

Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.

by

Paballo Miya

Submitted in partial fulfilment of the requirements for the degree of

MAGISTER EDUCATIONIS

in the Faculty of Education

at the

University of Pretoria

Supervisor: Prof Funke Omidire

April 2020

### **Declaration of originality**

I **Paballo Miya**, student number 10225146, declare that the study titled **Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities** is my own work and has never been submitted to the University of Pretoria or any other university.

A handwritten signature in black ink, enclosed within a hand-drawn circle. The signature is stylized and appears to read 'Paballo Miya'. Below the circle is a horizontal dotted line.

Paballo Miya

30 April 2020

## Ethical clearance certificate



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### RESEARCH ETHICS COMMITTEE

<b>CLEARANCE CERTIFICATE</b>	CLEARANCE NUMBER: <b>EP 18/10/02</b>
<b>DEGREE AND PROJECT</b>	MEd  Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities
<b>INVESTIGATOR</b>	Ms Paballo Miya
<b>DEPARTMENT</b>	Educational Psychology
<b>APPROVAL TO COMMENCE STUDY</b>	27 February 2019
<b>DATE OF CLEARANCE CERTIFICATE</b>	30 April 2020

**CHAIRPERSON OF ETHICS COMMITTEE:** Prof Funke Omidire

A handwritten signature in black ink, appearing to be 'Funke Omidire', written over a horizontal line.

**CC** Ms Bronwynne Swarts  
Prof Funke Omidire

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

### **Acknowledgements**

I would like to express my gratitude to the following people and acknowledge their contributions towards the completion of this dissertation.

- My supervisor, Prof Funke Omidire. Thank you for your mentorship, supervision and patience throughout this dissertation. Thank you for believing in me though I had given up all hope.
- My husband David Miya. Thank you for your patience and encouragement throughout this time.
- My parents. Thank you for the endless guidance, motivation and support. Without you, I wouldn't have been able to complete this dissertation.
- To the participants of this study, thank you for your time and cooperation.

## Abstract

Many learners with intellectual disabilities in mainstream schools are awaiting possible placements in special schools. In some instances, when placement becomes unsuccessful learners remain in mainstream schools which becomes the schools' responsibility to find ways to support them in a manner that maximises their learning potential and provides direction regarding career development.

This study explored parents, teachers and principals' perceptions about intellectual disability and its influence on career development. The Critical Disability Theory guided this study as it was aimed at discovering the factors which influence the implementation of career development in schools. A qualitative approach was followed to collect data from 25 participants consisting of 2 principals, 14 teachers and 9 parents. Data was collected in the form of interviews, focus group discussions, and demographic questionnaires. Thematic analysis was used to analyse the data.

Findings indicated that stakeholders had limited knowledge about career development services. Parents concluded that schools could put more effort into supporting learners with intellectual disabilities, and that teachers could put more effort to academically support learners. Stakeholders were optimistic that learners with intellectual disabilities would be able to participate in the labour market, provided that they are taught work related skills at an early age. It was recommended that stakeholders make efforts to obtain knowledge about the career development services available and provide information to learners in that regard; make career development services accessible, and to teach learners with disabilities practical work skills enabling them to participate in the labour force post-school.

**Key terms:** Career development, intellectual disabilities, special needs, career guidance, Critical Disability Theory

## Declaration of language editor



### Declaration of Language Editor

I, Masedi Sesele, hereby declare that I performed a professional language edit of the Master's dissertation by Ms Paballo Miya entitled STAKEHOLDERS' PERCEPTIONS on HOW SCHOOLS INFLUENCE THE CAREER DEVELOPMENT OF LEARNERS WITH INTELLECTUAL DISABILITIES, completing the final version in April 2020.

Editorial recommendations and comprehensive editorial comments were furnished, but accepting/rejecting them were at the discretion of Ms. Miya.



Masedi Sesele

### **List of abbreviations**

ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
CD	Career Development
CG	Career Guidance
DBST	District Based Support Team
DoE	Department of Education
HOD	Head of Department
ID	Intellectual Disabilities
LSEN	Learners with Special Educational Needs
MID	Mildly Intellectually Disabled
PTD	Primary Teachers Diploma
PwD	People with Disabilities
SBST	School Based Support Team
TEFL	Teaching English as a Foreign Language
TVET	Technical and Vocational Education and Training

## Table of Contents

Declaration of originality.....	ii
Ethical clearance certificate .....	iii
Acknowledgements .....	iv
Abstract .....	v
Declaration of language editor .....	vi
List of abbreviations.....	vii
Table of Contents .....	viii
List of Figures. ....	xi
List of Tables .....	xii
<b>CHAPTER 1: BACKGROUND OF THE STUDY .....</b>	<b>12</b>
<b>1.1 INTRODUCTION .....</b>	<b>12</b>
<b>1.2 PROBLEM STATEMENT .....</b>	<b>3</b>
<b>1.3 RATIONALE FOR THE STUDY .....</b>	<b>4</b>
<b>1.4 PURPOSE OF THE STUDY.....</b>	<b>5</b>
<b>1.5 RESEARCH QUESTIONS .....</b>	<b>5</b>
1.5.1 Primary research question.....	5
1.5.2 Secondary research questions .....	5
<b>1.6 CLARIFICATION OF CONCEPTS .....</b>	<b>5</b>
<b>1.7 SIGNIFICANCE OF THE STUDY .....</b>	<b>8</b>
<b>1.8 RESEARCH DESIGN.....</b>	<b>8</b>
<b>1.9 LIMITATIONS OF THE STUDY .....</b>	<b>8</b>
<b>1.10 RESEARCH PARADIGM.....</b>	<b>9</b>
<b>1.11 METHODOLOGICAL PARADIGM.....</b>	<b>9</b>
<b>1.12 THEORETICAL FRAMEWORK.....</b>	<b>10</b>
<b>1.13 DATA COLLECTION .....</b>	<b>11</b>
<b>1.14 VALIDATION OF RESEARCH .....</b>	<b>11</b>
<i>1.14.1.1 Trustworthiness .....</i>	<i>12</i>
<b>1.15 ETHICAL CONSIDERATIONS .....</b>	<b>12</b>
1.15.1 Informed consent.....	13
1.15.2 Confidentiality.....	13
1.15.3 Anonymity .....	13



1.15.4	Violation of ethical issues .....	14
<b>1.16</b>	<b>STRUCTURE OF THE STUDY .....</b>	<b>14</b>
<b>CHAPTER 2: LITERATURE REVIEW .....</b>		<b>15</b>
2.1	INTRODUCTION .....	15
2.2	CAREER DEVELOPMENT INTERNATIONALLY AND IN SOUTH AFRICA .....	15
2.3	THE ROLE OF CAREER DEVELOPMENT .....	16
2.4	CAREER OPPORTUNITIES FOR PEOPLE WITH INTELLECTUAL DISABILITIES.....	17
2.5	EFFECT OF INTELLECTUAL DISABILITIES ON EMPLOYMENT.....	18
2.6	ACCOMMODATING AND EXCLUDING PEOPLE WITH INTELLECTUAL DISABILITIES IN THE WORLD OF WORK .....	19
2.7	POST SCHOOL EDUCATION AND TRAINING (PSET).....	20
2.8	INTELLECTUAL DISABILITIES AND CAREER DEVELOPMENT.....	21
2.9	CARING FOR CHILDREN WITH DISABILITIES.....	22
2.10	CHILDREN’S CAREER DEVELOPMENT .....	23
2.11	SPECIAL NEEDS SCHOOLS INTERNATIONALLY AND IN SOUTH AFRICA .....	24
2.12	TEACHING LEARNERS WITH INTELLECTUAL DISABILITIES.....	25
2.13	BENEFITS OF CAREER DEVELOPMENT .....	26
2.14	CHALLENGES IN THE IMPLEMENTATION OF CAREER DEVELOPMENT.....	27
2.15	HOW SCHOOLS ENABLE AND CONSTRAIN CAREER DEVELOPMENT.....	27
2.16	NEED FOR SCHOOL BASED CAREER DEVELOPMENT.....	29
2.17	STAKEHOLDERS’ PERCEPTIONS ON DISABILITY AND CAREER DEVELOPMENT.....	29
2.18	CRITICAL DISABILITY THEORY .....	31
2.18.1	Introducing critical disability theory .....	31
2.18.2	Critical disability theory and career development of learners with intellectual disabilities .....	31
2.19	SUMMARY OF THE CHAPTER .....	32
<b>CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY .....</b>		<b>33</b>
3.1	INTRODUCTION .....	33
3.2	RESEARCH EPISTEMOLOGICAL PARADIGM.....	33
3.3	RESEARCH METHODOLOGY.....	34
3.4	RESEARCH DESIGN.....	34

<b>3.5</b>	<b>SELECTION OF PARTICIPANTS .....</b>	<b>35</b>
<b>3.6</b>	<b>DATA COLLECTION.....</b>	<b>36</b>
3.6.1	Interviews.....	37
<b>3.6.2</b>	<b>Focus group discussions .....</b>	<b>38</b>
<b>3.7</b>	<b>DATA ANALYSIS.....</b>	<b>40</b>
<b>3.8</b>	<b>ETHICAL CONSIDERATIONS .....</b>	<b>41</b>
3.8.1	Privacy, confidentiality and anonymity .....	42
<b>3.9</b>	<b>QUALITY CRITERIA.....</b>	<b>42</b>
3.9.1	Credibility .....	43
3.9.2	Confirmability .....	43
3.9.3	Dependability .....	43
3.9.4	Transferability .....	43
<b>3.10</b>	<b>CONCLUSION.....</b>	<b>44</b>
<b>CHAPTER 4:</b>	<b>PRESENTATION OF RESULTS.....</b>	<b>45</b>
<b>4.1</b>	<b>INTRODUCTION .....</b>	<b>45</b>
<b>4.2</b>	<b>EMERGING THEMES FROM THE STUDY.....</b>	<b>47</b>
4.2.1	Theme 1: Roles and responsibilities of teachers, parents and the Department of Education. ....	48
<b>4.2.1.1</b>	<b><i>Subtheme 1.1: Teacher roles.....</i></b>	<b>49</b>
<b>4.2.1.2</b>	<b><i>Subtheme 1.2: Parental roles .....</i></b>	<b>50</b>
4.2.2	Theme 2: Attitudes towards people with disabilities .....	53
<b>4.2.2.1</b>	<b><i>Subtheme 2.1: Teacher attitudes.....</i></b>	<b>54</b>
<b>4.2.2.2</b>	<b><i>Subtheme 2.2: Parent attitudes .....</i></b>	<b>56</b>
4.2.3	Theme 3: Perceptions of employment opportunities available for people with disabilities .....	59
4.2.4	Subtheme 3.1: Career opportunities available for people with disabilities .....	60
4.2.5	Theme 4: Factors hampering the implementation of career development .....	62
<b>4.2.5.1</b>	<b><i>Subtheme 4.1: Learner behaviour.....</i></b>	<b>63</b>
<b>4.2.5.2</b>	<b><i>Subtheme 4.1: Finacial support.....</i></b>	<b>63</b>
<b>4.2.5.3</b>	<b><i>Subtheme 4.1: Parental support.....</i></b>	<b>63</b>
<b>4.2.5.4</b>	<b><i>Subtheme 4.1: Societal stigmas.....</i></b>	<b>63</b>
<b>4.3</b>	<b>SUMMARY .....</b>	<b>70</b>
<b>CHAPTER 5:</b>	<b>DISCUSSION, CONCLUSION AND</b>	
	<b>RECOMMENDATIONS .....</b>	<b>72</b>
<b>5.1</b>	<b>INTRODUCTION .....</b>	<b>72</b>

<b>5.2</b>	<b>OVERVIEW OF THE PREVIOUS CHAPTERS .....</b>	<b>72</b>
<b>5.3</b>	<b>ANSWERING MY RESEARCH QUESTIONS.....</b>	<b>72</b>
5.3.1	Secondary research questions .....	72
<b>5.3.2</b>	<b>Primary research question .....</b>	<b>76</b>
<b>5.4</b>	<b>SIGNIFICANCE OF MY STUDY.....</b>	<b>78</b>
<b>5.5</b>	<b>LIMITATIONS OF MY STUDY .....</b>	<b>78</b>
<b>5.5</b>	<b>RECOMMENDATIONS FOR FUTURE RESEARCH AND TRAINING.....</b>	<b>79</b>
<b>5.6</b>	<b>CONCLUSION.....</b>	<b>79</b>
<b>REFERENCES .....</b>		<b>81</b>
<b>7</b>	<b>LIST OF APPENDICES.....</b>	<b>94</b>
<b>7.1</b>	<b>Appendix 1: Consent- Principal.....</b>	<b>94</b>
<b>7.2</b>	<b>Appendix 2: Consent form- Principal.....</b>	<b>96</b>
<b>7.3</b>	<b>Appendix 3: Consent- Teacher.....</b>	<b>97</b>
<b>7.4</b>	<b>Appendix 4: Consent form- Teacher .....</b>	<b>99</b>
<b>7.5</b>	<b>Appendix 5: Consent- Parent.....</b>	<b>100</b>
<b>7.6</b>	<b>Appendix 6: Consent form- Parent.....</b>	<b>101</b>
<b>7.7</b>	<b>Appendix 7: Interview schedule- Principal .....</b>	<b>102</b>
<b>7.8</b>	<b>Appendix 8: Interview schedule- Teacher .....</b>	<b>103</b>
<b>7.9</b>	<b>Appendix 9: Interview schedule- Parent .....</b>	<b>104</b>
<b>7.10</b>	<b>Appendix 10: Demographic questionnaire- Principal.....</b>	<b>105</b>
<b>7.11</b>	<b>Appendix 11: Demographic questionnaire- Teacher.....</b>	<b>106</b>
<b>7.12</b>	<b>Appendix 12: Demographic questionnaire- Parent.....</b>	<b>107</b>

**List of Figures.**

<b>Figure 4-1:</b>	<b>Knowledge of career development programs by participants .....</b>	<b>53</b>
<b>Figure 4-2:</b>	<b>People with disabilities' ability to thrive.....</b>	<b>59</b>
<b>Figure 4-3:</b>	<b>Challenges faced by parents.....</b>	<b>64</b>

## List of Tables

<b>Table 3.1: Summary of chapter three</b> .....	33
<b>Table 3.2: Clarification of teachers</b> .....	36
<b>Table 3.3: Summary of participants and data sources</b> .....	37
<b>Table 3.4: Data collection process</b> .....	39
<b>Table 4.1: Abbreviations used in this chapter</b> .....	45
<b>Table 4.2: Demographic background of schools</b> .....	46
<b>Table 4.3: Summary of participants</b> .....	46
<b>Table 4.4: Themes and sub-themes</b> .....	48
<b>Table 4.5: Definition, inclusion and exclusion criteria related to the theme of roles and responsibilities of stakeholders.</b> .....	48
<b>Table 4.6: Excerpts on teacher roles</b> .....	49
<b>Table 4.7: Excerpts on parental roles</b> .....	51
<b>Table 4.8: Definition, inclusion and exclusion criteria related to the theme of attitudes towards people with disabilities</b> .....	54
<b>Table 4.9: Excerpts on teacher attitudes</b> .....	55
<b>Table 4.10: Excerpts on parent attitudes</b> .....	58
<b>Table 4.11: Definition, inclusion and exclusion criteria related to the theme of perceptions of employment opportunities available for people with disabilities.</b> .....	60
<b>Table 4.12: Excerpts on career opportunities available for people with disabilities</b> .....	61
<b>Table 4.13: Definition, inclusion and exclusion criteria related to the theme of factors hampering the implementation of career development</b> .....	63
<b>Table 4.14: Excerpts on learner behaviour</b> .....	64
<b>Table 4.15: Excerpts on financial support</b> .....	66
<b>Table 4.16: Excerpts on parental support</b> .....	68

## CHAPTER 1: BACKGROUND OF THE STUDY

### 1.1 INTRODUCTION

Learners spend an average of thirty-five hours per week at school (Department of Education, 2009), and therefore, schools play an integral role in teaching learners about

careers. Research has been conducted about the implementation of Career Development in schools (Brown & Lent, 2005, Author, Collins & McMahon, 2008, & McMahon & Patton, 2015). However, there is a gap in research documenting career education practices and interventions in schools (Savickas,2012). This study is about stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities. The career development of school learners is influenced by nine dimensions and subsequently, play a role in its accomplishments. These dimensions are highlighted by Wood (2008) as attaining information about careers; curiosity; exploration; interests; locus of control; role models; time perspectives; planning; and self-concept. Therefore, this study focuses on how adults (teachers, principals and parents) can assist learners with intellectual difficulties in providing them with career information in order for them to begin working on the skills they need to find sustainable jobs and move away from the idea of receiving a government disability grant. Learners with intellectual disabilities seldom reach grade twelve, or when they do, their results do not allow them to further their studies.

According to the White Paper on the Rights of Persons with Disabilities (2015), prior to 1994, there was little statistical information and no baseline data on the prevalence of disability and the quality of life for people living with disabilities. South Africa is one of the many countries that have adopted their laws and policies to promote the employment of people with disabilities (Statistics South Africa, 2011). However, when comparing people with disabilities to those without, those with disabilities are more disadvantaged when it comes to having access to job opportunities. Some of the causes of this exclusion of people with disabilities are “low skills due to inadequate education; lack of enabling mechanisms to promote employment opportunities; and inadequate and inaccessible provision for vocational rehabilitation and training. (Integrated National Disability Strategy, 1997). As a result, people with disabilities become prone to unemployment or employment with lower wages. Those who do not look for work become reliable on government disability grants as a source of income. I have chosen to conduct my study in Sasolburg because provincial results have shown that 11% of people with disabilities were from the Free State and Eastern Cape (Statistics South Africa, 2011). In 2011, the percentage of people with disabilities in South Africa was 7.5%. From the 7.5%, 11% of persons aged 5 years and older had problems with their eyesight, 4.2% had intellectual complications, 3.6% had hearing difficulties, and about 2% had speech and personal care problems, and were in need of walking aids (Stats SA, 2011). 16% of R121 billion in social grants is allocated to people with disabilities.

Learners with intellectual disabilities are either accommodated in inclusive schools or special needs schools, as they become adults, they rely solely on government disability grants as a source of income. The objective of this research is to provide awareness of the role of career development programs and their impact on learners with intellectual disabilities. With this awareness, adults will know the benefits of career development programs and how they can benefit learners with intellectual disabilities. From that acquired knowledge, they will be able to recommend the relevant career opportunities learners with intellectual disabilities can pursue.

According to Hart (2006), learners get excited when they complete and leave school because it signals the beginning of an independent life (Hart, 2006) However, learners with intellectual disabilities do not share the same enthusiasm as they do not have the same opportunities as those without disabilities, and are forced to rely on family resources (Hart, 2006).

When learners with intellectual disabilities are referred to special needs schools, they are often sent to schools that are outside of their community as the one in Sasolburg has already reached its full capacity. This becomes difficult as they are forced to adapt to a new school, with new caregivers, and possibly, boarding school facilities.

## **1.2 PROBLEM STATEMENT**

According to Statistics South Africa (2011), the national rate of disability in South Africa is 7.5%. This consists of over 4.5 million people living with disabilities in South Africa. Some of the challenges which people with disabilities face include having access to education and employment opportunities (Statistics South Africa, 2011). There is also a low rate of employed people with disabilities in South Africa (Statistics South Africa, 2011). Savickas (2001) points out that one of the major reasons why people with disabilities do not work is because of their dependency on government social grants, a lack of awareness about the various kinds of employment opportunities available to them, and not being exposed to career development programs. According to the National Policy for an Integrated Career Development System for South Africa (2017), priority needs to be given to the establishment of community based programs that will spearhead the provision of informed guidance in terms of career opportunities to the majority of unemployed-and-seeking as well as students. South Africa's primary and secondary schools enable career development by means of The Revised National Curriculum Statement for 2005 which makes provision for career guidance under the subject

of Life Skills for grade R to three and Life Orientation for grade four to twelve (Department of Education, 2005). There is evidence that schools implement career development in subjects such as Life Skills under the topic *Jobs people do* (Department of Education 2011). In this topic, learners are taught about work relating to transport, health, food and other services. In Life Orientation, learners are taught about careers under the topic *World of work* (Department of Education, 2012). In this topic, learners are taught about the importance of studying, career categories, and planning for lifelong learning. Learners are exposed to careers which include nursing, policing, teaching, and construction. However, the minimum requirement for these careers is a grade twelve certificate. Learners with intellectual disabilities seldom reach grade twelve, or when they do, their results do not allow them to further their studies nor qualify for jobs. Therefore, this study necessary as it may provide an understanding of the perceptions stakeholders have on how schools influence the career development of learners with intellectual disabilities.

### **1.3 RATIONALE FOR THE STUDY**

Career education is considered a priority in the South African government (National Policy for an Integrated Career Development System, (2017)). This study focused on the career development of primary school learners with intellectual disabilities in Sasolburg in the Free State province. As a foundation phase teacher in a mainstream school, I observed that teachers are not enthusiastic about having to teach learners with intellectual disabilities. Such learners require extensive support and it may be a contributor to teacher stress. Learners with disabilities are viewed as uneducable and teachers would rather have them sent to special needs schools than in the mainstream classroom. The issue is that the special needs school in Sasolburg and surrounding areas are already full. Learners are being put on waiting lists and may spend more time in the mainstream school while awaiting placement. I observed this with a few learners in the school where I am currently employed. One learner has been on that waiting list for four years now with no prevail.

Despite the schools having filled out all the documents needed by the Department of Education to refer learners to special schools, it takes a long time for the department to find placements. These learners become victims of the progression due to age system as they still do not reach the minimum requirements to progress to the next grade. This therefore made me realize that there is a need for mainstream schools to adopt a skill based curriculum in order to teach learners with intellectual disabilities practical work skills which will able them to sustain themselves in the world of work and not depend on government social grants.

International studies of career development show that career guidance is higher on policy agendas internationally (Sultana, 2010). There are many factors which contribute to the implementation of career development in schools. These factors include teacher and parent roles, attitudes of people towards those with disabilities, opportunities people perceive are available for people with disabilities, and challenges which hamper the implementation of career development. This served as a motivation to explore the perceptions stakeholders have on career development, moreover, the career development of learners with intellectual disabilities. Since learners spend the majority of their day in schools, schools contribute towards enabling or constraining career development.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of this study is to explore stakeholders' perceptions on career development and how schools influence the career development of learners with intellectual disabilities. The objectives of this study are; to explore what stakeholders understand about career development; how career development services can be implemented to assist and possibly benefit learners with intellectual disabilities; to determine how career development is implemented in schools; and to discover the factors which affect the implementation of career development in schools.

#### **1.5 RESEARCH QUESTIONS**

The guiding research questions for this study are as follows.

##### **1.5.1 Primary research question**

- What are the perceptions of stakeholders on how schools in Sasolburg influence the career development of learners with intellectual disabilities?

##### **1.5.2 Secondary research questions**

- How are career guidance practices implemented in Sasolburg schools?
- What are the factors that influence the implementation of career development in Sasolburg schools?
- To what extent are parents made aware of career development programs?
- What are stakeholders' perceptions on how people with intellectual disabilities are excluded in the labour market?

#### **1.6 CLARIFICATION OF CONCEPTS**

**Intellectual disability** is defined by The DSM-5 as a disorder caused by neurological complications beginning in early childhood which results in intellectual, conceptual and social problems (American Psychiatric Association, 2013). This definition also includes impairments



of general mental abilities affecting an individual's functionality in daily life areas. In this study, I use intellectual disability to mean a disability which causes delays in an individual's cognitive ability.

**A Career** is defined by Arnold (2011) as a profession or occupation resulting from special training or formal education. In this study, I use career to mean any form of employment which an individual has.

**Career development** is defined as an occupational choice that develops over an individual's lifespan (McMahon & Patton, 2006). In addition, Halpern (1994) defines career development as 'an opportunity for children to learn in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledge and specific work skills necessary for attaining their highest levels of economic, personal, and social fulfilment.' (p.116). Career development is a lifelong process consisting of the growth and change process of childhood, career education in school, and the career attainment process that exists throughout adulthood and into retirement (Baer, Flexer, Luft & Simmons, 2008). In this study, career development is used to mean the educating of learners about the careers available to them.

**Career development services** are services and activities structured to provide assistance to the community at large, within the different stages of their career paths, in making informed educational and career decisions (Government Gazette, 2017). For the purpose of this research, career development services will refer to having any form of career guidance or obtaining career information about careers within the school, university, tertiary, or work environment.

**Career guidance** as defined by Ifeoma (2013), is a service and activity that aims to help all individuals make informed choices about their education, training and employment decisions, and how to manage their careers. This service is provided at any point of an individual's life. These services include access to career information; career therapy consultations; career education and management programs; work exploration programs; and career shift services (SAQA, 2009). In this study, I use career guidance to mean services made accessible and available for learners with intellectual disability to improve career specific skills.

**Full service primary schools** are defined by the Department of Basic Education (2009) as mainstream schools that provide quality education for all learners by adapting the curriculum to accommodate their different learning needs. Full service schools have the ability

to accommodate diverse learners and provide appropriate support for learners with and without disabilities. In this study, I use full service schools to mean schools that accommodate learners with mild disabilities in the mainstream classroom.

**Primary schools** are defined by the Department of Basic Education (2010) as institutions which enrol learners from grades R to 7. In this study, I use primary school to mean an institution which enrolls learners from ages 6-13 years.

A **Special needs school** is defined by the Department of Basic Education (2009) as a school which has special individualised instruction, support and services which are provided to learners with disabilities to meet their individual learning needs. In this study, I use special needs school to mean schools that accommodate learners with severe disabilities.

A **Learner** is defined by the South African Council for Educators (2018) as a student receiving education at any learning site, school, further education and training institution or Adult Basic Education Training centre. In this study, I use learner to mean an individual in a primary school.

**Vocational development** is used by Lent & Brown (2013) to refer to the guidance which aims to help people in finding jobs that would best match their personal qualities. These jobs do not require higher education. In this study, I use vocational development as the guidance needed to ensure that learners with intellectual disabilities find employment based on their intellectual capacity to reason and understand what is expected from them in the workplace.

A **Perception** is defined by Lewis (2007) as a gathering of information about the world by means of taste, smell, touch, and sense. In this study, I use perception to mean an individual's opinion based on their previous experiences.

A **Stakeholder** is defined by McGrath and Whitty (2017) as an individual or group who have the ability to affect the achievement of others. In this study, I use stakeholders to mean all the individuals who play an intergral role in the ability of a learner with intellectual disabilities to thrive.

**Influence** is defined by Rashotte (2007) as an individual's change in mindset, attitudes or behaviour resulting from an interaction with other people or groups. In this study, I used influence to mean providing new knowledge about careers to learners with intellectual disabilities.

## **1.7 SIGNIFICANCE OF THE STUDY**

Findings from this study could raise awareness on the roles which schools play in influencing the career development of learners with intellectual disabilities. The findings could help to create a need for a skills-based curriculum in mainstream schools or to create an additional special school in Sasolburg. This study could also help to minimize the gap in literature about career development for primary school learners in South Africa. The main objective of this study is to encourage parents and teachers to be enthusiastic about having learners with intellectual disabilities and to realize their skills in attempts to maximize their potential.

## **1.8 RESEARCH DESIGN**

Creswell (2014) defines research design as a type of investigation within qualitative, quantitative, and mixed methods research that guides the research procedures to be followed (Creswell, 2014). Kothari (2004) states that the research design allows for data to be collected effectively with minimal time, effort and financial costs. Creswell (2014) identified the qualitative research design types as ethnography, phenomenology, grounded theory, case study and narrative research (Creswell, 2014).

In this study, *phenomenology* was selected as a research design. Finlay (2009) defines *phenomenology* as the study of events, their nature and significance. Its focus is on the way things happen while the researcher tries to create the detailed description of the experience (Finlay, 2009). Participants were given the opportunity to express their experiences about caring for learners with intellectual disabilities, and whether they are aware of the career development programs in their surrounding area, and furthermore, understand their opinions on how learners with intellectual disabilities are excluded in the labour market. The challenge of the phenomenological design is that the participant's voice may be clouded by that of the researchers, which will ultimately lead to researcher bias (Shi, 2011). To overcome this challenge, the researcher did not impose her personal views when analysing the data collected.

## **1.9 LIMITATIONS OF THE STUDY**

The following limitations were observed:

- Firstly, because of the sensitive nature of issues around disability, the parents who formed part of my sample had to meet the criteria of having a child with an intellectual disability and were therefore, reluctant to share their experiences about caring for children with disabilities.

- Secondly, the study was conducted at only two schools in the Fezile Dabi district and can therefore, not be generalised to all the schools in the Free State Province.

### **1.10 RESEARCH PARADIGM**

A paradigm is defined as a set of basic beliefs that deals with principles (Alharthi & Rehman, 2016). The epistemological paradigm used to guide this study was the *Constructivist* worldview.

Creswell (2014) identifies constructivists as: “individuals who seek understanding of the world in which they live in and work. They develop subjective meanings of their experiences. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas” (Creswell, 2014, p.8). The characteristics of questions asked are broad and general, open-ended, and allow for interaction (Creswell, 2014). The assumptions of constructivism, identified by Crotty (1998) describe how human beings construct meanings as they interact with their surroundings; they engage with their world and understand it based on their past and social viewpoints, and the creation of meaning is always social as a result of human interactions with their surroundings (Crotty, 1998).

A challenge of the constructivist approach as identified by Duffy and Cunningham (1984) is that it leads to subjectivism. This implies that anyone’s constructions are as good as the rest and researches will be unable to judge the value or truth of constructions with any degree of certainty. Maree (2007) also emphasises that subjectivity can lead to researcher bias (Maree, 2007). Drapeau (2002) emphasises that ‘subjectivity not only demonstrates that it can influence our work but it also suggests that what we find may be nothing more than what we were specifically looking for’. To overcome the challenge of subjectivity, I will apply the solutions provided by Drapeau (2002), which include; submitting the research findings to other experts in the field in order to compare results with what other studies have given; doing data analysis in groups in order to avoid a consensus; and use triangulation and other validity and reliability precautions.

### **1.11 METHODOLOGICAL PARADIGM**

Kothari (2004) defines a methodology as a way to systematically solve a research problem. The qualitative methodology was applied for this study. Creswell (2014) defines qualitative research as ‘a technique used to understand the interpretations people give to social issues’ (Creswell, 2014). The advantages of the qualitative methodology include providing a

detailed explanation of what the participants may be feeling, thinking, experiencing, and how they interpret why they act in a certain way (Rahman, 2017). Another advantage of the qualitative methodology is that the researcher is able to communicate directly with the participants during interviews thus making the data collection subjective and detailed. The sampling techniques used to collect data in a qualitative study are usually probability and non-probability, and purposive sampling. (Maree, 2012). Purposive sampling was used as a sampling technique for this study. This means participants were selected based on pre-determined criteria that was relevant to answer the research questions for this study. Malterud (2001) further states that it is used in the investigation of the meanings people give on their experiences of social events. The parents who formed part of the sample were those who had learners with intellectual disabilities and awaiting placement in special needs schools or those who had learners attending remedial classes. The teachers who formed part of the sample were those who had the most number of learners attending remedial classes. A disadvantage of the qualitative methodology is rooted in the sample size and sampling criteria. This makes it difficult for researchers to generalise their findings to broader contexts (Rahman, 2017).

The qualitative research approach was used to guide this study as it allows the researcher to explore phenomena in detail, and the analysed data relates to small samples. (Cormack 1991). The disadvantage of the qualitative approach is its susceptibility to researcher bias which makes it difficult for the data to be generalised to a small sample (Bryman 1988). This suggests that qualitative research may not be generalised to a large population. The expectations from using a qualitative approach in this study illustrate that knowledge can be gained about the meanings that principals, teachers and parents give to their experiences when taking care of or teaching learners with intellectual disabilities and also how these learners identify with the career path they would like to pursue.

## **1.12 THEORETICAL FRAMEWORK**

According to Watson (2012), disability and childhood studies have shifted from the effects of the disability on children's lives to an analysis of how they are at risk of being excluded in their social environment. Goodly and Cole (2014) state that the work of children is often experienced in the context of family, school, the community and other institutions. The *Critical Disability Theory* was used as a theoretical framework for this study as it aimed to deconstruct ideas about disability and how the ideologies around disability have been constructed (Vehmas & Watson, 2014). Hosking (2008) points out that 'critical disability theory takes sections from the social model which are based on the principles that (1) disability

is not a foreseeable consequence of an impairment, but as a socially constructed phenomena (2) disability is best explained as a multifaceted interrelationship between the disability, how the individual responds to the impairment and their microsystem, and (3) the discrimination experienced by people with disabilities is caused by the physical, institutional and social environment in failing to alter the environment to accommodate the various needs of people with disabilities. Historically disability was understood as a disease which affected an individual. Presently, it is seen as an interaction between people and their surroundings (Ginevra, Nota, Santili & Soresi, , 2014). Research shows that the social model of disability is now the most preferred. The social model as highlighted by Walsh, Stephen and Moore (2000) suggests that disability is caused by the environment and social attitudes that refuse to accommodate an individual's differences and needs, and not the disability itself. Brown and Lent (2012) argue that concepts of disability that focused on individual deficits had a tendency to severely limit and disregard career choice activities, and only emphasised getting any job.

### **1.13 DATA COLLECTION**

The typical data collection strategies, as stated by Goodwin and Goodwin (1996) are participant observation, interviewing and document collection. The data collection method selected for this study was interview schedules. Interview schedules are defined by Newman (2000) as a research questionnaire that uses a telephone or a face to face interview.

The data collection happened at a time that was convenient for the participants. By using the interview to obtain information, I acquired the desired responses from the participants. I selected the interview approach as it enables me to build trust relationships with the participants and thereby, ensure the authenticity of data obtained (Goodwin & Goodwin, 1996). According to Lapan, Quartaroli and Riemer (2012), making use of digital recorders is useful in recording live situations and in-depth interviews. I conducted interviews with the teachers, parents, and principals, and these interviews were audio-taped, with written consent from the participant, for data analysis.

### **1.14 VALIDATION OF RESEARCH**

According to Le Comple and Goetz (1982), validity is concerned with the level of accuracy and truthfulness of research findings. It is the degree which an instrument produces accurate and consistent results (Brink, 1993, p35). Joppe (2000) defines reliability as the extent to which an instrument produces consistent and accurate results when tested over a period of time. Golafshani (2003) suggests that in order to ensure reliability in qualitative research,

trustworthiness is very important. For the purpose of this study, trustworthiness was selected as a measure of reliability.

#### ***1.14.1.1 Trustworthiness***

Qualitative research is defined by Patton (2002) as a realistic technique which is used to understand events as they happen in predetermined scenarios. According to Golafshani (2003), trustworthiness is important to ensure reliability in a qualitative study. Lincoln and Guba (1985) maintain that 4 strategies are used to establish trustworthiness namely; credibility, transferability, dependability and conformability (Pandey & Patnaik, 2014). Other reliability measures, as highlighted by Creswell (2009) include; checking transcripts for obvious mistakes; making sure there is no deviation in code definitions during the coding process; cross checking codes with different researchers by comparing results. To enhance trustworthiness, the supervisor was involved to assist the researcher with the interpretation of the data (Maree, 2007).

There are always risks and threats to validity and reliability (Brink, 1993). These include researcher bias, the participants themselves, and the social context. Brink (1993) states that “the first step in eliminating researcher bias is to be aware of the possibility of introducing bias at various points of the research process.” Brink (1993) suggests that qualitative researchers need to improve their objective reasoning skills. The participants may threaten the validity of the study as they might wish to respond in a manner which aims to please the researcher (Brink, 1993). To overcome this challenge, the objective of the study was made clear so that participants don’t withhold information. Member checking was done to ensure that the participants elaborated on their responses. The social context can threaten validity because people behave differently when they are in a particular setting. To overcome this, of the researcher took note of the physical and social setting in which the interviews and focus group discussions took place.

### **1.15 ETHICAL CONSIDERATIONS**

Written permission to conduct this research was obtained from the Ethics committee from the Department of Educational Psychology at the University of Pretoria and the Department of Basic Education in the Free State province. Written permission was also obtained from the school principals. Written consent was obtained from all the participants before taking part in the focus groups and interviews. Participants were informed about the purpose of the study and the procedures to be followed when collecting data. Informing participants of the purpose of the study allows them to understand what is expected from the focus groups and interviews



(Chadwick, Gill, Steward & Treasure, 2008). By doing this, the chances of participants responding honestly were increased.

#### **1.15.1 Informed consent**

Participants were informed of their rights to informed consent and to withdraw to participate in the study at any given time. Consent forms were issued to participants. Consent from parents were obtained due to the sensitivity of issues concerning disability. The purpose of these consent forms is to acquire a formal approval from the participants. According to Kaiser (2009), consent forms inform the participant about the purpose of the study, the procedures to be followed in collecting data, and who the findings will be shared with. This allows participants to make informed choices about how their information will be used. It was the researcher's responsibility to assure parents that they may remain anonymous.

#### **1.15.2 Confidentiality**

According to Palys and Lowman (2000), upholding confidentiality creates freedom from suspicion thus allowing the researcher to obtain valuable data that contributes towards understanding events. Confidentiality acknowledges that there may be a link between the participant's identity and responses (Elias & Theron, 2012). The researcher had no intention of revealing the participant's identity and therefore she was responsible for protecting the identities of the participants. The information collected from the research remained confidential. To maintain confidentiality, the participants were informed that their names were only known by the researcher and that different codes were used to link them to their responses. Participants were assured that all information obtained from the study, will be stored according to the University of Pretoria's policy requirements.

#### **1.15.3 Anonymity**

Kaiser (2009) states that researchers must collect, analyse and report data in a matter that does not compromise the identity of their participants. Though the participant's demographic information was included (age, gender and race), their names were not included or mentioned during the data collection and analysis process. Another manner in which anonymity is ensured, was by choosing not to disclose the names and location of the schools which formed part of this study.



#### **1.15.4 Violation of ethical issues**

This study was conducted within the principles of the University of Pretoria's code of ethics for research. The research process may be compromised in terms of ethical issues of anonymity and confidentiality when presenting findings (Anderson, 2010). The researcher adhered to all ethical issues by ensuring participants that they will remain fully anonymous and their names will not appear anywhere in the presentation of findings. It is important for the researcher to explain the presence of a tape recorder as some participants may feel uncomfortable being recorded (Chadwick, Gill, Steward & Treasure, 2008). The researcher was responsible for assuring participants that they may withdraw from the study if they are not comfortable with being audio taped.

### **1.16 STRUCTURE OF THE STUDY**

#### **Chapter one: Introduction**

Chapter one is a discussion of the background, rationale and purpose of the study. The research questions, research methodology, and the aims and objectives of the study are discussed in this chapter.

#### **Chapter two: Literature review**

Chapter two is a discussion of the review of literature on career development and intellectual disabilities, teaching and caring for learners with intellectual disabilities, the inclusion and exclusion of people with disabilities in the world of work, and the need for a skills based curriculum.

#### **Chapter three: Research methodology**

Chapter three is about the research methodology used to guide this study.

#### **Chapter four: Data analysis and interpretation**

Chapter four is a discussion of the findings from the data based on the phenomenology research design.

#### **Chapter five: Summary of findings, conclusion and recommendations**

Chapter five is a summary of the findings and conclusions of the study. The recommendations for further research are found in this chapter.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter reports on a literature review that discusses international and South African past and present trends in career development. This review is a discussion which aims at providing an overview of the various factors which influence the career development of learners with intellectual disabilities. The structure of this literature review will highlight the challenges faced by learners with intellectual disabilities in their career choices; the role and benefits of career development; the various employment opportunities that are available for people with intellectual disabilities, how people with intellectual disabilities are accommodated or excluded in the world of work and adult perceptions on disability and career development. The theoretical framework for this research will also be discussed in this chapter.

### **2.2 CAREER DEVELOPMENT INTERNATIONALLY AND IN SOUTH AFRICA**

Sultana (2010) defines career guidance as the services which assist people in making decisions about their careers. Conlon (2004) states that career guidance will always be necessary as long as learners, adults and employees are looking for careers and employers are looking for labour. Career guidance is regarded as a commodity which is associated with policy objectives that include providing education about the labour force and social justice. These objectives are being reformulated by means of considering in light of constant educational policies associated with labour force policies and the idea of long-lasting employment. Individuals, whether employed, unemployed, studying or job-seeking, should have access to career guidance at all phases of their lives. (Sultana , 2010). Career guidance is higher on policy agendas internationally. Portland is one of the countries which have introduced career counsellors in schools. In the United Kingdom and Germany, career guidance is available as a specialised facility which is available outside schools. The Denmark government takes the responsibility of contacting at risk young people and school dropouts to offer them career guidance. In several countries, there is little evidence of career guidance services. In Sweden, learners are not allowed to begin education or training programs without having seen a guidance counsellor before enrolling. Countries like Denmark and the UK require high schools to include transition plans for learners with disabilities based on their needs, strengths, interests and skills, which include an outline of their goals beyond school (Ebersold, Priestley & Schmitt, 2011). Internationally, formal career programs include guest speakers, career expositions, and practical activities, for example, learnerships for the purpose of gaining experience (Patton, 2005). The Georgia Department of Education has implemented career exploratory programs in their primary school curriculum. These programs include agriculture,

business and computer science, career development, engineering and technology, and healthcare sciences (Hanover Research, 2012).

Historically, career development in South Africa was provided unequally and inadequately (Government Gazette, 2017) and career counselling was provided in schools and other bodies such as the South African Defence Force (SADF), Universities, Technicons, private centres and employment companies (DHET, 2015). Sultana (2010) highlights that less developed career guidance programs are common in middle-income countries compared to high-income countries. This means that more people are therefore focused on economic survival rather than growth and development. Schools in South Africa focus primarily on vocational guidance which focuses on acquiring the relevant qualifications to secure a specific job (Albein & Naidoo, 2017). The importance of career guidance in South Africa has been marginalised by education departments due to severe economic barriers faced by the country, and as a result, career guidance has declined. Training towards obtaining career guidance diplomas in African education departments is almost non-existent.

The official unemployment rate in South Africa is 29% (Statistics South Africa, 2019) which can be expanded due to individuals who have given up in finding employment (Dagume & Gyekye, 2016). Children in South Africa are allowed to formally enter the world of work at the age of 15. Non-government organisations (NGO) and non-profit organisations (NPO) focus on individuals with low levels of education and skills, and teenagers who have completed grade 7, 8, 9, or 10. These NGO's were active in the 1990's and were primarily funded by donors, however, funds became scarce after the 1994 elections which resulted in the majority of NGO's closing down.

### **2.3 THE ROLE OF CAREER DEVELOPMENT**

One of the many roles of career development is to create awareness about the different career choices learners may encounter as they grow older (Savickas, 2001). The role of career development on children has not been thoroughly researched (McMahan & Watson, 2005). Another role of career development is to provide career information and career education in order to provide learners with knowledge, enabling them to become more aware of the skills, values and goals needed in order to enter the world of work. (Naicker & LGSETA, 2016). Through career development programs, learners are presented with experiences to learn about careers and to develop self-awareness. Career development programs help learners to understand the relationship between good performance in school and future plans for work (Hanover Research, 2012). The role of career development can be linked to the National Policy

for Career Development Services, as it states that: “Coordinated career development services are urgently needed to ensure that youth, students, underemployed workers, and unemployed citizens have access to quality career information and career services which will enable them to make better and more informed career choices that will deliver higher levels of employability and increase sustainable economic growth” (Government Gazette, 2017).

The goals of career development programs include an increase in equality and access to training opportunities; matching individuals to work opportunities, and helping individuals find dignity and purpose while adjusting to the changing world of work (DHET, 2015). The aim of career development is to fit work into people’s lives and not to force people into occupations they are not interested in (Brown & Associates, 2002). In contrast to this statement, individuals may choose occupations because they are easily accessible and can provide an income gap created by the need to provide for their families. There is a need to create career development programs for people with disabilities as they can assist them in becoming active participants who contribute to public wealth while being able to earn a fair wage (Grossi, Mank, Migliore & Rogan 2007). Vocational, educational and professional education opportunities need to be expanded for disabled and non-disabled individuals. (DHET, 2013).

#### **2.4 CAREER OPPORTUNITIES FOR PEOPLE WITH INTELLECTUAL DISABILITIES**

According to Steyn & Vlachos (2011), there are very few employment opportunities available to people with intellectual disabilities post-school. Therefore, providing training for all unemployed individuals will not necessarily lead to formal employment (DHET, 2013). This creates a need for people to create their own employment opportunities by starting small businesses. People with disabilities should also be encouraged to develop their own small business.

National economic development growth is a priority for governments in developing countries (DHET, 2013). This entails that the population of unemployed people with disabilities need to be trained and equipped with the relevant skills needed to secure sustainable employment in order to contribute to economic growth. Unemployed people are prone to having a low self-esteem because of their inability to find employment because the purpose of employment is considered important by societies (Zunker, 1994). People with disabilities have the impression that they are unable to make informed decisions about their careers due to their learning barriers (Steyn & Vlachos, 2011). One of the underlying issues that people with disabilities have to face

is their ability to adapt to the changing world of work (Bartram, Bigby, Cavanagh, Fossey, Meacham, & Oakman, 2016).

## **2.5 EFFECT OF INTELLECTUAL DISABILITIES ON EMPLOYMENT**

The Hanover Research (2012) states that access to employment is difficult for people with disabilities compared to those without disability. In their attempts to escape poverty, people with disabilities become prone to experiencing unemployment, poverty and unpaid labour (Jones, Latrielle & Sloane, 2006). This goes hand in hand with the *Economic Model* of disability which approaches disability from an economic potential perspective (Letsosa & Retrief, 2018). They also experience difficulties in getting a job, which discourages them to seek employment. This may be caused by employers that are also unwilling to hire people with disabilities because of the perception that they are inexperienced or lack the required skills for a specific job (Maja, Mann, Naidoo, Sing & Steyn, 2008). People with disabilities are more likely to be in low-income households and possess no employment-related qualifications than their non-disabled counterparts (Dawson, Gewurtz, Kirsh, Krupa, Lysaght, Shaw & Stergiou-Kita, 2009). Those who are medically categorised as permanently unable to work due to their disability, may apply for government disability grants (International Labor Office, 2015). They are therefore, mostly employed at low paying jobs; underrepresented in managerial positions; and are overrepresented in unskilled and manual labour jobs (Jones et al., 2006). When people with disabilities are given promotions at work, they are merely given those promotions due to diversity quotas and not on their capabilities. Employers can actually benefit from hiring people with disabilities through an improved workplace, profitability and benefits obtained from diversity and social responsibility (Houtenville & Kalargyrou, 2011). People with disabilities also add more value to the workplace because they can serve as motivating agents to other employees, and are less likely to move from one job to another (Fisher & Purcal, 2017). Unpaid work placements are usually the standard method of job entry and work skills gradually develop over a period of time (Dawson et al., 2009). People with physical disabilities are viewed differently than those with intellectual disabilities by their employers because it is easier to alter the physical structure of a workplace in order to accommodate the physical disability (Abrandt-Dahlgren, Strindlund & Stahl, 2018). Employers also assume that they are prone to absenteeism; show less commitment to their jobs; find it difficult to communicate with their peers; and are costly to employ. Conflicting research findings have reported a low absenteeism rate, loyalty, and reliability amongst people with disabilities (Divilbiss, Donoso, Hernandez, Horin, McDonald & Velcoff, 2008).

## **2.6 ACCOMMODATING AND EXCLUDING PEOPLE WITH INTELLECTUAL DISABILITIES IN THE WORLD OF WORK**

People with disabilities represent a group that is struggling to show their potential for work and having to deal with societal barriers to workplace participation (Dawson, Gewurtz, Kirsh, Krupa, Lysaght, Shaw & Stergiou-Kita, 2009). According to Brighton & Hove (2013), people with physical and learning disabilities are more likely to experience discrimination, low access to health services and employment opportunities. Jones, Latrielle & Sloane (2006) highlight that workplace equality involves creating a climate where people with disabilities experience support and constant assistance in order to feel respected and appreciated. The Employment Equity Report (2001) states that only 2.4 percent of people with disabilities are represented in the workforce. This representation continues to decline. As a result, The Employment Equity Act no. 55 of 1998 points out that people with disabilities experience high unemployment levels or remain in low grade occupations which result in them earning lower than the average wage (Employment Equity Act No. 55 of 1998).

It is evident that even though South Africa has policies in place to overcome challenges faced by people with disabilities in the workplace, the practical implementation of such policies is still a problem as only 1.8% of people with disabilities were employed in 2003 (Maja, Mann, Naidoo, Sing & Steyn, 2011). Despite governmental efforts and organizational initiatives, the percentage of employed people with disabilities remains low, and remains even lower for those occupying managerial positions (Haslam, Rabinovich, Ryan & Wilson-Kovacs, 2008). Employers are unwilling to hire people with disabilities because they assume they won't be able to adapt to their work environment (Jans, Jones & Kaye, 2011). Employers prefer to hire people with physical disabilities rather than those with intellectual disabilities, and this is caused by a general lack of knowledge and inexperience about intellectual disabilities (Bartram, Bigby, Cavanagh, Fossey, Meacham, & Oakman, 2016). Employers are expected to accommodate people with disabilities by making changes to the workplace that allow employees with disabilities to work effectively (International Labour Office, 2015). Accommodations to the workplace also include making changes to job responsibilities, routines and relationships amongst other employees (Dawson et al., 2009). By accommodating people with disabilities in the world of work, Shah (2001) states that organisations will become better equipped with specific skills and knowledge to compete in the labour market. Sefotho (2014) suggests that it is important that societies reflect on different methods to accommodate people with disabilities in the world of work while holding employers and governments accountable on their social obligation to respect the right to employment of people with disabilities. Findings from Coetzee

(2006), show that helping people to access their psychological career resources will be an important factor in the career guidance and counselling services that employers and organisations provide to their employees. Greenhaus and Callanan (2006) conclude that prejudice and stereotypes about people with disabilities can be avoided by making their accomplishments in different work settings available to potential employers. Negative attitudes towards people with disabilities can therefore be changed by increasing knowledge about disabilities in the workplace, and more specifically, intellectual disabilities (Fisher & Purcal, 2017).

## **2.7 POST SCHOOL EDUCATION AND TRAINING (PSET)**

The Post-School Education and Training (PSET) system provides training for individuals who have completed or not completed school or those who have never attended school (Department of Higher Education and Training, 2015). The PSET consists of universities, Technical and Vocational Education Training (TVET) institutions, Adult Basic Education and Training (ABET) centres, private post-school centres, Sector Education and Training Authorities (SETA), and the South African Qualifications Authority (SAQA). A critique of the South Africa PSET system is that it does not offer enough institutions to the many individuals who are looking for training and education (DHET, 2013) and there is currently no national policy on disability to guide higher education and training institutions to accommodate all individuals looking for post-school training. The National Plan for Higher Education (2000) stipulates that universities are obliged to increase access for learners with disabilities (DHET, 2013). However, there is a gap in research which shows the amount of university graduates with disabilities. It is important to obtain the number of students with disabilities in post-school education and the nature of their disabilities. The Government Gazette (2017) states that there is an overall lack of career development services provision for studying students. One of the main objectives of the PSET is to prepare individuals for the world of work. It stipulates that everyone should be able to make a sustainable living for themselves and make meaningful contributions towards the economy (DHET, 2013).

There is an overall lack of skills and qualifications amongst people with disabilities (Maja, Mann, Naidoo, Sing & Steyn, 2008). This is mainly because people with disabilities are underrepresented at tertiary institutions and also have high drop-out rates (Liasidou, 2014). The high drop-out rates can be caused by financial issues, lack of support, and negative social attitudes. The majority of students with disabilities still experience discrimination in relation to having access to PSET opportunities (DHET, 2013). It is therefore important that tertiary



institutions need to meet the requirements of students with disabilities to access the same opportunities as those without disabilities (Ebersold, Priestley & Schimitt, 2011).

The Environmental Scan of Career Advice Services in South Africa (SAQA, 2012) emphasises the need for career development services to be implemented for youth, students, and unemployed workers, to help them navigate their career paths. Therefore, actions also need to be taken in order to enhance the participation of people with disabilities into the world of work (Grossi et al., 2007).

## **2.8 INTELLECTUAL DISABILITIES AND CAREER DEVELOPMENT**

According to the American Psychiatric Association (2013), intellectual disabilities are defined as neurodevelopmental disorders that begin in childhood and are characterised by difficulties in conceptual, social and practical areas of living. The levels of intellectual disabilities include; mild-moderate, severe and profound (American Psychiatric Association, 2013). Individuals who have mild-moderate intellectual disabilities have delayed speech and language, motor development and attention difficulties. They are able to learn life skills allowing them to function with minimum support (American Psychiatric Association, 2013). Though individuals with severe intellectual disabilities are able to understand speech, they often have major delays in language resulting in limited communication skills. They are often in need caregiver supervision, especially in social settings (American Psychiatric Association, 2013). Individuals with profound intellectual disabilities have a limited ability to communicate and limited physical movement. They often depend on caregiver assistance, especially with regards to self-care (American Psychiatric Association, 2013).

A child is born with a certain cognitive capacity, and the influence of the environment can improve or decrease that cognitive capacity (Lomofsky & Skuy, 2001). The emphasis is on the particular state of the child, and is categorized by restrictions in cognitive and adaptive skills. Children with intellectual disabilities go through similar stages of intellectual development as the non-disabled but only at a slower pace and attaining lower levels of achievement (Esambe, Mosito & Warnick, 2017). They often have personal and social problems and they often underachieve in all academic areas (Winzer 1996). The environment or context in which the child grows up must be taken into consideration as the intellectual disability can be improved and modified (Hammarberg, Kirkman & Lacey 2006).

The way in which people perceive disability lies in the fact that societies react to issues about disabilities based on their conceptualisations about it (Baffoe, 2013). Some people still see disability as a medical illness which is located within an individual (Letsosa & Retief, 2018),



while others see it as a socially constructed occurrence. Preference has now changed from the medical model of disability to the social model. The social model as highlighted by Walsh, Stephen and Moore (2000) suggests that disability is caused by the environment and social attitudes that refuse to accommodate an individual's differences and needs, and not the disability itself. As stated by Haslam, Rabinovich, Ryan & Wilson-Kovacs (2008), studies into disability and employment have pointed out a variety of barriers that are faced by people with disabilities when seeking employment. They often fall victim to stigma and discrimination, and are sometimes denied resources that are available to other non-disabled people. (Baffoe, 2013). One of the resources that they are denied is access to jobs and career guidance services.

Only 10% of people with disabilities form part of the employment rate (Department of Health 2009). Due to the fact that people with disabilities make up 10% of the employment rate, the remaining 90% are forced to rely on government disability grants as a source of income. The Government of South Africa (2014) states that for people with disabilities who are under the age of 18 years, a *Childcare Dependency Grant* can be applied for by a primary care giver. The maximum amount of money they will get is R1600. One of the requirements for the childcare dependency grant is that a medical assessment report which confirms a severe disability and need of permanent care or support services must accompany the application (SASSA). There is little to no literary evidence which shows that learners with intellectual disabilities may qualify for the childcare dependency grant. According to the Children's Institute (2017), social grants are an essential assistance for families to feed and care for their children, and are a lifeline for those who have little or no other source of income. Khosa (2013) suggests that the recipients of the grant use it for their own benefit and not for the child's best interest. They often use the grants to purchase items such as clothes for themselves, accumulating debts through gambling, as well as through the purchase of alcohol at the expense of the children (Khosa, 2013).

Progress towards employment has been successful through the assistance of specialist-supported employment agencies (Akandi, Beyer, Brown & Rapley, 2004). According to Schoon and Parsons (2002), community-based day opportunity services, sheltered workshop, work training schemes and social enterprises have been created.

## **2.9 CARING FOR CHILDREN WITH DISABILITIES**

Children with intellectual disabilities are more dependent on their parents or caregivers and require more support and help for their different needs (Sahay, Prakash, Khaique, & Kumar, 2013). Therefore, parents may become overprotective of their children with disabilities and attempt to decide which career paths are suitable for them to follow (Alston, Bell & Hampton, 2002). Parenting stress is likely to be suffered more by parents of children with

disabilities (Hassal, McDonald & Rose, 2005). However, their levels of stress may vary according to the severity of their child's learning disability. Some studies show that parenting children with intellectual disabilities is not a negative experience (Barone, Lionetti & Pastore, 2015).

The prevalence of intellectual disabilities may be influenced by a variety of factors which include biological, physical and environmental causes (Guralnick, 2017). Children with intellectual disabilities are characterised by a lack of social skills, adaptive functioning and communication. Children with disabilities are also very likely to have behaviour problems (Matson, Kozlowski, Worley, Shoemaker, Sipes & Horovitz, 2011). Learners with intellectual disabilities are probable to develop severe behaviour disorders when compared to those without disabilities (McIntyre & Welchons, 2014). Adolescents with intellectual disabilities are also more susceptible to tobacco and drug use (Kepper, Monshouwer, Van Dosselaer & Vollebergh, 2011). In my observation, this may be caused by their inability to excel academically. Therefore, many learners with disabilities do not consider furthering their studies post-school because they are not encouraged, helped or prepared (Kim & patton, 2016). Unfortunately, there is no cure or treatment for children who have intellectual disabilities (McClintock, Hall & Oliver, 2003). There is insufficient evidence which shows whether children with disabilities thrive or not as they grow older (Evenhuis, Henderson, Beange, Lennox & Chicoine, 2000).

It is important for families of children with intellectual disabilities to be supported in a manner which allows them to help their children to adapt to the difficulties they experience (Sen & Yurtsever, 2007). Other forms of support include obtaining as much information as they can about their child's condition; looking for available services which consist of educational and vocational rehabilitation which can assist their child in the present and future and the societal acceptance of the child (Sahay et al., 2013). In America, people with disabilities are protected in terms of the Americans with Disability Act (ADA). It provides people with previously denied legal opportunities to participate in leisure activities in their communities (Bailey, Ditor, Gammage & Van Ingen, 2016). Subsequently, in South Africa, the rights of people with disabilities are protected by the 1996 constitution of the Republic of South Africa. This constitution recognized the discrimination that people with disabilities face (Brown & Associates, 2002).

## **2.10 CHILDREN'S CAREER DEVELOPMENT**

Children's career exploration is influenced by many factors which include knowledge, skills, attitudes towards particular careers; as well as the ability to access and understand career-

related information (Bundura, Barbaranelli, Caprara, & Pastorelli, 2001). Another factor which influences children's career development is family. Families can shape children's understanding about the world of work by emphasising the importance of working and earning an income (Hirschi, Niles & Akos, 2011). If children are not exposed to the idea of work by their family and teachers, then they will be prone to making unrealistic choices about their careers (Savickas, 2001). There is a need to develop creative and explorative ways for primary school learners to start thinking about their career interests (Hanover Research, 2012) because their career development improves as a result of career education in schools which enable them to identify their career interests (McMahan & Watson, 2005). Super (1980) identified that children start thinking about their careers before the ages of fourteen. Through career development programs, primary school learners can be taught about respect and positive attitudes towards work (Hanover Research, 2012). One critique of child career development is that personality traits can change as learners grow (Blustein, Gualdron, Gallegher, Kenny, Jernigan, Scanlon & Sparks, 2003). Therefore, ideas about careers may change overtime. There is a research gap in how changing personality traits may influence childhood career development. It is therefore important to understand that children's career development is not intended to force children to make premature choices about their careers but it also helps them not to dismiss their future career options (Argyropoulou, Besevegis & Sidiropoulou-Dimakakou, 2007).

## **2.11 SPECIAL NEEDS SCHOOLS INTERNATIONALLY AND IN SOUTH AFRICA**

Historically, schools were segregated in terms of disability, while special needs schools for white children were well-funded, whereas support services for black learners with disabilities was uncommon (Borman & Donohue, 2014). Following the end of apartheid, the South African Department of Education created an integrated educational system for all learners. Children with disabilities and others with learning barriers are often marginalised and excluded from mainstream schools (Ainscow, Dyson & Winer, 2013). There are special needs schools for specific disabilities, including physical disabilities; emotional and behavioural challenges; and intellectual or cognitive barriers (Department of Basic Education, 2001). Some schools provide support for learners with disabilities in the same class as those without, or in special classes within the school or in special needs schools. Some developed countries are beginning to transform special schools into resource centres where mainstream schools can implement inclusive education (Ebersold, 2011). In South Africa, learners with disabilities can be enrolled in mainstream schools that have inclusive facilities, while special needs schools are primarily reserved for learners with severe disabilities (Ebersold, 2011).

There is a gap in research which documents a standard measuring tool in relation to children with disabilities (DSD, DWCPD & UNICEF, 2002). Even though the Census has questions about people with disabilities, these questions are not designed to identify children with disabilities. The census does not ask if people are disabled but rather asks if they can or cannot perform functions like hearing, talking, concentrating, remembering or taking care of oneself (DHET, 2013).

## **2.12 TEACHING LEARNERS WITH INTELLECTUAL DISABILITIES**

There are a number of basic skills that learners need to master before leaving school. These skills include reading and writing, listening and speaking, thinking skills like being able to solve problems and make decisions, and good personal qualities, which include integrity and honesty (Hanover Research, 2012). Learners with intellectual disabilities experience an unexplainable failure to succeed in school work. They are able to process information, but do so ineffectively (Boyle & Scanlon, 2019). Their inability to process information may be determined by identifying their intellectual capacity according to their academic achievement (Boyle & Scanlon, 2019). Learners with intellectual disabilities are less likely to perform well at school or participate in higher education (Brighton & Hove, 2013).

In the foundation phase, early identification of learners' intellectual capacity is done at the beginning of the first term by means of a baseline assessment. Results from this assessment allows teachers to identify at risk learners according to their performance. According to Gresham (2010), this method of identifying learners with intellectual disabilities is unfair and logically inconsistent. The Department of Education also stipulates that learners who do not meet the promotion requirements for the foundation phase may progress to the following grade in order to avoid being in the same phase for more than four years (DBE, 2011). Special education should only be considered when learners with intellectual disabilities still perform lower than their peers and consistently show no signs of improvement.

Learners should receive the necessary support in order to progress to the next grade. This statement is supported by Levine & Sutherland (2013) which states that learners who have been identified as academically at risk require additional support in order to succeed in future. Teachers therefore need to adapt the curriculum to ensure that learners with intellectual disabilities are equipped with the necessary skills needed to thrive in school and in the workplace post-school (Hanover Research, 2012). When initial curriculum adaptations fail in the classroom, learners are then referred to the learner support teachers for further intervention. Learner support interventions involve removing learners with intellectual disabilities from their

mainstream classroom when regular classroom teacher interventions, with supplementary teaching aids, do not show any improvement (Adeniyi, Fakolade & Tella, 2009).

Following the review of literature, there is an overall consistency in the findings of what needs to take place in order for career guidance practices to be implemented in schools. Career guidance practitioners need to realize the social and contextual factors which influence the career development of children. (Cheung, 2012). Teacher attitudes towards learners with intellectual disabilities may have a negative effect on the implementation of inclusive education (Gojkovic, Kaylva & Tsakiris, 2007). Some factors which constrain the implementation of inclusive education include large class sizes, inadequate resources, and a lack of adequate teacher preparation (Avrmidis, Bayliss & Burden, 2000). In addition, the factors that constrain inclusive education in mainstream schools include a lack of resources (specialised equipment); adequately trained teachers; provision for special needs teachers by the Department of Education; and a lack of supervision by the Department of Education (Adeniyi et al., 2009). Therefore, teachers need to find out the emotional, social and academic capabilities of their learners in order to determine how they can facilitate their learning (Adeniyi et al., 2009). Training in curriculum-based assessment, assessing learning styles, cooperative learning strategies, facilitating peer tutoring, and social skills training needs to be provided for teachers. School principals also need to arrange professional development systems that will assist teachers to maximise their potential in order to improve effective teaching and learning (Mathibe, 2007).

### **2.13 BENEFITS OF CAREER DEVELOPMENT**

A connection between children's career development and positive behaviour exists (Hirschi, 2009). There is evidence of increased learner knowledge on career options as a result of career development programs (Hanover Reseach, 2012). Career development services must be utilized to help young people develop the necessary skills to adapt to any school and later, the world of work (Blustein, Gualdron, Gallegher, Kenny, Jernigan, Scanlon & Sparks, 2003). Learners benefit from these programs in terms of being able to make choices and adapt to a world of work that is constantly changing (Beijaard, Den Brok & Mittendorff, 2010). As they learn the skills necessary to improve their academic excellence and achieve academic success, their self-concept begins to include expectations of future success (Blustein et al., 2003). Career development programs in primary schools allow learners to explore career related objectives; learn about the world of work; promote self-awareness; and understand the meaning of various concepts relevant to the labour market (Argyroloupou, 2007). This statement is supported by the Local Government Sector Education Training Authority (LGSETA 2013) which highlights the main elements of career development as obtaining career information; providing career

education; and providing career counselling. Therefore, effective career development implementation may increase the rate of which companies employ people with disabilities (Henry, Petkauskos, Stanislawzyk & Vogt, 2014).

#### **2.14 CHALLENGES IN THE IMPLEMENTATION OF CAREER DEVELOPMENT**

Career development services focus on immediate career decisions rather than developing the appropriate career management skills (Government Gazette, 2017). According to the Department of Higher Education and Training (2015), career development services may be found in primary, secondary and tertiary learning institutions, places of work, the public and private sector. The Department of Higher Education and Training (2015) identified that most of the career development services in South Africa are unsupervised in their provision of services ranging from highly qualified to unqualified. At the moment, there is no agency either at national or provincial level that is responsible for the management or provision of labour-market and career related information, advice and services (Government Gazette, 2017).

Following the review of literature, there is a gap in the government's plan of action on how to deal with the issue of unemployed people with disabilities. The plan primarily focuses on youth, students, women and unemployed citizens (Government Gazette, 2017).

#### **2.15 HOW SCHOOLS ENABLE AND CONSTRAIN CAREER DEVELOPMENT**

For a long time, policy agendas have always listed the combination of inclusive education in mainstream schools as an important issue (Kayla & Gojkovic, 2007), and according to the Integrated National Disability Strategy (INDS 1997), an estimated 30% of school going children with disabilities are not in schools. This results in an increase in limited skills and illiteracy amongst people with disabilities (Maja, Mann, Naidoo, Sing & Steyn, 2008). In the past, the majority of former Model C schools offered career guidance by means of psychometric testing before learners could select suitable school subjects that were based on their interests (du Toit, 2005). This may be because the majority of South Africa primary schools have not integrated career development into their curriculum (Hanover Research, 2012). Savickas (2001) highlights that one of the main reasons why learners with intellectual disabilities are uninterested in post school career opportunities is because they lack awareness about the choices they will have to make about their future. Some education systems fail to provide learners with disabilities the skills required to progress beyond the curriculum requirements in order to become employable (Hanover Research, 2012). School curriculums should provide learners with the appropriate information and skills required by the economy (Naiker). Mainstream teachers are



also not adequately trained to adapt their teaching methods to accommodate learners with disabilities.

Career development in primary schools can be integrated in various subjects if it is regarded as an artistic but necessary practice (Argyropoulou, Besevegis & Sidiropoulou-Dimakakou, 2007). South Africa's primary and secondary schools enable career development by means of The Revised National Curriculum Statement for 2002 which makes provision for career guidance in the subject of Life-Skills and Life Orientation (du Toit, 2005). In grade 9, career development is implemented in terms of facilitating the selection of subjects which will be done in the Further Education and Training (FET). The FET phase facilitates career planning, career decisions, and timely applications for admission to relevant university and training programmes (Government Gazette, 2017).

When the needs of learners with disabilities are not met or accommodated in schools, they will ultimately be prevented from participating in social, educational and economic activities (Adeniyi, Fakolade & Tella, 2009). Learners with intellectual disabilities will not see the need to participate in career guidance programs because they lack training and guidance on how to carry out such programs (Beijaard, den Brok & Mittendorff, 2010).

Many learners with disabilities lack awareness of their career options and adequate skills needed for employment (Stipanovic, 2015). This then leads to unemployment. It is therefore important that teachers assist learners in constructing their personal development and the career paths they want to follow (Beijaard et al., 2010). Counsellors can help young people to develop clear plans to achieve academic success in order to reach their future work plans (Browns & Associates, 2002). The critique of this point is that the majority of South Africa's schools do not have counsellors readily available within school premises. This service is often offered privately and at the cost of parents. Some schools also lack adequate facilities and staff to cater for the needs of learners with disabilities (DHET, 2013).

Schools can enable career development by creating practical workshops where learning can be in line with the curriculum (DHET, 2013). The goals of career development will be enabled by making learners, teachers and parents aware that career development programs exist and that there is a need to implement them in primary schools in order to benefit all learners, including those with intellectual disabilities.

In order for school based career development to be successful, there needs to be a collaboration between the learner, teacher and parent (Blustein, Gualdrón, Kenny, Jernigan, Scanlon & Sparks, 2007). The relationships parents have with their child's teacher is a powerful

tool that can either foster or limit their child's academic progress. The relationships between parents, teachers and learners can therefore, be fostered through career planning (Rogers & Creed, 2011).

## **2.16 NEED FOR SCHOOL BASED CAREER DEVELOPMENT**

Schools have to create career programs that will benefit learners with and without disabilities (Kim & Patton, 2016). However, little attention has been paid to the career development of children. Too many learners with disabilities leave school without the proper skills, attitudes, and experiences that they can use in order to succeed when they enter the world of work (Cakiroglu, Carter, Owens, Swedeen & Trainor, 2010). It is important that primary schools implement career development practices because learners will be able to develop decision making skills and gain a meaningful understanding of their future career choices (Argyropoulou, Besevegis & Sidiropoulou-Dimakakou, 2007). According to the Government Gazette (2017), career development services in the school environment should be more fixated as part of early childhood development until the end of the schooling phase. Since children spend the majority of their day in schools (about eight hours), it is sensible to develop their career identities while they are still at school (Schultheiss, 2008). Learners in the foundation and intermediate phase have to be made aware of the various occupations and be taught to instil the ambition to follow a career. Government priorities require the reduction of unemployment, poverty, inequality and building the economy (Government Gazette, 2017). Watson and McMahon (2005) emphasise that literature needs to focus on how children learn about the world of work and not on what they know about it. The role of career development of learners has always been discussed yet seldom researched. Savickas (2001) suggests that teachers should help learners to develop a positive self-esteem in order to prepare them to make decisions about their careers. Learners should also be given the opportunity to express their feelings about themselves with regards to their career choices and should be assisted on how to choose alternatives related to education and career goals (Argyropoulou et al., 2007).

## **2.17 STAKEHOLDERS' PERCEPTIONS ON DISABILITY AND CAREER DEVELOPMENT**

According to Bailey, Ditor, Gammage & Van Ingen (2016), attitudes towards people with disabilities have an impact on their decisions about their future. Social norms, standards and expectations lead to negative attitudes towards people with disabilities (Livneh, 2012). Cultural myths about disabilities contribute to discriminate against disabled people as some African cultures still view disabled people as cursed (Maja, Mann, Naidoo, Sing & Steyn, 2008). Communities see people with disabilities as incompetent individuals who show no interest about



their future career plans. Some stakeholders point out that learners with intellectual disabilities are better off in special needs schools because they can receive more attention and therapy than they would in mainstream schools (Adeniyi, Fakolade & Tella, 2009). They perceive them as incompetent and in need of constant care (Dawson, Gewurtz, Kirsh, Krupa, Lysaght, Shaw & Stergiou-Kita, 2009). This goes against the purpose of inclusive education which aims at accommodating learners with special needs in mainstream schools. Some people also have low expectations for learners with intellectual disabilities and do not take their interests, needs and skills seriously (Stipanovic, 2015).

There is little to no information for parents about the future possibilities for learners with intellectual disabilities, furthermore, the Department of Education does not have such information available to parents (Steyn & Vlachos). The lack of information given to parents may become a barrier. Some parents cannot commit to the collaboration process due to lack of time and not being aware of how this process can assist their child (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). Parents may feel that teachers do not make an effort in accommodating learners with intellectual disabilities in their classrooms (Alston, Bell & Hampton, 2002).

## **2.18 CAREER DEVELOPMENT THEORIES**

Career development theories are theories which focus on the paths individuals follow towards improving their professional growth, career aspirations and career satisfaction (Lueng, 2008). The main career development theories are *Holland's Theory of Career Choice*, *Parsons' Trait and Factor Theory*, and *Dawis' Theory of work adjustment*.

Holland's Theory of Career Choice states that individuals choose their careers on the preference of working with others who have similar personalities, namely realistic, investigative, artistic, social, enterprising and conventional personalities (Holland, 1959). Each personality type is characterised by a combination of interests, activities, beliefs and values. (Holland, 1959). People with disabilities are less likely to thrive as they are occupationally stereotyped and trained in specific work fields thus leading to their failure (Nauta, 2010).

Parsons' Trait and Factor Theory is similar to the Theory of Career Choice as it determined by an individual's personality. It states that there needs to be a match between personality traits like skills, values and beliefs; and job factors like such as remuneration and the work environment (Parsons, 1909). When this match exists, individuals are able to thrive in their careers.

Dawis' Theory of Work Adjustment states that individuals have the ability to adapt to their work environment. It describes how individuals interact with their work environment (Dawis, 1996). The more an individual's skills matches the job requirements, the more likely they will thrive in the work environment.

## **2.19 CRITICAL DISABILITY THEORY**

### **2.19.1 Introducing critical disability theory**

There are various theories of career development, however, for this study, Hosking's *Critical Disability Theory* (CDT) was selected as a theoretical framework. The CDT is study and analysis of disability issues (Hosking, 2008). It adopts three principles of the social disability model which explains disability as a socially constructed phenomena characterised by a relationship between the disability and how an individual responds to it within their microsystems, and the shortcomings people with disabilities go through as a result of their physical and social environment (Hosking, 2008). People with intellectual disabilities are less supported and accepted as compared to those with other types of disabilities and they continue to face extensive health, housing and employment inequalities (Ditchan & Kosyluk, 2013). The CDT is different from the medical model which focused on the disability as a medical condition. For those who are still being marginalised because of their disability, the CDT proposes a need for policies to respond to the marginalisation by making changes to the social environment (Hosking, 2008).

### **2.19.2 Critical disability theory and career development of learners with intellectual disabilities**

In South Africa, the rights of people with disabilities are protected by the 1996 constitution of the Republic of South Africa. This constitution recognized the discrimination that people with disabilities face (Brown & Associates, 2002). Since the aim of this study is to explore stakeholders' perceptions on how schools influence career development, I relied on the Critical Disability Theory to guide it. For this study, the CDT helped me to think about disability as a socially constructed phenomena and to pay attention to how others view it (Hosking, 2008). The CDT provides a framework to understand the link between intellectual disability and career development, and the perceptions stakeholders' have on how schools contribute towards the implementation of career development.

According to the CDT, the analysis of disability challenges the assumptions society makes about it (Hosking, 2008). The CDT has been applied to change these societal assumptions from viewing people with disabilities as having to adapt to their environment, to treating them

equality as their non-disabled counterparts in all aspects of life (Reaume, 2014). It can also provide ways in which stakeholders can support learners with intellectual disabilities in deviating from trying to cure the disability, and focus on how to get them to be successful in all aspects of life (Sen & Yurtsever, 2007).

## **2.20 SUMMARY OF THE CHAPTER**

This review was a discussion of the different aspects of career development and disability, both internationally and in South Africa. The review indicated a need to address the state of career development in South Africa compared to other countries. The challenges which arose from the review were that most of the career development services in South Africa are unsupervised in their provision of services ranging from highly qualified to unqualified (Department of Higher Education and Training, 2015). At the moment, there is no agency either at national or provincial level that is responsible for the management or provision of labour-market and career related information, advice and services (Government Gazette, 2017). If these services are not regulated, it becomes difficult for individuals to use them to their benefit. Another challenge which arose from the review is the negative impact that disability has towards job attainment because people with disabilities are twice as likely to be in low-income households or are twice as likely, more than their non-disabled counterparts, to have no employment-related qualifications (Dawson et al., 2009,). Challenges in teaching and caring for learners with intellectual disabilities also arose from the review and they lead to an overall need for an implementation of a skills based curriculum in primary schools so learners can develop skills that enable them to make decisions about their careers and understand how those decisions may influence their careers in future (Argyropoulou, Besevegis, & Sidiropoulou-Dimakakou, 2007).

Following the review of literature, it was discovered that career development in children with intellectual disabilities is a concept which needs to be researched further. There is also a gap in literature which documents what is needed for an efficient career guidance programme (Watts, 2004). In addition to this finding, The Department of Higher Education and Training (2014) identified a gap in the provision of career information, guidance and advice at school levels. It is evident from the review of literature that career development programs work well in developed countries with easy access to resources. In order to reach career development goals, an increased awareness of its importance needs to be made in South Africa.

## CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

### 3.1 INTRODUCTION

This chapter focuses on the research methodology, research paradigm and the research process which were followed for this study. A detailed description of the sampling, data collection, and data analysis methods were included in this chapter. This chapter was concluded by describing the ethical considerations and quality criteria that were followed in this study.

Table 3.1

Summary of chapter three

<b>Research epistemological paradigm</b>	<b>Constructivism</b>
<b>Research methodology</b>	<b>Qualitative</b>
<b>Research design</b>	<b>Phenomenology</b>
<b>Research sites</b>	<b>One full service school, one special needs school</b>
<b>Research participants</b>	<b>Two principals, fourteen teachers, nine parents</b>
<b>Data collection</b>	<b>Interviews, focus group discussions, field notes</b>
<b>Data analysis method</b>	<b>Coding and thematic analysis</b>
<b>Quality criteria</b>	<b>Credibility, confirmability, dependability, and transferability</b>

### 3.2 RESEARCH EPISTEMOLOGICAL PARADIGM

A paradigm is a way of looking at things and how that perspective directs an individual's actions (Alharthi & Rehman, 2016). Every individual has a personal paradigm which is influenced by their environment and guides how they react to certain experiences (Adom, Ankrah & Yeboah, 2016). Research paradigms guide which research methods are to be followed, and in this study, *Constructivism* was selected as a research paradigm and a *Qualitative* design as a methodological paradigm. Constructivism is an approach that maintains that people construct knowledge of the world through their experiences and reflections on those experiences (Adom et al., 2016). The constructivism paradigm is associated with the qualitative methodology. I gravitated towards this paradigm because it acknowledges the importance of understanding how participants use their prior experiences to respond to interview questions (Mogashoa, 21014). Constructivism allows the researcher to study the participants' status of knowledge in relation to the world (Grand, Ruegg-Sturm & Von Arx, 2017). It also allows

researchers to understand how participants construct their individual and shared meanings about a topic (Krupa, Lauckner & Paterson, 2012).

### **3.3 RESEARCH METHODOLOGY**

According to Maree (2005): “Qualitative research attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of understanding what is being observed or studied (p.50)”. The qualitative methodology focuses on making meanings through personal experiences, interviews, visual texts, interactions and case studies with the goal of investigating why and how certain things happen (Denzin & Lincoln, 2017). In contrast to the constructivism paradigm, the qualitative methodology seeks to answer questions about experience, meaning and perspectives derived from the participants’ point of view (Hammarberg, Kirkman & Lacey 2006). The aim of this study was to explore the perceptions stakeholders have about disability and its effect on career development. The qualitative methodology was therefore, suitable for this study as it provided a thick description of the participant’s feelings, opinions and experiences (Rahman, 2017). The strengths of this methodology include producing in-depth information to understand the dimensions of the perceptions stakeholders have about disability, and focusing on understanding and explaining the dynamics of how they interact in the relationships they have with society (Almeida, 2017)

### **3.4 RESEARCH DESIGN**

A research design is defined as inquest that provides directions and procedures to be used in various research approaches (Creswell 2014). The purpose of the research design is to allow for data to be collected effectively with minimal time, effort and financial costs (Kothari, 2004). The research designs that guide a qualitative study are ethnography, phenomenology, grounded theory, case study and narrative research (Creswell, 2014). In this study, *phenomenology* was selected as a research design. Finlay (2009) defines *phenomenology* as the study of events, their nature and significance, while its focus is on the way things happen while the researcher tries to create the detailed description of the experience (Finlay, 2009).

The participants were allowed to express their feelings about caring for learners with intellectual disabilities, and whether they are aware of the career development programs in their surroundings, and furthermore, understand their opinions on how learners with intellectual disabilities are excluded in the labour market. The challenge of the phenomenological design is that the participant’s voice may be clouded by that of the researchers, which will ultimately lead to researcher bias (Shi, 2011). To overcome this challenge, the researcher did not impose her personal views when analysing the data collected.

### **3.5 SELECTION OF PARTICIPANTS**

The sampling size in qualitative research is generally small and is used to get rich and descriptive data on a phenomenon (Morgan, 1997). A sample is an element that is selected with the intention of investigating something about a total population from which a sample is taken (Mouton, 1996). There were two schools involved in the study, a full service and a special needs schools. These schools are from the Fezile Dabi district and are located in a town called Sasolburg. The full service school was selected based on convenience as the researcher is currently working there. It was also selected because it is supposed to meet the full learning and social needs of all learners, in diverse classrooms, and within the normal primary school environment (Department of Basic Education, 2009). The special needs school was selected because it is the only special needs school in Sasolburg. It was also selected in order to explore the difference in curriculum and how learners with mild intellectual disabilities are accommodated compared to full service schools (Department of Basic Education, 2009). The participants included principals, teachers and parents. They formed part of the sample as they had the ability to influence the achievement of learners with intellectual disabilities (McGrath and Whitty 2017). The participants were selected based on the following criteria: The two principals of the schools formed part of the sample as they are responsible for the running of the schools. They know the policies and procedures that need to be followed when referring learners with disabilities to other institutions. The teachers who formed part of the sample had to have the highest number of learners with intellectual disabilities who attend the remedial class. Learners who attend remedial are those who have different learning barriers. These barriers range from cognitive functioning, reasoning, information processing, reading, writing, and basic number operation. In the full service school, these learners attend remedial class twice a week for two hours every week. Therefore, the teachers who formed part of the sample had to have between five and eight learners who attend remedial. The remedial teacher also formed part of the sample as she has more knowledge of the type of remediation that these learners need. The sample therefore consisted of seven teachers from the full service school and seven teachers from the special needs school. The other teachers from the full service school did not form part of the sample as they had less than five learners who attend remedial. The teachers at the special needs school all had learners with mild intellectual disabilities in their classrooms. They volunteered to participate in the study. They consisted of four female teachers, one occupational therapist, and two male teachers. To recruit the parents from the full service school, the researcher obtained a list of parents from the remedial teacher and requested seven parents to participate in the study. Parents were selected as part of the sample as they were the primary caregivers of the learners with intellectual disabilities. The parents from the special needs

schools were recruited through the assistance of the principal, however, only two parents were willing to participate in the study. The sample for this study consisted of 25 participants because sample sizes for qualitative studies are generally small (Maree, 2008). All participants were expected to give consent to participate in the study.

*Table 3.2*

**Clarification of teachers**

	<b>GENDER</b>	<b>NUMBER OF CLASSES TAUGHT</b>	<b>NUMBER OF LEARNERS WITH INTELLECTUAL DISABILITIES IN THE CLASS</b>
<b>T1</b>	<b>Female</b>	<b>6</b>	<b>7</b>
<b>T2</b>	<b>Female</b>	<b>1</b>	<b>7</b>
<b>T3</b>	<b>Female</b>	<b>4</b>	<b>4</b>
<b>T4</b>	<b>Female</b>	<b>7</b>	<b>4</b>
<b>T5</b>	<b>Female</b>	<b>3</b>	<b>15</b>
<b>T6</b>	<b>Female</b>	<b>3</b>	<b>7</b>
<b>T7</b>	<b>Female</b>	<b>4</b>	<b>5</b>
<b>T8</b>	<b>Female</b>	<b>3</b>	<b>9-12</b>
<b>T9</b>	<b>Female</b>	<b>3</b>	<b>8</b>
<b>T10</b>	<b>Female</b>	<b>3</b>	<b>16</b>
<b>T11</b>	<b>Female</b>	<b>3</b>	<b>13</b>
<b>T12</b>	<b>Female</b>	<b>3</b>	<b>18</b>
<b>T13</b>	<b>Male</b>	<b>3</b>	<b>10-12</b>
<b>T14</b>	<b>Female</b>	<b>6</b>	<b>7</b>

### **3.6 DATA COLLECTION**

The typical data collection strategies, as stated by Goodwin and Goodwin (1996) are participant observation, interviewing and document collection. The data collection methods which were selected for this study were interviews, focus group discussions and field notes. Interviews are defined by Newman (2000) as a research questionnaire that uses a telephone or a

face to face interview. The interviews were conducted with the principals, teachers and parents. The data collection happened at a time that was convenient to the participants.

**Table 3.3**

**Summary of participants and data sources**

<b>PARTICIPANTS</b>	<b>DATA SOURCE</b>
<b>Principals</b>	<b>Interviews, field notes, demographic questionnaire</b>
<b>Teachers school one</b>	<b>Interviews, field notes, demographic questionnaire</b>
<b>Teachers school two</b>	<b>Focus group discussion, field notes, demographic questionnaire</b>
<b>Parents school one</b>	<b>Focus group discussion, field notes, demographic questionnaire</b>
<b>Parents school two</b>	<b>Interviews, field notes, demographic questionnaire</b>
<b>Total number of principals:2</b>	
<b>Total number of teachers: 14</b>	
<b>Total number of parents: 9</b>	

### **3.6.1 Interviews**

Interviews were used as data sources for this study. By using the interview to obtain information, the researcher got the desired responses from the participants. The interview approach was selected as it enables me to build trustworthy relationships with the participants and thereby, ensure authenticity of data obtained (Goodwin & Goodwin, 1996). According to Lapan, Quartaroli and Riemer (2012), making use of digital recorders is useful in recording live situations and in-depth interviews. Interviews were conducted with the teachers, parents, and principals, and these interviews were audio-taped, with permission from the participants for data analysis. An interview's purpose is to listen attentively to what participants have to say in order to gain information about a topic determined by the researcher (Chadwick, Gill, Stewart & Treasure, 2008). The interviews were conversational and informal. In a conversational style interview, the researcher is allowed to ask participants whether or not they understand the questions asked, if not, then the questions can be clarified (Lavrakas, 2008). The participants were expected to respond orally to allow the researcher to obtain other data throughout the study.



The researcher included sections which covered career education from the Life Skills and Life Orientation subjects.

An interview schedule was selected as a data collection instrument. The purpose of an interview schedule is to ask questions that will yield as much information about the study as possible (Chadwick et al., 2008). Three interview schedules were used. One for the teachers, another for the parents, and lastly, for the principals. The interviews between the researcher and the principals consisted of five open-ended and short questions. The interviews with teachers were five to fifteen minutes long and consisted of eleven open ended questions. The interviews with parents were five to ten minutes long, consisting of nine open ended questions. Two interviews were conducted with the principals, seven interviews with the teachers of school one, and two interviews with the parents of school two. All of the interviews were audio taped and transcribed. Transcribing protects against bias as the researcher will only transcribe what was said (Chadwick et al., 2008).

Participants completed a demographic questionnaire. The demographic questionnaire was in English. The researcher translated the questions in Sesotho for the participants who asked for the questions to be clarified in Sesotho. The demographic questionnaire for teachers was aimed at obtaining data such as gender, age, teaching experience and special needs training, and teaching qualifications. The demographic questionnaire for principals was aimed at obtaining data such as gender, age, principal experience, number of learners in the school and the number of learners with intellectual disabilities in the school. The demographic questionnaire for parents was aimed at obtaining data such as gender, age, marital status, highest grade passed, number of children, age of the child with intellectual disability and the number of people in the household, and their employment status. This data helped the researcher interpret her findings in order to understand whether age, experience, marital status, and qualifications influence how participants respond.

### **3.6.2 Focus group discussions**

A focus group is defined by Morgan & Skar (1997) as a research technique that is used to collect data through group interactions on a topic determined by the researcher. These group interactions are monitored and recorded by the researchers (Chadwick, Gill, Steward & Treasure, 2008). Kitzenger (1995) highlights that focus groups are processes that help participants to explore and clarify their opinions in ways that may be more accessible than in a one-on-one interview. Focus groups help researchers to explore and gain people's knowledge about a variety of issues. They may also be used to enhance previous acquired or create new knowledge about a topic (Sagoe, 2012). Two focus group discussions were conducted with the

parents of school one and the teachers of school two. The researcher guided the discussions by asking semi-structured questions from the interview schedule. The focus group discussions were forty-five to sixty minutes long. For the duration of the focus group session, participants were constantly reminded to share their perception about the given topic.

**Table 3.4**

**Data collection process**

<b>School A</b>		
<b>DAY</b>	<b>ACTIVITY</b>	<b>PARTICIPANTS</b>
<b>Wednesday 7 May</b>	<b>Interview (individual)</b>	<b>Principal</b>
<b>Wednesday 15 May</b>	<b>Interview (individual)</b>	<b>2 Teachers</b>
<b>Thursday 16 May</b>	<b>Interview (individual)</b>	<b>5 Teachers</b>
<b>Friday 17 May</b>	<b>Focus group discussion</b>	<b>Parents</b>
<b>School B</b>		
<b>DAY</b>	<b>ACTIVITY</b>	<b>PARTICIPANTS</b>
<b>Monday 10 June</b>	<b>Interview</b>	<b>Principal</b>
<b>Tuesday 6 June</b>	<b>Focus group discussion</b>	<b>Teachers</b>
<b>Friday 14 June</b>	<b>Interview</b>	<b>Parent</b>
<b>Friday 14 June</b>	<b>Interview</b>	<b>Parent</b>

Qualitative research involves fieldwork, where the researcher physically goes to the research site (Atieno, 2009). The data was collected over a period of four days at the first school, and three days at the second school. Below is a summary of the data collection process.

### **3.7 DATA ANALYSIS**

Data analysis is a qualitative study is described as the process of breaking down data in order to classify group and make connections for the purpose of describing similarities and differences (Trigueros, 2018). According to Lacey and Luff (2009) the mass of words recorded from interviews and observations need to be described and summarised. Analysing text, as highlighted by Ryan and Bernard (2003) involves discovering themes and subthemes, deciding which themes are important in the study, developing codes for different themes and linking these themes to theoretical models. In this study, thematic analysis was selected as a data analysis technique. According to Braun and Clarke (2006), thematic analysis is a technique for finding, interpreting and discussing themes within data. It is at this phase, when the researcher tries to make sense of the collected data and organise it into similar responses known as themes or codes (Turner, 2010). For this study, Braun & Clarke's (2006) six-phase framework for doing thematic analysis was selected.

#### **Phase 1: Becoming familiar with the data**

The first step of Braun & Clarke's (2006) six-phase framework for doing thematic analysis involves becoming familiar with your data by reading the transcripts. For this study all data from the interviews and focus groups was transcribed and prepared in order to familiarise myself with the emergent themes. Transcriptions were checked against the audio recordings to ensure accuracy (Braun & Clarke, 2006).

#### **Phase 2: Generating initial codes**

In the second phase, the data is organised in a logical and meaningful manner (Delahunt & Maguire, 2017). This was done by producing a list of general ideas in order to identify initial codes (Braun & Clarke, 2006). A code is defined by Saldana (2009) as a small phrase that symbolises a collective, significant, and suggestive quality from an excerpt of a text or visual data. Each piece of data that was relevant to answer the research questions was coded.

#### **Phase 3: Searching for themes**

Themes were identified by making use of coding techniques. A theme is a pattern which identifies something interesting about the research questions (Delahunt & Maguire, 2017). Themes allow for data to be analysed and interpreted according to the phenomenon being studied (Braun & Clarke, 2006).

#### **Phase 4: Reviewing themes**

The data obtained from interviews and questionnaires were categorised according to similarities or differences (Taylor-Powel & Renner, 2003). Themes were reviewed and modified to make them more sensible (Delahunt & Maguire, 2017). This was done by gathering all the data relevant to each theme and consider whether there was correlation between the data and the theme.

### **Phase 5: Defining and naming themes**

Defining themes occurs when the researcher is satisfied with the thematic range of data (Braun & Clarke, 2006). This data was organised into what is called a thematic map. The thematic map was illustrated according to the relationship between themes (Delahunt & Maguire, 2017). Finally, themes were refined in preparation for analysis and identified according to what each theme is about.

### **Phase 6: Producing the report**

The purpose of this phase is to convince the reader of the validity of the data analysis (Braun & Clarke, 2006). The report for this study will therefore be included in a dissertation and an article.

In this study, the data collected from interviews and focus groups was transcribed. Non-verbal cues were also included in the transcriptions. These non-verbal cues included coughs or sneezes from the participants, and any other form of distractions which occurred during the interviews or focus group discussions. All responses were kept anonymous.

## **3.8 ETHICAL CONSIDERATIONS**

Written permission to conduct this research was obtained from the Ethics committee from the Faculty of Education, University of Pretoria and the Fezile Dabi District office in Sasolburg, in Free State province. Written permission was also obtained from the school principals. Written consent was obtained from all the participants before taking part in the focus groups and interviews. Participants were informed about the purpose of the study and the procedures to be followed when collecting data. Informing participants of the purpose of the study allows them to understand what is expected from the focus groups and interviews (Chadwick, Gill, Steward & Treasure, 2008). By doing this, it will increase the chances of participants responding honest.

### **3.8.1 Informed consent and voluntary participation**

Participants were informed of their rights to informed consent and that there is an option to withdraw from participating in the study at any given time. Consent forms were issued to

participants. Consent from parents was obtained due to the sensitivity of issues concerning disability. The purpose of these consent forms was to acquire a formal approval from the participants. According to Kaiser (2009), consent forms inform the participant about the purpose of the study, the procedures to be followed in collecting data, and who the findings will be shared with. This allows participants to make informed choices about how their information will be used. It was the researcher's responsibility to assure parents that they may remain anonymous.

### **3.8.2 Privacy, confidentiality and anonymity**

According to Palys and Lowman (2000), upholding confidentiality creates freedom from suspicion thus allowing the researcher to obtain valuable data that contribute towards understanding events. Confidentiality acknowledges that there may be a link between the participant's identity and responses (Elias & Theron, 2012). The researcher had no intention of revealing the participant's identity, and was therefore be responsible for protecting the identities of the participants. The information collected from the research will remain confidential. To maintain confidentiality, the participants were informed that their names will only be known by the researcher and that different codes will be used to link them to their responses. Participants were also assured that all information obtained from the study, will be stored according to the University of Pretoria's policy requirements. The codes used to identify the participants are included in table 4.1 in chapter four.

Kaiser (2009) states that researchers must collect, analyse and report data in a matter that does not compromise the identity of their participants. Though the participant's demographic information will be included (age, gender, marital status, teaching experience and qualifications), their names were not included or mentioned during the data collection and analysis process. Another manner in which anonymity is ensured, is by choosing not to disclose the names and location of the schools which formed part of this study. The names of the schools were not included in this study. Though the area which the schools are was disclosed, the researcher refrained from disclosing the exact location of those schools.

## **3.9 QUALITY CRITERIA**

Trustworthiness is a method that researchers can use to ensure the validity of their research findings (Maree, 2012). The quality criteria for qualitative research includes credibility, confirmability, dependability and transferability. For this study, credibility, confirmability, dependability and transferability were used to establish trustworthiness.

### **3.9.1 Credibility**

Credibility is the process of establishing whether the research findings represent the information given by the research participants and is correctly interpreted based on their views (Anney, 2014). In this study, credibility was confirmed by using member checking. Member checking is a technique used to validate the credibility of results. Results are thereafter returned to the participants to check for accuracy (Birt, Campbell, Cavers & Scott, 2016). The transcriptions from the data were used to ensure credibility. This was achieved by checking the themes and codes generated from the data as stated in phase four and five of Braun & Clarke's six-phase framework for thematic analysis, and member checking in order for the participants to clarify what they meant in their responses to some questions. This study was considered credible as transcriptions were checked against the field notes taken during interviews and focus groups for consistency.

### **3.9.2 Confirmability**

Confirmability refers to describing the research steps taken in the beginning of the research study towards the data collection and reporting of findings. The data and interpretations from the research study were rooted within the conditions outside of my thoughts and were logistically justifiable with supporting evidence (Chauri, 2004). The conditions were also rooted in the participant's demographic backgrounds and were supported with direct excerpts from the transcriptions. For this study, all the information obtained from the interviews, focus group discussions and demographic questionnaires were typed out and reviewed by my supervisor. An audit trail of all the records documenting the research steps was kept throughout the study (Korstjens & Moser, 2018). The data collected is to be stored according to the Faculty of Education's requirements for further analysis by other researchers.

### **3.9.3 Dependability**

Dependability refers to an evaluation of research findings, interpretations and recommendations by other researchers through verifying the steps taken and conducting an inquiry audit on the research study (Tanveer, 2008). For this study, dependability was improved by documenting the research process and adhering to it. The steps taken in this study were discussed in the research methodology. The findings from this study were discussed with my supervisor and recommendations for further analysis were made.

### **3.9.4 Transferability**

Transferability refers to the likelihood of the research findings to be replicated or generalised in a different context (Burchett, Bobrow & Umoquit, 2011). Transferability was enhanced by describing the research context and the general assumptions which guided this

study (Gunawan, 2015). Transferability was also enhanced by describing the location and types of schools which formed part of this study. The findings from this study may not be similar even though they are found in studies of similar contexts. Findings from studies of different settings and participants may also not lead to the same conclusions.

### **3.10 CONCLUSION**

This chapter was a description of the methodology and principles of ethics which were followed for this study. The findings from this study were used in the following chapter which provided a detailed description of the interpretation of the research findings.

## CHAPTER 4: PRESENTATION OF RESULTS

### 4.1 INTRODUCTION

In this chapter, the qualitative analysis of data is described, as well as the thematic analysis and coding used in the analysis. The data collected from interviews and focus group discussions was used to guide Braun & Clarke's (2006) six phase framework for thematic analysis. Codes were searched, initial codes were generated, themes were identified and reviewed, and a report of the findings is presented in this chapter. The identified themes were roles, challenges, opportunities and attitudes.

In the following section, the background information about the participants for this study will be discussed.

**Table 4.1**

**Abbreviations used in this chapter**

<b>Abbreviation</b>	<b>Meaning</b>
Pr1/2	Principal 1/2
T1/2/3/4/5/6/7	Teacher 1/2/3/4/5/6/7
FGDP	Focus Group Discussion Parents
FGDT	Focus Group Discussion Teachers
P1/2	Interview Parent 1/2
LN	Line number



**Table 4.2**

**Demographic background of schools**

	SCHOOL A	SCHOOL B
<b>Type of school</b>	<b>Full service school</b>	<b>School for mildly intellectually disabled learners</b>
<b>Number of learners</b>	<b>1261</b>	<b>370</b>
<b>Number of learners in need of remedial attention</b>	<b>96</b>	<b>370</b>
<b>Language of learning and teaching</b>	<b>Sesotho (Foundation Phase) English (Intermediate and Senior Phase)</b>	<b>English and Afrikaans</b>
<b>Location of the school</b>	<b>Zamdela (Sasolburg township)</b>	<b>Sasolburg Central Business District (CBD)</b>

**Table 4.3**

**Summary of participants**

<b>School</b>	<b>Designation</b>	<b>Experience</b>	<b>Gender</b>	<b>Grade taught</b>	<b>Highest qualification</b>
<b>School A</b>	Principal (Pr1)	22 years	Female	NA	ACE B.Ed Honours
<b>School B</b>	Principal (Pr2)	3 years	Male	NA	B.Ed B.Ed Honours
Total number of principals: 2					
<b>Teachers</b>					
<b>School A</b>	T1	25 years	Female	5,6	SPTD and B.Ed
	T2	10 years	Female	2	ACE
	T3	29 years	Female	6	ACE
	T4	28 years	Female	5	B.Ed and TEFL
	T5	22 years	Female	1-7	Ace and PTD
	T6	6 years	Female	7	B.Ed
	T7	4 years	Female	4	B.Ed
	T8	4 years	Female	Junior	B.Ed

<b>School B</b>	T9	15 years	Female	Senior	B.Ed, B.Ed Honours	
	T10	12 years	Male	Senior	B.Ed, B.Ed Honours	
	T11	32 years	Female	Junior	B.Ed, Certificate in Welding	
	T12	11 years	Female	Senior	B.Ed, Certificate in Beauty	
	T13	35 years	Male	Senior	B.Ed	
	T14	23 years	Female	Junior, Senior	BSc	
Total number of teachers: 14						
<b>Parents</b>						
	<b>Designation</b>	<b>Age</b>	<b>Number of children</b>	<b>Marital Status</b>	<b>Highest qualification/grade passed</b>	<b>Employed (yes/no)</b>
<b>School A</b>	P1	47	4	Widowed	Grade 12	Yes
	P2	51	4	Married	Grade 11	Yes
	P3	32	3	Single	Grade 12	No
	P4	33	2	Single	Grade 12	No
	P5	26	1	Single	Grade 12	No
	P6	42	4	Married	Grade 12, Welding Certificate	Yes
	P7	25	1	Single	Grade 12	No
<b>School B</b>	P8	46	2	Married	Diploma	Yes
	P9	37	2	Single	Grade 12	No
Total number of parents: 9						

#### 4.2 EMERGING THEMES FROM THE STUDY

In this section, the themes and subthemes which emerged from the data analysis is presented. The following themes and subthemes emerged from the data: Firstly, the roles and responsibilities of teachers, parents, and the Department of Education (DoE). Secondly, the attitudes people have towards people with disabilities. Thirdly, the perceived job opportunities that adults think people with disabilities may have. Lastly, factors hampering the implementation of career development.

**Table 4.4****Themes and sub-themes**

<b>Theme</b>	<b>Sub-Theme</b>
1. Roles and responsibilities of stakeholders	Teacher roles and responsibilities Parent roles Department of Education roles
2. Attitudes towards people with disabilities.	Teacher attitudes Parent attitudes
3. Perceptions of employment opportunities available for people with disabilities	Career opportunities available for people with disabilities
4. Factors hampering the implementation of career development	Learner behaviour Financial challenges Parental support Societal stigmas

**4.2.1 Theme 1: Roles and responsibilities of teachers, parents and the Department of Education.**

The first theme that was identified during thematic data analysis focused on the roles and responsibilities which teachers, and parents play towards the implementation of Career Development (CD) in schools. The subthemes which follow are teacher roles and parental roles.

**Table 4.5**

**Definition, inclusion and exclusion criteria related to the theme of roles and responsibilities of stakeholders.**

<b>Definition</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Roles are the positions which stakeholders play as part of an individual's life. Responsibilities are specific duties that stakeholders are expected to play according to their roles (Bottazzi, Darin & Hellmann, 2004).	Any reference made/suggested regarding efforts required by stakeholders with the purpose of benefiting learners with intellectual disabilities.	Any references made that were not linked to efforts produced by stakeholders

#### 4.2.1.1 Subtheme 1.1: Teacher roles

According to Buese & Valli (2007), teachers are expected to take on a number of roles and incorporate these roles into their daily teaching. They are expected to adapt their classrooms and teaching strategies to accommodate different learners, to adapt to changing policies, to keep up with educational trends, and to improve the wellbeing of learners. Teachers are also expected to adapt to the curriculum to ensure that learners with intellectual disabilities are equipped with the necessary skills needed to thrive in school and in the workplace, post-school (Hanover Research, 2012).

The majority of participants mentioned the various teacher roles in their response to the question of “How do teachers support learners with intellectual disabilities in their classrooms?” The parents revealed that teachers play a big role in their children’s career development. The majority of participants highlighted the roles teachers play in their classrooms. The main roles which were mentioned include modification of teaching and assessment techniques, accommodating diverse learners, giving learners individual attention, improving learner wellbeing by ensuring that learners set realistic goals for themselves, and teaching specific skills.

**Table 4.6**

#### **Excerpts on teacher roles**

Teacher roles	Participant, page, line number	Quotation
Modification of teaching and assessment techniques	T1-10/276	“By treating each learner as an individual”
	T3-14/394	“We support them with other teaching, other teaching assessment” We try to get them to the level of the other children
	T4-16/458	
	T5-19/531-532	“They use pictures, picture with text, they use concrete objects, learning through play or dramatizing, repeating things”
	T6-22/623	“I put such learners in group learning”
	T8-33/939-940	“I’ll go and write all the work so that someone else can read for him at home”
	T9-72/2051-2052	“Make the font bigger for the learners that are visually impaired”
	T12-71/2015-2016	“To read loud, the question papers loud for all the learners in class”

	T13-31/891	“We have the time to see if there is a problem with a learners”
Individual attention	T7-24/684-685	“Put more attention to them and to make them understand their work”
	T11-32/919	I support my learners in the classroom with individual attention.
	T14-71/2018	“Feedback in that one on one to each other”
Teaching specific skills	T2-12/335	As a teacher I should focus on teaching them skills
Improvement of learner wellbeing	T1-10/272	“They can set career goals”
	T2-12/330	“Can have career goals”
	T3-14/390	“They set career goals”
	T4-16/455	“They have their own dreams and goals”
	T5-19/528	“Set the lower goal for themselves”
	T9-26/745	“They set very high goals for themselves”
	T11-27/755	“They realize okay I’m good with working with my hands”
	T12-27/768-769	“I immediately noticed that the goal set is very low because they don’t believe they can do or perform a certain thing”
	T13-27/774	“There is really have a goal to become something”

#### 4.2.1.1 Subtheme 1.2: Parental roles

Learners with intellectual disabilities are more dependent on their parents or caregivers and require more support and help for their different needs (Sahay, Prakash, Khaique, & Kumar, 2013). The teachers who participated in this study shared their views about the roles and responsibilities of parents. The main parent roles which were expected by teachers are those of communication; accepting the uniqueness of their child; attending parent meetings; investing in their children’s future; encouraging their children; to show interest and concern when their children have problems at school, and to help their children with their school work. Seven parents stated that they help their children with their school work, while two stated that they rely on assistance from other children or siblings.

Parents and teachers influence the career development of learners with intellectual disabilities because as adults, they are expected to know more about what is happening in the

world than their children. This finding is supported by Pr2 in his response to the question “Which efforts have been taken by the school to educate learners with intellectual disabilities about the careers available to them?”

Pr2 states (Pr2-5/115):

“We give them the different occupational opportunities.”

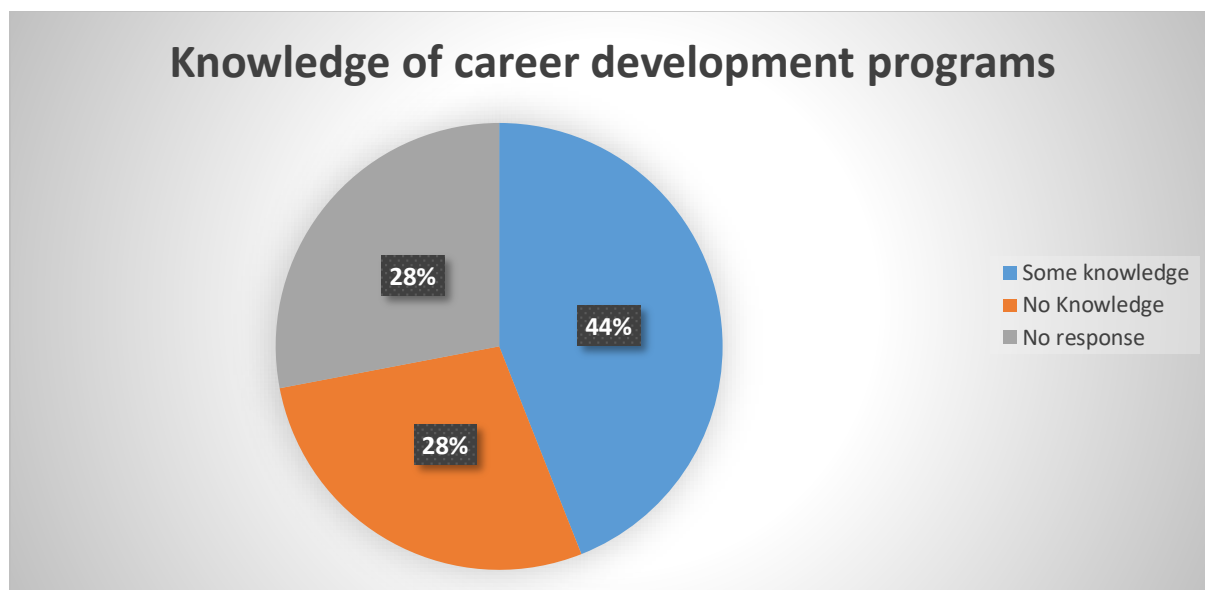
When investigating adult perceptions of how schools influence the career development of learners with intellectual disabilities, it was found that the majority of parents did not understand what career development meant nor how it is implemented in schools. This finding is supported in the parent’s responses to the question “Do you know of any career development programs in Sasolburg?” Some parents stated that they didn’t know of any, while others argued that there were some programs in Sasolburg. This finding was also supported by the teachers’ responses to the same question. While some teachers mentioned some programs in Sasolburg, others did not know of any.

**Table 4.7**

**Excerpts on parental roles**

Parental roles	Participant, page, line number	Quotation
Expectations of parents by teachers: Communication	T3-15/437-428	“The mother will come and tell you that his or her child has a problem therefore he needs to redo like this and this (Subjects)”
	T4-17/487-488	“I think parents should encourage their children in whatever they’re good at”
	T5,21/588-590	“If parents can change their attitude and accept our, what we are telling them about their kids and help their kids. I think that will help a lot but because they are in denial, they don’t help their children at all”
	T6-23/650-652	“I don’t think they do enough based on the fact that already society has this picture of a perfect child so they tend to compare their children with other kids which now puts unnecessary pressure on the children”

	T7-25/707-708	“Some parents do see that their kid struggles and that some will come to teachers and parent’s meetings”
	T8-39/1132-1134	“We want to get to know them so that we can get some support system from home and school”
	T9-41/1172-1173	“When we tell them this and this and this is what your child did. They believe the child. They don’t believe us”
	T11-80/2270-2271/2275-2276	When you phone them about something urgent, that they need to come to the school they can phone and make an appointment but there is no involvement. So they don’t care.
	T12-40/1148-1149	“Maybe you’re lucky if you phone that parent out of ten times, once you will be able to reach them. Again, same old story, zero involvement”
Parent support	P1-65/1828-1831	“We help them. We sit down with them”
	P2-110/3122	“I always force them to read”
	P5-65/1841-1843	“You support him in a way that makes him understand that he is in the remedial class to get the necessary help that he needs in order to catch up with the others”
	P6-107/3033	“The only assistance you can give them is to give them time”
	P7-107/3019	“I tell him to read so I can figure out what it is that he is able to read”
	P8-47/1350-1351	“I go to the internet, get pictures or information on what she needs”
	P9-50/1849-1433	“I do help a lot when it comes to homework. We go to the library, the internet and I help him with any form of research that he needs to do”



**Figure 4-1: Knowledge of career development programs by participants**

When the participants were asked to mention the career development programs available in Sasolburg, 44% of the participants had some knowledge, 28% of the participants had no knowledge and 28% of the participants chose not to respond. The data from the interviews and focus group discussions indicated that both teachers and parents had limited knowledge about the career development programs in Sasolburg. Findings showed that the participants only mentioned names of what they perceived as career development programs but when asked to elaborate or mention the services provided there, they had no knowledge of what is actually being offered in those services.

#### **4.2.2 Theme 2: Attitudes towards people with disabilities**

The second theme that was identified during thematic data analysis focused on the attitudes teachers and parents have about people with disabilities contribute to their career development. The second theme arising from the data focused on the attitudes people have towards people with disabilities. The subthemes which followed are teacher and parent attitudes.



**Table 4.8**

**Definition, inclusion and exclusion criteria related to the theme of attitudes towards people with disabilities.**

<b>Definition</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Positive or negative beliefs, emotions and behaviours towards people with disabilities (Finler, Vilchinsky & Werner, 2010).	Any reference made/suggested regarding behaviours, emotions and beliefs towards people with disabilities.	Any references made that were not linked to behaviours, emotions and beliefs towards people with disabilities.

**4.2.2.1 Subtheme 2.1: Teacher attitudes**

There are a number of basic skills that learners need to master before leaving school. These skills include reading and writing, listening and speaking, having thinking skills like being able to solve problems and make decisions, good personal qualities which include integrity and honesty (Hanover Research, 2012). Studies have shown that teachers see learners with disabilities as less capable than those without disability and therefore do not have high expectations for them even in subjects they are able to perform better in (Alston, Bell & Hampton, 2002). Different school settings may expose learners with intellectual disabilities to discrimination or social stigmas (Cooney, Gumley, Jahoda & Knott, 2007). Following the responses to the questions from the interview schedules, various teacher attitudes arose. These attitudes included sympathy; motivation; optimism; an assumption from mainstream teachers that learners with intellectual disabilities are better off in special needs schools than mainstream schools; and an overall need for an implementation of a skills-based curriculum. Following the review of literature in chapter two, it was found that too many learners with disabilities leave school without the proper skills, attitudes, and experiences that they can use in order to succeed when they enter the world of work (Cakiroglu, Carter, Owens, Sweden & Trainor, 2010). This finding is supported by the participant's expressions of a need to implement a skills-based curriculum in schools

Teaching experience influenced the way in which the teachers responded. While teachers with less than ten years of experience focused on having learners in the mainstream schools referred to special needs schools, teachers with more than ten years of teaching experience emphasised the need for the implementation of a skills-based curriculum.

**Table 4.9**

**Excerpts on teacher attitudes**

Teacher attitudes	Participant, page, line number	Quotation
Sympathy	T8-66/1860-1861	“You try to be as positive as you can about your answers”
	T11-66/1874-1875	“You can tell them in a nice way”
	T3-15/420	“Respect them and take them as human beings”
Motivation	T12-66/1883	“I’ve set some goals that are reachable on my board”
	T7-24/685-686	“Although there are many children in the class, you try to make sure they understand and they keep up with other learners in class”
	T10-37/1052-1057	“I gave them the opportunity to go and live themselves. I’m not looking over his shoulder, and they do it. They like it”
Need for referral	T13-67/1894-1895	“That’s next year’s problem and they only have four months left”
	T6-22/635-636	“In future, they will be placed in the industries that they were exposed to from an early age”
	T1-10/288-289	“They have difficulty in reading and writing. Learners with hearing, visual and co-ordination. Difficult learners withheld have emotional difficulties”
Optimism	T14-67/1901-1902	“They don’t want to start small and be realistic in that sense that they start at something small and work themselves up”
	T5-19/537-538	“If you are learning through play, they don’t forget easily because most of them they like to play”
	T2-12/345-347	“Learners with intellectual disabilities should not be ignored in class because they still have much to learn and have to, we still have much to teach”

Need for skills based curriculum	Pr1-9/264-265	“We want a special school or we want, even if it is not built, we want a skilled curriculum which addresses learners with different abilities”
	T4-17/495-497	“I think it would actually be cheaper, you know to train your child from and buying the necessary tools at a young age. I think it’s cheaper than having an academic in your house”

#### 4.2.2.2 Subtheme 2.2: Parent attitudes

Attitudes towards people with disabilities have changed over the years (Antonak & Livener, 2000). However, cultural myths about disabilities continue to discriminate against disabled people as some African cultures still view disabled people as cursed (Maja, Mann, Naidoo, Sing & Steyn, 2008). This finding arose when the participants were asked the question “Do you think people with intellectual disabilities would be able to thrive in a formal work environment?” Some participants believed that people with disabilities would be able to thrive, provided that they be adequately supervised or monitored. Other participants were not optimistic about their ability to thrive. The parents did, however, compare their children with other learners and express concern about their children’s academic performance, more especially their performance in Sesotho. The older parents believed that enrolling their children in after care would help improve their children’s academic performance while the younger parents believed that their children would benefit from psychological testing. The issue of parent patience towards their children also arose. Some parents become impatient when they are helping their children with their school work. This then makes parents rely on teachers to support their children or to take them to after care to get the extra assistance. Parents are not willing to take responsibility for their contribution towards their children’s academic performance.

When investigating adult perceptions of how schools influence the career development of learners with intellectual disabilities, it was found that parents and teachers play a role in how learners with intellectual disabilities perceive themselves. Some adults have low expectations for learners with intellectual disabilities and do not take their interests, needs and skills seriously (Stipanovic, 2015). The words and actions of parents and teachers contribute to learner behaviour. This statement is supported by the labels learners with intellectual disabilities are given and also the constant comparison to other learners. Learners with intellectual disabilities are referred to as slow, difficult, or dumb. They are always being compared to what people assume are normal, perfect, or other children. This comparison contributes to behavioural

problems where learners begin to label themselves as incompetent or as non-achievers. This behaviour contributes to their career development as they will not have any reason to put in an effort in their school work because they are seen as incompetent.

**Table 4.10****Excerpts on parent attitudes**

Parent attitudes	Participant, page, line number	Quotation
Comparisons and labels	P4-56/1506, 1591	“The government should have schools for slow children” They say they are dumb and that they are in the class with dumb learners
	P3-95/2700-2701	“You would have seen who does not understand and who is a bit slow”
	P7-96/2722-2730	“He will notice that he is being isolated and label himself as slow”
	P2-126/3555-3556	“Others are slow, they take time to catch up”
	P8-48/1383-1384	“She’s a slow learner and she had to keep up with the other kids in the class or that are her age”
	P5-57/1632	“He will notice that that one is clever and I am dumb”
	T5-21/586-587	“They want their kids to learn like other normal kids”
	T6-24/675-676	“They cannot present to you like a normal person would”
Reliability on after care	P2-110/3106-3107	“I have even resorted to finding extra classes for him to attend on Saturdays”
	P3-55/1578-1579	“Maybe after school, these learners that have trouble understanding the work, should have extra classes”
	P4-114/3237-3238	“I would have taken my child to aftercare services where he will be able to be helped and where they can identify his problem lies”
	P7-113/3203	“You will be able to pay for extra classes. There are English and Maths classes in town”
Patience	P2-132/3697	“These teachers should also be patient”

P4-63/1768	“Teachers do not have the patience for grade one learners”
P6-107/3033-3035	“Our children are not given time by parents. I’ve especially noticed with mothers, they are strict on their children”
P7-113/3184-3186	“You put in effort so your child can be able to perform better because children get impatient when you make them study for too long”

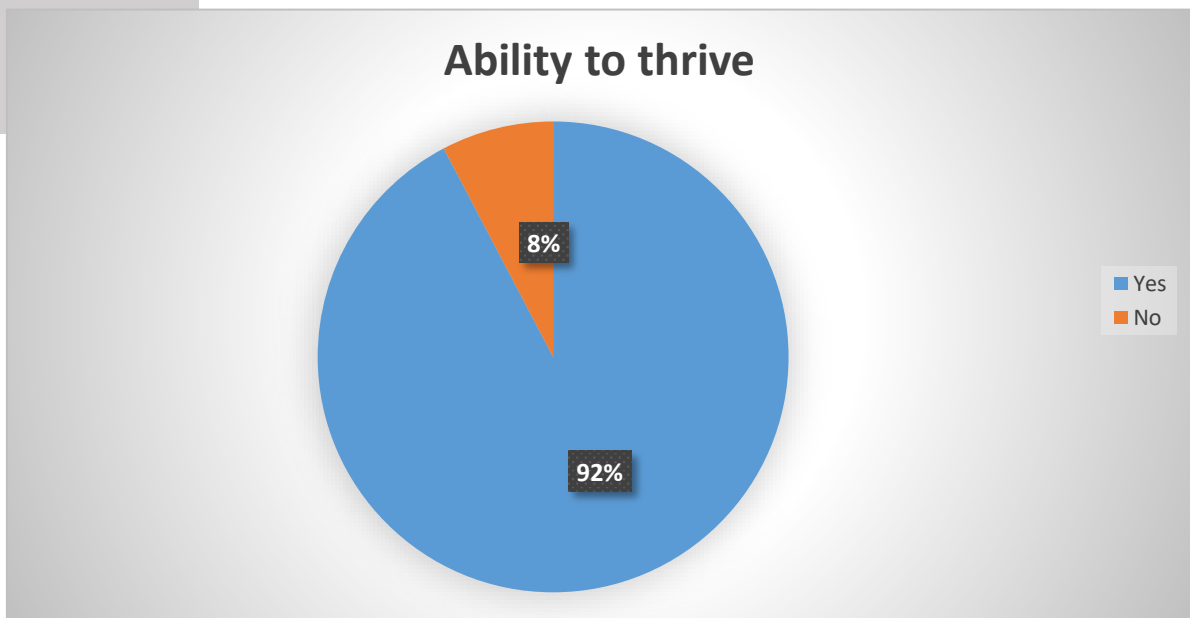


Figure 4-2: People with disabilities’ ability to thrive

When participants were asked the question of “Do you think people with disabilities would be able to thrive in a formal work environment?”, 92% of the participants agreed while 8% of the participants did not think they would be able to thrive.

#### 4.2.3 Theme 3: Perceptions of employment opportunities available for people with disabilities

The third theme that was identified during thematic data analysis focused on the perceptions of employment opportunities available for people with disabilities. National economic development growth is a priority for governments in developing countries (DHET, 2013). This entails that the population of unemployed people with disabilities need to be trained and equipped with the relevant skills needed to secure sustainable employment in order to contribute to economic growth. According to Steyn & Vlachos (2011), there are very few employment opportunities available to people with intellectual disabilities post-school. Therefore, providing training for all unemployed individuals will not necessarily lead to formal

employment (DHET, 2013). This creates a need for people to create their own employment opportunities by starting small businesses. The third theme focused on the perceptions people have about the employment opportunities available for people with disabilities. Many of the participants gave examples of the types of employment opportunities available for people with disabilities. The subtheme which followed is that of career opportunities available for people with disabilities.

**Table 4.11.**

**Definition, inclusion and exclusion criteria related to the theme of perceptions of employment opportunities available for people with disabilities.**

<b>Definition</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
An awareness, understanding or interpretation of employment opportunities for people with disabilities (Lewis, n.d)	Any reference made/suggested regarding the perceived employment or skills development opportunities for people with disabilities.	Any references made that were not linked to the employment or skills development opportunities for people with disabilities.

**4.2.3.1 Subtheme 3.1: Career opportunities available for people with disabilities**

The main trend arising from the types of opportunities mentioned was that people with disabilities had to work with their hands. These opportunities were from various labour industries. The participants mentioned woodwork; sewing or dress making, beauty; catering; carpentry; office admin; starting a small business; plumbing; welding; panel beating; in-service training or learnerships at South African Synthetic Oil Limited (SASOL) and Arcelor Mittal; creative and performing arts; and farming. The participants also mentioned where people with disabilities can enrol in order to obtain a grade twelve certificate or to further their skills and studies. These institutions included Technical and Vocational Education and Training (TVET) colleges, LUSA Community Chest; Boitjhorisong Resource Centre; Fakkkel School of Skills, Johan Slabbert Special School, and Adult Basic Education and Training (ABET).

In response to the question “Which employment opportunities do you think are available for people with intellectual disabilities?” The parents mentioned skills based opportunities that did not require a grade twelve certificate. Despite being in possession of a grade twelve certificate, the majority of parents who formed part of this sample were unemployed. This therefore, influenced the types of employment opportunities they mentioned. The literature

review mentioned that people with disabilities should be encouraged to start small businesses. The teachers emphasised the need for people with disabilities to obtain a grade twelve certificate or to further their studies in order to sustain themselves.

SASOL has various career expos that learners can attend. Techno-X being one of them. Techno X is regarded as the largest career guidance exhibition in Sasolburg and Secunda and takes place once a year ([www.sasoltechnox.com](http://www.sasoltechnox.com)). Boitjhorisong Research Centre in Sasolburg has career counselling services to learners in order to make informed career choices (<https://brcsa.org>). The findings from this data indicate that parents and teachers do not know of the career development programs in Sasolburg, and are therefore, unable to advise learners to utilize them effectively.

**Table 4.12**

**Excerpts on career opportunities available for people with disabilities**

Career opportunities available	Participant, page, line number	Quotation
Types of jobs	P2- 52/1489	“They will be able to work by using their hands”
	P3- 52/1499,1502	“I also think they can do work such as gardening and sewing)
	P6-53/1524	“I think they can be taken to be taught practical work like to be a mechanical fitter”
	P8-86/2450	“Starting a small business, like a small bakery”
	T4-78/517-518	“They can start their own businesses. They can run their own businesses if they are good with working with their hands”
	T8-45/1306	“They have the ability to make beautiful things with their hands”
In-service training/ Learnerships	P7-54/1536-1537	“They can draw. They can work in the police department. You describe the suspect and they draw”
	P9-89/2524-2525	“They can open their own workshops, work from there, and teach others in the community when they have completed school”



	T6-24/668-669	“If they go through the trainings that are needed in the market industries”
Skills development	P4-53/1506-1507	“I say the government should have schools for slow children that teach them practical vocational work”
	P5-53/1515-1576	There are schools where they can be assisted. I can answer for the older the learners. They can be taken to where they will be taught how to work with their hands
	T1-12/326-327	“If they are placed and trained in a vocational school”
	T2-14/383-384	“Some of them can be educated and others can work with their hands”
	T3-16/449-450	“They can be tested and know where, which skills they are good at”
	T12-46/1312-1314	“If you’re good at a certain thing you’re good at a certain thing. So why don’t, this is a way you maybe going to earn your money someday”

#### 4.2.4 Theme 4: Factors hampering the implementation of career development

The fourth theme that was identified during thematic data analysis focused on the factors hampering the implementation of career development. According to the Department of Higher Education and Training (2015), career development services may be found in schools, higher education and training institutions, places of work, and the public and private sector. Inadequate resources (for specialised equipment); adequately trained teachers; provision for special needs teachers by the Department of Education; and a lack of supervision by the Department of Education are some of the factors which make it difficult for inclusive education to be implemented in schools. (Adeniyi, Fakolade & Tella, 2009). The fourth theme focused on the factors hampering the implementation of career development in schools. The factors arising from the data constituted as subthemes for this theme. The subthemes included learner behaviour; financial support; parental support; and social stigmas.

**Table 4.13**

**Definition, inclusion and exclusion criteria related to the theme of factors hampering the implementation of career development**

<b>Definition</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Circumstances which hinder any form of progress towards the implantation of career development.	Any reference made/suggested regarding influences or contributions which make the implementation of career development difficult.	Any references made that were not linked to influences which make the implantation of career development possible.

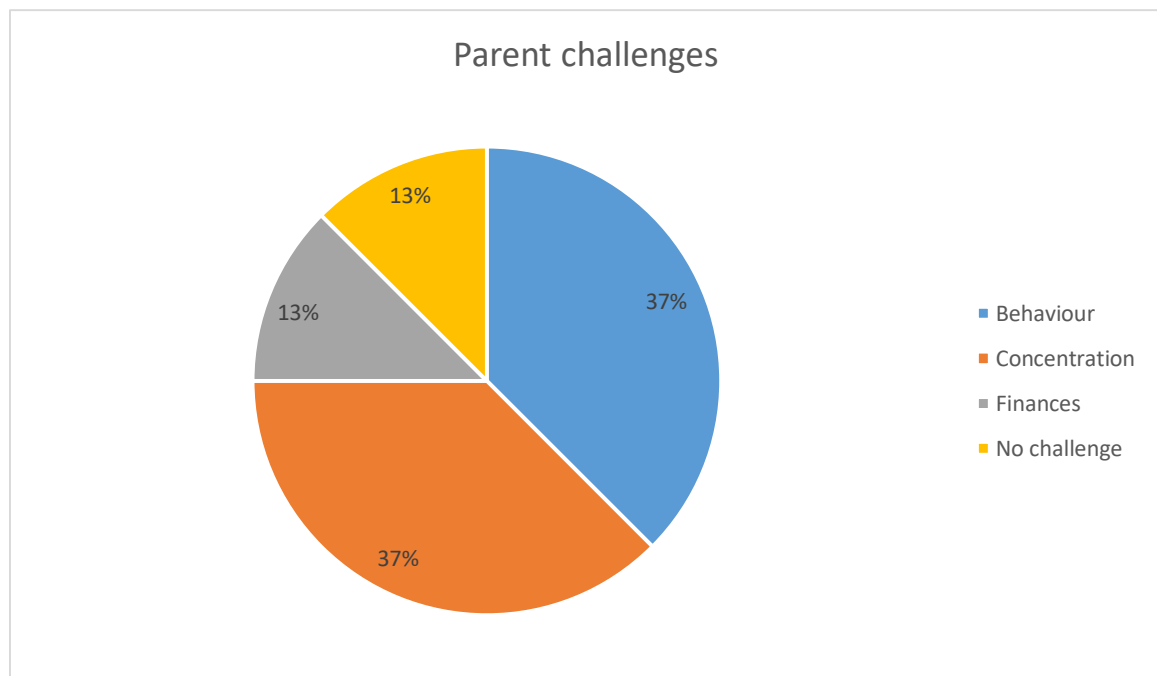
**4.2.5.1 Subtheme 4.1: Learner behaviour**

All the participants in the study mentioned that learner behaviour contribute towards their career development. Some teachers indicated that outside influences contribute to bad learners' behaviour and attitudes. This is supported by T10 in his response to the question "How do you experience teaching learners with intellectual disabilities?" He mentioned that many of the learners succumb to peer pressure or are on drugs and these drugs contribute to their bad attitude. There are also learners in the full-service school who have behavioural problems. Having to teach learners with behavioural problems contributes to teacher stress. The teachers mentioned that learners appear to be unmotivated while the parents only referred to them as stubborn or naughty. In addition to having to deal with learner behaviour, mainstream teachers also have to cope with having many learners in their classrooms. Many of the parents mentioned that the numbers in the classrooms are quite high, this making it almost impossible for teachers to identify learners with intellectual disabilities. Some parents felt that it would be better if learners were isolated according to their educational needs in order to be given individual attention as it is difficult in a mixed class. When the parents were asked the question "What are the challenges you face in raising your child?", three said their children have behaviour problems, three said they struggle to get their children to concentrate, one said she had financial challenges, and only one parent stated she had no challenges.

**Table 4.14**

**Excerpts on learner behaviour**

Learner behaviour	Participant, page, line number	Quotation
Teacher challenges on learner behaviour	T14-80/2293-2294	“I think our learners are influenced because of their mental disability they are soft targets. They are easily influenced in the wrong way, in a negative way”
	T13-67/1893-1894	“The rest is totally unmotivated, there are a few of them on drugs. They don’t have any motivation to become something”
	T10-83/2372	“We’ve got children that is out of hand”
	T12-83/2375-2376	“Hire a security guard that will deal with drug related things and can search the kids, at least we will feel a lot safer”



**Figure 4-3: Challenges faced by parents.**

When the parents were asked to mention the challenges they face in raising their children, 37% of the parents said their children had behaviour challenges, 37% of the parents

said they had concentration challenges, 13% of the parents mentioned they had financial challenges, while 13% of the parents said they had no challenges.

#### **4.2.4.1 Subtheme 4.2: Financial Support**

All of the participants mentioned that having financial support would play a significant role in the career development of learners with intellectual disabilities. The teachers mentioned that they would use their finances to buy resources and equipment to assist learners with disabilities. These resources include assistive devices like magnifying glasses for learners who are visually impaired and hearing aids for those who have auditory impairments. T12 mentioned that she uses chemicals to explain some of the beauty treatments (T12-41/1186). T10 mentioned that the copper used for welding is expensive and cannot be reused (T10-81/2298). There were some teachers who mentioned that parents would be able to enrol their learners in special schools or to consult a psychologist and occupational therapist for assistance.

Pr1 emphasised that there was an overall lack of financial support from the Department of Education and that they have taken it upon themselves to find alternative solutions to meet their financial needs. She stated that: “There was money to ensure that the physical facilities like ramps and all those things are there. Even if it was not that much, but they did something” (T5-21/593)”

The majority of the parents who formed part of this sample were unemployed. They only had a grade twelve certificate. It was evident that they are unable to acquire jobs with those certificates and are forced to rely on government social grants. This therefore, makes it difficult for them to seek the desired assistance for their children.

The parents emphasised that they would enrol their children in aftercare classes if they had money. P5 mentioned that: “If I had money, I’d buy the school, like this Government school, buy the school some paint which the learners can use and also materials for those who will be gardening and so forth” (P5-114/3221). She would use money to contribute towards buying resources and equipment for her child’s school in order to benefit all learners instead of her child alone. Another parent mentioned that she would seek help from professionals in the hopes of identifying where her child’s problem lies and to enrol him in a school which will accommodate his learning needs.

**Table 4.15**

**Excerpts on financial support**

Financial support	Participant, page, line number	Quotation
Utilisation of finances	T1-11/309	“They can assist their children through the psychologist and therapist’
	T2-13/365	“Money will play a role by paying better schools for them to be educated”
	T4-18/475-476	“I think it would actually be cheaper, you know to train your child from and buying the necessary tools at a young age. I think it’s cheaper”
	T6-23/655-657	“Developing these children or assisting them relies solely on the finances because you need equipment for such things. You need to have specific things that you are going to use as a teacher to assist the kids”
	T9-43/1203-1204	“When we go to the sport meeting, the school have to provide the food parcels”
	T10-81/2298-2300	“My subject is an expensive subject and I cannot teach them what I really want to teach them because if I must teach them all the skills, I don’t have enough money to buy all those things”
	T12-41/1186-1187	“I need the product to do the chemical processes with the students”
	P2-115/3247-3248	“I had money, I would take him to another school so he can catch up on Sesotho”
	P4-114/3238-3238	“If I had money, I would have taken my child to aftercare services where he will be able to be helped”
	P5-114/3221-3222	“If I had money, I’d buy the school, like this Government school, buy the school some paint which the learners can use and also materials for those who will be gardening and so forth”

	P6-114/3229-3230	“We have people in our community who are able to help enrol learners in aftercare but you must also pay for those services”
	P7-113/3203	“You will be able to pay for extra classes”
	P8-47/1355-1356	“I will look for a school where she needs to complete her matric”
	P9-50/1435-1437	“I heard of a school in Bloemfontein that is for special kids that come from Fakkkel. I would like my son to go there”
Lack of financial support from DoE and parents	T5-21/593	“Money is a real problem because most of the parents don’t work”
	T3-15/434-435	“Parents are not working. To take a child to this school, it is going to, he is going to dig in a pocket”
	T7-25/715-716	“It’s hard because at these special schools, the Department is no longer offering enough money for extra resources that they need”
	T11-82/2350	“The education department doesn’t fund us”
	T14-41/1189-1190	“We’re struggling to get the allowance from the Department of Education every term”
	Pr1-7-9/200-206	“There was money to ensure that the physical facilities like ramps and all those things are there. Even if it was not that much, but they did something”
	Pr2-3/68-69	“Cooperation from the, from the Department of Education”

#### 4.2.4.2 Subtheme 4.3: Parental support

The relationships parents have with their children’s teachers is a powerful tool that can either foster or limit their child’s academic progress (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). The majority of teachers mentioned that parental support is one of their biggest issues. They emphasised that parents do not support their children. In addition, they mentioned that only a few parents perform the parental roles discussed in the first theme. Evidence from the data suggest that the involved parents are those who have younger learners. Some parents, especially those of the older learners with intellectual disabilities, have given up on their children and left them in the hands of their teachers or schools. This contributes to teacher stress and

exhaustion because they expected to take on the role of the parents. Teachers find themselves having to use their salaries to buy learners toiletries or make sure they have had something to eat for the day. Findings from the data revealed that some learners came from poor homes, live with single mothers, or come from child headed households. The male participants emphasised the need for male learners with behavioural problems to have father figures in their lives or to live in the same household as their fathers. The marital status of the parents therefore, influenced p6' response to the question "To what extent do parents support their learners who have intellectual disabilities? Out of the nine parents who participated in this study, only two of them were married.

**Table 4.16**

**Excerpts on parental support**

Lack of parental support	Participant, page, line number	Quotation
No parental support	T5-21/585	"Parents, they don't support, most of the parents they don't support their kids"
	T6-21/650	"I don't think they do enough"
	T8-38/1101	"Absolutely nothing"
	T9-39/1118	"Our learners they don't stay `with their parents"
	T10-41/1173-1174	They believe the child. They don't believe us and that is one of the big problems that we've got.
	T11-80/2268-2270	"I think with the smaller learners, my register class is a grade five class, I see a lot more parent involvement but then again I can trace it back to the learner in my class, the attitude. They have a more positive attitude"
	T12-40/1145-1147	"To get the parents involved, I have this WhatsApp group for the register class parents. I post everything related to that specific child on there. Out of ten, maybe three that's really involved, that will comment or try to motivate the other ones to participate"

T13-78/2225-2228	“You know when a child is small, in a nursery school, all the parents are there and they want to participate. In the primary school it’s also, the younger the learners are, the more active the parents are but as they grow older and as the problems start picking up”
T14-79/2232-2236	“Lots of single parents. Child-headed families. Lots of mothers growing up (raising) boys. You know a boy needs the firm hand of a man. That’s one of our big disciplinary problems.

#### 4.2.4.3 Subtheme 4.4: Societal stigmas

People with disabilities are always viewed differently than those without disability. This statement is supported by the participants’ response to the question “Describe how you think people with disabilities would be excluded or included in the labour market.” The participants mentioned that employers treat people with disabilities different. Moreover, people with disabilities get exploited when it comes to their salaries. Employers are also reluctant to hire people with disabilities because they frequently assume that they do not have the experience or skills required for certain jobs (Maja, Mann, Naidoo, Sing & Steyn, 2008). They are therefore, mostly employed at low paying jobs; underrepresented in managerial positions; and are overrepresented in unskilled and manual labour jobs (Jones, Latrielle & Sloane, 2006). These individuals get paid less than their non-disabled counterparts. The participants mentioned that employers don’t even consider looking at the Curriculum Vitae (CV) of a person with disabilities; a person who does not have a grade twelve certificate; or a person who comes from a special needs school. This therefore leads to the exclusion of people with disabilities in the labour market.

There is an overall assumption in Sasolburg about learners who are enrolled at Fakkkel School of Skills (Scior, 2016). They are perceived as learners with mental disabilities (Clark & While, 2010). These stigmas about learners with intellectual disabilities also exist in mainstream schools (Samkange, 2015). Societal stigmas contribute to the labels people give to learners with intellectual disabilities (Shifrer, 2013). Learners have their preconceived opinions about learners who attend remedial classes or those who come from special needs schools (Biggs, & Carter, 2016). Which is why learners end up teasing or bullying those who attend remedial classes.



**Table 4.17**

**Excerpts on social stigmas**

	Participant, page, line number	Quotation
Social stigmas	T4-17/486-487	“In South Africa, I see there’s a stigma when a child cannot master a subject and it shouldn’t be like that”
	T6-23/650-651	“Society has this picture of a perfect child so they tend to compare their children with other kids”
	T11-46/1322- 1324	“They are good with their hands but maybe they cannot write and as soon as you cannot write, everybody thinks you cannot do anything. So that stigma that you’re coming from a special needs school”
	P5-65/1843- 1844	“If you as a parent do not want that remedial class thinking that he will be labelled or laughed at, he won’t be happy”
	P7-96/2744	“He will notice that he is being isolated and label himself as slow. Immediately when you isolate them from the others, they will see that there is a problem. It causes them to have a low self-esteem and they question why they are being taken to the other class”
	P9-50/1422- 1425	“People just assume that it is a school for the mentally disturbed. So that is why people find themselves judging these learners”

**4.3 SUMMARY**

Chapter four was a presentation and discussion of the results. The sample consisted of fourteen teachers, two principals, and nine parents. A total of eleven individual interviews and two focus group discussions were conducted. The main purpose of these interviews and focus group discussions was to explore adult perceptions of how schools influence the career development of learners with intellectual disabilities. The emerging themes from the study included teacher and parent roles; teacher and parent attitudes; perceptions of employment

opportunities available for people with disabilities; and factors hampering the implementation of career development in schools.

Evidence from the analysis showed that teachers and parents play a vital role in learners' career development. In addition, evidence from the study proved that the attitudes parents and teachers have about disabilities contribute to learner behaviour. One of the challenges which emerged is that adults do not understand or know what is meant by career development. This therefore contributes to the inadequate use of career development programs in Sasolburg.

Findings from the study also revealed that financial resources play a big role in improving the career development of learners with intellectual disabilities. Participants expressed what they would do if they had money or financial support from the Department of Education.

## **CHAPTER 5: DISCUSSION, CONCLUSION AND**

### **RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter is a conclusion and provision of possible recommendations for further research. I will begin with an overview of the previous chapters. Then the research questions proposed in the first chapter will also be answered, followed by the significance of the study. The limitations of the study will then be discussed thoroughly in this chapter. I will conclude the chapter by providing recommendations for further research and training, and also provide a conclusion of the entire study.

#### **5.2 OVERVIEW OF THE PREVIOUS CHAPTERS**

Chapter 1 was an introduction to the study by means of discussing the problem statement, rationale and purpose of the study. Chapter 2 was a literature review which discussed disability and its impact on career development internationally and in South Africa. The review also uncovered the challenges teachers face in teaching learners with intellectual disabilities, and the challenges parents face in caring for them. Chapter 3 was a discussion on the research design, research methodology, and the quality criteria used to guide this study. Chapter 4 was a presentation of the research findings, the themes and subthemes which emerged from the data.

#### **5.3 ANSWERING MY RESEARCH QUESTIONS**

The primary research question was an exploration of how stakeholders perceive schools in their efforts to influence the career development of learners with intellectual disabilities. The secondary research questions explored how career guidance is implemented in schools and which factors influence the implementation of career development; the level of awareness and knowledge parents have about career development programs including the perceptions stakeholders have about people with disabilities in relation to entering the labour market. I will begin by answering the secondary research questions first and the primary research question thereafter. Answering the secondary research questions first plays an integral part towards answering the primary research questions.

##### **5.3.1 Secondary research questions**

*How are career guidance practices implemented in schools?*

In the past, the majority of former Model C schools offered psychometric testing before learners could select suitable school subjects that were based on their interests (du Toit, 2005). Advantaged schools previously had career guidance counsellors on sight. According to the

Department of Higher Education and Training (2015), career development services can be found in schools, universities, colleges, training institutions, the workplace, community and private sector. However, these services are not found in primary schools. Presently, this service is rendered only in tertiary institutions. Students often undergo psychometric testing before they can apply for certain courses. The purpose of these psychometric tests is to determine which faculty a student would be able to excel in. In an ideal world, each school in South Africa would have a career guidance counsellor on sight. Unfortunately, this is not the case in most schools, more especially, schools in the township.

School principals are expected to arrange professional development systems that will assist teachers to maximise their potential in order to improve effective teaching and learning (Mathibe, 2007). However, principals struggle to get assistance from District Based Support Teams or Educational Psychologists which ultimately makes it the responsibility of the school to deal with learners' career guidance. Career guidance is implemented when learners reach the tenth grade where they are able to choose specific subjects which will give them opportunities to study in a specific faculty when they reach university. This was evident in the special needs school where learners were able to choose which vocational path they would like to follow (welding, beauty, or food production). Evidence of career guidance implementation was found in primary schools where learners are expected to do all the curriculum subjects which include Mathematics, Languages, Life Orientation, Natural Sciences and Technology, and Social Sciences.

*What are the factors that influence the implementation of career development in schools?*

This study explored the challenges which influence the implementation of career development in schools. Learner behaviour, financial challenges, and societal stigmas were the challenges which had an impact on the implementation of career development.

The teachers mentioned that learner behaviour contributed towards effective learning within the schools (Matson, Kozlowski, Worley, Shoemaker, Sipes & Horovitz, 2011). Some learners appeared to be unmotivated, on drugs (Kepper, Monshouwer, Van Dosselaer & Vollebergh, 2011) and had behavioural problems (McIntyre & Welchons, 2014). Having to cope with these behavioural issues contributed towards the ability of teachers to assist these learners (Walton, 2011). Their behaviour becomes a boundary and teachers end up focusing on the negative behaviour and not on the wellbeing of the learner (Baloglu, 2015). The parents mentioned that their learners were playful and had issues with concentration (DHET, 2015).

These issues also become prevalent in the classroom. Learners are unable to concentrate on what is being taught despite teacher efforts to modify or make lessons interesting to accommodate diverse learning techniques. These learners then fall behind in the classroom and end up having to repeat the grade.

Unemployment is a big economic challenge. The majority of parents who formed part of the sample were unemployed (Statistics South Africa, 2019). Financial constraints contributed towards the type of support parents wished they could provide their children (Baker & Mooi-Recci, 2015). A lack of funding from the Department of Education contributed towards a lack of access to teaching aids that would be used to benefit learners with disabilities (Chinooneka & Mupa, 2015). This becomes a disservice to teachers and learners because teachers cannot personally provide those resources and parents cannot afford to buy them.

The Critical Disability Theory has been applied to change societal assumptions from viewing people with disabilities as having to adapt to their environment, to treating them equally as their non-disabled counterparts in all aspects of life (Reaume, 2014). However, society still views disability as a medical condition that can be cured (Brown & Lent, 2012). Unfortunately, people with disabilities are always viewed differently than those without disability (Abrandt-Dahlgren, Strindlund & Stahl, 2018). The Critical Disability Theory emphasises the importance of understanding disability as part of one's identity (Hosking, 2008). The limited understanding was evident in this study because parents were in denial of their children's conditions and blamed it all on their behaviour (Andre, Hawley & Rockwell, 2010). Parents were not fond of the idea that their children were attending remedial classes because they had already labelled their children as 'dumb' for even attending that class. They have created a negative perception towards remedial (Scior, 2016), mainly because they did not understand that their children needed extra support to get to the level of other children their age. People in the community have labelled children who attend special schools as those with "mental problems" (Shifrer, 2013). They come to this assumption based on seeing a child in a special needs school uniform. This is why CDT emphasises the importance of changing the attitudes people have towards disabilities (Reaume, 2014).

*To what extent are parents made aware of career development programs?*

The role of career development is to provide career information and career education in order to provide learners with knowledge, enabling them to become more aware of the skills, values and goals needed in order to enter the world of work. (Naicker & LGSETA, 2016).

Through career development programs, learners are presented with experiences to learn about careers and to develop self-awareness. In every community, there are various Non-Government Organisations that have been created to benefit members of the community on social and economic levels. This study found that parents and teachers had inadequate knowledge about the role of career development programs or where such programs were provided in Sasolburg (Naicker & LGSETA, 2016). The absence of information to parents may become a barrier because these programs can be used to benefit their children. Teachers did not know where to refer parents after identifying that their children have intellectual disabilities (Adeniyi, Fakolade & Tella, 2009). There is little to no information for parents about the future possibilities for learners with intellectual disabilities, furthermore, the Department of Education does not have such information available to parents (Steyn & Vlachos). The Critical Disability Theory aims at increasing people with disabilities' access to their human rights in order to improve their quality of life (Hosking, 2008). If teachers and parents are not aware of such programs, then it is unlikely for learners to know about them. It is also unfortunate that these programs are only known to a small percentage of people in the community, and those who do not need these programs often view them as a form of luxury. In addition, the marketing of these programs is almost non-existent. Parents need to go an extra mile in finding out where they are located or what services they offer. The Boitjhorisong Resource Centre ([www.brc.org.za](http://www.brc.org.za)), Lusa Community Chest ([www.lusa.co.za](http://www.lusa.co.za)) and Fezile Dabi Art and Culture Centre have been in the community of Sasolburg for many years but they are only known and utilised by a handful of people. Only a few participants from the study mentioned these specific programs. It is therefore important to equip schools and parents with the necessary information regarding these programs so they can be used to benefit all learners.

*What are stakeholders' perceptions on how people with intellectual disabilities are excluded in the labour market?*

People with disabilities represent a group that is struggling to show their potential for work and having to deal with societal barriers to workplace participation (Dawson, Gewurtz, Kirsh, Krupa, Lysaght, Shaw & Stergiou-Kita, 2009). According to Brighton & Hove (2013), people with physical and learning disabilities are more likely to experience discrimination, low access to health-care services and employment opportunities. They also experience difficulties in getting a job, which discourages them to seek employment (Letsosa & Retrief, 2018). The population of unemployed people with disabilities need to be trained and equipped with the

relevant skills needed to secure sustainable employment in order to contribute to economic growth. According to Steyn & Vlachos (2011), there are very few employment opportunities available to people with intellectual disabilities post-school. Workplace equality involves creating a climate where people with disabilities experience support and constant assistance in order to feel respected and appreciated (Jones, Latrielle & Sloane, 2006). Although some companies state that people with disabilities are welcome to apply for their vacant posts, stakeholders mentioned that they are excluded in the labour market mainly because employers think they are incapable of working. Stakeholders also mentioned that when people with disabilities acquire jobs, they get paid very little in comparison to their non-disabled counterparts. They are therefore, mostly employed at low paying jobs; underrepresented in managerial positions, and are overrepresented in unskilled and manual labour jobs (Jones et al., 2006). This essentially leads to their discrimination in the labour market.

Findings from this study showed that the majority of stakeholders believed that it would be better for people with disabilities to start their own businesses by using their vocational skills, while a small percentage suggested that they follow the academic route (DHET, 2015). These small businesses ranged from opening a bakery or a tuck shop, harvesting and selling fruit and vegetables from their gardens, or selling hand crafted items.

### **5.3.2 Primary research question**

***What are the perceptions of stakeholders on how schools in Sasolburg influence the career development of learners with intellectual disabilities?***

In answering the primary research question, this study presented results that have to do with how schools enable and constrain the career development of learners with intellectual disabilities. Through career development programs, learners are presented with experiences to learn about careers and to develop self-awareness. Career development programs in primary schools help learners to develop respect and a positive attitude towards the world of work (Hanover Research, 2012). Career development in schools is enabled by teaching learners about different careers. This is done through the subject of Life Skills in the Foundation phase and Life Orientation in the Intermediate and Senior phases. However, career development is constrained because these careers (doctor, nurse, teacher, postman, and policeman) require a minimum of a grade twelve certificate or a degree in order to qualify for them. Schools also enable career development by teaching learners the vocational skills that they need to ultimately make a living or sustain themselves post-school.

This study found that teachers enable career development by means of accommodating diverse learners and improving learner well-being (Adeniyi, Fakolade & Tella, 2009). This enables teachers to focus on maximising the potential of learners with intellectual disabilities. They do this by means of identifying learner interests and skills that are unrelated to their academic performance. Teacher efforts are constrained because once they identify learner skills, they lack knowledge of where to find community programs that focus on developing those skills. Career development in schools is constrained because of large classroom sizes which makes it difficult for teachers to assist and identify the interests and skills that learners with intellectual disabilities possess (Avrmidis, Bayliss & Burden, 2000).

This study found that parents play a role in constraining the career development of their children because they have left it all in the hands of teachers and the school (Sahay, Prakash, Khaique, & Kumar, 2013). This was discovered when teachers mentioned that parents do not attend meetings or respond when they have been requested to come to the school. It is important for families of children with intellectual disabilities to be supported in a manner which allows them to help their children adapt to the difficulties they experience in school (Sen & Yurtsever, 2007). If parents do not form collaborated relationships with teachers, then the well-being of their children is put in jeopardy (Janssen & VandenBroek, 2018).

The Critical Disability Theory explains disability as a socially constructed phenomena characterised by a relationship between the disability and how an individual responds to it within their microsystems, and the shortcomings people with disabilities go through as a result of their physical and social environment (Hosking, 2008). This study was an indication of how the parents, teachers and principals responded to learners with disabilities. Parents of children with intellectual disabilities are more likely to suffer from parenting stress as opposed to those of non-disabled children (Hassal, McDonald & Rose, 2005). Parents were too preoccupied about the opinions people would have about their children. This would then have an impact on their children's well-being and self-esteem, resulting in self-stigmatisation. Self-stigmatisation is when a person with a disability or mental health disorder is aware of public stigmas and agrees with those stereotypes, thus applying them to themselves (Corrigan, Kuwabara & Larson, 2010). Teachers reacted positively towards their learners with disabilities, however, there were some contextual factors (class sizes, work load, parental support) which made it difficult for them to maintain the positivity.



#### **5.4 SIGNIFICANCE OF MY STUDY**

The present study gives insight into the perceptions stakeholders have about disability and career development. I identified the challenges faced by principals in the daily running of school operations; teachers when teaching learners with intellectual disabilities; and parents who have learners with disabilities. This study was an emphasis of what the situation in township full service schools and special needs schools is at the current moment. Classes in full service schools are very large, therefore having an impact on how teachers assist learners with intellectual disabilities and contributing to teacher stress (Walton, 2011). Large class sizes made it difficult for teachers to practice a variety of teaching methods that could accommodate learners with intellectual disabilities (Marais, 2016). There is also limited support from the Department of Education to assist schools in providing resources needed for developing the practical skills of these learners.

This study could impact policy and practice as could create a need for an additional special needs school in Sasolburg to be developed, where low-income families are able to enrol their children. This study could also create a platform to improve and possibly expand the accessibility and knowledge about the already existing career development programs in the community. The study may benefit intellectually disabled learners as they could be exposed to careers that are beyond their capabilities; attain information about different careers; allow them to explore their curiosity about the career they may be interested in; be exposed to positive role models and mentors; and develop their own self-concept (Wood, 2008).

Findings from this study could encourage full service schools in Sasolburg to implement a skills based curriculum in order to teach learners with intellectual disabilities practical skills as they are already performing badly academically. Companies in Sasolburg which offer career development services can also make effort in advertising the services they provide so that all stakeholders can be aware of them and utilize them to their advantage.

#### **5.5 LIMITATIONS OF MY STUDY**

This study was conducted at only two schools in the Fezile Dabi district and can therefore, not be generalised to all the schools in the Free State Province. The sample for this research was limited to full service and special needs school teachers. Receiving data from high school teachers and parents would have given a comparison of how they experience teaching and caring for learners in the Senior and FET phases. Due to the sensitive nature of issues around disability, the parents who formed part of my sample had to meet the criteria of having a child with an intellectual disability and were therefore reluctant to share their experiences about caring

for children with disabilities. Sampling more parents with children with intellectual disabilities could have given more insight into their experiences with raising their children.

## **5.5 RECOMMENDATIONS FOR FUTURE RESEARCH AND TRAINING**

When compared to their non-disabled counterparts, learners with intellectual disabilities are more likely not to complete school (Liasidou, 2014). Therefore, All stakeholders such as parents, teachers, principals, the Department of Education, NGO's, counsellors and community members should be able to:

- Make efforts to obtain knowledge about the career development services available in Sasolburg in order to provide learners with intellectual disabilities with information about the services available in Sasolburg;
- Make career development services accessible to learners in Sasolburg;
- Teach learners with disabilities practical work skills which may enable them to participate in the labour force post-school, thus contributing to the need to implement a skills –based curriculum in schools.

Future researchers can focus on the proposed recommendations which arose from the findings of this study. The following topics are recommended based on the findings from this study:

- A study which focuses on conducting specialised training for teachers in order to enable them to support learners with intellectual disabilities in understanding their uniqueness;
- The training of teachers to cope in large classes and other challenges they face in teaching learners with intellectual disabilities;
- The educating of parents about the different non-academic paths their children can take in improving themselves;
- A shift in improving academic performance to developing work related skills for learners with intellectual disabilities in schools; and
- Training parents in townships to identify the early characteristics of a learner with an intellectual disability.

## **5.6 CONCLUSION**

This study explored the perceptions stakeholders have on how Sasolburg schools influence the career development of learners with intellectual disabilities. Thematic analysis of data was used in order to identify the emergent themes from the conducted individual interviews and focus group discussions with principals, teachers and parents. The findings from this study

suggest that although stakeholders show attempts of improving the wellbeing of learners with intellectual disabilities, there are a number of challenges which prohibit them from doing so. Findings from the study uncovered that stakeholders still view the disability as a problem that should be solved. This creates a deviation from the social model of disability to the medical model because parents and teachers are more focused on improving the academic performance of their children, while principals focused on improving practical and vocational skills. Stakeholders possessed an inadequate knowledge of career development services available in the community of Sasolburg. This limited knowledge from stakeholders about the career development programs in the community hinders learners' opportunities to use them to their benefit post-school.

## REFERENCES

- Abrandt-Dahlgren, M., Strindlund, L., & Stahl, C. (2018). Employers' views on disability, employability, and labor market inclusion: A phenomenographic study. *Disability and Rehabilitation*, 41(24), 2910-2917, DOI: 10.1080/09638288.2018.1481150
- Adeniyi, S.O., Fokolade, O.A., & Tella, A. (2009). Attitudes of teachers towards the inclusion of special needs children in general education classroom: The case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*. 1 (3), 155-169.
- Adom, D., Ankrah, K., & Yeboah, A. (2016). Constructivism, philosophical paradigm: Implication for research, teaching and learning. *Global Journal of Arts Humanities and Social Sciences*, 4(10), 1-9.
- Ainscow, M., Dyson, A., & Weiner, S. (2013). From exclusion to inclusion: Ways of responding in schools to students with special education needs. Centre for Equity in Education. University of Manchester.
- Akandi, R., Beyer, S., Brown, T., & Rapley, M. (2010). A comparison of quality of life outcomes of people with intellectual disabilities in supported employment, day services and employment enterprises. *Journal of Applied Research in Intellectual Disabilities*, 23(3), 290-295.
- Akos, P., Hirschi, A., & Niles, S. (2011). Engagement in adolescent career preparation: Social support, personality and the development of choice decidedness and congruence. *Journal of Adolescence*, 34, 173-182.
- Albein, A.J., & Naidoo, A.V. (2017). Deconstructing career myths and cultural stereotypes in a context of low resourced township communities. *South African Journal of Education*, 37(4), 1-12.
- Alharthi, K., & Rehman, A.A. (2016). An introduction to research paradigms. *International Journal of Educational Investigations*, 3(8), 51-59.
- Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9), 369-389.
- Alston, R.J., Bell, T.J., & Hampton, J.L. (2002). Learning disability and career entry in the sciences: A critical analysis of attitudinal factors. *Journal of Career Development*. 28 (4), 263-275.

- American Psychiatric Association. (2013). Clinical Characteristics of Intellectual Disabilities. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed).
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74 (8), 1-7.
- Andre, L.C., Hawley, M.K., & Rockwell, R.E. (2010). *Families and Educators as Partners*. 2<sup>nd</sup> ed. Wadsworth: Cengage Learning.
- Anney, V.N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2), 271-281.
- Argyropoulou, E.P., Besevegis, E.G., Sidiropoulou-Dimakakou, D. (2007). Generalized self-efficacy, coping, career indecision, and vocational choices of senior high school students in Greece. *Journal of Career Development*, 33(4), 316-337.
- Arnold, J. (2011). Career concepts in the 21<sup>st</sup> century. *The Psychologist*, 24(2), 106-109
- Atieno, O.P. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21<sup>st</sup> Century*, 13, 13-18.
- Baer, R.B., Flexer, R.W., Luft, P., & Simmons, T.J. (2008). Transition planning for secondary students with disabilities. New Jersey: Pearson Education Inc.
- Baffoe, M. (2013). Stigma, discrimination & marginalization: Gateways to oppression of persons with disabilities in Ghana, West Africa. *Journal of Educational and Social Research*, 3(1), 187-198.
- Barone, L., Lionetti, F., & Pastore, M. (2015). Parenting stress: The roles of attachment states of mind and parenting alliance in the context of adoption. 15(2), 75-71.
- Bailey, K.A., Ditor, D.S., Gammage, K., Van Ingen, C. (2016). Managing the stigma: Exploring body image experiences and self-presentation among people with spinal cord injury. *Health psuchology Open*, 3(1), 2055102916650094. DOI: 10.1177/2055102916650094
- Baker, B.F.M., & Mooi-Recci, (2015). Parental unemployment: How much and when does it matter for children's educational attainment? *Life Course Centre Working Paper Series*, 3, 1-36.

- Baloglu, N. (2015). Negative behaviour of teachers with regard to high school classroom settings. *Journal of Instructional Psychology*, 36(1), 68-78.
- Bandura, A. (1971). *Social Learning Theory*. New York: General Learning Press.
- Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187-206.
- Bartram, T., Bigby, C., & Cavanagh, J., Fossey, E., Meacham, H., & Oakman, J. (2016). Supporting workers with disabilities: A scoping review of the role human resource management in contemporary organisations. *Asia Pacific Journal of Human Resources*, 55(1). <https://doi.org/10.1111/1744-7941.12.111>
- Beijaard, D., Den Brok, P., & Mittendorff, K. (2010). Career conversations in vocational schools. *British Journal of Career Guidance and Counselling*. 38 (2), 143-165.
- Biggs., E.E., Blustein, C.L., & Carter, E.W. (2016). Relationships matter: Addressing stigma among children and youth with intellectual disabilities and their peers. In Scior, K., & Werner, S. (eds). *Intellectual Disability and Stigma: Stepping out from the Margins*. London: Macmillan.
- Birt, L., Campbell, C., Cavers, D., & Scott, S. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13).
- Blustein, D.L., Gualdron, L., Kenny, M.E., Jernigan, M., Scanlon, D., & Sparks, E. (2007). Urban adolescents' constructions of supports and barriers to educational and career attainment. *Journal of Counseling Psychology*, 54(3), 336-343.
- Bornman, J., & Donohue, D. (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2), 1-14.
- Bottazzi, L., Da Rin, M., & Hellmann, T.F. (2004). The changing face of the European venture capital industry. *The Journal of Private Equity*, 7, 26-53.
- Boyle, J.R., & Scanlon, D. (2019). *Methods and strategies for teaching students with high incidence disabilities: A case-based approach*. 2<sup>nd</sup> ed. Boston: Cengage
- Braun, V., & Clarke, V. (2006). Using thematic analysis in Psychology. *Qualitative Research in Psychology*, 3 (2), 77-101.

- Brighton & Hove. (2013). Children and young people with disabilities and complex health needs. JSNA 2010, 1-5.
- Brown, D., & Associates. (2002). *Career choice and development*. 4<sup>th</sup> ed. Jossey Bass: San Francisco.
- Burchett, H., Dobrow, M., & Umoquit, M. (2011). How do we know when research from one setting can be useful in another? A review of external validity, applicability and transferability frameworks. *Journal of Health Services Research and Policy*, 16(4), 238-244.
- Cakiroglu, O., Carter, E.W., Owens, L.A., Sweden, B., & Trainor, A.A. (2010). Availability of and access to career development activities for transition age youth with disabilities. *Career Development for Exceptional Individuals*. 33 (1), 13-24.
- Chadwick, B., Gill, P., Stewart, K., & Treasure, E. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204 (6), 291-295.
- Cheung, R. (2012). Advancing career centres in higher education: Contextual and strategic considerations. *Asian Journal of Counselling*. 19 (1 & 2), 115-125.
- Chinooneka, T.I., & Mupa, P. (2015). Factors contributing to effective teaching and learning in primary schools: Why are schools in decadence? *Journal of Education and Practice*, 6(19), 125-133.
- Clark, L.L., & While, A.E. (2010). Overcoming ignorance and stigma relating to intellectual disability in healthcare: A potential solution. *Journal of Nursing Management*, 18, 166-172.
- Cooney, G., Gumley, A., Jahoda, A., & Knott, F.J. (2006). Young people with intellectual disabilities attending mainstream and segregated schooling: Perceived stigma, social comparison and future aspirations. *Journal of Intellectual Disability Research*, 50(6), 432-444.
- Corrigan, P.W., Larson, J.E., & Kuwabara, S.A. (2010). Social psychology of the stigma of mental illness: Public and self-stigma models. In Maddux, J., Tangney, J. (eds). *Social psychology foundations of clinical psychology*. New York: The Guilford Press.

- Creed, P., & Rogers, M. (2011). A longitudinal examination of adolescent career planning and exploration using a social cognitive career theory framework. *Journal of Adolescence*, DOI: 10.1016/j.adolescence.2009.12.010
- Coetzee, M. (2006). Psychological career resources of working adults: A South African survey. *SA Journal of Industrial Psychology* 34 (2), 10-20.
- Dagume, M.A., & Gyekye, A. (2016). Determinants of youth unemployment in South Africa: Evidence from the Vhembe district of Limpopo province. *Environmental Economics*, 7(4), 59-67. DOI: 10.21511/ee.07(04).2016.06
- Dawis, R.V. (1996). The theory of work adjustment and person-environment-correspondence counselling. In Brown, D., & Brooks, L. (eds). *Career Choice and Development*. Jossey-Bass: San Francisco.
- Dawson, D., Gewurtz, R., Kirsh, B., Krupa, T., Lysaght, R., Stergiou-Kita, M., & Shaw, L. (2009). From margins to mainstream: What do we know about work integration for persons with brain injury, mental illness and intellectual disability? *Work* 32, 391-405.
- Delahunt, B., & Maquire, M. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHE-J*, 3, 1-14.
- De Lacey, S., Hammarberg, K., & Kirkman, M. (2015). Qualitative research methods: When to use them and how to judge them. *Human Reproductions*, 31(3), 498-501.
- Denzin, N.K., & Lincoln, Y.S. (2017). *The Sage Handbook of Qualitative Research*. 5<sup>th</sup> ed. Thousand Oaks California: Sage Publications.
- Department of Basic Education. (2001). Education White Paper 6. Special Needs Education.
- Department of Basic Education. (2005). Revised National Curriculum Statement Grade R-9 (Schools). Pretoria. Department of Education.
- Department of Basic Education. (2009). The National Minimum Uniform Norms and Standards for School Infrastructure.
- Department of Basic Education. (2010). Education Information Standards. Dictionary of Education Concepts and Terms.
- Department of Basic Education. (2011). Curriculum and Assessment Policy Statement. Life Orientation. Grades 7-9.



- Department of Basic Education. (2011). National Curriculum Statement. Curriculum and Assessment Policy Statement. English Life Skills. Foundation Phase. Grades R-3.
- Department of Basic Education. (2011). Notional policy pertaining to the programme and promotion requirements of the national curriculum statement grades R-12.
- Department of Higher Education and Training. (2015). Competency Framework for Career Development Practitioners in South Africa.
- Department of Higher Education and Training. (2015). Report of the research colloquium on post-school education and training. State of research on post-school education and training in South Africa. 4 November 2014. Burgers Park Hotel, Pretoria.
- Department of Higher Education and Training. (2013), White paper for post-school education and training. Building and expanded, effective and integrated post-school system.
- Ditchamn, N., & Kosyluk, K. (2013). Stigma and intellectual disability: Potential application of mental illness research. *American Psychological Association*. DOI: 10.1037/a0032466
- DSD. DWCPD and UNICEF. (2012). *Children with disabilities in South Africa: A situation analysis: 2001-2011. Executive Summary*. Pretoria: Department of Social Development/Department of Women, Children and People with Disabilities/ UNICEF.
- Divilbiss, M., Donoso, O., Hernandez, B., Horin, E., McDonald, K., & Velcoff, J. (2008). Reflections from employers on the disabled workforce: Focus groups with healthcare, hospitality and retail administrators. *Employee Responsibilities and Rights Journal*, 20, 157-164.
- Du Toit, R. (2003). Unemployed youth in South Africa: The distressed generation? A paper presented at the Minnesota International Counselling Institute (MICI), 27 July- 1 August 2003.
- Du Toit, R. (2005). Review of labour markets in South Africa. Career guidance and employment services. Employment and economic policy research programme. Human Sciences Research Council.
- Ebersold, S., Priestley, M., & Schimitt, M.J. (2011). Inclusive education for young disabled people in Europe: Trends, issues and challenges. *Academic Network of European Disability Experts*. Vt/2007/005.

- Eklund, K., Goldstein, S., & Mather, N. (2015). *Learning Disabilities and Challenging Behaviors: Using the Building Blocks Model to Guide Intervention and Classroom Management*. London: Brookes Publishing.
- Esambe, E.E., Mosito, C.P., & Warnick, A.M. (2017). Enhancing reading abilities of learners with intellectual impairments through computer technology. *African Journal of Disability*, 6(0), 1-10. DOI 10.4102/ajod.v6i0.206
- Ferrari, L., Ginevra, M.C., Nota, L., & Soresi, S. (2014). Vocational designing and career counselling in Europe. *European Psychologist*, 1-12. DOI: 10.1027/1016-9040/a000189.
- Fisher, K.R., & Purcal, C. (2017). Policies to change attitudes to people with disabilities. *Scandinavian Journal of Disability Research*, 19(2), 161-174.
- Ginevra, M.C., Nota, L., Santilli, S., & Soresi, S. (2014). Career adaptability, hope and life satisfaction in workers with intellectual disability. *Journal of Vocational Behavior*, 85, 67-74.
- Goel, N., Herman, K.C., Puri, R., Reinke, W.M., & Stormont, M. (2011). Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles, and Barriers. *School Psychology Quarterly*, 26 (1), 1-13. DOI: 10.1037/a0022714
- Gojkovic, D., Kalyca, E., & Tsakiris, V. (2007). Serbian teachers' attitudes towards inclusion. *International Journal of Special Education*, 22(3), 31-36.
- Gothard, B., Mignot, P., Offer, M., & Ruff, M. (2012). *Career guidance in context*. London: Sage Publications.
- Government Gazette. (2017). National Policy for an Integrated Career Development System for South Africa. Pretoria: Department of Higher Education and Training.
- Grand, S., Ruegg-Sturm, J., Von Arx, W. (2016). Constructivist paradigms: Implications for strategy-as-practice research. <https://doi.org/10.1017/CBO9781139681032.005>
- Gresham, F.M (2010). What is the role of intelligence in the identification of specific learning disabilities? Issues and clarifications. *Learning Disabilities Research and Practice*, 25(4), 194-205.

- Grossi, T., Mank, D., Migliore, A., & Rogan, P. (2007). Integrated employment or sheltered workshops: Preferences of adults with intellectual disabilities, their families, and staff. *Journal of Vocational Rehabilitation*, 26, 5-19.
- Gunawan, J. (2015). Ensuring trustworthiness in qualitative research. *Belitung Nursing Journal*, 1(1), 10-11.
- Guralnick, M.J. (2017). Early intervention for children with intellectual disabilities: An Update. *Journal of Applied Research in Intellectual Disabilities*, 18, 313-324.
- Haslam, A., Rabinovich, A., Ryan, M., & Wilson-Kovacs, D. (2008). ‘Just because you can get a wheelchair in the building doesn’t necessarily mean that you can still participate’: barriers to the career development of disabled professionals. *Disability and Society*, 23 (7), 705-717. DOI: 10.1080/09687590802469198
- Hanover Research. (2012). Effective career awareness and development programs for K-8 students.
- Henry, A.D., Petkauskos, K., Stanislawzyk, J., & Vogt, J. (2014). Employer-recommended strategies to increase opportunities for people with disabilities. *Journal of Vocational Rehabilitation*, 41, 237-248.
- Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effects on sense of power and life satisfaction. *Journal of Vocational Behavior*, 74(2), 145-155. DOI: 10.1016/j.jvb.2009.01.002.
- Hosking, D.L. (2008). *Critical Disability Theory*. A paper presented at the 4<sup>th</sup> Biennial Disabilities Studies Conference at Lancaster University.
- Houtenville, A., & Kalargyrou, V. (2011). People with disabilities: Employers’ perspectives on recruitment practices, strategies, and challenges in leisure and hospitality. *Cornell Hospitality Quarterly*, XX(X), 1-13.
- Holland, J.L. (1959). A theory of vocational choice. *Journal of Counselling Psychology*, 6, 35-45
- Ifoema, A.B., (2013). Challenges of youth unemployment in Nigeria: Effective career guidance as a panacea. *African Research Review*, 7(1), 307-321.
- Integrated National Disability Strategy White Paper. (1997). Office of the Deputy President.

- International Labour Office. (2015). Decent work for persons with disabilities: Promoting rights in the global development agenda. Gender, Equality and Diversity Branch. Conditions of Work and Equality Department. Geneva.
- Jans, L.H., Jones, E.C., & Kaye, S.H. (2011). Why don't employers hire and retain workers with disabilities? *Journal of Occupational Rehabilitation*, 21(4), 426-536.
- Janssen, J., Vandenbroeck, M. (2018). (De)constructing parental involvement in early childhood curricular frameworks. *European Early Childhood Education Research Journal*, 26(6), 813-832. DOI: 10.1080/1350293X.2018.1533703.
- Jones, M.K., Latreille, P.L., & Sloane, P.J. (2006). Disability, gender, and the British labour market. *Oxford University Papers*, 58(3), 407-449.
- Kepper, A., Monshouwer, K., Van Dosselaer, S., & Vollebergh, W. (2011). Substance abuse by adolescents in special education and residential youth care institutions. *European Child & Adolescent Psychiatry*, 20(6), 311-319.
- Khaique, A., Kumar, P., Prakash, J., & Sahay, A. (2013). Parents of intellectually disabled children: A study of their needs and expectations. *International Journal of Humanities and Social Science Invention*, 2(71), 1-8.
- Khumalo, S., & Hodgson, T.F. (2016). In: *Basic Education Rights Handbook. Education rights in South Africa*.
- Kim, M.K., & Patton, J.R. (2016). The importance of transition planning for special needs students. *Revista Portuguesa de Educacao*, 29(1), 9-26
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124. DOI: 10.1080/13814788.2017.1375092
- Krupa, T., Kauckner, H., & Paterson, M. (2012). Using constructivist case study methodology to understand community development processes: Proposed methodological questions to guide the research process. *The Qualitative Report*, 17(13), 1-22.
- Lapan, S.D., Quartaroli, M.T., & Reimer, F.J. (2012). *Qualitative research: An introduction to methods and designs*. Jossey Bass
- Letsosa, R., & Retief, M. (2018). Models of disability: A brief overview. *HTS Theological Studies*. 74 (1), a4738. <https://doi.org/10.4102/hts.v74i1.4738>

- Levine, K., & Sutherland, D. (2013). History repeats itself: Parental involvement in children's career exploration. *Canadian Journal of Counselling and Psychotherapy*. 47 (2), 239-255.
- Liasidou, A. (2014). Critical disability studies and socially just change in higher education. *British Journal of Special Education*. 41 (2), 120-135.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SagePublications.
- Livneh, H. (2012). *On the origins of negative attitudes towards people with disabilities*. In Marini, I., & Stebnicki, M.A. (eds). *The psychological and social impact of illness and disability*. Springer Publishing Company
- Lueng, A.S. (2008). The big five career theories. In Athanasou, J.A., & Van Esbroeck, R. (eds). *International Handbook of Career Guidance*.
- Maja, P.A., Mann, W.M., Naidoo, P., Sing, D., & Steyn, A.J. (2008). Employing people with disabilities in South Africa. *South African Journal of Occupational Therapy*. 34-32.
- Marais, P. (2016). "We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education*, 36(2), 1-10.
- Maree, J.G. (2012). *Complete your thesis or dissertation successfully: Practical guidelines*. Juta
- Mathibe, I. (2007). The professional development of school principals. *South African Journal of Education*. 27(3), 523-540
- McGrath, S.K., & Whitty, K. (2017). Stakeholder defined. *International Journal of Managing Projects in Business*, 10(4), 721-728
- McIntyre, L.L., Welchons, L.W. (2014). The transition to kindergarten for children with and without disabilities: An investigation of parent and teacher concerns and involvement. *Topics in Early Childhood Special Education*, 35(1), 52-62
- McMahon, M., & Patton, W. (2006). *Career Development and Systems Theory: Connecting Theory and Practice*. Netherlands: Sense Publishers.
- McMahon, M., & Patton, W. (2015). The systems theory framework of career development: 20 years of contribution to theory and practice. *Australian Journal of Career Development*, 24(3), 141-147.
- Mokgashoa, T. (2014). Applicability of constructivist theory in qualitative education research. *American International Journal of Contemporary Research*, 4(7), 51-59.

- Morgan, D.L. (1997). Focus groups as qualitative research: Planning and research design for focus groups. DOI: 10.4135/9781412984287
- Myers, M.D., & Newman, M. (2007). The qualitative interview in IS research: Examining the craft. *Information and Organization*, 17, 226.
- Nauta, M.M. (2010). The development, evolution, and status of Holland's theory of vocational personalities: Reflections and future directions of counselling psychology. *Journal of Counselling Psychology*. 57 (1), 11-22.
- Outcome 5 of Government's Plan of Action (PoA). 2014-2019. <https://www.dhet.gov.za/Outcome/MTSF%202014-2019%20Outcome%205%20Skills.pdf>
- Patton, W.A. (2005). Coming of Age? Overview of career guidance policy and practice in Australia. *International Journal for Educational and Vocational Guidance*. 5 (2), 217-227.
- Pahman, M.S. (2016). The advantages and disadvantages of using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment Research: A Literature Review. *Journal of Education and Learning*, 6(1), 102-112.
- Parsons, F. (1909). *Choosing a Vocation*. Houghton Mifflin Co: Boston
- Rahman, MdS. (2017). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. *Journal of Education and Learning*, 6(1), 102-112.
- Rashotte, L. (2007). Social influence. <https://doi.org/10.1002/9781405165518.wbeoss154>
- Reaume, G. (2014). Understanding critical disability studies. *Canadian Medical Association Journal*, 186(16), 1248-1249.
- Rocco, T.S. (2005). From disability studies to critical race theory: Working towards critical disability theory. *Adult Education Research Conference*. <https://newprairiepress.org/aerc/2005/papers/17>
- Savickas, M.L. (2001). A developmental perspective on vocational behaviour: Career patterns, salience, and themes. *International Journal for Educational and Vocational Guidance*. (1), 49-57.

- Samkange, W. (2015). The role of labelling in education: A focus on exceptional learners. *Global Journal of Advanced Research*, 2(9), 1419-1424.
- Savickas, M.L. (2012). Life Design: A paradigm for career intervention in the 21<sup>st</sup> century. *Journal of Counselling & Development*, 90, 13-19.
- Scior, K. (2016). Toward understanding disability stigma: Introduction. In Scior, K., & Werner, S. (eds). *Intellectual Disability and Stigma: Stepping out from the Margins*. London: Macmillan
- Sen, E., & Yurtsever, S. (2007). Difficulties experienced by families with disabled children. *JSPN*, 12(4), 238-252.
- Shifrer, D. (2013). Stigma of a label: Educational expectation for high school students labelled with learning disabilities. *Journal of Health and Social Behaviour*, 54(4), 462-480.
- South African Qualifications Authority. (2009). *Career Guidance Challenges and Opportunities*.
- Statistics South Africa. (2019). Statistical release P0211. Quarterly Labour Force Survey. Quarter 1: 2019.
- Steyn, G.M., & Vlachos, C.J. (2011). Developing a vocational training and transition planning programme for intellectually disabled students in South Africa: A case study. *Journal of Social Science*. 27 (1), 25-37.
- Stipanovic, N. (2015). Metacognitive strategies in the career development of individuals with learning disabilities. *Career Planning and Adult Development Journal*, 3(4), 178-179.
- Sultana, R.G. (2010). Career guidance and social inclusion: A challenge for Europe. *Australian Journal of Career Development*, 19(1).
- Tanveer, A.M. (2008). Reliability and validity of qualitative and operational research paradigm. *Pakistan Journal of Statistics and Operation Research*, 4(1), 35-45.
- The Local Government SETA. (2016). Career Guide. [https://www.cdn.lgseta.co.za/resources/career\\_guides/LGSETA\\_Career%20Guide%202016.pdf](https://www.cdn.lgseta.co.za/resources/career_guides/LGSETA_Career%20Guide%202016.pdf)
- Trigueros, R. (2018). How to analyse and interpret quantitative/qualitative data and how to write conclusions and recommendations qualitative and quantitative research.

- Turner, D.W. III. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.
- Walton, E. (2011). Getting inclusion right in South Africa. *Intervention in School and Clinic*, 46(4), 240-245
- Walton, E. (2011). Getting inclusion right in South Africa. (2011). *Intervention in School and Clinic*, 46(4), 240-245
- Watson, M., & McMAhon, M. (2005). Children's career development: A research review from a learning perspective. *Journal of Vocational Behavior*. (67), 192-132. DOI: 10.1016/j.jvb.2004.08.011



## LIST OF APPENDICES

### 7.1 Appendix 1: Consent- Principal



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Dear Principal

I, Paballo Miya, am a student studying at the University of Pretoria. I am currently registered for my Masters in the Department of Educational Psychology (M.Ed). As part of my studies, I have to complete a research module which requires me to write a full dissertation. The purpose of this letter is to invite you to participate in my research.

The title of my study is Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities. The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this issue. I will be conducting interviews which will be expected to be 35-45 minutes in length. Should you allow me to conduct my research in your school, I will interview you, as the principal, seven teachers, and seven parents who have learners with intellectual disabilities. I request for one of the teachers to be a learner support teacher. These interviews will be conducted at a time and venue convenient to the teachers and parents, and will be done within the school building. The interviews will only be audio taped and transcribed for data analysis. I have attached my interview schedule for your information. My supervisor and I will have access to this information. The name of your school will also only be known by my supervisor and I.

The identities of the teachers and parents will be protected and the name of your school will not be mentioned in my dissertation. All teachers and parents who will be participating in this study will be given informed consent letters which highlights that they may withdraw from the study at any given moment. A copy of my dissertation will be made available to you upon request and the findings of this study will be found in the relevant chapters. Audio-taped interviews will be in my possession as the researcher. Transcriptions of these interviews will be on my personal computer and will be made available to my supervisor. All data and documents will be kept in a safe place which will be locked for safekeeping. After the

completion of the study, the data will be stored in the Educational Psychology Department, in accordance with the requirements of the university.

If you agree for me to conduct this research in your school, please fill in the consent form below. Should you have any questions, please feel free to contact me or my supervisor on the details provided.

Signature of student \_\_\_\_\_ Signature of supervisor \_\_\_\_\_  
Student contact number: 0832897439 Supervisor email: [funke.omidire@up.ac.za](mailto:funke.omidire@up.ac.za)

Student email: [Pabidichaba@gmail.com](mailto:Pabidichaba@gmail.com)

## 7.2 Appendix 2: Consent form- Principal



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### Consent form

I, \_\_\_\_\_(your name), principal \_\_\_\_\_ of \_\_\_\_\_ agree/do not agree (delete what is not applicable) for Paballo Miya to conduct research in this school. The research project is titled: Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.

I understand that I will be interviewed about this topic, including seven teachers and seven parents for about 35-45 minutes at a venue a time that is convenient to me. This interview will be audio taped by the researcher.

I understand that the researcher subscribes to

- Voluntary participation, where participants will be given an opportunity to withdraw from the study at any given moment,
- Informed consent, which means that participants will be informed at all times about the research purpose and give consent to participate,
- Safety in participation, which means participants will not be placed at risk,
- Privacy, which entails that the participants will remain anonymous and all data collected will remain confidential.

Signature \_\_\_\_\_

Date \_\_\_\_\_

### 7.3 Appendix 3: Consent- Teacher



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Dear Teacher

I, Paballo Miya, am a student studying at the University of Pretoria. I am currently registered for my Masters in the Department of Educational Psychology (MEd). As part of my studies, I have to complete a research module which requires me to write a full dissertation. The purpose of this letter is to invite you to participate in my research.

The title of my study is Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities. The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this topic. I will be conducting interviews which will be expected to be 35-45 minutes in length.

If you agree to participate in this study, you will be interviewed at a venue and time which is convenient for you within the school building. The interview will be audio taped and transcribed for data analysis. Your identity will not be disclosed and the name of your school will not be identified. Should you decide to participate, and later change your decision, you may withdraw from the study at any given point. Audio-taped interviews will be in my possession as the researcher. Transcriptions of these interviews will be on my personal computer and will be made available to my supervisor. All data and documents will be kept in a safe place which will be locked for safekeeping. After the completion of the study, the data will be stored in Educational Psychology Department in accordance with the policy requirements of the university.

If you agree to take part in this study, please fill in the consent form provided below. For more questions, please feel free to contact me or my supervisor on the information given.

Signature of student \_\_\_\_\_ Signature of supervisor \_\_\_\_\_

Student contact number: 0832897439      Supervisor email: [funke.omidire@up.ac.za](mailto:funke.omidire@up.ac.za)

Student email: [Pabidichaba@gmail.com](mailto:Pabidichaba@gmail.com)

## 7.4 Appendix 4: Consent form- Teacher



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### Consent form

I, \_\_\_\_\_ (your name), agree/do not agree (delete what is not applicable) to take part in the research project titled: Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities. I understand that I will be interviewed about this topic for about 35-45 minutes at a venue a time that is convenient to me. This interview will be audio taped by the researcher.

I understand that the researcher subscribes to

- Voluntary participation, where participants will be given an opportunity to withdraw from the study at any given moment,
- Informed consent, which means that participants will be informed at all times about the research purpose and give consent to participate,
- Safety in participation, which means participants will not be placed at risk,
- Privacy, which entails that the participants will remain anonymous and all data collected will remain confidential.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7.5 Appendix 5: Consent- Parent



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Dear Parent

I, Paballo Miya, am a student studying at the University of Pretoria. I am currently registered for my Masters in the Department of Educational Psychology (MEd). As part of my studies, I have to complete a research module which requires me to write a full dissertation. The purpose of this letter is to invite you to participate in my research.

The title of my study is Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities. The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this topic. I will be conducting interviews which will be expected to be 35-45 minutes in length.

If you agree to participate in this study, you will be interviewed at a venue and time which is convenient for you within the school building. The interview will be audio taped and transcribed for data analysis. Your identity will not be disclosed and the name of your school will not be identified. Should you decide to participate, and later change your decision, you may withdraw from the study at any given point. Audio-taped interviews will be in my possession as the researcher. Transcriptions of these interviews will be on my personal computer and will be made available to my supervisor. All data and documents will be kept in a safe place which will be locked for safekeeping. After the completion of the study, the data will be stored in Educational Psychology Department in accordance with the policy requirements of the university.

If you agree to take part in this study, please fill in the consent form provided below. For more questions, please feel free to contact me or my supervisor on the information given.

Signature of student \_\_\_\_\_ Signature of supervisor \_\_\_\_\_

Student contact number: 0832897439 Supervisor email: [funke.omidire@up.ac.za](mailto:funke.omidire@up.ac.za)

Student email: [Pabidichaba@gmail.com](mailto:Pabidichaba@gmail.com)

## 7.6 Appendix 6: Consent form- Parent



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### Consent form

I, \_\_\_\_\_ (your name), agree/do not agree (delete what is not applicable) to take part in the research project titled: Stakeholders' perceptions on how schools influence the Career Development of learners with Intellectual Disabilities. I understand that I will be interviewed about this topic for about 35-45 minutes at a venue a time that is convenient to me. This interview will be audio taped by the researcher.

I understand that the researcher subscribes to

- Voluntary participation, where participants will be given an opportunity to withdraw from the study at any given moment,
- Informed consent, which means that participants will be informed at all times about the research purpose and give consent to participate,
- Safety in participation, which means participants will not be placed at risk,
- Privacy, which entails that the participants will remain anonymous and all data collected will remain confidential.

Signature \_\_\_\_\_

Date \_\_\_\_\_



## 7.7 Appendix 7: Interview schedule- Principal



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### Interview schedule (Principals)

Title of study: **Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.**

The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this issue.

#### Questions for principals

1. What procedures does your school follow in order to accommodate learners with intellectual disabilities?
2. How does the department of education support learners with intellectual disabilities in full service schools?
3. Which efforts have been taken by the school to educate learners with intellectual disabilities about the careers available to them?
4. Do you know of any career development programs in Sasolburg? If so, please name them.
5. How would career development programs benefit learners with intellectual disabilities in Sasolburg?

## 7.8 Appendix 8: Interview schedule- Teacher



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### The interview schedule (Teachers)

Title of study: **Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.**

The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this issue.

#### Questions for teachers:

1. To what extent do you think learners with intellectual disabilities set career goals?
2. Describe how teachers support learners with intellectual disabilities in their classrooms.
3. Which efforts have been taken by the school to educate learners with intellectual disabilities about the careers available to them?
4. In your opinion, how would the implementation of vocational school work impact learners with intellectual disabilities?
5. How do you experience teaching learners with intellectual disabilities?
6. Do you think learners with intellectual disabilities would be able to thrive in a formal work environment?
7. To what extent do parents support their learners who have intellectual disabilities?
8. How does money play a role in improving the vocational skills of learners with intellectual disabilities?
9. Do you know of any career development programs in Sasolburg? If so, please name them.
10. How would career development programs benefit learners with intellectual disabilities in Sasolburg?
11. Describe how you think people with disabilities would be excluded or included in the labour market.

## 7.9 Appendix 9: Interview schedule- Parent



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

### Interview schedule (Parents)

**Title of study: Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.**

The purpose of this study is to provide awareness on how learners with intellectual disabilities can follow sustainable career paths and not solely relying on social disability grants for income when they leave school. Some research has already been done on this topic, but my aim is to explore the knowledge stakeholders in Sasolburg have on this issue.

#### Questions for parents:

1. In your opinion, how would the implementation of vocational school work impact learners with intellectual disabilities?
2. Which employment opportunities do you think are available for people with intellectual disabilities?
3. How do you think teachers experience teaching learners with intellectual disabilities?
4. Do you think people with intellectual disabilities would be able to thrive in a formal work environment?
5. To what extent do parents support their learners who have intellectual disabilities?
6. How does money play a role in improving the vocational skills of learners with intellectual disabilities?
7. Do you know of any career development programs in Sasolburg? If so, please name them.
8. How would career development programs benefit learners with intellectual disabilities in Sasolburg?
9. Describe how you think people with disabilities are excluded or included in the labour market.

## 7.10 Appendix 10: Demographic questionnaire- Principal



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Title of study: **Stakeholders’ perceptions on how schools influence the career development of learners with intellectual disabilities.**

Demographic questionnaire for principals.

Name:	
Age:	
Gender:	
Principal experience:	
Language of teaching and learning:	
Number of learners in the school:	
Number of learners with intellectual disabilities in the school:	

## 7.11 Appendix 11: Demographic questionnaire- Teacher



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Title of study: **Stakeholders' perceptions on how schools influence the career development of learners with intellectual disabilities.**

Demographic questionnaire for teachers.

Name:	
Age:	
Gender:	
Teaching experience	
Language spoken	
Number of learners in classroom:	
Number of learners with intellectual disabilities in classroom	
Special needs training for teaching learners with intellectual disabilities	Yes/ No

## 7.12 Appendix 12: Demographic questionnaire- Parent



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Title of study: **Stakeholders’ perceptions on how schools influence the career development of learners with intellectual disabilities.**

Demographic questionnaire for parents.

Name:	
Age:	
Gender:	
Marital status:	Single/Married/Divorced/Widowed/Separated
Number of children:	
Age of child with intellectual disability:	
Number of people in the household:	

