

**DETERMINANTS OF CAREER CHOICE AMONG  
UNDERGRADUATE STUDENTS WITH PHYSICAL  
DISABILITIES IN HIGHER EDUCATION INSTITUTIONS  
IN TANZANIA**

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**MASTER OF ART IN EDUCATION  
THE UNIVERSITY OF DODOMA  
DECEMBER 2020**

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BY  
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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
IN EDUCATION

THE UNIVERSITY OF DODOMA  
DECEMBER 2020

## DECLARATION AND CERTIFICATION

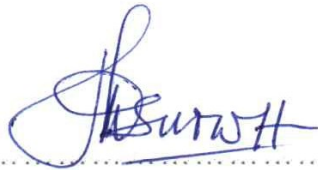
I, **Zahara Mbunji**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

Signature.....

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## CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma, a dissertation entitled: **“Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: A Case Study of the University of Dodoma,”** in partial fulfillment of the requirements for the Degree of Master of Arts in Education.



.....

Dr. Majiyd H. Suru

(SUPERVISOR)

Date..... 08/12/2020

## **ACKNOWLEDGEMENTS**

I thank the Almighty God for the strengths and help He granted me throughout this Master degree programme. Many individuals, the University and its institutions also supported me in the course of studying to earn this master degree.

My special thanks go to my Supervisor, Dr. Majiyd H. Suru, for his patience, understanding and availability. His efforts enabled me to write this dissertation with the clarity it required. My due regards are also directed to all the lecturers with whom I interacted during the whole academic year. I thank them for their readiness to assist me whenever I needed their academic help.

I would like to give my heartfelt gratitude and appreciation to my father, the Late Mohamed Mbunji. I thank my mother Kairuna Mahimbali, my brothers and sisters, who provided me both material and moral support in my search for education.

I would like to thank my friends, Lucida Edward, and Sr. Florida Malenda for the assistance they provided me while writing this dissertation. My heartfelt gratitude goes to my beloved husband, Abdulkarim Ndomondo, for his assistance and encouragement throughout this programme and my son and daughter Adil Abdulkarim and Rahma Abdulkarim, respectively, for their tolerance in my absence.

## **DEDICATION**

This dissertation is dedicated to my husband Mr. Abdulkarim Ndomondo; may God  
bless you abundantly.

## **ABSTRACT**

This study investigated the determinants of career choice among undergraduate students with physical disabilities in higher education institutions in Tanzania. The motive for undertaking the study was to understand the determinants factors influencing career choice for students with physical disabilities. The study had three objectives, namely to identify the influence of parents on making a career choice for students with physical disabilities in higher education institutions in Tanzania, to examine the influence of peers in choosing a career for students with physical disabilities in higher education institutions in Tanzania, and to explore the influence of primary and secondary teachers in making career choice of students with physical disabilities in higher education institutions in Tanzania. The study employed a mixed research approach to generate data from 68 students with physical disabilities who are currently enrolled at the University of Dodoma. A cross-sectional research design was used to generate data through questionnaires and interviews. The findings revealed that teachers and parents have a strong influence on career among students with physical disabilities while peers had a minimum influence on career choice among students with physical disabilities. In addition, career choice for students with physical disabilities was determined by future employment and future income. Students with severe physical disabilities focused on job fitting as they had restricted choice due to their condition. The study concludes that parents and teachers should work collaboratively to help students with physical disabilities get proper career choice depending on their conditions and abilities. There should be career guidance and counselling programmes in schools and, at family level, to widen up knowledge for suitable career choices to students with physical disabilities. Likewise, peer's advice should be validated by teachers, parents, or career guidance counsellors to help students with physical disabilities to have proper career choice. It is recommended that teachers who are not specialized in special needs education should receive in-service training to update their knowledge and skills on special needs education within the schools.

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## **LIST OF ABBREVIATIONS**

HEIs	Higher Education Institutions
SPSS	Statistical Product and Service Solution
SADC	Southern African Development Community
URT	United Republic of Tanzania
UNESCO	United Nations
UDOM	University of Dodoma

## **CHAPTER ONE**

### **INTRODUCTION**

The study investigated the determinants of career choice among undergraduate students with physical disabilities and how they overcome challenges of mismatch between career choices and the real world of work. This chapter is sub-divided into the background to the problem, statement of the problem, general and specific research objectives, research questions, scope, the significance of the study and definition of the operational key terms.

#### **1.1 Background to the Problem**

Career choice is important in determining students' plans (Cosmas, 2010) because career choice is inevitable in education and it is a fundamental human right for everyone (Cosmas,2010; Kabuta, 2014). Efforts have been made to address the educational needs of persons with physical disabilities because decision making on a career choice is likely to have impacts on students with physical disabilities throughout their lives (Walsh, 2003).

In educational context, career choice should be considered a fundamental human right, which is supposed to be protected and extended to everybody like any other human right. More particularized attention is to people with physical disabilities (UNESCO, 2015). The right to education, which comprises of career choices, implies that, in the development of the country and welfare of the people, the education system has to be inclusive enough to accommodate human diversities in the learning process in higher education institutions (Okkolin, Lehtomaki, & Bhalalusesa, 2010). It is from this understanding that persons with physical disabilities are not a curse to society and, not even a burden for the government if the principles that guarantee the dignity and equality of human beings are observed (Croft, 2010).

Tungaraza (2014) defines students with disabilities in HEIs include those with visual impairments, albinism, hearing impairments and physical impairments. The author further pointed out that, enrolment of students with disabilities in HEIs in Tanzania is comparatively poor. For instance, from 1978 to 2009, only 224 such students were enrolled in universities such as the University of Dar es salaam, University of Dodoma, Tumaini University and the Open University as undergraduate and master

degree programme students. Despite poor enrolment, students with physical disabilities in HEIs have been facing several challenges including poor infrastructures that do not support their social plight, financial problem and insufficient teaching and learning materials as well as appropriate programmes and qualified staff (Kabuta, 2014).

Arguably, when higher education opens opportunities for career choice and development, it helps to enhance meaningful occupation and equitable chances for a dignified life for persons with physical disability in their future life. Access to higher education for students with physical disabilities helps them to have better chances to integrate themselves into the society in general and to employment in particular. Integration in society and employment in particular for the people with physical disabilities might sustain themselves financially and in terms of dignity in their occupational activities (World Report of Disability, 2011).

To explore worldwide research to meet the global demand, American Institute for Research (2013) proposed to revise policy and strategy to incorporate students with physical disability from their colleges. It was estimated that, by 2018, US alone would require 22 million graduates but fell short of 3 million, which needed students with physical disabilities from HEIs to address this deficit, hence necessitating diversity of career choices programmes to students with disabilities (American Institute for Research, 2013). As a developed country, the requirement of labour force is addressed by enrolling students with physical disability to learning institutions. Nevertheless, the developing countries including Tanzania, with a wide range of uncultivated or abundant natural resources; they need more to diversify policy and strategies of career choices to include students with physical disabilities in employment.

In India, the study by Singh and Verma (2016) explains that the advancement of science and technology has increased complexity on career choices among students with disabilities. The findings revealed that technology innovations widen the career choice opportunities in various perspectives. For instance, they increase mobility freedom, access to employment and training gears. As science and technology

evolve, there is a frequent need to update career choices for students with physical disabilities in HEIs.

In Africa, many countries have been modifying their policy and strategies to include students with physical disabilities in the education system. For instance, in Kenya, the National Special Needs Education Policy of 2009 insists on general inclusion of students with disabilities in education system and removal of all barriers in training and learning. However, Karimi *et al.* (2014), insist that policy makers and implementers should recognize students' needs so as to give them proper guidance and counselling including their career choices after graduation.

Also, the National Policy on Special Need Education in Nigeria in 2015 was amended to cater for international most excellent practices (Federal Ministry of Education, 2015). This is because, for many years, the traditional policy has been focusing on producing more special need graduates, rather than training them for life after school. Therefore, transitional programmes like career choices have been essential components of special education in HEIs. As our other African countries revise their policy to cater for post graduates' challenges, for special need education, there is a need for Tanzania to research the treatment of students with physical disabilities on post graduate challenges, including the effects of career choices in our geographical area

A study in Southern African Development Community (SADC) of three countries: Malawi, Botswana and South Africa indicate that, graduates with disabilities have been facing many challenges in choosing careers (Rule, Kahonde, & Lorenzo, 2015). These challenges are caused by several factors including social cultural influences or life experiences and deficiency in guidance of career choices, forcing them to choose inappropriate careers. The study suggested that, there should be professional career assistance to direct students with disabilities. However, the same study can be done in Tanzania to see how socio-cultural issues affect career choices of graduates with physical disabilities in our locality.

In Tanzania, studies have been undertaken to promote inclusion of students with physical disabilities in HEIs. However, such studies have minimally focused on the

impact of post graduate education of learners with disabilities including their career prospects. For instance, Matonya (2016), emphasized on gender participation to students with physical disabilities in HEIs, as women with disabilities were more the target for social segregation therefore being deprived of colleges and universities education.

Another study done by Mwaipopo, Lihamba, and Njewe (2011) explores the implementation and achievements of the National Strategy for Growth and Reduction of Poverty (MKUKUTA) and the 2004 National Policy on Disability. The findings revealed that, despite the fact that efforts were made; there were still many challenges on accessibility of higher education to students with physical disabilities. The study observed post graduate difficulties of learners with disabilities including employability mind securing of future career choices after graduation.

Further, the study by Ntamanwa (2015) explains that, there is low rate of employment to graduates with physical disabilities in Tanzania labour market due to many factors which reduce their competences including inadequacy of training facilities, specific curriculum and schemes that fit the conditions of students with physical disabilities in educational system; and qualified staff for training students with disabilities.

Also, in 2004, the government of Tanzania established the National Policy on Disability education and National Strategy on Inclusive Education 2009 to 2017. Both policies insist on recognition and integrating people with disabilities in education progress, also removal of all barriers so that all children have equal opportunities in education (United Republic of Tanzania [URT], 2004)

It should be noted that career choice is a very essential component of education at the time of students' decision-making for their future and it is influenced by multiple factors (Cosmas, 2010). The most important factors have been found to comprise of individual personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support, availability of information and financial or income factors (Kerka and Sandra, 1998).

Osuafor and Okonkwo (2013) argue that, factors such as marital relationship of the parents, the general environment at home, that is, whether parents are warm or hostile and their occupational status, affect children's career prospects including the kind of career they choose and train for.

Parents are important in the career choices of their children as they influence such choices in a number of ways. For example, they can influence the career choice of their children through their parental support and encouragement (Cosmas, 2010). This is the case because, the first interactions of children start with people close to them, especially among members of the family where parents are the key ones (Osuafor & Okonkwo, 2013).

Within the context of America, Eccles (2007) says that, parents' education and occupation in America were associated with academic achievement of their children. On the same regard, (Mpehongwa, 2014) researching in the context of UK, indicates that, parental education was a determining factor in the selection of career choices by British students. In contrast, studies in Australia and Nigeria reveal that, highly educated parents with financial and other resources tended to express intent to support their children in making career choices than poorer parents (Abiola, 2014).

Apart from parents, peer groups play an important role in influencing others to make career choices regarding future employment. Regarding this notion, the study by Kimiti and Mwova (2012) done in Kenya revealed that students were influenced by their peers in their career choices through peer counselling, peer interaction, peer advice and peer relationships.

Conversely, one would tend to argue that the influence of peers is a great determining factor for career choice of a young individual (Odirile, 2012). This influence is especially noticed among school children (Bett, 2013). Therefore, the important thing about given this context, the peer counselling is that it makes students appreciate each other as well as see the importance of education (Odirile, 2012).

Other stakeholders including teachers in primary and secondary schools, already employed staff, self-employed graduates with physical disabilities, and instructors in

colleges and universities, may influence the career choice of students with physical disabilities (Shah, 2018). Through the curriculum, training programmes and improved structures, instructors can lead the students with physical disabilities to appropriate career choice which enable them to utilize their potential talents, hence becoming more productive to their societies (Dougherty, Grindal, & Hehir, 2018).

Bandura *et al.* (2001) establish that the environment in which a person is exposed to is a great determining factor when it comes to career choice. It seems that, factors influencing career choice can either be intrinsic, extrinsic or both (Nyamwange, 2016). On this regard, Nyamwange (2016) argues that, most people are likely to be influenced by careers that their parents like. Others follow the careers choices which seem to be open to them at the time of need. Yet, others choose careers of their liking regardless of how much or little such careers will make them realise their ambition. Still, others choose careers that give high income or those that are influenced to choose by their peers. For example, within the context of Tanzania, existing studies focused on examining the factors influencing career choices among secondary school students (Cosmas, 2010; Mbilinyi, 2012) but paid less attention to the determinants of career choice among students with physical disabilities in Higher Education Institutions. Earlier understanding of career among students with physical disabilities is likely to encourage job satisfaction, reduce employee's costs and improve employee's efficiency (Croft, 2010; Matonya, 2016; Mwaipopo *et al.*, 2011; Ntamanwa, 2015; Tungaraza, 2014b)

## **1.2 Statement of the Problem**

Clear understanding of career choice among students in HEIs is an important aspect for future employment of graduates. The significance and need for understanding career choice are exacerbated by unpredictable employment opportunities which normally these students find themselves in their transitional period to the world of work (Mbilinyi, 2012). For students with disabilities, making a careful career choice is more important than any other group of students. This is because; students with physical disabilities need more social support for them to qualify to enter into the existing competitive world of work than other categories of graduates (Kabuta, 2014; Nyamwange, 2016).

Although choosing a career among students with physical disabilities is important as it makes them fit into the appropriate career in their future employment, much needs to be done to understand the determinants of career choice among students with physical disabilities. Lack of clear understanding on the determinants of career choice among students with physical disabilities may cripple the government's efforts to ensure equity and social justice in the labour market. It is from this background that this study intended to investigate the determinants of career choice among students with physical disabilities in HEIs.

### **1.3 Objectives of the Study**

This study was guided by both general and specific objective as each one presented here under

#### **1.3.1 General Objective**

The purpose of this study was to investigate the determinants of career choice among students with physical disabilities in Higher Education Institutions in Tanzania.

#### **1.3.2 Specific Objectives**

The specific objectives of the current study were to:

- i) Identify the influence of parents on making career choices among students with physical disability in HEIs in Tanzania
- ii) Examine the influence of peers in choosing career among students with physical disabilities in HEIs in Tanzania.
- iii) Explore the influence of primary and secondary teachers in making career choices of students with physical disabilities in HEIs in Tanzania.

### **1.4 Research Questions**

The study was guided by three research question as follows;

- i. How do parents influence career choice of their children with disabilities?
- ii. What is the influence of peers in making career choices among students with physical disabilities in HEIs in Tanzania?
- iii. What is the influence of primary and secondary school teachers in making career choices among students with physical disabilities in HEIs in Tanzania?

### **1.5 Significance of the Study**

The findings of this research are expected to enhance our knowledge on how students with physical disabilities are likely to choose future careers that are determined by their physical conditions. In addition, the findings from this study are expected to benefit policy makers in deliberating about proper policies issues regarding students with physical disabilities. Likewise, the study is expected to offer new insights on issues related to practical career choices among students with physical disabilities in a competitive labour market propelled by globalization process.

### **1.6 Scope of the Study**

The study focuses on HEIs for students who are physically challenged as HEIs are the centre of excellence from which graduates are expected to join the world of work. Also, the HEIs stand as a better chance for students with physical disability with various employees to join them. Hence, the study might be helpful in enabling universities either to employ students with disability or connect them with other potential employers.

### **1.7 Definitions of Key Terms**

Different terms have been used in the current study. Some of these terms were used in order to establish a common understanding and the need for precision important components in the understanding of the focus of the study. Due to their significance, they have been briefly and concisely explained hereunder:

#### **1.7.1 Career**

A career explains how a person perceives oneself in the context of one's social environment, in aspects such a future plans, past undertakings or failures. It also focuses on a person's present competences and attributes (Marko, Mentor, & Savickas, 1998). A career is viewed as the interaction of work and other life roles over a person's lifespan. These include both paid and unpaid work (UNESCO, 2015). In this study, the word career will mean any given professional commitment a student with physical disability can pursue for a paid engagement.

### **1.7.2 Career Choice**

In the context of this study, career choice is seen as a course of study that prepares an individual to a specific profession according to one's interests, passion and ability as influenced by factors such as parental influence, peers' influence, teachers' influence, type of disabilities and role models.

### **1.7.3 Student**

This is a learner, or someone who attends and gets skills or knowledge in an educational institution. In this study, a student will mean a person who is studying at a particular Higher Education Institution.

### **1.7.4 Physical Disability**

A physical disability is a handicap on a person's bodily functions, which limits one's mobility, dexterity or strengths (Hewitt, 2010). There are different types of physical disabilities which limit other areas of daily living. In the current study, physical disability will mean any student who experiences physical limitation and endures it throughout one's life.

### **1.7.5 Higher Education Institutions (HEIs)**

These are organizations/institutions that offer different programmes of study and pedagogical skills, knowledge and attitudes. These skills form the basis for training of students according to their future career choices. HEIs operate on a wide range of specialisations including offering refresher courses for specialists employed in various branches of industry, agriculture and culture. HEIs include universities, polytechnic institutes, and industrial institutes, branch institutes of different specializations such as engineering, agriculture, medicine, pedagogy, the arts, and economics.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter critically discusses aspects related to making career choices among students and specifically for students with physical disabilities. It centres on theoretical literature and empirical studies that are related to the determinants of career choice among students with physical disabilities in HEIs.

#### **2.2 Theoretical Framework**

This study was guided by Equity Theory by Adams (1963). Therefore, in the current study, the focus was on the students who usually make career choices for their future employment.

##### **2.2.1 Equity Theory**

In 1963, John Stacey Adams came up with the idea that fairness and equity characterise a motivated individual. Equity in education is the most important aspect in social justice, and by distribution of educational resources, citizens are given opportunities to develop their abilities and contribute effectively in the social development (Waghid, 2014). In the context of education, equity refers to individual or societal conditions such as cultural origin or family background, and sex that do not impose any difficulties to an individual's bid for educational potential (fairness). It also posits that individuals realise at least a basic minimum level of skills (inclusion) (Adams, 1963).

In education, equity is interpreted as having equal educational rights, which is very different from equality in education. Equality is taken to embrace uniformity and similarity in terms of access. It equally treats all applicants in the selection process (Dias, 2015). (Dias, 2015) believes that equity can be realised by upholding both fairness and inclusion as two intertwined educational phenomena. In the education arena, equity insists that, in the process of selection, applicants should be treated according to their individual differences (Chankseliani, 2015).

In line with the propositions of Equity Theory, which believes in the fairness and inclusion in education system, given the context of educational settings in HEIs, it is

obvious that students with physical disabilities in HEIs have been the victims of equal opportunities compared to others. For instance, they face poor infrastructure, inappropriate programme of study and qualified staff as well as insufficient teaching and learning materials. Therefore, this disadvantaged group requires particular attention on career choices to make them fully integrated in the society (Kabuta, 2014).

In perfect keeping with the Equity Theory, it is reasonable to argue that involvement of career choice to students with physical disabilities enables them to get the right employment, increase their job competency and efficiency. The theory also enables them to create career programmes and strategies that fit people with physical disabilities. Therefore, it may increase job sustainability within the society and nation as whole (Morgan, 2016). The theory was used due to the fact that, this study aimed at creating an environment for social justice for all (that is, the disabled being involved without any segregation).

In the current study, students with physical disabilities have right to be included in education, their physical disabilities are not obstacles in achieving education potentials. Therefore, this study was hinged on the inclusiveness and fairness to students with physical disabilities in education system and how they choose their careers.

### **2.3 Empirical Review**

Several studies have been conducted to investigate factors influencing career choice among students as follows:

#### **2.3.1 Parental Influence on Career Choice to Students with Physical Disability**

A study done in Saudi Arabia by Nawabi (2019), notes the strong influence that parents have on the career choice of their children. They can influence career choices of their children through various ways like individuality type, self-concepts, social relations and educational brilliance. Another study by (Barnes, Bimrose, Brown, & Gough, 2020), done in Western Europe nations says that, parents have limitations on supporting career choices of students and they should be supported, by improving policies and strategies through starting projects, seminars, training facilitators,

incorporating volunteer organizations and even annual meetings that can be used to support parents' influence on children career choices within their education system.

A study in Africa by Viola and Daniel (2018), indicates that, students with disabilities are a special group that requires particular attention. Likewise, parental education can influence their career choices in various ways like cautioning them on the seriousness of education, significance of education and pushing them to work hard. However, this study did not suggest what kind of education is required by parents to influence career choice of students with disabilities.

The studies done in Nigeria by Udoh and Sanni (2012); and in Tanzania, by Mapunda, Omollo, and Bali (2017) show that, parents can use several criteria in influencing career choices of students including those with disabilities. These are such as their financial positions, cultural influences and availability of resources in their surroundings. However, the extent to which these factors influence career choices of students with disabilities was not the focus of these studies. Therefore, this study focuses on such an aspect.

### **2.3.2 Peers' Influence on Career Choice to Students with Physical Disabilities**

Peer groups can be defined as students with related age and same interests. They feel to be close and face spectacular changes. Since they are in transition, they start talking more about their career choices among them and peer group could allow interactions of both students with disabilities and non-disabilities (Balestra, Eugster, & Liebert, 2019).

A study done in Kenya by Mtemeri (2017), reports that; peers exert a great influence on career choices of students in educational institutions. This is because they can influence such choice positively or negatively. The positive influence includes both suggestions and encouragement. Also, peer groups provide necessary information on payments, employment opportunities, and plight of works and even confirmation of the choice made by group members. However, the negative influences can lead students to improper career decision making. For instance, exaggeration of income and plight of work and even mentioning non-existence careers due to lack of

experience. Therefore, they require assistance including career guidance training programmes (Kimiti & Mwova, 2012; Ogutu, Odera, & Maragia, 2017).

Also, the study by Maxey and Beckert (2016), explains that, the interaction of peer groups to students with disabilities may occur between themselves depending on the types and levels of disabilities or with non-disabilities. Given this finding, therefore, the current study wanted to explore how interdependent relationships among groups affect career choices of students with disabilities

### **2.3.3 Teachers' Influence on Career Choice to Students with Physical Disabilities**

Adewumi and Mosito (2019) show that, the roles played by primary and secondary school teachers are important in developing career choices of both disabilities and non-disabilities students. These use their knowledge and experiences on nurturing, teaching curriculums and they act as icons to most of the students regardless of their type. Therefore, as education field is dynamic with diversity of students, teachers require updates on how to be best hand in inclusive education.

In Tanzania, although the government has been making efforts to meet different demands of the learners with disabilities, in educating students with disabilities, teachers have been facing many challenges. These are such as inadequate information and lack of skills of teaching students with disabilities especially on the use of sign language. Others are such as Braille machine, in-service training and inappropriate buildings which may lead to improper career guidance to most students with disabilities (Maguga, 2013)

Likewise, in Tanzania context, the study by Tungaraza (2014) revealed that, shortage of special education teachers in both primary and secondary schools which necessitates the use of general teachers has been hindering students with disabilities from achieving their goals as well as their suitable careers. It should be noted that teachers are required to train students with disabilities more than what is prescribed in the normal curriculum which is not directly oriented to their plight and labour market. It should be observed that teachers' proper skills and competences improve both academic and present or future non-academic life, like career development of

students with disabilities. These increase students' strengths and self-faith in career choices. However, they need specially trained teachers who are professionals in teaching learners with disabilities.

The study by Possi and Milinga (2017) on the analysis of inclusive education reforms and policies in Tanzania, explains that although Tanzania is half century old, since it became independent in 1964, cultural and associated issues still affect treatment of students with disabilities and their career development. This is due to the reason that in some schools, teachers and other staff still stigmatize, irritate and subjugate students with disabilities hence depriving them of their proper career pathways. To address this problem, the study suggested the governments to improve the friendly environment and equip teachers professionally and attitudinally.

#### **2.4 Research Gap**

Worldwide, parents have strong influences on students' career choices but have limitations. On this regard, studies conducted in Africa (Croft, 2010; Nyamwange, 2016; Viola and Daniel, 2018), show that, students with physical disabilities are special groups which require a particular attention. These studies argue that parents have limited knowledge and skills regarding guidance on career choice to students with physical and less likely to influence children future career choice. As a result, parents require external forces to support their efforts by policies and strategies manipulation like initiating projects, seminars or training facilitations (Barnes et al. 2020; Nawabi, 2019). Given that parents do have limitations in their influence on the students' career choices especially those with disabilities, therefore, this study aimed to examine the current career situation of students with physical disabilities by examining other agents likely to influence them apart from their parents. The study conducted in Nigeria (Udoh & Sanni, 2012) and the other in Tanzania (Mapunda et al., 2017); show that parents have several criteria when it comes to influencing career choices of students with disabilities. These are like cultural, financial position and physical environments but the extent to which these factors affect career choices, may not be well known to them hence requiring external forces.

Studies on the influence of peer groups show that these influence career choices of students. This is because, when peers interact among themselves, they are likely to

talk much about their career choices. However, sometimes, they do so without enough knowledge, as they generally provide negative information which is filled with exaggerations and little understanding of the relationships among themselves (Balestra et al., 2019; Kimiti & Mwova, 2012; Maxey & Beckert, 2016; Mtemeri, 2017; Ogutu et al., 2017). Given these findings, therefore, this study wanted to also explore how the influence of peer groups is important with regard to career choices of students with disabilities.

Other studies show that primary and secondary school teachers play important roles in developing career choices of students with disabilities by imparting to them with required knowledge and skills. However, in Tanzania, teachers are still facing several challenges, for instance cultural hindrances, lack of special education and in-service trainings, inappropriate buildings and gears, which may thwart the proper career choices of students with disabilities (Adewumi & Mosito, 2019; Maguga, 2013; Tungaraza, 2014a). Given these findings, this study was interested to find out the extent to which the influence of primary and secondary school teachers is enormous in terms of their power to influence career choices for students with disabilities.

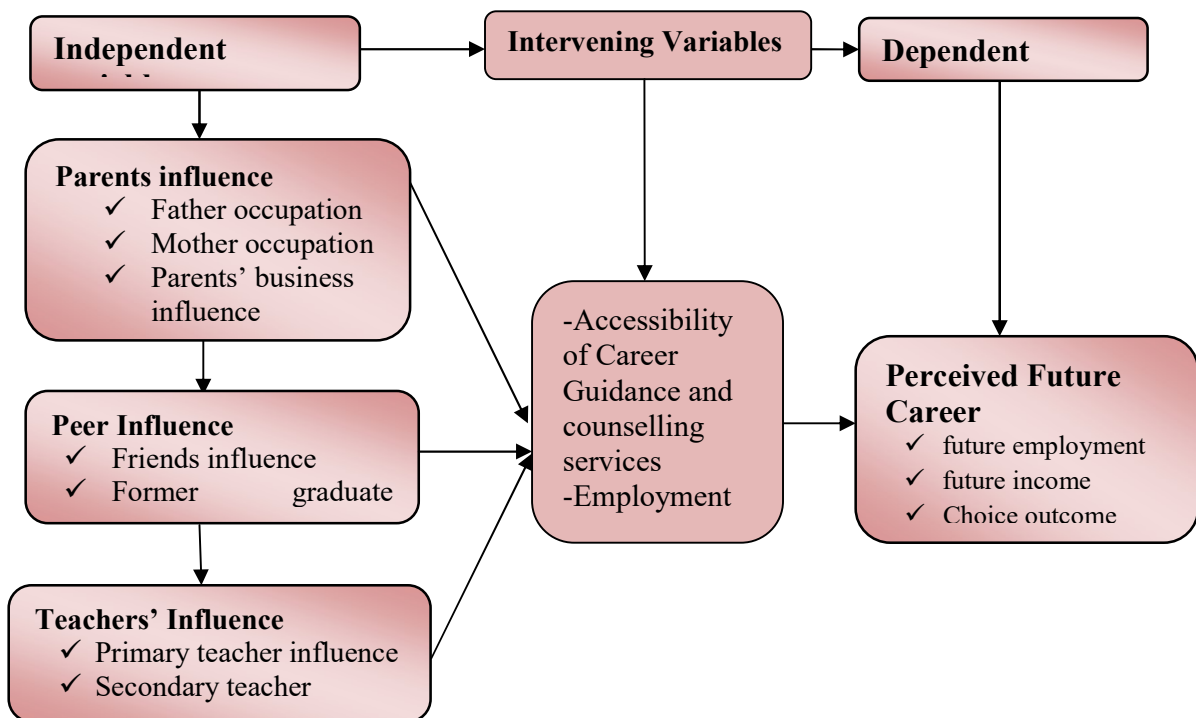
Generally, from the literatures reviewed, there seems to be little knowledge on the graduate challenges facing students with disabilities including the effects of career choices of students with physical disabilities in HEIs. Therefore, the current study was designed to bridge that gap.

## **2.5 Conceptual Framework**

A conceptual frame work refers to the summary of ideas or a theory that is used to develop new concepts or to reinterpret existing ones (Creswell, 2009). It highlights the relationship existing between the independent and dependent variables. In the context of this study, the independent variables are represented by students with physical disabilities (who have expectations on future employment, future income and choice outcome). As a result of the types of disability, students' sex, specialization and career choice influencers such as course chosen, family influence, peer influence, role models and teachers' influence play an important role in the career choice of learners with disabilities.

On the other hand, the dependent variable is represented by perceived future career choice of an individual and which constitutes dimensions such as future employment, future income, choice outcome with the future career in the real-life situation for instance, inadequate information and ability of teachers teaching students with disabilities. Diagrammatically, this conceptual framework is illustrated as follows:

**Figure 2. 1: Conceptual Framework about Determinants of Career choice among Undergraduate Students in HEIs in Tanzania**



Source: Adopted and modified from Ali (2016)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides information regarding research approach, research design, study location and rationale. Other issues covered include study population, sample size and sampling technique. In addition, research instruments, methods of data collection, data analysis and validity and reliability of the study are presented. The chapter finally presents the ethical issues that were considered during data collection and report writing of the study.

#### **3.2 Research Approach**

The study used mixed approach that subsumes quantitative and qualitative dimensions. Creswell (2009) asserts that, mixed research approach is the use of both qualitative and quantitative research approaches. In this study, the quantitative research dimension based on explaining descriptive characteristics that influence career choices of students with physical disabilities in HEIs. On its part, the qualitative approach mainly based on few study participants.

#### **3.3 Research Design**

Research design is a systematic plan to study a scientific problem (Sekaran, 2003). Furthermore, it can be defined as the ways of collecting and analysing data. It covers both the relevant study and financial aspects in the procedure. It is like a road map in collecting measurements and analysis of data (Kothari, 2004). In this study, descriptive research design was used to cover the characteristics of the frequencies and categories of the determinant factors which affect career choice of students with physical disability.

Likewise, the qualitative cross-sectional research design was used in this study. Regarding this, Yin (2003) says that, qualitative cross-sectional research design may be used to guide the study to obtain the holistic and meaningful characteristics of the real-life events. Therefore, in this study, the design was used to give in-depth explanations of the determinants which affect career choices of students with physical disabilities. Furthermore, the cross-sectional design was used because the

study expected to collect rich and detailed data within short and specified period of time with a focus on career choices or preferences of physically disabled students.

### **3.4 Location of the Study**

The study was done within the University of Dodoma. The University of Dodoma was selected because had potentially significant information given the large number of students with physical disabilities compared to other higher education institutions. All seven Colleges of the University of Dodoma was used as a sample frame with total number of 68 students with physical disabilities. With regard to what should be the ideal location of the study, Dawson (2017) explains that, the location of the study must contain the required respondents who are informative to the study. It should also optimally impose minimum expenses to the researcher. Sayrs (1998) insists that, the study location should be pertinent to research questions as well as its objectives. Therefore, given that the fact that the University of Dodoma offers various programmes to students with physical disabilities including special need education programme, the institution was considered potential to obtain the required number of respondents, with minimal cost and easily accessible for a cross-sectional research design.

### **3.5 Study Population**

The target population of this study was all undergraduate students with disabilities who study different degree programmes at the University of Dodoma

#### **3.5.1 Population**

According to Omari (2011), a population in research is the total of any group of units which possess one or more characteristics in common which are of significance to the researcher. It involves a large number of people, institutions or things that are related in one way or another characteristically on which a given study focuses (Omari, 2011). In addition, the study population has to consist all cases of individuals or elements that fit a certain specification. Thus, the targeted population of the study included all students with physical disabilities who were studying different degree programmes at the University of Dodoma.

### **3.6 Sample Size and Sampling Technique**

#### **3.6.1 Sample**

Orodho (2008) says that a sample is a small group or subset of a population selected for the purpose of the study and from which generalization is made regarding the characteristics of the population. To get the sample for the study, a preliminary pilot research was conducted in the study location. In the pilot study, it was shown that a total number of students with physical disabilities were 68 from which all of them were include as sample size in the study. This sample size was obtained from the office of the Dean of Students at the University of Dodoma. Quota sampling technique was used to select 16 informants for interviews while all 68 were supplied with questionnaires to respond

### **3.7 Data Collection Methods**

The study used questionnaires and semi-structure interviews as study instruments for data collection from the respondents.

#### **3.7.1 Questionnaires**

Questionnaires were used to collect data from all 68 students with physical disabilities currently enrolled in the University of Dodoma. Questionnaires imply a set of questions prepared in advance to be filled by the respondents during the process of collecting data so as to meet the study objectives (Donald, D , Lazarus and Lolwana, 2002). Therefore, in this study, closed-ended types of questionnaire were used. Regarding this,(Ahmad, 2012) argues that, a closed ended question is said to be the case when participants choose one or more options from the entire set of responses.

#### **3.7.2 Semi-Structured Interview**

Semi-structured interviews are often described as a form of conversation between a researcher and participants with a purpose of getting lived experiences of interviewees (Yin, 2003). Semi-structured interview was utilized in this study to get richness of information from 16 informants obtained through quota sampling. The 16 informants represented 4 categories of impairments (visual, hearing, albinism and physical impairments). Generally, the semi structured interview allowed much freedom for the informants to express themselves in terms of their understanding,

opinions, perceptions, experiences and feelings in relation to their future career choice.

### **3.8 Validity and Reliability**

Validity and reliability are very important concepts in research due to the fact that they determine relevance and correctness of the collected data. Validity and reliability of quantitative and qualitative data can be ensured by using multiple sources of evidence, using reliable data sources, training of staff in data collection and entry and lastly data verification (Cohen, Manion, & Morrison, 2018). To ensure reliability, the interviews were pre-tested in order to achieve precision and ensure that they measure what they are expected to. This enabled to detect any anomaly with ambiguity or wording of items. Reliability was used to reframe the questionnaire items before the actual administration.

#### **3.8.1 Validity**

Validity in research means the extent to which results of the study are correct or the degree to which measurements measure what they are supposed to measure (Johnson and Christensen, 2014). Validity also refers to producing sound proof to show that the intended test interpretation conforms to the proposed purpose of the test (Creswell, 2013). In order to ensure research validity, a pilot study was carried out in one of the Higher Education Institutions which was not among those targeted for actual study. The pilot study helped to check for the clarity and practicability of the study instruments in measuring what they were supposed to measure.

#### **3.8.2 Reliability**

Reliability refers to the consistency or stability of the study results (Johnson and Christensen, 2014). Further, reliability can be said to occur when similar results are obtained, if the study is replicated in another environment of relatively similar feature with the same study objectives. Reliability of this study was realised by clarifying the study tools to avoid ambiguity. Furthermore, the peer briefing to peer research experts was used to ensure reliability of this study. Questionnaires were distributed to five experts at the University of Dodoma for scrutiny so as to eliminate ambiguity of the items included in the instruments.

### **3.9 Ethical Issues**

Research ethics refer to moral treatments on every day workings. They include overseeing the fairness of subjects and publication of study documents. In this study, ethical issues were taken into consideration by ensuring informed consent. The respondents were voluntarily asked to participate in the study or pull out of the study at any time they felt like doing so. In addition, respondents or participants were ensured of their privacy of any information they would provide while all the sources of information were kept anonymous and used letters to conceal real identification of respondents or informants. Therefore, issues of reporting procedures like plagiarism, seeking consent from informants, and confidentiality were observed (Cohen et al., 2018). In order to adhere to the University of Dodoma anti-plagiarism policy, the proposal document was subjected to anti-plagiarism checker before submitting to the office of the Directorate of Postgraduate Studies of the University of Dodoma. In addition, permission was sought from the Office of Vice Chancellor of the University of Dodoma via the Head of Department, College Principal and Director of Postgraduate Studies. Furthermore, the Dean of Students was informed about engaging students with physical disabilities in responding to questionnaires and engaging physically disabled students in the interviews. Furthermore, consent to be involved in the study was sought from each of the informants engaged in the interviews as well as from each of the respondent supplied with questionnaires. Individuals were informed about the purpose of the study thereby assuring them high degree of confidentiality for any information that would be collected from them.

### **3.10 Data Analysis**

This is the process where the researcher's collected data are reduced to make sense of them or bring the meaningful answers that can be used by societies (Merriam, 2009). Therefore, in this study, the data collected were analysed both qualitatively and quantitatively depending on the type of data. That was done to make a proper conclusion to the final users of the findings.

#### **3.10.1 Quantitative Data Analysis**

These are numerical data which can be manipulated in statistical ways that include the calculation of frequencies of variables and differences between variables (Bryman, 2016). In this study, quantitative data were subjected to Statistical Product

and Service Solution (SPSS) version 20 and run to retrieve statistical data in terms of frequencies and percentages and then presented in the form of Tables and Figures.

### **3.10.2 Qualitative Data Analysis**

This is the method of data analysis in which the data cannot be quantified and verified by statistical manipulation. Therefore, data collected through interview transcripts, notes, video and audio recording fall into this category (Cohen et al., 2018). In this study, qualitative data collected through semi-structured interview were thematically analysed by bringing together the expression of informants which had related patterns into similar themes.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings and discussion based on the study objectives. It consists of influence of parents in making career choices of students with physical disability in higher education as well as influence of peers in choosing career among students with physical disability. Lastly, it presents the findings and discussion on the influence of primary and secondary school teachers in making career choices of students with physical disability.

#### 4.2 Demographic Characteristics of the Respondents

This section covers demographic characteristics of respondent such as sex of respondents and age of respondents.

##### 4.2.1 The Number of Respondents by Sex

The data presentation shows that among the respondents approached for the study, 42 (60%) were male students and 27 (40%) were female students (Table 4.1). The data show that the number of male students with physical disabilities in the selected higher education institutions was comparatively large than female students with physical disabilities.

**Table 4. 1: Number of the Respondants by Sex**

Sex	Frequency	Percent
Male	42	60
Female	27	40
<b>Total</b>	<b>68</b>	<b>100</b>

**Source:** Field Survey (2020)

##### 4.2.2 The number of Respondents by Age

The collected data were analysed to examine the number of the respondents by age. The analysed data indicated that 53 (78%) of the respondents had age range of between 21 to 25 years old, 10(15%) had age range of between 26 to 30 years old and 4 (4%) had age range of between 16 to 20 years old while 2 (3%) had age range of 31 to 35 years old (Table 4.2). As the findings reveal, majority of the respondents had the age range of between 21 to 25 years old. This age range reflects the form of

the Tanzanian education system, which requires a child to start a formal primary education at the age of 7 followed by 4 years of ordinary secondary schools, 2 years of advanced level secondary school and 3 years for university students pursuing education degree programmes.

**Table 4. 2: Number of the Respondants byAge**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
16-20	4	4
21-25	53	78
26-30	10	15
31-35	2	3
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Survey (2020)

#### **4.2.3 Number of the Respondents by Type of Disability**

Data were analyzed to examine the number of respondents by the type of physical disabilities. The data revealed major types of disability among respondents, including blindness and visual impairments 32% (22), hearing impairments 28% (19), albinism 18% (12), physical impairments 22% (15) and both visual and hearing impairments 3% (2%) Table 4.3 highlights these findings.

**Table 4. 3: Number of the Respondents by Type of Disability**

<b>Disability</b>	<b>Frequency</b>	<b>Percent</b>
Blindness and visual impairments	22	32
Hearing impairments	19	28
Albinism	12	18
Physical impairments	15	22
<b>Total</b>	<b>68</b>	<b>100</b>

**Source:** Field Survey (2020)

In the interviews with students who had visual impairment or blindness, some of them i expressed to have experienced of inability to see objects at a distance and needed to close one eye so that they could see distant objects. In one interview with students who had experiences of blindness, the findings revealed that the respondents

were experiencing a state of being totally sightless in both eyes and thus making it impossible for them to see any object at all. However, when these were taught in the classrooms with mixed learners that is, other students with no disabilities, these students with disabilities failed to capture properly what was being taught by lecturers as they had no recording facilities and Braille. Also, the study found that when lecturers were teaching, students with disabilities were not getting the help they would deserve because their fellow students and lecturers had no knowledge of the sign language that these students would need. All the same, their fellow students volunteered to translate what was taught by lecturers in the class rooms.

Hearing impairments was another disability found among the respondents. The respondents who had this disability revealed to have been experiencing deficits in language and speech development due to their lacking of auditory response to sound. Despite this fact, it was noted that students with this disability were using the same class with non-disability students due to lack of lecturers that could use sign language when lecturing. Contrary to what would be expected, the study found that non-disabled students were interpreting to disability students during lectures despite the fact that they were not professionals or specialists in the field.

It was also found that students with albinism were sharing everything with other students who had no any disability. They were using the same classrooms and using other infrastructures. However, the study noted that the most serious challenges to these students were vision defects which were affecting them when learning in classroom especially when teachers were using projectors. Likewise, physical impairments permanently prevented normal body movement and/or control thus making these students limited in their physical functioning, mobility and stamina. The study found different causes of physical disabilities, including inherited or genetic disorders, such as muscular dystrophy and conditions present at birth (congenital), such as spinal bifida, defects and diseases. The study found that students with this disability were facing challenges of poor infrastructures like drainage system which blocked their wheel chairs when they were going to hostels.

#### 4.2.4 Parents Education Level

The study found that more than 90% of the respondents' parents had formal education such as primary education level, ordinary secondary education, advanced secondary education, diploma level and university level. Out of these, only 41% of the parents had secondary, diploma and university education level (Table 4.4). This shows that majority of the parents had foundation education of primary schools with no professional skills obtained from tertiary colleges or universities something which hampered them from getting professional jobs with good income

**Table 4. 4: Parents' EducationL**

<b>Father's education</b>	<b>Frequency</b>	<b>Percent</b>
Non-formal education	4	6
Primary education level	30	44
Ordinary secondary education	14	21
Advanced secondary education	2	3
Diploma level	7	10
University level	11	16
<b>Total</b>	<b>68</b>	<b>100</b>
<b>Mother's Education</b>		
Non-formal education	7	10
Primary education level	40	59
Ordinary secondary education	10	15
Advanced secondary education	2	3
Diploma level	5	7
University level	4	6
<b>Total</b>	<b>68</b>	<b>100</b>

**Source:** Field Survey (2020)

#### 4.2.4 Parents' Employment

Table 4.5 shows that majority of the parents (80%) were self employed, and only 20% were employed. However, the findings show that women were more self employed than men. Parents being employed and self employed implies that they generate income for household development including education for children. As it seen in Table 4.4 ,majority of the parents had foundation education ( that is primary

school education) with no professional skills. It was noted that, due to lack of skills and unavailability of jobs most of the parents failed to be employed in professional jobs hence they decided to self employ themselves which deprived them of the means to fund the education requirements of their children, like buying them suitable gears and paying for private career choices guiding counsellors ,hence resorting to external assistance as a mechanism to fund the education of their students with disabilities. These options were like government,international organization or non government organizations.

**Table 4. 5: Parents’ Employment**

<b>Father’s employment</b>	<b>Frequency</b>	<b>Percent</b>
Employed	15	22
Self employed	53	78
<b>Total</b>	<b>68</b>	<b>100</b>
<b>Mother’s employment</b>		
Employed	12	18
Self employed	56	82
<b>Total</b>	<b>68</b>	<b>100</b>

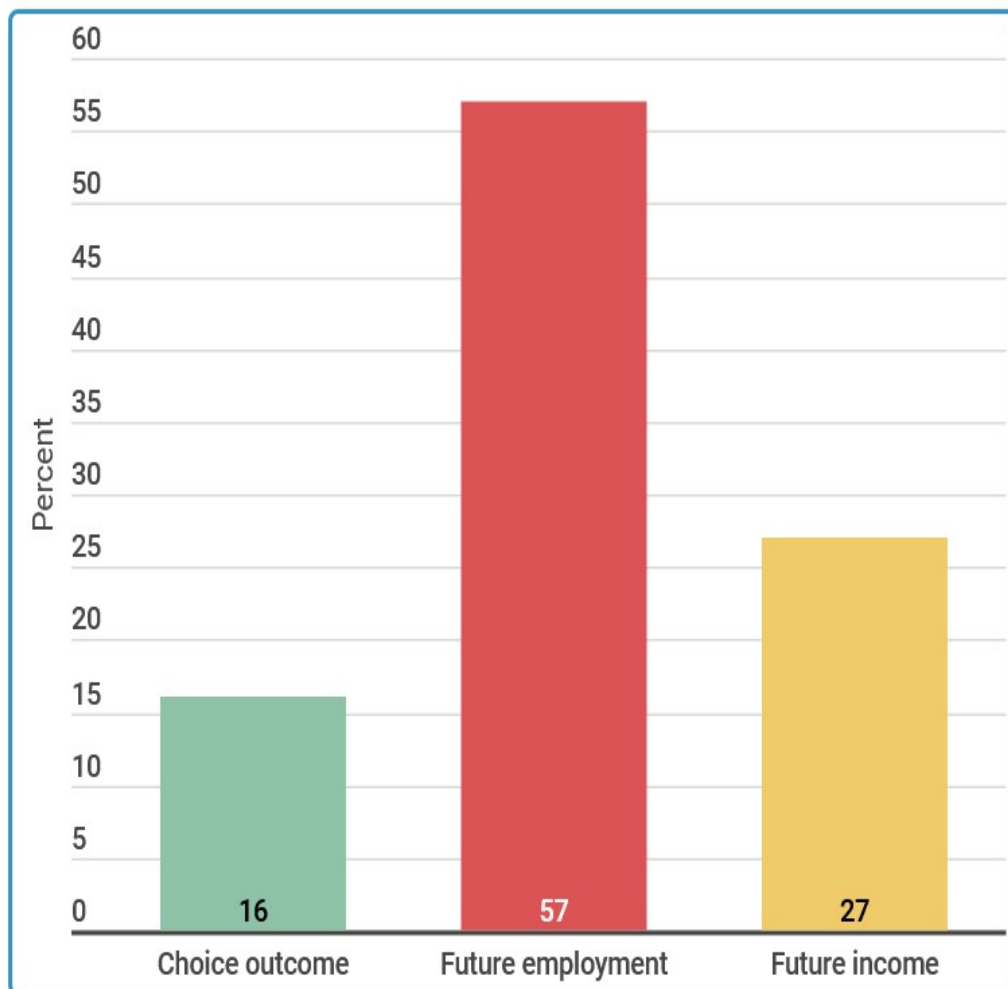
**Source:** Field Survey (2020)

#### **4.2.5 Perceived Career Choice of Students with Disabilities**

Figure 4.1 shows that, the perceived future career choice of the students with disabilities is determined by access to future employment. On this regard, 57% of the respondents agreed that future career choice of an individual was determined by future employment, 27%, said that it was determined by future income and 16% said that it focused on choice outcome. These finds show that most of the students with physical disabilities focused their career choices on the availability of employment opportunities in the labour market. It was noted that majority of them made their career choices decisions based on obtainable jobs in the labour markets, as most of them came from poor families that were self-employed with less stable income. This category of learners was restricted to what was available rather than the outcome of their career like fitting in the job enhancing their career development.

It was noted that some of the students' career choice decision making was based on the level of income whether it was high or low, seeking for green pasture as most of them came from rich and middle-income families with stable income. It was revealed that these had already covered the basic needs and some had extra meant to save and support future career choices dreams and development of their children as employees or self-employees.

It was revealed that few students with physical disabilities made selection of their careers based on choice outcome. This especially was the case with students with severe disabilities. For them fitting on their job was very important as they had restricted choice option career due to their conditions.



**Figure 4. 1: The Perceived Career Choice of Students with Disabilities**

Source: Field Survey (2020)

### **4.3 Influence of Parents on Career Choices of Students with Physical Disability in Higher Education Institutions in Tanzania**

The first objective of the study sought to identify the influence of parents on making career choices for students with physical disability in HEIs in Tanzania. Data for this objective were collected through interview and questionnaires administered to the respondents. The following are findings regarding this objective.

#### **4.3.1 Parents' Guide their Children in Choosing their Careers**

It was revealed that the choice of the careers of learners with disability in higher education was influenced by the parents who had been directing what their children should learn. Regarding this, majority of the respondents (52%) strongly agreed and 25% (17) agreed that parents guided them to choose their career they were now pursuing. It was claimed that since the parents knew the nature of disability of their children, they tended to ensure that they chose appropriate career for their betterment in their future. It was noted in this study that this guidance did not necessarily require parents to have a specific level of education or employment status, since career information can be obtained even from other people or media. Parents' guidance here means that they guided their children to study for a specific career based on the type of disability they had. It was found that each of parents that is, the father and mother each had influenced the choice of the children in one's own way. These findings are similar to the study done by Ajibola and Oluwunmi (2017) which revealed that, most of the university students career choices were based on their parents' advice or orientation

##### **4.3.1.1 Fathers' Influence on Career Choices of their Children**

With regard to this finding, it was revealed that, 47% (32) of the respondents strongly agreed and 18% (12) agreed that their fathers had influenced them to choose and study for the careers they were now pursuing. The student respondents revealed their fathers had more information on the kind of career they had advised them to pursue. It was revealed that the influence of fathers to children on career choice was based much on what other children or people of the same disability had chosen as their career. Therefore, as this study found, fathers had influenced the career choices that their children were now pursuing based on what could be called role models but who had the same disability these children who were now pursuing a certain career

orientation had. These study findings are similar to the study done by (Mtemeri,2017) who found that mothers and father had strong career influence to their children compared to other factors.

#### **4.3.1.2 Mothers' Influence on the Career Choices of their Children**

Pertaining to the influence of mothers on the career choices of their children, the findings show that 35% of the respondents (26) strongly agreed and 26% (16) agreed that their mothers had influenced them to choose the career paths they were now pursuing. It was argued that mothers generally spend more time with their children than the fathers, and among other things, this time spent with mothers and children is used by mothers to encourage specific careers that they would like their children to pursue. It was revealed that this was usually done since when children were still at primary school levels. The respondents revealed that the level of education of their mothers acted as a guide for them to think of the career options they wanted to encourage their children to pursue but was not the only reason that they used to influence the career choices of their children. It was noted that, apart from what the mothers had as a basic education that helped them to think of what to advise their children to pursue, they, like the fathers, relied on what they thought were role models with the same physical challenges but who had made it to a certain career. These findings are similar to the study done by Nawabi (2019) who found that, mother's perception had a significant role on children career influence because they knew the interest, behaviour and ability of their children. Therefore, they directed or advised them to choose a choosing a particular career which was related to their condition.

#### **4.3.1.3 Other Influences on Career Choices of Students with Disabilities**

It was revealed that apart from the influence's parents had on their children regarding career options, it was revealed that there were other sources which had influenced the learners to embark on studying the courses they were now pursuing. Table 4.6 highlights such sources.

**Table 4. 6: The Influence of Parents and others on Career Choice of Learners**

<b>Item</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean(STD)</b>
	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	
My parents guided me to study this degree programme	5(7)	7(10)	4(6)	17(25)	35(52)	4.03(1.293)
My father influenced me into the career I want to pursue	7(10.3)	9(13.2)	8(11.8)	12(17.6)	32(47.1)	3.78(1.423)
My mother was influential to the career I pursue	12(17.6)	11(16.2)	5(7.4)	16(23.5)	24(35.3)	3.43(1.539)
The information I got from my parents helped me to choose a career	17(25.0)	4(5.9)	7(10.3)	14(20.6)	26(38.2)	3.41(1.632)
The dominant profession in my parents is also my preferred career	27(39.7)	13(19.1)	3(4.4)	7(10.3)	18(26.5)	2.65(1.691)
My father's career had an impact on my choice of career	30(44.1)	7(10.3)	8(11.8)	6(8.8)	17(25.0)	2.60(1.685)
My mother's career had an effect on my choice of career	29(42.6)	9(13.2)	6(8.8)	8(11.8)	16(23.5)	2.60(1.667)
The parent business is a factor in choosing my career	30(44.1)	13(19.1)	2(2.9)	7(10.3)	16(23.5)	2.50(1.671)
Overall parents influence	4(5.9)	16(23.5)	22(32.4)	14(20.6)	12(17.6)	3.21(1.166)

Table 4.6 summarises the different reasons which made the learners decide to pursue the kind of careers they were now studying. In addition, the study found that

quantitative findings supported the qualitative data. Through depth interview with students, it was revealed that, parents had influence on career choice in different ways. These were such as the professional career of the parents. Students revealed that since when they were at lower level of education such as primary school and secondary school; they already had enough information of their parents' profession. This information included opportunities from the profession their parents had, requirements to attain that career, skills to be obtained, challenges experienced in pursuing the career orientation which one wished to pursue, among others. It was noted that having these information lines motivated students to choose their career so that in long run; they could enjoy opportunities experienced by their parents. As such, since students had limited information of other careers, it was difficult to have other options out of those pursued by their parents. In line with this, one student emphasized that:

*When I was at the level of baby school, I was told by my mother that my father was a lawyer, and when I was in primary school, I was told that I should study hard to become a lawyer like my father. This was a motivation for me to choose law as my career since I had no other options apart from law. (Interview with student No. 1, August, 2020)*

The findings of this study are similar to those of Eremie and Chiamaka ( 2019), who observed that the professional career of the parents had a significant influence on career choice of their children, since children consider their parents as the role model. It was noted that, if the parents complain about their jobs, their children tend to find other career with high income.

It was further revealed that parents had influenced the career choices of their children by advising them to focus on personal interest in making their career option. The study found that parents who did not get opportunity of getting higher education level had limited information on various courses offered at universities. This had made seek advice from friends/teachers in order to understand about various professions and therefore, be in a position to choose a career depending on the disability type of the child. On this, one student insisted that:

*My parents did not get an opportunity to get higher education level. They just ended at primary education level. They live in rural area*

*and thus they had no exposure to different careers. Therefore, when I passed my form six exams, my parents linked me with our neighbour to get advice from him on the best career to undertake based on my condition. (Interview with NO 5 Student August, 2020)*

The finding above is in line with those by Eremie and Chiamaka (2019) who found that, parents encourage their children to explore a various set of possible careers or to focus on their personal career interest for proper directions. It was noted that when children felt that they had been supported by their parents on choosing career, this made them feel confident in their looking for proper career choice of their own interest which was normally exciting.

It was revealed that parents had influenced the career choice of their children by showing them vivid examples of those who had chosen the same career. It was found that parents needed their children to succeed in life like other people who had succeeded and got a good job. These motivated parents to advise their children to undertake the programmes they thought would lead them to succeed like what the role models had. The study found that some students had chosen to study for some careers simply because there were some people who had succeeded in life because they had chosen some career options. Regarding this, one student had these to say:

*When I was young my parents had a tendency of taking me to counsellors to guide and encourage me to accept my condition, motivated me to study the same career so that I Could help other children with special needs like me therefore make them meet their personal goals no matter what challenges they would be facing in their academic journey (Interview with student No.13, August, 2020).*

The findings of this study revealed that the influence of parents in making career choices of students with physical disability on higher education stemmed from the need of those parents to see their children having good life after their studies. The influence of parents in making career choices for their children with some disability students is supported by (Agarwala, 2008; Chen 1998; Nawabi, 2019), who found that parents had a strong influence on career choice of their children. It is usually the case that parents talk to their children on career choice and most of the children listen to their parents' information regarding career choice because parents have enough

experience on real life. Also, on the same matter, Udoh and Sanni (2012) concluded that parents play a big role in influencing career choices of their children since they want their children to have success and happiness in their life and one of the factors that influence success and happiness is career choice.

The findings further show that parents' career has no influence on students' career choice; this is because many of the parents had only primary school level of education and they were self-employed. This means their children would be obliged to study hard to get university education so that they could change their parents' life condition. This is contrary to the findings by (Bezzina, 2006), who found that parents' career influenced their children to select their career. In this context, if parents have good career, children will be motivated to choose that career too. It was found in this study that some respondents agreed that their parents' careers influenced them in making decision on the career they had made. This is supported by (Chen, 1998), who found that children's aspirations to their parents' occupation were influenced by their perception of how satisfied their parents were with their own work. This means that if parents are not satisfied with their careers, then children won't be influenced by their parents' occupations/business.

#### **4.4 Peers' Influence on Career Choice among Students with Physical Disability**

The second objective of the study sought to examine the influence of peers on the career choice of students with physical disabilities in HEIs in Tanzania. Through questionnaires administered to the respondents and interviews conducted to the same, it was revealed that peers had influenced the career paths of some of the learners with disability in higher education institutions through a number of ways

##### **4.4.1 Peers' Positive Influence to Making Career Choice**

It was revealed through the findings of this study that 28% of the respondents (19) strongly agreed and 24% (16) of the respondents agreed that the career of their former peers had a positive influence on their career choice. The respondents revealed that they had selected to study for their career after findings that their friends who had selected specific career had more opportunities than others. It was noted that peers usually considered their friends who had succeeded in their life as role models thus influencing them to choose the same career like their friends. This shows that students

compare the success of people and the careers they have chosen. This was supported by the study Rule et al.( 2015) who stressed that contact to the role model influencing career choices of students with disabilities to secure their future jobs. Likewise, the study by Ahmed et al. (2017), reports that students felt more confident to express themselves with their friends, although some agreed that their friends' advice on career choices might mislead but many agreed their career choices were influenced by their friends and were validated by others like parents, media, family and teachers.

#### **4.4.2 Peers' Proper Advice on Making Career Choice**

The findings show that 13% of the respondents (9) strongly agreed and 34% (23) agreed that friends gave them a comprehensive proper advice on their career. The study found that secondary school students with disabilities had limited exposure to issues related to career choices, and this was making them find advice based on their disabilities from their friends who had already been enrolled in higher education since these had enough information and experience on the university environment. As findings show that, only a total of 47% agreed friend provides a comprehensive and proper influences, a less majority agreement. This aligned with the research study by Bojuwoye and Mbanjwa ( 2014) said that, peer pressure influenced career choices of students with physical disabilities but not always comprehensively, it can give both either accomplished or unhelpful information's, therefore mostly of their advices require validation by other groups of advices like teachers, parents as well as career guidance counsellors.

#### **4.4.3 Friends insisted them to Study the Course**

The findings show that 15% of the respondents (10) strongly agreed and 25% (17) of the respondents agreed that friends validated the career that their friends chose. The study found that most of the students had limited information on different courses offered in higher education institutions. This was observed when students decided to consult their friends who were admitted to the universities so that they could access if they could fit their condition and job market.

**Table 4. 7: Peer Influence on Career Choice**

Item	Strongly Disagree		Neutral	Strongly Agree		Mean(STD)
	N(%)	N(%)		N(%)	N(%)	
Former graduates' careers had a positive influence on my career choice	16(23.5)	2(2.9)	15(22.1)	16(23.5)	19(27.9)	3.28(1.516)
My friends gave me comprehensive and proper advice on careers	15(22.1)	8(11.8)	13(19.1)	23(33.8)	9(13.2)	3.04(1.376)
My friends validated the career that I chose	13(19.1)	11(16.2)	17(25.0)	17(25.0)	10(14.7)	3.00(1.338)
Peer advice on career choice was helpful to me in making decision	17(25.0)	10(14.7)	11(16.2)	21(30.9)	9(13.2)	2.93(1.418)
I embraced the advice I got from peers that I value most	21(30.9)	6(8.8)	13(19.1)	18(26.5)	10(14.7)	2.85(1.479)
My friends influenced me to prefer the career I chose	20(29.4)	11(16.2)	9(13.2)	20(29.4)	8(11.8)	2.78(1.444)
My friends influenced me to choose a career	17(25.0)	14(20.6)	17(25.0)	12(17.6)	8(11.8)	2.71(1.339)
I chose a career that is similar to one of my close friends	25(36.8)	9(13.2)	10(14.7)	19(27.9)	5(7.4)	2.56(1.418)
Peer members had strong influence on my career choice	16(23.5)	20(29.4)	15(22.1)	12(17.6)	5(7.4)	2.56(1.239)
I consider that the information given by friends is always reliable	24(35.3)	11(16.2)	14(20.6)	12(17.6)	7(10.3)	2.52(1.398)
Overall peer influence	13(19.1)	11(16.2)	25(36.8)	14(20.6)	5(7.4)	2.81(1.188)

This is corresponding by a study with Balestra et al. (2019), which said, that advices among students with physical disabilities and peers with their fellow disabilities and non-disabilities increase exposure, high performances in examinations and better appropriateness in jobs, but to eradicate the negativities from peer pressure, the study propose to use other stakeholders like excellence teachers and others qualified personnel to justify peer influences. Also Hashim and Embong (2015) insisted peer groups have positive influences on career choices of students with physical disabilities intentionally or unintentionally, so therefore they should be included in career choices development program by government and other supporting institutions on career choices. In addition, some of the respondents revealed that their peer's information and advice had no strong influence on their career choice because sometimes they did not act upon their advice.

The study findings collected through questionnaires were supported by quantitative findings that some students with disability considered their colleagues as a role model. It was found that students who were very close friends were likely to influence each other especially when preparing themselves on career decision making. Peers of the same age and the same interest had strong influence on choosing similar subjects of studies. For instance, when friends are interested in either science or art subjects, there is a possibility of motivating each other on the same direction due to the strong relationship existing between the friends. On this particular regard, one of the student respondents explained:

*When I was a secondary school student a close friend of mine encouraged me to study art subjects and insisted that art subjects were simple and easy to pass in the exams, I agreed with her and finally I did well in my national exams and the results opened the door for me to study Bachelor of Law and I real satisfy the career decision I made (Interview with Student No.4 August, 2020)*

The findings show that students with disability were depending career advice from their friends but who had limited information and knowledge of choosing the colleges and universities courses something that may lead them to improper career choices. Therefore, there is a need to have proper career choice programme as a pre-

college initiative so as to help students wishing to join university to make them make proper career choices especially those with disabilities.

The influence of peers in choosing career among students with physical disabilities in higher education institutions in Tanzania is supported by study done by (Mtemeri, 2017; Ogutu et al. 2017), who explained that peer pressure had considerable relationship with students' career decision making, therefore there is a need of early guidance and counselling career programme at school to make students be aware of career decision making. It should be noted that proper career decision making is very important because it has positive impact on the life of students. These findings are supported by the study done by Kimiti and Mwova (2012), who revealed that students' career choices were influenced by their peers through peer counselling, peer interaction, peer advice and peer relationship.

#### **4.5 Teachers' Influence in Making Career Choices to Students with Physical Disability.**

The third specific objective of the study was geared to explore the influence of primary and secondary school teachers in making career choices of students with physical disabilities in HEIs in Tanzania. The study found that primary and secondary school teachers had influences on career choices of students with physical disability as they went along different levels of study before joining HEIs. Table 4.5 indicates rating of students with disabilities on questionnaire items based on the strongly agreed to strongly disagreed with given item statement.

**Table 4. 8: Students with Physical Disability Rating onthe Making Career Choices by Influence Teachers**

<b>Item</b>	<b>Strongly Disagree N(%)</b>	<b>Disagree N(%)</b>	<b>Neutral N(%)</b>	<b>Agree N(%)</b>	<b>Strongly Agree N(%)</b>	<b>Mean(STD)</b>
My primary and secondary school teachers provided examples of good career students can choose	9(13.2)	2(2.9)	11(16.2)	9(13.2)	36(52.9)	3.91(1.433)
I decide to choose to become a teacher because the career fit my disability type	5(7.4)	11(16.2)	7(10.3)	13(19.1)	32(47.1)	3.82(1.371)
Opportunities experienced by my secondary teachers in their teaching motivated me to choose my career	8(11.8)	3(4.4)	10(14.7)	22(32.4)	25(36.8)	3.78(1.314)
I was motivated by pro-social behaviour of my secondary and primary teachers	9(13.2)	5(7.4)	10(14.7)	17(25.0)	27(39.7)	3.71(1.404)
My primary school teachers invited successful people to visit and encourage us to study hard and choose a good career	8(11.8)	8(11.8)	4(5.9)	24(35.3)	24(35.3)	3.71(1.372)
I choose to become a teacher because it is easy to get employment	8(11.8)	8(11.8)	9(13.2)	19(27.9)	24(35.3)	3.63(1.381)
The teaching style of my primary and secondary school teachers were influential to choose my career	11(16.2)	4(5.9)	9(13.2)	21(30.9)	23(33.8)	3.60(1.426)
Secondary teachers guided me in choosing my career	12(17.6)	7(10.3)	4(5.9)	22(32.4)	23(33.8)	3.54(1.491)
Career trips/field trips planned by teachers influenced my career choice	11(16.2)	5(7.4)	15(22.1)	12(17.6)	25(36.8)	3.52(1.461)
Primary and secondary school career guidance through teachers cleared the career confusion that I had	10(14.7)	21(30.9)	9(13.2)	11(16.2)	17(25.0)	3.06(1.444)
Overall teacher's influence	6(8.8)	1(1.5)	19(27.9)	24(35.3)	18(26.5)	3.69(1.149)

#### **4.5.1 Primary and Secondary School Teachers as Mentors to Career Choice**

Students' with physical disabilities were asked to rate on how far primary and secondary school teachers had influence as mentors to career choice. After data analysis, it was revealed that 53% of the respondents (39) strongly agreed and 13% (9) of the respondents agreed that primary and secondary teachers influenced them to make career choices they were pursuing as a result of good mentorship of teachers while at primary and secondary school levels. Teachers were reported as examples of good mentors for career choice as students 'were able to realize the best opportunities in a challenging current labour market. Through good mentorship of primary and secondary school teachers, students with disability were able to realize the future demand on the job market, which prepared students to select subjects reflecting their future career. These data imply that students with physical disabilities were mentored about future careers on the job market during classroom sessions at lower level of studies. The data obtained in the current study concurs with (Ngussa and Charles, 2019), findings which pointed out that teachers tended to provide useful career support by guiding students with physical disabilities in both primary and secondary schools, where teacher had been encouraging students to learn subjects that were likely to position them on an appropriate job.

#### **4.5.2 Motivational Encouragements to Career Selection by Invited Guests**

Students were asked to rate the statement if they strongly agree or disagree with motivational encouragement to career selection by the invited guests. The study revealed that 35% of the respondents (24) strongly agreed and 35% (24) agreed that encouragement and exposure to career selection by invited exposed them to awareness and familiarity with career choices. Students were given questionnaires and the findings found that a career day which was organized by school teachers was important to students in making decisions on the career they could choose. In these events, different successful people were invited by teachers to meet students and motivate them on job markets and what was needed to get there, a career one can select together with its opportunities and challenges, and its implication in the community. Invited guests linked what was learned in the classrooms with real life, and this gave students opportunities of asking different questions for understanding and clearing doubts. The exposure given by

invited guests enabled students to make reflections on different lifestyles as part of career selection. This finding correspond with the study by Asamoah et al. (2018), which explains career days organized by school by both teachers and career guidance counsellors provides a direct contact of students with disabilities with employers in both public and private institutions', career programme brings workers like bankers, soldiers, nurses, lawyers and successful entrepreneurs who explain the ways to reach their professional to attract the students on particular careers.

#### **4.5.3 Career Trips Planned by Teachers Influenced Student's Career Selection**

Respondents were given questionnaires to rate on how career trips influenced them to make proper career selection. Data show that 37% of the respondents (25) strongly agreed and 18% (12) agreed that career trips planned by the teachers influenced students' career selection. The data shows that career trips planned by teachers were important as they transformed theoretical thinking of students to practical experience, had permanent memories among students, and increased the level of understanding, open-mindedness and critical thinking skills. Also, career trips were giving opportunities to students to learn practically what was being taught in class rooms by observing and asking various questions, and getting chances of meeting different experts in different fields which in turn influence students in different career selection. Careers trips are also important to students' socio-emotional growth, which is important to develop especially during teenage years. To support the findings a study by Mahgoub (2014), explained that career field trips bring practical experiences to observe what are taught in classrooms lessons, it can be done by visiting factories, and other working institutions, expands students' knowledge and experiences, make them ready to enter in the labour markets.

#### **4.5.4 Secondary School Teachers Motivation to Career Selection**

Students with physical disabilities were asked to rate on the way secondary school teachers motivated them to make career choice that matched their preferences. Data on this aspect showed that 39% of the respondents (28) strongly agreed and 32% (22) agreed that motivation of opportunities experienced by secondary school teachers was important for them in career selection. The study showed that opportunities experienced

by secondary schools' teachers such as getting leadership positions, participating in sports, and interacting with students motivated students to select their career. Opportunities shared by secondary school teachers captured the students' willingness and motivated them to select their career with expectation of enjoying the same opportunities. This finding is similar with those by Alcott (2017), who found that teacher advice had great chances of motivating students on choosing career as they join university studies. It was noted that teacher encouragement motivates student career development.

#### **4.5.5 Secondary and Primary Teachers' Motivation by Social Behaviour**

Respondents were required to rate their agreement or disagreement with statement that secondary and primary school teacher's social behaviour had motivation to their career choice. Regarding motivation of teachers through social behaviour, the findings show that 40% of the respondents (27) strongly agreed and 25% (17) agreed that motivation of pro-social behaviour of secondary and primary teachers had great influence on students' career choice. Data indicated that, primary and secondary teachers had desires of helping students with physical disability by giving them special training. The love, help, cooperation and volunteering culture shown by primary and secondary school teachers were found important incentives to students' selection of their career. Likewise, it was revealed that pro-socialbehaviour motivated students to study seriously in order to pass the exams and realise their dreams. These findings concur with the study by council for learning disabilities in Dallas United States Weiser (2014) which revealed both internal and external motivation to have influence on career development of students with physical disabilities. The Dallas study showed that teachers can help to maintain internal motivation and provide external motivation in terms of rewards, spoken appreciation, and promotes studying for achieving academic level required for a particular professional or giving special privileges to students with disabilities (Weiser, 2014).

#### **4.5.6 Motivational Encouragements to Career Selection by Invited Guests**

Motivational encouragement to career selection by invited guests was considered as an important determinant of future career choice among students with physical disabilities.

Consequently, respondents were asked to rate their level of agreement or disagreement with the statement. Data retrieved from this aspect indicated that 36% of the respondents (24) strongly agreed and 35% (24) agreed that encouragement and exposure given by invited guests to career selection gave them awareness on career choice they would make. The study showed that, invited guests linked what was learned in the classrooms with real life, and this gave students opportunities of asking different questions for understanding and clearing doubts. This exposure as given by invited guests enabled students to reflect on different lifestyles as part of career selection. Likewise, a study by Igere (2017), explained that, teacher's encouragements to students with physical disabilities, increase their performances in schools and developing their career, teachers can encourage their students by many ways, such as promoting participation in learning, extra time during examination, group works to extract the benefit of student's diversity, role plays and songs. On other hand, a study by Percy and Tanner (2020) says that, guest speakers are very important to students with physical disabilities, the strategy of inviting guest speakers used by both primary and secondary schools to encourage students on outside world particularly on their career development.

#### **4.5.7 Influence of Teaching Style of Teachers on Career Selection**

In order to determine the influence of teaching style on career choice among students with physical disabilities, respondents were supposed to rate their level of agreement or disagreement with given statement. The data obtained indicated that 34% of the respondents (23) strongly agreed and 31% (21) agreed that influence of teaching style of their teachers influenced them in career selection. The respondents revealed that styles used by their teachers influenced them to select their careers so that they could do the same after getting employment. Teaching styles revealed included assigning students group works which were done by every member of the group. The findings revealed that this built the culture of working together, sense of ownership for the work done, unity and love among students. Presentation of group and individual works helped students to develop self-confidence, improve English, and improve communication and critical thinking skills which was important to students' learning and other issues pertaining to life. Likewise, the study found that scientific experiments, drama and motivation videos

shown in class rooms empowered and helped students on what was going on in real life therefore acting as motivators for career selection. The findings reflect Akintomide and Oluwatosin (2011) reports which acclaimed that, excellence of teaching and style of dressing are among of the factors that are likely to motivate students on choosing a future career. The study suggests strong relationship between students' attitude and teachers' characteristics on motivating students' future career choice (Akintomide and Oluwatosin, 2011).

#### **4.5.8 Career Guidance by Secondary Teachers to Students with physical disabilities**

The focus of this subsection was to determine the rating on agreement or disagreement of students with physical disabilities on the career guidance provided by secondary school teachers. The data show that 40% of the respondents (27) strongly agreed and 25% (17) agreed that career guidance provided by secondary school teachers helped students in choosing careers. It was found that primary and secondary school teachers acted as parents to students with disability, as such, their relationship was closely compared to lecturers at the university level. However, the difference between them resulted from professionalism, that is to say, primary and secondary teachers were trained on how to teach students with disability and how to interact with them, which is different at university level whereby lecturers are not given any special training or seminar on teaching students with disability. It was noted that in their time to time interaction with students at school, they were getting opportunities of understanding students' ability, interests, weakness, family background and other issues thus in a way guiding their students in making the right decisions. It was found that the closeness of primary and secondary school teachers enabled students to get opportunity which guided them in choosing their careers. The findings are supported by those Ngussa and Charles (2019) who found that career guidance provided by teachers help students to be aware on diverse opportunities and instructions regarding their condition and area of specialization.

#### **4.5.9 Effectiveness of Teachers guidance to career selection students with physical disabilities**

Respondents were asked to rate how they agree or disagree on the effectiveness of teacher's guidance to their selection of future career in the labour market. The retrieved data show that 34% (23) strongly agreed and 32% (22) agreed that teacher's guidance cleared selection confusion among students. Selection of career considers different aspects of life such as social and economic condition of the family, student interagency, type of disability, and among others. Based on these aspects' students found themselves in confusion of whether their selection is correct or not, due to fear of facing a change in life compared to expectations which in turn create stress. As such, teachers in this context clear confusion and doubts to students about a correct career to select. The finding is similar with those by Mtemeri (2017) who revealed that teacher's guidance in school had constructive impact on students' career choice since it cleared confusion on career choice that students had.

#### **4.5.10 Effectiveness of Teachers' Guidance on Selection Courses to Study**

The study intended to determine how the teachers' guidance effectively helped students with physical disabilities to select courses to study. Respondents were asked to agree or disagree with the statement as to whether teachers' guidance had contribution to selection of courses to study. Data retrieved revealed that 48% of the respondents (32) strongly agreed and 19% (13) agreed that the nature of teaching work influenced students with disability to select the teaching profession courses. It was revealed that respondents had been interested on the teaching field due to the nature of work itself, that teachers have four leaves per year. As it was found, this made students with disability have enough time of taking care of their family unlike it was the case with other fields. The study is supported by the study done by Balyer (2016) ,who show that students with disabilities preferred to choose teaching courses because they linked with extensive leave, employment opportunities, working hours and conditions thus provided opportunities to contribute in the society and chance of spent with their family.

In this study, the quantitative findings were supported by the qualitative data. The interview with respondents revealed that, the teacher who was delivering well the materials in the classroom motivated students to choose a particular subject for further education. It should be noted here that good teaching and learning in the classroom is very important aspect since it makes students understand well the subjects and probably influence on each other to study hard as a result student will understand the subjects and therefore making them be likely to perform well in different exams. In this regard, teachers who were teaching well in the classroom made students understand well the subjects and this motivated them to choose the subject for further education. Regarding this, one student insisted that:

*My former secondary school teacher influenced me to study history because the way he was delivering the materials in the classroom, gave me enough confidence and that made me master well the history subject in the class. This encouraged me to choose bachelor courses related to history (Interview with the student. No 7 August, 2020)*

It was noted that teachers in both primary and secondary school level of education had advised their students to choose courses which would give them enough chances of getting employment in the current labour market. It was revealed that in schools, teachers took part of the parents by mentoring students including those with special needs. However, teachers wanted to see the success of their students by making sure that, they performed well in terms of academic issues and had proper career choices when it came to the time of choosing different courses for joining Higher Education Institutions by considering the employment opportunities available in the current labour market. Clarifying on this, one student insisted that:

*When I was the advanced secondary school student, my teacher insisted me to study hard and so I did, and this helped me to master those subjects well which gave me a wide range of choosing different courses which have greater chances of employment opportunity in the current labour market when it came a time of choosing courses for joining Higher Education Institutions (Interview with student No.15, August, 2020).*

The finding above shows that teachers' advice was given high priority by students with disabilities because they felt that teachers had proper skills and knowledge to make them fit in their chosen courses and job market. This finding is in line with studies conducted in different countries like America by Faitar and Faitar (2013); in Pakistan,(Abbasi & Sarwat, 2014); which indicate that teachers have strong influence on career choice of students. Other studies such as the study done by Aguado, Laguador, and Deligero (2015) and in Nigeria (Gbenga and Toyin, 2014) also found that teachers had a great influence in career choice of their students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the summary of the research findings; conclusion and recommendations of the study. The chapter provides the summary of the study, data interpretation and findings as well as recommendation for policy implications and further studies. In addition to conclusion, recommendation has been made to parents, teachers, and students with physical disability peers, government and civil society organizations and recommendations for further studies.

##### **5.1.1 Summary of the Findings**

The study was conducted at the University of Dodoma for the intention of investigating determinants of career choice among students with physical disabilities in higher education institutions in Tanzania. The respondents were only 68 students with disabilities who are currently enrolled at the University of Dodoma. The study findings found that; it was indicated that each of parents that is, the father and mother each had influenced the career choice of the children in one's own way. Since the parents knew the nature of disability of their children had, they tended to ensure that their children chose appropriate career for their betterment in their future life.

The findings show that students with physical disabilities had limited exposure to issues related to career choices, and this was making them find advice based on their disabilities from their friends who had already been enrolled in higher education since these had enough information and experience on the university environment. Also, it was noted that peers usually considered their friends who had succeeded in their life as role models thus influencing them to choose the same career like their friends.

Majority of the students with disabilities reported that primary and secondary school teachers had strong influence on their future career choice. The study found that good mentorship for career choice provided by teachers improved students' awareness on

what was going on in the labour market with regard to challenges and opportunities students with physical disabilities would encounter after choosing different careers.

## **5.2 Conclusion**

The study concludes that, both teachers and parents had strong influences on career choices to students with physical disabilities. On the other hand, peer groups had minimum influence. Generally, it was found that most of the students with disabilities depended on career advice from their teachers since for them teachers took part of the parents due to spending enough with them whether students were day or boarding ones. It was noted that most of the teachers, parents and peers had limited knowledge and skills on career guidance for better career choices advisory achievement to students with physical disabilities. In addition, the study findings indicated that, career choice for students with physical disabilities was determined by future employment and future income. Furthermore, it was found that, students with severe physical disabilities focused on job fitting as they had restricted choice due to their conditions. Finally, the study concluded that, there should be career guidance and counselling programmes in schools and family level to widen up knowledge for suitable career choices to students with physical disabilities.

## **5.3 Recommendations**

Given the findings of the study, the following are recommendations to upgrade the career choices and success to students with physical disabilities by five key stakeholders that is parents, teachers, peer groups, government and civil societies.

### **5.3.1 Recommendations to Parents**

- 5.3.1.1. Parents with low level of education, such as non-formal and primary school level should seek external support from qualified career guide counsellors like school; career guide counsellors to assist their children with physical disabilities to choose proper careers that suit their academic performance and condition.

- 5.3.1.2. Since most of the career days and field trips include both teachers and students, also parents should be incorporated in the list to improve their advisory capacities on career choices to students with physical disabilities.
- 5.3.1.3. Schools with special need students should prepare workshops and seminars to capacitate parents on information and skills of assisting their children to have proper career choices.
- 5.3.1.4. As parents vary in ways, approach, morals, association, manners and background, there is a need of professional counsellors to harmonize their advice which they give them for better career to students with physical with disabilities at family, community or national levels.

### **5.3.2 Recommendation to Teachers**

- 5.3.2.1. It is recommended that teachers who are not specialized on special needs should not provide offer career choice counselling to students with physical disabilities, rather, schools should hire special needs teachers and professional counsellors for teaching and guiding students with physical disabilities. In the interview, students with physical disabilities reported to have been misled by none specialized teachers and other students when they sought support from them.
- 5.3.2.2. As teachers were found to have higher influence on career choices of students with physical disabilities than others advisory categories, general education teachers require in service training to update their knowledge and skills on special needs education within the schools.
- 5.3.2.3. As learning materials scarcity was found to affect teaching and learning in classrooms for many students with physical disabilities and their decision making on career choices, schools should arrange special budget to buy gears like Braille machine and recorders.
- 5.3.2.4. As teaching and guiding to professional careers of students with physical disabilities require extra sacrifice, the responsible teachers should be given extra motivations, like special allowances.

- 5.3.2.5. As teaching styles were found to affect career choices selection to students with physical disabilities like group works; education experts should research more on the best styles for their successful career choice.
- 5.3.2.6. Since primary and secondary school teachers were found to have close relations with students with physical disabilities compared to lecturers at university, more career choice interventions such as programmes and strategies should focus at this level like field trips.
- 5.3.2.7. Given that many students with physical disabilities select their career choices based on employment availability, teachers should alert them on consequences of choice outcome like narrowing their career development and seem to be un fit in their respective job

### **5.3.3 Recommendations to Peers**

- 5.3.3.1. Since the findings show that most of the peer groups advising students with disabilities on career choices had limited information and knowledge, thus leading to improper career choice; there is a need to supplement such task with pre-college and university, the primary and secondary school's levels career programmes.
- 5.3.3.2. As many students don't trust the information given by their peers as straightforward, directives from teachers and parents should validate the career choice advice given among peer groups.
- 5.3.3.3. Sometimes lack of exposure and maturity among adolescent peer group students restricts their career choice advice hence structured career choices programmes at school and family level should be given higher priorities.

### **5.3.4 Recommendation to Government and Civil Societies Organization**

- 5.3.4.1. Quality assurance personnel should inspect schools frequently to make sure that schools have enough special teachers for students with special needs to avoid such learners to be misled by general teachers.

- 5.3.4.2. To avoid overuse of general teachers on teaching and guiding career choices to students with physical disabilities, the government should enrol more pre service special education teachers in education colleges.
- 5.3.4.3. The government should make sure that both public and private schools have enough career, guidance and counselling experts to avoid students to be misled on their career choices.
- 5.3.4.4. The Government should make sure that the present general teachers and other education experts in schools are updated on the requirements of students with physical disabilities in their learning process.
- 5.3.4.5. For better career choice development to students with physical disabilities, more budget allocation by the government is required to fund the shortage of personnel and materials required in schools for successful learning of students with disabilities.
- 5.3.4.6. To improve career choice development to students with disabilities, civil society organizations including non-government organizations should intervene by assisting capacity building to school, parents and students themselves as the government seems not to have enough resources.
- 5.3.4.7. As the number of graduates with physical disabilities rises but facing difficulties in job market, there is a need to update disabilities policies 2009, which focuses more on enrolment rather than post graduate's challenges in labour market including career choices and development.

### **5.3.5 Recommendation for Further Research**

- 5.3.5.1. Although the expectations were that students with physical disabilities will choose best career based on their condition majority of them focused on job availability, therefore further research can be done to explore the phenomena.
- 5.3.5.2. As the study was confined to the parents, peers and teachers as the decisive factors on career choices of students with disabilities, therefore, further research can be done to investigate the influences of other factors like community, hiring institutions as well as social cultural institutions.

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APPENDICES

**Appendix I: Questionnaire 1**

My name is Zahara Mbunji, a student pursuing Master of Arts in Education at the University of Dodoma (UDOM), Tanzania. Currently, I am doing an academic research with a focus on **“Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: a Case Study of the University of Dodoma”**. I kindly request you to participate in this study by responding to the questions contained in this questionnaire. Your opinion you give in this questionnaire is extremely important and I guarantee that the information collected during this study will be treated with due confidentiality, and will be used purely for academic purposes and not otherwise. Your responses will be highly appreciated.

***SECTION A: Kindly respond to the items below by ticking  the statement that represents your demographic characteristics.***

1) Gender.....

i. Male

ii. Female

2) Age.....

i. 16-20 ii. 21-25

iii. 26-30 iv. 31-35

v. 36-40 vi. 41-

Above

Disability type.....

i) Visual impairments

ii) Hearing impairments

iii) Skin colour (albino) impairments

- iv) Physical impairments
- 3) Degree programme.....
- 4) Tick the highest level of your father's education:
- i. Non-formal education
  - ii. Primary Education Level
  - iii. Ordinary Secondary Education Level
  - iv. Advanced Secondary Education
  - v. Diploma level
  - vi. University level
- 5) Tick the highest level of your mother's education:
- i. Non-formal education
  - ii. Primary Education Level
  - iii. Ordinary Secondary Education Level
  - iv. Advanced Secondary Education
  - v. Diploma level
  - vi. University level
- 6) Tick the occupation which represents your father's employment:
- i. Employed
  - ii. Self-employed
- 7) Tick an occupation which represents your mother's employment:
- i. Employed
  - ii. Housewife
- 8) Tick the factor which you think has greater influence to your career choice:
- i. Degree programme/specialization
  - ii. Parents influence
  - iii. Peer Groups
  - iv. Role Models/teachers
- 9) Tick the perceived determinant of your career choice:

- i) Future Employment
- ii) Future income
- iii) Choice outcome

**Appendix II: Questionnaire 2:**

My name is Zahara Mbunji, a student pursuing Master of Arts in Education at the University of Dodoma (UDOM), Tanzania. Currently, I am doing an academic research with a focus on “**Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: A Case study of The University of Dodoma**”. I kindly request you to participate in this study by responding to the questions contained in this questionnaire. Your opinion you give in this questionnaire is extremely important and I guarantee that the information collected during this study will be treated with due confidentiality, and will be used purely for academic purposes and not otherwise. Your response will be highly appreciated.

**SECTION B: The Influence of Parents on Career Choice:**

Rank the level of parent’s influence on your career choice by putting a tick  against an appropriate number which explains influence on career choice (1= strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree)

Statement which explains the influence of parents on career choice	Five level scale				
	1	2	3	4	5
i. My parents guided me to study this degree programme					
i. My father influenced me into the career I am pursuing					
ii. My mother was influential to the career I am pursuing					
iii. My parents; business is a factor behind choosing my career					
iv. The dominant profession in my parents is also my preferred career					
v. The information I got from my parents helped me to choose a career					
vi. My father’s career had an impact on my choice of career					
vii. My mother’s career had an effect on my choice of career					

### Appendix III: Questionnaire 3:

My name is Zahara Mbunji, a student pursuing Master of Arts in Education at the University of Dodoma (UDOM), Tanzania. Currently, I am doing an academic research with a focus on “**Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: A Case study of The University of Dodoma**”. I kindly request you to participate in this study by responding to the questions contained in this questionnaire. Your opinion you give in this questionnaire is extremely important and I guarantee that the information collected during this study will be treated with due confidentiality, and will be used purely for academic purposes and not otherwise. Your responses will be highly appreciated.

#### SECTION C: Peer Influence on Career Choice

Please rank the influence of peer members on your perceived career choice by putting a tick  $\surd$  on an appropriate number against the statement that describes the influence of career choice (1= strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree)

Statement which explain the influence of career choice	Five level likert scale				
	1	2	3	4	5
i. My friends influenced me to prefer the career I chose					
ii. Peer members had strong influence on my career choice					
iii. My friends influenced me to choose this career					
iv. Peer advice on career choice was helpful to me in making decision on what career to pursue					
v. My friends validated the career that I chose					
vi. I consider that the information given by friends is always reliable					

vii. I chose a career that is similar to one of my close friends					
viii. I embraced the advice I got from peers that I value most					
ix. My friends gave me comprehensive and proper advice on careers					
x. Former graduates' careers had a positive influence on my career choice					

**Appendix IV: Questionnaire 4:**

My name is Zahara Mbunji, a student pursuing Master of Arts in Education at the University of Dodoma (UDOM), Tanzania. Currently, I am doing an academic research with a focus on “**Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: A Case Study of the University of Dodoma**”. I kindly request you to participate in this study by responding to the questions contained in this questionnaire. Your opinion you give in this questionnaire is extremely important and I guarantee that the information collected during this study will be treated with due confidentiality, and will be used purely for academic purposes and not otherwise. Your responses will be highly appreciated.

**SECTION E: Primary and Secondary Teachers’ Influence on Career Choice**

Please rank the level of your career choice based on teacher’s influence by putting a tick √ in an appropriate box against the statement that explains the influence of teachers on career choice(1= strongly Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree)

Statement which explains the influence of career choice	Five Likert scale				
	1	2	3	4	5
Career guidance is comprehensively offered by primary and secondary teachers					
Primary and secondary school career days under teachers influenced my career choice					
.Career trips/field trips planned by teachers influenced my career choice					
.Primary and secondary school career guidance through teachers cleared the career confusion that I had					
My primary and secondary teachers were influential to the career I am now pursuing					
.The career guidance by teachers was influential to the career I have chosen					

The primary and secondary teachers were influential to the career I am now pursuing					
. The course I chose were related to my career influenced by my teachers					
. Primary and secondary career exploration and career decision making activities broadened my career choices					
My preferred career is linked to my favourite subject combinations at secondary schools					

## **Appendix V: Section F: Semi-Structured Interview**

My name is Zahara Mbunji, a student pursuing Master of Arts in Education at the University of Dodoma (UDOM), Tanzania. Currently, I am doing an academic research with a focus on **“Determinants of Career Choice among Undergraduate Students with Physical Disabilities in Higher Education Institutions in Tanzania: A Case Study of the University of Dodoma”**. I kindly request you to participate in this study by responding to the following interview questions. Your opinion you give in this interview questions is extremely important and I guarantee that the information collected during this study will be treated with due confidentiality, and will be used purely for academic purposes and not otherwise. Your responses will be highly appreciated.

- 1) How did your parents influence your career choice?

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- 2) What do you think are the most important factors that affect your career choice from peer influences as a result of your physical disabilities?

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- 3) What is the influence of primary and secondary teachers on your career choice?

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- 4) What is the influence of colleagues and other peer groups on your career choices?

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**Appendix 6: Research Clearance from the University of Dodoma**



**THE UNIVERSITY OF DODOMA  
OFFICE OF THE VICE CHANCELLOR**

P.O. BOX 259  
DODOMA, TANZANIA  
TELEPHONE: +255 (0)26 2323001 FAX: +255 (0)26 2323001 EMAIL:

**Ref. No. MA.84/261/02**

20<sup>th</sup> August, 2020

All Principals  
Institute Director  
**The University of Dodoma**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Ms. Mbunji, Zahara with Reg. No. HD/UDOM/00044/T.2018** who is a bonafide student of the University of Dodoma and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980; the Vice-Chancellor of the University is empowered to issue research clearances to staff members and students of the University on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to the student listed above.

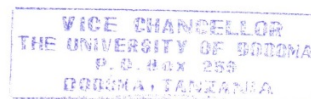
I therefore, kindly request you to grant her any help that may help her to achieve her research objectives. Specifically, we request your permission for her to work at the University of Dodoma meet and talk to the Students with physical disabilities and other relevant stakeholders in connection with her research.

The title of her research is **"Determinants of Career Choice among Students with Physical Disabilities In Higher Education Institutions In Tanzania"**. The period of her research is from August to October, 2020 and it will cover planned area.

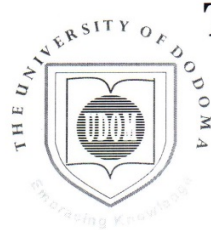
Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Consultancy, and Institutional Collaboration. P.O Box 251, Dodoma. Tel. No. + (255) 262310301 Email:[research@udom.ac.tz](mailto:research@udom.ac.tz)

Yours Sincerely,

  
Prof. Faustine K. Bee  
**VICE CHANCELLOR**



## Appendix 7: Ethical clearance from the University of Dodoma



# THE UNIVERSITY OF DODOMA

## OFFICE OF THE DEPUTY VICE CHANCELLOR-ARC

DIRECTORATE OF RESEARCH, PUBLICATIONS AND CONSULTANCY

P.O. Box 259

DODOMA, TANZANIA

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EMAIL: [dvcarc@udom.ac.tz](mailto:dvcarc@udom.ac.tz);

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Ref. No. MA.84/261/02

21<sup>st</sup> August, 2020

To: Mbunji Zahara  
The University of Dodoma

### RE: REQUEST FOR ETHICAL CLEARANCE

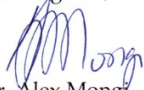
This is to inform you that the proposal titled "*Determinants of Career Choice among Students with Physical Disabilities in Higher Education Institutions in Tanzania*" has been granted ethical clearance.

Furthermore, as the Principal Investigator of the study, the following conditions must be fulfilled:

- Progress report is submitted to the University of Dodoma.
- Permission to publish the results is obtained from the University of Dodoma.
- Copies of final publications are made available to the University of Dodoma.
- Sites: The University of Dodoma

Approval is valid for a duration provided for under clause five (5) of the Ethical Clearance Form.

Best Regards,



Dr. Alex Mongi

**For Chairperson- Institutional Research Review Committee (IRREC)**

C: C: Deputy Vice Chancellor-Academic, Research and Consultancy