findings also revealed that inadequate awareness on the available job opportunities limited career choices among learners with visual impairments. This probably explains why persons with visual impairments are seen making the same career choices. The limited list of careers by the respondents was a reflection of the impact of inadequate awareness on job opportunities that learners with visual impairments could take up. As a result, the researcher feels that the inadequate awareness on the job opportunities was exacerbated by the fact that learners with visual impairments had limited practice on chores at home, school and in the community. Similarly, Osoro (2012) found that lack of career awareness on job opportunities negatively affected career choices among learners with visual impairments.

The study also revealed that low levels of education limited career choices among persons with visual impairments. Similarly the CSO (2003) states that of the 12, 754 people with visual impairments, 57% have no education, 29.8% have primary education, 11% have secondary education, 0.8% have 'A' levels and only 1.3% have higher education. Additionally, it (2003) states that of the 74,882 who are partially sighted, 39.6% have no education, 40.7% have primary education, 15.6 % have secondary 2.2% have 'A' levels and 1.8% have higher education. It is doubtful that such levels of education can result in quality career choices. This view is consistent with that of Osoro (2012) who argued that low levels of education affected career development and consequently limited career choices among persons with visual impairments.

Inadequate trained guidance teachers was reported to limit careers choices among learners with visual impairments. The inadequate of training on the part of the teachers meant that they did not provide well planned or comprehensive career guidance to the learners. In

turn, learners got inadequate or wrong information that did not help them develop their careers. This eventually limited their career choices. This probably explains why learners had limited career choices. The study also found that guidance teachers had the same work load as other teachers. This meant that they had little time if any to attend to career guidance sessions. This scenario requires that Ministry of Education, Science, Vocational Training and Early Education ensures that career guidance teachers are trained and are conversant with their duties for learners to develop their careers and pursue different careers. This finding is consistent with that of Kelechi and Ihuoma (2011) and Ndhlovu et al. (2012) who observed that most teachers were ill equipped to provide career guidance to learners in schools.

5.4 Summary

This chapter has discussed the findings of the study based on the objectives. It started by discussing how learners with visual impairments develop their careers. Among the ways through which learners develop their careers were admiring those in employment (role models), discussing careers with peers, parents and teachers and practicing chores at home, school and community.

Concerning the careers learners with visual impairments can pursue, teaching, switchboard operating, lecturing, banking, social work, counseling, farming, singing, journalism, economics, business, counseling and Information and Communication Technology (ICT) were cited. However, teaching and switchboard operating were prominent among the careers cited.

On the factors that limit career choices among learners with visual impairments, the following were cited; inadequate jobs, lack of sight, inadequate career guidance and low levels of education attained by learners with visual impairments. Other factors mentioned were; learners were not taught Mathematics and Science, other jobs were difficulty, lack of support by the government on job placements, inadequate assistive technology and negative attitudes of employers towards persons with visual impairments. Additionally, respondents cited; inadequate role models and inadequate knowledge about careers persons with visual impairments can pursue.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusion and recommendations emanating from the findings and discussion of the study. The objectives were to; determine how learners with visual impairments develop careers, establish careers learners with visual impairments can pursue and to determine the factors that limit career choices among learners with visual impairments.

6.1 Conclusion

Based on the findings, the study concludes that learners with visual impairments develop their careers by admiring those in employment, discussing with peers, parents and teachers and through participating in chores at home and school activities and in the community.

As regards careers learners with visual impairments can pursue the following were found; teaching, switchboard operating, lecturing, banking, social work, counseling, farming, singing, journalism, economics, business, preaching and Information and Communication Technology (ICT).

Concerning the factors that limit career choices among learners with visual impairments, the following were cited; lack of sight, low levels of education, learners were not taught Mathematics and Science, inadequate role models, inadequate assistive technology, negative attitudes of employers towards persons with visual impairments, inadequate jobs,

inadequate career guidance and low levels of education attained. Other factors cited were; other jobs were difficult, lack of support by the government on job placements and inadequate knowledge on careers they could pursue.

6.2 Recommendations

Based on the study findings, the following recommendations are made:

- In order to help learners with visual impairments develop their careers, schools should provide them with holistic career guidance that includes vocational, educational and personal guidance.
- In order for learners with visual impairments to pursue other careers, inclusion of Mathematics and Science in their curriculum by the Ministry of Education, Science, Vocational Training and Early Education is necessary. Colleges of education and universities training teachers should include Braille Mathematics and Braille Science in their curriculum.
- In order to address factors limiting career choices among learners with visual impairments, to a greater extent, implementation of the Persons with Disability Act No; 6 of 2012 No. 6 Part V, Division 4 and the Education Act of 2011 Part IV, No. 23 and 24 by stake holders is necessary.

6.3 Suggestion for future research

The study was centered on how learners with visual impairments in boarding schools develop their careers. It would therefore be interesting for the following future studies to be carried on;

- A comparative study on career development of learners with visual impairments in an inclusive school and those in an ordinary school to establish the differences or similarities, if any.
- A study to compare career development between girls and boys with visual impairments.
- Career development of learners with other disabilities.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR LEARNERS WITH VISUAL IMPAIRMENTS

This questionnaire is intended to collect data on career development of learners with visual impairments. The study is purely academic hence, your confidentiality is assured. Answer the questions as honestly as possible and help us to come up with a true reflection on this topic.

Personal details

- (a) Grade : _____
- (b) Age: _____
- (c) Gender: _____
- (d) Parent's occupation: _____

A. How learners with visual impairments develop their careers.

1. Do you believe in yourself? Yes [] No []
2. What do you like about yourself? _____
3. Do you wish you were someone else? Yes [] No [] Why? _____
4. Do you have guidance and counseling services at this school? Yes [] No []
5. If 'Yes' to 4, how often? Daily [] Weekly [] Monthly []
6. If available, what types of guidance and counseling services are provided?
Personal [] Vocational [] Educational []
7. Are the guidance services offered by your school adequate? Yes [] No []
8. Do you discuss career development with your family? Yes [] No []
(a) If 'Yes' to 8, how often? Once in a while [] Most of the times []
9. (a) At this point in time do you have career choices in mind? Yes [] No []
(b) If 'Yes' to question 9, What are your career choices? _____
(c) Who advised you on the career choices? Family [] Guidance and Counseling teacher [] Others, [] specify _____
10. (a) After school, do you know where to find career services? Yes [] No []

- (b) If 'Yes' who advised you on where to find these services? Family []
 Guidance and Counseling teacher [] Others [], specify _____
11. Have you ever heard of career development? Yes [] No []
 If 'Yes' to 11, what do you understand by career development? _____
12. How do you develop your careers? _____
13. (a) Do professionals come to give you talks on careers? Yes [] No []
 (b) If 'Yes' to 13(a), name the type of professionals _____
 (c) How often do they come? _____
14. Have you ever attended a career fair? Yes [] No []
15. If 'Yes' to 14, how many times? Once [] twice [] several times []
16. If 'Yes' to 14, what have you learnt from there? _____
17. Should learners work on attachment while in high school? Agree [] Strongly agree [] Do not agree [] Strongly do not agree []
18. If you agree to 17, how long should they work? _____
19. What are your favourite subjects? _____
20. What do you want to do after school? _____
21. What skills do you need to achieve your goals? _____
22. What are you doing to ensure you achieve your goals? _____

B. Careers learners with visual impairments can pursue.

1. What careers can learners with visual impairments pursue? _____
2. What jobs are mostly performed by persons with visual impairments? _____
3. Why do persons with visual impairments perform such jobs? _____

C. Factors limiting career choices among learners with visual impairments.

1. Why do most persons with visual impairments become teachers, lecturers telephone operators or not even work at all? _____
2. What factors limit career choices for persons with visual impairments? _____

3. How can these factors be overcome? _____

Thank you.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS OF LEARNERS WITH VISUAL IMPAIRMENTS

This questionnaire is intended to collect data on career development of learners with visual impairments. The study is purely academic hence, your confidentiality is assured. Answer the questions as honestly as possible and help us to come up with a true reflection on this topic.

Personal details

Gender: Male [] Female []

Where you trained in guidance and counseling? Yes [] No []

Qualification: Certificate [] Diploma [] Degree []

A. How learners with visual impairments develop their careers.

1. Do the learners believe in themselves? Yes [] No []

2. Have you heard of career development? Yes [] No []

3. How do learners with visual impairments develop their careers? _____

4. Give examples of behavior to show that learners have interest in working later in life _____

5. How often do you offer guidance and counseling services to the learners? Daily []
Weekly [] Monthly []

6. What type of guidance and counseling services are offered?

Personal [] Vocational [] Educational []

7. Are professionals invited to talk to the learners? Yes [] No []

8. If 'Yes' to question 7, of what type of professions? _____

9. If 'Yes' to question 7, how often? Weekly [] Monthly [] Yearly []

10. Do you take learners for career fairs? Yes [] No []

11. If 'Yes, to question 10, where? _____

12. If 'Yes' to 10, how often? _____

13. Should learners work while at school? Yes [] No []

Give reasons _____

14. If 'Yes' to question 12, how long should they work? _____

15. What strategies do you use to help the learners prepare themselves? _____

16. Suggest ways to assist learners with visual impairments prepare themselves for the
for better lives as adults in society _____

17. What is the school doing to help learners fulfill their dreams? _____

B. Careers learners with visual impairments can pursue.

18. What careers can learners with visual impairments pursue? _____

19. What jobs are mostly performed by persons with visual impairments? _____

20. Why do persons with visual impairments perform such jobs? _____

C. Factors that limit career choices among persons with visual impairments.

21. What factors limit career choices for persons with visual impairments? _____

22. How can these factors be overcome? _____

23. Why do think persons with visual impairments end up as teachers, lecturers or
switchboard operators or not even work at all? _____

Thank you

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS OF LEARNERS WITH VISUAL IMPAIRMENTS

This is intended to collect data on career development of learners with visual impairments from parents of learners with visual impairments. The study is purely academic hence, their confidentiality is assured. Questions should be answered as honestly as possible to help come up with a true reflection on this topic.

Personal details

Gender: Male [] Female []

Education level: _____

Occupation: _____

Gender of child: _____

Age of child: _____

Grade of child: _____

A. How learners with visual impairments develop their careers.

1. Does your child believe in himself/herself? Yes [] No []

2. Have you heard of career development? Yes [] No []

3. If 'Yes' to 2, what is career development? _____

4. How do learners with visual impairments develop their careers? _____

5. Does your child think of working in future? Yes [] No []

6. Give examples of any behavior to show that your child has interest in working later in life _____

7. Do you talk about careers to your child? Yes [] No [] If Yes, how often? _____

8. Should children work on attachment while at school? Yes [] No []
Give reasons _____

9. If 'Yes' to question 7, how long should they work? _____

10. What strategies do you use to help the child to prepare himself for adult life? _____

11. Suggest ways parents should use to assist children with visual impairments prepare themselves for better lives as adults in society _____

12. What should the school do to help the learners fulfill their dreams? _____

B. Careers learners with visual impairments can pursue.

13. What jobs are mostly performed by persons with visual impairments? _____

14. Why do persons with visual impairments perform such jobs? _____

15. What careers can learners with visual impairments pursue? _____

C. Factors that limit career choices among learners with visual impairments.

16. What factors limit career choices for persons with visual impairments? _____

17. How can these factors be overcome? _____

18. Why do you think persons with visual impairments end up as teachers, lecturers or switchboard operators or not even work at all? _____

Thank you.

APPENDIX IV: OBSERVATION SCHEME

This observation schedule is intended to collect data on career development of learners with visual impairments. The study is purely academic hence, confidentiality is assured. The questions should be answered as honestly as possible to help come up with a true reflection on this topic.

1. Study site _____
2. Grade of learners _____
3. Activities learners are engaged in _____
4. Do they enjoy the activities? Yes [] No []
5. Are the activities career tailored? Yes [] No []
6. Are the learners guided during these activities? Yes [] No []
7. How do learners view themselves? _____
8. Give examples of any behavior to show that learners indicate interest in working later in life _____
9. What strategies do learners do use to help themselves prepare for adult life?
10. What has the school put in place to help the learners fulfill their dreams? _____
11. Do they look like they have developed self-concept? Yes [] No []
12. How do the learners respond to career sessions (if any)? _____
13. How do the teachers and learners relate? _____
14. What role models are availed to the learners? _____