Full service schools readiness in accommodating career construction of learners with visual impairment

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2019

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS
(Learning Support, Guidance and Counselling)

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PRETORIA
October 2019

Acknowledgements

My sincere gratitude again to the following people who played a pivotal role in this study:

- To God The Almighty “For with him nothing is impossible.” God my Father, thank you for wisdom, knowledge and understanding to complete my Master’s degree.
- Mr L. Ubisi, my supervisor, and Prof. M. M. Sefotho, my co-supervisor, thank you for your patience, support and encouragement. It was not easy but through your feedback and guidance it was worth the hard work and resilience built in me.
- Prof. R. Ferreira and Ms M. Thabe, thank you for your support and coordination for the study.
- To my husband, Mr Enoch Molekoa and our three children, Lesego, Dodi and Lesedi, I would like to appreciate the patience and understanding you showed, even when my study took time away to be with you. I love you.
- To my dear sister in the Lord, Dr F. Malongane, thanks for always being there to listen, pray with me, guide and motivate.
- To my mom, Jane Letsoalo, for inspiring me through the example you lived by studying till retirement.
- To my sister Tshepo, and my mother in law, Rachel, I so appreciate your calls of support.
- To my classmates Ausi Priscilla, Refiloe and Mpho, thank you for the team work and words of encouragement which kept me going.
- To the Department of Higher Education and The Postgraduate Department, for financial support.
- To the Department of Basic Education, to grant me the permission to use the schools in the provinces for our study.
- School principals, thank you for your warm welcome into your schools, and for your participation.
- To the teachers at the special and full service schools, my appreciation for sharing with me your time and experiences.

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Declaration of Originality

I, Mmamokele Tryphosa Molekoa (student number 14241065), declare that the dissertation, which I hereby submit for the degree Magister Educationis in Learning Support, Guidance and Counselling at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Mmamokele Tryphosa Molekoa
October 2019

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Ethical Clearance Certificate

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CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **UP 17/06/01 Ferreira 18-002**
DEGREE AND PROJECT	MEd Full service schools readiness in accommodating career construction of learners with visual impairment
INVESTIGATOR	Ms MT Molekoa
DEPARTMENT	Educational Psychology
APPROVAL TO COMMENCE STUDY	09 March 2018
DATE OF CLEARANCE CERTIFICATE	30 August 2019

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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.

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Ethics Statement

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research*.

Mmamokele Tryphosa Molekoa
October 2019

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Abstract

Full service schools readiness in accommodating career construction of learners with visual impairment

by

Mmamokele Tryphosa Molekoa

Supervisor: Mr L. Ubisi
Co-supervisor: Prof. M. M. Sefotho
Degree: M. Ed. (Learning Support, Guidance and Counselling)

The study explored readiness to accommodate career construction (CC) of learners with visual impairment (LVI) in 2 full service schools (FSSs) within 2 provinces in South Africa (SA) (see Annexure B). A qualitative research approach was applied to gather rich information. Research participants were selected using non-probability, purposeful sampling. The sample consisted of a total of 26 teachers recruited from the 2 provinces of the Free State (2) (see Annexure C) and the Eastern Cape (24). Data was generated through face-to-face semi-structured interviews, observations and teacher participation in participatory action research (PAR) workshops. Data were analysed employing inductive, thematic data analysis, where themes emerged that answered the study's research questions (see Annexure H).

The findings from the study indicated the following themes arranged according to prominence: (1) the role FSSs play in CC; (2) positive and negative perceptions teachers hold towards accommodating CC of LVI; and lastly (3) skills and resources needed by FSSs and teachers. It is hoped that the results will assist the Department of Higher Education in collaboration with the University of Pretoria (UP) to develop a qualification to train teachers on accommodation of LVI.

Key words

- Accommodation
- Career construction
- Full service schools
- Inclusive education
- Visual impairment

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Declaration – Language Editor

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EDITING CERTIFICATE
LANGUAGE EDITING SERVICES

Date: 2018/11/10

This serves to confirm that the document entitled:

FULL SERVICE SCHOOLS READINESS IN ACCOMMODATING CAREER CONSTRUCTION FOR LEARNERS WITH VISUAL IMPAIRMENT

by
Mmamokele Tryphosa Molekoa

has been language edited on behalf of its author, with recommendations for improvement.

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PhD candidate
Wits University

Table of Contents

Page

---oOo---

Chapter 2
Literature Review

Page

---oOo---

Chapter 3
Research Methodology

Page

---oOo---

Chapter 4
Results and Findings

Page

---oOo---

Chapter 5

Findings, Conclusion and Recommendations

Page

---oOo---

List of Tables

Page

---oOo---

List of Figures

Page

---ooOoo---

Chapter 1
Introduction and Overview

1.1 INTRODUCTION

The pathways of career construction (CC), career choices and work adjustment for learners with disabilities have been largely investigated in extant research (Murugami & Nel, 2012). The term career construction/counselling describes individual's interest towards career growth and career services realisation. Career services are offered by professional practitioners for understanding self and the world of work (Zhou, Li, & Gao, 2016). Career professionals include career guidance teachers, career advisors, career counsellors, and student counsellors. Career practitioners are found in different work settings, such as schools, government departments, non-governmental organisations (NG0's), private companies and in institutions of higher learning (Modiba, 2017).

But, literature of CC for learners with visual impairment (LVI) in full service schools (FSSs) seems to be scarce. CC has an influence on the knowledge of the type of careers LVI may follow. This also includes the knowledge of training opportunities available for them, and the types of jobs they may choose in the future. The chapter below discusses the background of research, the problem statement, the rationale for investigation, the literature review, concept clarification, research design, selection of participants, and ethical considerations that were followed by the study. Data collection and documentation, analysis and the findings are also discussed.

1.2 BACKGROUND OF THE STUDY

One of the global challenges affecting LVI is difficult career choices and reduced job prospects (Khadka, Ryan, Margrain, Woodhouse & Davies, 2012; Pinquart & Pfeiffer, 2014). More importantly is the accommodation of CC in FSSs. This requires a deeper look at the socioeconomic issues surrounding visual impairment, inclusive education and CC. LVI are affected by poverty, lack proper infrastructure, high educational dropouts and lack of job opportunities as compared to non-disabled peers (Graham, Selipsky, Moodley, Maina, & Rowland, 2010). It is believed that accommodation/ inclusive education may be accomplished when there is preparation of teachers, parental and community support, proper resources which is evident in countries such as Bangladesh, Kenya, India (Mittler in Maringa, McConkey & Myeeza, 2014:

foreword). Emerging from this context, LVI who may be accommodated and receive CC in FSS may progress well in their school subjects and in their careers after high school. Furthermore, by understanding CC for LVI in FSSs, research may contribute to CC, ecological theory and the development and finalisation of the proposed qualification (Advanced Diploma in Visual Impairment Studies), which is part of the larger project within the University of Pretoria.

The World Health Organisation (WHO) disability report, estimates that the prevalence of people with visual impairment worldwide is about 253 million (WHO, 2018). From those 253 million, 36 are blind, and 217 million possess average to very great vision impairment (WHO, 2018). Moreover, approximately 1.3 billion people alive have far or close vision impairment estimated worldwide. Yet, a lot of these people may need remedial devices, such as spectacles or even surgery to recover their vision (Gilbert & Ellwein, 2008). Globally, an estimated 90% of children with disabilities in emerging populations do not attend school (United Nations Children's Fund [UNICEF], 2014). This is supported by the recent report of the SA profile of persons with disabilities and Statistics South Africa (StatsSA) in 2014. This report indicated that 11% of persons aged five years and older had seeing difficulties. This may demonstrate the impact of visual impairment towards schooling and job search.

The goal of inclusive education is to provide quality education to all children (Engelbrecht, 2006; Miles & Singal, 2010). However, in South Africa (SA), past inequalities and unfair discriminatory practices imposed by the apartheid government had an impact on the education of the disabled (Conway, 2017). For example, schools were separated in terms of disability and ethnicity (Donohue & Bornman, 2014). Financial provision to schools for black learners with disabilities was scarce but schools for white learners with impairment were well–financed (Department of Education [DoE], 2001). One way in which inclusive education may be considered a suitable strategy for removing past inequalities in SA is through the establishment of FSSs (Department of Basic Education [DBE], Republic of South Africa, 2010b). This is shown by the Salamanca statement (United Nations Educational, Scientific and Cultural Organizations [UNESCO], 1994), which incorporated inclusion as a guiding principle in the improvement of education for all. This means learners may be accepted in FSSs regardless of their bodily, social or emotional needs (Engelbrecht, Nel, Smit & Van Deventer, 2016). This may help to respond to the role that inclusive education plays in accommodation of learners in FSSs. According to the Guidelines for FSSs, a FSS is defined as "a school that will be equipped and supported to provide for the full range of learning needs amongst all learners" (DBE, Republic of South Africa, 2010b, p. 17).

However, Walton, Nel, Muller, and Lebeloane (2014) have argued that rather than standing as radars for learners with disability as the White Paper 6 (WP6) describes them, FSSs reveal how learners with disabilities are not accepted in the South African education system. Despite the non-acceptance of learners with disability, another way in which success towards the establishment of FSSs might be reached is when neighbouring schools work together. Collaboration of FSSs with special schools, resource centres (SSRC), and mainstream schools, may help in sharing knowledge, expertise, in addition to resources (DBE, Republic of South Africa, 2010b).

Moreover, it is believed that people who may play an important role in the effective execution of FSSs, among others, include parents, teachers, principals, specialists in different areas, and governmental departments (Payne-Van Staten, 2015). Teachers are the key to the success of inclusion (Walton, 2011). This means to teach in an inclusive environment, teachers need to possess certain attitudes, values, knowledge and skills in relation to an inclusive environment (Payne-Van Staden, 2015). Despite the enactment of WP6 fifteen years ago regarding inclusive education, teachers of LVI still need to be trained (Fish, Hodgson & Khumalo, 2016). For xample, the DBE report of 2014 states that a lot of teachers teaching LVI fail to comprehend and compose Braille well. In addition, WP6 written on the rights of persons with disability proposes that introduction of training in the use of Braille and accessibility of Braille in all learning environment and workplaces is crucial. In addition training teachers on how to teach learners with limitations to education, education of polices on differentiation of curriculum, and preparation for education of children with unique disabilities (Fish Hodgson & Khumalo, 2016) may be beneficial to teachers. For this study, specialist FSS support staff's readiness to accommodate CC for LVI will be investigated.

CC in FSSs is crucial for the adjustment of LVI from high school to after school life. Adjustment help learners with the responsibility of choosing either to go to an academic institution or to work. Entry in academic institutions is made possible by proper career choices. Proper CC built from past memories, present skills and future goals, constructing from a choice that is without disability stigma, and discrimination (Sefotho, 2014). For example, learners with disability were allocated 80% funds to study at the Technical and Vocational Education and Training Colleges (TVET) colleges. In addition, the National Student Financial Aid Scheme (NSFAS) has allocated R76.6 million in the 2017 academic year to deliver scholarship assistance to disabled students in universities. However, findings of Cosser and Du Toit (as cited in Chireshe,

2012), stated that 60% of learners have not received CC in schools. As a result, LVI may not be ready to access the funds allocated for TVET or University studies.

Reports by the South African National Council for the Blind (SANCB) shows 97% of all blind and partially sighted people in the country are unemployed (Garrett, 2016). Lamichhane (2015) asserted that satisfactory skills allows learners with disability to have entry to different employment opportunities. In addition, Bengisu, Izbırak, and Mackieh (2008) have explained that having a higher education, along with Braille literacy, increases the chances of employment for people with visual impairment. According to Dyson (as cited in Morelle, 2016), the CC education systems should be designed and CC practical programmes for LVI be implemented to take into account the wide diversity of these needs.

1.3 PROBLEM STATEMENT

Accommodation of CC for LVI in FSSs is crucial. CC "is described as the attitudes, beliefs, and competencies clustered as four dimensions: developing a positive concern for a future career, enhancing personal control over that future, enhancing curiosity to explore future career scenarios" (McIlveen, Beccaria & Burton, 2013, p.230). It follows from this that teachers in full service schools should not just decide the type of career LVI should choose, based on what is assumed to be the suitable career (Drubach, 2008). However, considerations should be made that every LVI has their own unique personality, talents and skills which teachers in full service schools should observe and support towards the right career choice (Savickas et al., 2009). When teachers assists leaners to realise the relationship of the school subjects and their future careers, this may help learners to have a picture of the world of work (Sefotho, 2014). Bojuwe and Mbanjwa (2006) found that within the schools, concepts such as extracurricular activities and subjects' preference impact on career choice among learners. The understanding of such impact may help to fill the existing gap in literature regarding CC for LVI in FSSs.

In SA since 2001, the inclusion of LVI within FSS has been slow. Based on a study conducted in Kwazulu Natal, there was no evidence of the execution of inclusive education programme in schools by Department of Education (Donohoue & Bornman, 2014). Moreover, research by Ngcobo and Muthikrishna (2011, p.360) showed that learners with disabilities, including the ones with visual impairment who were now in FSS were not treated as people who are able to learn like other peers. However, this

study aims to follow on accommodation of CC in FSSs and from this backdrop research on the role of FSS on CC for LVI may be explored.

1.4 PURPOSE AND RATIONALE OF THE STUDY

The purpose of this study is to determine a sampled number of FSSs readiness to accommodate the CC for LVI in two provinces. Readiness may include the skills and resources FSSs need (Walton, 2011; Nel, Tlale & Engelbrecht, 2016). The type of skills teachers have in CC (or career guidance), the level of knowledge and experience on careers, the type of classrooms and assistive devices available/needed to train learners in CC are important in accommodation of CC for LVI (Booth & Ainscow, 2011). Despite the importance of accommodation of CC for LVI as part of the educational transformation which took place globally and in many countries (Miles & Singal, 2010; Riddel, 2009; Spurgeon, 2007), teachers may still lack the necessary training in CC. The lack of skills may make the teachers to be reluctant to engage learners on topics such as careers (Donohue & Bornman, 2014). In my own experience as a student counsellor, when I worked with teachers from FSSs and when I conducted CC workshops it appeared that teachers lacked the necessary skills, career information, and resources for career guidance (Walton, 2011). The lack of proper skills and resources to work with LVI, may influence teacher intrest in engaging learners and teaching career guidance in FSSs (Walton, 2011; Walton & Lloyd, 2011).

Moreover, as indicated previously, literature indicate that 60% of school children in SA have not been given career guidance at school (Cosser & Du Toit as cited in Chireshe, 2012). Lack of career guidance at school may lead to inability to make the proper choice of future careers. Absence of proper career choice may lead to unemployment of LVI (Khadka, Ryan, Margrain, Woodhouse, & Davies, 2012; Pinquart & Pfeiffer, 2014). However, putting into practice CC may assist to reduce the unemployment rate, and may build hope in the lives of LVI. Given the above-mentioned scenario, it was hoped that the findings of this study on accommodation of CC for LVI might address career choice/construction of LVI and transition towards meaningful livelihood based on informed life design (Savickas et al., 2009). The findings might assist the DoE in collaboration with the UP to develop a qualification that can assist teachers offering career guidance and Life Orientation (LO) in FSSs with knowledge and skills towards CC for LVI.

1.5 RESEARCH QUESTIONS

The following presents primary and secondary research questions.

1.5.1 PRIMARY RESEARCH QUESTION

- How do full service schools get ready to accommodate the career construction for learners with visual impairments?

1.5.2 SECONDARY RESEARCH QUESTIONS

- What role do full service schools play in accommodating the career construction for learners with visual impairment?
- What perceptions do full service school teachers have in regards to accommodating the career construction for learners with visual impairment?
- What skills and resources do full service schools teachers need to be ready to accommodate the career construction for learners with visual impairment?

1.6 CONCEPT CLARIFICATION

1.6.1 INCLUSIVE EDUCATION

Education for all can be described as societal improvement of privileges and dignity of learners with disabilities who appear to be viewed as weak (Lipsky & Gartner, 2006). In this study, inclusive education will mean placing students with disabilities of all ranges and types into full-service schools with suitable services, positive attitude and support provided primarily in that context (Savolaine, Mateo, & Kokkali, 2006).

1.6.2 FULL SERVICE SCHOOLS

In SA, FSSs are “first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner as they strive to achieve access, equity, quality and social justice in education” (DBE, Republic of South Africa, 2010b, p. 7). For the purpose of this study, FSSs are schools that provide to all learners, essentially to learners with disabilities a comprehensive range of additional quality education and service (Cummings, Dyson, & Todd, 2011).

1.6.3 ACCOMMODATION

For this study, the term accommodation will be used to describe an adaptation of environment, curriculum, or equipment that allows an individual with a disability to gain access towards content and tasks. For example, FSS educators will allow LVI to pursue a regular course of study on what is being taught by including computer text-to-speech, computer-based systems, extended time, large-print books and trackballs (Burgstahler & Moore, 2009).

1.6.4 VISUAL IMPAIRMENT

Visual impairment is described as a variation of sight loss (Mason & McCall, 2013). For this study, the variation of sight loss is either low vision, or blind. Low vision denotes to unstable eyesight, cannot read standard-size text, have field deficits (for example, they cannot see peripherally or centrally), problems with depth perception, or other visual impairments (Burgstahler & Jirikowic, 2002). The term low vision is used with reference to learners who are taught through methods that rely on sight (Mason & McCall, 2013). According to Burgstahler and Jirikowic (2002), blindness stand for individuals who have little to no usable vision. Students with blindness cannot read printed text, even when enlarged. Individuals who are blind from birth may have difficulty understanding abstract concepts or verbal descriptions based on visual images. In such case, blind is used to describe learners who rely predominantly on tangible methods in their learning. For example, using Braille (Mason & McCall, 2013).

1.6.5 CAREER CONSTRUCTION

Career construction (CC) is career planning, the development of one's self and the skills to be prepared (Savickas, 2012; Stringer, Kerpelman, & Skorikov, 2011). For this study, CC refers to the building of self and identity from past memories, present skills and future goals, constructing a choice that is without disability stigma, and discrimination (Sefotho, 2014). According to Savickas (2011), CC is structured into discreet sessions. One of these is a semi-structured interview called a career construction interview (CCI), in which ideas and experiences are stimulated that are relevant to potential career choices. Five topics are explored, namely: (i) Role models (for self-construction); (ii) books and movies for current script; (iii) magazines or television shows for manifest interest; (iv) sayings and mottos for advice to one's self; and (v) early recollection for a current perspective on the presenting problem.

1.7 PARADIGM

According to Colman (2006), a paradigm is a conceptual framework that explains a particular theoretical approach to research. In the proposed study, an interpretive paradigm was followed. An interpretive paradigm is understood to use fair processes in constructing knowledge, where both the participants and researcher are involved in research (Sefotho, 2018). In this study, phenomena were observed through different methods such as face-to-face interviews, PAR workshops, and observations (Bertram & Christiansen, 2014).

1.8 SUMMARY OF THE RESEARCH METHODS AND STRATEGIES

1.8.1 RESEARCH METHOD

For the study, I adopted a qualitative approach, a process which, according to Sarantakos (2013), operates within a naturalistic and holistic context. Therefore, the naturalistic context where the FSS teachers were interviewed was in a familiar environment in which daily school activities take place (McMillan & Schumacher, 2014).

1.8.2 ONTOLOGY

According to Mouton (2001), ontology refers to questions over “What is reality?” For this study, my ontological stance is that the accommodation of CC for LVI is ignored. Therefore, in agreement with today’s classification, people who would be classified as disabled are those with mental and physical shortcomings, the blind, the mute, and the crippled (Sefotho, 2018). Subsequently, an analysis by Nyirongo (1997) has indicated that disabled people are restricted from partaking in rites such as marriage, circumcision, and other rituals. As a result, they are deemed inadequate by certain African ontological standards. However, the idiom *Sehole ho ma-sona, hase lahloe*, which translates as “a mother never abandons her child with disability,” provides an ontology that may ballast disability, and work against the ambiguous negativity found around the field (Sefotho, 2018, p.7). Moreover, for this study, since the paradigm I adopted was interpretivism, the reality and experiences of what can be known about accommodation of CC of LVI was shared by different participants. This included the use of interviews and participation of teachers in PAR.

1.8.3 EPISTEMOLOGY

In this study, epistemology is concerned with questions of how we can know about the reality "out there." For example, "How is the career construction of LVI accommodated?" This could be achieved through allowing teachers to participate in the interview voluntarily, and providing information of the benefit of their participation. In this study, teachers were allowed to participate in PAR in order to provide them the goal for the investigation. This served to allow them to become part of the change they wanted to see, through completing of information required on the slides (see Annexure E).

1.8.4 METHODOLOGY

Methodology refers to how research is conducted (Merriam et al., 2009). In this study, face-to-face inter with teachers at FSSs using a voice recorder as well as observations of the school surrounding and classroom settings were conducted to answer the primary and secondary research questions pertaining to CC of LVI.

1.8.5 RESEARCH DESIGN

As an exploratory study, the study followed a qualitative interpretive research design. Interpretivism principally focuses on the individual's encounters, how individuals utilise these interactions and relationships to construct meaning as well as to inform their personal views (Gelderblom, 2010).

1.8.6 SITE AND RESEARCH PARTICIPANTS

The purposefully selected research sites included FSSs within 2 provinces across South Africa (FS and EC). Site visits included reviewing their readiness to accommodate CC of LVI where 46 teachers participated in the research (McMillan & Schumacher, 2014).

1.8.7 RESEARCH PARTICIPANTS

For this study, the sampled participants were teachers from FSSs. Research participant consisted of a total of 44 teachers from the following provinces: Free State (2) and the Eastern Cape (42).

1.8.8 DATA COLLECTION METHODS

Individual interviews were used (Burton, Brundrett & Jones, 2014). During the interviews, I had face-to-face open-ended questions, which I asked using a pre - designed interview schedule using themes in literature of the subject matter. A semi-structured interview schedule may be regarded a flexible tool to guard against being side tracked (O'Leary, 2012). I allowed participants to ask follow-up questions in order to get more clarity from the responses. The flexibility here allowed me to elicit more responses from the teachers. As a result, descriptive information from teachers on accommodation in FSSs were gathered.

1.8.9 DATA DOCUMENTATION AND STORAGE

The data documentation strategies used included audio tape recorders, field notes, pictures, and interview notes (Cresswell, 2008). Tape-recorded data were data derived from participants through voice/sound recorder of the participants' responses and sounds in the interview environment (Burton & Bartlett, 2009). Even though I used tape recorders, I did not stop to use my journal to record non-verbal communications and records of the observations I made of the classrooms (McMillan & Schumacher, 2014).

1.8.10 DATA ANALYSIS TECHNIQUE

Data analysis procedure employed is thematic analysis which refers to the depiction of important themes from research evidence (Bryman, 2012)**.** The process involves "organising the data, immersion of the data, generating categories and themes, coding the data and offering interpretations" (see Annexure G) (Marshall & Rossman, 2011, p. 209).

1.9 ETHICAL CONSIDERATIONS

Ethical considerations are matters that are fundamental to the research process and subsequently they need to be deliberated before the research begins. The following ethical considerations, which I deemed pertinent to my study, included informed consent, voluntary participation, and privacy (Maree, 2012). Privacy was assured through confidentiality, anonymity, and appropriate storing of data. Tape-recorded information was stored in a manner that would ensure confidentiality. This will later be described in detail in Chapter 3. During the reporting of data, anonymity of participants was ensured using pseudonyms, while passwords were used for stored records of the study. Data findings will be published as a dissertation with the university.

1.10 QUALITY CRITERIA

Trustworthiness of data collection and analysis of the study was maintained through four qualitative criteria, which are: credibility, transferability, dependability, and conformability (Maree & Di Fabio, 2015). To ensure credibility, different data collection strategies were used. For example, before the face-to-face interviews with teachers, I observed the class sizes at the school, available and unavailable assistive devices, as well as the categories of LVI (fully and partially blind) accommodated in each class (Padgett, 2008). I maintained credibility of the study through member checking. This was done by inviting school teachers and school management, who were participants during the first stage of data collection, to a stakeholder meeting at a venue away from their schools. The purpose of the meeting was to present the findings, to further confirm with them if the data collected was accurate, and was interpreted in a manner that represented their views about the research topic. Further descriptions of transferability, dependability, and conformability will be presented in Chapter 3.

1.11 CHAPTER OUTLINE

The following is the description of the chapters within this dissertation.

Chapter 1 provided an outline of the awareness of the research, problem statement and rationale for the study, investigation purpose, and brief overview of the research methodology. The primary and secondary research questions were outlined. In addition, a short description of the paradigms and methodologies chosen was provided.

Chapter 2 presents the literature review, where I seek to outline the theoretical framework for the study. Available literature around the following topics is unpacked: Inclusive education world-wide and in SA; overview of FSSs; as well as readiness and roles of FSSs and teachers in accommodation of CC for LVI. Then, the review explores literature around CC and visual impairment; as well as teacher perception in not accommodating the CC for LVI. Lastly, the chapter further discusses the challenges from family; school and society of CC for LVI; skills and resources needed by teachers in FSSs to accommodate the CC for LVI.

Chapter 3 describes the research inquiry and method. Population and sampling, site and research participants, data collection methods, data documentation and storage, reflection on the research projects, trustworthiness, and data analysis technique.

Chapter4 presents the results and findings of research.

Chapter 5, as a final chapter of the research, the research investigations are linked to the study enquiry questions in the first part, findings are presented. Thereafter, a conclusion and recommendations will be discussed.

1.12 CONCLUSION

This section furnished a summary of the inquiry which included research rationale, aim, problem declaration, research inquires, concepts clarification and methodology discussion. Following is literature review, which explores the inclusion of LVI and CC in FSSs, FSS teacher requirements for teaching CC of LVI and LVI employment rate, challenges in CC, and future careers of learners, with visual impairment and benefits of career guidance to LVI. The study to explore FSSs' readiness to accommodate the CC of LVI.

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Chapter 2

Literature Review

2.1 INTRODUCTION

To find more information about readiness to accommodate CC of LVI, I reviewed inter alia academic articles, journals, policy documents, and books. In doing so, I attempted to extract that which I thought was necessary and useful for this study. Firstly, literature was reviewed on inclusive education internationally and in SA. The review considered literature around the introduction of FSSs, visual impairment amongst SA learners, as well as the readiness and roles of FSS teachers in accommodation of CC for LVI. Next, the review examined the challenges from family; school and society of CC for LVI, and the skills and resources needed by teachers in FSSs to accommodate the CC for LVI. Finally, I discussed the theoretical framework around influencers towards accommodation of CC (CC theory and Bronfenbrenner ecological model). The literature review located accommodation of CC within these frameworks.

2.2 INCLUSIVE EDUCATION INTERNATIONALLY AND IN SA

2.2.1 INCLUSIVE EDUCATION INTERNATIONALLY

Internationally, back in the 1990s, the inclusive schools were beacons for progress worldwide (Miles & Singal, 2010). The aim of inclusive education is provision of quality education to all children (Engelbrecht, 2006; Miles & Singal, 2010). The yardstick for policy development is the global guidelines. These include the Universal Declaration of Human Rights (United Nations General Assembly, 1948), the United Nations Convention on the Rights of the Child (UNICEF, 1989), the Standard Rules on the Equalisation of Opportunities for Disabled Persons (United Nations, 1994) and the Dakar Framework for Action - Education for All: Meeting our Collective Commitments (UNESCO, 2000). Nationwide, the idea of inclusive education is carefully perceived to be more than a programme for transformation of schools towards provision of quality education for all, irrespective of race, ability/disability, gender, language, and class (D. Armstrong, Armstrong, & Spandagou, 2011). Forlin (2010) further states that globally education for all is a tool for comprehensive education.

2.2.2 INCLUSIVE EDUCATION IN SA

Even though inclusive education is embraced globally, for SA, it is positioned within a political setting (Nind, 2014). After 1994, before inclusive education could be realised in SA, the government had to address some of the past wrongs that resulted from the apartheid government system (Conway, 2017). Government had to make commitment to have inclusive education that is driven by the protection of human rights (Donohoue, 2014). Swart and Pettipher (2016) state that in SA, important steps were taken to develop a legal and policy framework for the establishment of an inclusive education system. White Paper 6 was seen as an instrument towards execution of an all-encompassing education system (DoE, 2001). The conversion of mainstream primary schools to FSSs and orientation of staff in mainstream schools to the practices of inclusive education were important strategies established by the DoE (2001). Three phases of transition, including medium-, short- and long-term goals towards inclusive teaching system, were established by DoE. Successes were seen. One is a pilot project that 500 FSSs would be established within a period of twenty years (Engelbrecht et al., 2016). Progress with enrolment figures, increased from 6,267,524 under apartheid to 12,428,069 in 2011 (DBE, Republic of South Africa, 2010a). Even though enrolment figures are recently in line with international trends, the split between social class and the rural/urban gap still exists (Engelbrecht et al., 2016).

2.3 FULL SERVICE SCHOOLS

The expansion of FSSs is one of the strategies towards inclusive education (Conway, 2017). The South African education system development of FSSs is directed by WP6 and the guidelines for FSSs issued by the DoE in 2015. WP6 defines FSSs as “schools that will be equipped and supported to provide for the full range of learning needs among all our learners” (DoE, 2001, p. 22). Likewise, FSSs will receive support in growing their ability to accommodate the different desires of learners with disabilities (LWD). According to the DoE’s (2001) guidelines on inclusion in FSSs, a FSS must meet the following criteria:

- The school must be accessible using general transport and must be located amongst other schools;
- They must have water, ablutions and their buildings be monitored;
- Management with constructive values towards development is required;
- The availability of school management team and School Governing Body plays an important role;
- Specialised executives are needed at the school;

- More land for more development is needed;
- Partaking in departmental activities to serve as a FSS is required;
- Availability of other stakeholders and Have community health and social care services.

Table 2.1 below shows types of schools that should accommodate children with disabilities and special learning needs in South Africa (DoE, 2001).

Table 2.1: Types of schools that should accommodate children with disabilities and special learning needs in South Africa

TYPE OF SCHOOL	WHAT IS IT?	POLICIES AND GUIDELINES
Mainstream/Ordinary School	• Mainstream schools are schools that all children attend and is required to "reasonably accommodate" children with disabilities.	• SIAS policy encourages all children to attend local schools. • Equality Act. • Schools Act Section 12(4).
Full-Service School	• A FSS is designated, converted, resourced and equipped by government to accommodate learners with a wide range of disabilities and learning needs. • They may accommodate learners with "high," most often "moderate" or "low" learning needs according to the SIAS policy.	• Guidelines for full-service/inclusive schools (DBE, Republic of South Africa, 2010a). • Conceptual and operational guidelines for the implementation of inclusive education.
Special Schools	• A SS is equipped to deliver a specialised education programme, for learners screened at a mainstream school and have specific "severe" disabilities. • Children in SSs are often required to stay in hostels during the term.	• Guidelines to ensure quality education and support in special schools and special-school resource centres (DoE, 2005).
Resource Centres	• Are schools equipped to support a range of support services to other SSs, full-service schools and ordinary schools in their areas?	• Guidelines to ensure quality education and support in special schools and special-school resource centres (DoE, 2005)

FSSs to be equipped with skilled teachers to aid other mainstream schools in accommodating all learners in spite of disability. However, in a report outlined in 2015 by Moses Simelane, Director of Inclusive Education at the DBE, the department was "far from reaching the target" of converting 500 schools to full service schools by 2021. It is noted that in February 2015, 500 schools had been designated for possible conversion to FSSs. However, only 137 of those schools had been successfully converted, with an increase of only 29 schools since 2011. FSSs are supported to grow resource centres for teachers and school children. This resulted, in thousands of children with disabilities taken back to SSs that cannot serve their needs (Nkosi, 2011).

Literature underlining the inclusion and accommodation people with disabilities (PWD) has been prevalent in international as well as South African literature, but scarce amongst LVI. In SA, since 2001, inclusion of LVI within FSSs has been slow and inconsistent across learner groups or geographic areas, marked in Education WP6, entitled *Special Education: Building an Inclusive Education and Training System* (Ngcobo & Muthukrishna, 2011). Evidence of their study shows those learners with disabilities, including the ones with visual impairment who were now in FSSs, were received by teachers in unacceptable manner. Again, a recent study conducted in KZN revealed that there is no proof of the carrying out of education for all programme in schools by DoE (Donohue & Bornman, 2014). It is also found in a case study by Mashiya (2014) a FSS, a local primary school continued to segregate learners. This implies that FSSs' readiness and teachers' perception to accommodate LVI may be highly dependent on the level of training, skills and support received from the DoE and other stakeholders.

2.2.1 VISUAL IMPAIRMENT AMONGST SA LEARNERS

South African profile of persons with disabilities and Statistics South Africa (StatsSA) in 2014 report indicated that 11% of persons aged five years and older had seeing difficulties. A South African survey was recently conducted in the schools of learners with visual impairment by the rights organisation Section 27, their findings reveal the schools have limited availability of textbooks, they have limited workbooks and teachers' guides in accessible formats, including braille and large print. 17 of the 22 schools for the visually impaired are without textbooks, huge staff shortages which is leaving untrained volunteers to care for students, many are not braille literate. Most schools are without orientation and mobility practitioners.

2.4 ROLES AND READINESS OF FSS TEACHERS IN ACCOMMODATION OF CC FOR LVI

2.4.1 ROLES OF FSS TEACHERS IN CC OF LVI

According to the DoE (2001), it is important for teachers to be role models, empathetic leaders and counsellors (Wasserman, 2014). As role models, teachers can teach a subject well or carry themselves in a way that learners may aspire to become future teachers like them (Barnett, 2007). Teachers as leaders in careers, must possess professional knowledge and understanding to teach diverse learners using different resources (DBE, Republic of South Africa, 2010a). For example, to facilitate CC in class teachers may ask learners to prepare a speech about “Myself” telling on their interest, abilities and future goals (Savickas et al., 2009). To help learners to match what is gathered from their speech, teachers may further organise “Take a learner to work” a trip where learners visit an organisation with different departments (for example, finance, computers, human resource and lecturing) to see the real work environment (Murugami & Nel, 2012). For practical work, learners may be assisted to start a food garden, guided on garment making and growing chickens as a way of assisting them to realise their future careers (Murugami & Nel, 2012).

Similarly, Fuller, McCrum, and Macfadyen (2014) maintain that teachers of visually impaired (TVI) students’ roles and responsibilities may include the following:

- **Conduct Assessments**: Conducting eyesight – connected assessments and evaluations, including all first assessments and re-evaluations.
  - Orientation and mobility skills, social interaction and independent living
  - Personal management, recreation and leisure skills
  - Career and vocational education skills and assistive technology skills
- **Communication/Collaboration/Consultation**:
  - Maintain communication with para-educators to ensure reinforcement of skills and material adaptation/modification, as set forth by the teacher of student with visual impairment (TVI), in accordance with the individualized education program (IEP).
  - Maintain ongoing contact with parents to dialogue about child’s abilities, progress, and future goals. For example, teachers may include parents in career guidance by checking with parents what interests do the learner show and what is the learner good at when they are at home.

Literature reviewed reveal that 90% of teachers felt that they are responsible for career guidance, while 31% and 30% felt is for subject and school career guidance teachers (Fuller et al., 2014). A further 14% contribution is believed to be coming from collaboration, and 10% of career guidance contribution is believed to be coming from parents (Fuller et al., 2014). In the same study conducted in England, in terms of career information provision and career advice, the study indicated that 56% of teachers felt that visits from employers were seen as useful, while 55% of teachers felt that visits by further education/higher education tutors and ex-pupils were viewed as significant. The study may address the gaps around CC theory using narrative/storied approach based on ecological theory, which allows for a broader community to share in the lives of the learner (Flum, 2015).This study aims to unlock the roles the school and other stakeholders play in the CC of LVI.

2.4.2 READINESS OF FSS TEACHERS IN CC OF LVI

It is important for FSS teachers as main partners of facilitating change to be ready for inclusive education (Pienaar & Raymond, 2013). Teachers seem to be happy to implement new policies when they are in agreement with them, and in contrast, feel reluctant to take part in the implementation of policy when they do not agree with them (Ntombela, 2011). Therefore, teachers' responses to the new introduced policies tend to either be acceptance or non-acceptance.

Despite the DoE's action in training and offering workshops, teachers mentioned that there is no career training (Mosia, 2011). From the conducted workshops, the teachers mentioned the need for practical work rather than information sharing sessions (Phokane, 2013). Thus, the readiness of full-service school teachers in inclusive education is important, since educators are the main partners in facilitating change (Pienaar & Raymond, 2013).

2.5 SKILLS, TRAINING AND RESOURCES NEEDED BY TEACHERS IN FULL SERVICE SCHOOLS TO ACCOMMODATE THE CC FOR LVI

2.5.1 SKILLS AND TRAINING NEEDED BY TEACHERS

In a study conducted in China, Zhou et al. (2016) found that teaching skills and teaching experience were requirements for the training of teachers in becoming career guidance practitioners. The understanding and adequate teaching experience of teachers seems to make teaching and learning at school a positive experience (Donohue & Bornman, 2014). This increases learner confidence to doing school work,

for example when using the devices such as Braille (Argyropoulos, Sideridis, & Katsoulis, 2008). Studies indicate that the knowledge that teachers have in accommodating LVI in inclusive classrooms is not sufficient (Mwakyeja, 2013). Teachers' beliefs regarding their qualification has a strong impact on the development of a comprehensive schooling. Adequate teacher training will ensure successful inclusive education (Mhlongo, 2015)

Contemporary teacher education in SA developed teachers to accept diverse learners in one classroom (Oswald & Swart, 2011). Educators prefer formal education from universities, in order for them to be ready for the challenge. In addition, the training of tutors plays a pivotal role in enhancing the time span learning has to take place, hence, LVI increase their academic learning time when coached by trained tutors (Wiskochil, Lieberman, Houston-Wilson, & Peterson, 2007). However, literature by Wolffe and Spungin (2002) found that teachers of students with visual impairments expended time as follows: on educational engagements (27%), on teaching (14%), on communication capabilities (18%), on social-emotional skills (9%), on sensory-motor skills (8%), on orientation and mobility skills (8%), on activities of daily living (7%), and on interacting with families and other professionals (8%).

This implies little time is spent on career guidance, which is derived from activities of daily living and interaction with families. In Malawi, teachers who were trained in visual impairment were distributed to regions to share the message of the transitioning of LVI from SSs to mainstream schools (Lynch et al., 2011). However, sustaining the employment of teachers trained in visual impairment has not been successful, due to lack of funding, as well as missing assistive devices resulting from a lack of monitoring and care (Lynch & McCall, 2010). As such, even after training, teachers still lacked the skill to teach LVI, exclusion within SA societies grew (Ntombela, 2011). Hence, the idea of introducing the training of teachers on the subject of inclusive education meets with challenges. In conclusion, this study might assist to address the attitudes, skills and resources required by educators to accommodate the CC of LVI through the development of a qualification to train educators in FSSs (Frankel, Gold, & Ajodhia-Andrews, 2010).

2.5.2 RESOURCES NEEDED BY FULL SERVICE SCHOOLS

The South African Schools Act of 1996 (Republic of South Africa, 1996) stated that government ensured that the physical facilities at public schools (including libraries, information and communication technologies (ICT), auditoriums, sports facilities and

so on) are accessible for people with disabilities. According to the WP6: Special Needs Education covering Inclusive Education of 2001, schools should invest resources in accommodating students with disabilities (Walton, 2011). As teachers acquire these resources, they assist the teachers in supporting learners at school (Nel, Tlale, Engelbrecht, & Nel, 2016). For example, FSS educators will allow LVI to pursue a regular course of study, not changing what is being taught, but including: computer text-to-speech; computer-based systems; extended time; large-print books; and trackballs (Burgstahler & Moore, 2009). Therefore, it is important to note that those children with disabilities perform better given sufficient enablers, (Donald, Lazarus, & Lolwana, 2002).

However, a study conducted by Mmema (2010) has indicated that scare resources such as lack of personal computers, lack of role models and libraries may be the reason for little career information. Similarly, due to a lack of resources within the South African educational system, execution of inclusive education by teachers appears to remain a distinct challenge (Diale, Pillay, & Fritz, 2014). This statement is supported by Walton (2011), stating that in many provinces in South Africa, learning materials at schools struggle to meet the needs of learners with learning difficulties. Walton (2011) further illustrates that in some provinces, learners with disabilities wait longer for assistive devices, which results in lower participation of learners in proper education. It would thus be important to provide FSSs with proper assistive devices for addressing various career choice challenges faced by teachers of LVI.

2.6 CHALLENGES AND INFLUENCE TOWARDS CC FOR LVI

2.6.1 THE CHALLENGES AND INFLUENCE OF FAMILY TO THE CC OF LVI

The challenges experienced by LVI in constructing their own careers appears to come from families (Zellweger, Sieger, & Halter, 2011). Unintentional family facts influence young people's career choices. However, families might restrict LVI from choosing certain careers as a result of the beliefs they hold (Zellweger et al., 2011). In studying career choices amongst a group of South African young people, Bojuwoye and Mbanjwa (2006) stated a significant influence from parents towards learners' career decisions. This implies that without parental approval or support, learners are reluctant to pursue diverse career possibilities (Shumba & Naong, 2012). However, Salami (2006) found that family involvement is a predictor to gender dominated occupations. This may be an indicator of how parents' beliefs may influence learners' opinion of their talent and eventually learners' career choice (Falaye & Adams, 2008).

2.6.2 CHALLENGES AND INFLUENCE OF THE SCHOOLS AND TEACHERS IN CC OF LVI

The school where LVI are learning influence their career choice. Bojuwe and Mbanjwa (2006) found that within the schools, concepts such as extracurricular activities and subjects' preference impact on career choice among learners. However, an inquiry lead by Mmema (2010) established that many institutions have little information regarding career choice, due to scarce resources, including computers and property. Similarly in Australia, The Australian Blindness Forum ([ABF], 2008) programmes for visually impaired (VI) are biased without guidance. This leaves LVI lacking the basic skills to succeed beyond secondary education, unable to get employment, and to live freely. In addition, Bojuwoye and Mbanjwa (2006) found that the career direction for previously disadvantaged students are affected by lack of finance, no career information, poor scholastic achievement, and unsatisfactory career counselling services.

Likewise, teachers and parents are seen to be of influence towards the profession of learners (Barnett, 2007). For instance, students mention that teachers inspire some students to take particular subjects that match with the aptitude and ability that the teachers identify (Ali, Schur, & Blank, 2011). On the other hand, teachers may discourage LVI by withholding information available of different careers which the teachers deem incompatible for them (Ali et al., 2011). This may be due to the fact that teachers lacked the proper career guidance skills (Diale, 2010). For this reason, a need to develop training for teachers specifically in the CC for LVI is crucial.

2.6.3 CHALLENGES AND INFLUENCE OF THE SOCIETY IN CC OF LVI

Negative societal attitudes, such as stigmatisation and discrimination, appear to be the greatest reason for separation of learners with disabilities from FSSs to SSs (WHO, 2011). Worldwide, children with disabilities often do not go to school, since it is perceived that they either may disrupt the class, or that they cannot learn (Tugli, 2013). In the same way, Maher (2009) found that isolation deterred the successful inclusion of learners. Similarly, cultural attitudes have a significant impact on people with disabilities' participation in school and in the community. Culture influence parents' attitudes in schooling children with disabilities. According to Polat (2011, p. 57), "changing attitudinal barriers among school professionals in the wider community is one of the essential aspects of making inclusive education happen in low incoming countries."

2.7 THEORETICAL FRAMEWORK

2.7.1 SAVICKAS CC THEORY

In this study, the theoretical frameworks used emerged from the career construction theory (CCT) by Savickas (2010) and the Bronfebrenner ecological model (2005). CC is career planning, the development of one's self and the skills to be prepared (Savickas, 2012; Stringer et al., 2011). It is building self and identity from past memories, present skills, and future goals, and is constructed on a choice that is without disability stigma and discrimination (Sefotho, 2014). According to Savickas (2011), CC is structured in different sessions. One of the sessions is semi-structured interview called a Career Construction Interview (CCI).

CCI is used to arouse ideas and experiences that are relevant to career choices. Five topics are explored: (i) role models (for self-construction); (ii) books and movies; (iii) magazines or television shows for manifest interest; (iv) sayings and mottos for advice to one's self; and (v) early recollection for a current perspective on the presenting problem (Maree, 2015). CCT comes from Super, Holland and other theories (Savickas, 2002, 2005, 2011, 2012). CCT strives to maintain and renew the best concepts and research from the 20th century career models for use in the 21st century. For example, instead of measuring personality traits as realist concepts, the theory concentrates on how individuals use what they have by replacing scores with stories. The naturalistic and interpretive model shapes the CCT (Savickas, 2010). CCT holds that "individuals construct their careers by imposing meaning that is using words or language," (Savickas, 2005, p. 43). In this study, a narrative approach was used in assisting LVI to construct their careers. Narrative counselling involves learners telling stories about their past, present and future lives with the aim of helping them to make positive career decisions (Sharf, 2013). McMahon and Watson's (2010) story telling approach was founded on systems theory. Whatever learners share concerning themselves, for example, their interests, and activities (roles) they are involved in (at home, at school, and when they are with their peers), may assist the school counsellor to help LVI to realise the relationship of those activities with their future careers (Sharf, 2013, pp. 3–32).

In using CCI, one would attempt to understand how career stories explain why individuals make the choices that they do. This is similar to what has been mentioned in narrative counselling. Thus, the theory becomes relevant in understanding the multi-storied lives of individuals (Morgan, 2000). Their stories reflect their diversity and

experiences (McMahon, 2011). Linking past, present, and future stories is not new to the field. For example, Josselson and Lieblich (1995) has explained that an individual's stories of past experiences offers an explanation of the present story, and together, such stories suggest a way to a future story. These may suggest that narrative counselling may be used by teachers in CC for LVI.

2.7.2 BRONFENBRENNER ECOLOGICAL MODEL

According to Bronfenbrenner ecological model (2005), it is important to understand the career development of a child from the context of numerous sub-environments. The learner finds themselves involved in different ecosystems, from the micro-system the home (family) ecological system. Moving outward to school (teachers and peers) within the meso- and exo-system (Anderson et al., 2014) and to the macro-system the society (culture) (Paquette & Ryan, 2001). This systems interact with and influence each other including the child's career development (Patton et al., 2006).

2.8 Conclusion

This chapter covered the literature on roles and readiness of teachers in CC for LVI. It dealt with the skills training and resources needed by teachers in FSSs to accommodate the CC for LVI .I discussed the challenge and influence toward CC for LVI. Lastly, I used Savickas CC theory and Bronfenbrenner ecological model as theoretical frameworks to help me understand how teachers can use the narrative stories of learners in helping LVI to construct their careers. The next chapter discusses the research approach followed in the study, the methods of data collection, and the analysis and interpretation of the data. The quality criteria and ethical issues of the study are also discussed.

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Chapter 3

Research Methodology

3.1 INTRODUCTION

This chapter discusses the research methodology of the study. An overview of the research design will be specified, followed by a description of the design of the study and the data collection strategies. Next, sampling of research participants, sites, and data analysis processes will be discussed. The chapter will report on rigour of the study and the ethical issues pertaining to this study.

3.2 PARADIGM

According to Colman (2006), a paradigm is a set of conceptual frameworks that explains a particular theoretical approach to research. Therefore, for this study, FSS teachers and SS teachers all have a view of what is going on at school and in class, and will act on how they interpreted their teaching environment (Bertram & Cristiansen, 2014).

3.2.1 ONTOLOGY, EPISTEMOLOGY AND METHODOLOGY

The following three concepts define an interpretivism research paradigm (Mertens, 2010b): ontology, epistemology, and methodology.

According to Mouton (2001), **ontology** refers to what can be known, according to the question "What is reality?" Constructivists believe that there is an interactive link between participants and the researcher, in which values are made explicit and through the research process, findings are created. For this study, my ontological assumption was that accommodation of CC for LVI is ignored.

Epistemology is concerned with how something can be known (Bertram & Christiansen, 2014). For example, during my interaction with the teachers through classroom observation, I was able to learn that LVI are taught to count using different assistive devices or teaching aids. The advantage of the interpretive paradigm was that it aims to develop deeper acceptance of the phenomenon and its complication in its unique context (Creswell & Poth, 2018).

Methodology is concerned with how research is conducted (Merriam et al., 2009). I used a voice recorder during face-to-face interviews with teachers at FSSs. Again, images of the schools' surrounding and classroom settings and available assistive devices were recorded. This enabled me to answer my primary and secondary research questions pertaining to resources needed. The study adopted a qualitative research approach, a process that operates within a naturalistic and holistic context (Sarantakos, 2013). The naturalistic context was the FSSs, where teachers were interviewed in the environment with which they were familiar, and where daily school activities took place (McMillan & Schumacher, 2014). Using qualitative research, I performed the role of an observer, noting the type of classes the school had, the number of learners in the class, the teaching methods used, and the type of assistive devices available (McMillan & Schumacher, 2014).

3.3 RESEARCH DESIGN

As an exploratory study, the research followed a qualitative interpretive research design. Interpretivism principally focuses on the individual's encounters, how individuals utilise these interactions and relationships to construct meaning as well as to inform their personal views (Gelderblom, 2010).

The chosen design allowed me a natural participation with teachers in FSSs (Sarantakos, 2013, p. 36). Teachers were interviewed in the environment with which they are familiar, which is their classrooms (McMillan & Schumacher, 2014, p. 345). The schools have classes for handwork such as cooking and baking, basket and chair knitting using reeds, speech lessons, and a goal ball for sports. Teachers were able to nurture skills that they see in LVI. This process is interpretive, because the researcher recreates clarification of what they see, hear and understand using the partipants' words (Creswell, 2009). During data collection, I observed and listened to the teacher giving a lesson to LVI on understanding time by describing the sizes of the different arrows (hands) of a clock, which tells the seconds, minutes, and hours. I observed her, asking learners questions from the lesson she taught, and allowing them to respond by using a Braille machine. I was able to ask her questions, on what she thought would assist the learners in constructing their careers, and she immediately indicated that the learners in her class all display different skills. For example, she mentioned that one learner has been saying that he is interested in working with his hands, as he is good at knitting baskets during handwork lessons. The other learner is good in mathematics, and therefore, would like to be a maths teacher, as he enjoys and understands working with numbers during a mathematics lessons.

3.3.1 THE ADVANTAGES OF THE QUALITATIVE RESEARCH DESIGN

The advantage of a qualitative approach was that it is interpretive (Creswell, 2009). This allowed me to explore the readiness of FSSs so as to accommodate the CC of LVI (Creswell, 2009). As highlighted earlier, the approach empowers people to share their stories. For example, during the face-to-face interviews, teachers were able share their perceptions as to what they think about careers of LVI. Moreover, teachers were willing to participate in the PAR by answering questions like, “what resources and skills do teachers need to teach LVI?”

3.3.2 THE CHALLENGES OF THE QUALITATIVE RESEARCH DESIGN

The challenges were access in some of the FSSs, since the study was conducted during the national exam period, and data collection dates were already confirmed (Schurink, Fouché, & De Vos, 2011). To overcome the challenge, we asked the principal to allow us access to teachers of grades that were not writing in the morning. This allowed us to save time while waiting for the teachers who have relevant experience and information of working with LVI to be consulted. Since the study is qualitative, findings could not be transferrable in all chosen provinces (GP, KZN, LP, FS, EC, and Mpumalanga [MP]) (Harry & Lipsky, 2014).

3.4 RESEARCH METHODOLOGY

PAR workshops were the most appropriate qualitative research method chosen for this study. In PAR, participants are encouraged to think, share, and use their own ideas to create solutions to their challenges, rather than to rely on outsiders (Ferreira & Ebersöhn, 2011). PAR awarded teachers the opportunity to be heard, as they are affected by lack of skills and resources (Creswell, 2008). Given the collaborative nature of PAR, teachers were divided in three to four groups made of four to five participants. The groups were given posters with similar questions, they were allocated time for group discussion and the writing of responses, and slots for openly presenting the visual posters of their answers to the bigger group (Narayanasamy, 2009). The information processed was collected by group members themselves, and given to the researchers (Creswell, 2008).

The aim of working with teachers (as participants) was to generate new in-depth knowledge from their wealth of experience in FSSs and SSs, in order to bring about change towards perceptions that teachers have on CC of LVI in FSSs (Parrish, Yeatman, Iverson, & Russell, 2012). The potential value that PAR held in this study

was that it created an orderly process of learning, where partipants share in the research process as co-researchers (Cohen, Manion, & Morrison, 2011). The limitations of the PAR approach is the belief that people know their situations and interrelated needs the best. This implies that they can create their own answers to their situations (Bar-On & Prinsen, 1999). For example, teachers may assume that LVI may not know which careers to choose, however teachers may hold the belief that, as teachers, they know the right careers learners ought to follow.

3.5. SAMPLING

Sampling is an important part of any research project (Maree, 2012). The overall study sampled five provinces, while I sampled data from two provinces (FS & EC). The current study adopted a non-probability sampling method from two schools within the FS Province and 3 schools from EC (Maree, 2012). The non-probability sampling strategy used for this study was purposeful (McMillan & Schumacher, 2014). In purposeful sampling, individuals are selected on the basis of the rich information they hold, to help researchers learn (Cresswell, 2008).

For this study, the selected FSS teachers were believed to have a better understanding of working with visual impairment. This included relevant information about LVI, as well as the type of assistive devices teachers and learners would need in constructing their careers. The advantages of purposeful sampling is that it saves time and budget (Bruns & Mogharreban, 2007). In addition, the method can be used easily, and is easy to manage (Bruns & Mogharreban, 2007). For example, during the PAR workshops, teachers participated and the responses from the posters were answered with more information, as they worked in groups.

3.6 SITE AND RESEARCH PARTICIPANTS

3.6.1 SITE

The selected research sites included six FSSs for the bigger study, within five provinces in South Africa (GP, KZN, LP, and FS & EC). The study aimed at developing and finalising the proposed qualification (Advanced Diploma in Visual impairment studies), which is part of the larger project in the field of visual impairment, within the University of Pretoria. However, as a researcher I conducted for my study and gathered data in 2 provinces due to time as a limitation.

3.6.2 RESEARCH PARTICIPANTS

For this study, the 26 participants included male and female teachers from FSSs. However, from the University's project the overall sample consisted of a total of 244 teachers, from FSSs and SS in Table 3.1 below is a biographical data per province:

Table 3.1: Total participants per province (LP = 26, FS = 31, KZN = 85, GP = 60 and EC = 42)

Province	Number of participants per school	Age group					Full service school
		20–30	31–40	41–50	51–60	61–70	
LP	(16)		3	10	3		x
LP	(10)			4	6		
FS	(9)	5		4			x
FS	(22)	2	5	8	6	1	
FS	(0)	N/A	N/A	N/A	N/A	N/A	
KZN	(20)		9	7	4		
KZN	(8)			4	4		
KZN	(47)	9	11	17	9	1	x
KZN	(10)	3	1	2	3	1	x
GP	(19)	2	3	5	4		
GP	(24)	3	5	5	4		x
GP	(10)		3		5	2	
GP	(7)	1	3	3			
EC	(24)	2	2	14	5		x
EC	(13)		2	5	6		
EC	(5)		1	3	1		

3.7 DATA COLLECTION METHODS

In this study, data was collected following different methods, namely interviews, observation, and PAR.

3.7.1 INTERVIEWS

One of the data collection strategies used for this study was interviews (Burton et al., 2014). Interviews are flexible research instruments used in qualitative research approaches to generate rich and descriptive information in order to understand

the social reality of the participants (Mertler, 2016). The interviews were flexible in the sense that we could interview selected available teachers one at a time.

I conducted semi-structured interviews with two teachers from FSSs (see Table 3.2). This allowed me to ask teachers open-ended questions with follow-up questions (Mertler, 2016). Through interviewing, teachers' perceptions about the accommodation of LVI in FSSs were gathered using face-to-face interaction with participants (Parrish et al., 2012).

Table 3.2: Demographic profiles of participants interviewed

Demographic element	Sub-categories	Numbers
School A		
Age of teachers	25–35 years (yrs.) 36 yrs. upwards	2
Gender of teachers	Female Males	1 1
Years of experience	2–5 yrs. 6 yrs. upwards	 2
Teachers with visual impairment	male	1
School B		
Age of teachers	25–35 yrs. 36 yrs. upwards	 2
Gender of teachers	Female Males	2
Years of experience	2–5 yrs. 6 yrs. upwards	0 2
Teachers with visual impairment	Female	0

Note. All partipants gave consent to be recorded on tape. All participants have more than two-year working experience.

3.7.2 OBSERVATIONS

Another data collection strategy used was observation (Maree, 2007). Observation involved watching and steadily noting what I heard and saw of what FSSs have as resources for assisting, with CC of LVI (Mertler, 2016). During my time in School A, I noted that learners do not have enough assistive devices such as computers, books on enlarged print, and proper reading glasses.

I observed one learner who was lowering her face directly onto her book in order to read and write. Again, in School A, one classroom had computers, but the school did not have access to Internet for LVI. As a result, the teacher had to use the manual way of allowing learners to present a speech about the importance of eating vegetables. I was happy listening to each learner presenting, which I found to be a creative way of accommodating CC for LVI. However, the challenge with observations is that it is labour-intensive, where the observer spends a full day at the site. The method can be a prolonged data collection method, especially if the key participants withdraw. Lastly, I had to listen intensively and pay attention during observation and listening as the researcher is required to pay immense attention to what is happening in research setting (McMillan & Schumacher, 2014). At School A with Teacher "Disebo," I felt energised, but at the same time exhausted, because she gave us more information of things that were good to know, although not directly related to the questions.

3.8 THE DATA COLLECTION AND DATA COLLECTION PLAN

The data collection plan was devised according to five phases (see Figure 3.1) (McMillan & Schumacher, 2014).

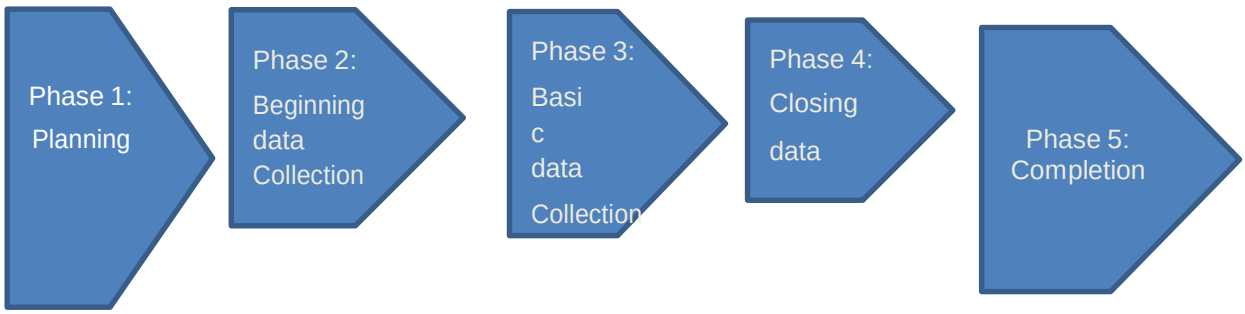

Figure 3.1 Data collection plan

Phase 1: Planning. The researcher locates and gains permission to use the site or network of individuals (participants).

Phase 2: Beginning data collection. This includes first days in the field, in which the researcher establishes rapport, trust, and reciprocal relations with the individuals to be interviewed and observed (Wax as cited in McMillan & Schumacher, 2014). Researchers fix their interviewing and recording processes to the site or for individuals involved.

Phase 3: Basic data collection. The inquirer begins to hear and see what is occurring, which goes beyond mere listening and looking. However, the researcher makes a choice on the method of gathering together data and of source of information. Initial descriptions are summarized and identified for later corroboration.

Phase 4: Closing data collection. The researcher "leaves the field" or conducts the last "interview". Ending data gathering is related to the research problem and the richness of the collected data.

Phase 5: Completion. Lastly, active data collecting blends into formal data analysis and constructs meaningful ways to present the data. Data analysis and diagrams are essential for interpretations only (McMillan & Schumacher, 2014) (see Annexure H).

3.9 DATA DOCUMENTATION AND STORAGE

The data documentation strategies included audio tape recorders, field notes, pictures, and interview notes (Cresswell, 2008). Tape-recorded data were data derived from participants through a voice/sound recorder of the participant's responses and sounds in the interview environment. Audio-recordings were stored in the computer with a password. Pictures of the assistive devices, such as blocks used by LVI on how to count, Braille books, and a Braille machine as well as goal ball were taken as evidence for the study, and were also stored. Field notes were captured by the researcher of things seen and heard as an observer during research (Narayanasamy, 2009).

3.10 DATA ANALYSIS TECHNIQUES

The data analysis adopted for this study was inductive, thematic data analysis (Braun & Clarke, 2006). Thematic analysis refers to "the extraction of key themes in one's data" (Bryman, 2012, p. 717). The process involves "organising the data, immersion of the data, generating categories and themes, coding the data and offering

interpretations" (Marshall & Rossman, 2011, p. 209). The advantages of thematic data analysis is that it is a useful tool that can bring forward rich and detailed data. It is flexible, and allows for different kinds of analytical options (Braun & Clarke, 2006). The flexibility of thematic data analysis becomes a challenge as it makes developing specific guidelines for higher phase analysis difficult. Furthermore, besides mere description, it has limited interpretive power (Braun & Clarke, 2006).

3.11 TRUSTWORTHINESS

Ensuring trustworthiness of a study is crucial for the researcher, and can be maintained through attention to four constructs relating to data collection and analysis, namely credibility, transferability, dependability, and conformability. Table 3.3 presents the measures of trustworthiness (Di Fabio & Maree, 2012).

Table 3.3: Measures of trustworthiness and evidence in the study

Measures of trustworthiness	Signs of
Credibility	◦ Interviews with teachers ◦ Observation of classes ◦ PAR ◦ Membership check
Transferability	◦ The use of purposive sampling ◦ Intense description of the data findings ◦ Reviewed literature ◦ Verbatim transcriptions
Dependability	◦ Ensuring availability of audio recordings ◦ Used verbatim transcription and thematic analysis of data
Conformability	◦ Methodology described intensely ◦ Audit trails and final reports submitted

A summary of how trustworthiness has been maintained within the study is indicated on the following above.

3.11.1 CREDIBILITY

According to Lincoln and Guba (1985), maintaining credibility is important in ensuring quality of a qualitative research. During the data collection process, I maintained credibility of my study through membership checks. This was done by inviting school teachers and school management, who were participants during the first stage of data collection, to a stakeholder meeting at a venue away from their schools. For this study,

I managed to attend three member check meetings: one in the Free State, one in the Eastern Cape and the last one in Gauteng. The purpose of the meetings were to present the findings and to further confirm with them if the collected data were interpreted in a manner that represented their ideas, perceptions, and understanding about the research topic. During data collection, I used different data collection strategies. I used face-to-face interviews with teachers, I observed the classes at the schools, their sizes and assistive devises available. In addition, I established credibility by observing the categories of LVI accommodated in each class (Padgett, 2008) (see Annexure H).

3.11.2 TRANSFERABILITY

Transferability is a type of outward legitimacy, which state the extent to which the results, practice and or findings described in one study are useful to theory, practice, and future research (Lincoln & Guba, 1985). Transferability for this study was dealt with using an in-depth site description, with the purpose of providing enough information about the study (Mertens, 2010a). Since transferability is challenging, researchers are warned to use original theoretical frameworks and theoretical boundaries as a guide to transferability (Schurink et al., 2011).

3.11.3 DEPENDABILITY

Dependability denotes the uniformity of the research findings and the extent to which research processes are filed, allowing individuals outside the research to follow, audit, and critique the research process (Streubert-Speziale & Carpenter, 2007). Before and after the interview, I checked the quality of the voice recorder, as well as during the interviews. For example, before recording, I would do a test recording by recording a small interview then checking the level of sound. Again, during recordings, I avoided any distraction from my side, for example, I avoided flipping pages, as this can create a background noise.

3.11.4 CONFORMABILITY

Conformability is described by Shenton (2004, pp. 63–75) as reporting findings of research from participant information and not from the perspective of the researcher. To achieve conformability, researcher evidence must be connected to the conclusion and be traceable (Denzin & Lincoln, 2011).

3.12 ETHICAL CONSIDERATIONS

The ethical considerations pertinent to my study included informed consent, voluntary participation and privacy (Maree, 2012). On the subject of informed consent for this study, I received permission from the DoE to visit the schools within the aforementioned provinces sampled for my study (see Annexure C). I also received a permission letter from the Institutional Review Board for my ethical clearance (see Annexure A). The school management of the school at which I conducted interviews and PAR, granted me and the team I was with during research, permission to visit the teachers in different classes at the school. During interviews, I explained to the teachers the reason for my research and I asked them to complete consent forms (see Annexure D) for agreeing to participate in the study (Burton & Bartlett, 2009).

At one of the FSSs in the FS, the teachers were asked by their management after school lessons to gather in the hall. We explained the purpose and benefit of the workshop to teachers, noting that they can participate and may withdraw if they did not want to partake. Teachers asked for clarity, seeking questions from the explanation we gave of the research. Others asked about the potential personal benefit of the study. We gave them answers. Amongst the teachers, there were three teachers who were blind, and one of the blind teachers requested to be excused immediately. We finished because she had to catch her transport. The teachers were requested to complete and sign the written informed consent forms. I collected the completed consent forms. I handed out posters with questions, which required their responses. The teachers were allowed to ask questions where they did not understand, for example when a question is not clear on the poster. We communicated in English, however, when teachers responded in a different language, and where we could understand, we responded in that language. One of the tricks was that teachers at that school knew how to speak to one another in sign language because the school accommodated deaf learners. During the PAR, some teachers would use sign language, and I was left out, without understanding what they meant. The teachers were willing to take part in the PAR and the workshop took place for 2 hours. As soon as the session was done, we allowed the one blind teacher to leave before others as she requested to catch transport (Burton et al., 2014). Privacy was assured, through confidentiality, anonymity, and appropriate storing of data. Data findings will be published as a dissertation with the university and will be in the library as a dissertation.

3.13 CONFIDENTIALITY

Confidentiality means that only the researcher(s) has access to individual data and participants would be informed as to who would use the data (Sarantakos, 2013). However during the PAR workshop, the transcriber was in the hall, and therefore the teachers were informed of her role and that she also completed a consent form not to divulge details about the partipants. The participants were also requested to respect the confidentiality, privacy and anonymity of any information shared by others. Anonymity means no link between data and participant (Sarantakos, 2013). In this study, I assured the participants that I would be using pseudonyms during the transcription and analysis of data. This includes no identifying information, such as names that can personally identify them directly in any publication or the research dissertation itself. Field notes, voice recordings, transcripts and other data were kept in a secure environment using electronic methods, locks, and a password (Mc Millan & Schumacher, 2014). According to the data management policy at UP, research data sets are kept for ten years after the completed project, but longer if intellectual property is involved, or if there are particular statutory or contractual requirements, a longer period may be required. The transcriber and the language editor may have access to the data, as they will be assisting me on my document.

3.14 REFLEXIVITY

McMillan and Schumacher (2014) describe reflexivity as an approach to scrutinising oneself during research so as to accept and reduce unfairness. I monitored my own bias, by reflecting on my experiences in my field notes, both before interviews and after the interviews. I checked my questions so that I did not channel the participant's responses to an expected answer. I recorded my actions that of the participants in the field notes and this assisted me during interpretation of the collected data.

Although my research topic, the CC for LVI in FSSs, appeared to be common, for a long time I struggled to understand what to include or how to write the literature review. I felt frustrated when I thought about the study. I kept on checking with my supervisor, and discussed with my peers. The more I read and listened to the guidance in training sessions, the more I gained confidence to work on it. At the same time, I had difficulty citing and referencing, which nearly drained my energy. However, as a student with resilience, I worked on the corrections I received from my supervisor and to my amazement, I passed the assignments which were given to us in the beginning of the year. This allowed me the opportunity to present my proposal successfully.

Creswell (2003) defines qualitative research as interpretative, by allowing the researcher to be involved in the research process with the participants. My position as a researcher and a counsellor helped me to focus on my personal objective, to follow the research course. Although I directed the research from my own lens. I was attentive and careful not to interrupt. As a result, I reflected on how my background, my training and communication with teachers, may shape the study (Creswell, 2003), and might assist in the development of a suitable model for career guidance teachers who will be working with learners with disabilities.

3.15 CONCLUSION

In this chapter a detailed account of the qualitative design and methodology of this study was provided. The data-collection methods, data storage, data analysis techniques that were used were also described (see Annexure H). Trustworthiness and ethical considerations were explained.

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Chapter 4
Results and Findings

4.1 INTRODUCTION

To introduce the chapter, I describes the analysis and findings of this study. Data to address the research issue were collected as indicated in the previous chapter. The findings will be discussed according to three sources of data, that is, interviews, PAR and observations (see Annexure H) .The analysed data will be presented according to themes and sub-themes and in relation to the research question, aims, and objectives of the study.

4.2 DEMOGRAPHIC PROFILES OF SCHOOLS AND PARTICIPANTS (INTERVIEWED, PAR WORKSHOPS AND RESEARCHER'S OBSERVATIONS DONE)

Table 4.1 below presents the demographics of participants based on the type of school, sex, age, years of experience, and disability. Demographics are from two FSSs with a total of 44 teachers overall. 2 teachers were from Free State Province (FS), and 42 teachers were from Eastern Cape Province (EC). The individual schools are represented by letters A-F.

Table 4.1: Demographics of participants

Demographic elements	No. of teachers participated	No. PAR conducted in FSSs	No. Schools observed
Schools	44(A, B, C, D)	1 FSS (42 teachers)	2 FSSs
Age of teachers 25–35yrs 36 yrs. up-wards	1FSSs 1	2 teachers 40 teachers	2FSSs
Gender of teachers	1FSSs 1 male	1 male 41 females	1 FSSs
Years of experience 2–5yrs 6 yrs. upwards	2 FSSs 40	2 40teachers	1 FSSs 1

Note. All partipants gave consent to be recorded on tape. All participants have more than two years of work experience.

Emerging themes and sub-themes are discussed in the following section of the research report.

4.3 KEY THEMES EMERGING FROM COLLECTED AND INTERPRETIVE DATA

This section seeks to discuss the themes which emerged. Table 4.2 presents the emerged themes and sub-themes.

Table 4.2: Themes and sub-themes

Themes	Sub-themes
Theme 1 Role played by FSSs in CC of LVI	Sub-theme 1.1: Involvement in different career information activities by other stakeholders Sub-theme 1.2: FSS's non-involvement in CC of LVI
Theme 2 Teacher's views of CC of LVI	Sub-theme 2.1: Positive views Sub-theme 2.2: Negative views
Theme 3 Skills and resources needed by teachers	Sub-theme 3.1: Career guidance and counselling skills for teachers Sub-theme 3.2: Buildings (premises) for practical skills and assistive technology

4.4 RESULTS FOR THE STUDY

As part of the data collection process, data has gone through the familiarising and immersion process by reading and re-reading the written transcripts (see Annexure F), PAR data (see Figure 4.1, Figure 4.2 & Figure 4.3) and researcher's observation (see Annexure G & Annexure I).

4.4.1 THEME 1: ROLE PLAYED BY FULL SERVICE SCHOOLS OF LVI

See Table 4.3 within this chapter, where I report on the results of Theme 1, which relates to the role or lack thereof played by FSSs and other stakeholders in accommodating the CC of LVI. Fuller et al. (2014) maintain that TVI students maintain the role of career and vocational education skills, assistive technology skills, and maintaining ongoing contact with parents to dialogue about child's abilities, progress, and future goals. This may be done through conduct assessments and regular communication with para-educators, which may results in independent living and personal management of LVI. From Theme 1, two sub-themes emerged comprising of FSS involvement in CC for LVI and FSS non-involvement in career construction for LVI.

Table 4.3: Theme 1 inclusion and exclusion criteria

Theme 1 Role played by FSSs in CC of LVI	Sub-theme 1.1: Involvement in different career information activities by teachers and other stakeholders Sub-theme 1.2: FSS's non-involvement in CC of LVI
Inclusion criteria	Any career information by teachers and other stakeholders
Exclusion criteria	No career information by teachers or other stakeholders

4.4.1.1 Sub-theme 1.1: Involvement in different career information activities by teachers and other stakeholders

When asked what role FSS teachers play in CC for LVI, teachers mentioned that learners were organised to attend career exhibitions, teachers support learners through an identification of talents and gifts. Universities and FET colleges also visited their schools and teachers involved parents, experts and ex-students as motivators to learners. The responses from the teachers showed that teachers are supportive

towards CC of learners. Teachers take the initiative of organising the Grade 10, 11 and 12 learners for them to attend the career exhibitions organised by universities.

- Schools take learners to attend career exhibitions

"Morena" from School A stated "*There are things like career exhibitions of institutions like University of the Free State*" (Appendix A-P1, L1). Again "Buhle" from School C mentioned "*they go for career exhibitions*" (Appendix C-P3, L4).

In addition, during a PRA session with schools C and D (see Figure 4.1 below) teachers responded on the poster that "*attending career exhibitions"* is part of the role played by teachers in CC of LVI (Appendix D-P4, L6 & PAR).

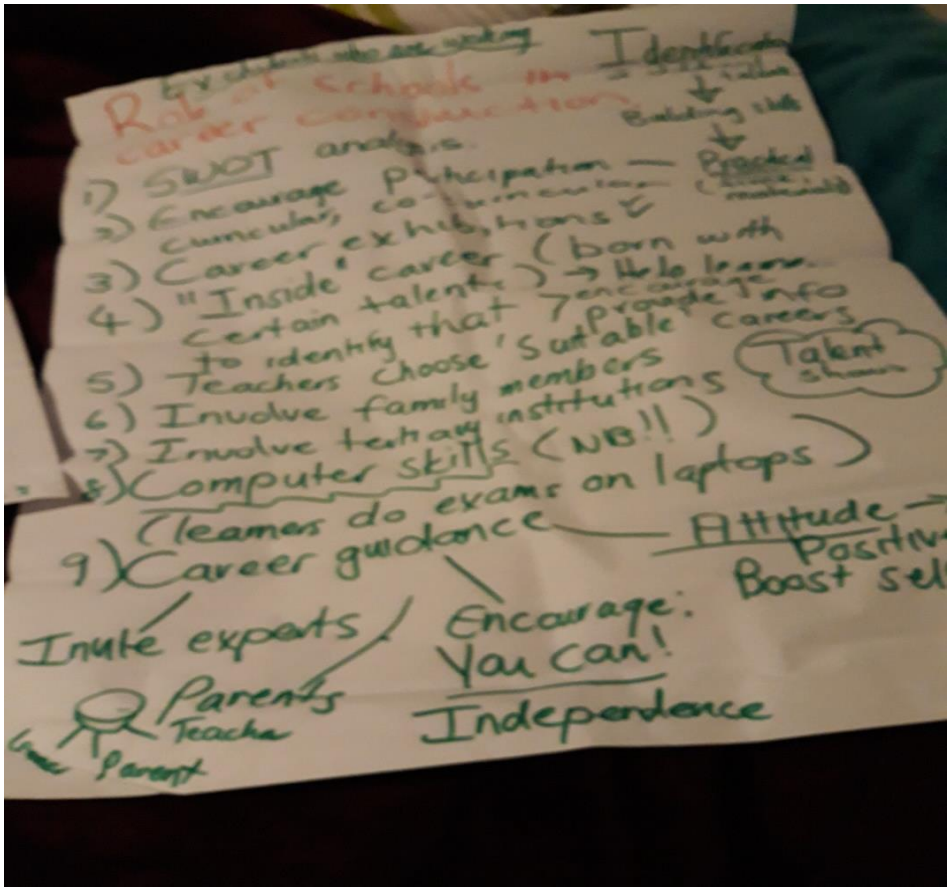

Figure 4.1: PAR responses from participants from Eastern Cape

- Teachers support learners through identification of talents and gifts

Furthermore, Participant 5 mentioned that: *"We use strength, weakness, opportunities and threats (SWOT) analysis, s*aid "Bulelwa" from School C. Secondly, "Zinzi" from School D mentioned, "*We also help them to find the inside career. For example, if you are a teacher … You are born a teacher*" (Appendix E-P5, L 2–3). Lastly, learners are

geared towards career choices based on the subjects they excel in, "*I encourage those learners I see this one love this subject to follow it as a career,*" reported "Lwazi" from School E (Appendix E-P5, L7).

- Universities and FET colleges visit their schools

The aid of universities visiting the schools also contributed towards CC. Two participants are cited here in this regard. From School A the participant stated that *"Sometimes people like Tuks* [University of Pretoria] *… sometimes you come here telling our learners about careers which are there"* (Appendix A-P1, L4). Again, "Tankisi" from School B indicated that "*Facilitators from different universities are organised and learners write aptitude test*" (Appendix B-P2, L2–3).

- Involvement of experts, parents and ex-students who are role models and motivators to learners

"Bulelwa" from School C mentioned that: *"we invite experts from various areas so that learners may know that each and everything is a career"* (Appendix D-P4, L4). She further commented that "she *also invite*[s] *the parents"* and she expressed that: *"the involvement of parents at school is very important because we are talking of a three legged pot. A three legged pot we mean the learner, the teacher and the parents. Because, what we are saying is that what this side do, the right hand side must also know that we are ... trying to build this learner, we are … trying to prepare him/her for tomorrow*" (Appendix D-P4, L7–10). On the other hand, "Lwazi" from School E emphasised that "*We also invite ex-students who are now working* to serve as role models *for learners who are still at school, to come and motivate our learners"* (Appendix B-P2, L4).

Teachers like "Morena" from School A serve as role models and motivators for LVI. "Morena" stated that "*I am also visually impaired, so… I go all out to assist them and get them information and try to prepare them*" (Appendix A-P1, L10–11). Once more, "Lwazi" from School D indicated that majority of LVI choose to study media studies because they are inspired by VI radio personalities. For example, one participant said: *"like a lady in SABC in a show called 'SHIFT' who is blind, she studied media studies and the same as Xolani Yekani the news reader"* (Appendix E-P5, L10–12).

4.4.1.2 Sub-theme 1.2: FSS's non-involvement in CC of LVI

In contrast, to the respondent above, "Buhle" from School B (a FSS), expressed that "*My school… I don't think it plays a role in the careers for those learners… because my school is not contributing to towards the career they should follow*" (Appendix C-P3, L8–9).

4.4.1.3 Discussion of Theme 1: Role played by FSSs in CC of LVI

In a study by Barnett (2011), some of the respondent showed that teachers play a major role in the career path of learners. The findings of Barnett (2011) is similar with findings of this study, as participants from both provinces mentioned that teachers play an important role of motivating learners to identify their strength(talents), teachers are taking learners to career exhibitions and teachers are involving other stakeholders.

In motivating leaners to identify their strength. Teachers tell leaners that the subjects which the learner enjoys and performs well in may be the career they may follow. For example, if the learner is good in accounting they may become accountants. This correlates with findings by Alie et al. (2011) which confirms that some subject's choices are a match to the aptitude and abilities the teachers identify in the learner.

Teachers take learners to career exhibitions organised by Universities and Tvet Colleges. In a study conducted in England in terms of career information provision and career advice, the study by Fuller et al. (2014) indicated that 55% of teachers felt that visits by further education/higher education tutors and ex-pupils were viewed as significant. In my observation, teachers assume that higher education institutions will provide proper career information regarding different qualifications and admission requirements. However, since learners go to exhibitions in large numbers, some learners fail to get relevant information regarding their career path, hence more learners complete high school without proper career vision (Cosser & Du Toit as cited in Chireshe, 2012).

Non Involvement of FSSs in Cc for LVI. In contrast to all the positive roles that FSSs teachers played, reported by Buhle from School B & D is that:

"*My school… I don't think it plays a role in the careers for those learners… because my school is not contributing to towards the career they should follow*".

This confirms the findings of Murugami and Nel (2012), who found that there is no evidence of the execution of career guidance programme in schools. Although studies in CC have examined CC for learners in mainstream schools, there has not been much on CC for LVI in FSSs. As such findings from this study, provides an additional insight into the need for more research specifically on CC for LVI in FSSs.

4.4.2 THEME 2: TEACHER'S VIEWS OF CC OF LVI

Within this chapter, I report on the results of Theme 2, which relates to the teacher's views towards accommodating the CC of LVI. From Theme 2, two sub-themes emerged comprising of teacher's positive views towards CC for LVI and teacher's negative views towards CC for LVI. Below is Table 4.4, which shows the inclusion and exclusion criteria of Theme 2.

Table 4.4: Theme 2 inclusion and exclusion criteria

Theme 2 Teacher's views of CC of LVI	Sub-theme 2.1: Positive views Sub-theme 2.2: Negative views
Inclusion criteria	Any views from the teachers towards CC of LVI
Exclusion criteria	Any views from teachers of no support to CC of LVI

4.4.2.1 Sub-theme 2.1: Positive views

Participants expressed views that the learner's level of visual impairment has an influence on the type of careers they may follow.

- Learner level of visual impairment and career success

During the interview "Tankisa" from School A mentioned that she encourages learners by guiding them to the type of careers they may follow based on the level of their VI. *"Then I tell them due to their eye sight they can follow the careers like office, admin … what what??? And things that has to do with computers"* (Appendix B-P2, L13–14). The fact that totally blind learners cannot see at all gives them advantage in terms of level of concentration and memory strength towards school work. "Tankisa" and "Lwazi" stated that the career success rate for totally blind learners is high, because they are not distracted by visual things as compared to learners who are partially

sighted. “Tankisa” from School A alluded: *“The blind ones because their vision is very limited they remember things more strong than some of us who can see, they have potential because their memory is broad.”* In addition, “Tankisa” from School A supported her previous point, mentioning that “*The learner who is totally blind was from our school, that learner was in red carpet last year because he got five distinctions*” (Appendix B-P2, L27). Participants mentioned more career path which LVI may follow “Bulelwa” from School D said: *“Learners with visual impairment can be switchboard operators at hospitals and firms.”* We also find them in the business world (Appendix E-P5, L28).

“Bulelwa” from school D stated that “*their sense of hearing is very sharp, they can do drama, poetry and be story tellers because they are gifted and talented*” (Appendix E-5-P5 L30–31).

4.4.2.2 Sub-theme 2.2: Negative views

- Level of VI and career progress

During the interview two respondents, “Tankisa” from School A, emphasised that the level of learner’s visual impairment has a negative influence on the type of careers learners could follow. As a result, “Tankisa” mentioned that visually impaired learners cannot follow careers in engineering and a career that deals with chemicals.

“Tankisa” from School A stated that: “*In terms of careers neee … You know what? Our learners do not have the abilities like the mainstream kids*” (Appendix B-P2, L8). “*Like the blind learners eee … they will want to follow the science stream and staff like that where they work with chemicals and machines … all the staff … but due to their eye sight they cannot follow the career of engineering what and what?*” (Appendix B-P2, L11–13). Again, “Tankisa” School A indicated that the level of visual impairment also determined career limitations. “*The partially sighted is very much impossible for them to follow the science career because, they can’t see small things*” (Appendix B-P2, L23).

4.4.2.3 Discussion of Theme 2: FSS teacher’s views towards CC of LVI

My findings confirm the findings of Rowland and Bell (2012) that the challenge lies not with visually impaired individuals, however, but with the perceptions of the sighted people towards people with visual impairment. Partcipant from School A indicated the way in which the level of eyesight had an impact on career choice. The findings reveal

that teachers choose the type of careers LVI may be able to follow. Firstly, as from Tankisa at School a she tells LVI that, because of level eyesight they will not follow careers that have to do with chemicals and engineering. Secondly, teacher Tankisa revealed that she explained to the learners that because of their eyesight, they can follow certain careers, such as admin and computer-related work. The above findings further agrees with previous studies that teachers may discourage LVI by withholding available information of different careers, which the teachers deem to be incompatible for them (Ali et al., 2011). This findings seems to also confirm research by Diale (2010) on influence of untrained career counselling teachers.

4.4.3 THEME 3: SKILLS AND RESOURCES NEEDED BY FSS TEACHERS

Through analysis of the data, a theme that emerged was that teachers require a range of skills and resources as outlined in this section (see Table 4.5). In addition, sub-themes developed include: sub-theme 3.1 career guidance and counselling skills for teachers, sub-theme 3.2 buildings (premises) for practical skills and assistive technologies. Table 4.5 provides the inclusion and exclusion criteria for Sub-theme 3.1 and Sub-theme 3.2 as shown on Figure 4.2.

Table 4.5: Theme 3 inclusion and exclusion criteria

Theme 3 Skills and resources needed by FSS teachers	 Sub-theme 3.1 Career guidance and counselling skills for teachers Sub-theme 3.2 Buildings (premises) for practical skills and assistive technologies
Inclusion criteria for skills and resources **Exclusion criteria** for skills and resources	Any career guidance and counselling skills and resources teacher use Any non-assistive technology/no buildings used by teachers

4.4.3.1 Sub-theme 3.1: Career guidance and counselling skills for teachers

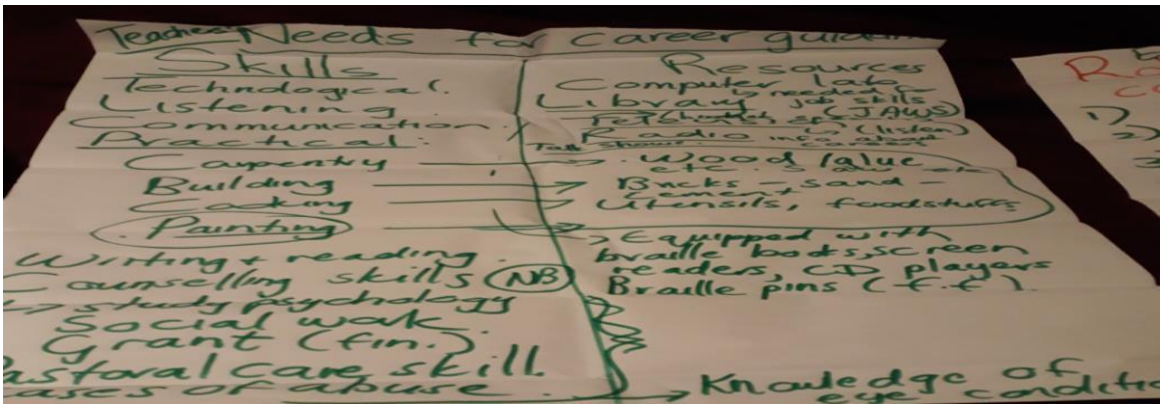

Figure 4.2: PAR responses from school C-D in Umtata

During a PAR session at School C and School D, it was the case that more than four times participant's responses reflected counselling skills needed to assist with CC (see Figure 4.2 above). In addition, during interview participant, "Buhle" from School B explained that they require training: *"The training will guide us towards supporting them with advising as channelling them, as to the proper career they should follow"* (Appendix C-P3, L12–13). Studies indicate that the knowledge that teachers have in accommodating LVI in inclusive classrooms is not sufficient (Peng, 2014). Findings from my study concur with Mhlongo (2015) that adequate training and support of teachers will ensure successful implementation of inclusive education.

4.4.3.2 Sub-theme 3.2: Buildings (premises) for practical skills and assistive technologies

Participants mentioned that learners need buildings, such as a kitchen, a library and a computer lab. With these buildings it is hoped that learners may gain understanding of the career path they may follow. Participant "Tankisa" from school A mentioned that: "*For example, a kitchen will help learners build skills to know how to work in restaurants*" (Appendix B-P2, L16). Participant "Lwazi" from School E said that: "*At the library there are Braille books, there are* [compact disk] *CD players […]. There is screen reader machine. A teacher must know all this things, How to use all this things*" (Appendix E-P5, L21). As indicated in Figure 4.3 below from PAR responses, it is at the computer lab where basic computer literacy skills may be learned. Participants pointed out that: "*In today's world; one of the requirements from the employers is that learners must have computer knowledge*" (Appendix E-P5, L18). Computers with JAWS (a talking programme) are needed because this allows learners with VI to record lessons from the teachers. Below is a PAR showing that a library and computer lab is needed.

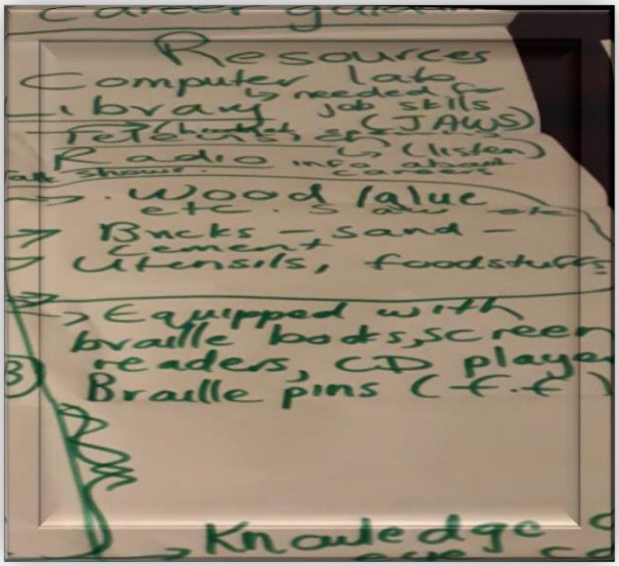

Figure 4.3: PAR responses from school C AND D in Eastern Cape

4.4.3.3 Discussion of Theme 3: Skills and resources needed by FSS teachers

According to research lack of resources within the South African educational system, execution of inclusive education by teachers seems like an uphill battle (Nel et al., 2016). The resources include computer labs, libraries, screen readers and computers, which are needed for career information (Mmema, 2010). Findings within this study agree with previous findings by (Mmema, 2010). Participants in this study reported a need for resources. The type of resources they needed included buildings and assistive technology. Buildings for practical work include a library, a computer lab and a kitchen. The partipants reported that televisions, radio, computers, and braille books are the assistive technology required for CC of LVI. The findings indicate that from the library, the teachers and learners may access computers. The participants cited that learners and teachers need to be computer literate, because for learners, as they search for employment, the first thing the employer gives them is the computer.

4.5 REVISITING THE CC THEORY BY SAVICKAS

The CC theory and Bronfenbrenner's theory was used as a framework for understanding the participants in this study, particularly their role in accommodation of CC for LVI in FSSs. Participants had challenges to accommodate CC for LVI due to lack of skills and resources. The lack of skills in career guidance impact on learners career choice and employment. CC is career planning, the development of one's self and the skills to be prepared (Savickas, 2012; Stringer et al., 2011). According to

Savickas (2011), CC is structured in different sessions for example, career construction interviews (CCI). Career Construction interviews explores topics such as (i) role models (ii) Books and movies (iii) magazines and televisions to help LVI construct their careers (Maree, 2015). For this study, participant indicated that LVI follow career from their role models such as Tv personalities who are blind. Whatever the learners share concerning themselves for example their interest and activities (at home, at school and with peers) may assist teachers in helping LVI future careers (Sharf, 2013, pp.3-32). However, it seems like it may be valuable to include the CC theory by Savickas using narrative counselling where learners tell stories about their lives to help them construct their careers (Sharf, 2013).

According to Bronfenbrenner (2005), it is important to understand the career development of a child from various environments. The learner finds themselves involved in different ecosystems. Firstly, within an ecological system, we find the microsystem or home where the learner's career development starts. Participants from FSSs mentioned that they involve parents, because parents are important in the career development of their children. Secondly, moving outward to the meso-system, the learner interacts or relates to the home (parents) and the school where their teachers and peers are. Participants mentioned that they invite ex-students, who are now at university, to come and motivate learners, which may build a good relationship for ex-student (peers), learners, and teachers (Anderson, Boyle, & Deppeler, 2014).

Thirdly, the exo-system has indirect influences beyond child's control. For example, participants from FSSs mentioned that they were not trained fully on how to work with LVI (Engelbrecht, Oswald, Swart, Kitching, & Eloff, 2005, p. 462). The participants' lack of training shows a gap in the accommodation of CC for LVI in FSSs. Fourth, Ryan (2001) defines the macro-system as a system that covers laws, values and culture within the society where values and norms are practised. According to the DoE's (2001) guidelines on inclusion in FSSs, a full service/inclusive school must be accessible via public transport. Participants from FSSs expressed the need to support LVI, mentioning that schools for LVI ought to be near to their neighbourhood be accessible with any means of transport. Lastly, the chrono-system covers changes that happen over time. For this study, Even though these systems interact with and influence each other, including the child's career development, from this study the workshops that FSS partipants attended seemed not to be sufficient (Patton & McMahon, 2006). Participants expressed the need to be trained fully on counselling skills, noting that resources need to be made available.

4.6 CONCLUSION

As FSSs teachers experience challenges in accommodation of LVI due to inadequate skills and lack of assistive technology, they report that the training from the DoE was not sufficient. For this reason, with the introduction of a qualification on VI from UP, this may require that the DoE extend such services to various FSSs in the provinces as a way of equipping teachers for the accommodation of LVI.

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Chapter 5
Findings, Conclusion and Recommendations

5.1 INTRODUCTION

In this section, I present on Figure 5.1, the findings of the study as they relate to each of the three themes, which were derived through comparison of the results with the existing literature, in order to contextualise the data within a theoretical framework. Conclusions about the study will be offered and recommendations for the various structures, such as the DoE and the Department of Higher Education, principals, teachers, South African Council for Educators (SACE) and Health Professions Council of South Africa (HPCSA), will be provided.

Theme 1:	**Theme 2:**	**Theme 3:**
Activities by FSS towards CC for LVI	Positive and negative views towards CC for LVI	Resources and skills needed by teachers for CC of LVI
Research Question 1: What role do FSSs play in accommodation for the CC for learners with visual impairment?	**Research Question 2:** What are the teacher's views towards CC for LVI?	**Research Question 3:** What skills and resources do FSS teachers need to help LVI construct their careers?

Figure 5.1: Depiction of the relationship between the research questions and themes

5.2 MAIN SUMMARY OF THE FINDINGS

In order to answer the primary research question "How do full service schools get ready to accommodate the CC for LVI," I needed to consider the secondary research questions in the study. The secondary research questions included the role FSSs play in CC for LVI, the views that FSS teachers have in CC of LVI and skills and resources that FSSs need in the CC for LVI.

5.2.1 SECONDARY RESEARCH QUESTION

5.2.1.1 What role do full-service schools play in accommodating the CC for LVI?

In this section participants from FSSs indicated that their schools do not play any role towards CC for LVI, as they do not have LVI. They described their learner's level of VI, being the ones who use spectacles. However, specials schools indicated the different roles or activites in which they are involved, and the involvement of other stakeholders in assisting and supporting LVI in CC.

5.2.1.1.1 Participation in career exhibition, talent identification, and subject done

Participants in this study indicated that every year they take Grade 10, 11 and 12 learners to career exhibitions organised by universities. One participant indicated that universities and TVET colleges visit their school to share information of what they offer. Participants from various schools cited that they encourage learners in different ways, for example using the strengths, weakness, opportunities and threats (SWOT) analysis, checking one's own gifts, and observing the subject in which they have interest and ability. Participants expressed that they used SWOT analysis to help learners realise their strengths, weaknesses, opportunities and threats in constructing their careers. Participants indicated that learners may be able to match how good they are in a subject to the career they may follow. One participant expressed that she provides learners with information, or encourages them to go and research about a subject in which they display aptitude. For example, if they are good in accounting they can become accountants. This finding is similar to the research findings of Ali et al. (2011), namely that student's show that some teachers encourage students to take certain subjects that match with the aptitude and ability that the teachers identify.

5.2.1.1.2 Inviting other stakeholder's career guidance experts, parents, ex-students

The participants mentioned that to construct careers, she invites experts. She further invites parents, because the involvement of parents at school is very important to the career choice of the learners. This finding is supported by the statement that teachers, like parents, are seen to play a major part in the career path of learners (Barnett, 2007). The findings in this study further indicate that partipants also invites ex-students with VI, who are now working, to come and motivate their former fellow learners and to help

them to choose careers. This contrast with findings by Mmema (2010), which revealed that majority of schools have little information on career options, because they lack role models.

5.2.1.2 What are the teacher's views towards CC for LVI?

The participants from all the schools cited negative and positive views regarding accommodation of CC for LVI. Another partcipant indicated that the learner level of visual impairment has an impact towards career choice and career progress. The negative view is that participants mentioned that learners who are partially sighted do not have the potential for particular careers. One participant mentioned that she tells the learners that because of their eyesight, they will not follow careers that have to do with chemicals and engineering. The findings in this study reveal that teachers choose the type of careers LVI may be able to follow. This correlates with the findings according to Morelle (2016, p. 60), which stated that "It is not the blindness, but the attitude of the sighted people towards people who are blind (that) is the hardest to bear." For example, teachers concluded which careers LVI may or may not be able to follow, based only on the learner's level of visual impairment. On a positive note, participants cited that fully blind learners have the potential to study anything because they are not distracted by what is around them. One of the highlights for me as a researcher is the findings from all participants that revealed that when fully blind learners are compared to partially sighted learners, the fully blind learners progress successfully after Grade 12. Participants also gave an example of one of the fully blind learners who passed their Grade 12 last year with distinction.

5.2.1.3 What skills and resources do FSS teachers need to help LVI construct their careers?

Findings from this study reveal that teachers needed skills and resources to enable them to support LVI in CC. The skills included career counselling skills and computer skills. The participants indicated that the career guidance and counselling skills ought to include listening skills, communication skills, and career information theories of counselling, etcetera. With counselling skills, the teachers will be able to listen to learners as they relate about what they are good at (skills), their role models, which subjects they enjoy, and the gifts they have in terms of coming from practical work or the extramural activities they love. This correlates with the theoretical framework of CC using narrative counselling, which is about learners telling stories about their past, present, and future lives, with the aim of helping them to make career decisions (Sharf,

2013). Whatever the learners tell concerning themselves (for example their interests) and activities (roles) they are involved in (at home, at school, and when they are with their peers), may assist the school counsellor to help LVI to realise the relationship of those activities with their future careers (Sharf, 2013).

The participants in this study reported a need for resources. The type of resources they needed included buildings, and assistive technology. Buildings for practical work include a library, computer lab, and kitchen. The partipants reported that televisions, radio, computers, and Braille books are the assistive technology required for CC of LVI. The findings indicated that from the library the teachers and learners may access computers. The participants cited that learners and teachers need to be computer literate, because for learners, as they embark on the search for employment, the first thing the employer will expect them to use is a computer. The findings on the use of computers are similar to the findings by Mmema (2010), which revealed that majority of career schools have little information regarding career choice, due to a lack of resources. This is because, in today's technological work, computers are essential tools for doing work.

5.2.2 PRIMARY RESEARCH QUESTION

In this section, I combined and summarised the findings of the secondary research questions, so that I can answer from Chapter 1 the primary research question.

5.2.2.1 How do full service schools get ready to accommodate the CC for LVI?

Findings from this study indicated that participants do not think they are ready to accommodate the CC for LVI. Participants expressed that their FSS play a role in the CC of learners, but not specifically LVI. Participants mentioned they need training and assistive devices. Regarding training, participants indicated that they received it. However, the training received was not integrated as it did not include all disabilities and career guidance. Participants indicated they needed the DoE to take them for a full training regarding inclusive education, training on all disabilities, and career guidance. This correlated with various literature such as Diale et al. (2014); and findings emphasised by Engelbrecht et al. (2005, p. 462) stating that, "many teachers have negative attitudes towards inclusion of LVI because they are not taken for in-service training, workshops and seminars to equip them with knowledge and skills to work with LVI." Adequate training and support of teachers will ensure successful implementation of inclusive education (Mhlongo, 2015). Participants indicated that for them to be ready, they needed the Department to indicate what is there to assist them

in terms of material such as Braille, special over-head projectors, etcetera. Findings indicated that FSSs do not have assistive technology and buildings for practical work to assist LVI to build their careers.

5.3 LIMITATIONS OF THE STUDY

5.3.1 CHALLENGES IDENTIFIED DURING THE INTERVIEW (MCMILLAN & SCHUMACHER, 2014)

The ***first challenge was*** the time scheduled for data collection, especially in the FS schools, proved inconvenient for teachers and researchers. Teachers were administrating exams, where only few were available to provide their response. The scheduling process was exhausting, because more time was taken interviewing teachers who were only dealing with LVI at junior phases. When we managed to get hold of participants in the senior level to interview them, it was towards end of school day. As a result, I found myself feeling rushed, and the participants were anxious of time, because they had other duties after school. The other challenge with time was the duration (length of session). Before the interviews, my plan was to interview teachers for at least 30–45 minutes. However, at School A, teacher Disebo, who had been selected as a participant, was not at the school during our arrival (as she had to attend to family matters). The principal asked the teacher who was the class monitor, to be with us and show us the class, while waiting for the class teacher.

The class monitor teacher, Mr Moloki, took more than 45 minutes giving us his personal background, how he came to the school, the challenges he faced when he became blind, and how he had to come work at the special needs school. In the process, while he was still showing us different classes and assistive devices, which I was happy to document, the class teacher (Teacher Disebo) arrived. I introduced myself again. Teacher Disebo's interviews could not start immediately, as she requested that before I start with the interview questions, she wanted to start by sharing her background at the school, the type of training she attended, the type of learners she has in the class, and the challenges she was facing. In the middle of her story, as I listened to her attentively, she repeated that she loves her work, and that the training she received helped her understand the learners better, even though the resources are not enough. As we asked clarity-seeking questions, she kept on mentioning that more information would be shared by teacher Tsebo, whom she referred to as an expert in VI.

The ***second*** challenge was how many separate interviews would be needed to obtain rich data. The reason for my concern was because, at one of the schools in FSS, when

we arrived it was exam period and we did not want to disturb the process of exams with interviews. However, I was referred to teachers in lower grades who taught later grades in the previous years. The teachers were willing to participate in the interviews. I subsequently interviewed teachers in later grades, again because it was break time. The time was rushed, however I managed to conduct the interviews. The teachers who were interviewed would take more time sharing their life experiences than answering the questions I asked. That was a challenge because I did not want to cut them in the middle of their conversation. Again at a PAR workshop in Umtata (EC), language seemed to be a challenge to some of the teachers. For example, when I gave teachers posters to answer, I could hear teachers in their groups making some input in isiXhosa. However, they would take time to articulate their ideas on the posters in English. In another instance, they did not understand the question and I observed that, based on their input on the posters, I had to rephrase the question for them to understand it.

The ***third*** challenge with interviews was the setting (McMillan & Schumacher, 2014). During interviews, we were allocated classrooms to interview teachers. However, learners were still in the classroom making noise. In some classes, the teacher had to stop in order to call for their attention to stop them from making noise. The teacher said, "*Hey besig keya eng moo …?" (Translation: "Hei what are you busy with there?").* In School B, during interviews with one teacher, I was interrupted by other teachers, who were coming to have lunch break with their fellow teacher, whom I was interviewing.

5.3.2 LANGUAGE USED FOR DATA COLLECTION

The data collection methods, in this case interviews and PAR workshops, were conducted in English, posing some difficulties for teachers of whom English is a second language. During interviews and PAR workshops, teachers had difficulty phrasing their responses appropriately. It is probable that the respondents gave responses in a way that they may not do if they were speaking their language.

5.4 CONCLUSION

The findings of this study reveal gaps in the manner in which FSSs take part in the CC of LVI. First and foremost, FSS teachers do not seem to have adequate skills and knowledge on CC for LVI. When observing the classroom charts and also during interviews, it appeared that the knowledge that LO teachers mainly centred on topics such as healthy eating, personal hygiene, bullying, etcetera, but not necessarily on CC. Teachers in FSSs seemed to rely more on yearly career exhibition invitations from

universities or FET institutions. Hence, they portrayed themselves to be low on career information and career choice. This is similar to research revealing lack of resources backing lack in career information (Mmema, 2010).

There is a current gap that exists in literature regarding FSSs' readiness to accommodate CC for LVI. This study contributed in this regard, as well as to a better understanding of the role played by FSSs to CC of LVI. Areas that have been addressed include: the views that FSS teachers have towards the CC of LVI and the skills and resources FSS teachers need to assist LVI to CC. The challenge for teachers in inclusion of CC for LVI could be the framework for practise. Probably ecological theory (Anderson et al., 2014), together with the CC theory (Savickas, 2010) following the narrative use of CCI (Maree, 2015) was important for the research. Ecological theory and CC theory seems suitable in research for FSS teachers with regard to accommodation of CC for LVI.

5.5 RECOMMENDATIONS

5.5.1 RECOMMENDATIONS FOR DBE

Participants have suggested that since a majority of learners did not recieve career guidance at school, the DBE ought to strive to create posts for trained and experienced career guidance counsellors with specialisation in disability to work in FSSs.

5.5.2 RECOMMENDATIONS FOR FULL SERVICE SCHOOLS AND RESOURCE CENTRES

To prepare the future LVI generation for employment and to support the need for employers to maintain diverse workforce, FSSs should appoint CC teachers. Since the establishment of FSSs, it is vital for the DBE to establish more resource centres in each province and circuit.

5.5.3 RECOMMENDATIONS FOR PRINCIPALS AND TEACHERS

It is recommended to mobilise and advocate with SACE and HPCSA for adequate provision training of teachers on CC for LVI as expected according to the guidelines provided for teachers (Lai-Yeung, 2014). Requests ought to be made for the appointment of psychologists and registered career counsellors to be employed to do CC for LVI in order to free teachers to focus on their core functions in teaching.

5.5.4 CONTRIBUTION OF THE STUDY TO LITERATURE

In SA, the literature contribution of my study shows there is still a gap in terms of literature around visual impairment. Furthermore, the existing literature on CC is not within FSSs. This explains the need for more research on CC for LVI and the need for training of teachers in CC and in working with LVI.

5.5.5 RECOMMENDATION FOR FUTURE RESEARCH

Several studies have indicated that there is lack of resource centres in those areas were FSSs are across the country. For this reason, investigating the impact of lack of resource centres to support FSSs in implementing CC for LVI might prove helpful. As there are many changes taking place in education and particularly in inclusive education, exploring what will be the effective CC model to implement within FSSs, might assist in the development of a suitable model for career guidance teachers who will be working with learners with disabilities.

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ANNEXURES

Annexure A:
Approved Ethical Clearance Letter

Annexure B:
Letter to Request Permission to Conduct Research

Annexure C:
Letter of Permission from Department of Education – Motheo District

Annexure D:
Informed Consent Form for Teachers Participating in Research

Annexure E:
Example of Field Notes

Annexure F:
Example of Interview Transcript (Participant 1–5)

Annexure G:
Data Analysis, Observations, Themes and Codes

Annexure H:
Data Analysis Themes, Subtheme, Codes and Categories

Annexure I:
Example of Visual Data

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Annexure A:
Approved Ethical Clearance Letter

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ethics Committee

09 March 2018

Ms Mmamokele Molekoa

Dear Ms Molekoa

REFERENCE: UP 17/06/01 Ferreira 18-002

This letter serves to confirm that your application was carefully considered by the Faculty of Education Ethics Committee. The final decision of the Ethics Committee is that your application has been **approved** and you may now start with your data collection. The decision covers the entire research process and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. Non-compliance implies that the Committee's approval is null and void. The changes may include the following but are not limited to:
    - Change of investigator,
    - Research methods any other aspect therefore and,
    - Participants
    - Sites

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your Clearance Certificate:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please quote the reference number **UP 17/06/01 Ferreira 18-002** in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

Annexure B:
Letter to Request Permission to Conduct Research

Faculty of Education
Department of Educational Psychology
Groenkloof Campus
Pretoria
15 January 2018

Department of Education (Free-state Province - Motheo District)
Private Bag x 20565
Bloemfontein
9300

Dear Sir/ Madam

RE: REQUEST FOR PERMISION TO CONDUCT RESEARCH IN FREE STATE DEPARTMENT OF EDUCATION

I would like to conduct research at your schools in the Free State province as follows:
Name of the researcher: Mmamokele Tryphosa (Tina) Molekoa
Title of research: Full service schools readiness in accommodating career construction of learners with visual impairment

Purpose of the research: to explore the readiness of full service schools in accommodating career construction of learners with visual impairment within the five provinces Limpopo (LP), Free State (FS), Gauteng (GP), Kwazulu-Natal (KZN) and Eastern Cape (EC).

Activities to be done:

Site	Participants	Methods	When Duration
Schools (Full Service & Special)	All teachers	Interviews	As and when available (30–45 min)
Schools (Full Service & Special)	All teachers	PAR	After school (2 hours)
Schools (Full Service & Special)	All teachers	Observations	During class visit

The following are the potential benefit of the research:

- To assist the University of Pretoria to develop a qualification that will train teachers working with learners with visual impairment.

- It might help to train teachers on the correct skills required for them to teach learners with visual impairment on career construction.
- It will help the school principals and teachers in knowing the relevant resources required for teaching LVI.
- The perceptions that teachers have towards the inclusion of LVI can be well guided by the curriculum to be developed.

Potential risks of the research: Participants may feel uncomfortable to participate in the interview if they think it requires them to only speak in English and not in their mother tongue.

I would like to confirm that through your permission the following:

- During the interviews audio recorders will be used to record information shared
- During observations pictures of the resources available or unavailable will be captured using camera
- In case you are not ready to participate, you are free to not participate
- Every information captured will be kept confidential

Annexure C:
Letter of Permission from Department of Education – Motheo District

education
Department of Education
FREE STATE PROVINCE

Enquiries: KK Motshumi
Ref: Notification of research: M Thabe
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za

The District Director
Motheo

Dear Mr Moloi

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY M THABE

1. The above mentioned candidate was granted permission to conduct research in your district and your Chief Directorate as follows:

   Topic: Development of an Advanced Diploma in Education in Visual Impairment Studies.

   Schools involved: Bartimea, Hodisa, Willem Postma in Motheo district.

   Target Population: All educators in all grades teaching learners with a visual impairment.

2. **Period**: From date of signature to 30 September 2018. **Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.**

3. **Research benefits:** The Free State province has specialized schools as well as mainstream schools which accommodate learners with visual impairment and/or are blind and is also on the route to the implementation of inclusive education. In its implementation, inclusive education policy introduces the initiative of Full Service Schools which admits all learners regardless of their learning needs. Therefore, educators employed in these schools may need certain skills in order to best support learners who are visually impaired within these schools without necessarily referring them to special needs schools. The value of this research will also lie in its possibility to promote the use of inclusive education policy to support learners who are visually impaired. Furthermore, the postgraduate qualification will be accessible for all practicing and prospective educators to apply and therefore be equipped with the necessary skills to teach and support learners who are visually impaired.

4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE 07/02/2018

Annexure D:
Informed Consent Form for Teachers Participating in Research

CONSENT FORM FOR PARTICIPATION IN THE STUDY AND AUDIO TAPING

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept anonymous and confidential.

Participate in study: **Yes** ☐ **No** ☐

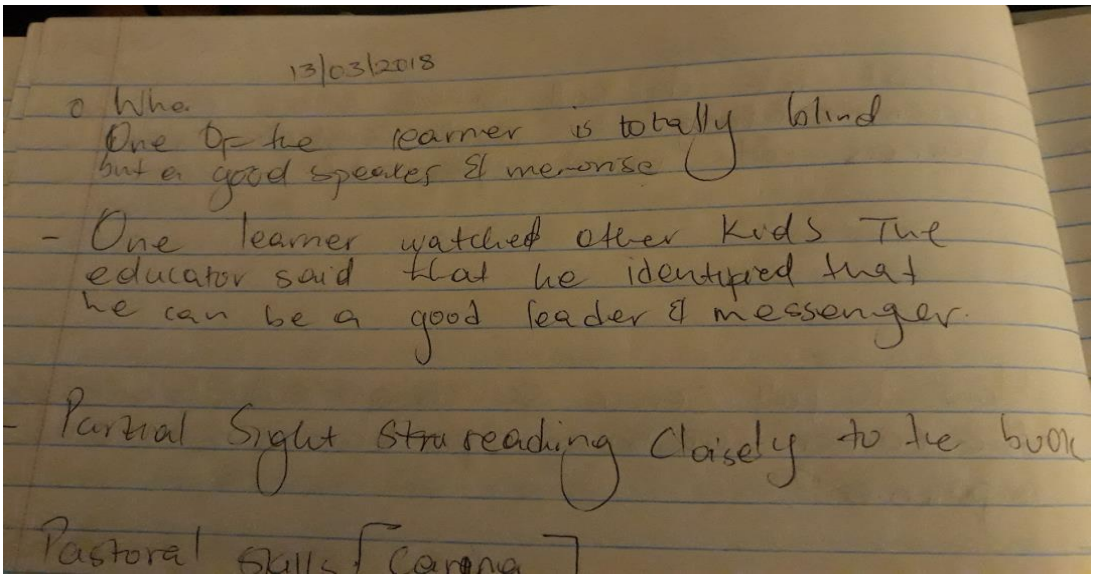
I hereby consent to tape-recording of the interview. I understand that my confidentiality will be maintained at all times and that the tapes will be destroyed two years after any publication arising from the study or six years after completion of the study if there are no publications.

Consent to tape recording: **Yes** ☐ **No** ☐

Name of participant (Pseudonyms may be used): .....
Date: .....
Signature: .....
Researcher name: .....
Date: .....
Signature: .....

Annexure E:
Example of Field Notes

Field Notes: 13 March 2018



13/03/2018

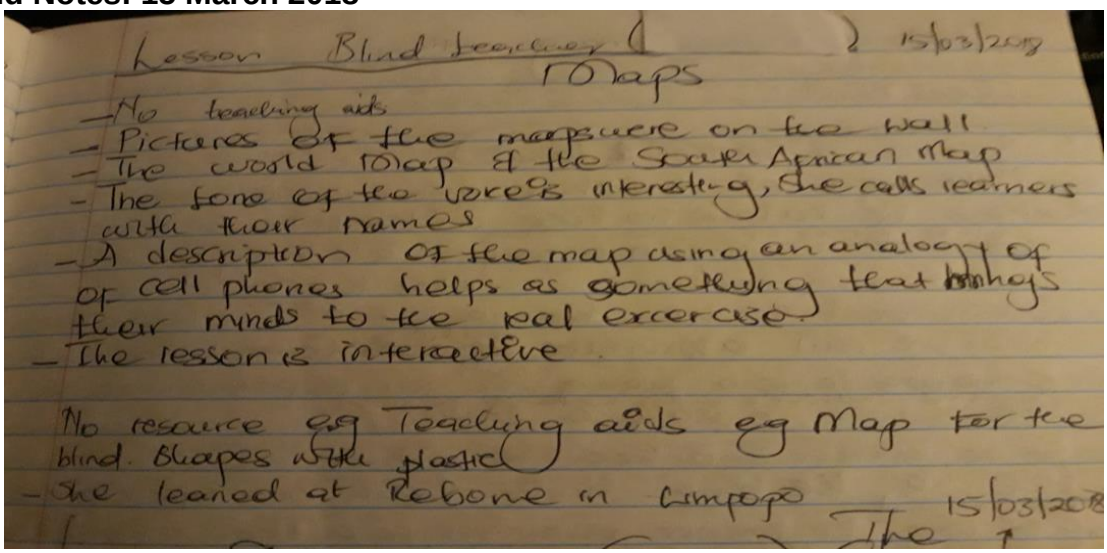
o Who.
One of the learner is totally blind but a good speaker & memorise

- One learner watched other kids The educator said that he identified that he can be a good leader & messenger.

- Partial Sight Stru reading Claisely to the book

Pastoral Skills [Corona]

Field Notes: 15 March 2018



Lesson Blind learners 15/03/2018
Maps

- No teaching aids
- Pictures of the maps were on the wall
- The world Map & the South African Map
- The tone of the voice is interesting, she calls learners with their names
- A description of the map using an analogy of of cell phones helps as something that brings their minds to the real exercise.
- The lesson is interactive

No resource eg Teaching aids eg Map for the blind. Shapes with plastic
- She learned at Rebone in Limpopo 15/03/2018

Annexure F:
Example of Interview Transcript (Participant 1–5)

	APPENDIX A: TRANSCRIPTION OF INTERVIEW WITH PARTICPANT 1	
R	What role does your school play in the career construction of learners with visual impairment?	
P1	There are things like career exhibitions of institutions like.... University of Free state, when they have a career exhibition, they inform us in time and we take our grade 10, 11,12 they go for a day or so... to be made aware. Sometimes people like Tuks (University of Pretoria) sometimes you come here telling our learners about their career that here are the careers. Last there was FET colleges, who come to explain to our learners of the skills that they can do. Ga ngata.... Bana ba visually impaired (Most of the time learners who are visually impaired) sometimes when they want information because I am around and maybe you are not aware I am also visually impaired (Joking) (researcher respond to the joke by saying ... we have been told). I am also visually impaired .So... I go all out to assist them and get them information and try to prepare them that as they go out of the yard you are going to face this and this and that. I studied education to be a role model for blind learners; you know learners' trust is very low if there is no role model who has the same disability as them.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
R	What are your views towards the accommodation of Learners with visual impairment in FSS?	16
P1	Full service school let me tell you they are there on Paper, practically No! Some years back there were schools which were piloted to be FSS. If you check the schools and you ask the schools is there a Braille teacher? "No", Is there any clerk who can convert print for Braille? "No", Any interpreter for sign language? "No", Any HOD who understand disability. "No". To me South Africa we still a long way. Mostly PVI are mixed with mainstream people only at tertiary level.	17 18 19 20 21 22
R	Which resources are needed by the school in order to help accommodate the CC LVI?	23
P1	The learners need books. Because braille books are few, enlarged books are few and for us to braille a book is thousands, it cost a lot. We try to make sure that some have the book recorded so that they can listen to the story. Other books force us to them enlarge and reprint of which we are running copyright risk. Even if you ask for the electronic print	24 25 26 27 28

	APPENDIX B: TRANSCRIPTION OF INTERVIEW WITH PARTICIPAANT 2	
R	What role does your school play in career construction of learners with visual impairment?	
P2	Facilitators from different universities are organised and come to the schools special schools or FSS to assess learners in their knowledge of computer skills and the learners write aptitude test also so that they are able to go to the University chosen by the teacher. We also invite ex-students who are working, to come and motivate our learners and help them to choose which career as blind and totally blind and visually impaired learners. They can choose at the University.	1 2 3 4 5 6
R	What is your view of the career construction of learners with visual impairment which careers can they follow?	7
P2	In terms of careers our learners are not like learners from the mainstream, they don't have that ability. If they want to choose a career I will say "the way I see your disability and I see you like to cook, I think you can follow a career where you can become a chef". Like the blind the other one will show interest to do science, were they work with chemicals and machines. They cannot follow the careers like engineering e.t.c, I say to the learners because you have problems with your eyes you can follow careers where you work with computer and office work.	8 9 10 11 12 13 14
R	Which resources are needed by the school in order to help accommodate the CC LVI?	15
P2a	For Hospitality we need the kitchen for them to do practical, having a restaurant is still a process. I think this one of the science they can built a lab. Like last year we had a learner who was totally blind, he was using that machine we call it jaws, we have a recording machine, I don't know the correct term, If the teacher is teaching, the learner record the teacher's voice so that they can listen to the recorded lesson at home.	16 17 18 19 20 21
R	In terms of the type of visual impairment, what type do you have in class?	22

P2	Currently I have the partially sighted It is very impossible for the partially sighted to do the science	23
R	What about the blind learners what other things can they do?	24
P2	To the outside world our learners are able to go to University to get full qualification. Like in the previous year's our blind learners were able to go to the red carpet provincial top 100.They are still more or less the same with the outside world is just that is the blind and deaf. Is just we started late with the blind, I think 2 of them are at university. The blind are getting there, one of them is at Uni-Qwa he is a lecture and tutor. The blind one they have that potential because their memory is very broad their vision is very limited then they remembers things more strong. The blind ones have that potential because their memory is broad. Because their vision is very limited they remember things more strong than us who can see, That learner who was in red carpet got five distinctions here and is from this school .The blind section they can do whatever they can do.	25 26 27 28 29 30 31 32 33 34 35 36

	APPENDIX C: TRANSCRIPTION OF INTERVIEW WITH PARTICIPAANT 3	
R	What role does your FSS play in accommodating the career construction for learners with visual impairment?	1
P3	What we do from time to time we take our learners for career guidance, when they do grade 12 or the end of grade 11 or at the last term of grade 10 they go for career exhibition.	2 3 4
R	What activities do your school so to accommodate the CC of LVI?	5
P3	The school I am in does not have learners with visual impairment. It is only one or two learners, most of the time those learners their impairment is a far as they don't see well. They go to the doctor and their eyes get tested and they get spectacles. At our school we have not had blind learners. I don't think my school plays a role in the careers of those learners as we do not have such learners in our school.	6 7 8 9
R	What skills do teachers need to accommodate the career construction for learners with visual impairment?	10
P3	We as teachers when we went for training about 10-15 years ago we were trained to teach normal learners .We would need to go for training on what is needed for people with visual impairment. The training will guide us towards supporting with advising, as channelling them as to the proper career they should follow, as for now we do nothing towards learners who are visually impaired.	11 12 13 14
R	What resources do FSS teachers need to help learners with career construction?	15
P3	I think we need to have the kind of writing called Braille, we would need that. The basic things like helping them with everyday life skills- like ordinary crossing street and basic everyday skills.	16 17
R	What are your views towards the accommodation of Learners with visual impairment in FSS?	18
P3	In my view, as much as we can accommodate other disabilities, even the learners with visual impairment need to be accommodated in full services schools. But accommodating them without the skills is not empowering. We need the skills. The training should be coming from the department of education and it should be compulsory. Every teacher should receive training to be able to teach all learners, including training for working with learners with disability. For example, if a learner with visual impairment stays in Mangaung they should be able to go to school in Mangaung not Bloemfontein	19 20 21 22 23

	because, transport is expensive. They should be accommodated by a teacher with proper training (Skills) and with proper resources. By resources I mean material like Braille.	24 25

	APPENDIX D: TRANSCRIPTION OF INTERVIEW WITH PARTICIPAANT 4	
R	What role does your school play in the career construction of learners with visual impairment?	
P4	I am going to talk about career guidance as one of the things we normally do so as to enhance/guide the learners towards	1
	the right careers. And then after that... we encourage learners to participate in everything that is done in school, meaning	2
	in curriculum. When we talk about the curriculum we talk about the music and sport ...everything that is outside the	3
	classroom. Jaa ...we invite expertise from various areas so that learners they don't underestimate any kind of career. So	4
	as to know that each and everything is a career. They know in their core heart what they want but they may be	5
	discouraged. We encourage them that they can be everything, if they see President Jacob Zuma or Kgalema Motlanthe,	6
	they must know that one day they can be presidents. I will also invite the parents, the involvement of parents at school is	7
	very important because we are talking of a three legged pot. Three legged pot deals with a learner, a teacher and a	8
	parent. Because, what we are saying this side, the right hand side must also know that we are...trying to build this learner,	9
	we are... trying to prepare her/him for tomorrow. First of all we motivate learners towards SWOT analysis, when talking	10
	about SWOT analysis, we talking about "S... strength, "W"... weaknesses and "O" ... opportunities together with Threats.	11
	...". We also take them to career exhibitions so that... when he or she is there can know.... the child can know what	12
	he/she is interested in choosing from the careers that have been presented there.	13
R	What resources are needed for CC of LVI?	14

P4	Television If there is a budget speech for instance, we normally from the other school...open the Televisio(TV) for them... so the budget speech it get delivered during the day so they watch it there and they get to understand what is a budget speech.....the television encourages them and some other talk shows.	15 16 17
R	What skills are needed for CC of LVI	18
P4	Counselling skills and computer skills	19

	APPENDIX E: TRANSCRIPTION OF INTERVIEW WITH PARTICPANT 5	
R	What role does your school play in the career construction for LVI	1
P5.a	We also help them to find the inside career... because before you have a career you have the inside one, the one you	2
	are born with. For example, if you are a teacher... You are born a teacher; you see... you are able to teach others in	3
	class... you are able to teach even your siblings at home even eeem... with yourself."	4
P5.b	I always encourage those that are good or I see they love the particular subject for example we are also encouraging".	5
	I am an EMS teacher and also a Creative Art Teacher..., now a child can be able to see am good with EMS so if I am	6
	strong with this EMS aaa....I must go the accounting part ....the business part. I am strong with the natural science and	7
	all things and I must go with the science and the Technology, I must go and do my IT. I encourage those I see this one	8
	love this thing, I encourage them to research or give them information on career they love".	9
P5.c	They have their role models, that is why they choose media studies, we have a lady in SABC1 who is almost totally blind	10
	in shift she studied media studies. Two, there is Xolisa Yekani in Mhlobo we nene, he studied media studies. He is a	11
	journalist there.	12
		13
R	Which resources are needed by the school in order to help accommodate the CC LVI?	14

P5	Radio: The radio can help them to choose the career because there are many careers there. In the radio they talk about for example, you might find there is a teacher teaching physics hearing her, they can want to become teachers....or they can want to become news readers there is a lot in those radios. Computer: Because when they are employed... first thing they are given ,... they are given the computers,... they can write everything there, they can have the document there and there they can have the document, It has Jaws the talking program, the jaws enables them to hear what is in that document Library: At the library there are braille books, there are CD players, E eee. There is screen reader machine. Eee... a teacher must know all this things, How to use all this things	15 16 17 18 19 20 21 22
R	In terms of the level of blindness, What other careers can LVI follow	23
P5	Learners with visual impairment can be switchboard operators at hospitals and firms. It is said that though we don't know whether is a myth or not is that, their sense of hearing is very sharp, they can do drama, poetry because they are gifted and talented. They can be story tellers also, We also find them in the business world"	24 25 26 27

Annexure G:
Data Analysis, Observations, Themes and Codes

DATA ANALYSIS SCHOOL A-D
What role do FSSs play in CC for LVI? Two FSSs

Group No.	Poster Data	Codes
School in EC **Group Participant A**	Attend career exhibitions done by tertiary, teacher search information for learners, learners research and presents speech presentation skills. Universities like TUKS visit us and share information.	Attend career exhibitions Presentations skills Universities like TUKS visit Teacher search information
Group Participant B	Take them to exhibitions by universities, technickons and TVET visit the school share information. Extramural like goal ball to identify gifts, Reading to others.	Take them to exhibitions TVET visit the school share information Identify gifts
Group Participant C	Grade 11 and 12 taken to career exhibitions, organise talent shows and learners dance sing and make speech.	Talent shows Grade 11 and 12 taken to career exhibitions
Group Participant D	Swot analysis; Encourage participation in career exhibition; Help learners identify inner talents; Involve family members; Involve tertiary institutions; Offer career guidance through experts, parents; Organise talent shows, ask, invite ex-students.	Identify inner talents Participation in career exhibition Involve tertiary institutions Guidance through experts

What views does teachers have in CC for LVI?

Group No.	Interview Notes	Codes
School A	In my view, even the learners with visual impairment need to be accommodated in FSSs. But accommodating them without the skills is not empowering. We need the skills. The training should be compulsory. Every teacher to receive training for working with learners with disability.	Adequate training
School B	"The partially sighted *is very much impossible* for them to follow the science career because they can't see small things." Due to their eye sight *they cannot follow the career like engineering*.	Level of eye sight

What resources for CC do teachers need? FSSs – Full service schools

Group No.	Poster Data	Codes
School in EC Group Participant A	Tactile resources - books, clocks, worksheets and workbooks. Updated computer software (JAWS, zoom texts). Technology (talking watches, talking calculators, large print keyboards, large screens); Adapted sporting equipment; Radios, tape recorders, **books** on tape; Teachers assistant caregivers; Mathematical, science, social science tactile resources (adapted), Kitchen	Workbooks Updated computer software (JAWS) Talking watches, talking calculators; Radios, tape recorders **Books** on tape Computer (assistive) software (e.g. JAWS) Apex
Group Participant B	Sensory Teacher aids, Professionals (Occupationalvtherapist psychologists, genetic counselling, speech therapists). Manual and digital assistive devices. Computer (assistive) software (e.g. JAWS, Apex). Computer lab	
Group Participant C -D	Work Books, Braille caps ,textbooks, Library, Magnifiers, Perkins Brailler, Touch and feel resources, Calculators (talking), Clocks, Watches (talking), Worksheets, Apex Brailler; Radios, Television(TV), Computer lab	Work Books Calculators (talking), Watches (talking, Radios, TV Apex Brailler

What CC skills do teachers need for LVI? FSSs – Full service schools

Group No.	Poster Data	Codes
School in EC Group Participant A	Counselling skills, Teaching Braille to learners, Orientation+ mobility skills, Life skills, Advisory, Advocacy skills. Skills to teach extra mural activities e.g. blind cricket; How to assess cognitive functionality	Counselling skills Orientation+ mobility skills Teaching Braille Life skills Advisory Skills to teach extra mural activities Orientation+ mobility skills
Group Participant B	Braille, Use of assistive devices, Develop communication skills to assist the blind (e.g. specific instructions/ directions). Life skills to assist the blind e.g. functional skills; Networking with relevant professionals/organisations	Braille Use of assistive devices Skills to assist the blind (e.g. specific instructions/ directions) Life skills functional skills

Group Participant C	Computer Braille; reading Braille; transcription of Braille Continuous training e. g workshops; The use of Braille; Understanding eye condition (vision) of a learner.	Computer Braille Reading Braille Transcription of Braille Understanding eye condition
Group Participant D	Counselling skills, Adapting curriculum; Working with learners with differing visual problems; Helping others emotionally; Provides psychological support: Braille: teach, transcribe, Braille; knowledge of their visual acuity, Pastoral care skills, Study psychology	Counselling skills Helping others emotionally Braille: teach, transcribe Differing visual problems Provides psychological support Study psychology

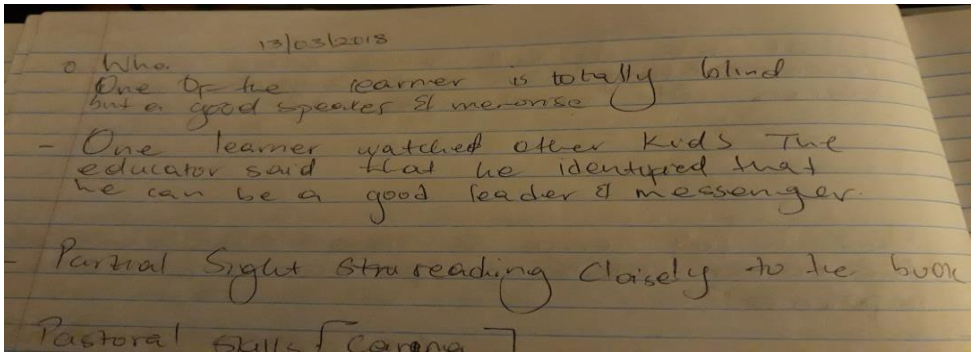
Annexure H:
Data Analysis Themes, Subtheme, Codes and Categories

Theme	Subtheme	Codes	Category
Theme 1 Activities by FSSs in accommodating the CC for LVI	1.1 FSS involvement in CC for LVI	1.1.1 Career exhibition	Schools participation in exhibition Involving other stakeholders such as parents and ex-students
		1.1.2 Visit by colleges	University/FET college visit to the school
		1.1.3 Motivation to learners	Teachers' motivation to learners
			Career guidance experts, parents, ex-students.
	1.2 FSS non-involvement in CC for LVI		No participation specific to LVI
Theme 2 Teacher's perception on accommodation of CC for LVI	2.1 Negative views	2.1.1 Inadequate training	Inadequate training
		2.1.2 Lack of assistive devices	Lack of assistive devices
		2.1.3 Learner level of visual impairment and career progress	Learner level of visual impairment and career progress
	2.2 Positive views	2.2.1 Adequate training	Adequate training
		2.2.2 Available assistive devices	Available assistive devices
		2.2.3 Learner level of visual impairment and career progress	Learner level of visual impairment and career progress
Theme 3 Resources and skills needed by teachers for CC for LVI	Career construction resources	Library, computer lab and kitchen	Buildings for practical work
		Braille books, Perkins Braille, computers, television and radio	Assistive technology

	Counselling skills	Counselling skills, Advisory, Helping others emotionally, Provides psychological support, Life skills to assist the blind e.g. functional skills	Career guidance and counselling skills

Activity: Classroom A observation **Place: School A**
Date: 13 March 2019

- Class lacked assistive devices for learners with VI, one learner put the book very close to her face.
- Teacher mentioned low level of management support towards buying proper assistive devices.
- Teacher appeared confident as she received good training to handle learners with different disabilities but not for CC.
- Learners are not receiving full parental support as they are in boarding school.
- Teachers are still the main support to learners' career development or talent identification.
- One learner showed leadership skills by helping teacher and others prepare for lunch.



Activity: Classroom B observation **Place: School A**
Date: 13 March 2019

- A class has both partially and totally blind learners, the teacher is blind and has an assistant teacher.
- The learners' class has enough learners, desks, computers for all the learners.
- The school lights are monitored and maintained well.
- Learners were presenting their speech about the importance of vegetables and fruits.
- Teacher knowledgeable about VI, need financial support to buy resources e.g. Braille books.
- Enlarged prints are placed on the walls as teaching aids for learners.

Activity: Classroom A observation **Place: School B**
Date: 14 March 2019

- Teacher is handling partially sighted learners.
- Learners with visual impairment are appointed a partner who can see.
- Teacher is blind, teaches Geography, she is engaging the learners.
- The class size big enough as it has only eight learners - three boys and five girls.
- Other teachers come to check the blind teacher at break time.

Activity: FSS Teacher observation in an interview and during PAR (Free State and Eastern Cape) and in PAR sessions, I noted the following:

- Difficulty comprehending what was asked
- Lack of understanding on how to work with LVI
- Lack of buildings for practical work and if building available, there was lack of sufficient resources
- Teachers from FSSs' response and morale towards inclusive education appeared to be low in comparison to teachers from special schools

Annexure I:
Example of Visual Data

Photos

What story is the photo telling?	  Cane chairs produced during a skills class	The story that the photo tells is that schools still lack other resources that can be used for the construction of careers, such as laboratories and kitchens etc.
Objects in the photo How does the object represent the study?		The wall map represents the inadequate proper resources used for learners with visual impairment
Observation of goal ball and LVI making basket during handwork class	 	The picture shows talents that teachers support towards CC of LVI

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