

**Inclusive employment for differently abled persons for
social justice**

By

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Mini-Dissertation

Presented to the Faculty of Education of
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for the Degree of
M. Ed Educational Psychology
Supervisor Dr Maximus M. Sefotho

Declaration

I, Heloise Gevers (10611658) declare that the mini dissertation, which I hereby submit for the degree M. Ed Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Abstract

Inclusive employment for differently abled persons for social justice

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Heloise Gevers

Degree: M. Ed Educational Psychology

Supervisor: Dr Maximus M. Sefotho

This study reflects on how the experiences of differently abled persons can inform career development. This will assist in the identification of support needed by differently abled persons and will assist in informing career development programs and policies. This study is aimed at preparing differently abled persons to make appropriate career choices, and also providing motivation to pursue further education and enhancing employability for social justice.

Four participants were selected with the objective of investigating the types of support needed for effective career development of differently abled persons. A qualitative case study was used for the purpose of obtaining in-depth insight and understanding whilst data was collected through face-to-face semi-structured interviews and an inductive thematic analysis was used to analyse the data.

Participants indicated that family, teachers and lecturers assisted them on their career development journey. The findings highlighted that educational institutions can be a valuable resource for the career development of differently abled persons and that participants' personal attributes also played a role. Results from the study shed light on society in general as differently abled participants indicated that people and institutions are often not very accommodating and are unaware of the unique challenges they face.

It is hoped that the findings of this study will assist in informing career development programs and policies. This will mean that differently abled persons are more prepared to make appropriate career choices. This will also provide them with motivation to pursue further education and especially enhance the employability of differently abled persons for social justice.

List of key terms

- Differently abled person
- Social Justice
- Employability
- Career development
- Career counselling

5 August 2018

EDITOR'S DECLARATION

To whom it may concern

I declare that I have proof-read and edited the minor-dissertation titled

Inclusive employment for differently abled persons for social justice

authored by **HELOISE GEVERS**

submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS in EDUCATIONAL PSYCHOLOGY

in the **FACULTY OF EDUCATION** at the **UNIVERSITY OF PRETORIA**

dated August 2018.

In my capacity as editor and proof-reader, I declare that:

- I have not altered the text so as to change the meaning of any part of it.
- I have not altered the author's style significantly.
- I have not altered any data in tables and figures.
- I have examined and followed the technical criteria given for this minor-dissertation.
- I have corrected spelling and grammatical errors, as well as poor or ambiguous expression in the text.
- Only spelling and punctuation have been corrected in the verbal interviews
- The comments and alterations that I have made have been tracked and forwarded to the author, for final acceptance.

Sincerely.

Ms. E.A. Kennedy. BSc(Hons); B.A.; H.D.E.

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- My three sisters, thank you for your encouragement and support throughout my studies.
- Thank you to the research participants for their willingness to share their career development stories and their time and cooperation in participating in this study.

Dedication

This work is dedicated to my late grandmother, Johanna Petronella van Niekerk, you were a pioneer for the deaf people in your community. Your work in the deaf community establishing the first church for deaf people in your area, assisting in the training of theology for deaf students and converting books to braille for blind people has truly inspired me. Thank you for empowering other differently abled persons.

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Chapter 1

Introduction

1.1. Introduction

The contemporary work environment is characterised by instability, boundaryless careers and a greater emphasis has been placed on specialists and knowledge workers (Schreuder & Coetzee, 2016). Unemployment has increased within the 21st century, especially for differently abled persons. Differently abled persons have a history of neglect and exclusion in the workforce (Sefotho, 2013). All in all, the result is that a large number of differently abled persons live in poverty and social exclusion.

Department of Higher Education and Training (2015) highlighted that more local research will assist in informing practice and planning on career development services. However, little attention has been given to the employment of differently abled persons and their education (Census, 2011). The Census (2011) indicated that differently abled persons have low absorption into the labour market. Employment and disability policies have been insufficient in providing sustainable employment for differently abled persons regardless of the promise of inclusive employment (Sefotho, 2015). Department of Higher Education and Training (2015) stated that:

Although there are multiple career development interventions at schools, TVET colleges, universities, national government departments and municipalities, there is limited evidence as to their effectiveness and impact, or whether they are reaching the targeted audience in all parts of the country.
(p.1)

The focal point of this study was to reflect on the support that differently abled persons need to manage their career development effectively, in order to aid differently abled persons in making more informed career choices towards enhancement of employability for social justice.

1.2. Purpose of the study

The purpose of this study is to reflect on how the experiences of differently abled persons can inform career development. This will assist in the identification of support needed by differently abled persons and assist in informing career development programs and policies. This is aimed at differently abled persons so that they will be more prepared to make appropriate career choices. This will also provide them with motivation to pursue further education and especially enhance the employability of differently abled persons for social justice.

1.3. Rationale

Even though the majority of differently abled persons wish to work, they are discriminated against by employers and policies that are not pro disability employment. Differently abled persons therefore experience social injustice by being excluded from employment (Sefotho, 2013). The fundamental reason for this study is to enhance the employability of differently abled persons, by focusing on the different kinds of support that differently abled persons need to manage their career development effectively.

1.4. Problem Statement

There is scarcity of research in South Africa on career development, especially for differently abled persons. Differently abled persons experience social injustice due to being excluded from employment. The majority of differently abled persons desire to work but are discriminated against by employers and policies that are not pro disability employment. Employment and disability policies in South Africa have been insufficient in providing sustainable employment for differently abled persons regardless of the promise of inclusive employment (Sefotho, 2015); differently abled persons have low absorption into the labour market (Census, 2011). Work in the 21st century characterised by instability and a greater demand specialists and knowledge workers has heightened unemployment within the 21st century (Schreuder & Coetzee, 2016), especially for differently abled persons. Apart from differently abled

persons having a history of neglect in the workforce they may also not be enjoying career counselling opportunities. All in all, the result is that a large number of differently abled persons live in poverty and social exclusion.

1.5. Research Questions

The primary research question is the following:

1.) What support do differently abled persons need to manage their career development effectively?

In a challenge to investigate this question, the following secondary questions were taken into consideration:

- 1.) What types of career development services are available for differently abled persons?
- 2.) To what extent do these career development services support the career needs of differently abled persons?
- 3.) What factors hinder the career development of differently abled persons?

1.6. Objectives of the study

Objectives of the study include informing career development programs and policies about the support needed for career development of differently abled persons. I hope that this will aid differently abled persons in making more informed career choices, enhance their employability and ultimately increase social justice.

1.7. Working assumptions

Reflection on differently abled persons' career development experiences will assist in informing career development programs and policies through the identification of different kinds of support needed for the career development of differently abled persons. This will aid differently abled persons in identifying strengths and focusing on their abilities so that more informed career choices can be made. This will

enhance the employability of differently abled persons and in doing so increase social justice.

1.8. Concept clarification

1.8.1. Differently abled person

The phrase “differently abled person” emphasises that a person with a disability is able, only in different ways (Sefotho, 2015). Even though a differently abled person is still defined as someone with a physical or mental condition that limits them, it stresses that they have their own abilities and capabilities (Joshi, 2004). The phrase “differently abled” as opposed to “disabled” will be used because “disability” is thought to carry several negative connotations (Sefotho, 2015).

1.8.2. Career development

According to the Department of Higher Education and Training (2012), career development can be defined as “lifelong guidance for learning and work and is linked to policy agendas relating to lifelong learning, workforce development, and social inclusion.” Schreuder and Coetzee (2016) view career development as a lifelong developmental process through the managing of progress in education and work. The quality of career development has an influence on the nature and quality of a person’s life, their sense of purpose and income disposal. It also influences the economic and social contribution these persons make in the societies in which they live (Watts, 2004). For the purpose of the study a combination of the above-mentioned definitions of career development will be used.

1.8.3. Career counselling

Career counselling involves services where self-reflection and cognitive restructuring to develop career competency are offered (Schreuder & Coetzee, 2016). Career counselling can no longer be regarded as a process where persons are assisted in

making career decisions as persons ought to engage in the construction of a lifelong career journey (Maree, 2009). Thus, through the career counselling process, a client is assisted to come to a career decision with the support of the counsellor (Maree, 2009).

1.8.4. Career guidance

Career guidance focuses on occupational assessment, choice and planning, study methods and development of a person's future career (Watts & Fretwell, 2004). It considers occupational knowledge, educational knowledge, self-awareness, opportunity awareness and career management, in relation to making appropriate career choices (Watts & Fretwell, 2004). In traditional career guidance the main focus was on directing clients to careers that were appropriate with regards to their aptitudes, personalities and interests.

1.8.5. Social Justice

Bell (2007, p.4) defines social justice as “reconstructing society in accordance with principles of equity, recognition and inclusion.” This is achieved through the elimination of injustice. Injustice is formed by sorting differences in hierarchy that unequally divides power, social and economic advantages (Bell, 2007). For the purpose of this study, social justice will refer to equity, recognition and inclusion for differently abled persons especially in the world of work.

1.8.6. Employability

Wickramasinghe and Perera (2010) identified the ability to gain employment, maintain employment and shift between jobs and roles as important factors of employability. For the purpose of this study employability will refer to a person's ability to obtain employment fit for his/her education and skills (Wey & Lim, 2009).

1.8.7. Unemployment

Unemployment of differently abled persons is related to exclusion due to disability (Sefotho, 2014). For the purpose of this study unemployment will refer to a lack of access to work in the labour market (Sefotho, 2014).

1.9. Research methodology and strategies

The research methodology and paradigm will now be discussed, followed by the research design, strategy of enquiry, population and sampling and data collection methods.

1.9.1. Research methodology

A qualitative and emancipatory methodology was used in this study with the purpose of understanding participants' perceptions and experience of career development. A qualitative methodology created space to study participants' lives through their personal narratives (Maree, 2007) and provided the opportunity to appreciate a holistic view (Merriam, 2009) of differently abled person's lives from their perspective.

1.9.2. Research paradigm

This study followed interpretivism as paradigm. Interpretivism emphasizes that reality is not objective and single but multiple and holistic (Decorp, 2006).

1.9.3. Research design

A qualitative case study was used as it offers the opportunity for a in depth and holistic description of a phenomenon (Merriam, 1988). This was aimed at obtaining in-depth insight and understanding (Maree, 2007) participants career development experiences.

1.9.4. Strategy of enquiry

A qualitative case study was used to obtain in-depth insight and understanding (Maree, 2007) of the career development experiences of differently abled persons. The focus is on insight, and interpretation as a qualitative case study offers the opportunity to explore contextual conditions (Yin, 2003) relevant to the career development of differently abled persons.

1.9.5. Population and sampling

Snowball sampling will be used to identify differently abled participants. Through this non-probability sampling method is a of sampling where participants are recruited from among the acquaintances of other participants (Maree, 2007) and I may have access to previously hidden participants and populations.

1.9.6. Data collection methods

Research was carried out in real-life situations using face-to-face semi-structured interviews to gather rich data on their life experiences with regards to career development.

1.9.7. Quality Criteria

Trustworthiness was used to ensure that differently abled persons' career development experiences were reflected as accurately as possible. To ensure findings, I incorporated Lincoln and Guba's (1985) criteria of authenticity, credibility, transferability, dependability, and confirmability along with authenticity.

1.9.8. Role of the researcher

In my study I will assume the role of the researcher. Regarding data collection, I was responsible for interviewing participants and I, the researcher, is considered a

research instrument (Maree, 2007). My role also entailed analysing and interpreting results and presenting my findings.

1.9.9. Ethical considerations

Ethical approval was received from the University of Pretoria's Research Ethics Committee prior to commencement of the study. Informed consent also took place before the study commenced and participants identity was protected.

1.9.10. Data collection process

Data was collected over a period of six months through face-to-face semi-structured interviews.

1.9.11. Data analysis and interpretation

Inductive thematic analysis was used to analyse the data as this method involved identifying, analysing, and reporting on the themes that occur in the data (Braun & Clarke, 2006).

1.10. Significance and possible contribution of the study

It is hoped that this study will inform career development programs and policies, and in doing so aid differently abled persons in making appropriate career choices and possibly increase the employability of differently abled persons for social justice.

1.11. Possible challenges of the study

Possible challenges might be finding participants for the study and including differently abled participants with an auditory, intellectual, physical, and visual disability.

1.12. Chapter division

In Chapter 1, I provided an overview of the study. After discussing the conceptual background of the problem that underlies the study, I discussed the rationale and purpose for the study. The research questions, working assumptions and concept clarifications were also noted.

In Chapter 2, I discuss existing literature and outline the career development of differently abled persons. I explore the employability of differently abled persons along with stakeholders and policies that play a role. I also explain the conceptual framework behind the study.

In Chapter 3, I discuss the research methodology and paradigm that underlie the study. The research design and trustworthiness are also discussed in Chapter 3. In Chapter 4, I present the findings of the study. In chapter 5, I answer the research question, identify limitations in the research and make recommendations.

1.13. Conclusion

Chapter 1 provided a brief overview of the study. I discussed the conceptual background of the problem that underlies the study, the rationale, purpose for the study, research questions, working assumptions and concept clarifications.

In Chapter 2, existing literature and the career development of differently abled persons is reviewed and explain the conceptual framework of the study.

Chapter 2

Literature Review

2.1. Literature Review

2.1.1. Introduction

The literature review describes the background for the study and how career development and differently abled persons can be understood in a South African context. This chapter begins by analysing differently abled persons and how they are socially excluded through unemployment. The importance of career development in South Africa will also be explored.

2.1.2. Disability

The majority of differently abled persons in Africa have harsh living conditions in addition to having limited access to general livelihood, education and employment due to structural and social barriers (Biegon, 2011). The 2011 Census indicated that differently abled persons have low absorption into the labour market.

The United Nations Convention on the Rights of Persons with Disabilities (Enable, 2009) stated that:

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (p.4).

Although one of the prime factors that limit differently abled persons is the disability itself (Lindstrom, Benz & Doren, 2004), persons with disabilities experience unique barriers and challenges (Sefotho, 2014). Rule and Modipa (2012) argue that the social model of disability uses the term 'disabled' as a label that portrays how society and the environment has failed to accommodate the needs of differently abled persons, and in so doing favours able-bodies. Through social exclusion differently

abled persons have been placed on the fringe of society (Sefotho, 2015). Multiple factors limit career choice for a differently abled person; these factors include stigma, discrimination and disempowering family, school and world of work attitudes (Sefotho, 2014).

Recently there has been a paradigm shift concerning the position of differently abled persons within a society. This has been reflected in the shift towards no discrimination, equality, and support of inclusion. This shift is also evident in legislation, as is reflected in the White Paper on an Integrated National Disability Strategy (INDS 1997),

“.... represents the government’s thinking about what it can contribute to the development of disabled people and to the promotion and protection of their rights” (p.i).

However, Sefotho (2013) states that ‘recognising ability,’ especially recognising abilities in disability is one of the main challenges as it may be difficult to see beyond disability. One might have to take a deeper look to find those abilities in disability (Eckard & Myers, 2009). As disability along with other factors such as gender, race and environmental factors influence career development (Lent, Brown, & Hackett, 1994), numerous questions have been raised about career development of differently abled persons (Sefotho, 2013).

2.1.3. Employment in a new era for differently abled persons

Furnham (2000) characterises changes the 21st century as,

“Changes in the workforce, the hours of work, but more particularly technology, mean that fortunate workers of the future may have more choice, flexibility and certain benefits than those of today. They will not, however, enjoy job security, stability or much face-to-face contact with peers. They will, more than ever, be responsible for their own futures and have to develop, update and market their own skill portfolios. The able, educated and ambitious are likely to thrive in this environment, however the less able and educated could easily fall into an employment underclass.” (p. 253)

Bhaerman and Spill, (1988) argue that it is an ethical responsibility to equip young people with skills needed for employability, and failure to do so can have extensive consequences for national, economic and social wellbeing, yet the majority of differently abled persons in Africa have limited access to education and employment (Biegon, 2011). Andersen (2009), describes work as an essential social institution as it satisfies basic psychological needs that are prevented from being fulfilled through unemployment. Unemployment will be reviewed next.

2.1.4. Social exclusion through unemployment

Unemployment is thought to have a negative effect on the subjective wellbeing of individuals (Winkelmann, 2009) as it prevents work to become a vital form of meaning (Andersen, 2009). Sefotho (2014) also argues that exclusion of differently abled persons from employment can hinder socio-economic development and self-enhancement. However, South African employment and disability policies have been insufficient in providing sustainable employment for differently abled persons regardless of the promise of inclusive employment (Sefotho, 2015). “It does not seem to overstate the case to say that people with disabilities are almost universally at the bottom rung of the socioeconomic ladder,” (Schriner, 2001, p. 645). Even though disability has received a lot of attention with regards to social inclusion, it has been neglected in the world of work (Redley, 2009), which has contributed to the high levels of unemployment among differently abled persons (Sefotho, 2014).

Szymanski and Vancollins (2003) state that “Throughout the industrialised world, people with disabilities are at significant risk for unemployment or underemployment.” (p.10). As a result of not accommodating differently abled persons through productive participation, potential contribution to the enhancement of the livelihoods of many disadvantaged, decrease in unemployment and economic development, is lost (Redley, 2009). Disability studies, rehabilitation, psychology, sociology and education have received a considerable amount of attention in disability research (Sefotho, 2014). However there has been limited research in career development for differently abled persons (Sefotho, 2014). Career development for differently abled persons will be reviewed next.

2.1.5. Career development for differently abled persons

Traditionally persons with disabilities were not considered capable of independence or able to make self-determined career choices (Wehmeyer & Patton, 2000). Today still disability often leads to less advantageous career guidance (Soresi, Nota, Ferrari & Solberg, 2008). Even though the Department of Higher Education and Training (2015) states that:

The South African education, training and development and skills development frameworks are all aimed at improving skills for better access to jobs and business opportunities to improve the quality of life of citizens. (p. 14)

Szymanski and Vancollins (2003) argue that it is important to take into consideration the economic context of the person, employment policies in the country, the disability itself along with cultural and societal views about disability when considering the career development of differently abled persons. Differently abled persons have often been isolated from learning experiences thus limiting their decision-making, problem-solving and social skills development, along with receiving less exposure to a variety of work roles and opportunities for exploration (Soresi, Nota, Ferrari & Solberg, 2008). Wehman (2011) argues that limited career choice plays a key role in the unemployment of differently abled persons.

Differently abled youth frequently show irrational and poor occupational views that can lead to adjustment complications (Yanchak, Lease & Strauser, 2005). According to Mercer (1997) differently abled persons are easily influenced by others, exceptionally scared of failure and experience difficulty with future goal setting. Factors such as disability, gender, race and environmental factors also influence their career choice (Lent et al., 1994). Stigma, discrimination and disempowering family, school and world of work attitudes also limit career choices (Sefotho, 2014). Thus, career development for differently abled persons must be empowering so that individuals are able to reach their full potential, through the mobilisation of resources and establishing strategies to assist persons in participating in self-determined vocational and educational activities (Soresi, Nota, Ferrari & Solberg, 2008). As

differently abled persons experience unique barriers and challenges, activities must be personalised to support vocational and educational development of the individual (Soresi, Nota, Ferrari & Solberg, 2008).

Differently abled persons with their unique challenges call for unique career development approaches. The career development of differently abled persons will be discussed next.

2.1.6. A shift from career guidance to career development

In traditional career guidance the focus was on directing clients to careers that were appropriate with regards to their aptitudes, personalities and interests. During this process the counsellor/client relationship was frequently neglected. Maree and Beck (2004) argue that counsellors ought to extend their focus so that the client may be equipped to form a more realistic personal framework for their life, as every person's framework is different in a multicultural society.

Several policy and strategy initiatives have presented a paradigm change by shifting from career guidance interventions to a lifelong guidance/support perspective (European Training Foundation, 2008). There is also a shift from a psychological to a pedagogical approach where a person tests and tastes the world of work. In addition, career self-management skills are being emphasised rather than external support (European Training Foundation, 2008). Department of Higher Education and Training (2015) stated that career development is a lifelong process that involves,

provision of information on careers, career advice, guidance and counselling, career pathing, and career planning, to expose people from early childhood to retirement to information on career possibilities. (p.1)

According to the Department of Higher Education and Training (2012), career development can be defined as:

“lifelong guidance for learning and work and is linked to policy agendas relating to lifelong learning, workforce development, and social inclusion.”
(p.1)

In South Africa several terms are used by different sectors that offer career development-related services. The term “life orientation” is used in schools, to describe activities associated with careers and careers choices (DBE, 2012). “Student counselling and support services” are often used in the post-school sector, for activities such as career-, curriculum and personal counselling (DBE, 2012). “Employment services” is used in the labour market for activities related to career guidance, employment counselling and employability enhancement (DBE, 2012). Presently in South Africa, several sectors are beginning to show a preference for the term “career development”. “Career development” is an appropriate term to consider as it is associated with lifelong learning and represents a wide range of activities related to a person’s career (DBE, 2012).

2.1.7. Career development

Career development is a lifelong developmental process through the managing of progress in education and work (Schreuder & Coetzee, 2016). The quality of career development has an influence on the nature and quality of a person’s life, their sense of purpose and income disposal. It also influences the economic and social contribution these persons make in the societies in which they live (Schreuder & Coetzee, 2016).

Traditionally careers progressed upwards in a systematic and hierarchical manner. A person chose a career that unfolded in an ordered manner (Arthur, Inkson, & Pringle, 1999). However, this traditional concept of career is fragmented, as globalisation and technology have changed the pace. Organisations are therefore exposed to constant change and not as willing to make long term commitments (Arthur et al., 1999). Long term commitments are often associated with flexibility of roles and tasks performed. This has led to security not lying in employment but rather in employability (Watts, 2004). Employability is maintained through regularly learning new skills. This has led to careers being constructed rather than just chosen. This is done through a series of choices with regards to learning and work. It is therefore essential that career development must be accessible to all (Watts, 2004).

2.1.8. Career development and public policy

Department of Higher Education and Training (2015) highlighted:

Career development is a significant area of inquiry because of the high unemployment rate among youth who are not in education and training, the articulation gap between schooling and higher education which leads to high failure rate, and the high levels of unemployable graduates...Therefore, a research agenda should provide research areas and topics that enable the production of knowledge for evidence-based decision-making on key areas of weakness where intervention is required, and key success areas where replication is possible and would be beneficial. (p.1)

Career development does not only benefit the individual but is also of value to the country. Watts in his briefing “Why career development matters” (2004), identifies three key reasons why career matters. Firstly, it is vital for effective learning. Well informed, realistic and thought through decisions that are related to personal aspirations and capacities and realistic about the opportunities learning offers are more likely to yield higher returns. Secondly it is also essential for an effective labour market. Persons are likely to be more motivated if they find jobs and career paths that meet their own goals and utilise their potential, which increases productivity and the national labour markets prosperity. Lastly career development contributes to social equity by supporting equal opportunities and enhancing inclusion (Watts, 2004). It has the ability to raise the aspirations of disadvantaged groups and provides them with opportunities that otherwise they might have been deprived of.

One of the objectives of the Department of Higher Education and Training (2012) is to provide targeted career development services for women, differently abled persons, unemployed youth and offenders. Although career development is a fundamental part of the education and training system and is supported by numerous programmes and services such as career advice, career planning, career guidance, career counselling and the provision of career information (DHET, 2014), there has

been little research on the career development of differently abled persons in South Africa (Sefotho, 2013).

2.1.9. Career development and lifelong learning

Career development plays a key role in the attainment of lifelong learning policies. Frequently governments have stated that individuals are the driving force behind these policies as lifelong learning cannot be designed in a system like schooling. Schreuder and Coetzee (2016) state that lifelong learning has many forms and different settings for learning and the individual must direct the process. Therefore, the importance of career development is emphasised as governments associate lifelong learning with social wellbeing and economic competitiveness.

Watts (2004) identified three forms of support that persons need to manage career development effectively:

- (1) Help in developing their career development skills.
- (2) High quality information on the opportunities open to them.
- (3) Personal support in reviewing their options and converting information into personal action (p. 1).

2.1.10. Career management skills

Schreuder and Coetzee (2016) states that knowledge of a person's own strengths and weaknesses, their needs and wants, the ability to identify relevant opportunities and information on these opportunities, the ability to make career decisions, and the ability of a person to present themselves in an effective manner to gain access to jobs and courses, are core career management skills.

The vision of Department of Higher Education and Training (2012) is to:

ensure that all people, of all ages, have access to quality career information and career services throughout their lives, so that they are able to make better and more informed career choices that deliver high levels of employment and help to increase sustainable economic growth in the country (p. 3).

The Department of Higher Education and Training (2012) stated that career development services should support persons in: building core career management skills, developing purposeful career plans, having access to information on learning and career paths, coping with plus adjusting to personal and labour market changes, obtaining learning and work opportunities through informed career and learning decisions, and gaining knowledge of where and how to access career development services during the course of their lives.

One of the principles of the Department of Higher Education and Training (2012) is “Services will seek to redress the imbalances of past discriminatory, ad hoc and fragmented delivery” (p. 4).

2.1.11. High quality information on opportunities

Schreuder and Coetzee (2016) emphasise high quality information on opportunities available as an important factor for the support that persons need to manage career development effectively. According to Watts (2004) high quality career information is vital for quality career development. The Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa (2012) pointed out that currently there is no sole agency in South Africa with the exclusive or main responsibility for the management and provision of career- and labour market-related information. Schreuder and Coetzee (2016) stated that information on training and education opportunities, needs in the labour market, and different pathways to specific careers play an important role in career development.

2.1.12. Personal support for personal action.

Schreuder and Coetzee (2016) argue that persons need to understand and be able to relate to information to convert it into personal action and for this to happen personal support is needed. Personal support can be provided by several role players such as family members, teachers, tutors, and supervisors. However, it is important that persons have access to competent professionals that can provide

career guidance and expert knowledge on different career opportunities (Watts, 2004).

2.2. Conceptual framework

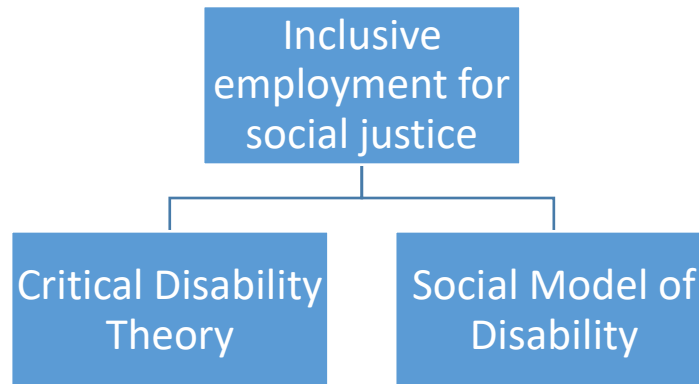


Fig. 2.2. Conceptual framework

A conceptual framework is a key part of the research design of a study, as it is a system of concepts, expectations, assumptions, theories, and beliefs that strengthens and informs a study (Robson, 2011). The conceptual framework of this study, inclusive employment for social justice, is informed by Critical Disability Theory and the Social Model of Disability. Critical Disability Theory and the Social Model of Disability will be discussed, after which the conceptual framework, inclusive employment for social justice, will be explained.

2.2.2. The Social Model of Disability

The social model of disability identifies disability as being socially constructed, as a cultural and historical phenomenon rather than an individual defect (Shakespeare, 2006). Rule and Modipa (2012) argue that the social model of disability looks at disability arguing that the term “disabled” is a label that portrays how society and the environment has failed to accommodate the needs of differently abled persons, and in so doing favours able-bodies. The Union of the Physically Impaired Against Segregation (1976) stated that,

“disability [is] the disadvantage or restriction of activity caused by contemporary organisation which takes no or little account of people who have physical impairments and thus excludes them from the mainstream of social activities” (p. 14).

Thus “disability ceases to be something that a person *has* and becomes instead something that is done to a person.” (Swain, French and Cameron, 2003, p.23). From the social model perspective, differently abled persons are socially disadvantaged and are therefore being excluded because society has failed to include them rather than because of their own inability to belong (Thomas, 2004). Through social exclusion differently abled persons have been placed on the fringe of society (Sefotho, 2015). The social model of disability views differently abled persons as an oppressed group and non-disabled as contributors to the oppression (Shakespeare, 2006).

According to Thomas (2004) the social model of disability transformed differently abled person’s lives, as it made way for self-vision to move away from oppressed ideas, to increased self-worth; it gave differently abled persons a self-identity. From a political perspective the social model unites differently abled persons for political action, in addition to being practical in the identification of social barriers for social justice (Shakespeare, 2006).

The Social Model of Disability is relevant as employment and disability policies in South Africa are lacking in the provision of sustainable employment for differently abled persons (Sefotho, 2015). I therefore concur with Sefotho (2014) that exclusion of differently abled persons from employment can hinder socio-economic development and self-enhancement and that the ‘cure’ to problems of disability lies in restructuring of society (Marsay, 2014).

However, the social model has been criticised for neglecting impairment as an important part of differently abled persons lives (Shakespeare, 2006). The Social Model of Disability suggests that differently abled persons are disabled because of society and does not take into account the person’s own body which can lead to the

rejection of medical prevention and rehabilitation. Carol Thomas (1999) argues that the social model should include “impairment effects” to take into consideration limitations and difficulties of medical conditions.

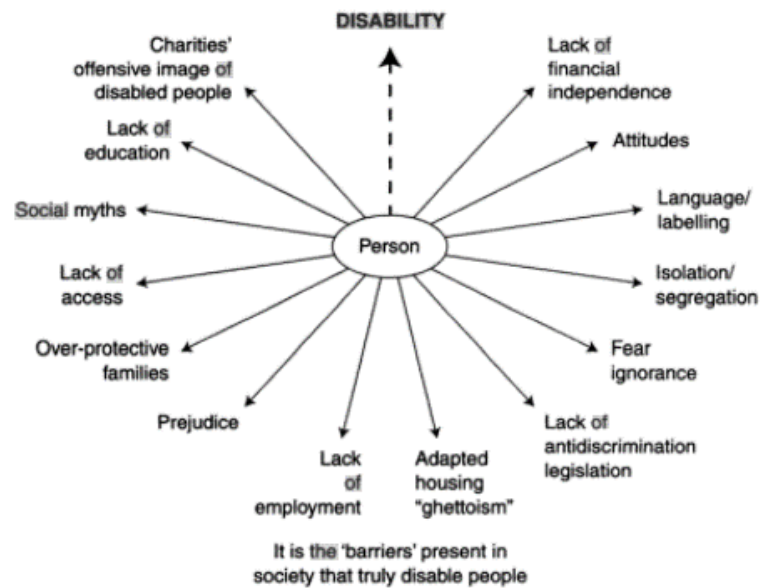


Fig.2.2. The social model of disability found in: Makin, T., Milner, P., & Palmer, S. (2001). The social model of disability. *Counselling: The BACP counselling reader*, 2, 184-186.

2.2.3. Critical Disability Theory

The study is also informed by Critical Disability Theory. Critical Disability Theory is relevant for the following reasons:

Critical Disability Theory is a recent approach to the study of disability that explores approaches and ideologies surrounding disabilities. It aims at deconstructing and unsettling ideas about disability, to disturb assumptions about disability (Hosking, 2008). Critical Disability Theory has complemented intellectual, social and political re-evaluation of paradigms used to understand differently abled persons along with potential ways to promote social, political and economic transformation (Meekosha & Shuttleworth, 2009). As this study aims to use career development to enhance employability of differently abled persons for social justice, critical disability theory will form part the theoretical basis.

Critical Disability Theory has been critiqued for being normative as it focuses on social factors rather than the individual’s abilities (Vehmas & Watson, 2014).

Vehmas and Watson (2014) argue that in critical disability theory there are frequent normative judgements regarding the present understanding of disability and policies, but it hardly offers any evaluative arguments about the effects of living with an impairment or impairment itself. Through the use of a qualitative research approach, which focuses on in-depth understanding and rich information, I hope to overcome the above-mentioned weaknesses.

2.2.1. Inclusive employment for social justice



Inclusive employment for social justice is informed by the Social model of Disability and Critical Disability Theory. From this conceptual framework's perspective disability is considered a socially constructed disadvantage or restriction that needs to be disturbed and deconstructed. Thus, differently abled persons are discriminated against by employers and policies that are not pro disability employment and experience social injustice due to being excluded from employment. This further leads to social exclusion.

Through the inclusion of the Social Model of Disability in this framework it is hoped that the self-worth and self-identity of differently abled persons will be enhanced by unsettling ideas and assumptions about differently abled persons. Inclusive employment for social justice focusses on addressing oppressed ideas and identifying social barriers that places differently abled persons on the fringe of society to ultimately promote social, political and economic transformation.

This study is based on the following assumptions

- Social justice will be achieved through recognition and inclusion for differently abled persons especially in the world of work, as the fundamental reason for this study is to enhance the employability of differently abled persons.
- Employment and disability policies in South Africa have been insufficient in providing sustainable employment for differently abled persons regardless of the promise of inclusive employment (Sefotho, 2015) and reflection on differently abled persons' career development experiences will assist in informing career development programs and policies.
- Through the identification of different kinds of support needed for the career development, differently abled persons will be assisted in identifying strengths and focusing on their abilities so that more informed career choices can be made that enhance the employability of differently abled persons.
- By enhancing the employability of differently abled persons social justice will increase.

2.3. Conclusion

In Chapter 2, I discussed existing literature with regards to the career development of differently abled persons. I explored the employability of differently abled persons along with stakeholders and policies that play a role. I also explained the conceptual framework behind the study.

In Chapter 3, I discuss the research methodology and paradigm that underlie the study along with the research design and trustworthiness.

Chapter 3

3.1. Introduction

In this chapter I discussed the research methodology and paradigm used in the study. I further discuss the ontological, epistemological and axiological stance of the study. The research design is discussed by looking at the sampling procedure, data collection techniques and method of data analysis. Furthermore, trustworthiness and ethical considerations are explained in this chapter.

3.2. Methodology

A qualitative and emancipatory methodology was used in this study as the purpose of the study was to understand the participants' perceptions and experience of career development. By positioning this study in an emancipatory and qualitative methodology (Barnes, 2003) space was created to study participants' lives through their narratives of their lived experiences. It also provided the opportunity to appreciate a holistic view (Merriam, 2009) of differently abled person's lives from their perspective.

According to Silverman (2010) methodology can be seen as "a general approach to studying research topics" (p. 117). Methodology can also be viewed as a framework that consists of theoretical principles that guide the manner in which research is conducted (Sarantakos, 2005). The qualitative methodology that underpins this study is aligned with a socio-political view of disability as:

Research can be inherently political and plays an important role in transforming and changing the world, and not only in describing it. In other words, the impact of research goes far beyond theoretical circles, into the life of society. The adoption of a particular research method for example, will influence the suggested solution put forward to deal with disability issues (i.e. influencing societal policies and provisions concerning disabled people). This is the reason why the choice of research method becomes a political decision and should be dealt with as such." (Turmusani, 2004, p. 4).

Through this methodology I hope to move away from treating the differently abled as research subjects and empowering them by making them research partners so that research can become a political tool for effecting social change (Turmusani, 2004).

Qualitative methodology supports this notion as it is focused on understanding how people interpret life experiences, how they construct their world and the meaning they attribute to their experiences (Merriam, 2009). It focuses on a participant's understanding of a phenomenon and offers opportunity for thick description and deeper understanding (Creswell, 2009).

Qualitative research embraces the view that as far as peoples' perceptions are concerned, there is no one single and objective truth. In other words, different people in different places at different times, interpret things differently. (Hartley & Muhit, 2003, p. 103).

From an emancipatory perspective, "emancipation is important as it emphasises the freedom necessary for people to pursue a meaningful life and society" (Watson & Stead, 2002, p. 27).

Emancipatory research is about the demystification of the structures and processes which create disability, and the establishment of a workable dialogue between the research community and disabled people. To do this, researchers must put their knowledge and skills at the disposal of disabled people. They do not have to have impairments themselves to do this. (Barnes, 1992, p. 122).

It is important to note that "emancipatory research is as much a form of political action as it is research" (Walmsley, 2001, p. 195). In this study emancipatory research is a conscious decision embedded in the purpose of the study, to enhance employability of differently abled persons for social justice. Although "disability research is conducted within a highly politicised 'hotbed' of competing paradigms and principles" (Hodge, 2008, p. 29), there are recent positive social changes that are beginning to recognise disability, and emancipatory disability research is bringing realistic change (Hodge, 2008).

The methodology in the study offers several advantages. As the emphasis is on understanding and describing phenomena, it provides the opportunity to understand how people make meaning (Maree, 2007). It also aims at answering questions regarding the meaning and creation of social experience and exploring the meaning that individuals or groups ascribe to a certain phenomenon (Creswell, 2009). A qualitative methodology also provides the opportunity to guide and assist policy development towards social justice of differently abled persons (Maree, 2007).

A qualitative and emancipatory research methodology creates exposure to criticism (Barbour, 2011) especially qualitative research, with regards to objectivity and impartiality (Maree, 2007). Conversely Denzin and Lincoln (2008), stress that “Qualitative research is a field of inquiry in its own right” (p. 3), and qualitative research has gained widespread acceptance (Guba & Lincoln, 2008). In a qualitative paradigm, findings can often not be generalised, as qualitative research is focused on the depth and quality of information and not the breadth of information (Maree, 2007). The possible general value of the study might also be limited as only a few participants are purposefully selected and are not representative of the population (Maree, 2007).

3.3. Paradigm

This study followed interpretivism as paradigm. Interpretivism stresses relativism as reality is not objective and single but multiple, holistic, socially constructed and contextual (Decorp, 2006). The study was rooted in interpretivism as it offered several advantages. First of all, the quality and richness of information gathered is unique and specific (Decorp, 2006). It also advocates the importance to understand differences between individuals and their social roles (Saunders, Lewis, & Thornhill, 2009), and it focuses on meanings in human interaction and that which is perceived as reality (Carson, Gilmore, Perry & Gronhaug, 2001). However, interpretivism has been criticised for being too subjective and failure to generalise findings further than the situation (Maree, 2007). Multiple observations, methods of data collection and reflection will be used to avoid subjectivity (Maree, 2007).

According to Maree (2007), interpretivism is based on the following assumptions: First of all, “human life can only be understood from within” and as a result emphasises a person’s subjective experience (Maree, 2007, p.59). Secondly, “social life is a human product,” reality is therefore socially constructed (Maree, 2007, p.59). Meaning is created and comes from the human mind; thus, the in-depth exploration of a phenomenon offers understanding on how people create meaning. Knowledge of the social world influences human behaviour. Lastly, “the social world does not exist independently of human knowledge,” therefore our knowledge is restricted to the things we are exposed to (Maree, 2007, p.60).

3.4. Ontological stance

Ontology deals with the fundamental nature of existence and emphasises the form and nature of reality as well as what can be known about it (Guba & Lincoln, 1994). For the purpose of this study an interpretivist view of what is known and methods of knowing was followed. The meaning of social action in life-world calls for qualitative methods that entail the norms of the interpretive paradigm (Vasilachis de Gaidino, 2009). Knoblach, Flick and Maeder (2005) also identify interpretation, understanding, meaning, reflection-oriented conception and context, which is rooted in the interpretivism as the union in qualitative methods.

Interpretivism stresses relativisms as reality is not objective and single but multiple, holistic, socially constructed and contextual (Decorp, 2006). Interpretivism is grounded on the following assumptions: “human life can only be understood from within” thus it focuses on a person’s subjective experience (Maree, 2007, p.59), “social life is a human product,” hence reality is socially constructed (Maree, 2007, p.59), meaning is created and comes from the human mind and “the social world does not exist independently of human knowledge,” which means knowledge is restricted to the things we are exposed to (Maree, 2007, p.60).

The quality and richness of information gathered in an interpretivist paradigm is unique and specific (Decorp, 2006); it supports the importance of appreciating differences between individuals (Saunders et al., 2009) and focuses on meanings in human interaction and what is perceived as reality (Carson et al., 2001).

Vasilachis de Gialdino, (2009) categorises two groups of characteristics that identify the purpose of qualitative research, and governs the distinctiveness of its method:

characteristics referring to the *people*: that is, on the one hand the actors that the research is focused on, together with their actions, works, expressions, interpretations, meanings, and productions, and, on the other hand the researcher who carries out data gathering and interpretation and the production of a final report that social actors in general interact with, and characteristics referring to the *contexts*, the observed social situations where relationships between either actors or actors and the researcher take place (p. 6).

3.5. Epistemological stance

Epistemology emphasises the nature of the relationship of the knower and what can be known (Packer, & Goicoechea, 2000). In contrast to orthodox science, which searches for "truth"; facts in objective and quantifiable terms that hold empirical value (Guba & Lincoln, 1994); the knower partakes in the known and evidence is produced through experiential, presentational, propositional, and practical methods (Heron & Reason, 1997; Heron, 1996).

Qualitative research focuses on the way the world is "understood, experimented, or produced" (Mason, 1996, p.4) through lived experiences, behaviour and interactions (Corbin, & Strauss, 1990). Qualitative research is interpretive and uses flexible analysis and explanation methods, which include social context, informant and the context in which data is produced (Mason, 1996). It is grounded in communication and therefore relational and focused on an interactive research process that involves the researcher and the social actors (Maree, 2007).

3.6. Axiological stance

Traditional perspectives are most likely challenged as the conceptual framework of this study is informed by Critical Disability Theory and the Social Model of Disability. The social model of disability transforms differently abled person's lives, as it makes way for self-vision to move away from oppressed ideas, to increased self-worth; it gives differently abled persons a self-identity (Rule & Modipa, 2012). From a political perspective the social model unites differently abled persons for political action, in addition to being practical in the identification of social barriers for social justice (Shakespeare, 2006).

3.7. Research design

Due to the nature of the study a qualitative case study was used. "A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon or social unit," (Merriam, 1988, p. 21). A qualitative approach is focused on understanding each person's unique interpretation of life experiences, how they construct their world and the meaning attribute to personal experiences (Merriam, 2009). Thus, a qualitative approach is used in order to understand the participants' unique perceptions and experiences with regards to career development.

3.8. Strategy of inquiry

A qualitative case study is aimed at obtaining in-depth insight and understanding of the dynamics of a phenomenon (Maree, 2007). A case study holds several advantages as it focuses on insight, discovery and interpretation (Merriam, 1988) and offers the opportunity to answer "how" questions and explore contextual conditions relevant to the phenomenon (Yin, 2003). The knowledge of organisations, groups, individuals, political, social and related phenomena can also be expanded through case studies (Yin, 2009). A qualitative case study is often characterised by improvement of practice, suggestion of solutions, description of key issues,

description of motives and illumination of meaning, (Merriam, 1988). The use of multiple methods of data gathering is a major strength in a case study (Maree, 2007).

Case studies have often been criticised for using a single case and therefore not being able to be generalised; however literature has provided sufficient evidence for the recognition of a single case (Maree, 2007). It is also important to keep in mind that the study is not aimed at generalisation but rather insight and understanding (Maree, 2007).

This case study included differently abled persons from different categories of disability namely: intellectual, physical, and visual disabilities. These participants were selected based on their experience with regards to employment and career development.

3.8.1. Sampling procedure

Differently abled participants were identified through snowball sampling. Snowball sampling is a non-probability method of sampling where participants are recruited from among the acquaintances of other participants (Maree, 2007). According to Atkinson and Flint (2001) there are a number of advantages for snowball sampling. One of the advantages is that snowball sampling can be economical and efficient. Researchers also may have access to previously hidden participants and populations. Trust may be developed easier due to referrals being made by acquaintances instead of using more formal methods.

For the purpose of this study the participants were selected with the objective of investigating career development and the types of support needed for effective career development of differently abled persons. It is important to keep in mind that the sample is not representative of all differently abled persons; it is selective (Cohen et al., 2007).

Participants were selected based on particular characteristics. The selection criteria included the following:

1. Working age with career development experience.

2. Competent to give consent verbally or by physically signing the consent letter in addition to being able to understand the meaning of consent.
3. Differently abled persons with an auditory, intellectual, physical, or visual disability.

Research was gathered in Ekurhuleni focusing on Kempton Park with the possibility of extending to areas where snowballing participants were found. All four participants were employed in variety of settings ranging from being a worship leader and working at a church, being a project manager, being a teacher and being a secretary.

3.9. Data Collection Method

A qualitative case study was used. In a qualitative case study, a phenomenon or social unit is analysed holistically (Merriam, 1988) to obtaining an in-depth insight and understanding of the dynamics of the phenomenon within context (Maree, 2007). Thus, research was carried out in real-life situations using face-to-face interviews. From this perspective a researcher is considered to be a research instrument (Maree, 2007). Interviews may be criticised on the grounds that researchers give, openly or subtly disguised views that they wish to hear rather than their true beliefs and opinions of participants (Maree, 2007). This was addressed by the assurances of confidentiality in addition to creating an informal comfortable situation where participants were encouraged to share their personal opinions and experiences.

3.9.1. Data collection techniques

I collected data over a period of six months. Data was collected from differently abled persons through face-to-face semi-structured interviews to gather rich data on their life experiences with regards to career development. Semi-structured interviews were used so as to give participants a degree of freedom to explain their thoughts and experiences in addition to being able to add additional questions to gain greater depth (Maree, 2007). An interview guide with open ended questions was used (see appendix).

The interviews were of considerable depth and lasted from one and a half hours to two hours. Before each interview confidentiality of conversations was explained and agreed upon. During interviews, I made use of open-ended questions. I verified answers by paraphrasing participants' answers and rephrasing questions. Probing was also used to verify and elaborate on participants answers.

Interviews were recorded using a videorecorder and observations and field notes were made throughout the interviews. Written transcripts were made from video recordings that were used during data analysis along with observation and field notes.

3.10. Data Analysis

An inductive thematic analysis (also known as a "bottom up" method) was used to analyse the data. Thematic analysis as method involves identifying, analysing, and reporting themes that occur in the data (Braun & Clarke, 2006). In inductive data analysis; "Categories and patterns emerge from the data rather than being imposed on data prior to data collection" (McMillan & Schumacher, 2006, p. 462). This involves searching for themes that develop and are central to the phenomenon studied (Maree, 2007) by "careful reading and re-reading of the data" (Rice & Ezzy, 1999, p. 258). I familiarised myself with the data by reading and re-reading all the interview responses. Data was interpreted, coded, and categorised into sub-themes and themes by clustering units of meaning together (Cohen et al., 2004) by using the Atlas.ti software. During this process data was intensely interrogated which lead to the process of interpretation of data (Braun & Clarke, 2006).

The process of thematic data analysis starts with looking for patterns of meaning and the endpoint involves reporting on content and the meaning of themes and patterns that occur in the data (Braun & Clarke, 2006). But data analysis is not linear; it consists of continuous moving back and forth in data. Writing is central in analysis, and should therefore start in phase one, and continue throughout the process (Braun & Clarke, 2006).

The following six phases of analysis from Braun and Clarke (2006) were applied while working on the Atlas.ti software. I started the first phase by familiarising myself

with the data through re-reading it several times. Secondly, I generated initial codes using the Atlas.ti software to assist me in this process. During the third phase, I searched for themes, taking into consideration the codes I generated. I then reviewed the themes during the fourth phase and then defined and named the themes in the fifth phase. During the last phase I produced the report using Atlas.ti.

A weakness related to the analysis of data sources is treating data sources independently and reporting findings separately (Fereday & Muir-Cochrane, 2006). It is important to converge data as an attempt to understand the overall case, instead of only focusing on the various parts or the contributing factors. Fereday and Muir-Cochrane (2006) recommend overcoming this weakness through the involvement of other research members during the analysis of data and asking for feedback on the manner in which data sources were integrated.

3.11. Trustworthiness

Guba and Lincoln (1981) argue for “trustworthiness,” to take the place of reliability and validity in qualitative research as an equivalent concept. Trustworthiness is important as the study aims to reflect differently abled persons’ career development experiences, which is challenging to measure accurately. In an attempt to ensure rigorous findings, I made use of Lincoln and Guba’s (1985) criteria of authenticity, credibility, transferability, dependability, and confirmability along with authenticity.

Through the use of member checks, I confirmed with all participants that the transcripts and analysis I formed aligned with the participants’ personal experiences.

3.11.1. Transferability

In qualitative research transferability is used rather than external validity. The study focused on specific differently abled persons’ experiences and was not representative of the total population, therefore findings cannot be generalised (Maree, 2007); I rather strived for transferability. Rich and thick descriptions of experiences of differently abled persons provide the reader with the ability to determine to what extent results are transferable to a similar context (Guba &

Lincoln, 1989). The conceptual setting, problem statement, contextual background and purpose of the study is stated in chapter one.

3.11.2. Credibility

Credibility is associated with consistency and accurate reflection of conclusions drawn in the study and the way participants report their views (Patton, 2002). In qualitative research there are multiple realities and this can lead to research being valid for the researcher and not for other parties. In attempt to unsure credibility, member checking was employed as strategy to validate findings that represent participants' views (Holloway & Wheeler, 2002).

I attentively documented the analysis process, made use of rich descriptions and continuously reflected during the study (Holloway & Wheeler, 2002). Through the use of multiple data sources greater understanding and credibility was promoted (Patton, 2002). Comprehensive data collection was achieved through the use of several data resources, namely, observations, field notes, audio recordings and personal transcription of interviews.

3.11.3. Confirmability

In qualitative research objectivity is associated with confirmability as it emphasises the degree of neutrality the researcher demonstrates in research interpretations (Patton, 1990). Seale (1999) states that confirmability can be achieved by means of an audit trail that is made up of data, decisions and methods used during the study. Participants were asked to comment in the form of checking transcripts for accuracy and a detailed audit trail was used as a method of strengthening confirmability (Patton, 1990).

3.11.4. Authenticity

Authenticity is achieved through accurate reflections of participants' reality and experiences (Streubert & Carpenter, 1999). Checking the accuracy of transcriptions, in addition to asking participants to comment on and check transcripts for accuracy contributed to authenticity.

3.11.5. Dependability

In qualitative research dependability is associated with reliability (Lincoln, 1995). Merriam (1998) states that reliability in qualitative research should be achieved through consistency between the results and data collected. Thus, dependability can be achieved through auditing by means of documentation of decisions, methods and data used throughout the study (Seale, 1999). As an attempt to obtain dependability the study included a detailed audit trail of the manner in which data was collected and analysed. Hence, the process of the study was reported in detail for possible future researchers who would be interested in repeating the study.

3.12. Ethical considerations

Given the nature of this study, it is of the essence to raise ethical concerns. Since differently abled participants were involved, I applied for ethical approval from the University of Pretoria's Research Ethics Committee prior to commencement of the study. Informed consent took place before the study commenced. Participants were given an informed consent form and explained what was expected of them as well as what the risks were before they agreed to take part in the study. Participants were provided with the opportunity to ask questions with regards to the study and provide feedback regarding the results at the end of the study. The following information was included on the consent form:

- A short description of the purpose of the research and the reason for doing the research.
- A reason why participants have been invited to take part in the study.

- An explanation that the study is voluntary and that they can change their mind at any time, without giving an explanation.
- A short description of what is expected of participants that agree to take part.
- The level of anonymity and confidentiality.

If participants are visually and mentally limited, they were asked to verbally record their consent.

The primary investigator (me) and supervisor were the only people with access to the identity of the participants. Audio recordings and observation notes of interviews were safeguarded by the researcher. Participants were assigned codes for use in the analyses and reporting process and any identifying details and related data was password protected. During the study participants were asked to check interview transcripts for accuracy and given the opportunity to remove data they don't want me to use in the research. The researcher kept a record of all the information gathered during the course of the study and kept this information password protected. After completing the study, all the material was stored in the SMTE department, as stipulated by the policy requirements of the university.

3.13. Conclusion

In Chapter 3, I discussed the research methodology and paradigm used in the study. I also discussed the research design by looking at the sampling procedure, data collection techniques and method of data analysis.

Trustworthiness was discussed, taking into account Lincoln and Guba's (1985) criteria of authenticity, credibility, transferability, dependability, and confirmability along with authenticity. I also discussed ethical considerations such as ethical clearance, informed consent and safe keeping of personal information.

In the next two chapters, I report on the results from the data collected from the individual participants with regards to the methodology described in Chapter 3.

Chapter 4

Presentation of results

4.1. Introduction

This chapter presents results and findings of my study. In Chapter 3, the methodology, paradigm and research design used in my study were discussed and justified. The purpose of my study is to reflect on how the experiences of differently abled persons can assist in the identification of support needed by differently abled persons, thus informing career development programs and policies. To this end, four differently abled persons were interviewed by means of the data collection instruments discussed in the previous chapter. The results obtained are outlined below.

4.2. Method of Data Analysis

Inductive thematic analysis was used to analyse the data. This involves searching for themes that develop and are central to the phenomenon studied (Daly, Kellehear, & Gliksman, 1997) by “careful reading and re-reading of the data” (Rice & Ezzy, 1999, p. 258). Data was coded using Atlas.ti software and then interpreted and categorised into themes and sub-themes by clustering units of meaning together (Cohen et al., 2004).

4.3. Participant Profile

Four differently abled participants were identified through snowball sampling within the Ekurhuleni area. There were three male and one female participant. All four participants were employed at the time of the interview in variety of settings ranging from being a worship leader and working at a church, being a project manager, being a teacher and being a secretary.

4.4. Overview of results

Five main themes were identified in the data, each with subthemes. Themes that were identified are career and learning opportunities, barriers to career development, external resources, internal resources and society's views. In Table 4.1 below are the themes and subthemes identified in data analysis.

Table 4.1 Overview of themes and subthemes

Themes	Subthemes
Career and learning opportunities	A. Career opportunities B. Lifelong learning
Barriers to career development	A. Educational institutions B. Physical barriers C. Policies
External resources	A. Persons as resources B. Assistive devices
Internal resources	A. Characteristics and values
Society's views	A. Society's views as experienced by differently abled persons

4.5. Discussion of results

Results of the study with regards to themes and subthemes will be discussed in this section. Definitions of themes and subthemes, the criteria for themes will be indicated.

4.5.1. Career and learning opportunities

By tradition differently abled persons were not considered capable of independence or having the ability to make self-determined career choices (Wehmeyer & Patton, 2000). Differently abled persons have repeatedly been excluded from learning

experiences and receive less exposure to a variety of work roles and opportunities for exploration (Soresi, Nota, Ferrari & Solberg, 2008).

Career development for differently abled persons must be empowering so that individuals are able to reach their full potential, through the mobilisation of resources and establishing strategies to assist persons in participating in self-determined vocational and educational activities (Soresi, Nota, Ferrari & Solberg, 2008). As differently abled persons experience unique barriers and challenges, activities must be personalised to support vocational and educational development of the individual (Soresi, Nota, & Sgaramella, 2003). Opportunities for career development related to education and work will be reviewed in the following subthemes.

Career and learning opportunities will be discussed under the subthemes:

1. Career opportunities
2. Lifelong learning.

4.5.1.1. Career opportunities

Differently abled persons have often been isolated from learning experiences and received less exposure to a variety of work roles and opportunities for exploration. The career opportunities explored in this subtheme are opportunities that the participants identified and made use of during their career development journey. One participant emphasised the support he received in finding career opportunities. He stated that,

I think there are some good organisations around that focus purely on career development opportunities for disabled persons; for example one organisation I was part of, what was it called, uhm it slipped my mind, but here is this ... provide so much opportunities and they spend so much of their time seeking for opportunities and they will contact disabled persons that they are aware

that will possibly suit that role. They will contact them and say a role has come up that will suit you perfectly would you come and be interviewed, so it's organisations like that that make a big difference. (Participant 2)

A blind participant stated that he values that advice he received from his teachers at school with regards to careers and career opportunities. He stated,

They try and teach us to be as realistic as possible when choosing our careers. Because you know it is obvious that a blind person for example cannot become a policeman or a fireman. (Participant 3)

Watts (2004) states that knowledge of a person's own strengths and weaknesses, their needs and wants, the ability to identify relevant opportunities and information on these opportunities, the ability to make career decisions, and the ability of a person to present themselves in an effective manner to gain access to jobs and courses, are core career management skills. One of the participants shared his experiences about the opportunities he identified and utilised himself:

I started as a tele-sale, call center agent uhm and obviously that acted as like a foot in the door to try and expand my career so jah, I worked in the telemarketing area for about a year, just over a year and while I was working in the company I tried to find out what other opportunities existed within the organisation. ... So what I did was I got into contact with the project director and I said I am interested in expanding particularly in the project management space, project management industry and I see you guys are running this project so I would like to see if there is an opportunity to work as an assistant or anything that is available that I could possibly help with, and fortunately at the time within the security project underneath the Gauteng online program there was an assistant project manager position available at the time so they said would I be interested and I jumped at the opportunity ... (Participant 2)

Another participant also shared her experience about the opportunities she utilised:

I did all self-studying. I never went to lectures I never, cause it was part-time, and I was working already. So, I did everything part time and everything with self-study. (Participant 4)

4.5.1.2. Lifelong learning

Career development is associated with lifelong learning and represents a wide range of activities related to a person's work and education. Lifelong learning refers to continuous development during the course of one's life, whether studying or changing jobs. One participant highlighted the importance of taking one's abilities into consideration when thinking about long term career opportunities. He stated,

...long term of what is available or sustainable that you would be able to do. That is for instance for me I am in music at the moment. So, what helps for me is that whether I can see or not see it is still possible for me to be able to make music. So, I think for me it is important to choose a career that is not extremely depending on your vision. (Participant 1)

He also emphasised,

It is important to make career decisions at an early age or give yourself at least an area or an idea so that you can be able to. That will be suitable over a long period of time...I think for someone with a disability it takes so much more time and effort to get to a place where you can be good with what you are doing with your disability that it is important to make a good choice from the start. I think you save yourself a lot of headache yeah or failure because the problem is some people want to do something that they can clearly see is not really possible with their disability but, yet they want to do it and then it just discourages them all the time, I think that is it. Don't be afraid but be realistic.” (Participant 1)

Two participants shared their personal experience on how they were able to identify career opportunities which led to a promotion. The one participant reported,

I started as a tele-sale, call centre agent uhm and obviously that acted as like a foot in the door to try and expand my career so jah, I worked in the telemarketing area for about a year...tried to find out what other opportunities existed within the organisation. So, I found a department called the risk advisory, risk and advisory department and they were running a project ... I got into contact with the project director and I said I am interested in expanding particularly in the project management space, project management industry and I see you guys are running this project so I would like to see if there is an opportunity to work as an assistant or anything that is availablethere was an assistant project coordinator position available at the time so they said would I be interested and I jumped at the opportunity and uhm I think I was in that position for about six months and I proved myself worthy to be promoted to junior project manager. (Participant 2)

The other participant shared her experience:

I've always known that I wanted to do sport management; teaching was just a lucky thing... when my marks weren't good enough in high school so that's why I went to TUT because I didn't have the bachelor's degree to go study or a sports management degree so I had to go to a Technicon and go study there first and then when they saw that I was doing my work properly then they said okay you can come to UJ, I still didn't, I only managed to do the diploma.... I came to the school and I got a job as a teacher and it changed it to PGCE. They, Unisa were quite helping, they knew that I didn't have a degree but all my subjects were high enough and equivalent to what they actually needed for a PGCE so that's why I didn't have to do the proper teaching degree. (Participant 4)

4.5.2. Barriers to career development

Career development is viewed as a lifelong developmental process where a person manages progress in education and work (Watts, 2004). The quality of career development has an impact on the nature and quality of a person's life, their sense of purpose and income disposal. The framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa (2012) stated that career development services should support persons in: building core career management skills, developing purposeful career plans, having access to information on learning and career paths, coping with plus adjusting to personal and labour market changes, obtaining learning and work opportunities through informed career and learning decisions, and knowledge of where and how to access career developmental services during the course of their lives. Barriers to the career development of differently abled persons can be viewed as any difficulties they express during their career development journey and can be work or education related.

Theme 1 will be discussed in three subthemes:

1. Educational institutions
2. Physical barriers to career development
3. Policies

4.5.2.1. Educational institutions

Due to recent changes in the world of work employability is maintained through regularly learning new skills. This change has led to the concept of career development (rather than just deciding on a career), through a series of choices related to learning and work (Watts, 2004). Educational institutions play a key role in the career development of differently abled persons as they assist in the education and training. It is therefore essential that career development must be accessible to all (Watts, 2004). However, differently abled participants have experienced several difficulties with regards to educational institutions.

Most participants reported that they experienced some difficulties with regard to educational institutions. Differently abled persons that had limited or no eyesight reported several difficulties. A blind participant reported,

Some of the study materials that I got last year only were printed in sighted, which means I that couldn't read it by myself, so I had to get someone to read it for me so that I can do the, uhm do the work that I needed to do. And some elements of the website of uhm Unisa which I had to use for my online studies was not all that accessible. (Participant 3)

Another participant who also has visual sight difficulties stated,

Only to about grade 11 I had math. Then I stopped with it because it, that is the biggest thing especially because I was in a normal school, to get that extra attention the whole time, so it was literally like having a class and someone has to sit there, and someone is explaining but you cannot see what they are doing on the board, so it is pretty pointless. (Participant 1)

One participant with a learning disability emphasized a shortcoming in primary schools, as she reported, *"I wasn't taught properly in grade 1, grade 2, grade 3."* (Participant 4). She also stated,

"They found out that when I wrote my first exam I only had a grade 4 and I was supposed to be in grade 6." (Participant 4)

Participants also experienced difficulties at higher education institutions. Participants reported that these institutions were not always accommodating and did not offer the necessary support. A participant with a learning disability reported that, *"When I got to university, I didn't have anyone to support me..."* (Participant 4)

Another participant that had trouble applying to universities, reported that, *“Those are the only two universities that I know of that are really able to accommodate disabled people, especially blind people.”* (Participant 3)

4.5.2.2. Physical barriers to learning and career development

Although one of the key factors that limit differently abled persons is the disability itself, differently abled persons experience unique barriers and challenges. Activities must be personalised to support vocational and educational development of the individual. The nature of the disability, along with other factors such as gender, race and environmental factors, influences career development. Physical barriers to learning refer to external things or people that limit or hamper learning and/or career development of the differently abled person.

Several participants reported difficulties with regards to transport. One participant stated that,

The biggest thing is transport, especially in the country we live in, transport is uh actually the biggest problem at the moment because it is uhm, it is to get to a place and get back. (Participant 1)

The need for transport is supported by another participant who stated,

“There is still a lot of work that needs to be done especially regarding public transport.” (Participant 3)

Participants also experienced difficulties with facilities and buildings not being disability friendly. A participant who uses a wheel chair stated,

I find the greatest difficulty is thing for example in a, uhm corporate building you usually have these large doors, massive doors, big wooden doors or glass doors and they normally they have to be uhm locked magnetically for

security reasons, so to stop people from keeping the door open they've got these latches that basically pull the door closed after you've gone through so the difficulty of being on wheels and having to move this while you have your bag on your lap while you've got to open this door and try to move through the door without the door hitting you, that I find is quite the challenge. Uhm particularly in this one area where I park in the basement, leading up to the door is a slightly elevated, slightly elevated so it's like a slight ramp, a slight incline, so now you've got to balance on this ramp without rolling backwards while trying to open this door and it not hitting you and trying to get through at the same time. (Participant 2)

This participant also mentioned,

A lot of people are very unaware of disabled drivers, so when you're driving your car and you park in a parking space that parking space needs to be significantly wider than a normal parking space because you need the space. (Participant 2)

Another participant indicated that,

Most challenges that I have experienced is with the inaccessibility of some products that I uhm need to use in my job. For example, where I work now some elements of the work system that I uhm use is not all that accessible. (Participant 3)

Several other facilities and places that are not accommodating are indicated in a participant's statement below:

The only restaurants are that are accommodating in terms of having a braille menu that I have seen especially for the blind people you know is Spur and Wimpy. They at least you know made an effort to reach out and print their menus in braille. And another thing that we tend to struggle with is the bank you know, with the ATM....buttons are not labeled in braille so we have to

basically learn the layout of those buttons off the top of our heads. And that can sometimes be quite challenging, as not every ATM's buttons are placed in exactly the same position. (Participant 3)

4.5.2.3. Policies

Policies and other political factors play a role in the career development of differently abled persons. This subtheme includes the individual experiences and opinions regarding policies that relate to the career development of differently abled persons. A participant noted,

I think also another element that I think should be taken more seriously is you know the triple B double E regulations policies in society's uhm there's too much distinction between colour and races and triple B double E doesn't consider disability at all. They did in the beginning and now they took it away so now I wouldn't be I wouldn't I wouldn't be considered ahead of somebody else because of my disability, I'm actually classified as a white man.... I'm not classified as a white disabled man, I wouldn't be considered before anyone else. So, I think in terms of the black economic empowerment regulations I think disabled people should be considered or should be given more opportunities. I know that they do in terms of the employment equity when you employ a disabled person your employment equity as an employer equity points are higher, so I think in that regards we're good but in terms of black economic empowerment, disabled persons whether black, orange, pink, green, whatever colour they are, they should be given a corporate consideration. (Participant 2)

4.5.3. External resources

External resources refer to things that are external to the person: whether it is a person, institution or physical tool used by the differently abled person during their career development journey. These resources have had a positive effect on the

career development of the differently abled person and can be related to work and/or education.

4.5.3.1. Persons as resources

Participants also indicated that family, teachers, lecturers and even in some cases friends assisted them with education on their career development journey.

Two participants indicated that they benefited from additional learning opportunities such as extra classes or remediation. The one participant mentioned,

I went for remedial, I learnt how to read properly because I also read from right to left then left to right instead of just reading from left to right, I would muddle up my words.... and she showed me how to study, she showed me like I except after E those type of things, and when I'm busy spelling and it's like I except after C, E so obviously E is first then I and then certain words for example there, or it theirs cause I always muddled them up so when I learnt to differentiate between the two there has got an r in between and their it like it's yours the I becomes the person, so that's how I relate it. (Participant 4)

The other participant said,

with math I did have to take some extra classes. So, because with math everything is explained on the board so if you cannot see when they are explaining it. ... Ja, math I just went for some extra classes that really helped. (Participant 1)

Participants also indicated that family members, especially their parents provided support on their career development journey. A participant shared, "My parents were always there to help me when you know things weren't printed in braille, when they were in sight." (Participant 3)

Another participant shared his views about the support he received from his parents:

My parents were very supportive in a sense of they really tried to if there was a technology available they would try. You know things that could make things easier they would really get it. (Participant 1)

A participant with limited sight reported,

I actually went to a normal primary school and the teachers you know was very accommodating, you know, in the sense of if there is something on the board that they had to explain and I was not able to see what they were doing, especially like math or something like that, they would actually come to my table and say hey listen this is what I just did or whatever or they would allow my friend sitting next to me to just say, okay this is exactly what happened. So, he could talk to me. (Participant 1)

He also shared that in high school, his accounting teacher and friend sitting next to him played a big role. He stated,

I had accounting as well, but I must say she was one of the better teachers. She would uhm put some extra effort into helping me when she is also explaining something or she would like really have my friend explain something to me, uhm ja. Especially when it is time to do your work or whatever, they will read for me from the textbooks and help me and whatever. So that made things a bit much easier to stay up to date with the work. (Participant 1)

Another participant shared,

My family, definitely during my school years my teachers were a huge part of my support structure. Uhm you know they basically paved the way for me and helped me to realise what I wanted to do with the rest of my life. Uhm I mean If it wasn't for them I wouldn't have been able to read braille, which means I

wouldn't have been able to read or write anything. So ya if it wasn't for them I don't know what I would have done with my life. (Participant 3)

Institutions themselves can be a valuable resource for differently abled persons. One participant indicated,

I think there are some good organisations around that focus purely on career development opportunities for disabled persons for example one organisation I was part of... in Johannesburg they provide so much opportunities and they spend so much of their time seeking for opportunities and they will contact disabled persons that they are aware that will possibly suit that role. They will contact them and say a role has come up that will suit you perfectly would you come and be interviewed, so it's organisations like that that make a big difference. (Participant 2)

It was also indicated that higher education institutions provide support:

I studied through Unisa last year they were very accommodating. uhm all the uhh study materials were perfectly laid out as I requested them, because they gave me an option between, audio, pdf and braille. Which I requested ah my study notes as pdf because I just work better when hearing things via my computer. (Participant 3)

Another participant also indicated that the institution of higher education he attended was very accommodating:

When I was studying they were very accommodating. But again, as I say because the classes were small it is possible for that teacher or professor to give that individual attention to you, but if you are in a major big class it is not possible for that teacher to give that attention to you. So again, I think it is important to choose where you study. (Participant 1)

4.5.3.2. Assistive devices

Differently abled persons make use of different assistive devices to assist them in their lifelong career development and educational journey. These devices are used to overcome barriers to learning and to make the career development journey easier. One participant emphasized the importance of this when he stated,

... think along the line everybody who has a disability also needs to keep their eyes open for tools that will make it easier for them, you know like for instance for me a simple thing like a good cell phone with good camera for me with poor vision helps a lot. Because if I want to see the price of a product at Checkers and it is on top of the shelf I cannot see the price but if I take my phone out with the camera and I just zoom in I can read the price. (Participant 1)

A participant with limited sight mentioned that he first used a magnifying glass to be able to see in textbooks, but it was very time consuming. He later used Aladdin to enlarge print when studying:

I would use that thing and put a textbook underneath you know and just slide it around and it is easy for me to see and make the contrast like black or white or whatever. So that is a tool that really helped me during certain periods of time that I was studying it made it able to read very easily so that really helped a lot. (Participant 1)

At school he stated, *“When I was writing exams they also enlarged my tests so it was actually easier to read.”* (Participant 1)

A blind participant indicated that the university even acknowledged and assisted when it came to tools to assist in making his studies easier. He reported,

When I studied through Unisa last year they were very accommodating. uhm all the uhh study materials were perfectly laid out as I requested them, because they gave me an option between, audio, pdf and braille. Which I

requested ah my study notes as pdf because I just work better when hearing things via my computer. (Participant 3)

He also indicated that he used tools to assist him when he said, *“I did my assignments in braille by using my braille machine.” (Participant 3)*

He then indicated that the computer played an important role as stated,

...the computer programs that I use, which reads everything that is being written on the computer screen. Which allowed me to you know read all the notes that I have received when I studied. Which helped me to read my handbooks, uhm my textbooks, and uhm read the tasks I had to do, and which also enabled me to read any emails that the university were able to send me. (Participant 3)

Another participant also indicated that she benefited from the use of a computer when she reported,

...she taught me how to read on the computer and they would teach me how to read a book. Because on the computer she would have the structure where I don't see everything I would only see the one sentence that is busy typing out. To teach my eyes to read from left to right instead of right to left and ja then my reading capability increased. (Participant 4)

She also indicated,

If I didn't know how to say it or have a definition behind it what I would do on Google Oxford you type in the word and it actually says it for you and then it explains it to you so it's got a so people who are blind if you press on the like say they do it verbal, then it says it in, like literally your computer talks to you and it's easy for you to understand... (Participant 4)

4.5.4. Internal resources

Internal resources refer to resources within the individual, whether it be virtues or characteristics that they have that have had a positive effect on their career development. Recognizing ability, especially recognizing abilities in differently abled persons is one of the main challenges. These resources can be related to work/ education and/or personal growth.

4.5.4.1. Characteristics and values

There are several personal characteristics and values these persons have utilised during their career development journey. The focus is on positive personal attributes as a method of enhancing employability. Differently abled persons have often been isolated from learning experiences thus limiting career development opportunities.

One participant shared that he received a job opportunity due to the way he did things. He stated,

He liked the way I did, the way I handled the project management area, and the company. So, he then ah head hunted me and said, would you like to come work in our organisation? (Participant 2)

He also indicated,

While I was working in the company I tried to find out what other opportunities existed within the organisation.I jumped at the opportunity and uhm I think I was in that position for about six months and I proved myself worthy to be promoted to junior project manager. (Participant 2)

A participant shared how she made use of skills learnt earlier in life when she went to university:

When I got to university, I didn't have anyone to support me, but I had all the tools that she (remediation teacher) had taught me ... my study method was completely different to everyone else's where I had to record myself as well as write everything out, then colour everything as well as put pictures on top of everything so that my brain can pick up what I am studying... (Participant 4)

She also stated that she was "...extremely dedicated, if I wasn't, so don't think I would have been able to pass." (Participant 4)

A blind participant shared the importance of independence:

We kind of get one another; we kind of understand what it is like to be disabled. So, I think you know we all just you know try and do our best to cope. ... Most of us are quite independent you know. We like to do things for uhm ourselves and you know we don't often, we try to ask for help as little as possibl. (Participant 3)

Another participant also reflected independence when he stated,

I don't think that there was anything, anything out of the normal, anything out of the norm that other people didn't use, I used the same structures that were available to everyone else. Uhm I did my own studying. I obtained my project management provincial certificate on my own uhm I didn't need to I had to do the exam, the building accommodated disabled people so I just, there wasn't really anything out of the ordinary that I used. (Participant 2)

Another participant shared that self-confidence played a major role, "Self-confidence... I never brought myself down," (Participant 4)

Two participants indicated that they found satisfaction in their careers. The one indicated, *“So, it actually never been planned for me to be a teacher, but I actually enjoy it. And I enjoy helping people that have the same problem as me.”* (Participant 4)

The other participant stated, *“I’ve got my job, uhm my job is giving me good job satisfaction the jobs pays well...”* (Participant 2)

Participants also shared that they acknowledge and are open about being differently abled. One participant stated how it has assisted her in helping others:

I’m open about it; I tell them straight away that I am dyslexic so if there’s a problem and I pick up a problem them we need to sit down and talk, and I’ve learnt all the different study methods and if you don’t understand come and speak to me and then I would show them... (Participant 4)

Participants also indicated that they took responsibility for their own learning. One participant stated,

I did all self-studying. I never went to lectures, I never, cause it was part-time, and I was working already. So, I did everything part time and everything with self-study. (Participant 4)

A participant also indicated that her own personal strengths have played a role in her career development. She shared,

Being strong and being determined and not letting people break you down and just having that, oh well doesn’t matter, I’ll do it better tomorrow and just keep going, I think that helped me a lot with my journey. (Participant 4)

4.5.5. Society's views

Through social exclusion differently abled persons have been placed on the fringe of society. Multiple factors limit career choice for a differently abled person. These factors may include stigma, discrimination and disempowering family, school and world of work attitudes.

Society's views are looked at specifically focusing on social justice and the inclusion of differently abled persons within society as part of society. Participants indicated that people and institutions are unaware of the unique challenges differently abled persons face. These challenges might be big or small but create a difficulty for differently abled persons during their career development. One participant shared,

And one of the other challenges, probably the biggest challenge is uhm when, you know abled bodied persons parking in a disabled parking, and that irritates the hell out of me because you, that person is actually saying that I don't care about anyone else, I care about myself only and the fact that I need to park right by the front door. So, I find a lot of people use disabled parking bays when they shouldn't. (Participant 2)

One participant also indicated,

Some of the study materials that I got last year only were printed in sighted, which means I that couldn't read it by myself so I had to get someone to read it for me so that I can do the, uhm do the work that I needed to do. And some elements of the website of uhm Unisa which I had to use for my online studies was not all that accessible. (Participant 3)

A participant shared his experiences in society,

... you know as there are a lot of misconceptions in society regarding blind people. You know, some would be like, 'Augh shame, he is blind, he cannot do anything for himself, he needs help all the time.' So, yah, there are a lot of

misconceptions concerning, blind/ disabled/ differently abled people...
(Participant 3)

He also noted,

...often find that some people you get some people you know if I am walking in a or I am sitting in a restaurant with my family and uhm ordering my drink they wouldn't ask me directly what I want to drink they ask one of my family members. Uhm mm so I would tell them, I would just tell them politely "Ey, I am although I am blind, I can still hear, I can still speak you know so I am able to you know answer for myself and do things for myself." (Participant 3)

Another participant supported this notion as he mentioned that he experienced society feeling pity for him:

They they're treating you different, like for example, just a simple example, like if you are going through the door of a shopping centre and someone will readily try and help you know because they can see you are in a wheelchair uhm but some of them will do it with such a glad heart and a smile on their face but other people will have like a look of pity on their face uhm so jah I just think some people, some people care a lot and but they recognise the need to treat the disabled person like a normal person and that's important because if you treat them like a normal person they feel accepted and part.. (Participant 2)

One participant shared that she feels society is unaware, as she stated,

It's really difficult, because what is dyslexia nobody knows what is dyslexia and the less people talk about it, because not a lot of people know what it is. And I find that society doesn't know enough about it and even when people find out it is are they feel like it is the baddest thing that has happened to them. But people who are dyslexic are mainly the most intelligent people.
(Participant 4)

She also indicated,

In society a lot of people almost look down on it almost as if you've got a disease, but you don't it's just that you think on things differently to other people and with doing careers ... (Participant 4)

4.6. Conclusion

This chapter provided an overview of the results of the study in terms of themes and subthemes. The following themes were identified: career and learning opportunities, barriers to career development, external resources, internal resources and society's views.

In the following chapter, the results of this study are interpreted to explore the experiences of differently abled persons with the purpose of informing career development, taking into account literature reviewed in Chapter 2. I discuss correlations and contradictions found in the study and also highlight new findings that stem from the study.

Chapter 5

Discussion and conclusion

5.1. Introduction

In Chapter 4, results of the study were presented in themes and subthemes identified in the data collected and were supplemented with extracts from the data.

In this chapter, I demonstrate how the primary and secondary questions are answered. This chapter consists of the main findings and my interpretation of the results based on the themes and subthemes that emerged from the data. I discuss correlations and contradictions found in the study and also highlight new findings that stem from the study while I rely on literature from Chapter 2 during the interpretation. I also discuss possible contributions and limitations of the study together with recommendations.

5.2. Discussion of themes

The discussion will be guided by results of the study based on the themes and subthemes that emerged from the data. The findings of the study are discussed based on the following themes:

- Career and learning opportunities
- Barriers to career development
- External resources
- Internal resources
- Society's views

5.2.1. Career and learning opportunities

The study revealed a number of career development opportunities. Results indicated that participants looked for opportunities within their current environment that were feasible. This stood out in the in the career development of one of the participants that started out in tele-sales and worked himself up to project manager in a large

company by actively seeking opportunities for growth. The ability to identify relevant opportunities and information on career development opportunities may be an important skill for career development.

Results from the study further indicated that participants identified and made use of several organisations and institutions that assisted in and enhanced their career development and employability. It was reported that there are organisations that support career development of differently abled persons by assisting them in job finding.

Participants cited a number of people that contributed positively to their career development. Participants with limited sight indicated that they benefited from support and advice from teachers at school with regards to careers and career opportunities. One participant mentioned that he made use of and benefited from one-on-one assistance with regards to education.

Results stressed the importance of career development information. Results not only indicated awareness but stressed the importance of taking into consideration sustainability when it comes to career development. This was supplemented by results that revealed the importance of taking one's abilities into consideration when thinking about long term career opportunities and being well informed about possible career choices.

It should be noted that all the participants that contributed to the study were able to find employment and results indicated that participants did well in their careers. This links with studies that suggest that differently abled persons perform as well as others in the workplace (Parent & Everson, 1986; DuPont, 1993, DePaul University, 2007; Hernandez & McDonald, 2010).

5.2.2. Barriers to career development

The study indicated that barriers to career development of differently abled persons are complex and multifaceted. Several barriers identified in the study will be discussed, starting with transport.

5.2.2.1. Transport

Several participants reported difficulties with regards to transport and results from the study emphasised the need for public transport. It was reported by visually limited participants that they often had to rely on family members and friends for transport as they could not drive themselves. South African studies have supported this finding. In a study that examined human resource management practices within the Financial Mail's top 100 organisations in South Africa, it was indicated that public transport and inaccessible facilities prevented employability of differently abled persons (Gida & Ortlepp, 2007).

5.2.2.2. Facilities and buildings

Participants pointed out that they experienced difficulties with facilities and buildings not being disability friendly. It was reported by a participant that he often experiences difficulty entering big corporate buildings with his wheelchair as these buildings are not disability friendly. It was further indicated that there is insufficient parking for differently abled persons. The study indicated that several facilities are not disability friendly. A visually limited participant mentioned that there are a lot of elements within his work system that are inaccessible. The inaccessibility of restaurants and ATM machines for visually limited persons was also exposed in the study.

This is supported by a South African study by Wordsworth (2003), that focused on barriers to employment of differently abled persons and found inaccessibility of buildings and infrastructure as the main physical barrier to the employment of differently abled persons.

5.2.2.3. Educational institutions

The study indicated that all participants made use of primary schools, high schools and tertiary educational institutions during their career development. Thus, the

importance of education cannot be ignored. Results indicated several learning difficulties differently abled persons experience with regards to learning at educational institutions. This was not only tertiary institutions but primary and high schools as well. This is supported by the 2011 Census that found that little attention has been given to the employment and education of differently abled persons.

Results revealed that differently abled participants experience challenges in primary schools, high schools and tertiary educational institutions. Participants reported that these institutions were not always accommodating and did not offer the necessary support. This may point towards increased levels of illiterate or limited skilled differently abled persons as these barriers are not addressed and correlates with the Integrated National Disability Strategy (1997) that found that only 30% of differently abled children are attending school.

Visually limited participants reported difficulties they experience with material they received from tertiary institutions only printed in sight. The important role of educators was highlighted throughout the study. Results indicated that numerous teachers were unaccommodating and in some cases unaware of the barriers experienced by participants. A difficulty that stood out for me was how a visually limited learner's education was hampered by not being able see what was explained on the board.

These barriers identified by differently abled persons with regards to learning at educational institutions might play a role in enhancing education of differently abled persons, and in doing so may enhance their employability.

5.2.2.4. Policies

Results revealed that policies and other political factors play a role in the career development of differently abled persons. Results from the study indicated a concern that certain policies only take into consideration colour and race and not other marginalised groups. The need for policies to be more accommodating and to provide more opportunities for differently abled persons was highlighted. These results corroborate with findings in Wordsworth's (2003) study, where he found that

South African legislation has a lack of focus on differently abled persons, consequently leading to a lack of support for their employment and career development.

5.2.3. External resources

Participants in the study indicated that family, teachers, lecturers and even in some cases friends assisted them with education on their career development journey. Results from the study revealed that participants were enabled early in life to assist and help themselves and that this paved the way for self-study later in their career development. Thus the importance of teachers and parents during the early stages of life cannot be ignored. The role of family, especially parents was revealed as a primary source of support. This corroborates with findings that parents play an important role with regards to strategies to support participation of differently abled persons (Piškur, Beurskens, Jongmans, Ketelaar, Norton, Frings, & Smeets, 2012).

The findings of this study highlight that educational institutions themselves can be a valuable resource for differently abled persons' career development as all the participants made use of primary schools, high schools and tertiary educational institutions during their career development. Results indicated that participants benefit from smaller classes as it is possible to provide individual attention in such circumstances. It was also indicated that in some cases higher education institutions were very accommodating. Higher education institutions were accommodating in a number of ways; they gave one participant options with regards to his study material.

Differently abled participants in this study indicated that they made use of different assistive devices in their career development. Participants indicated that they used assistive devices to overcome barriers to learning and to assist in their career development. Results revealed that participants used different assistive devices depending on their disabilities. A device the majority of participants used in learning and career development is a computer. All participants indicated that they used the computer, but for different reasons, depending on their needs. For example, a participant mentioned that a computer program was used to teach her how to read

as it taught her to read from left to right. In addition to this she uses Google Oxford on the computer to build her vocabulary and learn to spell words.

The study indicated that visually limited people use a variety of assistive devices. These devices include audio and braille documents, computers with applications that can read the information to them and a braille machine.

5.2.4. Internal resources

Results from the study indicated that participants' personal attributes played a role in their career development journey, and that participants looked for opportunities for career development in addition to taking responsibility for their own career development. These findings correlate with the results of a study conducted by Nwogu and Momoh (2015) which found that career development support efforts ought to focus on personal understanding of career interests and motivation, and how their personality preferences may hamper or increase their employability.

Results revealed that differently abled participants had several personal characteristics and values that they utilised during their career development journey, such as determination, believing in themselves, making career decisions and taking responsibility for their own learning. Results also revealed that differently abled persons are capable of independence and have the ability to make self-determined career choices. Knowledge of their own strengths and weaknesses, the ability to identify relevant opportunities and information, the ability to make career decisions, and the ability to present themselves in an effective manner was reflected by participants. One of the participants started out in tele-sales and through the identification of opportunities and equipping himself with the necessary skills worked himself up the becoming project manager in a large company. Results from the study indicated that self-studying and self-discipline were employed by participants during their career development journey.

5.2.5. Society's views

Findings from the study revealed that multiple factors limit career choice for a differently abled person. Participants indicated that people and institutions are often unaware of the unique challenges that differently abled persons face. Results from the study indicated that society is often insensitive towards the needs of differently abled persons and that they experienced several challenges due to this. These challenges include: abled persons parking in disabled parking bays and creating extreme difficulty and frustration for persons using wheelchairs and information given in sight to a person with limited sight. This finding is congruent with findings from Sefotho (2014) and Alexander and Morgan (2005), who reported that factors such as stigma, discrimination and disempowering family, school and world of work attitudes limit the career choice of differently abled persons.

It was also indicated that participants sometimes experience society viewing them as helpless or feeling pity for them. Results indicated that differently abled persons are socially excluded and placed on the fringe of society as they are viewed as incapable. Society's misconceptions about differently abled persons were emphasised by findings that indicated participants frequently experienced society viewing them as helpless and, in some cases, cutting them out of conversations. Such views can contribute to unemployment by fostering discrimination especially in the workplace. Similarly, literature demonstrates how negative attitudes of stigma along with social exclusion and isolation towards differently abled persons can lead to discriminatory practices, influencing and restricting their career development in multiple ways (Hayashi & May, 2011; Kemps, Siebes, Gorter, Ketelaar & Jongmans, 2011).

5.3. Reflections on research questions

Scarcity of research in South Africa on career development for differently abled persons, social injustice due to being excluded from employment, and discrimination by employers and policies that are not pro disability employment were identified in the problem statement. In the study I set out to reflect on how the experiences of

differently abled persons can inform career development and posed the following question:

- 1.) What support do differently abled persons need to manage their career development effectively?

In a challenge to investigate this question, the following secondary questions were taken into consideration:

- 1.) What types of career development services are available for differently abled persons?
- 2.) To what extent do these career development services support the career needs of differently abled persons?

Results from the study are discussed under the primary and secondary research questions.

5.3.1. Primary research question

What support do differently abled persons need to manage their career development effectively?

From the results of the study, the resources that participants use during career development emerged. Participants in the study indicated that family, teachers, lecturers and even in some cases friends assisted them with education on their career development journey. In the study I found that family, especially parents were a primary source of support.

Findings of this study highlight the fact that educational institutions themselves can be a valuable resource for differently abled persons' career development. Differently abled participants in this study indicated that they made use of different tools to assist them in their career development. Participants used tools to overcome barriers to learning and to assist in their career development. Participants used different tools depending on their disabilities. A tool the majority of participants used in learning and career development is a computer. All participants indicated that they used the computer, but for different reasons, depending on their needs.

Results from the study indicated that participants' personal attributes played a role in their career development journey. For example, a participant shared that he received a job opportunity due to the way he did things. Differently abled participants indicated several personal characteristics and values they utilised during their career development journey, such as determination and taking responsibility for their own learning. Participants also indicated that they acknowledge and are open about being differently abled.

5.3.2. Secondary research questions

In a challenge to investigate the primary question, the following secondary questions were taken into consideration:

1.) What types of career development services are available for differently abled persons?

Department of Higher Education and Training (2015) stated that career development is a lifelong process that involves career advice, information on careers, career planning, guidance and counselling along with exposure to career possibilities throughout life. Participants indicated that they received guidance and advice from parents and teachers with regards to careers and career opportunities.

One participant emphasised the support he received from an organisation in Johannesburg in finding career opportunities, as they specialise in finding specific work for differently abled persons.

2.) To what extent do these career development services support the career needs of differently abled persons?

Several participants reported difficulties with regards to transport and emphasised the need for public transport. Blind and visually limited participants indicated that

they often had to rely on family members and friends for transport as they could not drive themselves.

Participants also experienced difficulties with facilities and buildings not being disability friendly. Most participants reported that they experienced some difficulties with regards to educational institutions. For some participants difficulties started in primary school. Participants also experienced difficulties at higher education institutions and reported that these institutions were not always accommodating and did not offer the necessary support.

The study indicated some contradictory findings with regards to educational institutions. Participants indicated educational institutions can be a valuable resource for differently abled persons' career development, but in contrast they also highlighted several learning difficulties they experienced with regards to learning at these institutions. For example, one participant reported that the institution he studied at was very accommodating and even gave him the option to choose between audio, pdf and braille study material however, some of the material was only printed in sight.

A concern was raised that certain policies only take into consideration colour and race and not other marginalised groups. The need for policies to be more accommodating and to provide more opportunities for differently abled persons was highlighted.

Society's views were looked at specifically focusing on social justice and the inclusion of differently abled persons within society as part of society. Participants indicated that felt that society was not accommodating in some cases and often unaware of the difficulties they faced. Participants indicated that people and institutions are often unaware of the unique challenges differently abled persons face. Participants also indicated that in some cases society viewed them as unable or felt pity for them.

5.4. Limitations of the study

Career development is associated with lifelong learning and development. By restricting the study to a certain time period, the study could not investigate career development over a long period of time but only up to participants' current experiences.

The data in my study was gathered from only four participants. As mentioned previously, by positioning the study within a qualitative paradigm, findings can often not be generalised, as qualitative research is focused on the depth and quality of information and not the breadth of information (Maree, 2007). The possible general value of the study might also be limited as only a few participants are purposefully selected and are not representative of the population (Maree, 2007).

5.5. Contributions of the study

The study provided insights into the types of support differently abled persons needed with regards to career development. The study could shed light on possible limitations that key role players in the career development of differently abled persons were unaware of.

The study can help to raise awareness of not only the types of support differently abled persons need with regards to career development but also the difficulties they experience among institutions that have an interest in the career development of differently abled persons. Participants indicated that people and institutions are often unaware of the unique challenges differently abled persons face.

These findings can also inform current policies to be more pro-disability, especially with regards to career development.

5.6. Recommendations

The following recommendations are suggested for future research and the career development of differently abled persons.

5.6.1. Research

This study calls for more in-depth research to increase understanding of the experiences of differently abled persons with regards to career development.

Suggestions for further research are provided below:

- A quantitative study might aim at obtaining feedback on support provided by different institutions that play a role in the career development of differently abled persons.
- Longitudinal studies could explore the effects of the different career development support that differently abled participants receive and the effectiveness thereof.
- Regular studies could indicate a change in the support needs of differently abled persons.
- Studies focused on different categories of differently abled persons could indicate more specific support and resources needed in the different categories.

5.6.2. Role players with regards to career development of differently abled persons

More effort could be made in equipping institutions with the necessary resources to assist differently abled persons more effectively with regards to career development. Teachers and lecturers could be provided with additional resources and information for more effective support during teaching and training of differently abled persons. Family members, especially parents could be made more aware of the importance of the role they play in the career development of differently abled children. More resources could be made available for the career development of differently abled persons.

5.7. Conclusion

This study reflected on how the experiences of differently abled persons can inform career development, to identify support needed by differently abled persons. The findings revealed that educational institutions, teachers, lecturers and family played

an important role in the career development of differently abled persons. Results from the study indicated that participants' personal attributes played a role in their career development journey. Several learning difficulties they experienced with regards to learning at educational institutions were also highlighted by differently abled participants. Results from the study shed light on society in general as differently abled participants indicated people and institutions are often not very accommodating and unaware of the unique challenges that differently abled persons face.

It is hoped that the findings of this study will assist in informing career development programs and policies, so that differently abled persons are more prepared to make appropriate career choices. It is hoped that this will provide them with motivation to pursue further education and especially enhance the employability of differently abled persons for social justice.

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Appendices

A. Consent (letter to participants as well as consent form)

B. Interview Guide

C. Schematic representation of subthemes and themes (as laid out in Atlas.ti).

D. Example of coding

**Appendix A:
Consent**

LETTER TO PARTICIPANTS

Dear participant

I Heloise Gevers, am a master’s student of the University of Pretoria, Department of Educational Psychology. I am undertaking research titled “Inclusive employment for differently abled persons for social justice.” I sincerely request your participation in this research.

This research involves semi-structured interviews with you during a time suitable for you. I will be taking field notes and audio recording the interviews. The information obtained will be treated confidentially and used only for research purposes.

Before I start with data collection I will first explain to you what the purpose of the study is and what will be expected of you. I hope that this study will assist participants in identifying tools and resources available for career development and assist in the identification of types of support needed for career development

If you are willing to participate in this study, please sign this letter as an indication that you are will participate in this project. You can withdraw from the study at any time. Information gathered will be treated confidentially and your identity will only be known to me and my supervisor who is guiding me.

Participant’s signature..... Date:
.....

Researcher’s signature..... Date:
.....

Yours Sincerely

Heloise Gevers

CONSENT LETTER

Dear sir/ma'am

This research is being conducted by Heloise Gevers, a master's student of the University of Pretoria, Department of Educational Psychology. I am undertaking research titled "Inclusive employment for differently abled persons for social justice."

The purpose of this interview is to gain an understanding of life experience of the differently abled persons with regards to career development, to identify support needed by differently abled persons for effective career development and to inform career development policy. I hope that this will also make stakeholders aware of the challenges differently abled persons experience with regards to career development and assist participants in identifying tools/resources available for career development.

In this study, it is unlikely that participants will be harmed physically. However, interviews may predispose participants to information they did not have on policy issues and current career development.

This research will involve semi-structured interviews, during a time suitable to you. I will be taking field notes and audio recordings of the interviews. Your answers will be treated confidentially and the responses, audio recordings and field notes during the interview will be used for the purpose of this research only.

It is important that questions are answered as honestly as possible. This is a semi-structured interviews and follow-up questions may be asked to clarify or expand on responses. The questions should take a maximum of 40 minutes per session, with a

follow-up interview if necessary. You will also be asked to check transcripts for accuracy.

This study is voluntary, and you may change your mind at any time, without giving an explanation. You may also choose not to answer a question if it makes you feel uncomfortable. Your identity will not be made known to anyone except for the researcher, Heloise Gevers and her supervisor, Dr Sefotho.

We, the undersigned, hereby agree that the study, as specified above, may be conducted by the researcher, Heloise Gevers in the manner as explained above.

Participant: _____

Participant's signature: _____

Date: _____

Researcher: Heloise Gevers

Researcher's signature: _____

Date: _____

Appendix B: Interview Guide

INTERVIEW GUIDE

This research is being conducted by Heloise Gevers, a master's student of the University of Pretoria, Department of Educational Psychology. I am undertaking research titled "Inclusive employment for differently abled persons for social justice."

Thank you for agreeing to participate in the study. Your answers will be treated confidentially and the responses during interviews will be used for the purpose of this research only. The purpose of these interviews are to gain an understanding of life experience of the differently abled persons with regards to career development, to identify support needed by differently abled persons for effective career development and to inform career development policy.

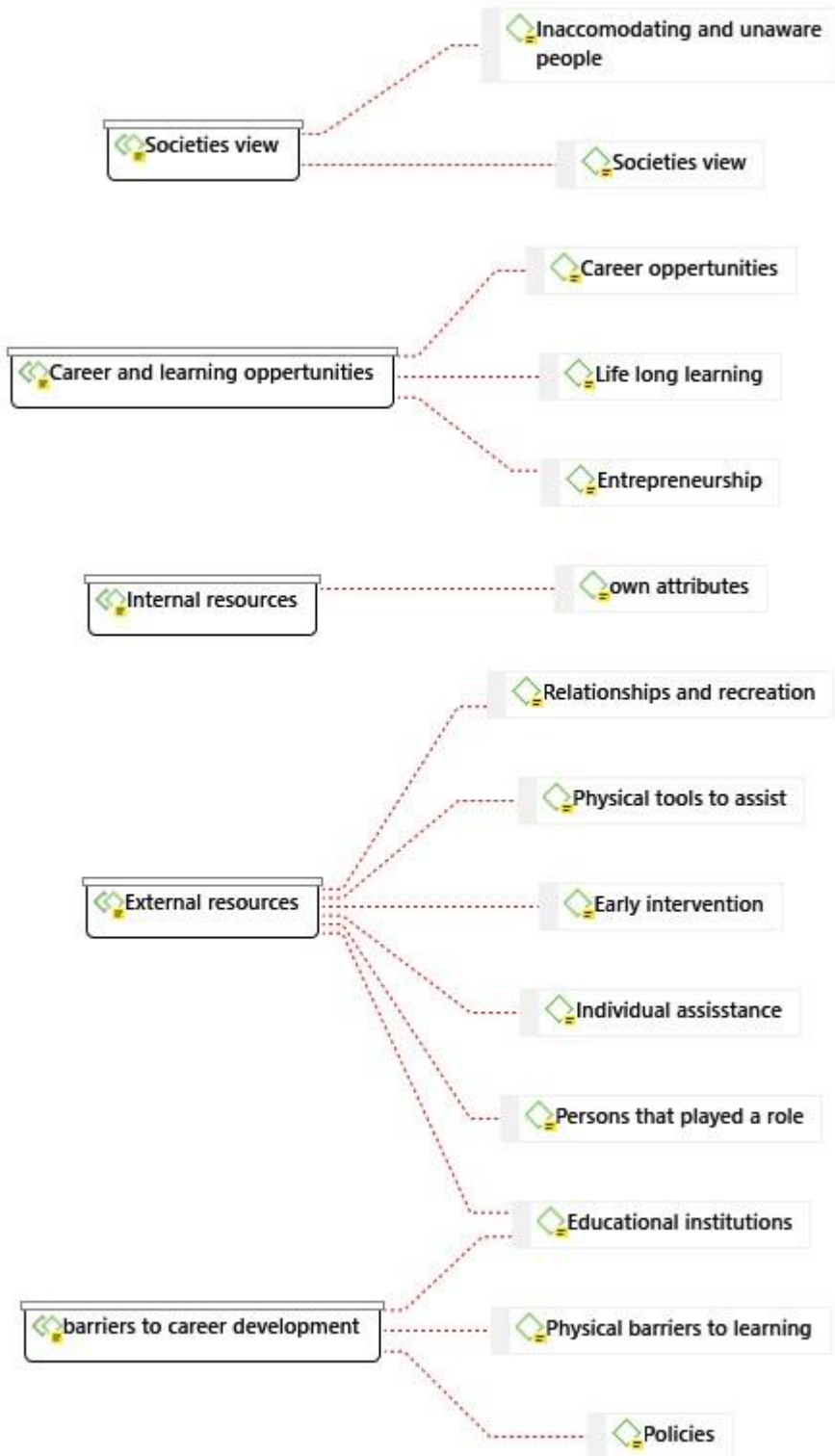
It is important that questions are answered as honestly as possible. The questions should take a maximum of 40 minutes per session, with a follow-up interview if necessary. This is a semi-structured interview and follow-up questions may be asked to clarify or expand on responses.

The following are the questions:

1. Explain your career development journey since you started school?
2. What challenges did you face during your career development journey?
3. Tell me about the resources or support structures that were available to you to develop your career.
4. Share with me the challenges if any, that you are experiencing or have experienced with regards to career development.
5. What have you experienced as society's views about career development for differently abled persons?
6. How have you experienced the views of differently abled persons as differing from that of society with regards to career development??
7. Please share with me your thoughts on making career development support and resources available to differently abled persons.

Thank you for your participation.

Appendix C:
Schematic representation of subthemes and themes
(as laid out in Atlas.ti)



Appendix D

Example of coding

Heloise: Share with me any of your thoughts on career development support and resources available for differently abled persons

Participant 2: Okay, on making career development support available to differently abled persons. uhm uhm jah so I think it goes back to that differently abled or disabled person want to be treated differently do they want additional support structures cause some people really need it and some people don't. Uhm Like for example a quadriplegic person who can't use their arms or legs, they require a lot more support uhm I think also another element that I think should be taken more seriously is you know the triple B double E regulations policies in society's uhm there's too much distinction between color and races and triple B double E doesn't consider disability at all. They did in the beginning and now they took it away so now I wouldn't be I wouldn't I wouldn't be considered ahead of somebody else because of my disability, I'm actually classified as a white man

Heloise: Yes

Participant 2: I'm not classified as a white disabled man, I wouldn't be considered uhm before anyone else. So, I think in terms of the black economic empowerment regulations I think disabled people should be considered or should be given more opportunities. I know that they do in terms of the employment equity when you employ a disabled person your employment equity as an employer equity points are higher, so I think in that regards we're good but in terms of black economic empowerment, disabled persons whether black, orange, pick green whatever color they are they should be given a corporate consideration. I think there are some good organisations around that focus purely on career development opportunities for disabled persons for example one organization I was part of, what was it called, uhm it slipped my mind, but here is this organization in Johannesburg they provide so much opportunities and they spend so much of their time seeking for opportunities and they will contact disabled persons that they are aware that will possibly suit that roll. They will contact them and say a roll has come up that will suit you perfectly would you come and be interviewed, so its organisations like that that make a big difference.

Policy
Support structures
Society's views